



St Patrick's  
Catholic Voluntary Academy

## ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Lent 1 2019

TEACHER: Miss Lane Teaching Assistant: Miss Matto

YEAR GROUP: Year 2



St Patrick's  
Catholic Voluntary Academy

TOPIC TITLE: Heroes BOOK FOCUS: Malala's Magic Pencil By Malala Yousafzai

|                                   | WEEK 1  | WEEK 2  | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  |
|-----------------------------------|---|---|--|--|--|---|
| English Text Type                 | Recount   | Recount   | Recount  | Letters  | Letters  | Letters   |
| Reading Comprehension             | Malala's magic pencil   | Heroes (Harriet Tubman)   | Isn't it right we are all equal - Jennifer Byrne   | Malala's magic pencil  | Heroes (Rosa Parks)  | Isn't it right we are all equal - Jennifer Byrne  |
| Spelling, Punctuation and Grammar | Making nouns with suffixes  | Exclamations  | Conjunctions   | Present regressive tense   | Compound words   | Making adverbs -ly  |
| Maths                             | <p><b>Block 3 - Measurement Money</b></p> <p>Recognise and use symbols for pounds and pence, combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> | <p><b>Block 4 - Multiplication and Division</b></p> <p>Recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals sign.</p> | <p><b>Block 4 - Multiplication and Division</b></p> <p>Recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals sign</p> | <p><b>Block 4 - Multiplication and Division</b></p> <p>Recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals sign</p> | <p><b>Block 4 - Multiplication and Division</b></p> <p>Recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals sign</p> | <p><b>Block 4 - Multiplication and Division</b></p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> |



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| <b>Science</b><br>Animals<br>including<br>Humans | <u>National Curriculum Objective</u><br>Notice that animals, including humans have offspring which grow into adults.<br>Identifying and classifying.   | <u>National Curriculum Objective</u><br>Notice that animals, including humans have offspring which grow into adults.<br>Perform simple tests.   | <u>National Curriculum Objective</u><br>Find out about and describe the basic needs of animals including humans for survival.<br>Ask simple questions and recognise that they can be answered in different ways. | <u>National Curriculum Objective</u><br>Describe the importance for humans of eating the right amounts of different types of food.<br>Using observations and ideas to suggest answers to questions.  | <u>National Curriculum Objective</u><br>Describe the importance of exercise.<br>Gather and record data to help in answering questions.  | <u>National Curriculum Objective</u><br>Describe the importance of hygiene.<br>Observe closely using simple equipment.   |
|  | <u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know the basic stages in a life cycle for animals, (including humans).</li> <li>Know that mammals give birth to live young and other groups lay eggs.</li> <li>Know that animals reproduce.</li> <li>Know that animals, including humans, have young animals that look like them.</li> <li>Classify or group things according to a given criteria.</li> </ul> | <u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know that animals, including humans, have young animals that look like them.</li> <li>Know that babies will grow into adults</li> <li>Know the basic stages in a life cycle for animals, (including humans).</li> <li>Use equipment to make observations.</li> <li>Know how to set up a fair test.</li> <li>Draw conclusions from fair tests and explain what has been found out.</li> </ul> | <u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Ask questions.</li> </ul>   | <u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know why exercise, a balanced diet and good hygiene are important for humans.</li> <li>Know what makes a balanced diet.</li> <li>Know the main food groups.</li> <li>Classify or group things according to a given criteria.</li> </ul> | <u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know why exercise, a balanced diet and good hygiene are important for humans.</li> <li>Know the impact exercise has on the body.</li> <li>Know some ways to exercise safely.</li> <li>Use measures to help find out more about the investigations undertaken.</li> </ul> | <u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know why exercise, a balanced diet and good hygiene are important for humans.</li> <li>Know what good hygiene is.</li> <li>Know that frequency of hygiene is important.</li> <li>Use equipment to make observations.</li> </ul> |



