



Chacewater School LEAP Curriculum



Class: Young Oaks

Curriculum Driver: Geography














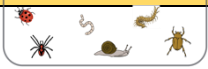
Curriculum Theme: What on earth is a climate zone?

British values: Tolerance

Term: Spring 1

L E A P

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
Geography Where in the world? Climate zones	INTENT: <i>Pupils now begin to learn about world biomes; the difference between biomes and climate (desert biome focus and arid, tropical, temperate, climate zones);</i> PREVIOUS LEARNING: <i>Revisit from Year 2: Continents and Oceans</i> <i>Revisit Year 1: Hot and Cold places. Building on KS1 knowledge of hot and cold countries in relation to the equator.</i>	Why does a place's location in the world affect its climate? 	What on earth is a climate zone? 	How is the climate of the UK different from that in the tropics?  	How does the climate vary around the world?  	What is the weather like on a typical day for places in different climate zones?  	What is special about each climate zone?  Field work: Eden trip  		<i>Children should understand the difference between biomes and climate (desert biome focus and arid, tropical, temperate, climate zones) and how these affect a location's climate.</i>
Science Forces and magnets	INTENT: <i>Children will learn how to identify how magnets work and what materials will affect the magnetic force.</i> PREVIOUS LEARNING:	To be able to compare how things move on different surfaces  <i>How does a coin move across a variety of materials (gather and record results)</i>	To understand that some forces need contact between 2 objects, but magnetic forces can act at a distance  <i>Which magnet is strongest? - make a prediction - TAPS</i>	To be able to Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. 	To be able to describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other depending on which poles are facing. <i>Predict</i>	To be able to observe how magnets attract or repel each other <i>Observe</i>	To use their knowledge of magnets and forces to create a magnetic board game.	<i>Children will be able to identify how magnets work and what materials will affect the magnetic force.</i>	

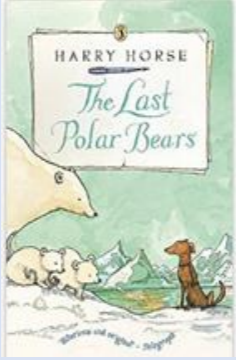
				What materials will the magnet attract? - observe closely					
Computing Sequencing sounds	<p>INTENT: <i>Children will be introduced to a selection of motion, sound and event blocks which they will use to create their own programs, featuring sequences.</i></p> <p>PREVIOUS LEARNING: <i>Previous use of programming in floor robots and potentially scratch JR</i></p>	<p>Introduction to Scratch</p> <p>To be able to identify the objects in a Scratch project.</p>	<p>Programming sprites</p> <p>To be able to create movement for more than one sprite, by designing a code.</p>	<p>Sequencing</p> <p>To be able to create a sequence of connected commands.</p>	<p>Ordering commands</p> <p>To be able to experiment with the importance of the order of the sequence.</p>	<p>Looking good</p> <p>To design and create their own sprite using a sequence of commands.</p>	<p>Making an Instrument</p> <p>To be able to create music to go alongside a sprite character.</p>		<i>Children will use their knowledge of the programme 'Scratch' to produce a representation of a piano.</i>
Art	<p><u>Cloth, Thread, Paint</u></p> <p>Explore how artists combine media to create work in response to landscape. Use the acrylic and thread to make a painted stitched piece.</p>	<p>Introduce Alice Kettle LF: to be able to explore an artist's work.</p>	<p>To be able to develop my own mark making vocabulary by looking at how artists use a variety of marks.</p>	<p>To be able to use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p>	<p>To be able to use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</p>		<p>To be able to share my work with others and share my thoughts about the process and outcome. I can listen to feedback and take it on board.</p>		<i>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i>
Music		<p>To be able to understand that 'Standard Written Notation' is a way of writing music for other people to read and play</p>	<p>To be able to name and recognise the one beat note: crotchet: Be able to draw it, and find it in written music.</p>	<p>To be able to make patterns of one- beat notes in a bar of 4, (initially not on the staff). Know how to clap simple rhythms made up of crotchets, and crotchet rests.</p>	<p>To be able to make longer patterns of crotchets and crotchet rests. Be able to work as a team to play/clap rhythms together.</p>	<p>To be able to create more than one pattern and play them at the same time as others to create layers of rhythm.</p>	<p>To be able to use percussion instruments and standard notation to compose. Know how to play together by counting in and following the music.</p>		<i>Children will be able to record performances, share successes and critically evaluate compositions.</i>
French animals	<p>Children will learn 10 familiar animals and be introduced to the 1st person singular high</p>	<p>To be able name (with accurate pronunciation) and remember five</p>	<p>To be able to name (with accurate pronunciation) and remember five</p>	<p>To be able to consolidate all ten nouns for animals in French and</p>	<p>To be able to explore and understand better the role of the</p>	<p>To be able to start to use the 1st person high frequency</p>			<i>Children will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article.</i>

