

Sunrise Curriculum Autumn Sequence - Year 2

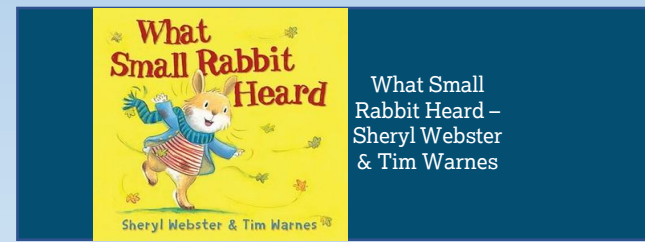
Summer 1: Friendship - The story of the paralysed man... Friends who go above and beyond to show they care (Luke 5)

Summer 2: Trust - The story of Mary... Trusting God with the future and doing what's been asked of you. (Luke 1)

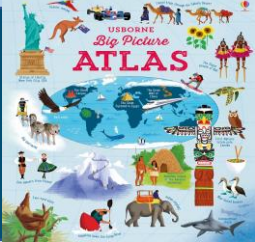
'How far can my voice be heard?'



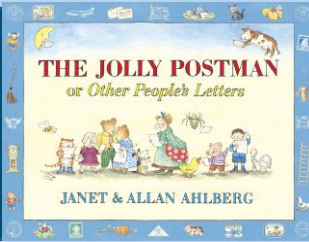
Geography Y1- Children have explored the countries of the UK and the seas.	History Y1- Children have explored changes in living memory through the exploration of toys and how these have changed.	Art Y1- Children studied Henri Matisse who heavily influenced the work of Karen Lederer.	Computing Y1- Children have identified information technology within their lives and discussed some ways in which this is used/is helpful.	DT Y1- Children have joined materials together.
INTENT To understand that the world is split into 7 continents and 5 oceans.	INTENT To understand how methods of communication have changed over time.	INTENT To be able to complete a block print.	INTENT To use information technology to fulfil a purpose.	INTENT To create a product which users movers and sliders for an intended audience.
Sequence of lessons: <ol style="list-style-type: none"> I can recognise that the world is split into 7 continents and name these. I can recognise the shapes of the continents and where they are in the world. I can recognize key features of the continents. I can recognise the 5 oceans of the world. I can label the 5 oceans of the world. I can talk about where I live in relation to continents and oceans. 	Sequence of lessons: <ol style="list-style-type: none"> I understand that there are a range of different ways we communicate now, as there were in the past. I understand the role and the use of messengers, both human and birds, in the past to send messages to others. I can begin to understand the history of the telegram. I understand how the post office and Royal Mail came to exist and explain what forms of communication we may now use. Begin to understand how the telephone was developed. create a Museum of Communications History within the classroom 	Sequence of lessons: <ol style="list-style-type: none"> Children explore the work of Karen Lederer Children experiment and evaluate different methods of block printing. Children experiment and evaluate layering block prints. Children design their final print. Children complete the first layer of their final design. Children complete their final design. 	Sequence of lessons: <ol style="list-style-type: none"> I can recognise the uses and features of information technology (IT). I can identify the uses of IT in the school I can identify IT beyond school I can explain how IT helps us To explain how to use IT safely To recognise that choices are made when using IT. 	Sequence of lessons: <ol style="list-style-type: none"> I can identify movers and sliders in picture books and begin to explore how these work. I can replicate the movers and sliders that I have seen, I can generate ideas based on simple design criteria and my own experiences, explaining what I could make. I can develop, model and communicate my ideas through drawings and mock-ups with card and paper. I can create my final design by suggesting what to do next and selecting appropriate tools. I can evaluate my product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.
Outcome/composite To create a 'This is my world' writing booklet.	Outcome/composite To create an interactive museum for parents.	Outcome/composite Children showcase their final prints.	Outcome/composite To create a poster about technology.	
INTENT To take a digital image.			INTENT To take a digital image.	
Sequence of lessons: <ol style="list-style-type: none"> I can use a digital device to take a photograph I can make choices when taking a photograph I can describe what makes a good photograph I can decide how photographs can be improved I can use tools to change an image I recognise that photos can be changed 			Sequence of lessons: <ol style="list-style-type: none"> I can use a digital device to take a photograph I can make choices when taking a photograph I can describe what makes a good photograph I can decide how photographs can be improved I can use tools to change an image I recognise that photos can be changed 	
Outcome/composite Children display their final image.			Outcome/composite Children display their final image.	Outcome/composite To create a moving Christmas card for parents.