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|---|---|---|--|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>Use measures to help find out more about the investigations undertaken.</li> </ul>   |  |   |   |   |
|   | <p><b>Activity</b><br/>Life cycles, animals and their young.</p>  | <p><b>Activity</b><br/>Identify and name the stages in the human timeline.<br/>Do older children run faster test.</p>   | <p><b>Activity</b><br/>Know the basic needs of animals including humans.</p>   | <p><b>Activity</b><br/>Explore food groups and know what makes a healthy diet.</p>  | <p><b>Activity</b><br/>Know why humans need to exercise and the effect it has on the body.</p>  | <p><b>Activity</b><br/>Know how and why I should keep myself clean.</p>   |
| <p><b>History</b><br/>Heroic People</p> | <p><b>National Curriculum Objective</b><br/>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> | <p><b>National Curriculum Objective</b><br/>Study 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> | <p><b>National Curriculum Objective</b><br/>Study 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> | <p><b>National Curriculum Objective</b><br/>Study 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> | <p><b>National Curriculum Objective</b><br/>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p> | <p><b>National Curriculum Objective</b><br/>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p> |



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|  | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know why people acted the way they did to bring about change.</li> <li>Know that in certain periods in history that not everyone was treated fairly because of their race or gender.</li> <li><b>Understand</b> why some people in the past did things.</li> <li><b>Ask and answer</b> historical questions about people, periods and events.</li> <li>Use a range of sources.</li> <li>Use a range of sources to find out information about the past.</li> <li><b>Use</b> information to <b>describe</b> differences between then and now.</li> <li>Use simple historical vocabulary e.g. recently, before, after, now, later, past, present.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous.</li> <li>Know that some key people fought for equality,</li> <li>Know that one person can lead others to make a change to attitudes in society.</li> <li>Know that the actions of people in the past impacted on people today.</li> <li>Know that Martin Luther king and Rosa Parks worked to change attitudes about equality towards people of different races.</li> <li><b>Ask and answer</b> historical questions about people, periods and events.</li> <li>Uses evidence to explain reasons why people in past acted as they did.</li> <li>Understand why some people in the past did things.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous.</li> <li>Know that some key people fought for equality,</li> <li>Know that one person can lead others to make a change to attitudes in society.</li> <li>Know that the actions of people in the past impacted on people today.</li> <li>Know that Martin Luther king and Rosa Parks worked to change attitudes about equality towards people of different races.</li> <li>Identify similarities and differences between periods.</li> <li>Understand why some people in the past did things.</li> <li>Present information including historical facts and historical vocabulary.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous.</li> <li>Know why people acted the way they did to bring about change.</li> <li>Know that in certain periods in history that not everyone was treated fairly because of their race or gender.</li> <li>Know that some key people fought for equality,</li> <li>Know that one person can lead others to make a change to attitudes in society.</li> <li>Know that the actions of people in the past impacted on people today.</li> <li>Know that Emily Pankhurst worked to change attitudes about equality towards women.</li> <li><b>Understand</b> why some people in the past did things.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Order 3 or more people or events using a given scale.</li> <li>Use simple historical vocabulary e.g. recently, before, after, now, later, past, present.</li> <li>Identify similarities and differences between periods.</li> <li><b>Ask and answer</b> historical questions about people, periods and events.</li> <li>Present information including historical facts and historical vocabulary.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous.</li> <li><b>Ask and answer</b> historical questions about people, periods and events.</li> <li>Present information including historical facts and historical vocabulary.</li> </ul> |



