

Sunrise Curriculum Spring Sequence - Year 2

Spring 1: Courage - The story of Ruth ...courage to go to a new place and start again. (Ruth 1-4)

Spring 2: Joy - The story of Abraham and Sarah’s baby...joy after waiting, joy in the miracle of life. (Genesis 18, 20)

‘Fantastic beasts and....How do we look after them?’

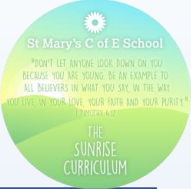


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| Ecology Y2-How animals including humans get energy from food Y2-Human geography is things linked to people and how we use the environment | Computing Y1- programming and debugging programs using Beebots Y1 Maths position and direction | Art Y1 – Explored line and mark making Y1- Explored colour and creating texture Y1 – Experimented with sketching based on observation | DT EYFS Y1 Explored and used different fabrics EYFS Y1 Cut and joined fabrics using simple techniques Y1 Y2 Thought of the user and purpose | SCIENCE Y1 identify a variety of common animals Y1 Identify carnivores, herbivores and omnivores Y1 Label parts of the human body |
| INTENT (Children will learn) 1)Learn how animals are looked after by humans 2)Understand how our behaviour impacts on them 3)Discuss opinions of big questions | INTENT(Children will learn) 1) Control someone using computing terms 2) Learn how to input these algorithms 3)Draw different shapes/navigate mazes 4)Predict and debug programs | INTENT (Children will learn) 1) Draw at smaller and larger scales 2) Develop a wide range of techniques to explore colour and texture. 3)To use drawing and paint to share ideas | INTENT (Children will learn) 1)Model and communicate ideas to design an appealing product 2)Select a range of tools and textiles 3) Make templates cut and join textiles | INTENT (Children will learn) 1)Describe how offspring grow into adults 2)Describe the basic needs of humans 3)Described the importance of exercise , a balanced diet and hygiene |
| Sequence of lessons: 1 – Look at people who look after animals. Can we order these jobs based on those we think care for animals the most. 2 – Understand what endangered means. Look at some of the most endangered animals and how animals can become endangered 3-What can we do to look after endangered animals. Looking at different projects that help protect animals including zoos. 4- Learn about how food gets from our farm to our plates and what farmers should do to look after their animals like we are doing with our chicks. 5– Should animals be kept in cages.? Compare types of farming, organic, free range and factory farming. 6 – Show how every action has a consequence linking chicken feed to deforestation. Look at ways we can limit our impact-food waste, choice of products we buy, do we need meat every day? | Sequence of lessons: <ul style="list-style-type: none">1- Learn how to access the logo programs. Experiment moving the turtle in a variety of games-similar to commands inputted into Beebots.2-Understand algorithms. Children move each other to place cones down in certain shapes. Children understand that the algorithm is the series of instructions given for the outcome.3- Completing algorithms. Children control each other to complete the algorithms. Children are encouraged to use logo terms and abbreviations to do this.4- Based on their practical work children now input an algorithm into logo to draw simple shapes.5-Pen up Pen down. Children learn this ability to draw multiple shapes or more complex designs.6- Debugging algorithms. Children look at algorithms and their intended outcomes and try to fix them.. | Sequence of lessons: <ul style="list-style-type: none">1- Using photos of chicks or our real life chicks in class (hatching date) Talk about pencil grip, building up shapes before getting darker when what we have drawn resembles a chick.2-Experiment with the grid method for enlarging. Practice with small grids and simple images before progressing to larger grids and more detailed grids.3- Children enlarge their sketches of the chicks they did in the first lesson to A3 using the grid enlarging technique.4- Exploring shades of colour. Look at what colours chicks are –predominately warm colours. Make shade and tone strips through gradual mixing.5- Explore how to create the textures of feathers through paint or other mediums.6- Apply lessons 4 and 5 to paint our finished sketch of the chick.7-Looking at another style of enlargement-focussing on one small area and magnifying. Use view finders to look at an interesting part of the chick. | Sequence of lessons: <ul style="list-style-type: none">1 – Investigate existing stuffed toys based on fabric Christmas decorations. How are they made, joined and finished. Children draw and label an existing product.2 – Investigate joining techniques-glue, stitching, stapling and lacing . Discuss pros and cons of each.3 - Investigate finishing. Children explore applique, 3D fabric paint, gluing or stitching buttons and sequins.4- Design and make a mock of my final product using paper and staples5 – Order the sequence that is best for making their stuffed toy. Highlight issues like stitching features on once the toy is stuffed. Begin cutting templates and marking using chalk.6– Make my stuffed toy/hanging ornament.7 - Based on criteria children evaluate their finished product, like is it suitable for the intended audience. | Sequence of lessons: <ul style="list-style-type: none">1 – Match baby animals to adults and describe the changes for a specific animals.2 – Sort the stages of a human life cycle. Compare this to other animal’s life cycles chickens, frogs and insects.3 - Use observations and measurements to answer questions. Measuring hand spans. Do taller children have larger hands. Continued measuring of our chicks.4- Understand that animals and humans need air , water and food to survive. But is this all? Big question do we need love? Understand that some animals fend for young but others are left. –Writing how to look after a chick.5 – Understand healthy and unhealthy foods and what changes can be made to diets. Plan a healthy lunchbox with a balanced diet.6 – Children explore a variety of activities related to tooth brushing and hand washing. Create posters to promote good practice. |
| Outcome/composite Children will grow plants and communicate what they need to grow as well as differences in how different plants grow. | Outcome/composite Children capable of inputting algorithms and correcting them ready for the next stage | Outcome/composite Children will produce a piece of art studying chicks at a large scale using all of the paper. Viewed in an online gallery. | Outcome/composite Children will produce a stuffed toy/ornament based on the bug baby with a loving message/wish inside. | Outcome/composite Children to create brochures how to look after a chick looking at its life cycle and proper care. Examples will be shared on our website and seesaw. |

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| | The Bog Baby Jeanne Willis | | David Attenborough Maria Isabel Sanchez Vegara | | Good enough to eat Lizzy Rockwell |
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Sunrise Curriculum Spring Sequence - Year 2

‘Fantastic beasts- and How do we look after them?’



