




















### 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
<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.	<b>Where and what is the African continent like?</b> To be able to name and locate the 7 continents and 5 oceans.  Understand that Africa is a continent. 	<b>Where is Zambia within the world?</b> Be able to locate Zambia. Find out about Zambia's key human physical features, compared to Cornwall. 	<b>Where is Mugurameno and what is the village like?</b>  Be able to make comparisons between Mugurameno and Chacewater; populations, human and physical features. 	<b>How does our life compare to that of Mugurameno village?</b> Understand what daily life is like in Mugurameno and compare that to our lives in Chacewater. 	<b>Why is the river so important for the people of Mugurameno?</b> Be able to make a comparison of the use of the River Zambezi and the Carnon River. 	<b>What are the similarities and differences between homes where we live and homes in Mugurameno?</b> 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.
<b>Science</b> Sowing and growing	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.  Retrieval: What do you already know about plants? (Y1 retrieval focus)	<b>What do plants need to grow?</b>  To be able to recognise what plants need to be able to grow and survive.  How do bulbs and seeds grow?  (observing closely/ observing over time)  -class planting (practical of seeds and bulbs)	<b>What is germination?</b>  To understand the conditions that seeds require in order to germinate.  To know what happens to a seed after it is planted (germination).	<b>What is the lifecycle of a plant?</b>	<b>What do plants need to stay healthy?</b>  <b>Do cress seeds grow quicker inside or outside?</b> To be able to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  <b>Do cress seeds grow quicker inside or outside? (plan an enquiry)</b> 	Conclusion of investigation - observation overtime   <b>TAPS: Comparing Plant Growth of cress in different temperatures (observing closely/ observing over time)</b> 	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.  <b>Cress plant observation!</b>

<b>Computing</b>	<b>Making Music: Chrome music Lab</b> 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>Natterhub E safety</b>		Be brave; Stand tall: To understand who is responsible for bullying behaviour						
<b>DT Textiles</b>	Intent: to design and make their own hand puppet by sewing using a running stitch.	LF: To be able to research puppets and joining techniques	LF: To be able to join 2 pieces of fabric using a running stitch	LF: To be able to design a puppet	LF: To be able to make a puppet using a running stitch to join fabric	To be able to evaluate the skills used to create their puppets.	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>	<b>Charanga Unit 5: Friendship Song</b>	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.
<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><u>What do people think about God?</u></b> <b><u>What do Muslims think about God?</u></b> To be able to explain what people think about God and what Muslims think about God. 	<b><u>What do Muslims think about God?</u></b> To be able to recall some of the Muslim 99 Beautiful Names for God and understand what they mean 	<b><u>What was Prophet Muhammad?</u></b> To be able to identify who the Prophet Muhammad was and why he is important to Muslims.  	<b><u>What can people learn about Muslim holy words?</u></b> To be able to understand what people can learn from Muslim holy words  	<b><u>What difference does worshipping God make to Muslims?</u></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>	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.
<b>PE Inside</b>	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 <b>Send &amp; receive</b> : Throw and catch a tennis ball with opposite hand (both directions) with and without a bounce x 5				<b>Reaction &amp; response:</b> From 1, 2 and 3 metres, catch a tennis ball after 1 bounce x 3		Send and receive Reaction Response
<b>Personal development</b>		<p>Reading Opportunities</p> 