

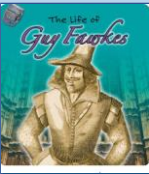
Sunrise Curriculum Autumn Sequence - Year 2

Autumn 1: Friendship– The story of the paralysed man
Autumn 2: Trust- Mary’s trust in God to be the mother of Jesus

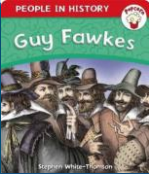
‘Should we celebrate traditions?-Tolerance and Guy Fawkes’



History Y1-Investigated things that have happened in the past locally EYFS/Y1-Through days and assemblies children aware of significant events	Computing Y1-Basic word processing Y1- Saving and retrieving information Y1-Safe image searches and beginning to gain an understanding of safe behaviour.	Art Y1/EYFS– Explored ways of printing e.g. fingers and vegetable printing Y1-Studied work by famous artist	DT EYFS/Y1 Attach materials together and apply a finishing technique. Y1- Designing and evaluating in the context of freestanding structures.	Science Y1- Children should be able to identify what basic materials most items are of.
INTENT 1) Develop an awareness about the past. 2) Understand about significant individuals and events beyond living memory that are nationally significant.	INTENT 1) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 2) Recognise common uses of IT beyond school 3) Use technology safely and respectfully. Know where to get help	INTENT 1) To develop the skills of block printing 2) Experiment with how ink moves on the water to create marbling effects	INTENT 1) Understand how levers and sliders work 2)Experiment with and make prototypes of these two mechanisms. 3) Create a card for someone special	INTENT 1)Identify and name a variety of everyday materials 2)Describe the properties of materials and how this makes them suitable for purpose. 3) Describe how materials can be changed.
<p>Sequence of lessons:</p> <p>1 – I can explain what Bonfire night is. Elicit information known, introduce the story of Guy Fawkes (4 parts around the room) Role play the secne in the cellar</p> <p>2 – Learning who King James VI and I was. Describe how they would feel if they were asked to join a religion that they didn't believe in. What would they do?</p> <p>3-Who was Guy Fawkes? Being a detective with pictures around the room.</p> <p>4- Problems for the plotters. Children try to solve the problem of getting the gunpowder barrels into Parliament.</p> <p>5- Writing a letter to Lord Monteaagle warning him of the plot.</p> <p>6– Understand what happened to Guy Fawkes and the importance of finding Thomas Percy. Making wanted posters</p> <p>7 – I can describe how the gunpowder plot is remembered . Is it ok to burn a guy (PSHE link to tolerance. Should Bonfire night be celebrated children discuss arguments for and against.</p>	<p>Sequence of lessons Autumn 1:</p> <ul style="list-style-type: none">1- Creating folders and revision of basic skills taught last year.2- Organising ideas for a presentation.3-Writing texts in slides , adding new ones and formatting them. This may take 2 lessons4- Add images to my presentation and format them.5- Reorder slides and present my work <p>Sequence of lessons Autumn 2:</p> <ul style="list-style-type: none">1- Understand information I put online leaves a digital footprint.2- Use keywords to search for information online.3-Recognise whether a website is appropriate.4- Rate and review information websites.5- Identify kind and unkind behaviour online.6- Apply what I have learnt to different situations.	<p>Sequence of lessons Autumn 1:</p> <ul style="list-style-type: none">1- Practice printing using string/pipe cleaners to create firework patterns2- Understanding the process of block printing. Children try with a variety of materials.3-Children design their ideas for a repeating block print.4- Experiment with their block print can they repeat their design.5- Repeat their print on a totes bag to create an appealing product. <p>This term children will also experiment with marbling. We look at the principle of the technique of colours not mixing with the solution below so that they float. Children will begin with paint and shaving foam before moving onto marbling inks to decorate paper.</p>	<p>Sequence of lessons:</p> <ul style="list-style-type: none">1 – looking at movers and sliders in picture books and understanding how they work2 – Practicing making a slider and a lever. Looking in particular at the range of movement a lever achieves based on the slit and the position of the pivot.3 - Looking at how these mechanisms can be incorporated into a card and then designing cards. Creating design criteria.4 - Choosing one design and creating a prototype. Evaluating as they go where the moving parts should go to achieve their desired movement.5 – Making their card and finishing it to make a quality item that can be given to someone else.6 – Evaluate their designs based on the criteria they suggested.	<p>Sequence of lessons:</p> <ul style="list-style-type: none">1- Show knowledge from Year 1 by identifying what objects are made from using the correct terms.2 – Learn to describe materials developing their vocabulary to do this scientifically like rigid and flexible.3- Using the terms we learnt in the previous lesson describe why materials are used for certain objects.4- What is the strongest paper to wrap a present.5 – How can we change the shape of a material by squashing, stretching, bending and twisting. (reinforcing rigid, flexible and elastic) Identifying whether materials can be changed by the above processes.6- Identifying the suitability of everyday materials for particular purposes.7-Which is the more absorbent. Investigation into which material (paper towel) is the most absorbent. <p>Children will also look at different types of seeds and bulbs as they plant bulbs in school. This will count to their plants module.</p>
Outcome/composite Be able to describe the key events of the Gunpowder plot, present this in an assembly.	Outcome/composite Share a presentation with class/family. Implement safe and respectful behaviour when using technology in situations.	Outcome/composite To print a reusable totes bag. Experiment with marbling to produce a variety of paper samples.	Outcome/composite Children will make a card for another person that incorporates moving parts either a slider or a lever.	Outcome/composite Can they help someone with a problem helping them choose the best materials for a purpose.



