

Chacewater School LEAP Curriculum

| Class: Red Oal | ks Geography - How do volca | nic eruptions and ear | thquakes affect huma | ans and the Earth? | | | | | Term: Spring 1 |
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| | | Sequence of Learning | | | | | | | |
| Subject | Intent and links to previous learning | 1 | 2 | 3 | 4 | 5 | <u>6</u> | Z | Outcome/Composite |
| Geography | Children will learn to understand and explain why volcanoes erupt and how they cause earthquakes. Link to previous learning about mountains. | What lies beneath the surface of the Earth? | What happens when the Earth's plates meet? | What is the structure of a volcano and how might you recognise this in a cross section? | What are some of the major volcanoes in Europe and North America? | Why do people live on or near volcanoes? | What is an earthquake? Where do earthquakes happen? | What is the significance of the San Andreas Fault on the landscape and people of California? | Children will understand why volcanoes erupt, describe and explain the key features and recognise the effects of an eruptions. They will also be able to explain what an earthquake is and why they happen. |
| Science | Children will learn to; identify materials, whilst describing their properties and show understanding and be able to recognise reversible and irreversible changes. Links to previous learning: solids, liquids and gases | To be able to compare and group together everyday materials on the basis of their properties | To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution | To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating | To give reasons for the particular uses of everyday materials, including metals, wood and plastic | To demonstrate that dissolving, mixing and changes of state are reversible changes Can you identify the best methods to separate mixtures? (interpret results and draw conclusions) | To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible How does the amount of bicarbonate of soda, washing up liquid and vinegar affect the reaction? (gather/record results) | | Children will be able to identify materials, whilst describing their properties and show understanding and be able to recognise reversible and irreversible changes. |
| Computing | Children will be learning to use physical computing to explore the concept of selection. Children will be introduced to a microcontroller and learn how to connect and program components. | To control a simple circuit connected to a computer | To write a program that includes count-controlled loops | To explain that a loop can stop when a condition is met | To explain that a loop can be used to repeatedly check whether a condition has been met | To design a physical project that includes selection | To design a physical project that includes selection | | Children will be able to use physical computing to explore the concept of selection. Children will be introduced to a microcontroller and learn how to connect and program components. |
| Art | To build on paper mache skills from Year 3 - focusing on how to create different textures on a 3D model | To explore 3D art, recognising how they have created different textures locality | To design a 3D paper mache volcano in sketch books, using different pencil tones and textures | To be able to use different mixed media to create a basic structure, which follows own design | To be able to improve structure by adding different textures to create a realistic 3D volcano | To evaluate and analyse design and improve by adding natural objects | | | To work in groups to make a papier mache volcano using the different learnt skills to create textures |
| Music | Music Specialist Learn about notation – standard written and others. Use musical terms in | Understand the word 'pitch' in relation to music. Be able to recap previous music on | Understand the different clefs at the beginning of music and what they mean. Be able to | Be able to show understanding of the notes on the stave by learning mnemonics for | Be able to read notes on the stave – naming them and recognising the difference in | Be able to take notes on the stave and use them to work out the | Recognise what makes a good performance. Record performances and | | |

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| French | relation to music: pitch, tempo, dynamics, texture. | standard written notation. Be able to recognise simple patterns in changing pitch on a stave. Tell someone how you are feeling and ask them | draw them and identify the types of instruments that might use them Introduce yourself to someone and ask their name | notes on the lines and in the gaps. (for the treble clef) Tell someone how old you are and ask them | different octaves of the same note To ask and answer the question 'where do you live?' | melody line on a glockenspiel. Say 'I am English' | share successes with critical evaluation. Assessment – revisit learning from term | |
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| RE | Children will learn to understand what it means if God is Holy and Loving. Links to previous learning: Year 1, GOD: What do Christians believe God is Like? | Identify some different types of biblical texts, using technical terms accurately | Explain connections between biblical texts and Christian ideas of God, using theological terms | Make clear connections between Bible texts studied and what Christians believe about God | Show how Christians put their beliefs into practice in worship | Make connections: Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. | | |
| RHSE | Children will learn about why people care and the different ways in which it can be done. | To explore care needs and how these change in our lives | To understand the impact of loneliness and isolation | To explore ways to get involved in the community and the benefits this can offer | | | | |
| PE | Health Related Exercise NC PE2/1.1f R.PE COG: Health & fitness FUNS: - Seated balance (Unit 4) - floor work (Unit 4) | use the correct technique in a variety of circuit exercises | understand the core muscles of the body and their importance use the correct techniques in a range of exercise aimed to strengthen the core muscles | understand the muscles in the arms and legs and their importance use the correct techniques in a range of exercise aimed to strengthen the muscles in the arms and legs | use the correct technique in a variety of circuit exercises and improve on previous results | understand the importance of cardiovascular training | use the correct technique in a variety of circuit exercises and improve on previous results | |
| Reading Oppo | ortunities | | | HILIP DE Firework- ter's Daughter or pair Independent anue Frite Avend Wither | Contract of the second | | | |

Children will be able to introduce themselves in French and ask peers questions to find out about them.

Children will be able to explain and understand what it means if God is Holy and Loving.

Children will be able to explain how our care needs change and the effects of loneliness and isolation and ways in which we can show care in the community. To understand the importance of the muscle groups and to improve their techniques in a range of exercises that use

these muscles, and improve on

initial performances.