



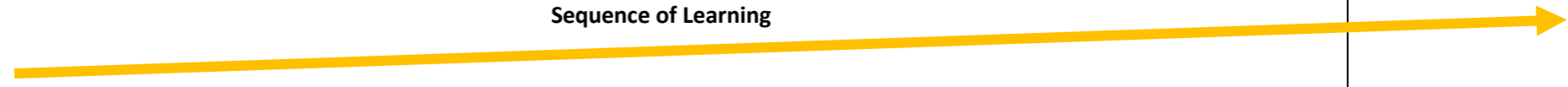
Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum






Class: Young Oaks	Curriculum Driver: Science	Curriculum Theme: Stone Cold	British values: Diversity	Term: Spring 2
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Sequence of Learning



Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
History	Small history link: Prehistoric What do fossils tell us about the past?	Small History link – Prehistoric: Where did the fossils come from?	Significant individual: Mary Anning					
Science	Building on Y2 learning of 'Everyday Materials'. Compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter	To be able to group rocks based on observable similarities and differences. (Pre assessment task, what do they already know?) Big book What are the 3 main types of rocks and how are they formed? (explore the difference between hard and soft rocks) https://www.youtube.com/watch?v=08heA8e9_zk	Investigate whether rocks let water through them (permeability) Skills- Gather & Record Results observe closely TAPS 	Enquiry – Can rocks be grouped according to their properties? - check names using identification key 	Understand what fossils are and how they are formed Explore how fossils tell us that changes have taken place over time. Enquiry - Identification and classification	Sort and identify different fossils. Enquiry – ask scientific questions. 	Know that rocks break down over time to become part of the soil mixture.	A range of investigations and experiments will be used to build the children's knowledge or rock, soils and fossils. Children will be able to describe how fossils are formed and how they inform us of the past.

<p>Computing</p>	<p>Building on key stage 1 learning of using computer programmes to organise and display data i.e. pictograms in Y2.</p> <p>Develop an understanding of what a branching database is and how to create one. Gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions.</p>	<p>To create two groups of objects separated by one attribute using yes/no questions.</p>	<p>To be able to identify the object attributes needed to collect relevant data into a tree structure.</p>	<p>To continue to develop their understanding of ordering objects/images in branching databases.</p>	<p>To compare the efficiency of different branching databases, and will be able to explain why questions need to be in a specific order.</p>	<p>To independently plan a branching database by creating a physical representation of one that will identify different types of dinosaur. -Paper</p>	<p>To test their branching database to make sure it is clear and correct.</p>	<p>Children will create and complete their own branching databases</p>
<p>DT</p>	<p>Design and make a shell structure.</p>	<p>To be able to explore a range of shell structures and how they are made.</p>	<p>To be able to generate ideas and design for our own shell structure.</p>	<p>To be able to develop ideas further and make prototypes using nets.</p>	<p>To be able to investigate how to make strong and stiff structures.</p>	<p>To be able to make a shell structure, accurately measuring and cutting.</p>	<p>To be able to test the stability of the structure and evaluate.</p>	<p>Children will design and create their own shell structure.</p> <p>Context – link to RE. Design and make their own shell structure to house an Easter Egg.</p>
<p>RE</p>	<p>Why do Christians call the day Jesus died 'Good Friday'? Easter</p> <p>This is a discrete unit and builds on previous learning in key stage 1 - 'Why does Easter matter to Christians'</p>	<p><u>What happened during Holy Week?</u></p> <p>To be able to recall the importance of the events in Holy Week and what they mean to Christians. </p>	<p><u>How do Christians mark Easter events?</u></p> <p>To be able to make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. </p>	<p><u>How do different Churches celebrate the events in Holy Week?</u></p> <p>To be able to explain what different churches do on Palm Sunday, Good Friday and Easter Sunday and how Christians may feel on these days. </p>	<p><u>What emotions do Christians show in Holy Week?</u></p> <p>To be able to explore how Palm Sunday, Good Friday and Easter Sunday provoke hope, sadness and joy. </p>	<p><u>Why is Good Friday referred to as 'Good'?</u></p> <p>To be able to share thoughtful suggestions on why do Christians call the day their king died 'Good' Friday. </p>	<p><u>What does Salvation mean?</u></p> <p>To be able to explain the word 'Salvation' and how this links to the belief that Jesus saved or rescued people by showing them how to live.  </p>	<p>Children will be able to explain why Christians call the day Jesus died 'Good Friday'.</p> <p>DIVERSITY links – compare other celebrations for other faiths.</p>
<p>RHSE</p>	<p>Different type of committed relationships</p>	<p>Commitment and marriage</p> <p>Commitment means and why it is important.</p>	<p>Commitment and marriage</p> <p>Different ways that people show commitment.</p>	<p>All change</p> <p>Changes that happen in families and how changes might affect families.</p>	<p>All change</p> <p>We will be learning how we might manage the change in families.</p>	<p>Family changes: When parents separate</p> <p>Describe how big changes such as separation may affect a family</p> <p>Discuss the family may feel in these changes.</p>	<p>Family changes: When parents separate</p> <p>Explain and discuss who may be able to help us if the changes in our family are making us worried or unhappy.</p>	<p>To be able to identify characteristics of healthy relationships and to explain what commitment means and why commitment is important.</p> <p>To identify changes that can happen in families and how this may affect them.</p>

