



Chacewater School LEAP Curriculum



Class: Y4 Bur Oaks **Curriculum Driver:** Science: Animals including humans **Curriculum Theme:** Food, teeth and digestion **British values:** Respect **Term:** Autumn 1

Local: - Local dentist visitor - Local specialist sport coach - Visit the local church	Engaging: - Taste and make sandwiches - Make poo (modelling digestion)	Ambitious: - Create and add content to the world wide web	Purposeful: - Make a suitable lunch product
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Sequence of Learning ➔

Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
Science Animals including humans	Where does my food go? The skeleton and muscles (Y3)	To know the names of the parts of the digestive system in humans	To be to describe the simple functions of the digestive system	To be able to identify the functions of the different types of teeth in humans	To understand the effect of sugary drinks on teeth (TAPs)	To be able to interpret a variety of food chains	To be able to construct a variety of food chains	To understand how humans digest food and the interrelationship between animals in food chains.
Computing Computing systems and networks: The internet	Learners will apply their understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.	To be able to understand how networks connect to form the internet.	To know what the internet is made of.	To understand that websites are shared via the world wide web.	To know that online content can be added and accessed on the world wide web.	To know that the content of the web is created and owned by people and that there are rules to protect content.	To know that not everything online is true and be able to evaluate the consequences of unreliable content.	Pupils will learn that the World Wide Web is part of the internet and consider who owns content. They will access, create, add and evaluate online content.
Physical Education Real P.E	Unit 1 Personal: I know where I am with my learning and have begun to challenge myself. Further develop fundamental skills of agility and balance: Footwork & 1 leg balance	To be able to: Balance: on 1 leg for 30 seconds. Footwork: skip with knee and opposite elbow at 90°	To be able to: Balance: on 1 leg for 30 seconds and perform 5 mini squats. Footwork: Side step with 180° front & reverse pivots	To be able to: Balance: on 1 leg for 30 seconds with eyes closed. Footwork: Hopscotch forwards and backwards, hopping on same leg	To be able to: Balance: on 1 leg for 30 seconds and perform 5 squats. Footwork: Hopscotch forwards and backwards, hopping on alternating legs	To be able to: Balance: on 1 leg for 30 seconds and perform 5 ankle extensions. Footwork: Move in a zigzag pattern forwards and backwards		Pupils will have developed their balance and footwork skills and will begin to use and apply these skills in sport lessons.
Sport Gymnastics	Using and applying balance and agility fundamental skills. Pupils work collaboratively to explore, create and perform movement sequences.	To be able to explore balances in partner work.	To be able to develop shoulder and core stability.	To be able to create and perform acrobatic sequences using partner balances.	To be able to explore travel within floor work	To be able to explore travel moving on and over low apparatus	To be able to develop a simple sequence involving travelling on large apparatus.	Pupils are able to apply fundamental skills in a gymnastic specific context, showing an aesthetic awareness for their movement when creating and sharing movement sequences.
DT Food : Healthy and varied diet	Designing, making and evaluating a bread-based product with a filling for lunch.	To be able to research existing bread based lunch products.	To be able to generate design ideas for my bread based lunch product.	To be able to use grating chopping, spreading and peeling skills to make my product.	To be able to evaluate my product against the design criteria?			Pupils have developed their food preparation skills and gained an understanding of food hygiene as well as considering what makes a healthy diet.
Music	Playing a tuned instrument with increased skill: Ukulele	To be able to listen for tuning of ukuleles and start	To be able to learn the notes that make up the chords and repeat	To be able to play as part of a whole class group, with half	To be able to copy and repeat patterns,	To be able to use chord boxes for ukulele chords	To be able to copy rhythms and a short melody.	Pupils can play some chords and rhythms on a tuned instrument with increased confidence.

	Links to the	to recognise tuning.	strumming patterns on ukulele using chords of C, A and F	the class playing a melody line and half playing a chord accompaniment.	including changing chords.	alongside melody lines.		
French	I am learning French Revising from Y3 Pupils will have the knowledge to be able to introduce themselves, say how they feel, and have a wider appreciation for the countries where French is spoken.	To be able to locate France and other French speaking countries on a map of the world.	To be able to ask and answer the question 'how are you?' in French.	To be able to say 'Hello' and 'Goodbye' in French	To be able to ask and answer the question 'comment tu - t'appelles?' (what is your name?) in French.	To be able to count numbers 1 - 10 in French	To be able to say ten key colours in French and say 'my favourite colour is...' in French.	Pupils will have developed the knowledge to be able to introduce themselves, say how they feel, and have a wider appreciation for the countries where French is spoken.
RE Christianity	Unit 2.3 INCARNATION/ GOD: What is the trinity and why is it important to Christians?	To understand why water is used as a symbol in Christianity	To know what happens in a modern baptism and why	To know what the bible tells us about the baptism of Jesus	To be able to explore the similarities and differences of how God is represented in artwork.	To be able to identify different symbols of the trinity at our local church	To be able to describe/explain what the trinity is and why it is important to Christian	Pupils can explain why the trinity is important to Christians.
RHSE	Happy healthy friendships	To know what makes a good friend	To understand how to solve friendship difficulties	To understand personal boundaries and permission				To develop positive friendships, overcome conflict between peers and respect others.
E-Safety Natterhub	To understand the need for balance with screen time and begin to consider how we can respectfully communicate online.	To be able to consider how time spent on technology can affect other activities.	To understand why being aware of screen time matters	To know how to communicate what I am doing online and explain why I have chosen to do so.	To know how and why the use of emojis impact digital chat			Pupils will have developed their understanding of the need for balance with screen time and how we communicate online respectfully.

Reading Opportunities

