



## Chacewater School LEAP Curriculum



Class: Red Oaks	Curriculum Theme . . . Who were the Maya and why should we remember them?								Term: Summer 2
Local		Engaging			Aspiring			Powerful/purpose	
		<div>Sequence of Learning</div> <div></div>							
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
History	Children have previously learnt about the earliest civilisations and the Greeks – we will use their prior learning to build on knowledge of these time periods and to understand the chronology	Who were the Maya?  chronology	Why did the Maya empire grow and how did they become so important?  significance	What was everyday life like in Maya civilisation?  similarities and differences	What were the Maya’s significant achievements?  significance	How can we possibly know what life was like for the Maya?	Why did the Maya empire decline?  cause and consequence		Children will be able to answer the over-arching enquiry question – ‘Who were the Maya and why should we remember them?’
Computing	Learners will develop their knowledge of ‘selection’ by revisiting how ‘conditions’ can be used in programming, and then learning how the ‘if... then... else...’ structure can be used to select different outcomes depending on whether a condition is ‘true’ or ‘false’.	To recall how conditions are used in selection, identify conditions in a program and modify a condition in a program	To be able to use selection in an infinite loop to check a condition and identify the condition and outcomes in an ‘if... then... else...’ statement	To explain that program flow can branch according to a condition and show that a condition can direct program flow in one of two ways	To use selection to control the outcomes in an interactive quiz	To use the Scratch programming environment to implement the first section of their algorithm as a program	To review their completed programs and identify ways in which the program can be improved		Once the children have completed the sequence of learning, they represent their understanding in algorithms, and then by constructing programs in the Scratch programming environment.
DT		To understand what a structure is and how they can be made stronger, stiffer and more stable	To generate and develop a simple design of a structure, through discussion and annotated sketches	To formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used	To select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frame	To critically evaluate products against design specification, identifying strengths and areas for development			To design, make and evaluate a simple structure
Music		Singing performance.	To be able to make decisions	To understand qualities needed	To be able to hold harmony	To be able to consider whole	To be able to sing with		Be able to sing songs by heart, in more than one

		Be able to learn a number of songs by heart – recognising song structure.	and adaptations to songs in order to improve performance.	for individual performance and develop solo skills.	parts and sing with confidence.	performance and improve on voice projection in larger acoustic spaces.	confidence and joy, leading KS2.		part, in front of an audience.
<b>French</b>	Clothing	To learn and pronounce different items of clothing	To explain why some items use des instead of un or une	To be able to say 'I wear' in French.	To be able to describe clothes in terms of colour	To learn about possessive adjectives in French and apply this understanding			To be able to speak in front of the class, talking through the outfit they are wearing
<b>RE</b>	<p>What matters most to Humanists and Christians?</p> <p>This sequence concentrates on the values and ways of living of Christians and Humanists.</p> <p>Pupils will have previously learnt that some people are non-religious, and that the Humanists are a visible group of non-religious people in the UK today.</p>	<p>To identify and explain beliefs about why people are good and bad</p> <p>make sense of belief</p>	<p>To understand who Humanist's are and what codes for living non-religious people use</p> <p>make sense of belief</p>	<p>To know which values matter the most to Christians and discuss how it shows</p> <p>make sense of belief</p>	<p>To know the main agreements and disagreements about values between Humanists and Christians</p> <p>understand the impact</p>	<p>To create a code for living that will help the world</p> <p>understand the impact</p>	<p>To make connections between the values studied and their own lives, and their importance in the world today</p> <p>making connections</p>		<p>By the end of this sequence, children will present to others in the class their learning about Humanist and Christian values. Discussing what they think are the strengths of the Christian and Humanist values are. They will say what they think matters most to each group, and then say what their own values are, drawing from their new learning about the Christians and the Humanists.</p>
<b>RSHE</b>		To be able to identify changes that happen during puberty and understand why they happen	To describe ways to manage these changes and know where to get help if needed	To be able to identify emotional changes that may happen during puberty	To describe ways in which our emotions may change and how to respond	To identify changes during puberty that we cannot control and ways to manage these			
<b>PE - Dance</b>	<p>REAL Dance NC PE2/1.1d</p> <p>R.PE COG: <b>Social FUNS:</b></p> <p>- Partner counter balances (unit 2)</p>	To be able to explore standing and floor shapes and develop transitions between	To be able to develop solo movement patterns themed on circles, incorporating turns and jumps.	To be able to work with a partner to translate the movement of a silk into a dance sequence	To be able to develop musicality, considering the phrasing and feel of the music.	To be able to explore lifts and leans in partnership (FUNS: Partner counter balances (unit 2))			To be able to perform learnt dances using a range of movement patterns to an audience
<b>PE - Swimming</b>	<p>PE2/1.2a</p> <p>PE2/1.2b</p> <p>PE2/1.2c</p>	To swim competently, confidently and proficiently over a distance of at least 25 metres	To use a range of strokes effectively	To perform safe self-rescue in different water-based situations.					To be able to swim competently, confidently and proficiently over a distance of at least 25 metres

Reading Opportunities

