



Chacewater School LEAP Curriculum









Class: Y2 Curriculum driver: Science - What do I need to be me? British values: Respect Term: Autumn 1

Local 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 Science (Animals including humans), Geography (Where are the continents and oceans of the world?), and Computing (Information Technology around us).

	and how IT can be used in different ways. <b>Links to previous learning:</b>	computer is part of IT.			work together, why do we use IT?	rules can help keep me safe.	the need to use IT in different ways.	
<b>Art:</b> Explore and Draw Artist: Alice Fox 	<b>Intent:</b>	<b>Introduce Alice Fox in sketchbook</b> LF: to be able to write a fact about an artist. 	To explore composition to arrange natural objects I have collected.  (leaves, twigs, sticks, pebbles, stones).	To be able to observational draw a leaf using a continuous line with a pencil and a handwriting pen.	To be able to use wax crayons to show colour compositions and mixing of Autumn leaves.	To draw a leaf using mixed media to enhance detail and colour.  Watercolour paint, wax crayon, water soluble pens.	To be able to evaluate my artwork. And compare this with the work from Alice Fox	
<b>PE</b> (REAL PE) Footwork and 1 leg balance	<b>Intent:</b> to build coordination and movement skills and build skills leading to playing team games. <b>Links to previous learning:</b>	<b>Coordination and footwork</b> Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.	<b>Coordination and footwork</b> Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.	<b>Coordination and footwork</b> Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.	<b>Coordination and footwork</b> Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.	<b>Coordination and footwork</b> Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.	<b>Coordination and footwork</b> Side step, gallop, hop and skip leading with both feet in both directions. Combine side steps and pivots, skip with knee and opposite elbow, hopscotch forwards and backwards.	Children will have developed their coordination and footwork to enable them to move in a controlled way.  Children will have developed skills in movement and coordination with a ball to build skills leading them to playing team sports.
<b>PE</b> Multi-skill games		To be able to move safely around a space holding a ball	To be able to dribble and bounce a large ball	To be able to move around with a ball maintaining possession and avoiding attackers	To be able to move at speed with a ball	To be able to send and receive a large ball to a partner	To be able to apply learnt skills and simple tactics in small team games	
<b>Music</b> Instrument families	<b>Develop listening skills and recognition of instruments within songs.</b>	To be able to recall instrument families from Year 1 work and describe how they make their sounds; hit, scrape, bang and blow. Investigate any new instruments they can name.	To be able to recognise which 2 instruments they can hear at the same time. Instrument families focus. Describe sounds; high/low pitch, sharp/long/scratch (timbre)	To be able to recognise which 2 instruments they can hear at the same time. What can they hear in the composer of the terms music?	To be able to begin to recognise which 2 or 3 instruments they can hear at the same time	To be able to add 2 untuned percussion instruments to known songs - as a class. Play along with the pulse.	To be able to add 2 untuned percussion instruments to known songs. Perform to another class. Record to add the class website.	
<b>RE</b> 1.4: What is the 'good news'	<b>Intent:</b> Understand and recognise stories from the bible and the link between 'Gospel' or 'good news'.	<b>What did Jesus' good news mean for Matthew in the Bible story?</b>	<b>What might a Christian say was the good news that Jesus brought to Matthew?</b>	<b>What do many Christians believe is the good news that Jesus brings about</b>	<b>What do many Christians believe is the good news that Jesus brings about</b>	<b>How does a church help Christians remember Jesus'</b> 	<b>How do Christians offer friendship, peace and forgiveness?</b>	Children to retell one of the stories told from the bible to show the good news that the bible brings for Christians.

<p><b>Christians say Jesus brings?</b></p>	<p><b>Links to previous learning:</b> Christians believe in God; the Bible is the key way of finding out what they think God is like.</p>	<p>To be able to understand simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> 	<p>-To be able to explore what Jesus saw in the hearts of some of his disciples</p> 	<p><b>forgiveness?</b> -To be able to discuss the importance of forgiveness</p> 	<p><b>peace?</b> To be able to discuss the importance of peace and how people show peace</p> 	<p><b>good news?</b> -To be able to discuss how Churches can share Jesus's 'good news' within the community</p>	<p>-To be able to discuss how Christians use pray to ask for forgiveness and peace from God</p>	
<p><b>RHSE</b> <b>Happy healthy friendships</b></p>	<p><b>Intent:</b> <b>Links to previous learning:</b> understanding and recognising happy and secure friendships and their actions online.</p>	<p><b>Friendships</b> I understand how important friendships are in making us feel happy and secure.</p>	<p><b>Friendships</b> I understand what makes a happy friendship.</p>	<p><b>Personal Boundaries</b> I know personal boundaries and can recognise safe and unsafe situations.</p>				<p>Children will continue to build knowledge around online safety. They will understand personal boundaries and be able to spot safe and unsafe situations.</p>
<p><b>Balance it:</b> <b>Devices and screen time</b></p>	<p>Children are building their knowledge of online safety and in-person safety</p>	<p><b>Devices and Screen Time:</b> To understand why online and offline time need to be balanced.</p>						
<p><b>Personal development</b> <b>Healthy Eating: Physical health &amp; fitness:</b> Science: importance of exercise, eating the right amounts of different types of food, and hygiene</p>		<p><b>Reading Opportunities</b></p> 