	frequency verb 'I am' in the foreign language	animals in French with the correct indefinite article/determiner	animals in French with the correct indefinite article/determiner	start to attempt to spell these words.	indefinite article/determiner	irregular verb 'je suis' (I am) from the verb 'être' (to be).			
RE What does it mean to be Hindu in Britain today?	PREVIOUS LEARNING: What do Hindu's believe God is like (Autumn 2) Children will be introduced to Hindu faiths celebrated in Britain.	<u>How do Hindus show their faith at home?</u> To be able to identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean 	<u>How do Hindus show their faith at home?</u> To be able to understand ways in which Hindus worship in the home 	<u>How do Hindus show their faith at home?</u> To be able to make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) 	<u>How do Hindus show their faith when they're together?</u> -To be able to describe how Hindus show their faith within their faith communities in Britain today(e.g. arti and bhajans at the mandir; in festivals such as Diwali) 	<u>How do Hindus celebrate Diwali today?</u> -To be able to identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) 	<u>What is it like to be a Hindu in Britain today?</u> -To understand where are Hindus in Britain and why they decide to settle here 		Children will be able to share and express understanding of Hinduism in Britain and how they celebrate their religion in their daily lives.
RHSE Responsibilities and boundaries	Children will be able to use their knowledge from Autumn 1 of Personal Space to scaffold their learning for boundaries in this unit.	To be able to explain what responsible means and to explain why it is important to act in a responsible way.	To be able to describe our own and others' responsibilities.	To be able to describe what personal space is and to explain our responsibility towards maintaining others' personal space.	To be able to recognise and explain what to do and how to get help if our personal space feels crowded.	To be able to describe the responsibilities we have to care for and help others	To be able to describe what empathy is and why it is an important way to show care.		Children will be able to share their knowledge in school and in wider society of how to improve or support respectful relationships.
PE Football		To be able to control a ball using your feet.	To be able to pass the ball accurately using your feet.	To be able to dribble and turn with the ball under control.	To be able to defend against an attacker.	To be able to shoot / strike accurately towards a target.	To be able to apply learnt skills and work as a team in small football game situations		
Real P.E Unit 3 Cognitive On a line & ball skills		To be able to march, lifting knees and elbows up to a 90°angle,	To be able to walk fluidly with heel to toe landing,	To be able to walk fluidly lifting knees/lifting heels to bottom and using heel to toe landing	To be able to stand with legs apart and move a ball around 1 leg 16 times (both legs)	To be able to move ball around waist 17 times	To be able to stand with legs apart and move a ball around alternate legs 16 times		
E-safety		Other People's Projects: To understand that other people's	Vivid Vlogs: How to make videos for the right reasons	Identifying Information: To understand that information about	Owning Ourselves: Taking responsibility for online behaviour				

		work belongs to them.		people is stored online.	and making good choices				
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Reading Opportunities

Class enjoyment:



Shared reading:

