





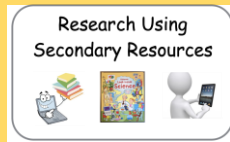












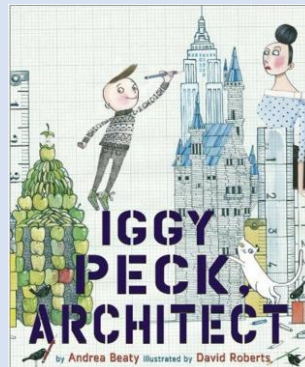

Chacewater School LEAP Curriculum



Class: Red Oaks		Curriculum Theme: How did trade get global? Curriculum Driver- Geography Value exploration: The rule of Law							Term: Summer 1
Locality			Engaging			Ambitious and aspirational		Purposeful	
		Sequence of Learning							
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
Geography	Children will use their historical knowledge of different time periods and their geographical knowledge of different parts of the world. Children will understand what trade is and understand how it impacts us and the world.	1.What is 'trade'? to understand what trade is to begin to understand the scale of trade 	2. Which countries do we import food from? to understand the terms 'import' and 'export' 	3. What is the global supply chain? to understand the multi-stop journeys different products travel before reaching our shops 	5. What are different countries' highest-valued exports? o understand how the human and physical geography of a country determines its highest-value export. 	4. What is fairtrade? to understand the positive impact that buying fairtrade products has on communities in other countries 	6. Is it better to buy food locally or imported? Field Study 		Children will be able to discuss trade with others and recognise that lots of the 'goods' they buy are from different countries
Science	identify and explain the different forces acting on objects and explain Newton's role in discovering gravity Children have previously studied 'space' and have a understanding of gravity	To understand what gravity is and why unsupported objects fall (link back to Earth and space) 	Investigate and identify the effect of water resistance on different shapes TAPS Aqua Dynamics gather/record results/evaluate an enquiry 	To identify the effect of air resistance that acts between moving surfaces TAPS Spinners take measurements (repeated) 	Investigate the effect ground friction has on movement prediction/take measurements/ draw conclusions 	To recognise that some mechanisms allow a smaller force to have a greater effect			Children will have a clear understanding of different forces

Computing	Children have previously look at creating media – animation (year 3) and photo editing (year 4). Children will build on these skills to create vector drawings from a specific purpose	To recognise what vector drawings are	To identify the shapes used to make a vector drawing	To use the zoom tool to help add detail to drawings and explain how alignment grids and resize handles can be used to improve consistency	To identify that each added object creates a new layer in the drawing and change the order of layers in a vector drawing	To copy part of a drawing by duplicating several objects			Create a vector drawing for a specific purpose and reflect on the skills used and why
Art Artist: Shoreditch Sketcher Local Artist: Barbara Hepworth	Architecture: Dream Big or Small? <u>Enquiry Question: What is our responsibility as an architect? How can we make a better world?</u> Explore the responsibilities architects have to design us a better world. Make your own architectural model.	To be able to discuss the role and responsibilities involved in being an architect.	To discover the form and structures architects might use through careful looking and drawing.	To be able to make an architectural model of a home. To be able to make an architectural model using the 'design though making' technique.To be able to use sketch books to support imagination.			To be able to display and photograph the work made through the half term and reflect on the outcomes.		Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work and recording outcomes via photos.
PE / Gymnastics	To develop flexibility, strength, technique, control and balance	To be able to develop my balance on one leg. One leg balance (unit 5): - stand still on a uneven surface (wobble cushion) with eyes open and eyes closed -10x 1 leg squats into ankle extensions -5x squats with eyes closed	To be able to combine ball tricks and gymnastics skills such as balances, jumps and turns.	To be able to create and perform rhythmic sequences as a small group using hand apparatus.	To be able to move fluidly in a line and explore ways to move in a line. On a line (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 travelling over, under and along low apparatus	To be able to create and perform bench sequences in a pair or small group using balances, flight, rotation and travelling movements.		To develop flexibility, strength, technique, control and balance
PE/Athletics		To be able to evaluate effective	To be able to exchange a relay baton	To be able to begin to use a triple jump	To be able to develop accurate	To be able to pace themselves	be able to compete to beat personal		To take part in sports day events with

		running technique and coach others to improve	whilst running at speed	(hop skip jump) technique Keep tall Swing arms	throwing technique for different equipment e.g javelin, ball, beanbag	when running for distance Run around a curve	best in throwing, jumping and running events. To be able to evaluate to improve my own performance		confidence and improved skills.
Music		Be able to open and access: Orchestra Games – Inside the Orchestra	Use Orchestra Games to be able to identify wood wind and stringed instruments.	Use Orchestra Games to be able to identify brass and percussion instruments.	Use Orchestra Games to be able to compose a melody.	Use Orchestra Games to be able to compose a rhythm.	Use Orchestra Games to be able to begin understanding how to make a visual map of a piece of music without standard written notation.		To be able to use a variety of music technology programmes to learn how to manipulate sounds on computers.
French	Je peux... (I Am Able...)	name up to 5 action verbs in French	name up to 5 more action verbs in French	use the structure 'je peux' (I am able) with the verbs in French	use the negative structure 'je ne peux pas' (I am not able) followed by verbs in French	use the conjunctions 'et' (and) & 'mais' (but) in French			
RE	GOSPEL: What would Jesus do? How do Christians decide to live?	What do Gospels teach Christians?  To be able to identify features of Gospel texts	What messages did Jesus give in the Sermon on the Mount?  To understand that Christians and some non-Christians try to live by Jesus' teachings <i>The Sermon on the Mount (Matthew 5-7)</i>	What does Jesus say the foundations of life are?  To understand what Christians, do to build strong foundations for living <i>The Wise and Foolish Builders (Matthew 7:24-27)</i>	<i>How might Christians respond to Jesus' healing stories?</i>  <i>To recognise how Christians', respond to the stories of 'Jesus' healing miracles</i> <i>The Centurion's Servant, Luke 7:1-10</i>	What would Jesus do about prayer today?  To understand the four components of prayer	What would Jesus do to make a better world?  To consider the value and importance or being generous with time and money and giving to/working for a charity		Articulate their own responses to the issues studied, recognising different points of view and to know the two greatest commandments and recognise these in Gospels
RHSE	Valuing our bodies and our minds	Understanding bullying behaviour: Different types of	RNLI Beach and Water Safety	Valuing ourselves: explain how we see ourselves can	Alcohol, Tobacco and Drugs: explain some facts about	Keeping Well: Explain how bacteria and viruses are spread and	Walk to School - Road Safety - less congestion and traffic,		Children will be able to explain and discuss why is it important to value their bodies and their minds

		bullying: How to be an-upstander		impact our feelings and behaviour, and affect our health and wellbeing	legal and illegal substances; describe ways that alcohol, caffeine and smoking can affect the body and mind	treated; Describe vaccination and immunisation and their roles in preventing disease	which means less pollution - an opportunity for social contact, physical exercise			
E-Safety	Natterhub	Senseless Scrolling: Enjoying time online and digital wellbeing	Feeling Left Out: To understand how to deal with the emotions associated with feeling left out.	Responsibly Me: Making mistakes and how to put them right online						
Reading Opportunities		<div></div>								