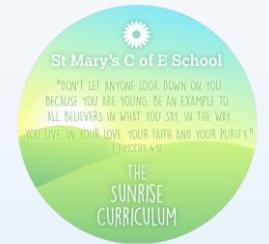


# Sunrise Curriculum Summer Sequence - Year 2

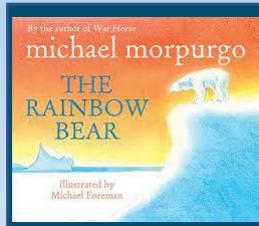
Summer 1: Compassion - The story of The Good Samaritan...caring for others. (Luke 10:30-37)

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



## 'What do you call home?'

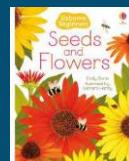
<b>Geography</b> Y1- Children developed their understanding of human and physical features of the UK.	<b>History</b> Y1- Children have explored a significant individual.	<b>Art</b> Y1- Children have explored colour theory.	<b>Computing</b> Y1- children have created digital media and programming a moving robot.	<b>DT</b> Y1- children make a fruit kebab.
<b>INTENT</b> To compare human and physical features of a small local area in the UK to a contrasting non-European country.	<b>INTENT</b> To develop understanding of a significant individual- Christopher Columbus.	<b>INTENT</b> To develop sketching techniques.	<b>INTENT</b> To create a piece of digital music.	<b>INTENT</b> To create a summer salad.
<b>Sequence of lessons:</b> <ol style="list-style-type: none"> <li>I can recall human and physical features of the UK, including new vocabulary and definitions.</li> <li>I can locate Kenya on a map.</li> <li>I can describe some of the key physical features of Kenya.</li> <li>I can describe some of the key human features of Kenya.</li> <li>I can note what is similar and different between my local area and Kenya.</li> <li>I can compare my own life to a child from Africa's</li> </ol>	<b>Sequence of lessons:</b> <ol style="list-style-type: none"> <li>I can explain what an explorer is and what they do.</li> <li>I can think about what an explorer might need and how this may differ between explorers.</li> <li>I can explain who Christopher Columbus was.</li> <li>I can explain the journey of Christopher Columbus.</li> <li>I can make comparisons between the journey of Christopher Columbus and another explorer (Neil Armstrong).</li> <li>I can explain why Columbus' journey was significant.</li> </ol>	<b>Sequence of lessons:</b> <ol style="list-style-type: none"> <li>I can explore the work of Dennis Wojtkiewicz.</li> <li>I can replicate some of the patterns.</li> <li>I can explore sketching techniques</li> <li>I can recreate still life sketched in the style of Dennis Wojtkiewicz.</li> <li>I can explore appropriate colours using my knowledge of colour theory.</li> <li>I can add colour to my still life pictures.</li> </ol>	<b>Sequence of lessons:</b> <ol style="list-style-type: none"> <li>I can describe how music makes me feel and identify differences in different music pieces.</li> <li>I can create a rhythm.</li> <li>I can experiment with sound using a computer</li> <li>I can use a computer to create a musical pattern</li> <li>I can create music for a purpose</li> <li>I can review and refine my computer work</li> </ol>	<b>Sequence of lessons:</b> <ol style="list-style-type: none"> <li>I can try different and evaluate the different foods within a summer salad.</li> <li>I can practice the techniques used to create a summer salad including cutting.</li> <li>I understand how to prepare food hygienically.</li> <li>I can design my own appealing summer salad using talking and drawing, thinking about the ingredients and equipment I will need.</li> <li>I can create my final product using the skills that I have learnt, based on my final design.</li> <li>I can evaluate my final product.</li> </ol>
<b>Outcome/composite</b> To use our comparisons to write a diary entry from a child in Kenya.	<b>Outcome/composite</b> To create a fact file about Christopher Columbus.	<b>Outcome/composite</b> To create a gallery for parents.	<b>Outcome/composite</b> To share our quizzes with friends.	<b>Outcome/composite</b> Children will create a mini restaurant and invite their parents in to taste the foods that they have made.



The Rainbow Bear- Michael Morpurgo.



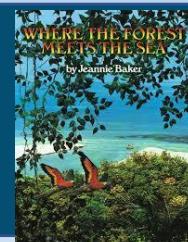
Flat Stanley- Jeff Brown



Seeds and Flowers



Big Book of Animals



Where the forest meets the sea – Jeannie Baker

### Reading opportunities across the Sunrise Curriculum

# Sunrise Curriculum Summer Sequence - Year 2

## 'What do you call home?'



### Science Y1-

**INTENT**  
To develop our understanding of living things.

**Sequence of lessons:**

1. I can explore and compare the differences between things that are living, dead, and things that have never been alive.
2. I can identify and name a variety of plants and animals in their habitats, including microhabitats.
3. I can identify and name a variety of plants and animals in their habitats.
4. I can observe closely and use my observations to answer questions.
5. I can identify that most living things live in a habitat to which they are suited.
6. I can construct a simple food chain.

