



Chacewater School LEAP Curriculum



Class: Red Oaks	Geography - How do volcanic eruptions and earthquakes affect humans and the Earth?								Term: Spring 1
L		E			A			P	
		Sequence of Learning							
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	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		

[illegible]