



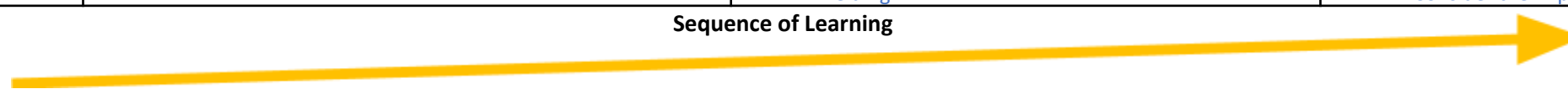
## Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum



<b>Class:</b> Bur Oaks Year 4	Curriculum Theme: The Three Peaks and seven summits Curriculum Driver- Geography – Mountains – Locational and Physical Value Exploration: Law	<b>Term:</b> Summer 1
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<b>Locality:</b>	<b>Engaging:</b>	<b>Ambitious and aspirational:</b>	<b>Purposeful:</b>
<ul style="list-style-type: none"> <li>Visit the Community Garden / Millennium Green</li> <li>Links with the church - Pentecost the church's birthday</li> </ul>	<ul style="list-style-type: none"> <li>Mountain Rescue visitors</li> <li>A range of painting resources and techniques explored</li> </ul>	<ul style="list-style-type: none"> <li>Look at inspirational young people: Greta Thunberg</li> <li>Watch England Cricket team batting, bowling and fielding</li> </ul>	<ul style="list-style-type: none"> <li>Understand the impact of humans on the environment</li> <li>Consider the impact of editing photos</li> </ul>

### Sequence of Learning



Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
<b>Geography</b>	<b>Mountains</b> To describe a mountain, how it is formed, the features of a mountain and climate. Year 2: Seven Continents Year 1 & Year 4: Countries / Regions of the UK	What is a mountain? To know what a mountain is and understand what the climate is like at height.	How are mountains formed?	What are the key physical features of a mountain?	Where can mountains be found in the UK? (The 3 peaks) To be able to name and locate the UK's highest mountains on a map using 4 figure grid references, symbols and key.	Where can the 7 summits of the world be found? To be able to name and locate the highest summit within each continent.		Be able to locate the Three Peaks on a map of the UK
<b>Science</b>	<b>Living Things and their Habitats</b> To understand living things can be grouped in different ways and that human activity affects the environment. Year 3: Vertebrates Year 2: All living things have characteristics that are essential for life	To know the characteristics of Living Things (review from Y2)	Understand that living things can be grouped in different ways.	Identify the 5 Vertebrates groups and characteristics.	Use classification keys - to group the animals/plants we have found in our school outdoor environment  <i>(observing closely)</i>	Identify Changing Environments: natural changes	Identify Changing Environments: human changes <i>Research Using Secondary Resources: How do nature reserves positively affect the environment?</i>	Understand the effect of our actions on the environment.
<b>Computing</b>	<b>Photo editing</b> Develop understanding of how digital images can be changed and edited. Year 2: Taking digital images	Changing digital images - cropping	Changing the composition of images	Changing images for different uses - filters	Retouching images	Make a 'fake' image	Making and evaluating an advert publication using a fake image	Consider the impact that editing images can have
<b>Art</b>	<b>Painting</b> To develop painting skills using a range of colours, textures, mediums and techniques	Caspar David Friedrich: Wanderer in the mist		Thomas Moran: The Golden Hour	Hokusai: Storm below Mount Fuji			Produce paintings using a range of colours, textures, mediums and techniques inspired by famous mountain portraits and wildlife
		Mix tones of grey and use thin watery paint as a base atmosphere	Use collage and paint to create objects over our background	Mix autumnal colours and create interesting textures and reflections	Using mixed media by combining painting and drawing	Use sgraffito technique (scratching back)		
<b>RE</b>	<b>Christianity</b> When Jesus left what was the impact of Pentecost? Y4 - Holy trinity	To know the Bible story of Jesus' death (Easter Holy week) <i>Revision</i>	To know the Bible story of Jesus' resurrection <i>Revision</i>	To understand the story of the pentecost	To understand Christian beliefs about Jesus as king and 'the kingdom of God'	To understand what Pentecost means to Christians now (The churches birthday)		Understand the impact of the Pentecost in Christianity

	Y3 - Holy week							
<b>RHSE</b>	Healthy Body & Healthy Mind Influences and Personal Choice	To understand what may influence us to make unhealthy choices.	To understand how we can take responsibility and make choices to keep our bodies and minds healthy.	To know strategies for recognising and dealing with our feelings				Identify choices we can make to help keep our minds and bodies healthy.
<b>PE</b>	Real P.E unit 3 <b>Cognitive</b> Main skill : ball skills Additional skill: on a line Progressive from year 3 unit 4.	Walk on a line forwards and backwards. Roll ball with two hands up and down then around body when sitting and then stood.	Walk forwards and backwards on a line knee raises & heels to bottom. Roll ball with one hand up and down then around body when sitting and then stood.	Walk forwards and backwards on a line knee raises & heels to bottom, heel-toe landing and opposite arm to 90°. Fluently pass a ball around one leg, around waist and around alternate legs.	Lunge walk on a line with opposite arm to 90°. Pass ball around waist then figure 8 around legs/alternate legs with speed. Criss-cross catches with 1 or no bounce.	Walk on a line challenges with eyes closed. Front to back catches, over head throw and catch behind.		To develop increased coordination handling a ball. To develop agility and balance moving on a line.
	<b>Striking &amp; fielding</b> Builds on Y3 striking and fielding. REAL PE - sending and receiving, react and response fundamental skills	Sending and receiving a tennis ball as a team to reach a target	Use an overarm throw towards a target	Develop batting (cricket bat) and bowling technique	Develop fielding techniques	Defence tactics to protect wicket	Use and apply batting, bowling and fielding skills to play a simple striking and fielding game	Develop techniques to strike a ball with a bat and to field as a team including striking and fielding tactics.
<b>French</b>	<b>In the classroom</b> Understand French instructions in the classroom including classroom objects. Y4 - introduced concept masculine/feminine forms	Classroom object noun vocabulary	Understanding if classroom object nouns are feminine or masculine	Saying 'I have /I don't have ... ' in my pencil case	Classroom instructions	Assessment opportunity: speaking, listening, writing and reading.		Recognise and repeat from memory simple classroom objects. Recognise and respond to simple classroom commands and praise.

**Reading Opportunities.**

