

# Sunrise Curriculum Summer Sequence - Year 2

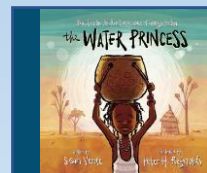
Summer 1: Hope: The story of the risen Jesus

Summer 2: Compassion- The story of the good Samaritan

## ‘Is there no place like home?’



| Science Prior Learning  | Computing  | Art  | DT  | RE  |
|---|--|--|---|---|
| Y1-Can name some common wild and garden plants.<br>Y1_Identify basic structure of plants including trees.<br>Y2- Children planted bulbs in Aut 1  | Y1- Used Paint to open files and draw pictures<br>Y1 Maths position and direction<br>Y1- Opened word documents   | Y1 – Explored line and mark making<br>Y2- Children have made observations to create their own pieces.<br>Y2- Children have some experience of working on fabric whilst printing.   | EYFS/Y1 Food Prep and hygiene<br>Y2- Designing and evaluating in the context of levers and sliders.   | Children from previous terms have experience of the Islam faith. They have also looked at the resurrection of Jesus.  |
| <b>INTENT (Children will learn)</b><br>1)Observe and describe how bulbs and seeds grow into plants<br>2)Describe how plants need water, light and suitable temperature to grow.   | <b>INTENT (Children will learn)</b><br>1) To use a greater variety of programs to recreate artist styles.<br>2) Save and open files.<br>3) Upload and manipulate photographs using computers   | <b>INTENT (Children will learn)</b><br>1) That wax resists water which can be used to create art (Batik)<br>2) Natural materials can be used to make dyes.<br>3)We can combine dye with resistant techniques to decorate fabrics   | <b>INTENT (Children will learn)</b><br>1) Evaluate food based on taste, texture and colour.<br>2) Learn cooking techniques to prepare raw vegetables and fruit.<br>3) Follow food hygiene rules   | <b>INTENT Children will learn</b><br>1)Learning from the Gospel about what Christians believe is the good news that Jesus brings.<br>2)Understand what makes some places in Cornwall sacred to believers.   |
| <b>Sequence of lessons Summer 1:</b><br><ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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</li> <li>6- Concluding our weeks observations. Look at making plant food through composting. Understand that soil contains the building blocks for food.</li> </ul> | <b>Sequence of lessons Summer 1:</b> <ul style="list-style-type: none"> <li>1- I can use a computer skill to create a particular style – pointillism.</li> <li>2- I can use a computer to create a style in Mondrian. Manipulating shapes and comparing which program is better suited to the task.</li> <li>3-I can use a computer to create a picture in the style of Picasso. I can change shades of colours.</li> <li>4- I can upload photographs and save them so that they are easy to find</li> <li>5-I can manipulate photographs to create a piece of pop art.</li> <li>6- I can use all of my skills to create my own piece of art.</li> </ul><br><b>Sequence of lessons Spring 2:</b><br><b>Through the summer children will have the opportunity to apply the skills that they have learnt throughout the year.</b><br><b>-Use word to create invitations for our DT Project, Using scratch to make an animation of a seed growing. Use PowerPoint to make a presentation about weather.</b> | <b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>1- Art study of Batik. Looking at examples understanding where it originated but how it is used in other cultures.</li> <li>2-Study original African Motifs to create our simple pattern. Experiment using wax crayons on paper with water colours to see the wax resist effect.</li> <li>3- Experiment with creating natural dyes. What colours are made from different materials like beetroot, red cabbage etc.</li> <li>4- Apply the idea of resistance using tie die explaining that this time the elastic band provides resistance.</li> <li>5. Experiment with other materials that are resistant to water to create a Batik effect.</li> <li>6- Creating their own piece of art on fabric using natural dye and a water resistant technique.</li> </ul> | <b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>1 – Taste test a variety of summer salads and evaluate them.</li> <li>2 – Investigate techniques like peeling, chopping, slicing and grating safely and trying to create uniform sized pieces. Squeezing can also be tried to make Vinaigrettes..</li> <li>3 - Children choose a base for their salad,: leaf, potato, pasta, or cous cous as well as a sauce/vinaigrette. They choose ingredients to go in their salad that a parent might enjoy.</li> <li>4 – Children design menus and create invitations.</li> <li>5- Children make their salad and follow recipes to make some summer based drinks.</li> </ul> | <b>Sequence of lessons: Summer 1</b> <ul style="list-style-type: none"> <li>1- Look at the 12 people Jesus chose . Were they the types of people that we expect?</li> <li>2/3-Examining some of the stories that Jesus shared to show forgiveness and Peace.</li> <li>4-How do Christians bring Jesus’ good news to others</li> <li>5-How do Christians receive forgiveness and say sorry to God?</li> <li>6-Investigating church buildings and seeing how they remind Christians about the good news Jesus brought.</li> </ul> <b>Sequence of lessons: Summer 2</b> <ul style="list-style-type: none"> <li>1- What does sacred and Holy mean? What places are special to them?</li> <li>2/3-Identify places linked to saints on a map and consider why saints might have visited Cornwall. Make a comic strip for the story of Saint Piran and think why is he special.</li> <li>4-Exploring religious places. Children visit a Methodist and a Catholic church in Truro and photograph what makes them sacred.</li> <li>5-Look at other saints linked to Cornwall and how they are celebrated.</li> <li>6- Look at other sacred places of Cornwall</li> </ul> |
| <b>Outcome/composite;</b><br>Use scratch to animate how a plant grows   | <b>Outcome/composite</b><br>Children to create a piece of art using a composite of skills that they have learnt.   | <b>Outcome/composite</b><br>Children will produce a piece of art on fabric of their own design using dying and water resistant techniques.   | <b>Outcome/composite</b><br>Children will serve their food to their parents in our class restaurant.  | <b>Outcome/composite</b><br>Creating a church notice board that demonstrates an understanding of spreading good news. Name 3 scared places and 2 saints linked to Cornwall.   |