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|---|---|--|--|--|--|--|
|   |   | <ul style="list-style-type: none"> <li>Use a range of sources to find out information about the past.</li> </ul>   |  | <ul style="list-style-type: none"> <li>Identify similarities and differences between periods.</li> <li>Uses evidence to explain reasons why people in past acted as they did.</li> </ul>   |  |  |
|   | <p><b>Activity</b><br/>Intriguing Introduction<br/>Circles and squares<br/>Life prior to equality.</p>  | <p><b>Activity</b><br/>Know who Martin Luther King is and the impact he had on history.</p>  | <p><b>Activity</b><br/>Know who Rosa Parks is and the impact she had on history.</p>   | <p><b>Activity</b><br/>Know who Emily Pankhurst is and the impact she had on history.</p>  | <p><b>Activity</b><br/>Create a timeline for key events in history which shaped the fight for equality.</p>  | <p><b>Activity</b><br/>Decide who you think had the greatest impact on history and how could you be a future hero.</p>   |
| <p><b>Art</b><br/>Portraits of heroes</p> | <p><u>National Curriculum Objective</u><br/>Learn about the work of a range of artists and craft makers describing their differences and similarities making links to their own work.</p> | <p><u>National Curriculum Objective</u><br/>Use a range of materials to creatively design and make products.<br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form.</p> | <p><u>National Curriculum Objective</u><br/>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | <p><u>National Curriculum Objective</u><br/>Use a range of materials to creatively design and make products.<br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form.</p> | <p><u>National Curriculum Objective</u><br/>Use a range of materials to creatively design and make products.<br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form.</p> | <p><u>National Curriculum Objective</u><br/>Learn about the work of a range of artists and craft makers describing their differences and similarities making links to their own work<br/>Use a range of materials to creatively design and make products.<br/><br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form.</p> |





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|------------------------------|--|--|---|---|---|---|
| <b>Computing</b><br>E-Safety | Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content on the internet or other online technologies   | Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content on the internet or other online technologies | Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content on the internet or other online technologies  | Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content on the internet or other online technologies  | Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content on the internet or other online technologies  | Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content on the internet or other online technologies  |
|                              | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify unsafe behaviour online</li> <li>Behave respectfully and safely when using technology.</li> <li>Know that situations online that make them uncomfortable are not ok, just like in real life.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify unsafe behaviour online</li> <li>Behave respectfully and safely when using technology.</li> </ul>                       | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know who to talk to in school if they feel uncomfortable.</li> <li>Know who to speak to at home if they feel uncomfortable.</li> <li>Know how to report things that concern them.</li> <li>Know that situations online that make them uncomfortable are not ok, just like in real life.</li> <li>Identify unsafe behaviour online</li> <li>Behave respectfully and safely when using technology.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>know where to go for help if concerned.</li> <li>Know who to talk to in school if they feel uncomfortable.</li> <li>Know who to speak to at home if they feel uncomfortable.</li> <li>Know how to report things that concern them.</li> <li>Know that situations online that make them uncomfortable are not ok, just like in real life.</li> <li>Identify unsafe behaviour online</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>know where to go for help if concerned.</li> <li>Know who to talk to in school if they feel uncomfortable.</li> <li>Know who to speak to at home if they feel uncomfortable.</li> <li>Know how to report things that concern them.</li> <li>Know that situations online that make them uncomfortable are not ok, just like in real life.</li> <li>Identify unsafe behaviour online</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>know where to go for help if concerned.</li> <li>Know who to talk to in school if they feel uncomfortable.</li> <li>Know who to speak to at home if they feel uncomfortable.</li> <li>Know how to report things that concern them.</li> <li>Know that situations online that make them uncomfortable are not ok, just like in real life.</li> <li>Identify unsafe behaviour online</li> </ul> |





