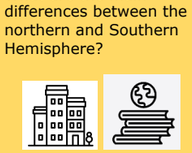
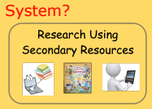
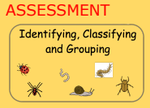
Chacewater School LEAP Curriculum

Class:Mighty Oaks Y6	Curriculum Theme: A Voyage of Discovery - The journey of Charles Darwin on HMS Beagle Science Living Things and Their Habitats/Evolution and Inheritance	Term: 4 (NB and 3 for Science, Geography and History)

Local	Engaging	Aspiring & Ambitious	P powerful & Purposeful

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
History	Previous Learning: lives of significant individuals in the past who have contributed to national and international achievements. Intent: to understand the significance of Charles Darwin on scientific thinking	Who was Charles Darwin and what did he do? In which era was he alive? 	Why was his theory significant? 	How did people in Victorian Britain react to it? 					Explain how Darwin's theory impacted the way of thinking in the Victorian era and beyond.
Geography	Previous Learning: Climate Zones Intent: To be able to compare the Galapagos Islands with other places in the world and identify key similarities and differences.	What are the main differences between the northern and Southern Hemisphere? 	What is a climate zone? 	What is a biome? 	How is climate and vegetation connected within a biome? 	Locational Knowledge: Where and what are the Galapagos like? What was the journey of HMS Beagle? 	How does the Galapagos Islands compare with a region in the UK (Isles of Scilly)? 	In what ways are some biomes vulnerable and how can they be protected? 	To understand the key elements of a biome, how these contrast with other biomes and their vulnerability
Science	Previous Learning:Fossils Y3 Intent: to understand how living things on earth have changed over time. To understand that characteristics are passed from parents to their offspring and that variation in offspring over time can make animals more or less able to survive in particular environments.	Living things and their Habitats to be able to describe how living thing, including microorganisms, plants and animals, are classified into broad groups	Living things and their Habitats to understand why a worldwide system of classification is necessary in science What is the Linnaean System? Research Using Secondary Resources 	Living things and their Habitats to be able to give reasons for classifying plants and animals based on specific characteristics. Curious Creatures - Field Guided Study: how would you make a classification key? (WS: observe closely) TAPS ASSESSMENT Identifying, Classifying and Grouping 	Evolution and Inheritance understand that living things have changed over time and that fossils provide key information What are the 3 main epochs of fossils? Research Using Secondary Resources 	Evolution and Inheritance understand that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Evolution and Inheritance identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Evolution of penguins Compare the skeletons of apes, humans, and Neanderthals – how are they similar, and how are they different? (asking scientific questions)	Evolution and Inheritance Understand how birds adapted to different diets and this led to evolutionary change. Understand adaptation and reasons for evolution of animal characteristics. Is there a pattern between the size/shape of a bird's beak and the food it eats? (WS: Making a prediction) Pattern Seeking  Comparative and Fair Testing 	Pupils will: Develop an understanding of the development of evolutionary ideas and theories over time. Explain how evolution has occurred . Understand that adaptation and evolution is not a uniform process for all living things.
Computing	Introduction to Spreadsheets	identify questions which can be answered using data	explain that objects can be described using data	explain that formula can be used to produce calculated data	apply formulas to data, including duplicating	create a spreadsheet to plan an event	choose suitable ways to present data		Learners will create charts and evaluate their results

PE	TENNIS	Develop a right and left side hand and foot movements in combination Develop a forehand & backhand sending and receiving actions, using hands and rackets	Develop reactions to a moving ball, building rhythm and sequences Develop forehand/backhand actions and apply the technique in small games	Develop a foot movement and racket control Understand the flight of the ball & timing of the bounce in relation to body position	Introduce the attacking strategy of playing into a space Develop a basic overarm serve and return of serve technique	Develop a competence in movement around the court space, using sequences whilst ball handling Develop the volley action and apply it in a competition	Apply key step patterns in sequence, mirroring actions and cooperative rallying to practise hand, feet and body movements	Apply key actions in a competitive game situation, with scoring	To be able to take part in a tennis match using skills learnt from the sequence of learning
PE	YOGA: focus BALANCE	To understand and use breathing techniques in yoga To develop basic stretching techniques	To hold a table top pose: extend to cat, cow and down dog, plank	To hold a seated balance: rock and roll into boat pose	To hold boat pose in various positions: low, medium and high	To hold a two legged pose: garland pose, chair pose, warrior	To hold a one legged balance: rooster, tree	To hold a one legged balance: warrior one legged balance, standing hand to big toe pose	to be able to hold a seated balance and a one leg balance
ART	Prior skills: clay making	Design 3D objects using paintings etc as inspiration	Form curved and straight sided blocks out of clay	Blend shapes of clay carefully and effectively to make a larger object	Cut and model clay to required shape and texture	Build layers using blending and fixing	Add texture using a variety of tools	Use knowledge of colour mixing to paint animal in realistic colours	Create a 3D clay model of a Galpagos animal (painted)
Music	Music Specialist Music theory. Considering wider music genres and own experiences with relation to engaging with and enjoying music.	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.		Music performance
French	Chez moi (My home)	learn how to say they live in a house or an apartment	learn the first five nouns for rooms of the home	learn another five nouns for rooms of the home so that the children have ten in total.	learn how to use the negative structure "Chez moi il n'y a pas de..."	put all new language into context by integrating it with previously learnt language (je m'appelle…, j'ai … ans) in a role play activity			To be able to explain in French where they live
RE	What did Christians believe Jesus did to save people?	What does sacrifice mean? *understand what is meant by sacrifice* *empathise with how Christians feel about Jesus' death*	How does the Gospel of Mark describe Holy Week? *interpret the story of the Last Supper* *empathise with those at the Last Supper* *consider how Christians feel about Judas' betrayal*	What are the stations of the cross? *talk about the story of Jesus' sacrifice* *understand what the Stations of the Cross are*	Who was to blame for Jesus' death? *discuss the people involved in Jesus' death* *consider the reasons behind people's actions in the lead up to Jesus' death*	Why is Jesus' sacrifice important to Christians? understand why Jesus' sacrifice is important to Christians today consider how Christians could follow Jesus			Understand why Jesus' sacrifice is important to Christians today
Digital Citizenship	Intent: Learn how to be safe and responsible online	to explore how search engines work and how results are selected and ranked	to understand the positive differences technology makes throughout the world	to understand how to create a positive online reputation	to understand how to use, manage and remember passwords	to identify and resist online temptations and pressures	to recognise the problems that can come with sharing information online	to know how to gather evidence of online bullying and what to do with the evidence	Pupils understand the rights and responsibilities of being a digital citizenship
Reading Opportunities