





TOPIC TITLE: How Green is Our School? BOOK Someone Swallowed Stanley by Sarah Roberts

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
<b>Science</b> Living Things and their habitats.	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	
	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know vocabulary related to this to this topic</li> <li>Ask questions</li> </ul>	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know that food chains start with a producer which is always a plant.</li> <li>Know that smaller animals can be sources of food for larger animals.</li> <li>Know that humans can be part of the food chain.</li> <li>Know that food chains are a transfer of energy.</li> <li>Classify or group things</li> </ul>	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Ask questions.</li> <li>Know that food chains start with a producer which is always a plant.</li> <li>Know that smaller animals can be sources of food for larger animals.</li> <li>Know that humans can be part of the food chain.</li> <li>Know that food chains are a transfer of energy.</li> </ul>	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know that food chains start with a producer which is always a plant.</li> <li>Know that smaller animals can be sources of food for larger animals.</li> <li>Know that humans can be part of the food chain.</li> <li>Know that food chains are a transfer of energy.</li> </ul>	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know that food chains start with a producer which is always a plant.</li> <li>Know that smaller animals can be sources of food for larger animals.</li> <li>Know that humans can be part of the food chain.</li> <li>Know that food chains are a transfer of energy.</li> </ul>	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know that food chains start with a producer which is always a plant.</li> <li>Know that smaller animals can be sources of food for larger animals.</li> <li>Know that humans can be part of the food chain.</li> <li>Know that food chains are a transfer of energy.</li> </ul>	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know that food chains start with a producer which is always a plant.</li> <li>Know that smaller animals can be sources of food for larger animals.</li> <li>Know that humans can be part of the food chain.</li> <li>Know that food chains are a transfer of energy.</li> </ul>
	<u>Activity</u> Know and use vocabulary for this topic.	<u>Activity</u> Name the different types of eaters.	<u>Activity</u> Explore food chains.	<u>Activity</u> Create a food chain.	<u>Activity</u> Know where humans fit in a food chain.	<u>Activity</u> Knowledge dump.	<u>Activity</u> Knowledge dump.



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	<b>National Curriculum Objective</b>	<b>National Curriculum Objective</b>	<b>National Curriculum Objective</b>	<b>National Curriculum Objective</b>	<b>National Curriculum Objective</b>	<b>National Curriculum Objective</b>
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<b>Geography</b> A local Geography study	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know the locality of their homes and school in relation to each other and to the river.</li> <li>Observe and record the features around the school e.g. different types of plants and animals in the school ground compared to the road.</li> <li>Use simple compass directions and locational and directional language to follow a simple map around the village.</li> <li>Know how the village is in places polluted by humans.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know their route home from school.</li> <li>Locate their school on local aerial maps in relation to the river and other local landmarks.</li> <li>Use geographical language to describe the location of their school</li> <li>.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how the river is polluted in places by humans.</li> <li>Know the impact of this pollution and littering on wildlife.</li> <li>Make suggestions for the cause of the differences in the locality with regard to pollution and littering.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how the river is polluted in places by humans.</li> <li>Know the impact of this pollution and littering on wildlife.</li> <li>Make suggestions for the cause of the differences in the locality with regard to pollution and littering.</li> <li>Know that with increased population comes increased pollution/littering</li> <li>Express own views about your locality, people and environment using fact s and evidence which you have studied.</li> <li>Study pictures/videos of local area and ask geographical questions</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know ways in which humans in the school locality live in a 'green' way.</li> <li>Study pictures/videos of local area and ask geographical questions e.g. what makes it a 'green' place to live? What spoils the local area?</li> <li>Explain some of the advantages and disadvantages of living in a city or village.</li> <li>Know the impact of the tramline positive and negative on the locality.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Make suggestions for how to improve the 'green' status of the locality.</li> <li>Express own views about your locality, people and environment using fact s and evidence which you have studied.</li> </ul>









