



Chacewater School LEAP Curriculum



Class: Mighty Oaks **Curriculum Driver:** Science: Animals including humans **Curriculum Theme:** Circulatory System 'Have a Heart' **British values:** Respect Term: 1

Local Local paramedic visit Local specialist sports coach	Engaging Make own 'blood' sample First Aid information session Fundraising for BHF	Ambitious Careers in medicine/health	Purposeful Fundraising for BHF - understanding the impact of heart disease and how we can help Internet safety
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Sequence of Learning ➔

Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
Science Animals, Including Humans	Prior Learning: systems of the body: skeletal, muscular, digestive The purpose of the circulatory system	Name the parts of the circulatory system in humans	Describe the simple functions of the circulatory system	Understand how Water and Nutrients are transported around the body <i>Enquiry Question:</i> How are nutrients and water transported around the body? Skittle experiment - diffusion (<i>observing over time</i>)	Understand the impact of Drugs and Alcohol	Identify Key factors for a Healthy Lifestyle	Understand the impact of exercise on heart rate <i>Enquiry Question:</i> Which type of exercise has the greatest effect on our heart rate? (<i>to plan an enquiry/interpret results</i>)	Identify the causes of heart disease and what we can do to minimise risk <i>Enquiry Question:</i> Which tube will the blood flow through the fastest? (<i>present findings</i>) Blocked artery experiment	Understand the importance of the circulatory system and identify steps that we can all take to lead healthier lives.
Computing Computing systems and networks: internet Communication	Prior Knowledge - computing systems and networks Y3-5 How does the internet facilitate online communication and collaboration?	To explain that computers can be connected together to form systems	To recognise the role of computer systems in our lives	To recognise how information is transferred over the internet	To explain how sharing information online lets people in different places work together	To contribute to a shared project online	To evaluate different ways of working together online		Explain which types of media can be shared through the internet (public and private) and decide what you should/should not share online.
Art: anatomical drawings	Prior Knowledge - drawing skills Observe and record human bodies through a range of experience	Observe and record line, shape, form and texture of a hand	Observe and record line, shape, form and texture of a face	Complete half a black & white picture of face, using charcoal and white chalk	Make a portrait in chalks and charcoal creating texture in the marks	Quick figure drawings from observation in fine and bold media	Produce a distorted self-portrait (Pablo Picasso)		A variety of portraits
PE & Sport	Hockey	I can dribble the ball keeping it under control	I can pass & receive the ball. (push pass)	I can develop my sending and receiving skills	I can develop my awareness of tactics in	I can co-operate with others and	I can apply learnt skills and simple tactics in		Apply learnt skills and simple tactics in small hockey game situations

	To apply the fundamental skills and to develop an understanding of the rules and tactics of the game		I can stop the ball	incorporating changes of speed and direction (reverse stick)	order to keep possession I can get into position to score	make simple plans I can use a range of tactics	small hockey game situations		
PE & Sport	Rugby To apply the fundamental skills and to develop an understanding of the rules and tactics of the game	I can move with the ball with accuracy, confidence and control I can find and use space	I can send and receive the ball accurately and laterally at chest height	Perform skills of passing with speed and accuracy I can work together with others to invade space	I can use specific modes of attack (formations) I can defend to deny opposition space	I can use attacking and defending skills I can combine and perform skills with control in a variety of situations	I can apply learnt skills and tactics in small tag rugby game situations		Apply learnt skills and tactics in small tag rugby game situations
Music	Be able to play a melodic instrument with increased skill as a class.		Recap chord boxes: c, am, f and g7, introduce d7 and g.	Be able to change chords and play along with a number of different tunes.	Understand time signatures: 3/4 and 4/4, and the difference between straight and 'swung' rhythms. Play with different rhythms to accompany tunes.	When plucking, to be able to play a simple melody line. Create melody lines. Learn surfing melody and 'Truro' tune.	Understand how to practise a skill in order to improve own performance. Create and share music in small groups.	Perform and record a piece on the ukulele to share on Soundcloud.	Develop own levels of expertise in playing the ukulele.
French: Phonetics lesson 4 - core vocabulary lessons	Prior Knowledge: set 1-3 of French phonetics Introduce the fourth and final set of phonics sounds / phonemes in French	Phoneme: Qu	Phoneme:Gne	Phoneme: Ç	Phoneme:En	Phoneme:An	Extra Nasal Sounds		Improve French pronunciation
RE: Why do Hindus want to be good?	Prior Learning Y3 U2.7L	Recall past learning from U2.7L (Y3). Set out new learning about Hindu beliefs.	Recognise and label range of Hindu images.	Be able to use correct vocabulary to express views about Hindu belief in Brahman.	Understand, identify and explain Hindu belief about atman.	Be able to explain how the story of 'The Man in The Well' relates to Hindu beliefs about samsara.	Understand Hindu beliefs about karma and dharma.	Be able to make connections between karma, dharma and samsara, and explain why they are important to Hindus.	Understand and be able to discuss key concepts in Hindu beliefs of the best way to live a good life.

<p>RSHE: Healthy and Happy Friendships</p>	<p>Understanding Relationships and Feelings</p>	<p>Personal Safety</p> <p>demonstrate ways of resisting pressure that threatens personal safety</p> <p>demonstrate skills to help us be assertive against pressure to take risks</p>	<p>Personal Safety</p> <p>consider the benefits and costs of trusting other people.</p>	<p>Relationships and Change</p> <p>describe ways that change can affect our friendships</p> <p>identify ways that our feelings may change towards others</p>	<p>Relationships and Change</p> <p>identify our values around relationships</p>	<p>Wider Emotions</p> <p>list a wider range of emotions</p> <p>explain why we might feel a range of mixed emotions and that this happens to everyone</p>	<p>Wider Emotions</p> <p>talk about different situations which could make us feel different things and respond in a particular way.</p>		<p>Know how relationships evolve as we grow, and how to cope with a wider range of emotions</p>
<p>Reading Opportunities</p>									