












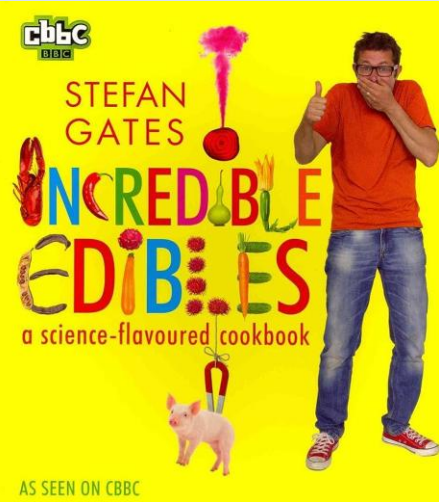
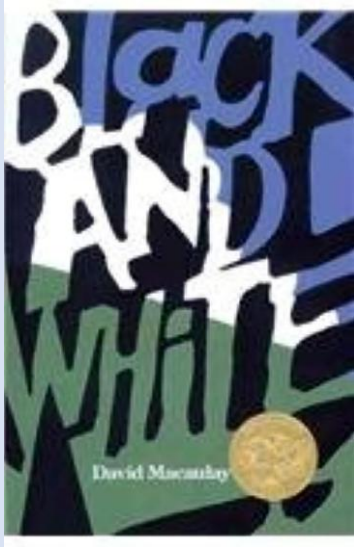
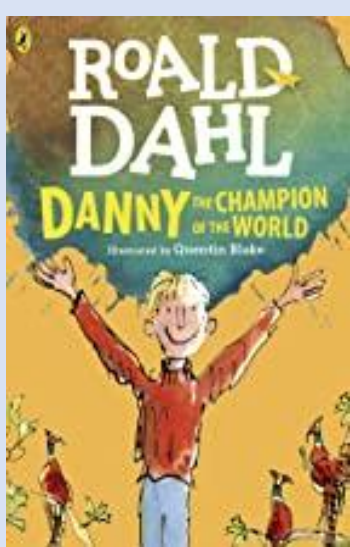
 Chacewater School LEAP Curriculum 								
Class: Y5 Red Oaks	Curriculum Driver: Science: Living things and their habitats & Animals including humans British values: Respect	Curriculum Theme: The Circle of Life						Term: Autumn 1
Local		Engaging			Ambitious		Purposeful	
		Sequence of Learning 						
Subject	Intent and links to previous learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Outcome/Composite
Science Living things and their habitats Animals including humans	Previous learning – children learnt about different animals in Year 1 and were able to label them: mammal, amphibian, bird etc. Children will be able to differentiate between the life cycles of different animals, humans and plants. They will also understand the changes adults go through during their life time.	To understand the lifecycles of a/an: - mammal - amphibian - insect - bird 	Compare a collection of animals based on similarities and differences in their lifecycle   (ask scientific questions/report/present findings) TAPS - Life Cycle Research	Identify the different parts of a plant focusing on the male and female parts (observing)	To explore ways in which plants reproduce whilst understanding the terms 'sexual' and 'asexual' reproduction	Describe the changes a human goes through during their lifetime (take measurements) TAPS - Growth Survey 	Research the question: Is there a relationship between a mammal's size and its gestation period?  (interpret results and draw conclusions/present results)	Children will understand the life-cycles of animals including humans and the way in which they reproduce
Computing	To understand computer systems and how information is transferred between systems and devices, whilst looking at small-scale systems as well as large-scale systems	To understand what a 'system' is and that components work together to perform a task	Consider how large computer systems work noticing how devices and processes are connected	Use knowledge of search engines to write and then test instructions	To understand why search engines are necessary to help them find things on the World Wide Web	Find out how a webpage's content can influence where it is ranked in search results	Understand how content creators can optimise their sites for searching and also explore some of the limitations	Children will be able to find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.
ART Drawing	Botanical drawings John Miller Fruit (apples) Different stages of the lifecycle?	Introduce artist: John Miller To explore and respond to the work of John Miller	Explore pressure with a range of pencils to more accurately move between areas of light and dark	Think about shape, space and position when creating areas of light and dark, describing the effect of light on objects surrounding areas.	Explore how tools can be used differently to create different textures through line, pattern and shape and value	Think about overall composition and focal points when positioning a variety of shapes on a surface to reflect distance from the viewer	Create a finished sketch of a plant, using the skills explored, to add to a group composition.	Children will create their own botanical drawings inspired by artist John Miller
Sport Netball	To apply the fundamental skills and to develop an understanding of the	Bench ball - stance balance skills (Unit 3) Stand on a line/low beam:	Individual ball skills (Unit 1): move ball around egs in figure of 8	Individual ball skills (Unit 1): move ball around waist	Individual ball skills (Unit 1): move ball around waist then alternate legs	Individual ball skills (Unit 1): criss crosses with and without a bounce	I can use and apply learnt skills and attacking and defending tactics	To apply learnt skills and tactics in small netball game situations