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

HALF TERM: Lent 2 2020

TEACHER: Miss Lane Teaching Assistant: Ms Matto

YEAR GROUP: Year 2



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	Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.
	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to throw a ball consistently</li> <li>Know how to catch a ball consistently.</li> <li>Know and follow some basic rules.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to throw a ball consistently with a partner</li> <li>Know how to catch a ball consistently with a partner.</li> <li>Know and follow some basic rules.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to bowl accurately</li> <li>Hit a target when bowling</li> <li>Catch a ball as a fielder.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know what wickets are used for in cricket.</li> <li>Know how to bowl accurately.</li> <li>Know how to aim and hit a target when bowling. .</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to grip a cricket bat.</li> <li>Know how to find the best space.</li> <li>Be aware of surroundings when balancing.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to hit a ball in a game.</li> <li>Know how to find the best space in a game.</li> <li>Know a tactic that can be used in a game.</li> </ul>
	<p><b>Activity</b></p> <p>Begin to throw and catch</p>	<p><b>Activity</b></p> <p>Throw and catch in pairs.</p>	<p><b>Activity</b></p> <p>Direct aim when bowling.</p>	<p><b>Activity</b></p> <p>Knock down wickets by bowling accurately.</p>	<p><b>Activity</b></p> <p>Control a cricket bat.</p>	<p><b>Activity</b></p> <p>Compete in a small game.</p>
RE Thanksgiving Opportunities	<p><b>Thanksgiving</b></p> <p><b>Learning focus 3</b></p> <p>Recognise and describe some responses during Mass.</p>	<p><b>Learning focus 5</b></p> <p>Recognise and describe the signs, symbols and actions during Holy Communion.</p>	<p><b>Learning focus 2</b></p> <p>Recognise and describe the four parts of mass. (assessment task)</p>	<p><b>Learning focus 1</b></p> <p>Recognise and describe what happens during Ash Wednesday</p>	<p><b>Learning focus 3</b></p> <p>Recognise and retell the story of Palm Sunday</p>	<p><b>Learning focus 5</b></p> <p>Recognise and retell the story of Good Friday</p>
	<p><b>Activity</b></p> <p>Children to discuss different response in mass.</p>	<p><b>Activity</b></p> <p>Children to use photos and videos to look at the key signs and symbols in Holy Communion.</p>	<p><b>Activity</b></p> <p>Children to use learning from whole topic to complete their assessment task.</p>	<p><b>Activity</b></p> <p>Using photos and videos children to explain what happens on Ash Wednesday</p>	<p><b>Activity</b></p> <p>Using scripture detectives to guide them children will retell the story in the eyes of a disciple.</p>	<p><b>Activity</b></p> <p>Using role play, children will retell the story of Good Friday.</p>
	<p><b>Learning focus 4</b></p> <p>Talk about and describe the Eucharistic Prayer.</p>	<p><b>Learning focus 6</b></p> <p>Recognise and describe how we can live out the mission</p>	<p><b>Opportunities</b></p> <p><i>Big question - How does each day offer opportunities for good?</i></p> <p><b>Explore</b></p> <p>Describe different opportunities to do good.</p>	<p><b>Learning focus 2</b></p> <p>Recognise and describe ways I can help people during Lent.</p>	<p><b>Learning focus 4</b></p> <p>Describe ways in which we as Christians serve and do things for other people in Lent.</p>	<p><b>Learning focus 6</b></p> <p>Recognise and retell the Resurrection Story</p>





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	<p><b>Activity</b></p> <p>Children to role play the Eucharistic prayer</p>	<p><b>Activity</b></p> <p>Children to watch life jacket - one day video to discuss how we each have a different mission.</p>	<p><b>Activity</b></p> <p>Children to role play different ways we can do good for others.</p>	<p><b>Activity</b></p> <p>Children to learn about the 3 pillars of Lent for Christians and different ways we can live these out.</p>	<p><b>Activity</b></p> <p>Linking to their learning of the 3 pillars of Lent children will pledge to help others.</p>	<p><b>Activity</b></p> <p>Children will write a newspaper report describing what happens on Easter Sunday.</p>
PHSE - Money Matters	<p><b>Learning Objectives</b></p> <p>L6 - Recognising what money looks like.</p> <p>L6 - Identifying how money is obtained.</p> <p>L6 - Understanding ways money can be used</p> <p>L7 - Understanding how to keep money safe and what influences choices.</p>	<p><b>Learning Objectives</b></p> <p>L6 - Recognising what money looks like.</p> <p>L6 - Identifying how money is obtained.</p> <p>L6 - Understanding ways money can be used</p> <p>L7 - Understanding how to keep money safe and what influences choices.</p>	<p><b>Learning Objectives</b></p> <p>L6 - Recognising what money looks like.</p> <p>L6 - Identifying how money is obtained.</p> <p>L6 - Understanding ways money can be used</p> <p>L7 - Understanding how to keep money safe and what influences choices.</p>	<p><b>Learning Objectives</b></p> <p>L6 - Recognising what money looks like.</p> <p>L6 - Identifying how money is obtained.</p> <p>L6 - Understanding ways money can be used</p> <p>L7 - Understanding how to keep money safe and what influences choices.</p>	<p><b>Learning Objectives</b></p> <p>L6 - Recognising what money looks like.</p> <p>L6 - Identifying how money is obtained.</p> <p>L6 - Understanding ways money can be used</p> <p>L7 - Understanding how to keep money safe and what influences choices.</p>	<p><b>Learning Objectives</b></p> <p>L6 - Recognising what money looks like.</p> <p>L6 - Identifying how money is obtained.</p> <p>L6 - Understanding ways money can be used</p> <p>L7 - Understanding how to keep money safe and what influences choices.</p>
	<p><b>Lesson: Skills Wheel</b> <b>Warm Up Game: Smile</b></p> <p>L6 - Discuss where money comes from</p>	<p><b>Lesson</b></p> <p>L6 - Look at different types of money</p> <p>L7 - Discuss how people pay for things if they don't have money</p>	<p><b>Lesson</b></p> <p>L7 - Discuss the meaning of Spend, Share and Save</p> <p>L6, L7 - Read Jack and the Beanstalk</p>	<p><b>Lesson</b></p> <p>L6 - Role play the difference between a want and a need.</p> <p>L7 - Using story of Jack and the Beanstalk draw pictures of where Jack could keep his money</p>	<p><b>Lesson</b></p> <p>L6, L7 - Look how money has changed over time.</p> <p>L6, L7 - Decide how we can save money</p>	<p><b>Lesson</b></p> <p>L6, L7 - Look at different jobs</p>





