



Chacewater School LEAP Curriculum



Class: Mighty Oaks		Curriculum Driver: History					Curriculum Theme: Vicious Vikings: Fact or Fiction?		British values:		Term: 2
Local		Engaging		Ambitious		Purposeful					
		Sequence of Learning									
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite		
History	Prior Learning: Chronology – prior periods of British history Vicious Vikings - Fact or Fiction?	What image do we have of the Vikings?	Why have the Vikings gained such a bad reputation?	How did the Vikings try to take over the country and how close did they get?	How have excavations changed our view of the Vikings?	What can we learn about Viking settlement from a study of place name endings?	Raiders or settlers: how should we remember the Vikings?		Debate: present ideas using historical sources		
Computing: Creating Media	Web page Creation: creating websites for a chosen purpose. (history link: Viking websites)		To review an existing website and consider its structure	To plan the features of a web page	To consider the ownership and use of images (copyright)	To recognise the need to preview pages	To outline the need for a navigation path	To recognise the implications of linking to content owned by other people	Create hyperlinks on their own Viking website that link to other people's work. Evaluate the user experience and that of another learner.		
DT:	Prior Knowledge - Y3 Textile unit Combining different fabric shapes - sewing (Make a Viking money pouch)	Generate and develop useful ideas	Model and make mock ups	Trial and test your design	Make patterns, templates and nets	Improve your making skills	Evaluate your product in use		Evaluate finished product - Viking Money Pouch		
PE & Sport	Netball	I can land a jump 1 foot, then the other I can pivot on either leg I can send and receive a bounce pass	I can send and receive a chest pass I can send and receive a shoulder pass I can catch the ball whilst in the air, then pivot to pass	I can shoot at a target (netball nets)	I can mark and defend a goal I can work as a team in formation (positions for high 5 netball)	I can use attacking and defending skills appropriately in games	I can apply learnt skills and tactics in small netball game situations		Apply learnt skills and simple tactics in small netball game situations		
PE & Sport	Real Gymnastics 1 Real PE Unit 4 Physical	Jumping & landing & one leg balance									
Music	Singing - performance	Be able to learn a number of songs off by heart -	Be able to make decisions and adaptations to	Understand qualities needed for individual	Be able to hold harmony parts	Be able to consider whole school	Be able to sing with confidence	Be able to sing songs by heart, including leading	Christmas Carol Concert in the Church		

		recognise some structure	songs in order to improve performance	performance and develop solo skills	and sing with confidence	performance and improve on voice projection in larger acoustic spaces	and joy, leading KS2	harmony parts and solos in front of an audience	
French:	Je Me Presente Presenting myself	Revising France & French speaking countries, numbers 1-10 and 'how are you?'	Saying your name & asking someone their name. Numbers 11 to 20.	Numbers 10 to 20 listening exercise and 'how old are you?'	Where do you live? Nationality, je suis....				Apply learnt skills in a simple conversation
RE:	Prior Learning Y3 U2,7L Why do Hindus try to be good?	to be able to use correct vocabulary to express views about Hindu belief in Brahman	to make clear connections between a Hindu story ('The Man in the Well') and what it teaches about life	to be able to explain how the story of 'The Man in The Well' relates to Hindu beliefs about samsara	to be able to give accurate definitions of karma, samsara and moksha	to be able to explain how belief in dharma might impact the way that a Hindu person lives their life	to be able to talk about how Hindus' beliefs shape the way that they live their lives		Understand and be able to discuss key concepts in Hindu beliefs of the best way to live a good life.
RSHE:	Similarities and Differences and Respectful behaviour online and offline	NatterHub: to understand the importance of respectful communication	understand why and how people might use an online identity	understand cyber bullying: what it is, how to respond and where and how to get help	Natterhub: To understand how to react to concerns online and what help is available if we have a concern	understand what a stereotype is, and how stereotypes can be unfair, negative or destructive	Natterhub: To explore how search engines work and how results are selected and ranked.		Be able to keep safe online and know where and how to get help
Reading Opportunities									