

## **Chacewater School LEAP Curriculum**



Class: Y5	Curriculum D	Priver: Science: Living	g things and their ha	bitats & Animals inc	cluding humans	Curriculum The	eme: The Circle of	Life	Term:	
Red Oaks			British values: Respect			A 1111		During	Autumn 1	
	Local		Engaging			Ambitious		Purpos	етиі	
	Sequence of Learning									
Subject	Intent and links to previous learning	1	2	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Outcome/Co	<u>mposite</u>	
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	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)	Identify the different parts of a plant focusing on the male and female parts	To explore ways in which plants reproduce whilst understanding the terms 'sexual' and 'asexual' reproduction	Create a timeline and describe the changes a human goes through during their lifetime	Research the question: Is there a relationship between a mammal's size and its gestation period?  (interpret results and draw conclusions) (present results)	· · · · · · · · · · · · · · · · · · ·	nimals including ne way in which	
Computing	through during their life time.  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	Web, through	the World Wide learning how work (including it and rank hat influences through	
<b>ART</b> Drawing	To develop skills when using a pencil in order to create line, tone, texture and pattern	Use a pencil to create line, tone, texture and pattern	Use pencil to create line, tone, texture and pattern to draw simple plants	Create a collage from pencil drawings	Use chalk on black and charcoal on white paper to create observation drawings of plants	Use water soluble fine liner pens to make observation drawings and learn the wash technique	To use all learnt skills to create a Fernand Leger piece of art based on a plant	To create a stil	l life in the style n artist using all t	
<b>Sport</b> Netball	To apply the fundamental skills and to develop an understanding of the rules and tactics of the game	I can land a jump 1 foot, then the other I can pivot on either leg I can send and receive a bounce pass	I can send and receive a chest pass I can send and receive a 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 I can work as a team in formation (positions for high 5 netball)	I can use attacking and defending skills appropriately in games			skills and tactics I game situations	

<b>Sports</b> Rugby	To apply the fundamental skills and to develop an understanding of the rules and tactics of the 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		To apply learnt skills and tactics in small tag rugby game situations	
French	French Phonetics & Pronunciation –  Learn to pronounce the 18 essential French sound patterns / phonemes so that pupils will improve their French pronunciation and also be able to read with improved accuracy in French.	Introduce the first set of phonics sounds / phonemes in French: CH, OU, ON, OI	Look at the sounds; 'I', 'IN', 'IQUE' and 'ILLE'	Focus on the sounds; 'É', 'E', 'È', 'EAU' and 'EUX'	Learn the sounds; 'QU', 'GNE', 'Ç', 'EN' and 'AN' i	Recap the main 18 sound patterns / phonemes and use knowledge to read words with fluency		Children will be able to pronounce the 18 essential sound patterns / phonemes and show this through reading with much more fluency	
RE	Children will explore what Muslims believe and what difference this makes to how they live. They will gain knowledge, understanding and skills in order to answer questions raised about religion and beliefs.	talk about how many Muslims there are in Cornwall, the UK and the world	make clear connections between Muslims beliefs and worship i.e. Five Pillars	explain the difference between zakah and sadaqah	make clear connections between Muslim beliefs and worship (Hajj)	recall key Muslim beliefs about God, tawhid, the Prohpet and the Qur'an	Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today	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.		Perform as a whole class and individually for the rest of the school.  Evaluate and refine compositions with reference to the inter-related dimensions of music	
RHSE Healthy and happy friendships	To understand: - what we mean by 'identify' and how we use it to define us - peer pressure and how to make informed choices to resist pressure - the importance of good emotional health and wellbeing	Understand what we mean by identify and the things which help define us	Know the similarities and differences between people's identities and how to show respect for these	Recognise and show an understand about peer pressure	Understand how peers can influence our choice and that good friends shouldn't make us feel pressured	Show an understanding about stress and how it can make people feel	Know the difference between stress and anxiety and talk about what we can do to help us manage these well	To show an understanding of the learnt skills through a class discussion	
Reading Opportunities  This cat must learn to fight  ROALD									

