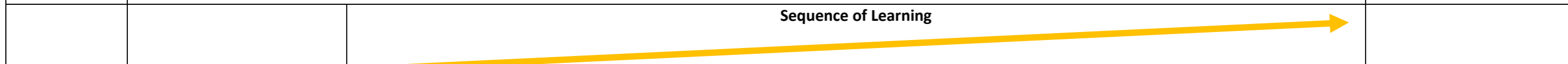











### Chacewater School LEAP Curriculum



Class: Buds Year 2	Curriculum Theme: An African Adventure Curriculum Driver- Geography Value exploration: The rule of Law	Term: Summer term 1 2022
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Subject	Intent and links to previous learning	1	2	3	4	5	6	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.	<p><b>Where and what is the African continent like?</b> To be able to name and locate the 7 continents and 5 oceans.</p> <p>To understand that Africa is a continent.</p> 	<p><b>Where is Zambia within the world?</b> To be able to locate Zambia. Find out about Zambia's key human physical features, compared to Cornwall.</p> 	<p><b>Where is Mugurameno and what is the village like?</b> To be able to make comparisons between Mugurameno and Chacewater; populations, human and physical features.</p> 	<p><b>How does our life compare to that of Mugurameno village?</b> To understand what daily life is like in Mugurameno and compare that to our lives in Chacewater.</p> 	<p><b>Why is the river so important for the people of Mugurameno?</b> To be able to make a comparison of the use of the River Zambezi and the Carnon River.</p>	<p><b>What are the similarities and differences between homes where we live and homes in Mugurameno?</b> To be able to explain how the people of Mugurameno protect themselves and their homes from wild animals.</p> 	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>	Making Music: Chrome music Lab 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 say how music can make us feel.	To identify that there are patterns in music.	To describe how music can be used in different ways.	To show how music is made from a series of notes.	To create music for a purpose 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>DT</b>	Textiles  Intent: to design and make their own hand puppet by sewing using a running stitch.	Explore a range of existing puppets. Pupils explore and evaluate different ways to join fabrics together.	Sew a running stitch with regular size stitches and understand that both ends must be knotted.	Prepare and cut fabric to make an animal puppet from a template.	Use a running stitch to join two pieces of fabric together.	Add decoration through the use of a simple print onto the fabric.	Evaluate the 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 Unit 5: Friendship Song	Be able to listen to a song. Be able to identify that the end of the song – coda – has 2 singing parts.	Being to learn the 'codo' parts.	Be able to learn 2 different parts in a song and begin to be able to sing them at the same time.	Be able to improvise in the coda section – playing glockenspiels, singing 2 different parts.			Children will be able to find the pulse and understand that the song has a musical style. Recognise different instruments within a song. Compose a simple melody using simple rhythms.
<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).	<b>What do people think about God?</b> <b>What do Muslims think about God?</b> To be able to explain what people think about God and what Muslims think about God. 	<b>What was Prophet Muhammad?</b> To be able to identify who the Prophet Muhammad was and why he is important to Muslims.	<b>What can people learn about Muslim holy words?</b> To be able to understand what people can learn from Muslim holy words	<b>What difference does worshipping God make to Muslims?</b> To be able to explain what difference worshipping God makes 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 use correct words to describe the private parts of our bodies.	Be able to explain why it is important to look after our bodies.	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.	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.
<b>PE Outside</b>	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	Aim towards a target using a tennis racket (batting).	Underarm throw to bowl to a partner returning a ball using a tennis racket.	Learn to hit the ball into a space (tennis racket).	Use a cricket bat to strike a ball.	Develop fielding skills including overarm throw for long distances.	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.

<p><b>PE Inside</b></p>	<p>REAL PE: Unit 5 Applying Physical</p>	<p>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</p>	<p><b>Reaction &amp; response:</b> From 1, 2 and 3 metres, catch a tennis ball after 1 bounce x 3</p>	<p>Send and receive          Reaction Response</p>
<p>Reading Opportunities</p>				