




Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum



Class: Red Oaks	Curriculum Theme: Why leave Earth? Curriculum Driver- Science Value exploration: Diversity							Term: Spring 2
Locality		Engaging		Ambitious and aspirational		Purposeful		
		Sequence of Learning						
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
Science	Children have learnt about the structure of the Earth and have an understanding that the Earth is spherical.	To describe the Sun, Moon and Earth as spherical bodies TAPS space travel questions	To describe the movement of the Earth, and the moon, relative to the Sun in the solar system Present results TAPS orbit explanations	To be able to explain day and night, whilst using the idea of Earth's rotations Ask scientific questions	To explain and understand why the sun appears to move across the sky Take measurements Interpret results/draw conclusions	To describe the movement of the Moon and understand that the moon does not change in size 		Children will be able to explain the movement of the Earth and other planets in relation to the sun. They will be able to explain the movements of the Moon and how it causes day and night, whilst also acknowledging that the moon does not change in size.
Computing	Children have previously looked at branching databases in year 3. Children will build on prior knowledge and learn to create their own databases, whilst inputting their own data.	To use a form to record information	To compare paper and computer-based databases	To outline how grouping and then sorting data allows us to answer questions	To explain that tools can be used to select specific data	To explain that computer programs can be used to compare data visually	To apply my knowledge of a database to ask and answer real-world questions	Children will be able to use the knowledge gained from their learning to create a database which shows the answers to real-world problems.
DT	DESIGN AN EARTHQUAKE PROOF STRUCTURE	To understand what a structure is and how they can be made stronger, stiffer and more stable	To generate and develop a simple design of a structure, through discussion and annotated sketches	To formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used	To select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frame	To critically evaluate products against design specification, identifying strengths and areas for development		To design, make and evaluate a simple structure
RE 	Prior learning: Year 1 – Who is Jewish and how do they live? Year 4 – How do festivals and family life show what matters to Jewish people'?	Who is Jewish? to recognise the difference between Orthodox and Progressive Jews	What do Jews believe about God? to be able to identify and explain	What is a Sefer Torah? To be able explain the Jewish beliefs about the	Are there particular laws that Jewish people need to follow? To be able to make clear	What happens during worship at a synagogue? To be able to explain the features and		Children will be able to answer the question: 'Why is the Torah so important to Jewish people?' using knowledge they have gained over the term.

	Children will use the knowledge they already have and expand this but making direct links as to why the Torah is so important to Jewish people. Unit 2.9 Why is the Torah so important to Jewish people?		Jewish beliefs about God in 'the Shema'	Torah and how they use and treat it	connections between the Jewish commandments and how Jews live	differences of Orthodox and Progressive Jewish Practice		
PSHE	Children have previously learnt what relationships are and how some relationships are different to others and what it means to have a caring family.	To understand the values of healthy relationships	To discuss the characteristics of healthy and unhealthy relationships	To describe the range of different families that exist within communities and the importance of respecting this diversity	To talk about the values, we bring to relationships	To discuss our own thoughts and beliefs about committed relationships	To understand the importance and the reasons of committed relationships in healthy, happy family life	Children will be able to discuss and talk about the values in relationships and understand the reasons for committed relationships.
Digital citizenship	Natterhub	Access and Age: Age restrictions and age-appropriate content online	Intrusive Apps: To explain how apps or services may collect and share my private information.	Clever Choices: Digital behaviour and online responsibilities - when no one is watching	What Information Should You Share Online? To understand the risks associated with posting information online.			
PE / Sport	YOGA: focus BALANCE	To understand and being able to use breathing techniques to calm the body and mind	To be able to practise twisting and stretching techniques and loosen tight muscles Washing machine	To hold a seated and floor balance: rock and roll into boat pose, cobra, lotus, butterfly, upward dog, bough	To hold a four point balance: table, cow and cat down dog, plank	To hold a two legged pose: gate, chair pose, warrior, triangle, mountain pose	To hold a one legged balance: rooster, tree, flamingo	to be able to hold a variety of balances, breathing with control
PE / Sport	Children have previously learnt to hold a racket and use their forehand and backhand. They will improve these skills but working on their footwork and coordination to play the ball into space.	To develop right and left side hand and foot movements. To develop forehand and backhand	To develop reactions to a moving ball, building rhythm and techniques	To develop foot movement and racket control	To introduce the attacking strategy of playing into space using basic overarm serve and return of serve	To develop the volley action and apply it in a competition	To develop key step patterns in sequences, mirroring actions and cooperation	To be able to take part in a tennis match using the skills learnt from the sequence of learning
French	Les vêtements	to recognise, recall and spell ten different items of clothing with their indefinite articles/determiners in the foreign language.	to recognise, recall and spell a further eleven different items of clothing with their indefinite articles/determiners in the foreign language.	introduced to the structure 'I wear'	to describe their different items of clothing	they will be packing their suitcase for a holiday.		
Music	Each year, children have been working on their singing, using skills from the previous year to sing and project their voices.	Understand the key elements of different genres of music and name	Be able to share knowledge of different instruments – and	Be able to share instruments played by individuals	Understand how to build music using different skills. Be able to	Understand how different bands create an image through their	Be able to confidently perform in front of others.	By the end of this sequence, children will perform the songs they have learnt using the skills to perfect their performances.

		<p>them. Be able to discuss own tastes in music related to genres.</p>	<p>group into classical, folk, jazz etc. Be able to talk about the sounds made in terms of 'timbre' of instruments.</p>	<p>learned at home and form groups to play together in school using variety of instruments.</p>	<p>rehearse group performance, including considering dynamics.</p>	<p>artwork/promo materials. Be able to record performances and design album artwork.</p>		
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Reading Opportunities.

