

## St Mary's Medium Term Planning



Year group: 2 Term: Summer 1 Topic: Make a Difference

### Literacy

#### BOOK FOCUS!

- How to be Extra-Ordinary!

Biography based on one of our significant individuals.

Narrative – Based on 'Tidy'

Leaflet – Looking after the Environment

### Maths

#### Graphs

- Interpret and construct simple pictograms, tally charts, block diagrams and simple 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.

#### Numbers within 1000

- use place value and number facts to solve problems
- identify, represent and estimate numbers to 1000 using different representations (Y3 objective)
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3 objective)

- compare and order numbers up to 1000 (Y3 objective)
- read and write numbers up to 1000 in numerals and in words (Y3 objective)
- count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y3 objective)

**Measures: Capacity and Volume**

- choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels
- compare and order volume and capacity and record the results using >, < and =
- use standard units of measurement with increasing accuracy, using their knowledge of the number system (to 1000). They use the appropriate language and record using standard abbreviations (litres/ml and °C ) (non-statutory)

Science

**Protecting the Environment**

Lesson 1:

- Identify where we live and what is in the environment around us.
- Animals can be found living in the wild in cities and rural areas (countryside).
- Pollution is a major problem in cities.
- Traffic and housing can destroy habitats for animals.
- Humans often see local animals as pests and will destroy them.
- Rural areas are being destroyed by new housing and roads.

Lesson 2:

- Almost everything we do creates waste.
- Many materials can be reused or mended.
- Materials that cannot be reused or mended may be able to be recycled.
- Recycling is the process of converting waste materials into new materials and objects.

- Items that cannot be recycled will usually be disposed of in landfill.
- Some metal, glass, plastic, paper, and card can be recycled.

#### Lesson 3:

- Water has many uses, including drinking and bathing.
- Not all water is drinkable.
- Water is cleaned for reuse.
- Moving water can create electricity.
- The amount of water on Earth does not change, but the number of people does.
- Most of Earth's surface is covered in water.
- Everything that lives on Earth needs water to survive.

#### Lesson 4:

- Electricity is made from fossil fuels.
- There are many renewable energy resources, such as wind power and solar power.
- Electricity is used to power many everyday devices.
- Fossil fuels are a resource for making electricity.
- Fossil fuels are non-renewable.

#### Lesson 5:

- Trees are habitats to many animals.
- Trees provide materials that are used in everyday life.
- Different types of food come from trees.
- Trees produce lots of the oxygen we breathe.

- Humans need oxygen to stay alive.

Lesson 6:

- Everyday activities can be adapted to be more energy efficient.
- Being energy efficient helps to protect the environment.
- There are many ways that we can be energy efficient with water and electricity.
- We can recycle, re-use, or mend materials.
- Humans need to look after trees because they help to keep us alive.

History/Geography

How did these significant people make a difference?

Lesson 1:

- Everyone has someone who is significant to them.
- Some people are significant to many people.
- People are significant in different ways.
- Marcus Rashford is significant because he is a footballer and campaigns to end child poverty in the UK.

Lesson 2:

- The aim of the Universal Declaration of Human Rights (UDHR) was to make sure that everyone is treated fairly.
- Two examples are that the law must treat us all fairly and that we all have a right to education.

Lesson 3:

- Apartheid treated Black people in South Africa unfairly.
- Nelson Mandela fought racism and Apartheid.
- He became the first Black President of South Africa.

Lesson 4:

- In 1950s America, segregation treated Black people unfairly.
- Rosa Parks and Dr Martin Luther King Jr campaigned to end segregation.

Lesson 5:

- Malala Yousafzai campaigns for girls' education.

- In 2012, she was shot by the Taliban for speaking up against inequality.
- Malala started a charity called the Malala Fund to help girls have equal opportunities.

Lesson 6:

- People can make a difference in many different ways.
- The people studied in this unit used similar and different methods to try to bring about change.

Art/Design  
Technology

### **Sculpture and 3D: Clay houses**

Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.

Computing

### **iAnimate**

iFlip	* use technology purposefully to create, organise, store, manipulate and retrieve digital content	* To understand what an animation is * To understand the premise of a stop-frame animation	* The children create a flipping book animation
iDesign	* use technology purposefully to create, organise, store, manipulate and retrieve digital content	* To understand that an animation consists of characters, a stage, props, sound, text and a story	* The children create character descriptions for a fairy tale
iStoryboard	* use technology purposefully to create, organise, store, manipulate and retrieve digital content	* To understand the importance of a storyboard in the story planning process * To create their own storyboard	* The children create a storyboard for a short stop-frame animated sequence
iScript	* use technology purposefully to create, organise, store, manipulate and retrieve digital content	* To understand that animations need to be scripted	* The children create a script to retell a short, animated, scene of a fairytale
iCreate	* use technology purposefully to create, organise, store, manipulate and retrieve digital content	* To understand that stop-frame animations involve physical characters, settings and props * To work collaboratively in a group to achieve a common goal	* The children create the backgrounds and characters for their animation
iFilm	* use technology purposefully to create, organise, store, manipulate and retrieve digital content	* To create a stop-frame animation	* The children use a storyboard and script to support the creation of a stop frame animation

