

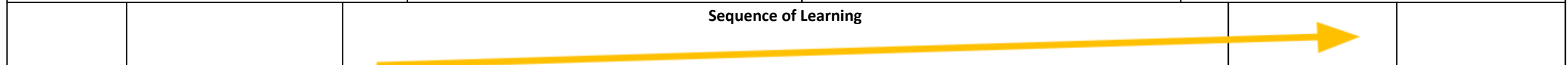


Chacewater School LEAP Curriculum



Class: Buds Year 2	Curriculum Theme: What's your superpower? Curriculum Driver- History: Why are Florence Nightingale and Mary Seacole remembered today? Value exploration: Democracy	Term: Summer term 2 2022
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Locality: <ul style="list-style-type: none"> Understand the local emergency services within the local area. Make links to the work of the NHS during COVID and how this links to recent history. 	Engaging: <ul style="list-style-type: none"> Read a range of books based around significant individuals and fictional superheroes. A visit from a local nurse/ paramedic. Use a range of materials when exploring materials in science; slime, playdough, metal, wood etc 	Ambitious and aspirational: <ul style="list-style-type: none"> Learn about the significance of Florence Nightingale, Mary Seacole and Edith Cavell. Link athletics to Commonwealth Games 2022, link to inspirational athletes. Pupils will find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. 	Purposeful: <ul style="list-style-type: none"> How today we have the NHS and how democracy has enabled us to have medical health care. We'll make links between Florence Nightingale and how hospitals are important today.
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Subject	Intent and links to previous learning	1	2	3	4	5	6		Outcome/Composite
History	Year 1: Recap the work by Henry Trengrouse and his significance. Children to gain a clear understanding of the work of Florence Nightingale and Mary Seacole and how they brought about change in nursing history.	What does significant mean? Who was Florence Nightingale and what makes her so special? <i>Chronology Significance</i>	Why do you think Florence took the brave steps to go to the Crimea and who influenced her?	What did Florence do to help the soldiers?	What were the most important achievements of Florence's life? Why have we learnt so much about Florence and so little about Mary Seacole? <i>Similarities and differences Achievements</i>	Who is Mary Seacole and how can we work out why she is famous? <i>Significance</i>	What were the most important moments in Mary's life? <i>Chronology and significance</i>	How should we remember Florence Nightingale and Mary Seacole? <i>Achievements/ legacy</i>	Children create a presentation of the life of Florence Nightingale and Mary Seacole. Make comparisons between their work.
Science	<i>Uses of everyday materials</i> Year 1: Recap previous learning to distinguish between the object and the material from which it is made. Identify and name a variety of materials and their physical properties.	Y1 Recap: To be able to distinguish between an object and the material from which it is made. To be able to identify and name a variety of everyday materials, including wood, plastic,	To be able to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <i>To be able to gather and record data to help in answering questions.</i>	To understand how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	What are the uses of plastic? To be able to gather and record data to help in answering questions. To be able to perform simple tests.	To be able to group the items according to their properties and uses?- float/sink, let electricity go through them/not shiny/dull? <i>(present and interpret results)</i>	Which material is best to let light through? Which material is best to wear for a superhero? To be able to perform simple tests. To use their observations and ideas to suggest answers to questions. <i>Which material would be best for? (plan an enquiry)</i>	Will have a secure knowledge of the variety of everyday materials and through investigations explain our choices for the use of certain materials.	

		glass, metal, water and rock							
Computing	Programming Quizzes An introduction to quizzes Learners will recap how they have used Scratch Junior in Year 1. Learners will discover that a sequence of commands has an 'outcome'. They will predict the outcomes of real-life scenarios and a range of small programs in ScratchJr. They will choose backgrounds and characters for their own quiz projects.	To be able to explain that a sequence of commands has a start.	To be able to explain that a sequence of commands has an outcome.	To be able to create to a program using a given design and an animation based on the seasons.	To be able to change a given design by choosing characters and backgrounds.	To be able to create a program using my own design and create an algorithm.	To be able to decide how my project can be improved by comparing and adding features.		They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
DT	Textiles Intent: to design and make their own money pouch by sewing using a running stitch.	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 a pouch from a template.	Use a running stitch to join two pieces of fabric together.	Decorate a pouch using fabric glue or stitching.	Evaluate the pouch.		Children will be able to use a running stitch to join two pieces of fabric and create a money pouch with a superhero symbol.
Music	Charanga <i>Charanga. Unit 6. Reflect, Rewind and Replay.</i> Be able to listen and appraise some classical music – texture, dynamics, instruments.	Be able to talk about the differences between beat and rhythm.	Be able to talk about what 'pitch' means in music.	Be able to talk about classical music; what you can hear, how old it is and if it tells a story.	Be able to talk about what 'tempo' means in music.	Be able to talk about different songs listened to this year, and discuss favourites and reasons why.			Perform a steady beat and simple rhythms. Understand tempo.
RE	Who is Muslim and how do they live? (PART 2) 1.6	Who is the Prophet Muhammad?	Why is the Prophet Muhammad important to Muslims?	What can people learn from Muslims holy words?	What difference does worshipping God make to Muslims?				Children will be able to explain who the Prophet Mohammad is and what people can learn from Muslims holy words.
RHSE	Coping with Change: Growing up and setting Goals	Understand how growth and change are part of the natural life cycle.	Understand that change is something that everyone experiences.	To feel positive about changes that will happen.	Set our own goals for the future and identify ways to achieve them. Links to transition from Y2 to Y3.				We'll think about the changes that will happen and how we can set our own future goals.
PE Outside	Athletics To develop running, throwing and jumping techniques.	To learn the basic technique of running. Introduce a more formal standing start.	To develop the basic idea of relay running: passing an object to the next runner.	To develop the basic technique of jumping 2 feet to 2 feet. (Standing broad jump)	To develop the basic technique of underarm throwing.	Obstacles: to run through obstacles with speed, balance and agility.	Compete to beat personal best in throwing, jumping and running events.		Children will be able to demonstrate the basic technique of running, relay running, underarm throwing and standing broad jumping. Over time they will compete to

								beat a personal best in these events.
PE Inside	<p>REAL PE Health and Fitness Fundamental movement skills; agility and static balance Revisit Health and Fitness Y1. Understand why exercise is important for good health. Have a deeper understanding of how the body feels before, during and after exercise.</p>	<p>Agility I can roll a ball, chase and collect it in a balanced position facing the opposite direction.</p>	<p>Agility I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction.</p>	<p>Static balance I can hold a mini front support position. I can reach and point to the ceiling with either hand in a mini-front support.</p>	<p>Static balance I can reach round and point to the ceiling with either hand in a mini-front support.</p>	<p>Static balance I can reach round and point to the ceiling with either hand in a mini-front support. Front curling</p>		<p>Children will be able to demonstrate control and balance when collecting a ball. They will be able to hold a static balance using the mini-front support position.</p>
Reading Opportunities								