





Chacewater School LEAP Curriculum



Class: Red Oaks		Curriculum Theme: How did trade get global? Curriculum Driver- Geography Value exploration:							Term: Summer 1
Locality			Engaging			Ambitious and aspirational		Purposeful	
		<div>Sequence of Learning</div>							
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
Geography	Children will use their historical knowledge of different time periods and their geographical knowledge of different parts of the world. Children will understand what trade is and understand how it impacts us and the world.	What is 'trade'? What does 'import' and 'export' mean? 	What does the UK export and to where? What different stages do manufactured goods go through on their journey from source to sale?	What products does the UK export to other countries? What are 'trade links' and 'trade partners'?	What is Fairtrade?	How in the past has water prevented trade from happening at an international scale? 	How does trade connect different countries and their populations?	What is a highest-value export? How does a country's physical geography determine its highest-value export? How does a country's human geography determine its highest-value export?	Children will be able to discuss trade with others and recognise that lots of the 'goods' they buy are from different countries
Science	identify and explain the different forces acting on objects and explain Newton's role in discovering gravity Children have previously studied 'space' and have a understanding of gravity	To understand what gravity is and why unsupported objects fall	To identify the effect of air resistance that acts between moving surfaces Identify the effects of air resistance TAPS	Investigate and identify the effect of boat shape on water resistance	Investigate the effect ground friction has on movement	To recognise that some mechanisms allow a smaller force to have a greater effect	To understand what gravity is and why unsupported objects fall		Children will have a clear understanding of different forces
Computing	Children have previously look at creating media – animation (year 3) and photo editing	To recognise what vector drawings are	To identify the shapes used to make a vector drawing	To use the zoom tool to help add detail to drawings and explain how	To identify that each added object creates a new layer in the drawing and	To copy part of a drawing by duplicating several objects			Create a vector drawing for a specific purpose and reflect on the skills used and why

	(year 4). Children will build on these skills to create vector drawings from a specific purpose			alignment grids and resize handles can be used to improve consistency	change the order of layers in a vector drawing				
DT	Pulleys and Gears Children will build on their skills from previous years, where they have created cars (Year 2) and moving cards (Year 4)	Understand how gears and pulleys work	Be able to design a gear system	Be able to create and annotate a design sketch	Be able to make a working model (gear)	Be able to evaluate a product against a design			To create a model, which is controlled by gears
PE / Sport	Strike/field game Builds on Y4 striking and fielding.	To develop techniques for bowling a tennis ball underarm develop techniques for batting with a rounders bat	To send and receive an overarm throw over a large distance when fielding	Understand the role of a backstop Respond quickly and with accurate passing	To develop strategies and use tactics as a team to beat their opposition: deep fielding (long barrier)	To use a range of strategies and tactics as a team for different scenarios	To use and apply batting, bowling and fielding skills to play a simple rounders game	To develop techniques for bowling a tennis ball underarm develop techniques for batting with a rounders bat	Develop techniques to strike a ball with a bat and to field as a team including striking and fielding tactics.
Music		Be able to open and access: Orchestra Games – Inside the Orchestra	Use Orchestra Games to be able to identify wood wind and stringed instruments.	Use Orchestra Games to be able to identify brass and percussion instruments.	Use Orchestra Games to be able to compose a melody.	Use Orchestra Games to be able to compose a rhythm.	Use Orchestra Games to be able to begin understanding how to make a visual map of a piece of music without standard written notation.	Be able to open and access: Orchestra Games – Inside the Orchestra	To be able to use a variety of music technology programmes to learn how to manipulate sounds on computers.
French	Children have previously learnt how to ask 'Where do you live?' and respond. Children will build on this knowledge to share more information about their house or apartment	children will learn how to say where they live	consolidate learning from last lesson and learn the '5' nouns for rooms in a home	Children will be able to say whether they live in a house or an apartment, where it is and what rooms they have	Children will be able to say what rooms they have in their house and which rooms they don't have				Children will use knowledge to say their name, age, whether they live in a house or an apartment and what rooms there are/are not in their home.
RE	GOSPEL: What would Jesus do? How do Christians decide to live?	To know the two greatest commandments and recognise these in Gospels	To understand what Christians, do to build strong foundations for living <i>The Wise and Foolish Builders (Matthew 7:24-27)</i>	To understand that Christians and some non-Christians try to live by Jesus' teachings <i>The Sermon on the Mount (Matthew 5-7)</i>	To recognise how Christians', respond to the stories of 'Jesus' healing miracles <i>The Centurion's Servant, Luke 7:1-10</i>	To consider how to make an enemy into a friend	To consider the value and importance or being generous with time and money and giving to/working for a charity		Articulate their own responses to the issues studied, recognising different points of view.

PSHE	Valuing our bodies and our minds	Children will learn how we see ourselves can affect our feelings and behaviour	Understand the benefits of positive self-image and self-respect for our health and wellbeing	Explain some facts about legal and illegal harmful substances	Describe ways that alcohol, caffeine and smoking can affect the body and mind	Explain how bacteria and viruses are spread and treated	Describe vaccination and immunisation and their roles in preventing disease		Children will be able to explain and discuss why is it important to value their bodies and their minds
Reading Opportunities		