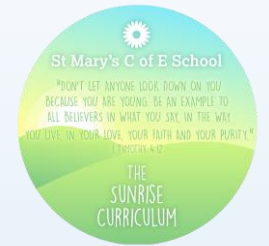


# Sunrise Curriculum Spring Sequence - Year 2

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)

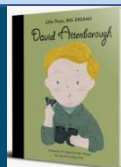
## 'Fantastic beasts and....How do we look after them?'



Science	Computing	Art	DT	SCIENCE
Y2-How animals including humans get energy from food Y2) Understand the properties of everyday materials and think of imaginative ways to use them.	Y1- programming and debugging programs using Beebots Y1 Maths position and direction	Y1 – Explored line and mark making Y1- Explored colour and creating texture Y1 – Experimented with sketching based on observation	EYFS Y1 Explored and used different fabrics EYFS Y1 Cut and joined fabrics using simple techniques Y1 Y2 Thought of the user and purpose	Y1 identify a variety of common animals Y1 Identify carnivores, herbivores and omnivores Y1 Label parts of the human body
<b>INTENT (Children will learn)</b> 1)Understand what endangered means	<b>INTENT(Children will learn)</b> 1) Control someone using computing terms 2) Learn how to input these algorithms 3)Draw different shapes/navigate mazes 4)Predict and debug programs	<b>INTENT (Children will learn)</b> 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	<b>INTENT (Children will learn)</b> 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	<b>INTENT (Children will learn)</b> 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
<b>Sequence of lessons:</b> 1 – Children understand what endangered means . They choose an endangered animal and answer questions on it  2 – Identify types of water pollution and how it can harm animals. Look at how, with knowledge of food chains, plastic can harm animals.  3- Think of ways that we can reduce reuse and recycle to stop the amount of waste that could end up in the sea	<b>Sequence of lessons Spring 1:</b> <ul style="list-style-type: none"><li>1- I can follow an algorithm to move forward and turn left and right.</li><li>2- I can give and follow algorithms that use half and quarter turns</li><li>3-I can give and follow algorithms that have commands left and right 90.</li><li>4- I can recognize language in an algorithm so I can complete one.</li><li>5-I can recognize that commands can be shortened in an algorithm.</li><li>6- I can create and test an algorithm.</li></ul> <b>Sequence of lessons Spring 2:</b> <ul style="list-style-type: none"><li>1- Use an algorithm in logo to draw shapes.</li><li>2- Use the repeat function in logo to draw shapes with fewer steps.</li><li>3-I can make an algorithm to move a sprite in scratch.</li><li>4- I can make my sprite repeat an action and say something in scratch.</li><li>5-I can create an algorithm. This time using the green flag to start.</li><li>6- I can create an algorithm whilst changing the sprite and the background.</li></ul> <b>Outcome/composite</b> Children will be able to make an animation in scratch. Some may be able to link this to their ecology study.	<b>Sequence of lessons:</b> <ul style="list-style-type: none"><li>1- Artist study of Lauren Terry (Laurencows)</li><li>2-Using the grid method can we copy a picture.</li><li>3- Enlarge the picture by creating a larger grid</li><li>4- Exploring creating textures using paint</li><li>5. Using pictures from our chicks can we create a large sketch</li><li>6- Painting our large sketches to add texture.</li></ul> <b>Outcome/composite</b> Children will produce a piece of art studying chicks at a large scale using all of the paper. Viewed in an online gallery.	<b>Sequence of lessons:</b> <ul style="list-style-type: none"><li>1 – Investigate existing stuffed toys based on fabric Christmas decorations. How are they made, joined and finished. Children draw and label an existing product.</li><li>2 – Investigate joining techniques-glue, stitching, stapling and lacing . Discuss pros and cons of each.</li><li>3 - Investigate finishing. Children explore , 3D fabric paint, gluing or stitching buttons and sequins.</li><li>4- Design and make a mock of my final product using paper and staples</li><li>5 – 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.</li><li>6 – Make my stuffed toy/hanging ornament.</li><li>7 - Based on criteria children evaluate their finished product, like is it suitable for the intended audience.</li></ul> <b>Outcome/composite</b> Children will produce a stuffed toy/ornament based on the bug baby with a loving message/wish inside.	<b>Sequence of lessons:</b> <ul style="list-style-type: none"><li>1 – Match baby animals to adults and describe the changes for a specific animals.</li><li>2 – Sort the stages of a human life cycle. Compare this to other animal's life cycles chickens, frogs and insects.</li><li>3 - Use observations and measurements to answer questions. Measuring hand spans. Do taller children have larger hands. Continued measuring of our chicks.</li><li>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.</li><li>5 – Understand healthy and unhealthy foods and what changes can be made to diets. Plan a healthy lunchbox with a balanced diet.</li><li>6 – Children explore a variety of activities related to tooth brushing and hand washing. Create posters to promote good practice.</li></ul> <b>Outcome/composite</b> Making a brochure about how to keep your human and how to keep your chick happy.

