Chacewater School LEAP Curriculum

Mighty Oaks	**Curriculum Driver**: History **Curriculum Theme:** Vicious Vikings: Fact or Fiction? **British values**: Liberty		Term:2
Local	**Engaging**	**Ambitious**	**Purposeful**

Sequence of Learning

Subject	**Intent and links to previous learning**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Outcome/Composite**
History	Prior Learning: Chronology - prior periods of British history Vicious Vikings - Fact or Fiction?	Who were the Vikings and where did they come from? 	Why have the Vikings gained such a bad reputation? 	How did the Vikings try to take over the country and how close did they get? 	How have excavations changed our view of the Vikings? primary and secondary sources	What can we learn about Viking settlement from a study of place name endings? 	Raiders or settlers: how should we remember the Vikings? 		Debate: present ideas using historical sources
Geography		**Place knowledge** - Where did the Vikings settle and how do we know? 				**Human geography -** How did Viking town names change? 			
Computing - Creating Media	Web page Creation: creating websites for a chosen purpose (history link: Viking website)	What makes a good website? To review an existing website and consider its structure	Becoming a web designer: To plan the features of a web page	Copyright or copyWRONG? To consider the ownership and use of images (copyright)	How does it look? To recognise the need to preview pages	Follow the breadcrumbs: To outline the need for a navigation path	Think before you link! To recognise the implications of linking to content owned by other people		Create hyperlinks on their own Viking website that link to other people's work. Evaluate the user experience and that of another learner.
DT	Prior Knowledge - Y5 Textile unit Combining different fabric shapes - sewing	**Research** key components of a tote bag	**Skill** use pattern piece templates to shape, cut and stitch fabric	**Plan/design** a tote bag, considering the main component shapes	**Make** a tote bag using different techniques	**Evaluate** final product (tote bag)			Evaluate finished product - tote bag

PE & Sport	Invasion Games - Football	To be able to dribble the ball with control and increasing speed, changing direction	To be able to send and receive the ball accurately and at speed.	To be able to receive the ball from one direction and pass to another	To be able to choose when to retain possession, dribble or pass and make progress towards the target.	To be able to use appropriate formations in game situations. To Know how to mark opposition and defend their goal.	To be able to use attacking and defending skills appropriately in football games. To be able to combine skills with control, adapting them to meet needs of the situation.		Apply learnt skills and simple tactics in small football game situations
PE & Sport	Real Gymnastics unit 2 R.PE COG: **Social** **FUNS:** **-On a line (unit 2)** **- Partner counter balances (unit 2)**	Partner counter balances (unit 2): stand on 1 leg holding with 1 hand, lean back stand on 1 leg while holding partner's opposite foot	To be able to create and perform a sequence of partner balances to a beat	On a line/beam (unit2): walk forwards and backwards fluidly heel to bottom, knee up and heel-toe landing lunge walks, opposite elbow at 90 degrees	To be able to explore flight and jumps, over and off of large apparatus - benches, tables and mats	To be able to explore travel around, on, over and through other large apparatus - wall bars, ropes, ladders and monkey bars	To be able to develop a sequence in a pair on the large apparatus using shapes, balances, travel flight and rotation.		Apply learnt skills - jumping and landing a one leg balance
French	Phonics 1-3 At the Cafe	to learn 11 different foods, snacks and drinks in French with the correct determiners/indefinite articles.	to learn another 9 different foods, snacks and drinks in French with the correct determiners/indefinite articles.	to learn some key phrases to help me perform a role-play in the French 'salon de thé'	to learn some more key phrases to help me perform a role-play in the French 'salon de thé'.	to learn about French currency and use my knowledge of numbers in French to help calculate the bill in euros.			Perform a short role-play ordering what they would like to eat and drink.
RE	Prior Learning Y3 U2.7L Why do Hindus try to be good?	to be able to use correct vocabulary to express views about Hindu belief in Brahman	to make clear connections between a Hindu story (The Man in the Well) and what it teaches about life	to be able to explain how the story of 'The Man in The Well' relates to Hindu beliefs about samsara	to be able to give accurate definitions of karma, samsara and moksha	to be able to explain how belief in dharma might impact the way that a Hindu person lives their life	to be able to talk about how Hindus' beliefs shape the way that they live their lives		Understand and be able to discuss key concepts in Hindu beliefs of the best way to live a good life.
RSHE	Community Communities: How can we show respect to people of different races and cultures?	Diversity in modern Britain	Discrimination and law in Britain	Feeling like we belong					
RSHE	Relationships Healthy relationships: How can we live in harmony?	Healthy romantic relationships	Love, living together, marriage and civil partnership						

Reading Opportunities	 	