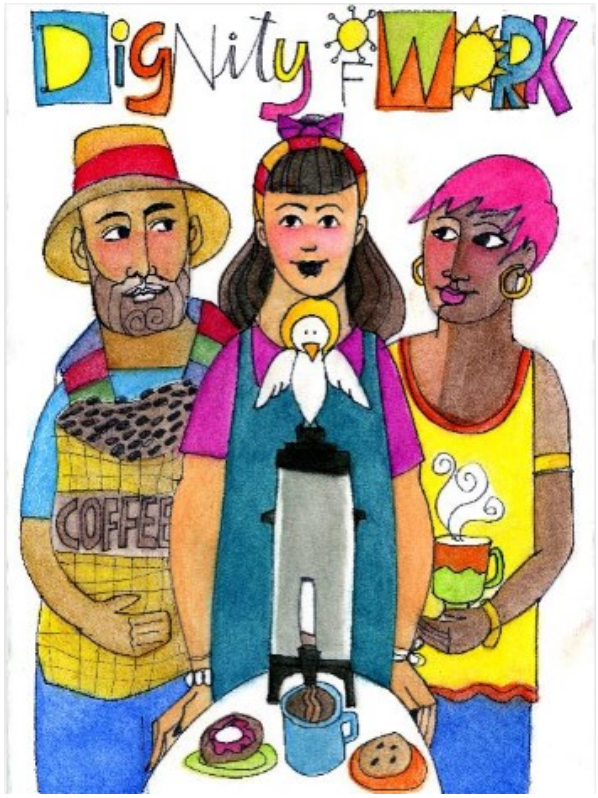
Y2– Summer 1– Dignity of Work and The Rights of Workers

Why does everyone's vocation matter, no matter what they do?

Building The Kingdom through Catholic Social Teaching

Dignity of Work and The Rights of Workers

We each have the right to participate and work within God's creation. For this dignity of work to be preserved, then the rights of workers must be protected – the right to work, to a fair wage. "The Lord blesses our work so that we may share its fruits with others."





What does Scripture say?

Genesis 2:15 - God settles man in the garden of Eden to cultivate and care for it.

Deuteronomy 5:13-15 - The Sabbath is for everyone—all are allowed to rest from their work.

Deuteronomy 24:14-15 - Do not withhold wages from your workers, for

Intent

Rights of the worker People are not mere commodities of the employer; they are a person created in the image and likeness of God and, as such, are to be treated with dignity and respect. "If a man is called to be a street sweeper, he should sweep streets even as Michelangelo painted, or Beethoven composed music, or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, 'Here lived a great street sweeper who did his job well." (Martin Luther King)

Impact

By linking the dignity of work with the study of monarchs, pupils learn that true leadership recognises the value of every person and every role. Just as monarchs were expected to care for their people, we understand that all vocations—no matter how big or small—deserve respect because each person is made in the image of God

This teaches pupils that **every vocation matters**, every job has dignity, and societies are strongest when everyone's rights are protected.

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Literacy

Pathways to Writing— The Last Wolf by Mini Grey

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)
• Use the progressive form of verbs in the present and past tense • Some use of subordination (because, when) and coordination (and, but) • Use punctuation correctly (as taught so far) • Write sentences with different forms: statement, question, exclamation, command	• **Use subordination (*if, that*)** • **Add -er and -est to adjectives** • **Use homophones and near homophones** • **Use punctuation correctly – apostrophes for contracted forms**	• Include detail and description to inform the reader • Use a range of sentence forms to address the reader • Write in 1st person • Include personal comments and own viewpoint • Use openings and closings *e.g. dear, opening statement to state why we are writing, from*

Mathematics

Fractions

- recognise, find, name and write fractions 1/3, $\frac{1}{4}$, 2/4 and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- Recognise the equivalence of 2/4 and 1/2
- Write simple fractions

Time

- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- Know the number of minutes in an hour and the number of hours in a day

Religious Education

Easter- Children will know a range of stories about the Resurrection and the Risen Jesus, the other characters involved and their reactions. They will be able to identify the symbols used during the Easter Season and explain their significance.

Our Church—Children will know that the Church is the Family of God and that the church building symbolises the beliefs of the people. They will be able to recognise the different roles and responsibilities of people in the parish community.

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History

- Recall that a monarch is a king or queen and identify some of the monarch's roles.
- Explain that a king or queen is crowned in a special ceremony called a coronation.
- Name some of the main steps in the coronation ceremony.
- Use sources to explain how William the Conqueror became King of England.
- Explain how William the Conqueror kept order and conquered England.
- Explain how castles have changed over time.
- Identify that the power of monarchs has changed over time.
- Make comparisons between past and present monarchies.

Computing

E-safety: Managing Online Information

Use life skills, building on ICT skills learnt in year Reception and Year 1 in addition to:

- Can type using 2 hands
- Can delete and add a slide (PowerPoint)
- Can change font to **bold** and can underline words
- Can change font colour and size

Science

Plants

- Children will observe and describe how seeds and bulbs grow into mature plants
- Children will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

RSHE

TenTen

KS1, Module , Unit 3 and 4

Real Life Online

Living in the Wider World

Physical Education

Swimming

Jump in the pool safety, jump in from the poolside safely.
Blow bubbles underwater with nose and mouth submerged.
Regain upright position from a back or front float.
Push and glide on the back from the side of the pool.
Perform a 360 degree rotation from front to back and back to front.

Athletics

Sports– Plus provision

Art

- Name the primary and secondary colours.
- Describe the colours and textures they see.
- Try different tools to recreate a texture and decide which tool works best.
- Show they can identify different textures in a collaged artwork.
- Choose collage materials based on colour and texture.
- Try different arrangements of materials, including overlapping shapes.
- Describe ideas for developing their collages.
- Choose materials and tools after trying them out.