Y2– Autumn 2– Stewardship of God's Creation

What does it mean to be a caretaker of God's world?

Catholic Social Teaching

Stewardship of God's Creation

Creation is a gift from God, a gift which provides us with many blessings. It is a gift in which we witness the greatness of God. However, it is also a gift which has been taken for granted. "The resources of creation [are] an immense gift of God to humanity. Humanity is duty bound to protect this treasure and to counter the indiscriminate use of the earth's goods." (Pope Benedict XVI, 27th September 2008)







What does Scripture say?

Genesis 1: 1-31

Genesis 2: 15

Intent

'... it is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become "builders of a new humanity" (Pope Francis).

Through our Building The Kingdom curriculum, children will understand the impact of seasons and weather patterns on our environment and the importance of being Stewards of God's Creation.

Impact

Children will build on their prior geographical learning from Year 1 as they compare and contrast hot and cold places around the world. They will develop a deeper understanding of how climate affects the landscape, animals, and the way people live in different parts of the world. Through exploring human and physical features, children will begin to appreciate the diversity of God's creation and how people adapt to their environment. They will reflect on how our choices and actions can impact these places, fostering curiosity, respect, and care for the world around them.

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Literacy

Pathways to Write

Focus text: The Owl Who Was Afraid of the Dark by Jill Tomlinson

Writing Outcome: To write a fact sheet about owls using information gathered from the text **Greater depth writing outcome:** To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.

Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	**Mastery keys** (year group national curriculum expectations)	**Feature keys** (vocabulary, manipulating sentences and tense, structure)
• Sequence sentences to form short narratives • Join words and clauses using and • Use subordination (because) • Add suffixes to verbs where no change is needed to the root • Write expanded noun phrases to describe and specify	• **Use co-ordination (but, or)** • **Add -ly to turn adjectives into adverbs** • **Use commas to separate items in a list**	• Specific vocabulary linked to the topic • Clear and precise description • Present tense • Title • Sub-Headings • Introduction • Grouped information • Facts from research

Mathematics

Number: Addition & Subtraction

- To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- To add and subtract numbers including: 2-digit and ones, 2-digit and tens, two 2-digit and three 1-digit (addition only).
- Show that addition of two numbers is commutative and subtraction of two numbers is not.
- Solve problems with addition and subtraction.
- To recognise and use the inverse relationship between addition and subtraction to check calculations and find missing numbers.

Geometry: Shape

- To identify and describe the properties of 2D and 3D shapes.
- To identify 2D shapes on the surface of 3D shapes.
- To compare and sort common 2D and 3D shapes and everyday objects.

Religious Education

Sharing in the Life of Jesus: Mary, the Disciples, Saints and Us

This unit is designed to extend the children's knowledge and understanding of the life of Mary, Jesus and the call of the disciples. They will also learn about some saints who have responded to the call of Jesus. Children will: Know important stories from the New Testament about the life of Jesus, Mary and the call of the disciples, know that the Rosary is a special form of Christian prayer, know about the example of saints and important events in their lives and understand and take part in a moment of stillness and prayer.

Advent This unit is designed to develop children's knowledge of the liturgical Season of Advent. Children will: ▪ Know that Advent is a season of preparation for Christmas. ▪ Describe the Advent Wreath and explain why it's a symbol of preparation. ▪ Know the story of John the Baptist about preparing the way for Jesus. ▪ Describe some ways the parish prepares for Christmas.

Christmas This unit is designed to help the children reflect upon the journeys associated with the Christmas story. Children will: ▪ Know and be able to sequence the story of Christmas from the Annunciation to the flight into Egypt. ▪ Be able to trace the journey of Mary and Joseph on a map. ▪ Understand some of the difficulties faced by Mary and Joseph and why their journeys to Bethlehem and Egypt were necessary.

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Do we always appreciate what we've got?

Geography

Would you prefer to live in a hot or cold place?

Pupils who are **secure** will be able to:

- Name and locate the seven continents on a world map.
- Locate the North and the South Poles on a world map.
- Locate the Equator on a world map.
- Describe some similarities and differences between the UK and Kenya.
- Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
- Recognise the features of hot and cold places.
- Locate some countries with hot or cold climates on a world map.

Science

Living things: Microhabitats

Pupils who are **secure** will be able to:

- Identify and name a variety of plants and animals.
- Recall that minibeasts live in microhabitats.
- Describe microhabitats and their conditions.
- Describe how microhabitats provide for the basic needs of animals and plants.
- Describe the job role of a botanist.

When working scientifically, pupils who are **secure** will be able to:

- Group minibeasts and create simple classification keys.
- Ask questions and recognise that they can be answered in different ways.
- Gather and record data and use it to answer questions.
- Plan what observations to make in an experiment.
- Order the steps of a method.
- Describe the appearance of flowering plants.
- Use an identification chart to name flowering plants.

Music

This term we are preparing for our Nativity by singing. We will cover the following skills:

- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Practise, rehearse and present performances to audiences with a growing awareness of the people watching.
- Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence

RSHE

We will be using Tenten to learn about 'Me, My Body, My Health' which encourages children to celebrate similarities and differences between people, including our God -given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.

- I an unique
- Girls and boys
- Clean and healthy (my body)

Art

Drawing: Understanding tone and texture

Pupils know:

- How different marks can be used to represent words and sounds.
- That a combination of materials can achieve the desired effect.
- That charcoal is made from burning wood.

Pupils know how to:

- Use different materials and marks to replicate texture.
- Manipulate materials and surfaces to create textures. E.g. scratching with tools or blending with fingers.
- Use marks and lines to show expression on faces.
- Make a concertina book.
- Use drawing to tell a story.
- Use charcoal to avoid snapping and to achieve different types of lines.
- Use drawing pens.

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Computing	PE
Online Safety: Online reputation • I can explain how information put online about someone can last for a long time. • I can describe how anyone's online information could be seen by others. • I know who to talk to if something has been put online without consent or if it is incorrect.	**Sports Plus: Gymnastics** **Ball skills: Hands 1 & 2** How to use our hands to stop and catch the ball. To be ready to catch the ball we need to have our hands out in front of us, creating a target. Our hands should be in the shape of a 'W' with our thumbs touching. Why we make a target with our hands when catching. The consequences of throwing our object away from the target that we are aiming towards. How we can use our bodies to throw overarm for greater distance. Stepping forwards with one foot, releasing the ball high above our head, with the opposite hand, rotating the body as we release the ball. What the differences are between 'batting' and 'fielding'.