Science

Formal teaching in this area limited due to lock down

Y2- Children planted bulbs in Aut 1

INTENT

1)Observe and describe how bulbs and seeds grow into plants

2)Describe how plants need water, light and suitable temperature to grow.

Sequence of lessons:

1- Determine that plants have leaves roots and stems by examining different plants. Label these on diagrams . What do children believe each part is used for.

2 – Examine different seeds and bulbs with very different characteristics – coconuts, sycamore seeds and conkers. Talk through ways that they are dispersed. Create a comic strip to show this.

3- Examine the life cycle of a plant and relate this to what we saw with animals this term. Think about what plants might need to grow. Set this up as an experiment with cress/grass head.

4- Draw conclusions what do plants need to start growing. This could lead to asking why? Compare the speed that the cress seeds grew compared to the bulbs we planted in Aut 1.

5 – Set up class experiment to see what plants need to stay healthy. The experiment will also look at what are the functions of the plants

6- Concluding our weeks observations. Look at making plant food through composting. Understand that soil contains the building blocks for food.

This unit will continue in the summer term planting veg and sunflowers.

Outcome/composite

Creating an educational animation on something we have learnt. How a plant grows

Computing

Y1-control using Beebots

Y2- inputting instructions in logo style programs

Y2-debugging computing programs

INTENT

1)Understand that programs follow precise instructions

2)Create and debug programs

3)Predict what programs will do

Sequence of lessons:

1- Learn how to open scratch and navigate its interface. Learn how to add sprites or how to draw sprites. Lean how to save work in scratch.

2- Lean how to select or design backgrounds in scratch. Revisit saving work so progress isn't lost.

3-Learn how to create movement and add sounds to a sprite. Through games and programming activities children learn how to give a sprite a command to move.

4- Learning how to use the green flag. Input commands for a sprite to follow once a command is pressed including the repeat function so the program loops.

5-Learn to add more sprites and issue commands to these as well. Begin to apply this to make an animation showing something we have learnt.

6- Debug any issues with last lessons programs and complete them.

Outcome/composite

Creating an educational animation on something we have learnt. How a plant grows would be an example.

PE

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

Y2-working as a team in invasion games and understanding of zones on a court.

INTENT

1)Develop key skills of catching and throwing- leading to bowling.

2)Develop striking a ball with the use of bats and rackets, hitting it where you want it to go.

Sequence of lessons:

Spring 1

Children will be learning fundamentals of batting and fielding to apply to cricket. The sequence of lessons has been developed by registered cricket coach.

Sequence of lessons:

Spring 2

1- Throwing and catching with control. Leading to bouncing the ball before a player/through a hoop.

2-Activities to develop hand eye coordination throwing and catching a ball in cones and rally games.

3-Games to help familiarise children to proper grip of the racket.

4-Floor tennis. Children directing the ball to where they want it to go.

5- Proper technique to hit the ball through the air to where we want it to .

6-Combining the skills learnt so far to develop rallies between children.

Outcome/composite

Take part in a series of challenges and competitions using the skills used in tennis and cricket.

RE

Y2- Understand the Islamic belief about God through the Shahadah and his 99 names. They know how a Muslim would look after the Quran and why it is important

Y1 –Y2 Children understand what Christians believe God is like and Jesus was God incarnate.

INTENT

1)Learning about the messenger Mohammad and the example he set. How does this influence the way Muslims live?

2)Understand why Christians believe Easter is important

Sequence of lessons:

Spring 1

1- Revisit the Shahadah and the messenger Mohammad . What is a prophet?

2/3-Examining different stories about Mohammad. How do they set examples to Muslims. Compare them to Christian stories.

4-Examine the first revelation. Link this to how the Quran is looked after.

5-First look at the 5 pillars of Islam focusing on prayer and how Muslims do this

6-How do Muslims set a good example.

Sequence of lessons:

Spring 2

1- Introduction to Holy week. Easter story and is 33 years after the Nativity.

2-Associating emotions to characters in the story at different stages.

3/4-Connect ideas of eggs to the belief of new life and resurrection.

5-Discovering how churches prepare for Easter.

6- Asking why people find it helpful to believe in life in Heaven after death.

Outcome/composite

Give examples of how Muslims use stories about Mohammad to guide them and give examples of how Muslims put their beliefs about prayer into action.

Describe how incarnation and salvation are part of a big story. Give examples of how Christians show their beliefs about Jesus

PSHE

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

INTENT

Children will learn about the importance of positivity when facing difficult challenges

Children will learn how to keep their bodies healthy

Dreams and goals:

In this puzzle children will learn how to keep motivated and keep trying when something is challenging. The will look at keeping a positive mindset when working by themselves or in groups and celebrate their achievements.

Healthy me:

In this puzzle children will learn how to keep their bodies healthy. They will look at keeping their minds healthy, how to stay safe with medicine and healthy food.

Outcome/composite

Working together to make a dream bird for a garden.

Preparing healthy snacks and making good food choices.

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.

I wanna play in a band:

Children will learn to sing, play, improvise and compose as part of an ensemble with the song I wanna play in a band. They will also listen to and appraise classic rock songs.

Zootime:

Children will use the song Zootime to explore pulse, rhythm and pitch through games, singing and playing instruments

Outcome/composite

Children will contribute to performances by singing and playing instruments.

Reading opportunities across the Sunrise Curriculum