




















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
		Sequence of Learning							
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite	
Geography 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.	Where and what is the African continent like? 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 Mugurameno and what is the village like? Be able to make comparisons between Mugurameno and Chacewater; populations, human and physical features. 	How does our life compare to that of Mugurameno 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 homes in Mugurameno? Be able to explain how the people of Mugurameno protect themselves and their homes from wild animals. 	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.	
Science Living Habitats	Year 1: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores Intent: In this unit children will learn about a variety of habitats and the plants and animals that live there.	To be able to explore and compare the differences between things that are living, dead, and things that have never been alive. Identifying, Classifying and Grouping  Observing closely	To be able to describe how different habitats provide for the basic needs of different kinds of animals and plants. Pattern Seeking 	To be able to identify that most living things live in habitats to which they are suited. TAPS: Woodlice Habitats Gathering and recording results 	To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats Identifying, Classifying and Grouping  Observing closely.	To be able to describe how animals obtain their food.	To understand a simple food chain.	Be able to create a habitat to show where animals and plants live and in particular coastal habitats/ seals.	

Computing	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.
Natterhub E safety		Be brave; Stand tall: To understand who is responsible for bullying behaviour						
DT Textiles	Intent: to design and make their own hand puppet by sewing using a running stitch.	LF: To be able to join fabric together using different methods	LF: To be able to use a template to create a design	LF: To be able to join two fabrics together accurately	LF: To be able to embellish a design using joining methods	To be able to 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.
Music	Charanga Unit 5: Friendship Song	To be able to listen to a story and decide (individually) on where and what sound effects might enhance the story.	To be able to map out, using symbols, the sound effects needed, and record them to present in a story.	To be able to play sound effects on iPads (already recorded) to add to a known story.	To be able to record sound effects, animal noises, untuned percussion etc to add to a known song.	To be able to perform as a class, a known song or story, with added recorded sound effects/noises.	To be able to listen to professionally recorded stories and recognise sound effects used. Be able to talk about how this adds to the enjoyment of the listener.	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.
RE 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).	<u>What do people think about God?</u> <u>What do Muslims think about God?</u> To be able to explain what people think about God and what Muslims think about God. 	<u>What do Muslims think about God?</u> To be able to recall some of the Muslim 99 Beautiful Names for God and understand what they mean 	<u>What was Prophet Muhammad?</u> To be able to identify who the Prophet Muhammad was and why he is important to Muslims.  		<u>What can people learn about Muslim holy words?</u> To be able to understand what people can learn from Muslim holy words  	<u>What difference does worshipping God make to Muslims?</u> 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.

RHSE	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.
PE Outside	Athletics	To be able to learn basic running techniques.	To be able to travel with agility and coordination whilst holding equipment	To be able to use an underarm throwing action to throw accurately at a target over increasingly longer distances	To be able to jump 2 feet to 2 feet.	To be able to work as a team in a relay running race: retrieving one object each and returning it to their team	To be able to compete to beat my personal best in throwing, jumping and running events	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 Send & receive : Throw and catch a tennis ball with opposite hand (both directions) with and without a bounce x 5				Reaction & response: From 1, 2 and 3 metres, catch a tennis ball after 1 bounce x 3		Send and receive Reaction Response
Personal development		Reading Opportunities						
		