



Chacewater School LEAP Curriculum



Class: Buds	Curriculum Driver: History	Curriculum Theme: Flying High (History driver)					British values: Liberty		Term: Autumn 2
L		E			A			P	
		Sequence of Learning							
Subject	Intent and links to previous learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Outcome/Composite
History Who invented the first plane?	Intent: Events beyond living memory that are significant nationally or globally. The first powered flight.	Who are the Wright Brothers? 	How did the Wright brothers manage to be the first to launch a man powered flight? 	Why did the Wright brothers succeed where others had failed? 	How do we possibly know about their first successful flight, when it happened over 100 years ago?	How did flight change as a result of the Wright brothers’ work? 	Who is Amelia Earhart and how does she compare to the Wright brothers? 		Pupils will have a clear understanding of how flight has changed because of ‘The Wright Brothers’ inventions.
Computing Digital photography	Intent: Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos.	To know what devices can be used to take photographs.	To use a digital device to take a photograph.	To describe what makes a good photograph.	To decide how photographs can be improved	To use tools to change an image.	To recognise that images can be changed.		
PE & Sport Physical Education:	Gymnastics - NC PE1/1.1a Unit 2	To be able to explore and perform flight movements on the floor	To be able to explore and perform flight movements with hand apparatus	To be able to develop and perform a short sequence of flight movements using hand apparatus	To be able to explore and perform movements with rotation on the floor	To be able to explore and perform movements with rotation on low apparatus	To be able to develop and perform a short sequence of Rotation movements on low apparatus		
Real PE - Unit 5 – Sending and receiving		Learning Objective: I can perform a sequence of movements with some changes in level, direction or speed I can perform a range of skills with some control and consistency Send & receive : Throw and catch a tennis ball with opposite hand (both directions) with and without a bounce x 5 Reaction & response: From 1, 2 and 3 metres, catch a tennis ball after 1 bounce x 3							
DT Mechanisms Axles and Wheels To make a moving vehicle		LF: To be able to understand how wheels move	LF: To be able to identify what makes wheel stop moving	LF: To be able to design a moving vehicle	LF: To be able to build and evaluate a moving vehicle End of Unit Assessment: Quiz				Pupils will understand how a wheel moves, and will apply this knowledge to design and create their own functioning moving vehicle. They will evaluate how successful they have been at following the design brief.

