

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: Hope- The story of the risen Jesus...hope for new life. (John 20)

'What's changed?'

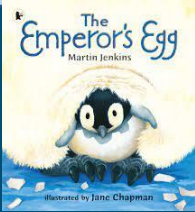


Geography Y1- Used the four points of the compass, identified countries and seas of the UK.	History Y1- Children have explored a significant event of the past – the invention of the Steam Engine	Art Y1- Children have created sculptures using pipe cleaners.	Computing Y1- Children have explored the different uses of technology.	DT Y1- Children have explored a free standing structure.
INTENT To identify weather patterns within the UK.	INTENT To understand the events leading up to, and during, the Great Fire of London.	INTENT To understand and develop the methods used for creating a clay pinch pot.	INTENT To use an algorithm to successfully programme a floor robot to navigate a map.	INTENT To create finger puppet.
Sequence of lessons: <ol style="list-style-type: none"> I can recall different types of weather and discuss whether we see these types of weather where we live. I can spot weather that we experience into different seasons. I understand what the equator is and how this impacts temperature. I can use geographical language and identify weather patterns in the UK. I can create a key and geographical vocabulary to explain the weather within an area. To use the geographical language that I have learnt to create a weather forecast. 	Sequence of lessons : <ol style="list-style-type: none"> I can identify 1666 on a timeline and begin to understand what 17th Century living was like. I understand some of the ways in which we find out about the past. I understand the events of the great fire of London. I can identify some of the reasons why the fire spread so quickly. I understand how the fire was stopped and the differences in fire safety then and now. I can explain what happened after the great fire of London. 	Sequence of lessons: <ol style="list-style-type: none"> I can explore Roman pinch pots. I can experiment with creating different structures and patterns using clay. I can practice techniques required for making a pinch pot. I can design my own pinch pot using sketches and labels. I can create my own pinch pot based on my design I can decorate my pinch pot. 	Sequence of lessons: <ol style="list-style-type: none"> I can communicate a sequence of instructions. I can make predictions about a sequence of instructions. I can experiment with floor robot instructions. I can design and create a simple map. I can programme my floor robot to follow the map. I can evaluate and improve my algorithm . 	Sequence of lessons : <ol style="list-style-type: none"> I can explore how materials are joined together by examining existing products. I can practice the techniques used. I can develop my skills for joining materials, making choices about the best materials and equipment to use. I can design my own appealing product using talking and drawing, selecting the most appropriate materials to use. I can create a mock-up of my design using paper and create templates. I can create my final product using the skills that I have learnt.
Outcome/composite To record and film their weather forecast.	Outcome/composite To present my learning about the Great Fire of London	Outcome/composite To create a Mother's day flower pot.	Outcome/composite Children collect and present their own data using pictograms.	Outcome/composite To create a show using their finger puppets.

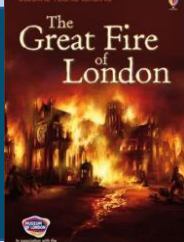
Reading opportunities across the Sunrise Curriculum



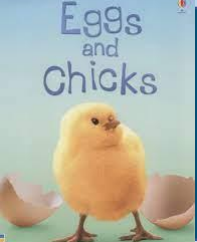
Flat Stanley.



The Emperor's Egg



The Great Fire of London



Eggs and Chicks

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'What's changed?'

Science
Y1- Children have learnt about the different parts of the body.

INTENT
To explore the life cycles and changes of animals including humans.

Sequence of lessons:

1. I can describe the basic needs of humans, including animals.
2. I notice that animals, including humans have offspring which grow into adults.
3. I notice that animals, including humans have offspring which grow into adults.
4. I can describe the importance of exercise.
5. I can describe the importance of eating healthy.
6. I can describe the importance of good hygiene.

Outcome/composite.
To gather and record data exploring the big question 'do we all grow the same?'

Music
Y1- children will have learnt different songs and accompanied them with glockenspiels.

