











## Chacewater School LEAP Curriculum



Mighty Oaks	<b>Curriculum Driver:</b> History <b>Curriculum Theme:</b> Vicious Vikings: Fact or Fiction?			<b>British values:</b> Liberty			Term:2		
<b>Local</b>		<b>Engaging</b>			<b>Ambitious</b>		<b>Purposeful</b>		
		<b>Sequence of Learning</b> <span style="font-size: 2em;">→</span>							
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		<b>Place knowledge -</b>  Where did the Vikings settle and how do we know?  				<b>Human geography -</b> How did Viking town names change?   			
Computing - Creating Media	Web page Creation: creating websites for a chosen purpose (history link: Viking website)	To review an existing website and consider its structure	To plan the features of a web page	To consider the ownership and use of images (copyright)	To recognise the need to preview pages	To outline the need for a navigation path	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 - Y3 Textile unit  Combining different fabric shapes - sewing	To be able to design a waistcoat	To be able to mark and cut fabric according to a design	To be able to assemble a waistcoat	To be able to decorate a waistcoat				Evaluate finished product - Waist coat

<b>PE &amp; Sport</b>	Invasion Games - hockey	To be able to dribble the ball with control and increasing speed, changing direction and using the correct side of the stick.	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 and to make a square pass (across the pitch) or straight pass (up/down the pitch).	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 hockey 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 hockey game situations
<b>PE &amp; Sport</b>	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
<b>Music</b>	Singing - performance	To be able to learn a number of songs off by heart - recognise some structure	To be able to make decisions and adaptations to songs in order to improve performance	To understand qualities needed for individual performance and develop solo skills	To be able to hold harmony parts and sing with confidence	To be able to consider whole school performance and improve on voice projection in larger acoustic spaces	To be able to sing with confidence and joy, leading KS2	To be able to sing songs by heart, including leading harmony parts and solos in front of an audience	Christmas Carol Concert in the Church
<b>RE</b>	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.
<b>RSHE</b>	Similarities and Differences Respectful behaviour online and offline	understand why and how people might use an online identity	understand cyber bullying: what it is, how to respond and where and how to get help	understand what a stereotype is, and how stereotypes can be unfair, negative or destructive					Be able to keep safe online and know where and how to get help
<b>E-safety (Natterhub)</b>		<u>Getting Help and Reporting Concerns</u>	<u>False Friends</u> How to manage manipulative behaviour and	<u>Filtered Faces</u> Photo filters, editing tools,	<u>Using Search Engines Effectively</u>				

		To understand how to react to concerns online and what help is available if we have a concern.	peer pressure online	what's real and what's not	To explore how search engines work and how results are selected and ranked.				
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**Reading Opportunities**

