Y2– Autumn 1– Family & Community

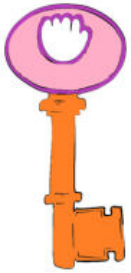
What does it mean to care for others like Jesus did?

Catholic Social Teaching

''How precious is the family as the privileged place for transmitting the faith!'
Pope Francis.

In the midst of the creation myth in Genesis, God says "it is not right that man should be alone". We don't flourish as people by being isolated and living by ourselves, but by engaging as full members of our community. We have an obligation to help and support those around us while at the same time allowing ourselves to be supported. The place most of us first experience a community in our lives is in the family, and so it is here that the themes of Community and Participation have their roots, and in the context of the family that these principles have developed.





Key statement

We all have the right and duty to participate fully in society.



What does Scripture say?

Genesis 2:18

John 15:12-17

Romans 12:4-8

Intent

This half term, children will explore the Catholic Social Teaching principle of *Family and Community*, learning how we all belong to and support one another in our homes, schools, and wider communities. In History, children will ask and answer questions about the past as they discover how school life has changed over time, making connections with their own experiences and those of their families. Through RE, they will listen to and reflect on Old Testament stories, learning how God's people lived in community and responded to God's call. Together, these subjects will help children understand the importance of belonging, shared history, and working together as part of God's family.

Impact

By the end of this half term, children will have a deeper understanding of the importance of family and community, both in their own lives and in the lives of others. They will be able to reflect on how school has changed over time and recognise the value of shared experiences across generations. Through Old Testament stories, they will grow in their knowledge of God's people and how they lived in faith and community. Children will begin to see their role in building a caring, respectful, and inclusive school community rooted in Gospel values.

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Literacy

RWI

Read Write Inc Throughout RWI the children will explore a range of Fiction and Non-fiction texts. Through the Fiction texts they will explore a range of Fairy tales and other stories which will enable them to relate their personal experiences. The Non-fiction texts will also allow the children to do this.
We will be exploring the VIPERS and SPaG throughout our Read, Write, Inc. lessons.

Guided Reading

Children will completing additional reading comprehension everyday as well as RWI, to support their VIPERS skills.

SPaG

- Past tense verbs
- Word class – including adjectives, nouns, verbs and adverbs.
- Full stops and capital letters
- Commas
- Conjunctions
- Apostrophes for contractions

Mathematics

Number: Place Value

- To read and write numbers to at least 100 in numerals and words.
- To recognise the place value of each digit in a 2-digit number.
- To identify, represent and estimate numbers.
- To compare and order numbers using and =.
- To count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards.

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.

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.

Old Testament Stories and Prayers

This unit is designed to give children some insight into the stories and the characters of the Old Testament. It will also introduce them to important images of God found in the scriptures. Children will: Know that there are 2 parts to the Bible, know stories about different people in the Old Testament who were called into friendship with God, recognise that psalms are special songs to praise and thank God and understand that in the Old Testament we can discover some important images of God for Christians today.

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History

How was school different in the past?

- Correctly order and date four photographs on a timeline and add some dates.
- Ask one question about schools in the past.
- Make one comparison between schools in the past and present.
- Use sources to research and develop an understanding of what schools were like 100 years ago.
- Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.
- Recognise two similarities and two differences between schools now and schools in the past.

State whether they would have preferred to go to school in the past or not and explain why.

Art

Remembrance Art– Observational drawing and painting

Children will create a piece of art related to the theme of Remembrance.

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.

RSHE

British Values: Democracy

Tenten: Module 1– Created and Loved by God

Unit 1– Religious Understanding

Unit 2– Me, my body, my health

Unit 3– Emotional Wellbeing

Unit 4-Life cycles

Computing

Computing life skills & online safety

In addition to EYFS & Year 1 objectives:

Can type using 2 hands

Can retrieve and open own files

Can edit own files

Can use a search engine to research a given topic (through RM Unify)

Can create folders to organise own files

Can restart a computer/laptop if it crashes

Online Bullying

I can explain what bullying is, how people may bully others and how bullying can make someone feel

I can explain why anyone who experiences bullying is not to blame

I can talk about how anyone experiencing bullying can get help

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Design Technology

Mechanisms– Making a moving monster

Creating a class design criteria for a moving monster.

Designing a moving monster for a specific audience in accordance with a design criteria.

Making linkages using card for levers and split pins for pivots.

Experimenting with linkages adjusting the widths, lengths and thicknesses of card used.

Cutting and assembling components neatly

Evaluating own designs against design criteria.

Using peer feedback to modify a final design.

Physical Education

Gymnastics

How to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.

Why applying 'flow' as we link our movements together is so important

How to 'transition' between movements, adding movements together and transitioning between them

How to use a variety of apparatus when we are creating movement sequences

Agility- Locomotion: Dodging

When and where we dodge, applying this into games

When, where and why we dodge– We dodge with our head up with a low body position, bending our knees, planting one foot on the floor, leaning our body to one side and then moving the other way quickly.

Science

- Recall some life processes, giving examples of how they apply to plants and animals.
- Match different plants and animals to their habitats.
- Give examples of how animals use their habitat for food and shelter.
- Recall that plants produce their own food for energy.
- Name living things that are producers and place a producer at the beginning of a food chain.
- Use arrows to show the order in a food chain.

When working scientifically, pupils will be able to:

- Classify objects into alive, never been alive and was once alive, giving reasons for their choices.

Carry out research to find answers to questions.