



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



Class: Red Oaks	Curriculum Theme: Why leave Earth? Curriculum Driver- Science Value exploration: Diversity	Term: Spring 2
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Locality	Engaging	Ambitious and aspirational	Purposeful
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Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
<b>Science</b>	Children have learnt about the structure of the Earth and have an understanding that the Earth is spherical.	To describe the Sun, Moon and Earth as spherical bodies  TAPS space travel questions	To describe the movement of the Earth, and the moon, relative to the Sun in the solar system  Present results	To be able to explain day and night, whilst using the idea of Earth's rotations  Ask scientific questions	To explain and understand why the sun appears to move across the sky  Take measurements Interpret results/draw conclusions	To describe the movement of the Moon and understand that the moon does not change in size 		Children will be able to explain the movement of the Earth and other planets in relation to the sun. They will be able to explain the movements of the Moon and how it causes day and night, whilst also acknowledging that the moon does not change in size.
<b>Computing</b>	Children have previously looked at branching databases in year 3.  Children will build on prior knowledge and learn to create their own databases, whilst inputting their own data.	To use a form to record information	To compare paper and computer-based databases	To outline how grouping and then sorting data allows us to answer questions	To explain that tools can be used to select specific data	To explain that computer programs can be used to compare data visually	To apply my knowledge of a database to ask and answer real-world questions	Children will be able to use the knowledge gained from their learning to create a database which shows the answers to real-world problems.
<b>DT</b>	<b>Spring 2 Structures</b> <b>Outcome: Bridges</b> design a stable structure that is able to support weight	LF: To be able to explore how to reinforce a beam to improve its strength	LF: To be able to build a spaghetti truss bridge	LF: To be able to build a wooden truss bridge	LF: To be able to complete, reinforce and evaluate a truss bridge End of Unit Assessment: Quiz			To design, make and evaluate a simple structure
<b>RE</b> 	Prior learning: Year 1 – Who is Jewish and how do they live? Year 4 – How do festivals and family life show what matters to Jewish people? Children will use the knowledge they already have and expand this	What do Jewish people look like, and where do we find Jewish people in the UK? 	What is the Torah? What is Sefer Torah? 	Why are there different types of synagogue in the UK? 	How does the Torah influence what Jewish people might eat? 	How are Jewish people adapting festivals in the UK? 	Why is the Torah important to Jewish people? 	Children will be able to answer the question: 'Why is the Torah so important to Jewish people?' using knowledge they have gained over the term.

	but making direct links as to why the Torah is so important to Jewish people. <b>Unit 2.9</b> Why is the Torah so important to Jewish people?							
<b>PSHE</b>	Children have previously learnt what relationships are and how some relationships are different to others and what it means to have a caring family.	To understand the values of healthy relationships	To discuss the characteristics of healthy and unhealthy relationships	To describe the range of different families that exist within communities and the importance of respecting this <b>diversity</b>	To talk about the values, we bring to relationships	To discuss our own thoughts and beliefs about committed relationships	To understand the importance and the reasons of committed relationships in healthy, happy family life	Children will be able to discuss and talk about the values in relationships and understand the reasons for committed relationships.
<b>Digital citizenship</b>	Natterhub	<b>Access and Age:</b> Age restrictions and age-appropriate content online	<b>Intrusive Apps:</b> To explain how apps or services may collect and share my private information.	<b>Clever Choices:</b> Digital behaviour and online responsibilities - when no one is watching	<b>What Information Should You Share Online?</b> To understand the risks associated with posting information online.			
<b>PE / Sport</b>	YOGA: focus BALANCE	To understand and being able to use breathing techniques to calm the body and mind	To be able to practise twisting and stretching techniques and loosen tight muscles  Washing machine	To hold a seated and floor balance: rock and roll into boat pose, cobra, lotus, butterfly, upward dog, bough	To hold a four point balance: table, cow and cat down dog, plank	To hold a two legged pose: gate, chair pose, warrior, triangle, mountain pose	To hold a one legged balance: rooster, tree, flamingo	to be able to hold a variety of balances, breathing with control
<b>PE / Sport</b>	Children have previously learnt to hold a racket and use their forehand and backhand. They will improve these skills but working on their footwork and coordination to play the ball into space.	To develop right and left side hand and foot movements.  To develop forehand and backhand	To develop reactions to a moving ball, building rhythm and techniques	To develop foot movement and racket control	To introduce the attacking strategy of playing into space using basic overarm serve and return of serve	To develop the volley action and apply it in a competition	To develop key step patterns in sequences, mirroring actions and cooperation	To be able to take part in a tennis match using the skills learnt from the sequence of learning
<b>Music</b>	Each year, children have been working on their singing, using skills from the previous year to sing and project their voices.	Understand the key elements of different genres of music and name them. Be able to discuss own tastes in music related to genres.	Be able to share knowledge of different instruments – and group into classical, folk, jazz etc. Be able to talk about the sounds made in terms of ‘timbre’ of instruments.	Be able to share instruments played by individuals learned at home and form groups to play together in school using variety of instruments.	Understand how to build music using different skills. Be able to rehearse group performance, including considering dynamics.	Understand how different bands create an image through their artwork/promo materials. Be able to record performances and design album artwork.	Be able to confidently perform in front of others.	By the end of this sequence, children will perform the songs they have learnt using the skills to perfect their performances.
<b>Reading Opportunities.</b>								

