Chacewater School LEAP Curriculum

Class: Buds	Curriculum Theme: Wild Cornwall This project is about Cornwall, pupils will learn about its past linked to the seaside. They will understand more about seasides and the seas that surround the UK. They will understand more about animals and plants that live in our local habitats.	Term: Spring 1

Locality:
- Exploring animals and habitats around Cornwall.
- Learning Cornish language
- Understanding where seaside towns are located.
- Reading and sharing Cornish stories and poems.

Engaging:
- Educational Visit to St Michaels Mount to explore its Geography and history.
- Visit from Truro College Drama Workshop 'The Storm Lion of Penzance'. (Feb 10th 2023).
- Tales from Porth (25th January) performance

Ambitious and aspirational:
- Become scientists finding out about animals within local habitats.
- :Understand how Cornwall compares to other parts of the UK.
- Read a range of stories based in Cornwall.
- Learn words and phrases in Cornish

Purposeful:
- Show care and curiosity for their local area
- Understand our importance in the world and how we must protect it.

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
History	Year 1 - comparing toys of the past with parents and grandparents Intent - How has life at the seaside changed - changes within living memory.	What was going to the seaside like 100 years ago? What kinds of things did people do? Use photographs to find clues as to what seaside holidays were like in the past	How did seaside holidays become popular?	How do we know what holidays were like 100 years ago? **(enquiry using evidence)** Use photographs and paintings to make deductions.	How have seaside holidays changed over the past 100 years? **(similarities and differences)** **Chronology** - To be able to order seaside holidays in chronological order.				Talk about the seaside in the past and compare it to today.
Geography	Year 1: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Intent: Children to have a clear understanding of the seas surrounding the UK and the features of a seaside town. They understand the difference between a sea and an ocean and know the 7 continents and 5 oceans.	What are the types of settlement within the UK? Revisit Y1: What are the seas that surround the UK?	What is a seaside town and how would you recognise one?	What are the similarities and differences between a village and a seaside town?	Where would we find seaside towns in the Uk?	What is the difference between a sea and an ocean? How many oceans are there and what are they called? Where are the oceans located? Revisit from Y1	What is a continent and how many continents are there? Where are the continents located? Revisit from Y1 Fieldwork: St Michaels Mount		Children will be able to locate a seaside town on a map and describe its human and physical features.
Science	Year 1: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	To be able to explore and compare the differences between things that are living,	To be able to identify that most living things live in	To be able to describe how different habitats provide for the basic needs of different kinds of	To be able to identify and name a variety of plants and animals in their habitats,	To be able to describe how animals obtain their food from plants and other animals.	To understand a simple food chain, and identify and name different sources of food.		Be able to create a habitat to show where animals and plants live and in particular coastal habitats/ seals.

	identify and name a variety of common animals that are carnivores, herbivores and omnivores Intent: In this unit children will learn about a variety of habitats and the plants and animals that live there.	dead, and things that have never been alive. Identifying, Classifying and Grouping **Observing closely** **TAPS assessment**	habitats to which they are suited.	animals and plants, and how they depend on each other. Identifying, Classifying and Grouping **Observing closely**	including micro-habitats				
Computing	Intent - This unit develops pupils' understanding of instructions in sequences and the use of logical reasoning to predict outcomes.	Robot Algorithms Understand and give instructions.	Robot Algorithms Know the importance of the order of instructions.	Robot Algorithms Be able to make logical predictions.	Robot Algorithms Be able to create a mat for a floor robot.	Robot Algorithms Design algorithms to move robots around the mat.	Robot Algorithms Be able to debug and fix errors on programs.		Be able to design algorithms and fix programs.
Art	Intent - create a papier mache starfish	To be able to use pencil to create an individual starfish template Research famous sculptures	To be able to control the papier mache technique and add texture	To understand how to add texture to the starfish using other objects (eg - clay spots / cereal)	To understand how to paint with appropriate colours - mixing the colour orange	To understand why we gloss.	Evaluate		Create a starfish using techniques learnt.
RE	What makes some people and places in Cornwall Sacred? 1.8 Intent: Understand how some places and people are sacred within Cornwall.	To know that there are special places where people go to worship, and talk about what people do there. Visit St Paul's Church, Chacewater.	To understand the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship.	To know the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. church: altar, cross, crucifix, font, lectern, candles and the symbol of light;	To understand and notice some similarities and differences between places of worship and how they are used.	To know about other community buildings, and what makes religious buildings different from, say, a library or school. Link with RSHE communities.			Understand the main features of a place of worship in Christianity. Explain and make comparisons between places of worship.
RHSE Caring and responsibilities: Special people in our communities	Year 1: Our special people We will explore why people are special and how they care for and keep one another safe. Pupils will understand their responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.	To know about the people who help us in our communities and understand how these people help us.	To understand what keeps us safe in our school and community of Chacewater.	To understand the groups and communities that people belong to.	Natterhub	Natterhub	Natterhub		Be able to explain the community that I belong to and understand the groups and communities that people belong to.

PE	Real Dance	Shapes solo	Partnerings Circles	Circles solo	Partnering circles	Artistry - abstraction	Artistry - making movement patterns		Dance solo and also with a partner making movement patterns.
PE	Physical Education: Unit 3 Cognitive NC PE1/1.1a	Order instructions, movements and skills.	Be able to recognise similarities and differences in performance.	Be able to explain why someone is working or performing well.	On a line: be able to walk fluidly, lifting knees to 90º/lifting heels to bottom	Stance: be able to stand on a low beam with good stance for 10 seconds			Pupils are able to apply skills learnt into a routine with control when performing.

Reading Opportunities	