



Chacewater School LEAP Curriculum














Class: Red Oaks









Geography - How do volcanic eruptions and earthquakes affect humans and the Earth?

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 | <p>Children will learn to understand and explain why volcanoes erupt and how they cause earthquakes.</p> <p>Link to previous learning about mountains.</p> | <p>What lies beneath the surface of the Earth?</p> <p>LF: to be able to understand the structure of the earth</p>  | <p>What happens when the Earth's plates meet?</p> <p>LF: to be able to name and label tectonic plates and explain what happens when the plates meet</p>  | <p>What is the structure of a volcano and how might you recognise this in a cross section?</p> <p>LF: to be able to explain the features and sections of a volcano</p>  | <p>What are some of the major volcanoes in Europe and North America?</p> <p>LF: to understand what the 'Ring of Fire' is and locate some of its major volcanoes in Europe and North America</p>  | <p>Why do people live on or near volcanoes?</p> <p>LF: to be able to explain some of the advantages and disadvantages of living near a volcano</p>  | <p>What is an earthquake? Where do earthquakes happen?</p> <p>LF: to be able to explain what an earthquake is and where they happen</p>  | <p>What is the significance of the San Andreas Fault on the landscape and people of California?</p> <p>LF: to be able to explain the significance of the San Andreas Fault on the landscape and people of California</p>  | <p>Children will understand why volcanoes erupt, describe and explain the key features and recognise the effects of an eruption. They will also be able to explain what an earthquake is and why they happen.</p> |
| Science | <p>Children will learn to; identify materials, whilst describing their properties and show understanding and be able to recognise reversible and irreversible changes.</p> <p>Links to previous learning: solids, liquids and gases</p> | <p>To be able to compare and group together everyday materials on the basis of their properties</p>  <p>(observe closely)</p> | <p>To know that some materials will dissolve in liquid to form a solution</p> <p>(predict/observe closely/gather results)</p> | <p>To plan a scientific enquiry to investigate factors, which affect the speed at which solids dissolve in water</p> <p>TAPS assessment - DISSOLVING</p>  <p>(plan an enquiry)</p> | <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating and using a magnet</p> <p>(interpret results/draw conclusions)</p> | <p>To understand that some changes of state are reversible and some are irreversible.</p> <p>Can you identify and classify these reactions and changes into reversible and irreversible? Describe similarities and differences.</p>  <p>(observe closely)</p> | <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</p> <p>How does the amount of bicarbonate of soda, washing up liquid and vinegar affect the reaction?</p> <p>(gather/record results)</p>  | <p>Children will be able to identify materials, whilst describing their properties and show understanding and be able to recognise reversible and irreversible changes.</p> | |

| | | | | | | | | | |
|--|---|---|--|---|---|---|--|--|--|
| Computing | Children will be learning to use physical computing to explore the concept of selection. Children will be introduced to a microcontroller and learn how to connect and program components. | To control a simple circuit connected to a computer | To write a program that includes count-controlled loops | To explain that a loop can stop when a condition is met | To explain that a loop can be used to repeatedly check whether a condition has been met | To design a physical project that includes selection | | | Children will be able to use physical computing to explore the concept of selection. Children will be introduced to a microcontroller and learn how to connect and program components. |
| Art  | How can we use monotype to make a creative response to poetry or prose? | Explore the work of Kevork Mourad: make visual notes to collect information in sketchbooks | to develop mark making by varying the tool, hold, pressure, speed, and intention | to listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words, and use these | to create imagery which captures the mood of a piece of poetry | to use my mark making skills to create exciting monotypes, combining the process with painting and collage | to share thinking and outcomes with classmates; to listen to their views and respond | | Combine the monotype process with painting and collage to make visual poetry zines. |
| French | <i>I am able to</i> <i>The tasks in this unit are designed to familiarise the children with the different action verbs and to help them to create sentences using the verbs and the conjugated high frequency verb, pouvoir (to be able)</i> | say 5 verbs in French. | say 5 to 10 verbs in French. | use the structure 'je peux' (I am able) with the verbs in French. | use the negative structure 'je ne peux pas' (I am not able) followed by verbs in French. | use the conjunctions 'et' (and) & 'mais' (but) in French. | | | Children will be able to express in French which activities they are able or unable to do in a sentence |
| RE: Christianity  | Children will learn to understand what it means if God is Holy and Loving. Links to previous learning: Year 1, GOD: What do Christians believe God is Like? | What do people expect from a god? to understand the key qualities of a God  | How is God represented in the Bible? to identify what Christians, believe about God, using a selection of Bible texts  | How do Christians worship God? to understand how Christians, use music to emphasise the idea of God's holiness and/or love  | What do cathedrals show about what Christians believe about God? to understand how different parts of a cathedral show what Christians believe about God  | What do Christians believe about what God is like? to interpret a bible passage about what God hates about the world  | How do Christians show that God is loving and holy? to understand why Christians believe their God to be both holy and loving  | | Children will be able to explain and understand what it means if God is Holy and Loving. |
| RHSE | Caring and Responsibility Children will learn about why people care and the different ways in which it can be done. | To explore care needs and how these change in our lives | To understand the impact of loneliness and isolation | To explore ways to get involved in the community and the benefits this can offer | | | | | Children will be able to explain how our care needs change and the effects of loneliness and isolation and ways in which we can show care in the community. |
| Digital citizenship | | Search for Skills To understand the internet is a valuable tool for learning new skills | Skill Sharing Learning and sharing knowledge on the internet | Facts or Fiction To describe how information found online can be used to make judgements about individuals. | Digital Dilemmas Acting honestly online why digital integrity matters | | | | |
| PE and sport | Health Related Exercise NC PE2/1.1f | use the correct technique in a variety of circuit | understand the core muscles of the body | understand the muscles in the arms | use the correct technique in a variety of circuit | understand the importance of | use the correct technique in a variety of circuit | | To understand the importance of the muscle groups and to improve their techniques in a |

| | | | | | | | | | |
|---|---|--|--|---|--|--|--|--|---|
| | R. PE COG: Health & fitness FUNS: - Seated balance (Unit 4) - floor work (Unit 4) | exercises | and their importance use the correct techniques in a range of exercise aimed to strengthen the core muscles | and legs and their importance use the correct techniques in a range of exercise aimed to strengthen the muscles in the arms and legs | exercises and improve on previous results | cardiovascular training | exercises and improve on previous results | | range of exercises that use these muscles, and improve on initial performances. |
| PE and sport | Orienteering OAA NC PE2/1.1e NC Focus: PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team | To be able to give and to follow multi step instructions | To be able to transfer information from map to ground | To be able to recognise features and symbols on a map | To be able to orientate and thumb the map to follow a course | To be able to plan and follow a short loop course. | To be able to plan the most efficient route so the course is completed in the quickest time. | | To be able to work together in small groups to complete outdoor challenges, developing problem-solving and map reading skills |
| Personal Development Physical Health: Junior Life Skills | | Reading Opportunities | | | | | | | |
| | |      | | | | | | | |