

Y2- Summer 2- Rights and Responsibilities

What makes a hero or a heroine?



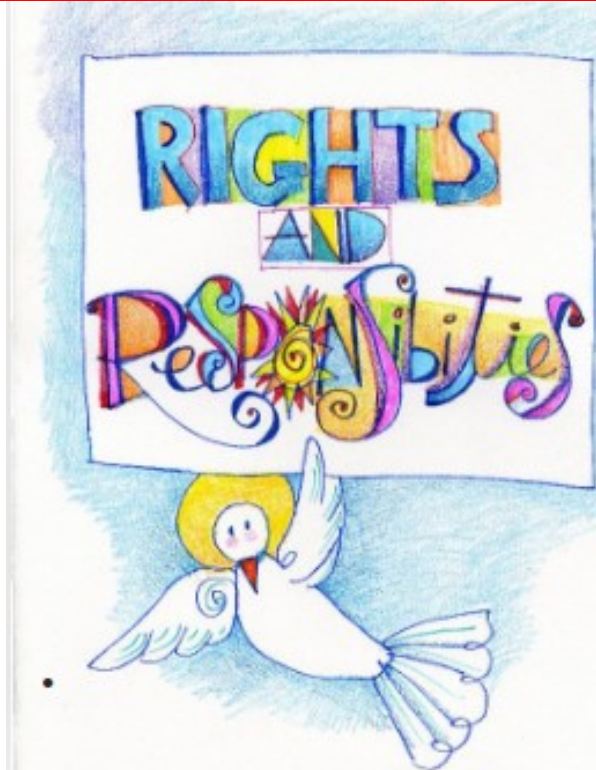
Building The Kingdom through Catholic Social Teaching

Rights and Responsibilities

Every human being regardless of background or circumstances has equal rights as a person.

With our human rights come great responsibilities for us and for one another. All people have the right to a fair share of the world's resources so that their basic needs can be met.

With these natural rights come the responsibility to respect the rights of each person made in the image and likeness of God.



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 the delivery of this unit of work, children will develop an understanding of how significant individuals of the past were active members of society who exercised the rights and responsibilities and ensured that the rights of others in society were met.

Impact

Children in Year 2 will develop a chronological understanding of significant individuals of the past and why they acted in the way they did. As they reflect upon what it is that makes someone a hero or heroine, they will come to understand that each person is given a mission by God, as St John Henry Newman said, "I am created to do something for which no one else is created; I have a place in God's counsels, in God's world, which no one else has". Through their historical enquiry, Year 2 will explore different individuals of the past and develop an understanding of why people acted in the way they did, how their actions have made the world a place "for the honour of God" (Vatican II). They will learn that through their actions, these significant individuals showed their responsibility in ensuring that all people live a life of dignity.



What does Scripture say?

Leviticus 25:35– When someone is reduced to poverty, we have an obligation to help

2 Corinthians 9:6-15– God's gifts are given to be shared

Matthew 25: 31-46– Just as you did it to the least of these, you did it to me

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Literacy

Literacy & Language

Through Literacy and Language, children will explore a range of writing genres:

- **Fiction:** Science fiction/fantasy
- **Fiction:** Folktale
- **Non fiction:** A non-chronological report
- **Non fiction:** Biography and autobiography

Guided Reading

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

SPaG

- Progressive tense
- Co-ordination & subordination
- Commas in lists
- Paragraphs
- Word classes & sentence types

Mathematics

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask-and-answer questions about totalling and comparing categorical data

Position and Direction

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Consolidation of learning

Religious Education

Pentecost- This unit is designed to develop the children's knowledge and understanding of the story of Pentecost and of the activity and presence of the Holy Spirit. The unit also focuses on the way Pentecost is celebrated in the Church and Confirmation being the Sacrament of the Holy Spirit. Children will: Know the story of Pentecost and understand that the Holy Spirit was the promised gift of Jesus. Recognise the role of the Holy Spirit in the lives of Christians today. Recognise that Confirmation is a celebration of the gift of the Holy Spirit.

The Mass- This unit is designed to develop children's understanding of the structure of the Mass and what is taking place. The focus will be on seeing Christ present when we gather, in the Word and in the Eucharist. Children will: Have an understanding of the sequence of the Mass and of the meaning of some of the words and actions. Understand some reasons why the Mass is an important celebration for the Church. Be able to join in important responses during the Mass.

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History	Music
<p>Significant Individuals</p> <p><u>Through historical enquiries, children will learn about</u></p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
Physical Education	Science
<p>Swimming</p> <p>Jump in the pool safely, ump in from the poolside safely.</p> <p>Blow bubbles underwater with nose and mouth submerged.</p> <p>Regain upright position from a back or front float.</p> <p>Push and glide on the back from the side of the pool.</p> <p>Perform a 360 degree rotation from front to back and back to front.</p>	<p>Plants</p> <ul style="list-style-type: none"> 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
Design and Technology	Art
<p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>	<p>Art</p> <p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions</p> <p>Experiment with basic tools on rigid and flexible materials</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use</p>