Chacewater School LEAP Curriculum
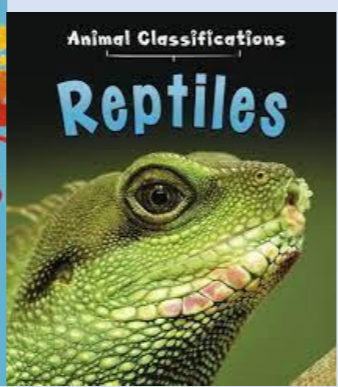
Class: Buds	Curriculum Theme . . . What do I need to be me?		Term: Autumn 1

Local:	Engaging:	Ambitious and Apirational:	Purposeful:
• Visit to Chacewater Church. • Walk around school grounds - look at building	• Drawing a landscape of the school • Learning about the impact of diet, exercise and hygiene on living a healthy lifestyle.	• Learning how to live a healthy lifestyle through exercise and diet. • Drawing a landscape of the school building and linking it to 'what do I need to be me?'	• Following our investigation into exercise on the human body, we will publish a document to give tips on how to live a healthy lifestyle.

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
Science Animals including humans	Intent: Understand that all animals produce young called offspring and how they change and grow into adults. Understand that animals, including humans, need specific things to survive and these things affect health too.	I understand that animals produce young called offspring.	I understand how animals change as they grow into adults.	I can explain the stages of the human life cycle.	I can explain what animals, including humans, need to survive.	I can explain the effect of exercise on the human body.	I understand the importance of a healthy lifestyle.		Create a poster with helpful hints and tips on how to live a healthy lifestyle. Learners will know what humans need to live a healthy lifestyle, how certain things can impact health and how animals, including humans, change and grow through their life cycles.
Computing Information Technology around us	Intent: to understand the uses and benefits of information technology in the wider world as well as in school. To understand how to be safe when using IT and how IT can be used in different ways. Links to previous learning:	What is IT? Identify examples of computers, describe some uses of computers, identify that a computer is part of IT.	IT in school Identify examples of IT, sort school IT by what it is used for, identify that some IT can be used in more than one way.	IT in the world Find examples of IT, sort IT by where it is found, talk about the uses of IT.	What are the good things about IT? Recognise common types of technology, demonstrate how IT services work together, why do we use IT?	How can I be safe when using IT? List different uses for IT, talk about different rules for using IT, say how rules can help keep me safe.	Using IT in different ways Identify the choices I make when using IT, use IT for different types of activities, explain the need to use IT in different ways.		Learners will explain the different uses of technology and how to use technology safely. The children will explain to one another the need to use IT in different ways.
Art Portraits and landscapes	Intent: Begin to understand knowledge of landscape	Recap lines learnt in year 1	Know more about an artist and his drawing techniques (Alfred Wallis)	Produce different patterns and textures during a walk around the school	What does your school look like? Begin compost sketches of the school using	Practice your techniques Combine textures and lines to create full images of school.			Learners will utilise the skills learnt to create a landscape based on the style of Alfred Wallis.. We will use our inquiry question 'what do i need to be me' to investigate

	Begin to know how to create different textures Use a range of drawing tools Create a variety of lines Artist link: Alfred Wallis			**grounds. Use paper and pencils/crayons/pens to create rubbings of different textures.**	light and dark lines.			how school is important to understanding our worlds.
PE & Sport **(REAL PE)** **Footwork and 1 leg balance** **Multi-skill games**	**Intent:** to build coordination and movement skills and build skills leading to playing team games. **Links to previous learning:**	**Coordination and footwork** Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.	**Coordination and footwork** Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.	**Coordination and footwork** Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.	**Coordination and footwork** Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.	**Coordination and footwork** Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.	**Coordination and footwork** Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.		Children will have developed their coordination and footwork to enable them to move in a controlled way. Children will have developed skills in movement and coordination with a ball to build skills leading them to playing team sports.
		I can move safely around a space holding a ball.	I can dribble a large ball. I can bounce a large ball.	I can move around with a ball, maintaining possession and avoiding attackers.	I can move at speed with a ball.	I can send and receive a large ball to a partner.	I can apply learnt skills and simple tactics in small team games.	
Music **Exploring sound, call/response**	**Intent:** Use voices expressively and creatively by singing songs and speaking chants and rhymes. **Links to previous learning:**	Call and response songs: What does that mean? How are they structured? Can we learn one?	Call and response songs: Learning a call and response song. Begin using our voices in different ways. Does that change the meaning of the song?	Use of vocal sounds to express feelings: What happens when we raise our voices? How do we feel? Do the songs change if we shout or whisper?	Notate pitch shape and duration using simple line graphs.			Children will have learnt the intention of call and response songs and be able to recite one. Children will understand simple line graphs to notate pitch and duration.
RE	**Intent:** Understand and recognise stories	Understand simple accounts	Recognise that Jesus gives	Explore some ways in which	Find out how Christians say	Investigate a church building	Understand the idea that		Children to retell one of the stories told from the

1.4: What is the 'good news' Christians say Jesus brings? **Links to previous learning:** Christians believe in God; the Bible is the key way of finding out what they think God is like.	from the bible and the link between 'Gospel' or 'good news'. **Links to previous learning:** Christians believe in God; the Bible is the key way of finding out what they think God is like.	of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.	instructions to people about how to behave.	Christians try to bring Jesus' 'good news' to others.	sorry to God, and receive forgiveness.	and find out how it helps Christians remember the ways in which Jesus' life and teaching offers them 'good news.	offering friendship to others (especially the friendless), finding ways of being at peace and bringing peace, such as through forgiveness		bible to show the good news that the bible brings for Christians.
RHSE **Happy healthy friendships** **Balance it: Devices and screen time**	**Intent:** **Links to previous learning:** Children are building their knowledge of online safety and in-person safety through understanding and recognising happy and secure friendships and their actions online.	**Friendships** I understand how important friendships are in making us feel happy and secure.	**Natterhub - Balance it: Devices and screen time** To understand why online and offline time need to be balanced.	**Friendships** I understand what makes a happy friendship.	**Natterhub - Balance it: Device Decisions** To understand when it is and is not appropriate to use a device.	**Personal Boundaries** I know personal boundaries and can recognise safe and unsafe situations.	**Natterhub - Balance it: Choose Wisely** To understand when to use online or face-to-face communication.		Children will continue to build knowledge around online safety. They will understand personal boundaries and be able to spot safe and unsafe situations.

Reading Opportunities