PE	Real P.E unit 4 Creative main skill :Send & receive additional skill: Partner balance Progressive from year 2 unit 4. .	Recap Y1) : rolling & bounce passing large ball to a partner	Recap (y2) : catch tennis ball bounce pass 2 hands then 1 hand	Strike/kick ball to a partner in a rally both hands/feet	Strike/kick 2 balls to a partner in a continuous rally both hands/feet	Using and applying these skills in ball games and activities		To develop increased accuracy and control when sending and receiving a ball to a partner in a variety of ways. Work creatively to develop partner balances.
	Tennis LTA planning: Yearly net games in PE and ball skills in REAL P.E.	Introducing aiming at targets and applying simple attacking /defending tactics in a competitive game	Develop aiming towards targets individually, in pairs and applying it in a team situation	Developing an understanding of ball flight with targets Introducing words and actions for forehand and backhand when sending and receiving	Introducing the upward toss of the ball and each hand doing a different action Linking upward toss to serving action and developing an overarm tap serve	Applying step patterns with hand and racket actions in combination Applying racket & ball skills in a competitive environment	Applying line judging and scoring with respect in a game situation Applying simple attacking tactics and trying to outwit their opponent in a competitive game	To be able to use ball and racket skills in a tennis game including: serving, forehand, backhand and aiming the ball. To be able to apply simple tactics to attack and defend in a competitive situation.
French	Fruits	To learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) fruits in French	To learn how to accurately pronunciate the next five fruits.	To move from singular noun to plural noun and consolidate all ten fruits in French.	To develop further linguistic progression by learning how to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit.	To be introduced to the negative opinion "Je n'aime pas..." ("I do not like...") with the extra opportunity to also learn the question "Est-ce que tu aimes...?"		To be able to identify the four seasons and name them and the features comfortably in french.
Music	Consider Wider music genres.	Focus on rhythm – copy and repeat using listening skills.	Introduction to standard written notation: crotchet and crotchet rest.	Layer rhythms using untuned percussion instruments	Explore simple accompaniments using beat and rhythm patterns	Identify the metre in a piece of music		
E-safety	Intent: Learn how to be safe and responsible online	To understand that other people's work belongs to them.	To understand that information about people is stored online.	To understand what information to safely share with trusted people	To identify and describe safe online sharing through the exploration of real- life and online identities			Pupils understand the rights and responsibilities of being a digital citizenship
Reading Opportunities.		Shared reading text: The Pea and the Princess by Mini Grey						
								

Class text: Dinosaur Lady by Linda Skeeters

