








Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum



Class: Buds Y2	Curriculum Theme: Sowing and Growing Curriculum Driver- Science Value exploration: Diversity	Term: Spring 2
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Locality:	Engaging:	Ambitious and aspirational:	Purposeful:
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Sequence of Learning							
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Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
Science	Build on Year 1 Learning Plants Children will observe and describe how seeds and bulbs grow into mature plants They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Revisit Y1: To be able to name a variety of common wild and garden plants. To be able to name the parts and functions of a plant.	To understand the differences and similarities between plants grown from seeds and bulbs.  To know how to plant a daffodil bulb.  To know how to plant broad beans. (observe closely and ask scientific questions) 	To understand the conditions that seeds require in order to germinate. To understand what plants need to grow? To know what happens to a seed after it is planted (germination).  (observing closely/ observing over time) 	To be able to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Do cress seeds grow quicker inside or outside? (plan an enquiry) 	To be able to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Do cress seeds grow quicker inside or outside? (plan an enquiry) 	Conclusion of investigation 	Children will be able to observe and describe the changes that happen to their broad bean plant and daffodil plant. They can measure and record the rate of growth.
Computing	To understand how to interpret data and represent this digitally for others to understand. Builds on previous learning in Mathematics from tally charts.	To recognise that we can count and compare objects using tally charts.	To recognise that objects can be presented as pictures.	To use a tally chart to create a pictogram.	To be able to create a pictogram to arrange objects by an attribute.	To recognise that people can be described by attributes.	To use a computer program to present information in different ways.	Learners will understand what data means and understand how this can be collected and created. They will be able to produce a pictogram and block diagram by the end of the unit.
DT	Healthy salad (Food)  Within this unit, children will design, make and evaluate healthy salads. This will link to the science this term of growing plants and where food comes from.	Design purposeful, functional, appealing products for themselves and other users based on design criteria, healthy salad.	Generate, develop, model and communicate their ideas through talking, drawing, templates.	Select from and use a wide range of ingredients, according to their characteristics.	Use the basic principles of a healthy and varied diet to prepare dishes.	Evaluate their ideas and products against design criteria.		Children will have an understanding of how to prepare vegetables and salads. They will be able to create a salad dish and evaluate their product.
RE	Link to prior learning about the Nativity story and what we learnt about Christians.	To be able to discuss the links between the 'big story' and	To be able to tell stories of Holy Week and Easter from the Bible and recognise a link	To be able to discuss the emotions of	To be able to connect the idea of eggs, new life and	To be able to find out how churches celebrate different		Children will have an understanding of Salvation and Incarnation and why Jesus died for us.

	<p>Prior F3: Why is Easter special for Christians?</p> <p>1.5 SALVATION: Why does Easter matter to Christians?</p>	<p>new life that comes in spring.</p> <p>Understand that Palm Sunday signifies the beginning of 'Holy Week'.</p>	<p>with the idea of Salvation (Jesus rescuing people).</p> <p>Good Friday Easter Sunday</p>	<p>Jesus' followers during Holy Week.</p>	<p>the belief in Jesus's resurrection.</p> 	<p>different parts of Holy Week and how they connect with the events in the story.</p> 	<p>They will be able to identify at least 3 things that Christians do to celebrate Easter in church.</p> <p>To be able to discuss the meaning of the words 'Incarnation' and 'Salvation'.</p>	
<b>RHSE</b>	<p>Build on Year 1 learning; The importance of family Year 2: Families and committed relationships The diversity of family</p> <p>These sequence of lessons will be exploring the importance and diversity of families, and healthy, positive family relationships. Natterhub</p>	<p>To know that different people can be part of a family.</p>	<p>To describe the things that make family relationships healthy and happy.</p>	<p>Understand the differences between and similarities between our families and others.</p>				<p>We will be able to: describe the things that make family relationships healthy and happy</p> <ul style="list-style-type: none"> <li>describe different types of happy family</li> <li>explain ways in which our own families are similar and different to others', and show respect for these differences</li> <li>describe some family traditions.</li> </ul>
<p><b>PE - Indoor</b></p> <p><b>Real P.E unit 4</b></p> <p><b>Creative Ball skills</b></p> <p><b>Partner balance</b></p>	<p>Unit 4: Creative focus Creative Skill: I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p>	<p>I can sit and roll a ball along the floor and around my body with two hands.</p>	<p>I can sit and roll a ball along the floor around my body using 1 hand (right and left).</p>	<p>I can roll a ball down to my toes and back up then around my upper body using two hands.</p>	<p>Seated and kneeling balances. Balance with a wide base.</p>	<p>Use standing balance with a small base, using one hand to secure the balance.</p>	<p>I can sit facing a partner, rock forwards backwards and side to side.</p>	<p>I can select and link movements together to fit a theme and I can begin to compare my movements and skills with those of others.</p>
<p><b>PE - Outdoor</b></p> <p><b>Tennis</b></p>	<p>In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket).</p>	<p>To feed and hit a small soft ball using your hands.</p>	<p>Learn to revise how to use a racket. Learn how exercise produces healthy feelings.</p>	<p>Learn to feed a ball accurately to their partner. Learn to send a ball accurately using a racket.</p>	<p>Learn to evaluate others' performance and help them improve.</p>	<p>Learn to hit the ball over a net to bounce twice on the other side to score points. To play well as a team and help each other.</p>	<p>Learn to hit the ball accurately to different targets.</p>	<p>The children should be able to use a racket to accurately send a ball. They will learn to hit a ball over a net to bounce twice and be able to hit a ball at a target.</p>
<p><b>Music</b></p>	<p>Learn songs and be able to discuss dynamics, riffs and structures in songs. Charanga. Unit 4. Zootime</p>	<p>Be able to talk about different songs in terms of dynamics (louds and quiet).</p>	<p>Be able to improvise different clapping patterns to go with the song.</p>	<p>Be able to recognise a 'riff' in music and listen for when it appears in the song.</p>	<p>Be able to listen for the structure of a song including introduction, verse, bridge, chorus, solo.</p>	<p>Be able to improvise along with the song in the correct section of the song.</p>		<p>Begin to recognise the basic style indicators of Reggae music.</p>
<p><b>Reading Opportunities:</b></p>								