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|                  |  |   |   | <ul style="list-style-type: none"> <li>Behave respectfully and safely when using technology.</li> </ul>   | <ul style="list-style-type: none"> <li>Behave respectfully and safely when using technology.</li> </ul>   | <ul style="list-style-type: none"> <li>Behave respectfully and safely when using technology.</li> </ul>   |
|                  | <p><b>Activity</b></p> <p>Understand that the information I put online leaves a digital footprint.</p>   | <p><b>Activity</b></p> <p>Recognise whether a website is appropriate for children.</p>  | <p><b>Activity</b></p> <p>Identify kind and unkind behaviour online.</p>  | <p><b>Activity</b></p> <p>Know where to turn to I am concerned.</p>   | <p><b>Activity</b></p> <p>Apply my knowledge to real-life situations.</p>   | <p><b>Activity</b></p> <p>Create a guide for children to keep them safe online.</p>   |
| PE<br>Gymnastics | <p><b>National Curriculum Objective</b></p> <p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>  | <p><b>National Curriculum Objective</b></p> <p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>   | <p><b>National Curriculum Objective</b></p> <p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>   | <p><b>National Curriculum Objective</b></p> <p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>   | <p><b>National Curriculum Objective</b></p> <p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>   | <p><b>National Curriculum Objective</b></p> <p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>   |
|                  | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to plan a sequence of movements.</li> <li>Know how to keep myself and others safe whilst practising gymnastics.</li> <li>Know what a good sequence looks like.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to create different sequences following a set of rules.</li> <li>Know how to use a standing start and finishing position.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to plan a sequence of movements.</li> <li>Know how to use feedback to improve my performance.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to plan a sequence of movements.</li> <li>Know how to use feedback to improve my performance.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to plan a sequence of movements.</li> <li>Know how to use feedback to improve my performance.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to plan a sequence of movements.</li> <li>Know how to use feedback to improve my performance.</li> </ul> |





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|                             | <ul style="list-style-type: none"> <li>Perform different balances with control.</li> </ul>  | <ul style="list-style-type: none"> <li>Perform different rolls with control.</li> <li>Know how to keep myself and others safe whilst practising gymnastics.</li> </ul> | <ul style="list-style-type: none"> <li>Know how to create different sequences following a set of rules.</li> <li>Know how to keep myself and others safe whilst practising gymnastics.</li> <li>Perform different jumps with height and control.</li> </ul> | <ul style="list-style-type: none"> <li>Know how to create different sequences following a set of rules.</li> <li>Know how to keep myself and others safe whilst practising gymnastics.</li> <li>Know what a good sequence looks like.</li> <li>Know how to use a standing start and finishing position.</li> <li>Perform different balances with control.</li> </ul> | <ul style="list-style-type: none"> <li>Know how to create different sequences following a set of rules.</li> <li>Know how to keep myself and others safe whilst practising gymnastics.</li> <li>Know what a good sequence looks like.</li> <li>Know how to use a standing start and finishing position.</li> <li>Perform different balances with control.</li> </ul> | <ul style="list-style-type: none"> <li>Know how to create different sequences following a set of rules.</li> <li>Know how to keep myself and others safe whilst practising gymnastics.</li> <li>Know what a good sequence looks like.</li> <li>Know how to use a standing start and finishing position.</li> <li>Perform my own sequence of movements.</li> <li>Join two different skills together.</li> </ul> |
|                             | <p><b>Activity</b><br/>Move and balance with agility and coordination.</p>  | <p><b>Activity</b><br/>Roll with coordination and control.</p>   | <p><b>Activity</b><br/>Make long thin shapes with my body.</p>  | <p><b>Activity</b><br/>Take my weight on my hands and feet.</p>  | <p><b>Activity</b><br/>Take weight on my hands.</p>  | <p><b>Activity</b><br/>Perform and compete.</p>  |
| RE<br>Books<br>Thanksgiving | <p><b>Books</b><br/><b>Big question -</b><br/><i>Why do we need books?</i><br/><b>Explore</b><br/>Describe some of my favourite books</p> | <p><b>Learning focus 3</b><br/>Recognise and describe some of the actions and symbols used during the reading of the Gospel.</p>                                       | <p><b>Learning focus 5</b><br/>Recognise and describe some books used in church.</p>  | <p><b>Thanksgiving</b><br/><b>Big question -</b><br/><i>Why should we be grateful people?</i><br/><b>Explore - Talk about and describe a variety of ways to say thank you.</b></p>   | <p><b>Learning focus 2</b><br/>Recognise and describe the four parts of mass.</p>  | <p><b>Learning focus 4</b><br/>Talk about and describe the Eucharistic Prayer.</p>   |
|                             | <p><b>Activity</b><br/>Children to draw a picture of their favourite books and give</p>   | <p><b>Activity</b><br/>Children to use pictures and videos to describe the key</p>   | <p><b>Activity</b><br/>Children to sort through images of books and discuss which are</p>   | <p><b>Activity</b><br/>Children will role play different ways we can show thanks to one</p>  | <p><b>Activity</b><br/>Using role play, the children will freeze frame the 4 parts</p>   | <p><b>Activity</b><br/>Children to role play the Eucharistic prayer and</p>  |



