

Sunrise Curriculum Summer Sequence - Year 2

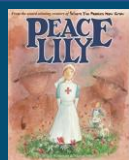
Summer 1: Hope – The story of the risen Jesus.

Summer 2: Compassion- The good Samaritan

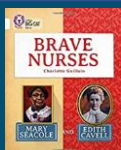
‘How do you remember people who have helped us?-nurturing nurses’



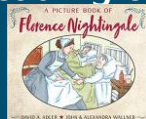
History	Computing	Art	DT	Science
Y1-Investigated things that have happened in the past locally EYFS/Y1-Through days and assemblies children aware of significant events	Y1-control using Beebots Y2- inputting instructions in logo style programs Y2-debugging computing programs	Y1/EYFS– Explored joining materials in a variety of ways. Y1-Studied work by famous artist	EYFS/Y1 Food Prep and hygiene Y2- Designing and evaluating in the context of levers and sliders.	Formal teaching in this area limited due to lock down Y2- Children planted bulbs in Aut 1
INTENT (Children will learn)	INTENT	INTENT (Children will learn)	INTENT	INTENT
1)Learn how people lived just before the war 2) Look at an event that was significant globally from the past	1)Understand that programs follow precise instructions 2)Create and debug programs 3)Predict what programs will do	1) To use sketches and sculpture to share their ideas 2) Make their own opinions about what sculpture show	1) Understand the process of marbling 2)Experiment with 3) Follow food hygiene rules	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: <ul style="list-style-type: none"> 1 – I can explain what makes someone significant. 2 – I can describe how Florence Nightingale improved nursing 3-I can describe how Mary Seacole improved nursing. There may be some opportunities to discuss black lives matter using Mary Seacole's life 4 I can describe how Edith Cavell improved nursing 5– I can persuade others to remember one of the 3 nurses 6 – The discovery of the small pox vaccine using cow pox 7- The discovery of penicillin from mould and how this helped people. 	Sequence of lessons: <ul style="list-style-type: none"> 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. 	Sequence of lessons: <ul style="list-style-type: none"> 1- What is sculpture? Children look at sculptures in their locality-explain the terms figurative and abstract. Children sketch and describe the sculptures 2-Barbera Hepworth who she was and the significance in WW2-Looking at her rigid metallic sculptures-card slotting sculpture activity. 3/4- Barbera Hepworth-curved sculptures using plastecine and soap final design in clay. (Example of abstract sculpture) 5/6- Exploring work by Michelle Reader-creating a monster or character using junk modelling. Can we use this to create a nurse. What would they be doing. 7-Reflecting on their work. Evaluating the work they have done using key vocabulary and thinking what type they prefer-figurative or abstract. 	Sequence of lessons: <ul style="list-style-type: none"> 1 – Looking at street celebrations to say thank you and showing some possible foods that we could prepare. Children understand the purpose of the food. 2 – Trying a variety of fruits and vegetables and evaluating them based on taste and texture. 3 - Understand the importance of food hygiene and making posters for it so that we all follow the rules. 4- Practicing skills peeling and chopping safely whilst implementing food hygiene. Design the snacks for the picnic and create criteria for the food. 5 – Possible making invitations for the picnic-(Covid restrictions applying) 6 – Prepare the food for the picnic based on the designs. 7 - Evaluate the food based on the criteria. 	Sequence of lessons: <ul style="list-style-type: none"> 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.
Outcome/composite Children will be able to explain significant people and life changing events throughout history linked to them.	Outcome/composite Creating an educational animation on something we have learnt. How a plant grows would be an example	Outcome/composite Either an actual or virtual gallery of the children's sculptures-Children will create an abstract and more realistic sculpture to celebrate nursing.	Outcome/composite Children will have a picnic in our bubble. Or inviting guests if restrictions allow this to celebrate the work of others.	Outcome/composite Creating an animation or brochure of how a plant grows



Peace Lily
Hilary Robinson



Brave Nurses
Charlotte Guillian



Florence Nightingale
David Adler



Mary Seacole Bound for Battle field
Susan Goldman Rubin



Edith Cavell Nurse Hero
Terri Arthur

Reading opportunities across the Sunrise Curriculum

Sunrise Curriculum Spring Sequence - Year 2

‘How do you remember people who have helped us?-nurturing nurses’



Art

EYFS Y1 –Experimented with a variety of mediums.
Y2-Looked at resistance dying and batik

INTENT (Children will learn)

- 1) How to marble paper using a variety of techniques
- 2) To experiment with trial and error

Sequence of lessons:

- 1- Understand what marbling is the effect it creates . Experiment with the shaving foam method.
- 2– Evaluating their shaving foam method looking at what was effective-what wasn’t then repeat shaving foam marbling trying to improve their technique.
- 3-Experiment with oil and food colour marbling again applying some of their experiences from the previous lesson.
- 4- Experiment with marbling ink.
- 5 – Consider how marbling could be used to make a product for instance a card for an occasion.. Design the product that they intend to make.
- 6/7- Create their product using marbling-an invite to our party.

