



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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		Sequence of Learning						
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
Science	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.
Computing	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.
DT	Spring 2 Structures Outcome: Bridges 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
RE 	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 but making direct	What do Jewish people look like, and where do we find Jewish people in the UK?	What is the Torah? What is a 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	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.

	links as to why the Torah is so important to Jewish people.					festivals in the UK?		
PSHE	Healthy, committed relationships Children have previously learnt what relationships are and how some relationships are different to others and what it means to have a caring family.	<ul style="list-style-type: none"> the values of healthy relationships the characteristics of healthy and unhealthy relationships. 	<ul style="list-style-type: none"> the range of families that exist within communities and the importance of respecting this diversity the values we bring to our understanding of relationships. 	<ul style="list-style-type: none"> our own thoughts and beliefs about committed relationships reasons for committing to a relationship the importance 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.
Digital citizenship	Natterhub	Learn It: Search for Skills To understand the internet is a valuable tool for learning new skills.	Mind It: Facts or Fiction To describe how information found online can be used to make judgements about individuals.	Secure It: Intrusive Apps To explain how apps or services may collect and share my private information.	Think It: What Information Should You Share Online? To understand the risks associated with posting information online.			Children will have a better understanding of how to be a safe and responsible digital citizen
PE / Sport	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
Music	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.
French	I am able	Recognise, recall and spell 10 action verbs in French.	Use these verbs in the infinitive to form positive and negative sentence	Attempt to combine positive and negative sentence structures to form				Children will develop further their pronunciation and intonation so that others understand when they

structures with 'je
peux' (I am able)
and 'je ne peux pas'
(I am not able).
longer and more
complex sentences
using the
conjunctions 'et'
(and / 'mais' (but)

are reading aloud or using familiar
words and phrases

Personal Development
Junior Life Skills Event at Tolvadon Fire Station
Water Safety

Reading Opportunities.

