Y2– Spring 2– Option for the Poor and Vulnerable

What can I do to help someone who is struggling in my community?

Building The Kingdom through Catholic Social Teaching

Option for the poor and vulnerable

Put the needs of the poor and the most vulnerable first. As divisions between the rich and the poor increase, Matthew 25 31-46 calls on us to act and stand up for those who are without. "The bread which you do not use is the bread of the hungry; the garment hanging in your wardrobe is the garment of the one who is naked; the shoes that you do not wear are the shoes of the one who is barefoot. The acts of charity that you do not perform are so many injustices that you commit." (St Basil the Great)

Preferential Option for the Poor

What does Scripture say?

Exodus 22:20-26 - You shall not oppress the poor or vulnerable. God will hear their cry.

Job 34:20-28 - The Lord hears the cry of the poor.

Proverbs 31:8-9 - Speak out in defence of the poor

Intent

Children in Year two will learn that throughout the world the children do not have a readily accessible food and water source as they explore the thought that "The world has enough for everyone's need, but not everyone's greed" (Mahatma Gandhi).

As we delve deeper into our big question is "what can I do to help someone who is struggling in my community?" we will work around the theme of option for the poor and vulnerable and what we can do to ensure that those who are most vulnerable in our local and wider world are also receiving their needs. Pope St John XXIII said that "Whereas the standard of living is high [for some], [others] are subject to extreme poverty". Children will reflect upon what they have been blessed with in their lives and what they can do to help raise awareness for helping those who have little, the most vulnerable in our society.

Impact

Children will have opportunity to build on their prior geographical learning of Y1 to extend their geographical knowledge to non-European countries. Children will also revisit and build upon the geography learning from year two– local geography– and extend upon skills taught previously.

Children will develop confidence in using geographical vocabulary and describing similarities and differences between places, while growing in appreciation of God's creation and their responsibility to care for our common home.

Y2– Spring 2 – Option for the Poor and Vulnerable

What can I do to help someone who is struggling in my community?

Literacy

Pathways to Write - Fiction—Diary—My Name is Not Refugee by Kate Milner

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)
• Write sentences with different forms: statement, question, exclamation, command • Use subordination (because, when) • Use present and past tenses correctly and consistently • Use punctuation correctly – exclamation marks, question marks	• **Use the progressive form of verbs in the present and past tense** • **Use subordination (apply because, when; introduce (so) that)** • **Use present and past tenses correctly and consistently** • **Use punctuation correctly – apostrophes for the possessive (singular)**	• Include detail and description to inform the reader • Write in 1st person • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear opening and establish the context • Finish with a closing statement with personal comment or summary e.g. *What an amazing day we all had!*

Mathematics

Multiplication and Division

- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =

Religious Education

Lent

In this unit, children will know the importance of Jesus' teaching about forgiveness. They will be able to express the difficulties associated with being a forgiving person and will understand how we experience forgiveness through the Sacrament of Reconciliation. Children will also understand the need to receive God's forgiveness and the qualities of a forgiving person. They will be able to appreciate how the Sacrament of Reconciliation can help people experience God's forgiveness.

Y2– Spring 2– Option for the Poor and Vulnerable

What can I do to help someone who is struggling in my community?

Geography

- Identify and locate characteristics of the UK on a map.
- Identify human and physical features and locate human and physical features on a world map.
- Explain the difference between oceans and seas and name and locate the five world oceans on a world map.
- Collect data by conducting field work and completing a tally chart, converting their findings to a bar chart.

Computing

E-safety: What are online relationships?

Creating media – Digital painting

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- use different software programs and discuss the benefits of their usage.
- understand the components of a good photograph and know that not all photos are real.

Science

Animals including Humans: Life Cycles and Death

- identify stages in the life cycles of different animals, including humans.
- Describe the basic survival needs of animals.
- Explain how to take care of personal hygiene.
- Describe some positive effects of exercise.
- Identify foods in different food groups.

RSHE

TenTen

- KS1, Module 2, Unit 1- Religious Understanding
- KS1, Module 2, Unit 2- Personal Relationships
- KS1, Module 2, Unit 3- Life Online

Physical Education

Swimming

Dance—Sports Plus

Art

Sculpture and 3D: Clay Houses

- Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.
- Make a basic pinch pot and join at least one clay shape onto the side using score and slip technique.
- Draw a house design and plan how to create the key features in clay and then create their clay house tile with recognisable features.