




Chacewater School LEAP Curriculum									
Class: Young Oaks		Curriculum Driver: Geography		Curriculum Theme: Poles apart		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  Where in the world? Climate zones	INTENT: Pupils now begin to learn about world biomes; the difference between biomes and climate (desert biome focus and arid, tropical, temperate, climate zones);  PREVIOUS LEARNING:  Revisit from Year 2: Continents and Oceans  Revisit Year 1: Hot and Cold places. Building on KS1 knowledge of hot and cold countries in relation to the equator.	Why does a place’s location in the world affect its climate?	What on earth is a climate zone?	How is the climate of the UK different from that in the tropics?	How does the climate vary around the world?	What is the weather like on a typical day for places in different climate zones?	What is special about each climate zone?		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.
Science  Forces and magnets	INTENT: Children will learn how to identify how magnets work and what materials will affect the magnetic force.  PREVIOUS LEARNING:	To be able to compare how things move on different surfaces  <div>Pattern Seeking</div>   How does a coin move across a variety of materials (gather and record results)	To understand that some forces need contact between 2 objects, but magnetic forces can act at a distance  <div>Comparative and Fair Testing</div>   Which magnet is strongest? - make a prediction - TAPS	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.  <div>Identifying, Classifying and Grouping</div> 	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.  Predict	To be able to observe how magnets attract or repel each other  Observe	To use their knowledge of magnets and forces to create a magnetic board game.		Children will be able to identify how magnets work and what materials will affect the magnetic force.

				What materials will the magnet attract? - observe closely					
<b>Computing</b>  <b>Sequencing sounds</b>	<b>INTENT:</b> <i>Children will be introduced to a selection of motion, sound and event blocks which they will use to create their own programs, featuring sequences.</i>  <b>PREVIOUS LEARNING:</b>  <i>Previous use of programming in floor robots and potentially scratchJR</i>	Introduction to Scratch  Identify the objects in a Scratch project.	Programming sprites  To be able to create movement for more than one sprite, by designing a code.	Sequencing  To be able to create a sequence of connected commands.	Ordering commands  To be able to experiment with the importance of the order of the sequence.	Looking good  To design and create their own sprite using a sequence of commands.	Making an Instrument  To be able to create music to go alongside a sprite character.		<i>Children will use their knowledge of the programme 'Scratch' to produce a representation of a piano.</i>
<b>Art</b>  <b>3D fruit or veg</b>	Giuseppe Arcimboldo - vegetable man  	Introduce the work of artist Arcin Boldo - peer observations and evaluations of the painting Vertumnus.	Explore the different shades of colours of the fruits used. Experiment with a variety of colours to create an interpretation of the painting.	Explore the different shapes of the fruits used. sketch an interpretation of the painting using different shapes.	Still life drawing of a fruit or vegetable - focusing on shape	Still life drawing of a fruit or vegetable - focusing on colour	Use a variety of materials to create a 3D shape to represent a fruit or vegetable from their still life drawing.	To create a 3D sculpture influenced by the painting Vertumnus, of a piece of fruit. To incorporate the skills	
<b>Music</b>		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.		<i>Children will be able to record performances, share successes and critically evaluate compositions.</i>

<b>French Seasons</b>	Children will be introduced to the features of each season, being taught the correct article/determiner to start their sentences.	To be able to name and to remember the four seasons in French with the correct article/determiner.	To be able to learn about the season Winter and to learn how to say and/or write a short sentence about it in French.	To be able to learn about the season Spring and to learn how to say and/or write a short sentence about it in French.	To be able to learn about the season Summer and to learn how to say and/or write a short sentence about it in French.	To be able to learn about the season Autumn and to learn how to say and/or write a short sentence about it in French.	To be able to revisit the four seasons learnt.		Children will be able to share their favourite season and the reason why in French.
<b>RE What does it mean to be Hindu in Britain today?</b>	PREVIOUS LEARNING: What do Hindus believe God is like (Autumn 2)  Children will be introduced to Hindu faiths celebrated in Britain.	To be able to describe how Hindus show their faith within their families in Britain today	To be able to explore what Hindus do to show their tradition within their faith communities.	To understand the meaning behind the celebration of Diwali.	To be able to describe how Hindus celebrate Diwali in Britain	To be able to identify the terms dharma, Sanatan Dharma and Hinduism and explain what they mean.	To be able to make links between Hindu practices and that idea that Hinduism is a whole 'way of life'		Children will be able to share and express understanding of Hinduism in Britain and how they celebrate their religion in their daily lives.
<b>RHSE Responsibilities and boundaries</b>	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 in a responsible way.	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 others' personal space.	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.
<b>PE Real Dance</b>	To explore movements and development movement patterns based on a theme, working individually and in pairs.	Shapes solo	Circles Solo	Partnering shapes	Partnering lifts	Partnering circles	Artistry – making movement patterns		Children will be able to perform their own movement patterns to an audience.
<b>Real P.E Unit 5 Applying physical</b>									

#### Reading Opportunities

Class enjoyment:



Shared reading:



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