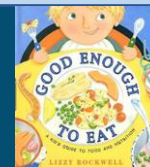


The Bog Baby  
Jeanne Willis

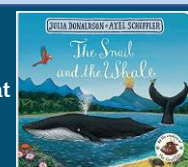


### Reading opportunities across the Sunrise Curriculum

David Attenborough  
Maria Isabel Sanchez Vegara



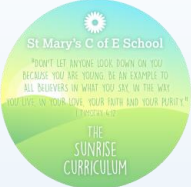
Good enough to eat  
Lizzy Rockwell



The snail and the whale  
Julia Donaldson

# Sunrise Curriculum Spring Sequence - Year 2

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



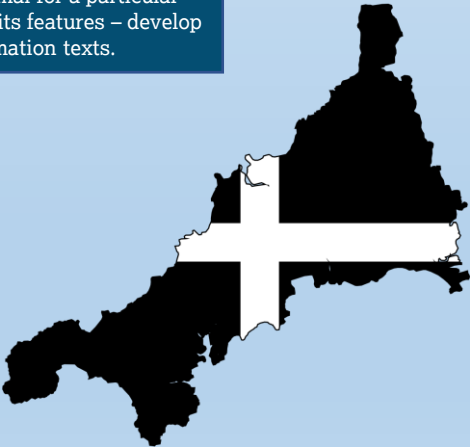
**Science**  
This unit of study builds upon the previous science unit taught.

**INTENT**  
1)Understand the difference between living and dead  
2)Describe and ask questions about habitats  
3) Identify characteristics of living things.

**Sequence of lessons:**

- 1- Look for things around the school that interest them. Children describe what they found and where they found it. Introduce the word habitat.
- 2 – Hunt for little things around the school. Can we sort them into living, dead and never alive
- 3- Understand that living things are suited to a habitat and the habitat provides the basic needs for them,. Children survey what they find in habitats
- 4—Children create and investigate habitats that animals might like.
- 5 – Understand how animals get their food and develop their understanding of simple food chains.
- 6-Understand that animals have certain features that make them suitable for a certain habitat

**Outcome/composite**  
Designing a new animal for a particular habitat and describing its features – develop this into information texts.



**Geography**  
Y1- Children studied the seaside so should be aware of features that we can then identify in aerial photos.

**INTENT**  
1)Produce sketch maps around the local area and appreciate scale.

**Sequence of lessons:**

- 1- Phot graph places around the school grounds and place them on a plan
- 2 – Convert our photos in a sketch map of the school
- 3- Photograph places of interest in our local area and add them to road map
- 4—Turn the photographs into a sketch map with a key.

**Outcome/composite**  
Making a tourist map for the area

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

**INTENT**  
1)Develop key skills of catching and throwing- leading to invasion games involving this skill.  
2)Develop striking a ball with a rackets, hitting it where you want it to go.

**Sequence of lessons:**  
**Spring 1**  
Children will be developing their understanding of invasion games using skills to attack and defend. Children will be using catching and throwing during these invasion games .

**Sequence of lessons:**  
**Spring 2**

- 1- Throwing and catching with control. Leading to bouncing the ball before a player/through a hoop. Building to rally games with a cone.
- 2-Games to help familiarise children with the proper grip of the racket.
- 3-Floor tennis. Children directing the ball where they want it to go.
- 4- Striking the ball with a bat/racket and developing the concept of fielding.
- 5- French cricket .Passing the ball to get the best shot.
- 6-Small games to help develop the ideas of scoring.

**Outcome/composite**  
Take part in a series of challenges and competitions using the skills used in tennis and invasion games

**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.