




















Chacewater School LEAP Curriculum










Class: Red Oaks Curriculum Theme: History - What did the Anglo-Saxons change in Britain? Term: Autumn 2

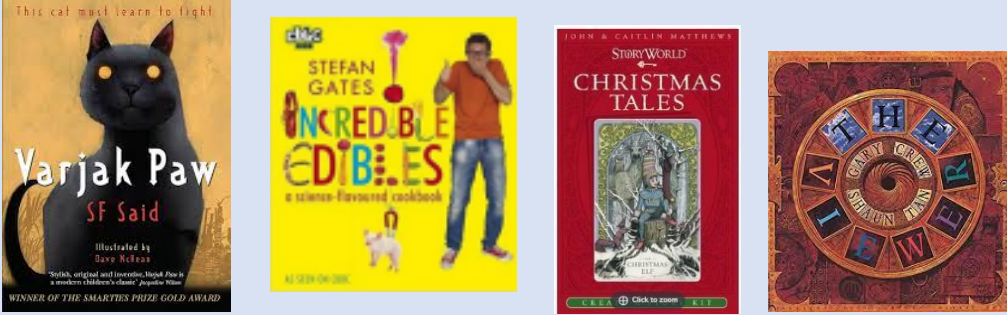
L E A P

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
History Anglo-Saxons settlement Red - disciplinary knowledge Black - substantive knowledge	Previously, children have learnt about relevant periods in British History and will understand chronology and terminology. Children will work through the sequence of lessons and be able to answer our overarching enquiry question by the end of the sequence.	Why did the Anglo-Saxons invade and how can we possibly know where they settled?  chronology  migration/settlement	What does the mystery of the empty grave tell us about Saxon Britain?  significance	How did people's lives change when Christianity came to Britain and how can we be sure?  significance	How were the Saxons able to see off the Viking threat?  cause and consequence	Just how great was King Alfred, really?  achievement/legacy  monarchy	How effective was Saxon justice?  similarities and differences		Children will be able to answer our historical enquiry question, 'what did the Anglo-Saxons change in Britain?'.
Geography Local area and region study	Children have previously learnt about the different continents and main cities within the UK. Children will build on their previous learning, and understand how their local area and region has changed overtime	How does my local area fit in with other places, near and far? LF: to be able to use geographical language to describe places at different scales  	What is special about my local area? LF: to use ordnance survey map (6 figure) to identify local landmarks and features. 	What can I find out about from a walk in my local area? LF: to use fieldwork to observe, measure and record a range of data on the human and physical features in the local area, using a range of methods  	How can we make a map to show what we have found out about the local area? LF: to record the features of the local area using a sketch map.  	How has the place changed over time? LF: to understand processes of settlement and change in the local area. 	How might this place change in the future? LF: to create a sketch map of the local area (Chacewater/Truro) showing possible future changes. 		Children will be able to identify the regions within the UK, and be able to give human and physical characteristics of the South-West and how it has changed

Computing Video production	The unit builds on the Year 4 unit 'Photo editing' where composition is introduced and the Year 3 unit 'Stop-frame animation' where learners explored some of the features of video production. By the end of this unit, learners will have developed the skills required to plan, record, edit, and share a video.	To explain what makes a video effective	To use a digital device to record a video	To capture video using a range of techniques	To create a storyboard, which will outline the scenes of the video and which filming techniques will be used	To explain how to improve the video recorded by reshooting and editing, whilst being able to select the correct tools to make edits	To use feedback and evaluation to improve video through editing and reshooting		Children will have worked in groups to create a video, which uses a range of filming techniques and has been edited to ensure it has the most effective outcome
PE and sport – REAL Gymnastics	To develop flexibility, strength, technique, control and balance	To be able to develop my balance on one leg. One leg balance (unit 5): - stand still on a uneven surface (wobble cushion) with eyes open and eyes closed -10x 1 leg squats into ankle extensions -5x squats with eyes closed	To be able to combine ball tricks and gymnastics skills such as balances, jumps and turns.	To be able to create and perform rhythmic sequences as a small group using hand apparatus.	To be able to move fluidly in a line and explore ways to move in a line. On a line (unit2): - walk forwards and backwards fluidly heel to bottom, knee up and heel-toe landing - lunge walks, opposite elbow at 90 degrees	To be able to explore travelling over, under and along low apparatus	To be able to create and perform bench sequences in a pair or small group using balances, flight, rotation and travelling movements.		
PE and sport – football	To use and apply fundamental skills in football game situations.	To be able to dribble the ball with both feet, including performing turns and drag backs To be able to stop a ball using both the sole and inside foot	To be able to pass the ball with the inside foot, front or laces. To be able to select the correct pass for various distances.	To be able to move into a space to receive the ball To be able to lose a defender to receive a pass	To be able to shoot using the top of the foot (laces) to aim for the corners of the goal and shoot from various angles.	To be able to mark another player and make interceptions	To be able to communicate with the team to develop tactics for attacking and defending		
DT	Prior Knowledge: healthy and varied diet, food hygiene,	Evaluate a range of Christmas	Know what ingredients are needed to make	Design own festive biscuit	Follow a recipe to make a festive biscuit	Evaluate biscuits: Taste			Children will have used their experiences of using food to have made

