




## Chacewater School LEAP Curriculum



Class: Buds Year 2	Curriculum Theme: An African Adventure Curriculum Driver- Geography Value exploration: The rule of Law	Term: Summer term 1 2023
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<b>Locality:</b> <ul style="list-style-type: none"> <li>Compare a contrasting locality in Zambia to that of Chacewater.</li> <li>Compare the use of rivers within Cornwall and that of the River Zambezi and its importance.</li> </ul>	<b>Engaging:</b> <ul style="list-style-type: none"> <li>Learn about the life of a child living in Zambia.</li> <li>Explore Tingatinga artwork to create our own clay tile.</li> <li>Read a range of stories from other cultures.</li> <li>Use the local Library service resource; Kenya resource box with artefacts</li> </ul>	<b>Ambitious and aspirational:</b> <ul style="list-style-type: none"> <li>Learn about Edward Tingatinga and Tingatinga artwork. Use this as inspiration for mark making when creating our own clay tile.</li> </ul>	<b>Purposeful:</b> <ul style="list-style-type: none"> <li>Gain an appreciation for the wider world.</li> <li>Compare and contrast our lives to that of a contrasting non-European country.</li> </ul>
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		Sequence of Learning						
								
Subject	Intent and links to previous learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Outcome/Composite
<b>Geography</b> What is life like in Mugurameno Village, Zambia compared to Chacewater Village?	Revisit the hot and cold places within the world. Locate the equator, North Pole and South Pole on a globe. Deepen the children's learning and compare Cornwall to Zambia in Africa.	To be able to name and locate the 7 continents and 5 oceans. Understand that Africa is a continent.	Where is Zambia within the world?  Be able to locate Zambia. Find out about Zambia's key human physical features, compared to Cornwall.	Where is Muguranmeno and what is the village like?  Be able to make comparisons between Muguranmeno and Chacewater; populations, human and physical features.	How does our life compare to that of Muguraneno village?  Understand what daily life is like in Mugurameno and compare that to our lives in Chacewater.	Why is the river so important for the people of Mugurameno?  Be able to make a comparison of the use of the River Zambezi and the Carnon River.	What are the similarities and differences between homes where we live and that of Mugurameno?	To explain the similarities and differences between Chacewater and Mugurameno in Zambia. They will be able to locate both of these places on a map and talk about their location within the world.
<b>Computing</b>	<b>Making Music: Chrome music Lab</b> Intent: Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration.	To be able to say how music can make us feel.	To be able to identify that there are patterns in music.	To be able to describe how music can be used in different ways.	To be able to show how music is made from a series of notes.	To be able to create music for a purpose To be able to review and refine our computer work.		In this sequence, learners will choose an animal and create a piece of music using the animal as inspiration. They will think about their animal moving and create a rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it. Finally, learners will share their creations and compare creating music digitally and non-digitally.

<b>Art</b>	Intent: create a clay tile in the Tinga Tinga style focusing on creating line, pattern and shape using clay tools.	Introduce Edward Tingatinga  To be able to share an opinion on an artist's work.  (colour, line, pattern, shape, style)	African Art  To be able to create background in sketchbooks using tools.  (mark making)	Animal style printing and design  To be able to create strips in sketchbooks and choose their own animal print.  To be able to write about their design in their sketchbook.	To be able to design a tile in sketchbooks using a square template and pencil.  To be able to carefully draw over the top in black pen.  Focus: line, shape and pattern.	Making the clay tile.  To be able to roll out and cut clay tile using a template. To be able to use clay tools accurately following a design brief to create clay tiles of an animal print in the style of Edward Tingatinga.  To be able to evaluate my work.		Children will create a clay tile inspired by the artwork of Edward Tingatinga. The children will explore animal prints and use clay tools to make marks in the clay.
<b>DT</b>	Textiles  Intent: to design and make their own hand puppet by sewing using a running stitch.	To be able to explore a range of existing puppets.  To be able to design an animal hand puppet using a template.	To be able to explore and evaluate different ways to join fabrics together.  To be able to sew a running stitch with regular size stitches and understand that both ends must be knotted.	To know how to prepare and cut fabric to make an animal puppet from a template.	To be able to use a running stitch to join two pieces of fabric together.	To be able to add decoration through the use of a simple print onto the fabric.	To be able to evaluate my puppet.	Children will be able to use a running stitch to join two pieces of fabric and create an animal puppet. Apply their Art skills to create a repeated print.
<b>Music</b>	Charanga	To be able to listen to and appraise music by thinking about how it makes us feel, what it reminds us of and when it was made.	To be able to confidently find the pulse of the music.	To be able to learn and rehearse a song.	To be able to add musical instruments to a learnt song.			Children will be able to explain the difference between beat and rhythm. They will perform 'The Lion sleeps tonight' and create simple three and four beat rhythms. Link to computing: making music
<b>RE</b>	Who is Muslim and how do they live? (PART) 1.6 Intent: pupils' learn about Muslims and the religion of Islam. Previous encounters in FS will have been as part of thematic units (e.g. Being Special, Special Times, Special Places).	What do people think about God? What do Muslims think about God?	What do Muslims think about God?	Who was the Prophet Muhammad? Why is he important to Muslims?	What can people learn from Muslim holy words?	What difference does worshipping God make to Muslims?		Children will have a clear understanding of the Prophet Muhammad and why he is important to Muslims.
<b>RHSE</b>	Healthy Bodies, healthy minds and Healthy Year 1 Amazing Bodies Year 2 Staying Safe	To be able to name different body parts of our body and describe what they can do.	To be able to use correct words to describe the private parts of our bodies.	To be able to explain why it is important to look after our bodies.	To be able to use our emotion words to describe how other people are feeling.	To be able to explain why it is important to use medicines in a safe way.	To be able to describe some of the signs that someone is feeling poorly in their body or mind.	Children will have a clear understanding of the body's private parts and be able to use correct words when describing. They will also understand how medicines are important and how to use medicines in a safe way.

PE Outside	Striking and Fielding  Intent: Master basic movements including, running, jumping, throwing, and catching; develop balance, agility and coordination and begin to apply these in a range of activities. Participate in teams games	To be able to aim towards a target using a tennis racket (batting).	To be able to use underarm throw to bowl to a partner.  To be able to return a ball using a tennis racket.	To be able to hit the ball into a space using a tennis racket.	To be able to use a cricket bat to strike a ball.	To understand fielding skills including overarm throw for long distances.	To be able to use and apply batting, bowling and fielding skills to play a simple quick cricket game.	Children will be able to confidently and accurately throw a ball under arm, hit it accurately. They will develop their fielding skills in a quick cricket game.
PE Inside	REAL PE: Unit 5 Applying Physical	To be able to perform a sequence of movements with some changes in level, direction or speed To be able to perform a range of skills with some control and consistency <b>Send &amp; receive</b> : Throw and catch a tennis ball with opposite hand (both directions) with and without a bounce x 5				<b>Reaction &amp; response:</b> From 1, 2 and 3 metres, catch a tennis ball after 1 bounce x 3		Send and receive Reaction Response
Reading Opportunities		