**Outcome/composite.**  
To create a fact file about an animal using the knowledge that we have gained.

**INTENT**  
To develop our understanding of plants.

**Sequence of lessons:**

1. I can identify that fruit, vegetables and herbs are a type of plant that we eat.
2. I can explain how seeds grow into mature plants.
3. I know what plants need to grow and stay healthy.
4. I can make predictions about how plants will grow in different conditions.
5. I can make observations about the plants in different conditions and provide explanations for why this might be.
6. I can explain the life cycle of plants.

**Outcome/composite**  
Children will help to create a summer display about plants.

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

**INTENT**  
To create a performance of our class song 'Friendship Song', 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 using the recorder.

**Outcome/composite**  
Children will record their performance to another class.

### RE Y1 – Children have explored Christianity including God and special places.

**INTENT**  
To understand the good news that Jesus brings.

**Sequence of lessons:**

1. I can tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'Good News'
2. I can give clear, simple accounts of what bible texts mean to Christians.
3. I can recognise that Jesus gives instructions to people about how to behave.
4. I can give at least 2 examples of ways in which Christians follow the teaching studied about forgiveness and peace, and bringing good news to the friendless.
5. I can give at least two examples of how Christians put beliefs into practice (e.g. charity and confession)
6. I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.

**Outcome/composite**  
To give examples of the 4 types of peace.

**INTENT**  
To recognise special places.

**Sequence of lessons:**

1. I can recognise that there are special places where people go to worship and talk about what people do there.
2. I can identify at least three objects used in worship in 2 religions.
3. I can make links between a belief about worship and a belief about God.
4. I can give examples of stories, objects, symbols and actions used in churches and mosques.
5. I can talk about why some people like belonging to a sacred building or community.
6. I can talk about what makes some places special to people and what the difference between religious and non-religious special places is.

**Outcome/composite**  
Identify and talk about places that are special to me.

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

**INTENT**  
To develop our understanding of positive relationships.

**Relationships**

1. I can identify the different members of my family and understand the everyone's family is different.
2. I understand different forms of physical contact and can communicate what I do and don't like.
3. I can identify some of the things that cause conflict with friends and can develop problem solving techniques to resolve this.
4. I understand when to keep a secret and who to talk to if I'm unsure.
5. I recognise people who can help me and understand what is meant by 'trust'.
6. I can express my appreciation for the people in my special relationships

**Outcome/composite**  
To create our own relationship bunting.

**INTENT**  
To develop our understanding of change.

**Changing Me**

1. I can recognise cycles of life in nature.
2. I can tell you about the natural process of growing from young to old.
3. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
4. I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate some parts of my body are private.
5. I understand that there are different types of touch and can tell you which ones I do and don't like.
6. I can identify what I am looking forward to in my next class.

**Outcome/composite**  
To create our own leaf mobiles.

### PE Children will have completed different activities related to sports day. They have developed bat and ball skills.

**INTENT**  
To learn and practice a variety of gymnastic skills and combine these to make a sequence.

**Sequence of lessons:**

1. I can develop balance, agility and co-ordination when balancing on different parts of the body.
2. I can develop balance, agility and co-ordination by performing balances with a partner.
3. I can develop balance, agility and co-ordination when rolling.
4. I can develop balance, agility and co-ordination when jumping
5. I can combine movements to create a sequence.
6. I can work with a partner to create a sequence.

**Outcome/composite**  
Children will perform their sequence to their peers.

**INTENT**  
Children will develop a range of athletic skills as well as their understanding of the Olympic values.

**Sequence of lessons:**

1. I can master the basic movements including running, jumping, throwing and catching.
2. I can show the Olympic value of excellence by throwing with accuracy.
3. I can show the Olympic value of determination in a running activity.
4. I can show the Olympic value of courage in a running activity.
5. I can show the Olympic value of equality in a jumping activity.
6. I can show the Olympic value of inspiration in athletics activities.

**Outcome/composite**  
Children compete in the 'animal Olympics' and sports day.

Visiting Truro Library, understanding its importance in our community and gaining a library card.



### Curriculum Kernewek



Exploring physical features and habitats on Gyllyngvase beach with the marine conservation society.