The life of Guy Fawkes
Emma Lynch



Guy Fawkes
Stephen White Thomson

Reading opportunities across the Sunrise Curriculum

Sunrise Curriculum Spring Sequence - Year 2

‘Should we celebrate traditions?-Tolerance and Guy Fawkes’



PE

Y1- Fundamentals of movement, balance , control catching and throwing used through multiskills Y1-

INTENT

- 1)Revisit skills of movement, balance and control as well as throwing and catching.
- 3)Develop balance, agility and coordination in the context of gymnastics

Sequence of lessons: Autumn 1

Children will be learning fundamentals of how to improve their techniques of movement, changing direction, catching, throwing and jumping through a variety of multiskills games. The complexity of the games will develop through each lesson as more rules are added.

Sequence of lessons: Autumn 2

- 1- Move and balance with agility and coordination. Link rolls to balances.
- 2-Roll with coordination and control. Developing proper technique for the forwards roll.
- 3-Make long thin shapes with my body. Perform straight jumps and hurdle jumps using equipment
- 4-I can take the weight in my hands and feet to make bridges. Balance and move in bridge shapes.
- 5- I can take my weight into my hands. Moving so weight comes off both feet. Supporting each other in handstands.
- 6-Perfroming a sequence to the class and evaluating it.

Outcome/composite

Take part in a series of challenges and competitions using a variety of movement skills . Create and perform gymnastic sequences

RE

Y1- Understand what Christians believe God is like Y1 –Understand that there are other religions than Christianity like Judaism.

INTENT

- 1)Understand the key fundamental beliefs in Islam
- 2) Understand the stories about Jesus’ birth in the Gospels.
- 3) Understand how these stories guide Christians’ actions at Christmas.+

Sequence of lessons: Autumn1

- 1- Understand that Muslims believe God is important and is everywhere. Paint where God is without painting God.
- 2-Examining the Shahadah and how it is used. Linked to the first pillar of Islam.
- 3-Exploring the 99 names for Allah and how this might influence Muslims.
- 4-Looking at the Holy book and how it is treated by Muslims
- 5-Exploring the other 5 pillars of Islam.

6- Where and why is Mecca important to Muslims. (Kaaba)

Sequence of lessons: Autumn 2

- 1- Why was baby Jesus special- Incarnation. How would we prepare for a baby vs what Jesus had..
- 2-Explore the different stories about Jesus’ Birth in the Gospels. Which characters knew Jesus was God incarnate.
- 3-Investigate how people prepare for Christmas using advent. Can we recognise characters in cribs from around the world.
- 4-Creating our own crib scenes. What characters are included
- 5/6- Giving. Jesus came for everyone. Research into a local charity and organise fundraising for it.

Outcome/composite

Understand the key beliefs of Islam and how they influence Muslims.

Understand why Christmas is important to Christians and organise a fundraising event for a charity.

PSHE

Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year

INTENT

Children will learn about the importance of helping people feel safe in the classroom by taking ownership of rules. Children will learn about differences and stereotypes

Being Me in My World:

In this puzzle children will learn about how to feel safe and valued in the class room as well as how our choices can affect ourselves and others. They will discuss their hopes and fears for the year.

Celebrating differences:

Children will learn that people make assumptions about boys and girls and that we all different. We will explore how differences can cause bullying but it is ok to play and be friends wit people that are different.

Outcome/composite

Creating a set of class rules and understanding why they are important to make everybody feel safe.

Being able to describe how they are different to others and to celebrate these differences

Music-Charanga

Y1- Used voices creatively singing songs Y1- Listen with concentration to a range of music

INTENT

Children will appreciate and understand a wide range of high quality live and recorded music drawn from different traditions.

Hands, Feet, Heart:

Children will learn to sing, play, improvise and compose as part of an ensemble with a South African music. They will pay particular attention to rhythm.

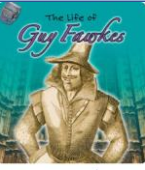
Ho Ho Ho:

This unit focuses on a Christmas song where children listen to appraise music styles and continue to embed the interrelated dimensions of music through games singing and playing.

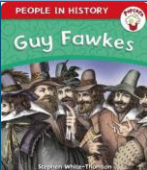
Outcome/composite

Children will contribute to performances by singing and playing instruments.

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