



















# Chacewater School LEAP Curriculum



<b>Class:</b> Y2		<b>Curriculum driver:</b> Science - What do I need to be me?			<b>British values:</b> Respect			<b>Term:</b> Autumn 1
<b>Local</b>		<b>Engaging</b>			<b>Ambitious and Aspirational</b>			<b>Purposeful</b>
		<b>Sequence of Learning</b>						
<b>Subject</b>	<b>Intent and links to previous learning</b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>	<b><u>6</u></b>	<b>Outcome/Composite</b>
<b>Science</b>  <b>Animals including humans</b>	<b>Intent:</b> Understand that all animals produce young called offspring and how they change and grow into adults. Understand that animals, including humans, need specific things to survive and these things affect health too.	<b>Which offspring belongs to which animal?</b> To understand that animals produce young called offspring.    Observe closely	To understand how animals change as they grow into adults.	To be able to recognise and explain the stages of animal offspring.  <b>TAPS: Ordering Animal life cycle (activity led/sequence) assessment</b> Ask scientific questions  ???	To be able to explain the stages of the human life cycle.	To be able to recognise what animals, including humans, need to survive.	part oneTo be able to understand how to have a balanced diet and how to have good hygiene  part two To be able to explain the effect of exercise on the human body.   Take measurements	Create a poster with helpful hints and tips on how to live a healthy lifestyle. Learners will know what humans need to live a healthy lifestyle, how certain things can impact health and how animals, including humans change and grow through their life cycles.
<b>Geography</b>  <b>Where are the continents and oceans of the world?</b>	<b>Prior learning; Y1 hot and cold places</b>	<b><u>1.Where in the world am I?</u></b>  To be able to locate and understand where I am on the world map.  	<b><u>2. Where are the world's continents?</u></b>  To be able to name and locate the 7 continents on a map.   	<b><u>3. Where are the world's oceans?</u></b>  To be able to name and locate the 5 oceans that link the continents.   	<b><u>4. How can I show the continents and oceans on a map?</u></b>  To be able to locate and describe where different continents are located.  	<b><u>5. What are the main features of each continent?</u></b>  To be able to identify the human and physical features of a continent.  	<b><u>6. What is special about each continent?</u></b>	
<b>Computing</b>  <b>Information Technology around us</b>	<b>Intent:</b> to understand the uses and benefits of information technology in the wider world as well as in school. To understand how to be safe when using IT	<b>What is IT?</b> Identify examples of computers, describe some uses of computers, identify that a computer is part of IT.	<b>IT in school</b> Identify examples of IT, sort school IT by what it is used for, identify that some IT can be used in more than one way.	<b>IT in the world</b> Find examples of IT, sort IT by where it is found, talk about the uses of IT.	<b>What are the good things about IT?</b> Recognise common types of technology, demonstrate how IT services work together.	<b>How can I be safe when using IT?</b> List different uses for IT, talk about different rules for using IT, say how rules can help keep me safe.	<b>Using IT in different ways</b> Identify the choices I make when using IT, use IT for different types of activities, explain the need to use	Learners will explain the different uses of technology and how to use technology safely. The children will explain to one another the need to use IT in different ways.

	and how IT can be used in different ways. <b>Links to previous learning:</b>				why do we use IT?		IT in different ways.	
<b>DT:</b> <b>Balanced wraps</b> 	<b>Intent:</b>	<u>Research</u> To be able to research wraps and understand balanced diets.	<u>Skills</u> LF: To be able to practice preparation skills (cutting, grating, snipping, spreading).	<u>Plan/Design</u> LF: To be able to plan a balanced wrap.	<u>Make</u> LF: To use different preparation techniques to make a balanced wrap.	<u>Evaluate</u> LF: To be able to evaluate a final product (balanced wraps).		
<b>PE</b> <b>(REAL PE)</b> <b>Footwork and 1 leg balance</b>	<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> <b>Multi-skill games</b>		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> <b>Instrument families</b>	<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> <b>1.4: What is the 'good news' Christians say Jesus brings?</b>	<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' good news?</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.

	<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.	To be able to understand simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. 	-To be able to explore what Jesus saw in the hearts of some of his disciples 	<b>forgiveness?</b> -To be able to discuss the importance of forgiveness 	<b>peace?</b> To be able to discuss the importance of peace and how people show peace 	-To be able to discuss how Churches can share Jesus's 'good news' within the community	-To be able to discuss how Christians use pray to ask for forgiveness and peace from God	
<b>RHSE</b> <b>Happy healthy friendships</b>	<b>Intent:</b> <b>Links to previous learning:</b> understanding and recognising happy and secure friendships and their actions online.	<b>Friendships</b> I understand how important friendships are in making us feel happy and secure.	<b>Friendships</b> I understand what makes a happy friendship.	<b>Personal Boundaries</b> I know personal boundaries and can recognise safe and unsafe situations.				Children will continue to build knowledge around online safety. They will understand personal boundaries and be able to spot safe and unsafe situations.
<b>Balance it:</b> <b>Devices and screen time</b>	Children are building their knowledge of online safety and in-person safety	<b>Devices and Screen Time:</b> To understand why online and offline time need to be balanced.						
<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		<b>Reading Opportunities</b> 