INTENT
To create a performance of our class song 'I wanna play in the zoo', developing their recorder skills.

Sequence of lessons:

1. I can learn to sing our class song. Children will focus on their listen and appraise skills to develop rhythm, pulse and pitch .
2. I can use the recorder in my performance of our class song.
3. I can improvise with pulse and rhythm.
4. I can compose a musical section to add to our performance.

5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their skills using the recorder.

Outcome/composite
Children will record their performance and share with parents.

INTENT
To create a performance of our class song 'Zootime' developing their composition skills.

Sequence of lessons:

1. I can learn to sing our class song. Children will focus on their listen and appraise skills to develop rhythm, pulse and pitch .
2. I can use the recorder in my performance of our class song.
3. I can improvise with pulse and rhythm.
4. I can compose a musical section to add to our performance.

5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their composition skills.

Outcome/composite
Children will record their performance and share with parents.

RE
Y1 – Children have explored Christianity including God and special places.
Y2 – Children have begun looking at Islam.

INTENT
To develop an understanding of who Muslims are and how they live (part 2).

Sequence of lessons:

1. I can give examples of stories about the Prophet Muhammad (revisiting and developing my understanding)
2. I can give examples of how stories about the Prophet show what Muslims believe about Muhammad
- 3 & 4 I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. fast in Ramadam).
5. I can give examples of how Muslims put their beliefs about prayer into action.
6. I can explain the ways in which Muslims can set a good example to others.

Outcome/composite
Children will add to their fact file about Islam.

INTENT
To explain why Easter is so important to Christians.

Sequence of lessons:

1. I recognise that incarnation and salvation are part of a 'big story' of the Bible.
2. I can tell stories of Holy Week and Easter from the Bible and recognize a link with the idea of Salvation (Jesus rescuing people)
3. I recognise that Jesus gives instructions about how to behave.
4. I understand how Christians celebrate Easter.
5. I can give at least three examples of how Christians show their beliefs about Jesus's death and resurrection in Church worship at Easter.
6. I can think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

Outcome/composite
To take part in the Easter service.

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

INTENT
To develop our understanding of our dreams and goals.

Dreams and Goals

1. I can chose a realistic goal and think about how to achieve it.
2. I carry on trying (persevering) even when I find things difficult.
3. I can recognize who I work well with.
4. I can work well in a group
5. I can tell you some ways I worked well with my group.
6. I know how to share success with other people.

Outcome/composite
To work as part of a team to create a dream bird

INTENT
To develop our understanding of the things our body needs.

Healthy Me

1. I know what I need to keep my body healthy.
2. I know what relaced is and can identify things that help to relax me.
3. I understand how medicines work in my body and that it is important to use them safely.
4. I can sort foods into the correct food groups.
5. I can make some healthy snacks and explain why they are good for my body.
6. I can decide which foods to eat to give my body energy.

Outcome/composite
To create a recipe for a 'happy, healthy me'

PE
Children will have learnt different balances and movements.

INTENT
Children take part in a range of circuit activities.

Sequence of lessons:

1. I can change the direction of movements with control.
2. I can use and combine different types of jumps.
3. I can perform movements with control and accuracy.
4. I can combine more than one skill to complete and activity.
5. I can complete activities independently and try to improve my own performance.
6. I can watch others and use this to improve my own performance.

Outcome/composite
To create my own circuit for others to take part in.

INTENT
Children will develop their catching and throwing skills, use running, jumping, throwing and catching in isolation and in combination.

Sequence of lessons:

1. I can roll and stop a ball.
2. I can bounce a ball with control whilst moving.
3. I can throw, catch and balance.
4. I can throw and catch with a partner.
5. I can bounce a ball to a partner.
6. I can pitch a quoit sideways.

Outcome/composite
To use my throwing and catching skills within a game.

Take part in an Easter service at our local Church.



Curriculum Kernewek



Exploring the living things in our local habitats and hatching baby ducks.