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|                            | reasons why they have chosen this book.   | signs and symbols around the reading of the Gospel.  | used in church and which are used in school. Children will then complete a Venn diagram of these books.  | another.   | of mass and explain what each part represents.   | describe its meaning.  |
|                            | <b>Learning focus 1 and 2</b><br>Retell the feeding of the 5000 (Matthew 14:13 - 21)  | <b>Learning focus 4</b><br>Retell the story of Jesus' Baptism.   | <b>Learning focus 6</b><br>Reflect upon and describe the different parts of the Mass   | <b>Learning focus 1</b><br>Retell the story of the Last Supper.  | <b>Learning focus 3</b><br>Recognise and describe some responses during Mass.  | <b>Learning focus 5</b><br>Recognise and describe the signs, symbols and actions during Holy Communion.  |
|                            | <b>Activity</b><br>Children will complete scripture detectives and write a diary entry from the point of view of a disciple.  | <b>Activity</b><br>Children will complete scripture detectives and use images to retell the story of Jesus' baptism.   | <b>Activity</b><br>After attending mass children will discuss the different parts of mass and describe what happened.  | <b>Activity</b><br>Children will use scripture detectives to gain understanding of the story and retell the story through the eyes of a disciple.  | <b>Activity</b><br>Children will be split into 2 groups one with the priest's words and one with the response. The children have to find their partner to complete the response. | <b>Activity</b><br>Using pictures and videos children will recognise and describe the key signs and symbols of Holy Communion.                       |
| <b>PSHE<br/>Being Safe</b> | <b>Learning Objective</b><br>H11 - Identifying household products are hazards if not used properly.<br>H14, H15 - Recognising that they share a responsibility for keeping themselves and others safe.<br>L10 - Identifying people who work in the community and how to ask for help. | <b>Learning Objective</b><br>H12 - Exploring rules for and ways of keeping<br>H15 - Recognising that they share a responsibility for keeping themselves and others safe.<br>L2 - Understanding why rules are important in keeping us safe. | <b>Learning Objective</b><br>H12 - Exploring rules for and ways of keeping safe in a range of situations.<br>H16 - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.<br>L2 - Understanding why rules are important in keeping us safe. | <b>Learning Objective</b><br>H12 - Exploring rules for and ways of keeping safe in a range of situations.<br>H13 - Knowing who to go to if they are worried.<br>L2 - Understanding why rules are important in keeping us safe. | <b>Learning Objective</b><br>H13 - Knowing who to go to if they are worried.<br>L10 - Identifying people who work in the community and how to ask for help.                      | <b>Learning Objective</b><br>H16 - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy. |



