

 Chacewater School LEAP Curriculum 									
Class: Young Oaks		Curriculum Driver: Geography		Curriculum Theme: What on earth is a climate zone?		British values: Tolerance		Term: Spring 1	
L		E		A			P		
Sequence of Learning 									
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
Geography	<p>INTENT: Pupils now begin to learn about world biomes; the difference between biomes and climate (desert biome focus and arid, tropical, temperate, climate zones);</p> <p>Where in the world? Climate zones</p> <p>PREVIOUS LEARNING: Y2: Continents and Oceans. Y1: Hot and Cold countries in relation to the equator.</p>	<p>Why does a place's location in the world affect its climate?</p> 	<p>What on earth is a climate zone?</p> 	<p>How is the climate of the UK different from that in the tropics?</p>  	<p>How does the climate vary around the world?</p>  	<p>What is the weather like on a typical day for places in different climate zones?</p>  	<p>What is special about each climate zone?</p>   		<p><i>Children should understand the difference between biomes and climate (desert biome focus and arid, tropical, temperate, climate zones) and how these affect a location's climate.</i></p>
Science	<p>INTENT: Children will learn how to identify how magnets work and what materials will affect the magnetic force.</p> <p>PREVIOUS LEARNING:</p>	<p>To be able to compare how things move on different surfaces</p> <p>Pattern Seeking </p> <p>How does a coin move across a variety of materials (gather and record results)</p> 	<p>To understand that some forces need contact between 2 objects, but magnetic forces can act at a distance</p>	<p>To be able to observe how magnets attract some materials and not others</p> <p>Observe </p>	<p>To be able to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Identifying, Classifying and Grouping </p> <p>What materials will the magnet attract? - observe closely</p> 	<p>To be able to describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other depending on which poles are facing.</p> <p>Predict </p>	<p>TAPS: Testing the strength of magnets</p> <p>Which magnet is strongest? - make a prediction Comparative and Fair Testing </p>		<p><i>Children will be able to identify how magnets work and what materials will affect the magnetic force.</i></p>

Computing Sequencing sounds	INTENT: use motion, sound and event blocks to create our own programs, featuring sequences. PREVIOUS LEARNING: programming in scratch junior	To be able to identify the objects in a Scratch project.	To be able to create movement for more than one sprite, by designing a code.	To be able to create a sequence of connected commands.	To be able to experiment with the importance of the order of the sequence.	To design and create their own sprite using a sequence of commands.	To be able to create music to go alongside a sprite character.		Children will use their knowledge of the programme 'Scratch' to produce a representation of a piano.
Art Painting	INTENT: Explore how artists use paint to create different colours, textures, tints and shades. PREVIOUS LEARNING: A4 page in a sketchbook showcasing her work. Mark making using artists' own work.	<u>Introduce Henry Matisse</u> LF: to be able to explore an artist's work.	To be able to develop my colour mixing skills, naming and using primary and secondary colours.	To be able to use a range of brush stroke techniques to create varied texture.	To be able to use white and black paint to create different shades, tints and dilutions.	To be able to use colour mixing, shades and tints to create a painting in the style of Henry Matisse.	.		Pupils develop their techniques, including their control and their use of materials to create a painted and stitched landscape using acrylic paint and thread.
Music Standard written music notation	INTENT: PREVIOUS LEARNING:	To be able to understand that 'Standard Written Notation' is a way of writing music for other people to read and play	To be able to name and recognise the one beat note: crotchet: Be able to draw it, and find it in written music.	To be able to make patterns of one- beat notes in a bar of 4, (initially not on the stave). Know how to clap simple rhythms made up of crotchets, and crotchet rests.	To be able to make longer patterns of crotchets and crotchet rests. Be able to work as a team to play/clap rhythms together.	To be able to create more than one pattern and play them at the same time as others to create layers of rhythm.	To be able to use percussion instruments and standard notation to compose. Know how to play together by counting in and following the music.	To be able to record performances, share successes and critically evaluate compositions.	Children will be able to compose a layered rhythm of beats and rests, recording it using standard notation on a stave and perform in groups.
RE What does it mean to be Hindu in Britain today?	INTENT: Children understand how the Hindu faith is followed and celebrated in Britain PREVIOUS LEARNING: What do Hindu's believe God is like (Autumn 2)	<u>What is Hindu Dharma?</u> To be able to identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean	<u>How do Hindus show their faith when they're together?</u> To be able to describe how Hindus show their faith in bhajans at the mandir in Britain	<u>What are Hindu duties?</u> To be able to make links between the concept of dharma and the idea of having duties through exploring the story of King Yudhishtira and the dog.	<u>Who are the Hindu role models ?</u> To understand the characters in the story of Ramayana are role models for Hindus (represents dharma winning over adharma)	<u>How any why do Hindus celebrate Diwali today in Britain?</u> To be able to identify some different ways in which Hindus celebrate their faith in this festival in Britain compared to in India	<u>What is it like to be a Hindu in Britain today?</u> To understand where are Hindus in Britain and why they decide to settle here		Children will be able to share and express understanding of Hinduism in Britain and how they celebrate their religion in their daily lives.
RHSE Responsibilities and boundaries	Children will be able to use their knowledge from Autumn 1 of Personal Space to scaffold their learning for boundaries in this unit.	To be able to explain what responsible means and to explain why it is important to act	To be able to describe our own and others' responsibilities.	To be able to describe what personal space is and to explain our responsibility towards maintaining	To be able to recognise and explain what to do and how to get help if our personal space feels crowded.	To be able to describe the responsibilities we have to care for and help others	To be able to describe what empathy is and why it is an important way to show care.		Children will be able to share their knowledge in school and in wider society of how to improve or support respectful relationships.

		in a responsible way.		others' personal space.					
PE REAL Dance	INTENT: Children explore circular movements and rotation on their own and with a partner. PREVIOUS LEARNING: REAL dance in KS1.	To be able to create multiple standing floor shapes, travelling between shapes with steps and rotating jumps.	To be able to create exact and repeatable movements led by arm and leg circles leading into turns, jumps and rotations.	To be able to create standing and floor shapes with my partner in canon exploring direction, rotation and space.	To be able to create movement led by arm circles into steps or body actions in unison, canon and mirroring my partner.	To be able to create multiple ways of moving linked to the silk scarves, pausing to create shapes, using start and finish positions and including jumps with rotation.	To be able to create a sequence of at least 5 movements, similar and then in contrast to my partners with start and finish positions.		Children create and perform sequences with a partner using circles, rotation and jumps.
PE Real P.E Unit 3 Cognitive On a line & ball skills	INTENT: PREVIOUS LEARNING: KS1 Real PE – developing the FUNs	To be able to march, lifting knees and elbows up to a 90°angle,	To be able to walk fluidly with heel to toe landing,	To be able to walk fluidly lifting knees/lifting heels to bottom and using heel to toe landing	To be able to stand with legs apart and move a ball around 1 leg 16 times (both legs)	To be able to move ball around waist 17 times	To be able to stand with legs apart and move a ball around alternate legs 16 times		
E-safety		Other People's Projects: To understand that other people's work belongs to them.	Vivid Vlogs: How to make videos for the right reasons	Identifying Information: To understand that information about people is stored online.	Owning Ourselves: Taking responsibility for online behaviour and making good choices				
Reading Opportunities									