Christmas / Festive Biscuits	measuring and mixing skills	biscuits: taste test What is the impact of added ingredients / finishes / shapes on the finished product?	biscuits – and find out where the ingredients come from	Which ingredient could be changed? What shape will you choose?	using techniques: Weighing Sieving Mixing Rolling the dough	Texture Design			a Christmas/Festive Biscuit
Music Performance	Performing singing, including opportunities for arranging and individual performances at the Christmas concert	Sing a song in unison and three-part harmony	Explore and analyse a song arrangement and its structure	Sing songs as part of the whole school performance by heart.					Children will work through the term at signing a range of songs, using different pitch, tone and tempo. They will use learnt skills to perform in a Christmas carol concert
French Ma famille	To revise the vocabulary previously taught in the 'Presenting myself' To introduce family members	to learn how to say the various nouns for family members in French	to learn how to use the possessive adjective 'my' in French with increasing accuracy and understanding	to ask and answer the target question: As-tu des frères et sœurs ? (Do you have any brothers or sisters?)	to be able to introduce their family members by being able to say what their names are.	to learn how to say and recognise numbers 1-70	to revise and consolidate all language covered in the unit and complete the end of unit assessment.		By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French.
RE Why do Christians believe Jesus was the Messiah? 	Children will build upon prior knowledge of Incarnation from EYFS and year 2. Making links between, the nativity, Christmas celebrations and why Christians believe Jesus was the Messiah	What kind of saviour did the People of God want? to understand why the People of God wanted a saviour 	What does the Bible say about the Messiah? to understand what the Bible predicted about the Messiah 	What evidence was there that Jesus was the Messiah? to be able to compare evidence in a bible passage with the prophecies about the Messiah 	What would a messiah look like today? To consider what a messiah would say to people today 	How do Christians express their belief in Jesus as the Messiah? To understand how Christians, show their belief in Jesus as the Messiah 	How do Christians put their beliefs about Jesus into practice? To understand how Christians, celebrate Christmas 		Show an understanding of Why Christians believe Jesus was the Messiah and make links as to why Christians celebrate Christmas the way they do

<p>RHSE</p>	<p>Similarities and differences</p>	<p>To understand that we all have strengths and weaknesses, and that we should celebrate our individual strengths and talents.</p>	<p>To create future goals and show an understanding of how these can be achieved</p>	<p>To be able to focus on the benefits of the internet and develop awareness of ways in which pupils can assess and manage risks and ways to keep safe online</p>					<p>Children will be to talk about their strengths and weaknesses, talk to people about their future goals and understand how these can be achieved.</p>
<p>E-Safety</p>	<p>Digital Citizenship</p>	<p>Acceptable Use Policy To understand the need for a pupil acceptable use policy and agree to the rules we follow 'be SMART with heart'</p>	<p>Banter or Bullying To recognise when someone is upset, hurt or angry online.</p>	<p>Careful Consideration / Digital Doubt To make positive contributions online and understanding empathy To ask questions about online content - who and what to trust</p>	<p>Searching Skills To understand what makes an effective online searcher.</p>				<p>They will develop further their understanding of online safety.</p>
<p>Reading Opportunities</p>		 <p>The image shows four book covers. From left to right: 'Varjak Paw' by SF Said, 'Incredible Edibles' by Stefan Gates, 'Christmas Tales' by John & Caitlin Matthews, and 'The Jeweller' by Anthony Browne.</p>							