St Patrick's  
Catholic Voluntary Academy

## ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Lent 1 2019

TEACHER: Miss Lane Teaching Assistant: Miss Matto

YEAR GROUP: Year 2



St Patrick's  
Catholic Voluntary Academy

TOPIC TITLE: Heroes BOOK FOCUS: Malala's Magic Pencil By Malala Yousafzai

|              | WEEK 1   | WEEK 2   | WEEK 3  | WEEK 4  | WEEK 5  | WEEK 6   |
|--------------|--|--|---|---|---|--|
|              | <p><b>Lesson:</b><br/><b>Warm Up-</b> Doggy Where's my bone?<br/><b>Skills Wheel</b><br/><br/>(H11, H14, H15, L10) Who has the job of keeping us safe?</p> | <p><b>Lesson:</b><br/><b>Warm Up-</b> Doggy Where's my bone?<br/><br/>(H12, H15, L2) Use the resources from <a href="http://think.direct.gov.uk/education/early-years-and-primary/teachers/lower-primary/lesson-ideas/">think.direct.gov.uk/education/early-years-and-primary/teachers/lower-primary/lesson-ideas/</a> to explore the themes:<br/>1. Know the Road.<br/>2. Stop, Look and Listen.<br/>3. Car Clever (In-Car Safety).</p> | <p><b>Lesson:</b><br/><b>Warm Up-</b> Doggy Where's my bone?<br/>(H12, H16, L2)<br/>Read: 'DigiDuck's Big Decision'.<br/><a href="http://www.childnet.com/resources/digiducks-big-decision">www.childnet.com/resources/digiducks-big-decision</a><br/>Use the questions at the end of the book to discuss the story with the children. Discuss why it might be a good idea to have a username when playing a game online.</p> | <p><b>Lesson:</b><br/><b>Warm Up-</b> Doggy Where's my bone?<br/>(H12, H13, L2) Watch clips identifying how to use computers safely.<br/><a href="http://www.thinkuknow.co.uk/5_7/teachersworld/">www.thinkuknow.co.uk/5_7/teachersworld/</a><br/>What have they learnt? Invent a character from a computer game. What is its name and what advice would it give to a child</p> | <p><b>Lesson:</b><br/><b>Warm Up-</b> Doggy Where's my bone?<br/>(H13, L10)<br/>Use the Childnet resources 'Smartie the Penguin' to explore how to ask for help when something online is upsetting or confusing.<br/><a href="http://www.childnet.com/resources/smartie-the-penguin">www.childnet.com/resources/smartie-the-penguin</a></p> | <p><b>Lesson:</b><br/><b>Skills Wheel</b><br/><br/>H16- Explain what is meant by the term 'privacy' or 'keeping something private.' What sorts of things might people keep private? For example: Phone number, passwords, diary, email address, body parts. (The NSPCC underwear rule PANTS)<br/><a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a><br/>In what different ways do people keep things private? When might we need to break privacy?<br/><b>Passport Question:</b> Rules matter because...</p> |
| <b>Music</b> | <u>National Curriculum Objective</u><br>Play tuned and untuned instruments musically.  | <u>National Curriculum Objective</u><br>Play tuned and untuned instruments musically.  | <u>National Curriculum Objective</u><br>Play tuned and untuned instruments musically.   | <u>National Curriculum Objective</u><br>Use their voices expressively and creatively by singing songs   | <u>National Curriculum Objective</u><br>Use their voices expressively and creatively by singing songs   | <u>National Curriculum Objective</u><br>Use their voices expressively and creatively by singing songs  |



