
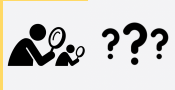













Chacewater School LEAP Curriculum



Class: Bur Oaks Curriculum Theme: Rivers		Sequence of Learning						Term: Spring 1
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
<b>Geography:</b> How important are 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 longest rivers within the UK?	What are the stages and features of a river and how does the land use change from source to mouth?	What are the physical characteristics of the River Thames? How does the River Thames shape the surrounding landscape?	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.
<b>Science</b> States of matter & The Water Cycle	Y1: shapes of solid objects 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 observe closely and ask scientific questions.  <b>TAPS:</b> Cornflour slime - <b>(Observe closely and ask scientific questions)</b> 	To interpret results and draw conclusions.  Do gases weigh anything?  <b>(interpret results/draw conclusions)</b> 	To understand changes of state: Melting, freezing, evaporating and condensing	To gather and record results.  How does the level of water in a glass change when left on the windowsill?  <b>(gather/record results)</b> 	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.
<b>PE</b> Unit 3 Cognitive On a line & stance	Building upon the fundamental skills 'on a line' and 'stance' developed throughout the curriculum.	<b>On a line:</b> March, lifting knees and elbows up to a 90°angle, Walk fluidly lifting knees/lifting heels to bottom and using heel to toe landing			<b>Stance:</b> 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.
<b>Sport:</b> Invasion games- Netball	To use and apply fundamental movement skills in a team sport.	To be able to pass and receive the ball	To be able to perform a stride stop in netball	To be able to dodge into a space	To be able to mark a player to defend	To be able to shoot at a target.	To be able to work as a team in a small game.	To apply throwing, catching and dodging skills whilst working as a team in a netball to attack and defend.

<b>Music</b>	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.
<b>ART Painting</b>	Exploring still life Focus Artist: Paul Cezanne	LF: To be able to identify the qualities of still life paintings by Paul Cezanne	LF: To be able to explore contemporary still life and respond by making visual notes in my sketchbook.	LF: I can draw from observation	LF: To be able to create my own still life artwork exploring, colour, line and texture	LF: To be able to reflect on my work.		Create our own still life inspired work inspired by the work of Paul Cezanne
<b>Computing Programming Repetition in shapes - logo</b>	<b>Previous learning:</b> Floor robots, shape and direction in maths, <b>Intent:</b> 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.
<b>RHE Caring and responsibilities</b>	<b>Previous learning:</b> responsibilities we have for ourselves and others	To understand some of our rights and why we have them including rights that children have under the UN Convention	To be able to identify responsibilities and explain some of the consequences of not accepting our responsibilities	To be able to identify different roles and responsibilities within our families				I understand my rights and responsibilities and the links between them.
<b>French</b>	<b>Presenting myself</b> prior learning: phonetics & pronunciation, vocabulary from early unit on feelings and numbers, verbs such as: Je suis	To know how to count to 20 in French.	To be able to revise salutations: hello goodbye how are you feeling and answers	To know how to say your name and age in French.	To know how to say where you live in French.	To know how to say your nationality, understanding gender agreement rules in French		Pupils to be able to speak and write about themselves in French. Pupils to be able to read and understand when listening to someone presenting themselves in French.
<b>RE</b> 2.4 GOSPEL	What kind of world did Jesus want?  Links to year 2 Gospel unit: What is the good news Jesus brings?	To understand the Gospel is Good News about Jesus and tells us his teachings. 	To be able to make clear links between the calling of the first disciples and how Christians today try to follow Jesus. 	To understand what Jesus’ actions towards outcasts mean for a Christian. 	To understand how Christians try to show love to all, including how church members follow Jesus’ teaching. 	To be able to make links between the importance of love in the Bible stories studied and life in the world today. 		To be able to explain how the Gospel stories show the kind of world Jesus wanted. To understand how and why Christians try to follow the teachings of the Gospel.
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<b>E safety</b>		To understand the concept of concerns.	To understand what a blog is and what makes a great blog.	To know how others can find out information about me looking online	To be able to spot negativity online and know who to report it to.			
<b>Reading Opportunities</b>		