



Chacewater School LEAP Curriculum









Class: Buds Curriculum Driver: Geography Curriculum Theme: Wild Cornwall British values: Tolerance Term: Spring 1

Locality: Engaging: Ambitious and aspirational: Purposeful:

Sequence of Learning

Table with 8 columns: Subject, Intent and links to previous learning, 1, 2, 3, 4, 5, 6, Outcome/Composite. Rows include History, Geography, and Computing.

	of logical reasoning to predict outcomes.							
Art: Expressive painting Artist: Marela Zacarias 	Intent -	Introduce Marela Zacarias in sketchbook LF: to be able to explore an artist's work. 	LF: to be able to recognise primary colours and mix secondary colours and experiment with hues by changing the amount of primary colour I add.	LF: To be able to identify different brushwork used by old masters Van Gogh and Cezanne.	LF: To be able to use a continuous line to make a loose drawing from a still life using pencil and a soluble pen.	LF: To be able to introduce colour by using paper and paint to create a gestural painting with mark making.	LF: To be able to reflect on my work based on the work from the artist. Sketch book evidence.	The children will explore using primary and secondary colours through expressive mark making, connecting colour, through abstract work. Children will explore the brush work of two old masters and be able to share their opinion of an artist's work before drawing their own still life drawing, adding colour, texture and gestural paintings using paint.
RE What makes some people and places in Cornwall Sacred?	Intent: Understand how some places and people are sacred within Cornwall. <u>Vocabulary:</u> sacred, holy, respect, precious, belongings, church, synagogue, mosque, symbols, worship.	Which places are important to me? Where is a sacred place for believers to go? To be able talk about why some people like to belong to a sacred building or a community. 	Which place of worship is sacred for Christians? To be able to identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.	Which place of worship is sacred for Jewish people? To be able to give examples of stories, objects, symbols and actions used in synagogues which show what people believe. 	Which place of worship is sacred for Muslims? To be able to give simple examples of how people worship at a mosque.	How are places of worship similar? Why are places of worship important to our community? To be able to talk about what makes some places special to people and what is similar between religious and non-religious special places. 	How are places of worship different? Why are places of worship important to our community? To be able to talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	Understand the main features of a place of worship in Christianity. Explain and make comparisons between places of worship.
RHSE Caring and responsibilities: Special people in our communities	Year 1: Our special people We will explore why people are special and how they care for and keep one another safe. Pupils will understand their responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.	To know about the people who help us in our communities and understand how these people help us.	To understand what keeps us safe in our school and community of Chacewater.	To understand the groups and communities that people belong to.	Natterhub The Work of Others: To know that content on the internet may belong to other people and why it belongs to them	Natterhub Follow the Digital Footprint: To explain how information put online about me can last for a long time.		Be able to explain the community that I belong to and understand the groups and communities that people belong to.
PE	Real Dance - NC PE1/1.1c	To be able to create multiple standing and floor shapes and	To be able to create standing and floor shapes, opposite to and	To be able to create movements led by single arm	To be able to perform our own movements in unison: create	To be able to create ways of moving linked to the silk scarves,	To be able to create a sequence of 5 static and dynamic moves in	Dance solo and also with a partner making movement patterns.

		travel between shapes using jumps and rotation.	entwined with my partner, incorporating jumps and using canon.	circles leading into steps, body movements, turns and jumps with rotations.	turns forwards and backwards through arm circles and create jumps from foot circles	using 3 or 4 limbs, exploring fluency and pauses in my movement.	contrast to my partner using different levels and timings.	
PE	Physical Education: Unit 3 Cognitive NC PE1/1.1a	To be able to order instructions, movements and skills.	To be able to recognise similarities and differences in performance.	To be able to explain why someone is working or performing well.	To be able to walk fluidly, lifting knees to 90°/lifting heels to bottom	To be able to stand on a low beam with good stance for 10 seconds		Pupils are able to apply skills learnt into a routine with control when performing.
Reading Opportunities		