

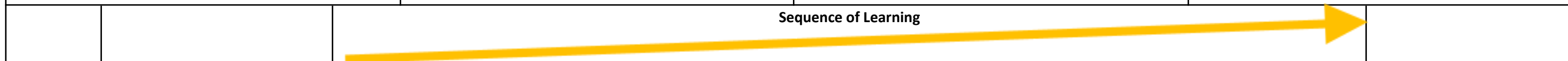


Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum



Class: Mighty Oaks Year 6	Curriculum Theme: Geography – Why would you visit the Mediterranean? Curriculum Driver: Geography – <u>European Region Study</u>	Term: Summer 1
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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
Geography	Prior Knowledge: Y4 Rivers and mountains	Where is Europe and what are its countries like? 	Why do tourists visit the Mediterranean? 	Why are migrants coming to Greece? 	What is the landscape of Greece like today? 	What are the main features of Athens and how does this compare to Truro? 	How does everyday life in Athens compare with that in other places? Fieldwork - Is this a place fit for people? 	To be able to identify where Europe is, what some of the key features are and to be able to compare the capital city of Athens with our capital city Truro
Computing	3D modelling Recognise that you can work in 3D on the computer	To be able to add, view and move 3D objects	To be able to modify 3D objecting (resizing, lowering/lifting and recolouring)	To be able to rotate, duplicate and group 3D objects to make a name badge	To be able to make a desk tidy combining a number of 3D objects	To learn how computer based 3D design is used in architecture - plan own 3D building design	To create a 3D model of the building designed	Develop and improve a digital 3D model of a building, making links with jobs in the real world - architecture
DT	Food - celebrating culture Design and make bread for a chosen country Prior Knowledge: healthy and varied diet, food hygiene, measuring and mixing skills	To select a range of breads and taste test. Evaluate What is the impact of added ingredients/finishes /shapes on the finished product?	To know what ingredients are needed to make bread - which have been sourced locally, in the UK, overseas?	To be able to make a basic bread recipe to practise techniques: measuring, mixing, kneading	To design your own loaf of bread. Which ingredient could be changed? How would a change in shape make an impact?	To be able to make own bread following your design	To be able to evaluate breads: taste texture smell appearance	To have designed, made and evaluated a loaf of bread Which is your favourite and why?
RE	Christianity 2.3 PEOPLE OF GOD: How can following God bring freedom and Justice? ✝ Prior Knowledge: Y3 2.2 PEOPLE OF GOD: What is it like to follow God?	To explore the story of Moses, identifying the suffering and hardship that the Hebrews went through yet remained faithful 	To be able to explain The Ten Plagues Identify themes: freedom, suffering, leadership, obedience 	To be able to discuss if Moses is a good leader and why God chose him	To understand the Ten Commandments 	To understand the 5 Marks of Mission: Tell, Teach, Tend, Transform, Treasure - what actions might Christians do to fulfil them? 	To understand how Christian's beliefs about freedom and justice affect the world today 	Understand the wider concept of freedom and justice and the impact on our world today? Do we all have freedom and justice?

RHSE	<p>Healthy Body & Healthy Mind Being the Best Me</p> <p>explore how best to take care of our bodies and minds to feel good about ourselves.</p>	To be able to describe self-respect	To explain how self-respect can affect our mental health and wellbeing.	To describe how the internet and social media can affect personal wellbeing	To be able to explain where and how to get help if we feel worried about or affected by something we have seen online.	To explain what we mean by mental health	To describe some symptoms of mental ill health and identify some sources of help	Describe some ways to look after our mental health Identify the 5 steps to well-being .
PE	<p>Striking & Fielding Builds on Y3/4 striking and fielding.</p>	<p>To be able to develop techniques for bowling a tennis ball underarm</p> <p>develop techniques for batting with a rounders bat</p>	To send and receive an overarm throw over a large distance when fielding	To understand the role of a backstop Respond quickly and with accurate passing	To develop strategies and use tactics as a team to beat their opposition: deep fielding (long barrier)	To be able to use a range of strategies and tactics as a team for different scenarios	To use and apply batting, bowling and fielding skills to play a simple rounders game	Develop techniques to strike a ball with a bat and to field as a team including striking and fielding tactics.
Music	Use a variety of music technology programmes to learn how to manipulate sounds on computers.	Be able to open and access: Online Musical Games – Inside the Orchestra	Use Inside the Orchestra to be able to further understand and identify the instruments of the orchestra.	Use Inside the Orchestra to be able to further understand the musical concepts of dynamics, pitch and tempo.	Use Inside the Orchestra to be able to understand which instrument might be good to learn in the future.	Use Inside the Orchestra to be able to compose and use expression in those compositions.	Know about other musical resources that are online and available for further composition to those interested. Discuss programmes already accessed and share knowledge.	
Reading Opportunities.								