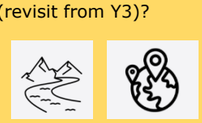
Chacewater School LEAP Curriculum

Mighty Oaks	**Curriculum Driver**: Geography **Curriculum Theme:** Would you like to live in the desert? **British values**: Liberty	Term: 3

Local	**Engaging**	**Ambitious**	**Purposeful**

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6		Outcome/Composite
History Post – 1066 Victorians: Charles Darwin	Previous Learning: Who were Florence Nightingale and Mary Seacole and how did they change history? Intent: Understand the significance of Charles Darwin's theory of evolution?	Who was Charles Darwin and what did he do? In which era was he alive? 	Why was his theory significant? 	How did people in Victorian Britain react to it? 					Explain the significance of Charles Darwin's theory of evolution.
Geography	Previous Learning: Climate Zones Intent: Children will learn about biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert issued as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape. Children compare this biome to the varied biome on the Galapagos islands.	What are the main differences between the northern and Southern Hemisphere? Environmental, What is a climate zone (revisit from Y3)? 	What is a biome and what are their characteristics? 	Where are desert biomes located? 	What physical features are found in a desert? 	What are the threats to a desert biome?  	Where would you rather live in the desert biome or the varied biomes on the Galapagos? 		To understand the key elements of a biome, how these contrast with other biomes and their vulnerability
Computing	Prior Knowledge: should be familiar with the programming constructs of sequence, repetition, and selection. This unit explores the concept of variables in programming through games in Scratch	To define a 'variable' as something that is changeable?	To explain why a variable is used in a program	To choose how to improve a game using variables	To design a project that build on a given example	To use my design to create a project	To evaluate my project		Pupils will experiment with variables in an existing project, then modify them, **then they will create their own project.** Pupils will apply their knowledge of variables and design to improve their game in Scratch
Art	Painting Brave colour Terry Frost - Cornish	To be able to explore the work of Terry Frost	To collect colour to create a colour moodboard Linking to emotion	To be able to create a colour pallet using tones and tints influenced by the work of Terry Frost	To explore how Terry Frost's artwork uses line and shape	To be able to show line, shape, tines and tones in a painting in the style of Terry Frost			
French	My Family	To revise the vocabulary previously taught in the 'Presenting myself' unit and to learn how to say	To learn how to use the possessive adjective 'my' in French with increasing accuracy and understanding	To introduce the language required to ask and answer the target question: As-tu des frères	To be able to introduce their family members by being able to say what their names are. This will involve moving from 1st person singular, je	To revise numbers 1-70 in French and use this knowledge to be able to say how old our family members are			By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French.

		the various nouns for family members in French.		et sœurs ? (Do you have any brothers or sisters?)	m'appelle to 3rd person singular, [il/elle] s'appelle.				
RE	Year 6 RE Creation and science: conflicting or complementary? Period learning - Year 3: Unit L2.1: CREATION/ FALL: What do Christians learn from the creation story?	What do Christians learn from the creation story? To be able to identify and discuss the key message in the Christian Creation Story	How does the story of creation link to the Big Bang and Evolution theories? To be able to explain the key principles of the Scientific Account of Cosmology (beginning of the universe) and of evolution (development of living begins)	How do Christians respond to scientific theories? To be able to investigate and discuss the beliefs of Dr Jennifer Wiseman, astrophysicist, a Christian who is also a scientist	How is God believed to be a creator? To be able to identify the main Christian beliefs about God as Creator	Why might some people say creation and science are in conflict / complementary? To be able to discuss whether there are questions that Science cannot answer and why might some people say creation and science are in conflict / complementary?			Be able to express own views about the creation of the universe
RHSE	Caring and Responsibilities To understand responsible behaviour as we get older	**Taking care of myself** identify our strengths and explain areas for development	**Taking care of myself** explain ways that we can take good care of ourselves	**Taking care of myself** plan how to achieve a goal using a small steps approach.	**Responsible Behaviour as we get older: looking after money** identify reasons for making responsible choices about money	**Responsible Behaviour as we get older: looking after money** describe why we need to make more responsible choices about money as we get older	**Responsible Behaviour as we get older: looking after money** explain the benefits of saving money		Understand and explain how responsibility changes as we get older
E-safety (Natterhub)		**Technology for Good** To understand the positive differences technology makes throughout the world.	**My Online Reputation** To understand how to create a positive online reputation.	**How to Password** To understand how to use, manage and remember passwords.					
PE	HRE Health Related Exercise NC PE2/1.1f R.PE COG: **Health & fitness** FUNS: - Seated balance (Unit 4) - floor work (Unit 4)	To be able to record my personal best 1st try for a range of health and fitness circuit activities and set my own targets to improve	To be able to describe the basic fitness components and identify ways we can improve and develop our fitness. Seated balance (Unit 4): in seated position without hands and feet down, pick up cone and place on other side Hold V sit with straight arms and legs for 10 seconds	To be able to record my personal best 2nd try for a range of health and fitness circuit activities. Review my progress towards my personal targets.	To be able to record and monitor how hard I am working: Take pulse reading before, straight after exercising and after a rest to observe the effects on our cardiovascular system. Floor work (Unit 4): transfer cone /tennis ball on and off back in front/back support	To be able to record my personal best 3rd and final try for a range of health and fitness circuit activities. To be able to review my targets and compare my results over the unit - have I improved? What are my next steps?	To be able to design a circuit for my partner which works on developing a range of the basic fitness components.		To understand the importance of the muscle groups and to improve their techniques in a range of exercises that use these muscles, and improve on initial performances.
Sport	OAA NC PE2/1.1e R.PE COG: Social FUNS: - Footwork (unit 3)	To be able to give and to follow multi step instructions	To be able to transfer information from map to ground	To be able to recognise features and symbols on a map	To be able to orientate and thumb the map to follow a course	To be able to plan and follow a short loop course.			To be able to plan the most efficient route so the course is completed in the quickest time.
Reading Opportunities