












Chacewater School LEAP Curriculum



**Class:** Buds **Curriculum Theme:** What's your superpower? Democracy **Curriculum Driver-** History: How did Florence Nightingale and Mary Seacole change history? **Value exploration:** **Term:** Summer term 2

**Locality:** **Engaging:** **Ambitious and aspirational:** **Purposeful:**

Sequence of Learning


Subject	Intent and links to previous learning	Sequence of Learning						Outcome/Composite	
		1	2	3	4	5	6		
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.	<b>Who is Florence Nightingale and why is she so special?</b> To understand that Florence Nightingale was remembered as a nurse a long time ago and was connected to a major war. 	<b>Why do you think Florence took the brave steps to go to the Crimea and who influenced her?</b> To be able to explain the reason why Florence Nightingale went to Crimea and how her decision made a difference.	<b>What were the most important achievements of Florence's life?</b> To understand what Florence Nightingale did during the Crimean War and after. To sequence the importance of her achievements. 	<b>Who was Mary Seacole and why is she so special?</b> To understand that Mary Seacole was remembered as a nurse and recognise one of her achievements. 	<b>What was the most important event in Mary Seacole's life?</b> To sequence the key events in Mary Seacole's life and the impact this had on nursing. 	<b>Why have we learnt so much about Florence and so little about Mary Seacole?</b> To recognise the difference between the work of Mary Seacole and Florence Nightingale. To understand how Mary Seacole was perceived during Victorian Times based on where she was from. 	<b>How should we remember Florence Nightingale and Mary Seacole?</b> To recognise the similarities and differences between their work. To identify their significance.	Children have a clear understanding of the work from Florence Nightingale and Mary Seacole. Make comparisons between their work and the impact this has made in nursing.
Science	<b>Uses of everyday materials</b> 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/retrieval: 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, glass, metal, water and rock. 	<b>Which materials are most suitable?</b> 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.	<b>TAPS: Materials Hunt</b> To be able to distinguish between a material, object and property. 	<b>How can objects be changed?</b> To understand how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<b>How can different materials be grouped?</b> To be able to group the items according to their properties and uses (PLASTICS) float/sink /not shiny/dull/squashing/bending/twisting/stretching <b>FOCUS ON PLASTICS present</b>  <i>and</i> <b>interpret results</b> 	<b>Which materials are human made/natural?</b> Sorting Where do natural materials come from (wool/sheep - wood/trees) Mini recap/assessment 	Will have a secure knowledge of the variety of everyday materials and through investigations explain our choices for the use of certain materials.	

									
			<i>To be able to gather and record data to help in answering questions.</i>						
<b>Computing</b>	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 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.	<u>E safety - Natterhub</u> Real and Reliable: To understand that some information we find online may not be true.	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.
<b>Art</b>	<b>Pinch pots</b> Artist: Matthew Foster	<b>Introduce Chris Kenny in sketchbook</b> LF: To be able to respond to work by the artist Matthew Foster	LF: to be able to experiment with ways to manipulate clay, such as kneading, rolling and pinching.	LF: to be able to create 2D drawings of pinch pots, to use as a reference for a final 3D piece	LF: To be able to create a pinch pot by coiling, rolling and pinching clay	LF: To be able to evaluate clay pots			
<b>Music</b>	Recorder	To be able to talk about how a recorder makes sounds, and what changes the sounds: blowing harder or softer, covering the holes etc.	To be able to blow the recorder softly to get a sustained, tuneful note.	To be able to play a 'b' in a tuneful, pulse and for a specified number of times. (1 finger covering the first hole.	To be able to play a 'b' and an 'a' on the recorder. Make up simple patterns and playing with a sustained breath.	To be able to play 'b', 'a' and 'g' notes on the recorder. Play in simple patters and with a sustained breath.	To be able to learn a simple song, such as Mary Had A Little Lamb, on recorder. Play with emphasis on making a good sound, staying together as a group, and making each note sound correctly in the recorder.	To be able to perform simple songs on the recorder to another class, or the whole school. Record songs to Be able to perform simple songs on the recorder to another class, or the whole school. Record songs to share on the school website.	

<b>RE</b>	Who is Muslim and how do they live? (PART 2) 1.6	<b>What difference does worshipping God make to Muslims?</b> To be able to describe each of the five pillars of Islam and why they are important	<b>What is the important of 'Salah'?</b> To be able to explain the importance of pray and how Muslims prepare for pray	<b>What impact does the Qur'an have on Muslims?</b> To be able to explain how the Qur'an helps Muslims to lead their lives in worship to Allah	<b>How is Ramadan linked to the pillar Sawm?</b> To be able to explain how fasting is linked to worshipping of Allah	<b>How do muslims follow the pillar Zakat? '</b> To be able to explain how giving charity is an expression of worship	End of unit assessment		Children will be able to explain who the Prophet Mohammad is and what people can learn from Muslims holy words.
<b>RHSE</b>	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.
<b>PE Outside</b>	Striking and fielding	To be able to aim towards a target using a tennis racket (batting)	To be able to use an underarm throw to bowl to a partner, returning a ball using a tennis racket	To be able to hit the ball into a space (tennis racket)	To be able to use a cricket bat to strike a ball	To be able to use fielding skills including overarm throw for long distances	To be able to use and apply batting, bowling and fielding skills to play a simple quick cricket game.		
<b>PE Inside</b>	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.	Agility I can roll a ball, chase and collect it in a balanced position facing the opposite direction.	Agility I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction.	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.	Static balance I can reach round and point to the ceiling with either hand in a mini-front support.	Static balance I can reach round and point to the ceiling with either hand in a mini-front support. Front curling			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.

**Personal development**  
Basic first-aid: Visit: Nurse

**Reading Opportunities**



The reading opportunities section features five book covers. From left to right: 'Ways into History: Florence Nightingale' showing a nurse with wounded soldiers; 'Flat Stanley' by Jeff Brown with pictures by Scott Nash; 'Traction Man meets TurboDog' by Mini Grey; 'Traction Man is Here' by Mini Grey; and 'History Makers: Mary Seacole and the Crimean War'.

--	--	--	--