PE	<p><b><u>Net and Wall Games</u></b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.</li> </ul>										
RE	<p><b><u>To the Ends of the Earth</u></b></p> <table border="1" data-bbox="472 544 1904 1394"> <tr> <td data-bbox="472 544 680 719">1. The Ascension</td> <td data-bbox="680 544 1904 719"> <ol style="list-style-type: none"> <li>Explore how the apostles might have felt when they saw the resurrected Jesus</li> <li>Retell the story of the Ascension</li> </ol> </td> </tr> <tr> <td data-bbox="472 719 680 874">2. Pentecost</td> <td data-bbox="680 719 1904 874"> <ol style="list-style-type: none"> <li>Retell the story of Pentecost</li> <li>Understand the sequence of events from the Resurrection to Pentecost</li> </ol> </td> </tr> <tr> <td data-bbox="472 874 680 1082">3. The Acts of the Apostles</td> <td data-bbox="680 874 1904 1082"> <ol style="list-style-type: none"> <li>Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</li> <li>Understand what Peter and the apostles were doing after Pentecost.</li> </ol> </td> </tr> <tr> <td data-bbox="472 1082 680 1236">4. St Paul</td> <td data-bbox="680 1082 1904 1236"> <ol style="list-style-type: none"> <li>Retell the story of the Conversion of Saul (Acts 9:1-19).</li> <li>Say what you wonder about the story of Saul</li> </ol> </td> </tr> <tr> <td data-bbox="472 1236 680 1394">5. The Holy Spirit</td> <td data-bbox="680 1236 1904 1394"> <ol style="list-style-type: none"> <li>Explore the role of the Holy Spirit in the life of a Christian</li> </ol> </td> </tr> </table>	1. The Ascension	<ol style="list-style-type: none"> <li>Explore how the apostles might have felt when they saw the resurrected Jesus</li> <li>Retell the story of the Ascension</li> </ol>	2. Pentecost	<ol style="list-style-type: none"> <li>Retell the story of Pentecost</li> <li>Understand the sequence of events from the Resurrection to Pentecost</li> </ol>	3. The Acts of the Apostles	<ol style="list-style-type: none"> <li>Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</li> <li>Understand what Peter and the apostles were doing after Pentecost.</li> </ol>	4. St Paul	<ol style="list-style-type: none"> <li>Retell the story of the Conversion of Saul (Acts 9:1-19).</li> <li>Say what you wonder about the story of Saul</li> </ol>	5. The Holy Spirit	<ol style="list-style-type: none"> <li>Explore the role of the Holy Spirit in the life of a Christian</li> </ol>
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	6. The Fruits of the Spirit	<ol style="list-style-type: none"> <li>1. Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal 5:22)</li> <li>2. Recall the fruits of the Holy Spirit</li> <li>3. Say what you wonder about the fruits of the Holy Spirit</li> </ol>	
	7. The Fruits of the Spirit (2)	<ol style="list-style-type: none"> <li>1. Understand what each fruit might look like in the life of a Christian</li> <li>2. Recall the fruits of the Holy Spirit</li> </ol>	
	8. An Open Heart	<ol style="list-style-type: none"> <li>1. Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray</li> <li>2. Explore what it means to open your heart to God</li> <li>3. Considering why many people pray and share stories of prayer from different religious communities.</li> </ol>	
	9. Saint Carlo Acutis	<ol style="list-style-type: none"> <li>1. Explore the life of St Carlo Acutis</li> <li>2. Make links between his life and the gifts of the Holy Spirit</li> <li>3. Ask questions about how St Carlo Acutis was an example of peacebuilding in the world</li> </ol>	
	10. Symbols of the Holy Spirit	<ol style="list-style-type: none"> <li>1. Share your personal response to different symbols of the Holy Spirit</li> <li>2. Make links with images studied in previous branches</li> </ol>	
	11. The Holy Spirit in my Life	<ol style="list-style-type: none"> <li>1. Consider how the fruits of the Holy Spirit could transform their own lives, and through them, help the lives of others in their family and wider community.</li> </ol>	

		12. St Catherine of Siena	<ul style="list-style-type: none"> <li>• Explore the life of St Catherine of Siena</li> <li>• Make links between her life and the gifts of the Holy Spirit</li> <li>• Ask questions about how St Catherine of Siena was an example of peacebuilding in the world</li> </ul>	
Spanish	<u>N/A</u>			
Music	<u>N/A</u>			
RSE	<p><b><u>Created to Live in the Community:</u></b></p> <p>In Unit 1 – Religious Understanding children will hear the story of The Good Samaritan and will be introduced to the concept of the Trinity – God as a three in one community of love – and think about what the Trinity means for them. This is a simple teaching that we will return to in more complexity in later years. These stories show children that God made us to be in loving relationships with one another.</p> <p>Unit 2 – Living in the Wider World helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.</p>			