

Chacewater School LEAP Curriculum



Mighty Oaks	Curriculum Driver: So	cience Curriculu i	m Theme: A Voya	ge of Discovery - Th	e journey of Charle	s Darwin on HMS B	eagle Britis l	n values: Tolerance	Term: 3
Local		Aspiring & Ambitious			Po	Powerful & Purposeful			
	Sequence of Learning								
Subject	Intent and links to previous learning	1	2	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	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?	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 What is it like in the Galapagos?	Previous Learning: Climate Zones Intent: To be able to compare the Galapagos Islands with other places in the world and identify key similarities and differences.	What are the main differences between the northern and Southern Hemisphere?	What is a climate zone?	What is a biome?	How is climate and vegetation connected within a biome?	Where are the Galapagos Islands?	How does the Galapagos Islands compare with forest and desert biomes?	In what ways are some biomes vulnerable and how can they be protected?	to understand the key elements of a biome, how these contrast with other biomes and their vulnerability
Science	Previous Learning:Fossils Y3 Intent: to understand how living things on earth have changed over time. To understand that characteristics are passed from parents to their offspring and that variation in offspring over time can make animals more or less able to survive in particular environments.	Living things and their Habitats to be able to describe how living thing, including microorganisms, plants and animals, are classified into broad groups	Living things and their Habitats to understand why a worldwide system of classification is necessary in science What is the Linnaean System? Research Using Secondary Resources	Living things and their Habitats to be able to give reasons for classifying plants and animals based on specific characteristics. Curious Creatures - Field Guided Study: how would you make a classification key? (WS: observe closely) TAPS ASSESSMENT Identifying, Classifying and Grouping	Evolution and Inheritance understand that living things have changed over time and that fossils provide key information What are the 3 main epochs of fossils? Research Using Secondary Resources	Evolution and Inheritance understand that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Evolution of penguins	Understand how birds adapted to different diets and this led to evolutionary change. Understand adaptation and reasons for evolution of animal characteristics. Is there a pattern between the size/shape of a bird's beak and the food it eats? (WS: Making a prediction) Pottern Seeking Comparative and Fair Testing	Develop an understanding of the development of evolutionary ideas and theories over time. Explain how evolution has occurred . Understand that adaptation and evolution is not a uniform process for all living things.
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	Introducing variable to define a 'variable' as something that is changeable?	Variables in programming To explain why a variable is used in a program	Improving a game To choose how ro improve a game using variables	Designing a game To design a project that build on a given explamel	Design to code To use my design to create a project	Improving and sharing 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	Prior link to drawing (tones of grey) Develop painting skills, including colour mixing, texture	to be able to use tones of grey which emphasise the dark and light features of an animal	to be able to mix paint colours to match subtle colours of a chosen animal	to be able to use a spatula/spreader to apply paint previously mixed to the animal	To capture tone and texture of an object using pencil - Galapagos animal sketching session	To use paint and colour mixing skills and layering to capture the colour, tone and texture of an	To be able to design and sketch an animal, creating humour in the design	to be able to mix colours, paint and use layering effects to capture the tone, colour and texture of our humorous animal	Produce a painting that captures the colour, tone and texture of an object

	and tone, to create a lifelike study of a Galapagos animal	(prior link to observation drawing in term 1)				object - Galapagos animal painting session	(invent a new animal that has evolved into a humorous creature over time (e.g. a lion with a fish's tail)		
Music	Music Specialist Learn about notation – standard written and others. Use musical terms in relation to music: pitch, tempo, dynamics, texture.	Be able to explain pitch in musical terms. Be able to recap previous work on pitch and standard written notation.	Be able to recognise, draw and make patterns with 2-beat notes (semi- brieves) as well as semi- quavers (quarter beats) and the rests, as well as previously learned note durations.	Be able to place notes on a stave (in the treble clef) using known durations and pitch knowledge. (Make a one bar pattern.)	Be able to recognise very simple well-known tunes (twinkle twinkle, baa baa black sheep, happy birthday) as standard written notation before playing them.	Be able to compose music on a stave and be able to play it back accurately.	Recognise what makes a good performance. Record performances and share successes with critical evaluation.		
French	Pets As-Tu Un Animal?	Learn eight nouns and matching gender articles for the different pets	Use "J'ai" ("I have") plus a pet a	Use the connective "et" ("and")	Use "qui s'appelle" ("that is called")	Use the negative structure "je n'ai pas de / d'"	Use the connective "mais" ("but")		Be able to use connective "et" "but"
RE	Year 6 RE Creation and science: conflicting or complementary?	Christian Creation Story: What is the key message?	Explain the key principles of the Scientific Account of Cosmology (beginning of the universe) and of evolution (development of living begins)	Investigate the beliefs of Dr Jennifer Wiseman, astrophysicist, a Christians who is also a scientist	Identify the main Christian beliefs about God as Creator	Are there questions that Science cannot answer?	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
PE	HRE Health Related Exercise NC PE2/1.1f R.PE COG: Health & fitness FUNS: - Seated balance (Unit 4) - floor work (Unit 4)	use the correct technique in a variety of circuit exercises	understand the core muscles of the body and their importance use the correct techniques in a range of exercise aimed to strengthen the core muscles	understand the muscles in the arms and legs and their importance use the correct techniques in a range of exercise aimed to strengthen the muscles in the arms and legs	use the correct technique in a variety of circuit exercises and improve on previous results	understand the importance of cardiovascular training	use the correct technique in a variety of circuit exercises and improve on previous results		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.
Reading Opportunities		Who Was Charles Darwin?	Who Was carles Darwins ORIGIN SPECIES (Charles Darwins to Milling International Charles Darwins to Milling Internation						