Outcome/composite

To make a product –like a card, book cover using marbling to help decorate it.

Computing

Y1-used paint program
Y2-Saving and retrieving information

INTENT

- 1)Access appropriate programs
- 2)Switch between program tools to produce different techniques
- 3)Alter formatting to change colour or size.

Sequence of lessons:

- 1-Looking at pointilism. Deciding what tools will help us recreate a picture using this technique.
- 2– Introduce the artist Mondrian. Perfecting the ability to draw perfectly straight lines as well as using fill tools.
- 3-Recreate a Picasso. Developing form last week’s colour and filling look at drawing shapes , resizing and rotating them
- 4- Recreate a Picasso. Looking at the limitations of paint-experiment with MS word which allows children to edit their work more efficiently
- 5 – Looking at work by Monet and learning how to change the shade of colours in computer programs to change the mood.
- 6- Pop art. Retrieve files of themselves and experiment with changing the colours and effects on them like Andy Warhol
- 7- Using what they have learnt to create their own piece of art work.

Outcome/composite

Add these pieces of art to their virtual gallery.

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 returning a ball with a racket
- 2)Develop striking a ball with the use of bats and rackets, hitting it where you want it to go.
- 3)Develop athletic skills

Sequence of lessons:

Summer 1

- 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.

Sequence of lessons:

Summer 2

Children will be learning fundamentals of how to improve their techniques of jumping for height, jumping for distance, throwing at targets, throwing for distance, and running in sprints and relays.

Outcome/composite

Take part in a series of challenges and competitions using the skills used in tennis . Compete in a athletics competition in their bubble.

RE

Y2- Understand why Christians believe Easter is important
Y1 –Y2 Children understand what Christians believe God is like and Jesus was God incarnate.
Y1-Children have visited local churches

INTENT

- 1)Learning from the Gospel about what Christians believe is the good news that Jesus brings.
- 2)Understand what makes some places in Cornwall sacred to believers.

Sequence of lessons:

Summer 1

- 1- Look at the 12 people Jesus chose . Were they the types of people that we expect?
- 2/3-Examining some of the stories that Jesus shared to show forgiveness and Peace.
- 4-How do Christians bring Jesus’ good news to others
- 5-How do Christians receive forgiveness and say sorry to God?
- 6-Investigating church buildings and seeing how they remind Christians about the good news Jesus brought.

Sequence of lessons:

Summer 2

- 1- What does sacred and Holy mean? What places are special to them?
- 2-Match religious buildings to the objects we find in them. Understand why we should respect others special belongings and beliefs.
- 3/4-Exploring religious places of Christianity and Islam. How are they used and what makes them important. Noticing similarities and differences.
- 5-Exploring the meanings of signs and symbols.
- 6- Explore how believers use music to help them worship..

Outcome/composite

Give examples of how Christians follow the teachings of forgiveness and peace
Describe how stories, actions and artifacts are used in religious buildings. Give examples of how people worship in a church.

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

Relationships:

In this puzzle children will learn about what makes them feel special in relationships. They will also compare relationships and describe what makes them feel comfortable or uncomfortable in certain relationships.

Changing me:

In this puzzle children will learn to describe how they have changed since they were a baby using correct terminology for body parts.

Outcome/composite

Working to express appreciation for people they find special and also accepting appreciative comments from others.
Identify what I’m looking forward to changing class and what I will try and change.

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.

Friendship song:

Children will learn to sing, play, improvise and compose as part of an ensemble with a variety of songs about friendship.

Reflect rewind and replay:

Children will revisit songs they have learnt this year. They will look at the history of music and the interrelated dimensions of music using voices and instruments.

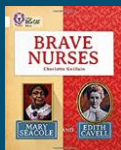
Outcome/composite

Children will contribute to performances by singing and playing instruments.

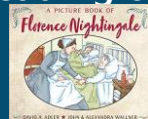
Reading opportunities across the Sunrise Curriculum



Peace Lily
Hilary Robinson



Brave Nurses
Charlotte Guillian



Florence Nightingale
David Adler



Mary Seacole Bound for Battle field
Susan Goldman Rubin



Edith Cavell Nurse Hero
Terri Arthur