	rules and tactics of the netball game	<ul style="list-style-type: none"> - 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 	I can land a jump 1 foot, then the other I can pivot on either leg	into figure of 8 around legs I can send and receive a chest, bounce and shoulder pass I can catch the ball whilst in the air, then pivot to pass	I can shoot at a target (netball nets)	I can mark and defend a goal and intercept the ball I can work as a team in formation (positions for high 5 netball)	appropriately in a high 5 netball game	
Sports Rugby	To apply the fundamental skills and to develop an understanding of the rules and tactics of the tag rugby game	I can move with the ball with accuracy, confidence and control I can find and use space	I can send and receive the ball accurately and laterally at chest height	Perform skills of passing with speed and accuracy I can work together with others to invade space	I can use specific modes of attack (formations) I can defend to deny opposition space	I can use attacking and defending skills I can combine and perform skills with control in a variety of situations	I can apply learnt skills and tactics in small tag rugby game situations	To apply learnt skills and tactics in small tag rugby game situations
French	To present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.	Phonics	To know the numbers to 20	To be able to introduce myself and say my age	To be able to say hello, goodbye, to ask how somebody is feeling and answer how they are feeling	To be able to tell others where you live	To tell others your nationality	Children will be able to have a simple conversation with a partner, asking the question as well as being able to answer it.
RE 	<p>What does it mean to be a Muslim in Britain today?</p> <p>Pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an.</p>	<p>How many Muslims and how many mosques are there in Britain?</p> 	<p>How might the five pillars affect the lives of Muslims in Britain today?</p> 	<p>Why is Zakah/charity important to Muslims? How is charity important to you?</p> 	<p>Why do Muslims go on pilgrimage? Focus on Hajj</p> 	<p>Why do Muslims go on pilgrimage? Further focus on the Hajj and its significance for Muslims today</p> 	<p>What does it mean to be a Muslim in Britain today?</p> <p>List at least 3 ways in which a Muslim's worldview may affect how they think and act, giving their reasons</p>	Children will be able to make sense of Muslims beliefs, understand the impacts and make connections.
Music	To be able to use previous learning to play the ukulele with increased skill	Repeat strumming patterns on ukulele using chords of C, Am and F.	Listen for tuning of ukuleles and start to recognise tuning.	Play as part of a whole class group, with half the class playing a melody line and half playing a chord accompaniment on more complex tunes.	Learn the notes that make up the chords and which notes sound nice when played together.	Compose and play music in pairs and individuals.		<p>Perform as a whole class and individually for the rest of the school.</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music</p>
RHSE	Healthy and happy friendships	Behaviour Values	Learning Values	Understand what we mean by identity and the things which help define us	Recognise and show an understanding about peer pressure	Show an understanding about stress and how it can make people feel		To show an understanding of the learnt skills through a class discussion
Personal Development Health & prevention: Mini Police Project: On-line Safety		Reading Opportunities						

Science: describe the changes as humans develop to old age

Mental Health: Wear it Yellow
Halloween Safety
Dyslexia Awareness Week



Chatto Poets for the Young