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|               | WEEK 1  | WEEK 2  | WEEK 3  | WEEK 4  | WEEK 5  | WEEK 6  |
|---------------|---|---|---|---|---|---|
|               |   | Listen with concentration and understanding to a range of high-quality live and recorded music.   | Listen with concentration and understanding to a range of high-quality live and recorded music.                                   | and speaking chants and rhymes.<br><br>Play tuned and untuned instruments musically.<br><br>Listen with concentration and understanding to a range of high-quality live and recorded music. | and speaking chants and rhymes.<br><br>Play tuned and untuned instruments musically.<br><br>Listen with concentration and understanding to a range of high-quality live and recorded music. | and speaking chants and rhymes.<br><br>Play tuned and untuned instruments musically.<br><br>Listen with concentration and understanding to a range of high-quality live and recorded music. |
|               | <u>Skills and Knowledge</u><br>Attempt to play a samba rhythm. Look and discuss different types of performance.           | <u>Skills and Knowledge</u><br>Attempt to play a Rumba rhythm.  | <u>Skills and Knowledge</u><br>Attempt to play a Funk and Hip Hop rhythm.   | <u>Skills and Knowledge</u><br>Putting together a classroom band  | <u>Skills and Knowledge</u><br>Putting together a classroom band exploring which rhythm fits with each style  | <u>Skills and Knowledge</u><br>Putting together a classroom band  |
|               | <u>Activity</u><br>Attempt to play groove 1 using a backing track with a click track on it..                              | <u>Activity</u><br>Attempt to play groove 1 using a backing track with a click track on it.   | <u>Activity</u><br>Attempt to play a Funk and Hip Hop rhythm with a backing track.  | <u>Activity</u><br>Sing next to me with drums and teacher on ukulele  | <u>Activity</u><br>Sing mustang sally with drums and teacher on ukulele. Listen to the Original recording before attempting and after each attempt.   | <u>Activity</u><br>Students to practice the previous two pieces in preparation for a class performance and assessment   |
| <b>French</b> | <u>National Curriculum Objective</u><br>Explore the patterns and sounds of language through songs and rhymes and link the | <u>National Curriculum Objective</u><br>Speak in sentences using familiar vocabulary structures and basic language<br><b>Skills and Knowledge</b> | <u>National Curriculum Objective</u><br>Listen attentively to spoken language and show understanding by responding and joining in | <u>National Curriculum Objective</u><br>Read carefully and show understanding of words, phrases and simple writing<br><b>Skills and Knowledge</b>   | <u>National Curriculum Objective</u><br>Write phrases from memory and adapt these to create new sentences<br><b>Skills and Knowledge</b>  | <u>National Curriculum Objective</u><br>Appreciate stories, songs, poems and rhymes in the language<br><b>Skills and Knowledge</b>  |



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|                       | WEEK 1   | WEEK 2  | WEEK 3  | WEEK 4   | WEEK 5   | WEEK 6  |
|-----------------------|--|---|---|--|--|---|
|                       | spelling, sounds and meanings of words<br><u>Skills and Knowledge</u><br>Know at least five words for people in their families<br><u>Activity</u><br>Introduce a range of family words through various songs and games | Understand how simple French sentences are formed<br><u>Activity</u><br>Pupils speak in pairs exchanging information about who is in their family | <u>Skills and Knowledge</u><br>Pick out key language in sentences about family<br><u>Activity</u><br>Listening comprehension where pupils translate sentences about family into English | Know how to read for gist<br><u>Activity</u><br>Reading comprehension where pupils answer questions about someone's family including simple opinions | Understand how to use a written stimulus to write their own sentences<br><u>Activity</u><br>Pupils write simple sentences describing who's in their family with some including simple opinions | Understand how to write simple rhyming sentences<br><u>Activity</u><br>Pupils create sentences to form a rap about their families using a range of adjectives |
| <b>British Values</b> | <b>Mutual Respect and Tolerance of Different Faiths and Beliefs.</b><br>Link to history children will role play what life would be like where there is no respect or tolerance for others.                             | <b>Mutual Respect and Tolerance of Different Faiths and Beliefs.</b><br>Link to history, learning about those who fought for equality in society. | <b>Mutual Respect and Tolerance of Different Faiths and Beliefs.</b><br>Link to history, learning about those who fought for equality in society.                                       | <b>Mutual Respect and Tolerance of Different Faiths and Beliefs.</b><br>Link to history, learning about those who fought for equality in society.    | <b>Democracy</b><br>Children vote for who they think they had the biggest impact in history from those we have studied and why.  | <b>Mutual Respect and Tolerance of Different Faiths and Beliefs.</b><br>Children to showcase knowledge of those who fought for equality in history.           |
| <b>Special Events</b> | <u>Intriguing Introduction</u><br>Children to be grouped into circles and squares to understand inequality   |   |   |  |  | <u>Expert Ending</u><br>Historical Catwalk  |