



Chacewater School LEAP Curriculum



Class: Mighty Oaks		Curriculum Driver: Science: Animals including humans Curriculum Theme: Circulatory System British values: Respect						Term:1			
Local			Engaging			Ambitious			Purposeful		
		Sequence of Learning									
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite		
Science Animals, Including Humans	Prior Learning: systems of the body: skeletal, muscular, digestive The know the purpose of the circulatory system	What is the circulatory system? To be able to identify and name the main parts of the human circulatory system	How does our heart work? To be able to identify and name the main parts of the heart	What are the different components found in our blood? To be able to describe the components of blood and their functions	What does the blood transport around the body? To be able to describe how water and nutrients are transported in humans	How does exercise affect my heart rate? To understand the impact of exercise on heart rate TAPs Enquiry Question: Which type of exercise has the greatest effect on our heart rate? (to plan an enquiry Pattern Seeking  /interpret results)	How can I live a healthy lifestyle? What can damage our health? To be able to identify how humans can live a healthy lifestyle		Understand the importance of the circulatory system and identify steps that we can all take to lead healthier lives.		
Computing Computing systems and networks: internet Communication	Prior Knowledge - computing systems and networks Y3-5 To know how the internet facilitates online communication and collaboration	To explain that computers can be connected together to form systems	To recognise the role of computer systems in our lives	To recognise how information is transferred over the internet	To explain how sharing information online lets people in different places work together	To contribute to a shared project online	To evaluate different ways of working together online		Explain which types of media can be shared through the internet (public and private) and decide what you should/should not share online.		
Art:	Prior Knowledge - drawing skills	To understand how artists explore their identity by creating layered	To be able to make observational drawings of	To be able to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning		To be able to share my work with my classmates, articulate how I	To be able to reflect upon the differences and similarities		Create a layered self- portrait that explores personal identity, using observational drawing		

		and constructed images	peers from short poses			feel about the journey and outcome	of a peers work to mine		and visual elements such as line, shape, colour and texture. Share and reflect on the finished artwork, explaining creative choices and comparing it with the work of peers.
PE & Sport	Netball To apply the fundamental skills and to develop an understanding of the rules and tactics of the game	Bench ball - stance balance skills (Unit 3) Stand on a line/low beam: - raise alternate knee to opposite elbow - catch large ball at knee, above head and away from body - catch small ball thrown close to and away from the body	Individual ball skills (Unit 1): move ball around egs in figure of 8 To be able to land a jump 1 foot, then the other I can pivot on either leg	Individual ball skills (Unit 1): move ball around waist into figure of 8 around legs To send and receive a chest, bounce and shoulder pass I can catch the ball whilst in the air, then pivot to pass	Individual ball skills (Unit 1): move ball around waist then alternate legs To be able to shoot at a target (netball nets)	Individual ball skills (Unit 1): criss crosses with and without a bounce To be able to mark and defend a goal and intercept the ball I can work as a team in formation (positions for high 5 netball)	To be able to use and apply learnt skills and attacking and defending tactics appropriately in a high 5 netball game		Apply learnt skills and simple tactics in small game situations
PE & Sport	Rugby To apply the fundamental skills and to develop an understanding of the rules and tactics of the game	To be able to move with the ball with accuracy, confidence and control To be able to find and use space	To be able to send and receive the ball accurately and laterally at chest height	To be able to perform skills of passing with speed and accuracy To be able to work together with others to invade space	To be able to use specific modes of attack (formations) To be able to defend to deny opposition space	To be able to use attacking and defending skills To be able to combine and perform skills with control in a variety of situations	To be able to apply learnt skills and tactics in small tag rugby game situations		Apply learnt skills and tactics in small tag rugby game situations
Music	Discovering Grime: project builds on prior learning, in which students have explored rhythm, basslines, melody, structure, loops, samples, and digital composition.	Introduction to Grime and Rhythm	Building Beats With Max Wheeler	Composing Grime Patterns	Developing Audio Lyrics, Sound Effects and mixing Skills	Combining Musical Elements	Final Performance and Reflection		Create and present an original Grime track using music technology, demonstrating understanding of the genre's key features, applying production techniques and musical vocabulary, and making independent creative

