




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 2022
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Locality: <ul style="list-style-type: none"> Compare a contrasting locality in Zambia to that of Chacewater. Compare the use of rivers within Cornwall and that of the River Zambezi and its importance. 	Engaging: <ul style="list-style-type: none"> Explore African music and instruments. Learn about the life of a child living in Zambia. Explore African textiles and patterns and create our own prints. Read a range of stories from other cultures. Use the local Library service resource; Kenya resource box with artefacts 	Ambitious and aspirational: <ul style="list-style-type: none"> Learn about different African textiles and patterns within Art and DT. Look at the distinctive patterns and tribal textiles from Zambia. 	Purposeful: <ul style="list-style-type: none"> Gain an appreciation for the wider world. Compare and contrast our lives to that of a contrasting non-European country.
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		Sequence of Learning 						
Subject	Intent and links to previous learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Outcome/Composite
Geography	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.	Name and locate the 7 continents and 5 oceans.	Locate Zambia. Find out about Zambia's key human physical features, compared to Cornwall.	Locate the village of Mugurameno. Compare the settlement to Chacewater and compare populations and physical and human features.	Find out how people use the river Zambezi in Mugurameno, compared to the Carnon River in Chacewater/ Truro River.	Learn about the animals that live in Mugurameno and learn how people protect their homes from wild animals.	Understand what daily life is like in Mugurameno and compare that to our lives in Chacewater.	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.
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.
Art	Printing Year 1 Review: printing with known objects	Use a range of soft and hard	Make block, transfer and press print designs, evenly	Use chalk and wax transfer print technique.	Understand the term relief printing.	Use a block print to create relief printing. Creating Zambian tribal patterns.		By the end of the sequence, children will be able to design their own block, create a

	Intent: make print designs and use colour in an interesting way.	materials to create prints. Create repeating patterns.	printed in a controlled manner.					repeated pattern and vary inks and coloured paper.
DT	Textiles Intent: to design and make their own hand puppet by sewing using a running stitch.	Explore a range of existing puppets. Pupils explore and evaluate different ways to join fabrics together.	Sew a running stitch with regular size stitches and understand that both ends must be knotted.	Prepare and cut fabric to make an animal puppet from a template.	Use a running stitch to join two pieces of fabric together.	Add decoration through the use of a simple print onto the fabric.	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	Number/ beat/rhythm Recap: Music Y1 patterns and sounds. Intent: Perform and create simple three- and four-beat rhythms using a simple pictorial score.	Perform a steady beat and simple rhythms using movement, percussion, and body percussion	Understand and differentiate between beat and rhythm	Perform and create simple three- and four-beat rhythms using a simple pictorial score	Explore different ways to organise music			Children will be able to explain the difference between beat and rhythm. They will perform 'The Lion sleeps tonight' and create simple three and four beat rhythms. Link to computing: making music
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).	What do people think about God? What do Muslims think about God?	What do Muslims think about God?	Who was the Prophet Muhammad? Why is he important to Muslims?	What can people learn from Muslim holy words?	What difference does worshipping God make to Muslims?		Children will have a clear understand 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 Intent:	Name different body parts of our body and describe what they can do.	Use correct words to describe the private parts of our bodies.	Explain why it is important to look after our bodies.	Use our emotion words to describe how other people are feeling.	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	Striking and Fielding Intent: Master basic movements including, running, jumping, throwing, and catching; develop balance, agility and coordination and begin to apply these in a range of activities.	Aim towards a target using a tennis racket (batting).	Underarm throw to bowl to a partner returning a ball using a tennis racket.	Learn to hit the ball into a space (tennis racket).	Use a cricket bat to strike a ball.	Develop fielding skills including overarm throw for long distances.	Use and apply batting, bowling and fielding skills to play a simple quick cricket game.	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.

	Participate in teams games							
PE Inside	REAL PE: Unit 4 Creative Intent: maintain control, select and link movements together to fit a theme. Begin to compare my movements and skills with those of others.	I can sit and roll a ball along the floor around my body using 2 hands.	I can sit and roll a ball along the floor around my body using 1 hand (right and left).	With both right and left hand, maintaining control: I can sit and roll a ball up and down my legs and round my upper body using 1 hand. I can stand and roll a ball up and down my legs and round my upper body using 1 hand.		With both right and left hand, maintaining control: I can sit and roll a ball up and down my legs and round my upper body using 1 hand. I can stand and roll a ball up and down my legs and round my upper body using 1 hand.		
Reading Opportunities		