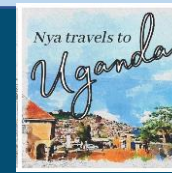


The Water Princess  
Susan Verde

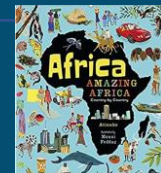


Meerkat mail  
Emily Gravett

## Reading opportunities across the Sunrise Curriculum



Nya travels to Uganda  
Shanai Wambululu



Africa Amazing Africa  
Atinuke

# Sunrise Curriculum Summer Sequence - Year 2

## ‘Is there no place like home?’



### Geography

Y1- Children identified the countries of the UK and the continents  
Y2-Children used maps to find the capitals of the countries in the UK and the seas around it

### INTENT

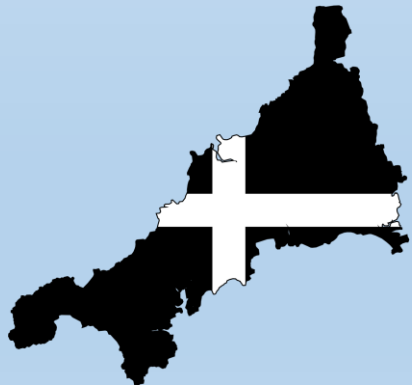
- 1) Locate the continents using atlases and maps.
- 2) Locate the oceans using atlases and maps.

### Sequence of lessons:

- 1- Children first recall prior knowledge of the continents they learnt in Year 1 and where they are. Children learn how to use a contents page of an Atlas to find a suitable world map to check this
- 2 – Children learn how to use an index of an atlas to find pages of each individual continent-can they find information on those pages like countries on that continent.
- 3- Remind the children how the continents were formed as the larger continent drifted apart. In between the spaces filled with water to become oceans. Find these using an Atlas.
- 4—Describe journeys which continents and oceans would you travel over. Reinforcing what we have learnt so far.

### Outcome/composite

Use an Atlas to find to describe a journey from one continent to the over. What Oceans and continents do they fly across.



### Geography

EYFS- Seasonal changes covered so most children should be aware of seasons.  
Y1- Children have explored daily weather

### INTENT

- 1) To recognize and describe seasonal weather patterns.
- 2) Understand that the climate we experience is linked to our position from the equator.
- 3) Understand that different continents have seasons at different times

### Sequence of lessons:

- 1- Recall different types of weather and discuss whether we see these types of weather where we live.
- 2 – Sort weather that we experience into the different seasons
- 3- Understand what the equator is and how the further away we are from it the colder it gets.
- 4 -Use our atlas to understand that where we live even in the UK affects the weather. As we go further north it gets colder.
- 5 – Compare the climate of a location on the opposite side of the world to the UK. Can we spot Australia's winter and summer based on weather.
- 6 – Investigate how the seasons are different in the different hemispheres using models.

### Outcome/composite

Children to be able to compare the weather in 2 locations and explain it. Present this to others

### Geography

Y1-Children made comparisons between a town and countryside and developed their geographical vocabulary.

### INTENT

- 1) Compare physical and human features of two locations in different continents
- 2) Understand how these features affect the way people live in these areas.

### Sequence of lessons.

- 1- Recap physical and human features, introducing new vocabulary and definitions some specific to the areas we are going to study.
- 2-Examine aerial photographs and maps of Falmouth to identify some features-complete this with a field work study of the area.
- 3-Identify where Uganda is and think about this in comparison to the UK. From our understanding of weather what we predict about Uganda.
- 4-at aerial photographs and maps of a rural town in Uganda. To begin to make comparisons. Of Physical and Human features.
- 5/6- Using videos understand the features explored impact on people's lives. Look at a typical day of a child in Uganda for instance getting ready for school, collecting water etc.

### Outcome/composite

Create a diary for a child in Uganda describing what they see and what they do on a typical day.

### PE

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

### INTENT

- 1) Develop key skills of throwing, jumping and running
- 2) Perform dances with simple movement patterns

### Sequence of lessons: Summer 1

- 1- Look at body position to improve running technique.
- 2-Applying what we learnt in various running races-sprint, relay, and hurdles..
- 3-Children learn techniques to improve their jumping distance.
- 4- Children explore techniques to jump high. Apply techniques for the sack race.
- 5/6- Throwing equipment over long distances. Javelin, and shot put. Practicing the paralympic sport of boccia.

### Sequence of lessons: Summer 2

- 1- Children use their bodies to create shapes and communicate ideas.
- 2-Children explore contrasting movements and can convey emotion.
- 3-Children look at repeating sequences of movement in time to movement
- 4/5– Children explore boy and girl chores in Africa to help design sequences of movement.
- 6- Combining work we have done into a single piece and practicing for a performance.

### Outcome/composite

Compete in Sports Day  
Perform a dance in front of parents and or peers

### 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.

## Curriculum Kernewek

Developing an understanding of their local area looking at Falmouth. They will see tourism as well as shipping industry, Falmouth being the third largest harbour in the world. They will also see the sub tropical vegetation that can grow in Cornwall due to its milder climate