What Small Rabbit Heard – Sheryl Webster & Tim Warnes



Reading opportunities across the Sunrise Curriculum
 Big Picture Atlas



The Jolly Postman – Janet & Allen Ahlberg

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'How far can my voice be heard?'



Science
Y1- children have named different everyday materials and identified some of their uses.

INTENT
To explore the uses of everyday materials.

Sequence of lessons:

1. I can identify uses of different everyday materials.
2. I can identify and group the uses of everyday materials.
3. I can compare the suitability of different everyday objects.
4. I can explain how the shapes of objects made from some materials can be changed.
5. I can explain the process of recycling.
6. I can tell you about an inventor.

Outcome/composite
To help to create a display to show our learning over time.

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

INTENT
Children will develop their listen and appraise skills through the study of this South African song.

Sequence of lessons:

1. I can learn to sing our class song Hands, Feet, Heart . Children will focus on their listen and appraise skills to develop rhythm, pulse and pitch .
2. I can use musical instruments in my performance of our class song. Children will build pulse rhythm and pitch using recorders.
3. I can improvise with pulse and rhythm. Children will learn to improvise and add an improvisation section to our performance.
4. I can compose a musical section to add to our performance. Children will learn to improvise and add a class composition section to our performance.

5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their recorder skills to include more than one note.

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

INTENT
To perform a range of Christmas songs.

Sequence of lessons:
Children will be learning a range of Christmas songs for their class performance of the Nativity.

Outcome/composite
Children will perform their songs to parents at the Nativity concert.

RE
Y1 – Children have explored Christianity including God and special places. Children have explored other important Christian celebrations including Harvest.

INTENT
To develop an understanding of who Muslims are and how they live (part 1).

Sequence of lessons:

1. I understand that Muslims believe God is important and that he is everywhere.
2. I know that there are 5 pillars of Islam.
3. I can recognise the words of the Shahadah and that it is very important for Muslims.
4. I can identify some of the key Muslim beliefs about God found in the Shahadah
5. I can identify the 99 names of Allah, and give a simple description of what some of them mean
6. I can give examples of stories about the Prophet Muhammad

Outcome/composite
Children will create a fact file about Islam.

INTENT
To understand why Christmas is important to Christians.

Sequence of lessons:

1. I recognise that stories of Jesus’s life come from the gospels.
2. I can give a clear, simple account of the story of Jesus’ birth.
3. I understand the story sequence of the birth of Jesus and how we might prepare for a new baby.
4. I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.
5. I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas-Advent.
6. I know what I am personally thankful for and can give reasons for this.

Outcome/composite
To create a tree of thanks. To participate in the Christmas play retelling the story of the Nativity.

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

INTENT
To develop our understanding of our Class Charter and of rewards and consequences.

Being Me

1. I can identify some of my hopes and fears for this year.
2. I understand the rights and responsibilities for being a member of my class and school.
3. I understand the rights and responsibilities for being a member of my own class.
4. I can listen to other people and contribute my own ideas about rewards and consequences.
5. I understand how following the Learning Charter will help me and others learn.
6. I can recognize the choices I make and understand the consequences.

Outcome/composite
To display and talk about our class charter.

INTENT
To develop our understanding of those around us and what makes us unique.

Celebrating Difference
1&2 I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).

3. I understand that bullying is sometimes about difference.
4. I can recognize what is right and wrong and know how to look after myself.
5. I understand that is OK to be different.
6. I can tell you some ways I am different from my friends.

Outcome/composite
To create a trophy of celebration for our whole school Jigsaw Display.

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.

Curriculum Kerwenek

Exploring how people in our local area prepare for Christmas- City of lights and Cathedral visit.



Exploring materials that important to our local area – Tin.

