

		<u>Chacewater School LEAP Curriculum</u>													
<b>Class:</b> Y4 Bur Oaks		<b>Curriculum Driver:</b> Science: Animals including humans				<b>Curriculum Theme:</b> Food, teeth and digestion				<b>British values:</b> Respect			<b>Term:</b> Autumn 1		
<b>Local:</b> <ul style="list-style-type: none"><li>- Local dentist visitor</li><li>- Local specialist sport coach</li><li>- Visit the local church</li></ul>				<b>Engaging:</b> <ul style="list-style-type: none"><li>- Taste and make sandwiches</li><li>- Make poo (modelling digestion)</li></ul>				<b>Ambitious:</b> <ul style="list-style-type: none"><li>- Create and add content to the world wide web</li></ul>				<b>Purposeful:</b> <ul style="list-style-type: none"><li>- Make a suitable lunch product</li></ul>			
		<b>Sequence of Learning</b> 													
<b>Subject</b>	<b>Intent and links to previous learning</b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>	<b><u>6</u></b>	<b>Outcome/Composite</b>							
<b>Science</b> Animals including humans	Where does my food go? The skeleton and muscles (Y3)	Name the parts of the digestive system in humans	Describe the simple functions of the digestive system	Identify the functions of the different types of teeth in humans	What is the effect of sugary drinks on teeth?	interpret a variety of food chains	Construct a variety of food chains	To understand how humans digest food and the interrelationship between animals in food chains.							
<b>Computing</b>  Computing systems and networks: The internet	Learners will apply their understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.	Connecting networks	What is the internet made of?	Sharing information	What is a website?	Who owns the web?	Can I believe what I read?	Pupils will learn that the World Wide Web is part of the internet and consider who owns content. They will access, create, add and evaluate online content.							
<b>Physical Education</b>  Real P.E	Unit 1 Personal: I know where I am with my learning and have begun to challenge myself. Further develop fundamental skills of agility and balance: Footwork & 1 leg balance	<b>Balance:</b> 1 leg 30 seconds. <b>Footwork:</b> skip with knee and opposite elbow at 90°	<b>Balance:</b> 1 leg 30 seconds - 5 mini squats. <b>Footwork:</b> side steps 180° front & reverse pivots	<b>Balance:</b> 1 leg 30 seconds - eyes closed. <b>Footwork:</b> Hopscotch forwards and backwards, hopping on same leg.	<b>Balance:</b> 1 leg 30 seconds - 5 squats. <b>Footwork:</b> Hopscotch forwards and backwards, hopping on alternating legs	<b>Balance:</b> 1 leg 30 seconds - 5 ankle extensions. <b>Footwork:</b> Move in a zigzag pattern forwards and backwards		Pupils will have developed their balance and footwork skills and will begin to use and apply these skills in sport lessons.							
<b>Sport</b>  Hockey	Play competitive games (Hockey), applying basic principles suitable for attacking and defending. Using and applying coordination and agility fundamental skills.	I can dribble the ball keeping it under control	I can pass & receive the ball. (push pass) I can stop the ball	I can develop my sending and receiving skills incorporating changes of speed and direction (reverse stick)	I can develop my awareness of tactics in order to keep possession I can get into position to score	I can co-operate with others and make simple plans I can use a range of tactics	I can apply learnt skills and simple tactics in small hockey game situations	Pupils are able to apply fundamental skills alongside sport specific skills and tactics to play a competitive game of hockey.							
<b>DT</b> Food : Healthy and varied diet	Designing, making and evaluating a bread-based product with a filling for lunch.	Research existing bread based lunch products.	Generate design ideas for my bread based lunch product.	Make my product using grating chopping, spreading and peeling skills.	Evaluate my product. Has the product met the design criteria?			Pupils have developed their food preparation skills and gained an understanding of food hygiene as well as considering what makes a healthy diet.							
<b>Music</b>	Playing a tuned instrument with increased skill: Ukulele	Listen for tuning of ukuleles and start to recognise tuning.	Begin to learn the notes that make up the chords. Repeat strumming patterns on ukulele using chords of C, A and F	Play as part of a whole class group, with half the class playing a melody line and half playing a chord accompaniment.	Copy and repeat patterns, including changing chords.	Chord boxes for ukulele chords alongside melody lines.	Copy rhythms and a short melody	Pupils can play some chords and rhythms on a tuned instrument with increased confidence.							

<b>French</b> Phonetics and Fruit	Improve pronunciation Revise fruit vocabulary learnt in y3.	Phonemes: ch, ou, on and oi	Phonemes: I, in, ique, ille,	Revise 10 fruit nouns learnt in Y3	Changing fruit nouns from singular to plural	J'aime: I like..	Je n'aime pas: I don't like..	Pupils have developed their pronunciation of French phonemes and consolidated their learning about French vocabulary for fruit through reading, writing, speaking and listening in French.
<b>RE</b> Christianity	What is the trinity and why is it important to Christians?	Why is water used as a symbol in Christianity?	What is a Gospel? The baptism of Jesus.	How is God represented in artwork? The Trinity	What happens in a baptism?	What symbols of the trinity can we find at the local church?	What is the trinity and why is it important to Christians?	Pupils can explain why the trinity is important to Christians.
<b>RHSE</b>	Happy healthy friendships	What makes a good friend?	Solving friendship difficulties	Personal boundaries and permission				To develop positive friendships, overcome conflict between peers and respect others.
<b>E-safety</b>	- Health, wellbeing & lifestyle - -Online Bullying	Consider how time spent on technology can be a positive and negative distraction	What am I doing online and why?	Identify online technologies where bullying may take place	Understand the difference between opinions, facts and beliefs.			Have an understanding of the need for a balance of time spent on and off of technology and an awareness of online bullying issues.

**Reading Opportunities**

