
















## Chacewater School LEAP Curriculum



Class: Red Oaks		Curriculum Theme . . . Who were the Maya and why should we remember them?						Term: Summer 2
Local		Engaging			Aspiring		Powerful/purpose	
		<b>Sequence of Learning</b> 						
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
<b>History</b>	<b>Who were the Maya and why should we remember them?</b> Children have previously learnt about the earliest civilisations and the Greeks – we will use their prior learning to build on knowledge of these time periods and to understand the chronology	Who were the Maya?  <i>chronology</i> 	Why did the Maya empire grow and how did they become so important?  <i>significance</i> 	What was everyday life like in Maya civilisation?  <i>similarities and differences</i> 	What were the Maya's significant achievements?  <i>significance</i> 	What did the ancient Maya believe?	Why did the Maya empire decline?  <i>cause and consequence</i> 	Children will be able to answer the over-arching enquiry question – 'Who were the Maya and why should we remember them?'
<b>Computing</b>	<b>PROGRAMMING B - SELECTION IN QUIZZES</b> Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'.	To recall how conditions are used in selection, identify conditions in a program and modify a condition in a program	To be able to use selection in an infinite loop to check a condition and identify the condition and outcomes in an 'if... then... else...' statement	To explain that program flow can branch according to a condition and show that a condition can direct program flow in one of two ways	To use selection to control the outcomes in an interactive quiz	To use the Scratch programming environment to implement the first section of their algorithm as a program	To review their completed programs and identify ways in which the program can be improved	Once the children have completed the sequence of learning, they represent their understanding in algorithms, and then by constructing programs in the Scratch programming environment.
<b>Art</b>	<b>Architecture: Dream Big or Small?</b> <b>Artist: Shoreditch Sketcher</b> <b>Enquiry Question: What is our responsibility as an architect? How can we make a better world?</b>	To be able to discuss the role and responsibilities involved in being an architect.	To discover the form and structures architects might use through careful looking and drawing.	To be able to make an architectural model of a home.  To be able to make an architectural model using the 'design though making' technique. To be able to use sketch books to support imagination.			To be able to display and photograph the work made through the half term and reflect	Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work

Local Artist: Barbara Hepworth	Explore the responsibilities architects have to design us a better world. Make your own architectural model.						on the outcomes.	and recording outcomes via photos.
Music		Singing performance. Be able to learn a number of songs by heart – recognising song structure.	To be able to make decisions and adaptations to songs in order to improve performance.	To understand qualities needed for individual performance and develop solo skills.	To be able to hold harmony parts and sing with confidence.	To be able to consider whole performance and improve on voice projection in larger acoustic spaces.	To be able to sing with confidence and joy, leading KS2.	Be able to sing songs by heart, in more than one part, in front of an audience.
RE  	What matters most to Humanists and Christians? This sequence concentrates on the values and ways of living of Christians and Humanists.  Pupils will have previously learnt that some people are non-religious, and that the Humanists are a visible group of non-religious people in the UK today.	What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them?  LF: to understand that everyone has a worldview 	Who is a Humanist?  LF: to understand the term, Golden Rule  	What codes for living do non-religious people use?  LF: to understand Humanist Golden Rule  	What values matter most to Christians?  LF: to be able to identify the values for living that Jesus showed  	How do Humanists and Christians know how to act?  LF: to understand the similarities between how humanists and Christians behave  		By the end of this sequence, children will present to others in the class their learning about Humanist and Christian values. Discussing what they think are the strengths of the Christian and Humanist values are. They will say what they think matters most to each group, and then say what their own values are, drawing from their new learning about the Christians and the Humanists.
RHE	Coping with change  Pupils will learn about the physical and emotional changes that take place during puberty and how to cope with them	To be able to identify changes that happen during puberty and understand why they happen	To describe ways to manage these changes and know where to get help if needed	To be able to identify emotional changes that may happen during puberty	To describe ways in which our emotions may change and how to respond	To identify changes during puberty that we cannot control and ways to manage these		
E-Safety	Natterhub	Senseless Scrolling Enjoying time online and digital wellbeing	Feeling Left Out To understand how to deal with the emotions associated with feeling left out.	Responsibly Me Making mistakes and how to put them right online	Impactful Information False information travels fast and why it matters	Greedy Apps! To explain how and why some apps may request payment for additional content.	Ourselves Online Pseudonyms, avatars, images and usernames and how to protect our identities	

<b>PE - Dance</b>	REAL Dance NC PE2/1.1d R.PE COG: <b>Social</b> FUNS: - Partner counter balances (unit 2)	To be able to explore standing and floor shapes and develop transitions between	To be able to develop solo movement patterns themed on circles, incorporating turns and jumps.	To be able to work with a partner to translate the movement of a silk into a dance sequence	To be able to develop musicality, considering the phrasing and feel of the music.	To be able to explore lifts and leans in partnership (FUNS: Partner counter balances (unit 2))		To be able to perform learnt dances using a range of movement patterns to an audience
<b>PE - Swimming</b>	PE2/1.2a PE2/1.2b PE2/1.2c	To swim competently, confidently and proficiently over a distance of at least 25 metres	To use a range of strokes effectively	To perform safe self-rescue in different water-based situations.				To be able to swim competently, confidently and proficiently over a distance of at least 25 metres
<b>Reading Opportunities</b>		