



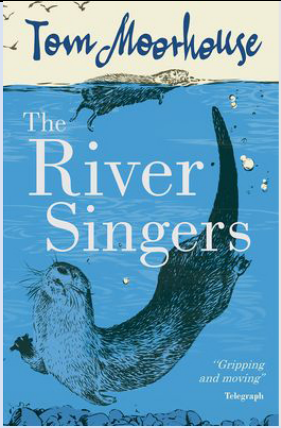
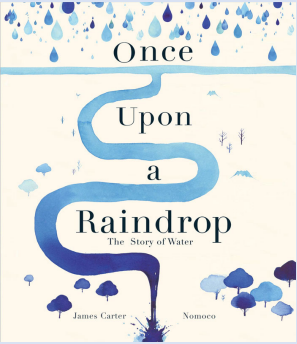


Chacewater School LEAP Curriculum



Class: Bur Oaks	Curriculum Theme: Rivers							Term: Spring 1
		Sequence of Learning						
<u>Subject</u>	<u>Intent and links to previous learning</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Outcome/Composite</u>
Geography Rivers	Y2: Zambezi River, Zambia, Africa. Y3: South America, Amazon River. Y4 Autumn 2: River Avon, Bath. Intent: Children have a clear understanding of what a river is and its journey.	What is a river and where do we find them?	What are the stages and features of a river?	Field Work: Local River, Carnon River What are the physical characteristics of the River Thames? How does the River Thames shape the surrounding landscape? How does this compare to the Carnon River/ The Truro River?		How do people use rivers ? How are they important to a community?	How are rivers affected by humans? <i>Pollution of the Carnon river by mining.</i> How can flooding affect people?	Be able to explain the journey of a local river from source to sea using the geographical vocabulary learnt and make comparisons to the River Thames. Explain this through creating a model of a river.
Science States of matter The Water Cycle	Y1: shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Intent: to develop an understanding of states of the matter and the changes of state.	To be able to group materials and understand the three states of matter: Solids, liquids, Gases  (to ask scientific questions)	TAPS: Cornflour slime - (Observe closely and ask scientific questions)	Do gases weigh anything? (interpret results/draw conclusions)	To understand changes of state: Melting, freezing, evaporating and condensing	How does the level of water in a glass change when left on the windowsill?  (gather/record results)	To understand the main stages in the water cycle: Evaporation; Condensation and Precipitation;	Be able to correctly identify the different states of matter and explain the changing states which make up the water cycle.
PE Unit 3 Cognitive On a line & stance	Building upon the fundamental skills ‘on a line’ and ‘stance’ developed throughout the curriculum.	On a line: March, lifting knees and elbows up to a 90°angle, Walk fluidly lifting knees/lifting heels to bottom and using heel to toe landing			Stance: stand with good stance and withstand a small force stand with a good stance and raise alternate feet/knees 5 times stand with a good stance and catch a ball at chest height and throw it back			Pupils are able to use apply these fundamental movements skills with confidence, linking movements together in their sport lessons.
Sport Gymnastics unit 1 Social	Using and applying balance and agility fundamental skills. Pupils work collaboratively to explore, create and perform movement sequences.	Static balance with a partner An introduction to partner balances - supporting others	Static balance with a partner To be able to explore a range of partner balances	Static balance with a partner To be able to create and share acrobatic sequences using partner balances	Rotation To be able to explore rotational movement on the floor	Rotation To be able to demonstrate rotational movements with hand apparatus	Rotation To be able to create and share sequences including a jump, roll and balance.	Pupils are able to apply fundamental skills in a gymnastic specific context, showing an aesthetic awareness for their movement when creating and sharing movement sequences.

Music	Learn about notation – standard written and others. Recap previous work on crotchets and rests.	To understand that ‘Standard Written Notation’ is a universal way of writing music for other people to read and play	To know and recognise the half-beat note: quaver. Be able to draw it, and find it in written music.	To be able to make patterns of one-beat notes and half-beat notes in a bar of 4, (initially not on the staff). Be able to work as a team to play/clap rhythms together	To be able to create more than one pattern and play them at the same time as others to create layers of rhythm.	To be able to use percussion instruments and standard notation to compose. Know how to play together by counting in and following the music.	To be able to share successes and critically evaluate compositions	To compose, perform and record percussion rhythms as a group showing an understanding of standard written notation.
ART Drawing	Building on the use of pencil, charcoal and chalk to draw lines and create tone in previous years. To develop skills using a range of media for drawing.	To be able to explore pencil technique to create the effects of different weathers	To be able to use charcoal and chalk to create contrasting effects of line, texture and tone to create the effects of different weathers	To be able to blending charcoal and chalks to create a foggy picture	To be able to make an observational drawing of an object (umbrella and sunglasses) to show shape, line and texture	To be able to use mixed media by combining painting and drawing to create a landscape		To be able to apply skills to use mixed media by combining painting and drawing to create a landscape
Computing Programming Repetition in shapes - logo	Previous learning: Floor robots, shape and direction in maths, Intent: Learners will create programs by planning, modifying, and testing commands to create shapes and patterns, using a text-based programming language.	To be able to program commands using text based programming language.	To be able to write an algorithm in text-based language to produce a given outcome	To be able to explain what ‘repeat’ means	To be able to modify a count-controlled loop to produce a given outcome	To be able to decompose the programme and use a procedure	To be able to create a program that uses count-controlled loops to produce a pattern	Create programs by planning, modifying, and testing commands to create shapes and patterns.
RHSE Caring and responsibilities	Previous learning: responsibilities we have for ourselves and others	To understand some of our rights and why we have them	To be able to identify responsibilities that come with rights	To be able to explain some of the consequences of not accepting our responsibilities	To be able to describe some of the rights that children have under the UN Convention	To be able to identify different roles and responsibilities within families	Describe how sharing roles and responsibilities helps family relationships	I understand my rights and responsibilities and the links between them.
French Unit – Les couleurs et les nombres	Name and recognise up to ten colours in French. Count from 1-10 in French.	To know how to name (with accurate pronunciation) and remember the first five (of a total ten) colours in French.	To know how to name (with accurate pronunciation) and remember the next five (of a total ten) colours in French.	To know how to count from 1-5 in French.	To know how to count to ten in French.			Be able to count to 10 in French and name and recognise ten colours in French.
RE	2.4 GOSPEL: What kind of world did Jesus want?	To understand the Gospel is Good News about Jesus – it tells the story of his life and teaching	To understand what Jesus’ actions towards the leper might mean for a Christian	To understand how Christians try to show love to all, including how church members follow Jesus’ teaching	To understand the meaning of the Good Samaritan story to Christians	To know examples of how Christians act to show that they are following Jesus	To know examples of how Christians show love to all and follow Jesus’ teaching	
E safety	Personal security	To know how others can find out information about me looking online	To understand how personal information can be used by others.	To understand how online and offline identities are different.				
Reading Opportunities								

	 	
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