



Chacewater School LEAP Curriculum



Class: Mighty Oaks		Curriculum Driver: Science: Animals including humans				Curriculum Theme: Circulatory System 'Have a Heart'			British values: Respect		Term: 1
Local		Engaging			Ambitious			Purposeful			
		Sequence of Learning									
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite		
Science Animals, Including Humans	Prior Learning: systems of the body: skeletal, muscular, digestive The know the purpose of the circulatory system	To be able to name the parts of the circulatory system in humans	To be able to describe the simple functions of the circulatory system	To understand how water and Nutrients are transported around the body <i>Enquiry Question:</i> How are nutrients and water transported around the body? Skittle experiment - diffusion (<i>observing over time</i>)	To understand the impact of Drugs and Alcohol	To be able to identify key factors for a healthy lifestyle	To understand the impact of exercise on heart rate <i>Enquiry Question:</i> Which type of exercise has the greatest effect on our heart rate? (<i>to plan an enquiry/interpret results</i>)	To be able to identify the causes of heart disease and what we can do to minimise risk <i>Enquiry Question:</i> Which tube will the blood flow through the fastest? (<i>present findings</i>) Blocked artery experiment	Understand the importance of the circulatory system and identify steps that we can all take to lead healthier lives.		
Computing Computing systems and networks: internet Communication	Prior Knowledge - computing systems and networks Y3-5 To know how the internet facilitates online communication and collaboration	To explain that computers can be connected together to form systems	To recognise the role of computer systems in our lives	To recognise how information is transferred over the internet	To explain how sharing information online lets people in different places work together	To contribute to a shared project online	To evaluate different ways of working together online		Explain which types of media can be shared through the internet (public and private) and decide what you should/should not share online.		
Art:	Prior Knowledge - drawing skills	To understand how artists explore their identity by creating layered and constructed images	To be able to use my curiosity to think about how I might adapt techniques and processes to suit me	To be able to use my sketchbook to record, generate ideas, test, reflect and record	To be able to work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning	To be able to share my work with my classmates, articulate how I feel about the journey and outcome	To be able to reflect upon the differences and similarities of a peers work to mine	To be able to take photographs of my artwork, thinking about lighting, focus and composition			

PE & Sport	Netball To apply the fundamental skills and to develop an understanding of the rules and tactics of the game	Bench ball - stance balance skills (Unit 3) Stand on a line/low beam: - raise alternate knee to opposite elbow - catch large ball at knee, above head and away from body - catch small ball thrown close to and away from the body	Individual ball skills (Unit 1): move ball around eggs in figure of 8 To be able to land a jump 1 foot, then the other I can pivot on either leg	Individual ball skills (Unit 1): - move ball around waist into figure of 8 around legs To send and receive a chest, bounce and shoulder pass I can catch the ball whilst in the air, then pivot to pass	Individual ball skills (Unit 1): move ball around waist then alternate legs To be able to shoot at a target (netball nets)	Individual ball skills (Unit 1): criss crosses with and without a bounce To be able to mark and defend a goal and intercept the ball I can work as a team in formation (positions for high 5 netball)	To be able to use and apply learnt skills and attacking and defending tactics appropriately in a high 5 netball game		Apply learnt skills and simple tactics in small game situations
PE & Sport	Rugby To apply the fundamental skills and to develop an understanding of the rules and tactics of the game	To be able to move with the ball with accuracy, confidence and control To be able to find and use space	To be able to send and receive the ball accurately and laterally at chest height	To be able to perform skills of passing with speed and accuracy To be able to work together with others to invade space	To be able to use specific modes of attack (formations) To be able to defend to deny opposition space	To be able to use attacking and defending skills To be able to combine and perform skills with control in a variety of situations	To be able to apply learnt skills and tactics in small tag rugby game situations		Apply learnt skills and tactics in small tag rugby game situations
Music	To build on prior learning and be able to play a melodic instrument with increased skill as a class.	To be able to recall chord boxes: c, am, f and g7, introduce d7 and g.	To be able to change chords and play along with a number of different tunes	To understand time signatures: $\frac{3}{4}$ and $\frac{4}{4}$, and the difference between straight and 'swung' rhythms. Play with different rhythms to accompany tunes.	To be able to create melody lines when plucking	To understand how to practise a skill in order to improve own performance.	To perform and record a piece on the ukulele to share on Soundcloud.		Develop own levels of expertise in playing the ukulele.
French:	To present ourselves in French. Saying what we are called, how old	To know the numbers to 20	To be able to introduce myself and say my age	To be able to say hello, goodbye, to ask how somebody is feeling and answer how	To be able to tell others where you live	To tell others your nationality	To understand basic gender agreement rules		Children will be able to have a simple conversation with a partner, asking the question as well as being able to answer it

	we are, where we live and our nationality.			they are feeling					
RE: Why do Hindus want to be good?	Prior learning - Year 3: Unit L2.7 What do Hindus believe God is like? To make connections between Hindu beliefs studied and explain how and why they are important to Hindus.	To be able to recall past learning from U2.7L (Y3). Set out new learning about Hindu beliefs.	To be able to recognise and label a range of Hindu images.	To be able to use correct vocabulary to express views about Hindu belief in Brahman.	To be able to understand, identify and explain Hindu belief about atman.	To be able to explain how the story of 'The Man in The Well' relates to Hindu beliefs about samsara.	To be able to understand Hindu beliefs about karma and dharma.	To be able to make connections between karma, dharma and samsara, and explain why they are important to Hindus.	Understand and be able to discuss key concepts in Hindu beliefs of the best way to live a good life.
RSHE: Healthy and Happy Friendships	Understanding Relationships and Feelings	To be able to demonstrate ways of resisting pressure that threatens personal safety and to demonstrate skills to help us be assertive against pressure to take risks	To consider the benefits and costs of trusting other people.	To be able to describe ways that change can affect our friendship and to identify ways that our feelings may change towards others	To identify our values around relationships	To be able to explain why we might feel a range of mixed emotions and that this happens to everyone	To be able to talk about different situations which could make us feel different things and respond in a particular way.		Know how relationships evolve as we grow, and how to cope with a wider range of emotions
E-Safety	Natterhub	To understand the importance of developing healthy screen habits	To understand the importance of respectful communication.	To understand how rash responses might affect other people's feelings	To understand how to react to concerns online and what help is available if we have a concern	To know how to manage manipulative behaviour and peer pressure online	To understand photo filters, editing tools, and recognise what's real and what's not	To explore how search engines work and how results are selected and ranked	

Reading Opportunities