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Music Ukulele chords	<u>National Curriculum Objective</u> Play tuned and untuned instruments musically.	<u>National Curriculum Objective</u> Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.	<u>National Curriculum Objective</u> Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.	<u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.	<u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.	<u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.
	<u>Skills and Knowledge</u> Attempt to play a samba rhythm. Look and discuss different types of performance.	<u>Skills and Knowledge</u> Attempt to play a Rumba rhythm.	<u>Skills and Knowledge</u> Attempt to play a Funk and Hip Hop rhythm.	<u>Skills and Knowledge</u> Putting together a classroom band	<u>Skills and Knowledge</u> Putting together a classroom band exploring which rhythm fits with each style	<u>Skills and Knowledge</u> Putting together a classroom band
	<u>Activity</u> Attempt to play groove 1 using a backing track with a click track on it.	<u>Activity</u> Attempt to play groove 1 using a backing track with a click track on it.	<u>Activity</u> Attempt to play a Funk and Hip Hop rhythm with a backing track.	<u>Activity</u> Sing next to me with drums and teacher on ukulele	<u>Activity</u> Sing mustang sally with drums and teacher on ukulele. Listen to the Original recording before attempting and after each attempt.	<u>Activity</u> Students to practice the previous two pieces in preparation for a class performance and assessment
French	<u>National Curriculum Objective</u> Explore the patterns and sounds of language through songs and rhymes and link the sound, spelling and meaning of words	<u>National Curriculum Objective</u> Listen attentively and show understanding by responding and joining in	<u>National Curriculum Objective</u> Speak in sentences using familiar vocabulary, phrases and basic language structures	<u>National Curriculum Objective</u> Read carefully and show understanding of words, phrases and simple writing	<u>National Curriculum Objective</u> Write phrases from memory and adapt these to create new sentences	<u>National Curriculum Objective</u> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases



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	<p><b>Skills and Knowledge</b> Know numbers 1-20</p>	<p><b>Skills and Knowledge</b> Know numbers 20-31 and link these with people's ages</p>	<p><b>Skills and Knowledge</b> Link numbers with months Know the months of the year</p>	<p><b>Skills and Knowledge</b> Find key information from a written stimulus</p>	<p><b>Skills and Knowledge</b> Learn how to write simple French sentences using familiar vocabulary.</p>	<p><b>Skills and Knowledge</b> Learn how to pronounce a range of words/phrases</p>
	<p><b>Activity</b> Revise and consolidate numbers 1-20 using various songs and games</p>	<p><b>Activity</b> Listening comprehension where pupils work out people's ages in English based on a French stimulus</p>	<p><b>Activity</b> Learn/pronounce months of the year and pupils then say when their birthdays are</p>	<p><b>Activity</b> Reading comprehension where pupils read about someone and answer questions about them</p>	<p><b>Activity</b> Pupils write about themselves including their name, age and birthday. Some add an additional phrase expressing likes/dislikes</p>	<p><b>Activity</b> Pupils read about a celebrity and play team game testing accurate pronunciation. Pupils then translate some/all of this into English.</p>
<b>British Values</b>	<p><b>Democracy</b> Children will take part in a debate discussing whether our school is a 'green school'</p>	<p><b>Rule of Law</b> Link to Geography, children will discuss the current laws around environmental issues.</p>	<p><b>Rule of Law</b> Link to Geography looking at Greta Thunberg children will discuss whether it is right to break the law to try and spread a message</p>	<p><b>Individual Liberty</b> Link to Geography children will choose a way they think our school should change to become more 'green'</p>	<p><b>Democracy</b> Using what they have learnt, children will take part in another debate discussing whether our school is a 'green school'</p>	<p><b>Democracy</b> Children will have the opportunity to persuade the Mrs Lane why we should be a green school.</p>
<b>Special Events</b>	<p><b>Intriguing Introduction</b> Local walk</p>					<p><b>Expert Ending</b> A meeting with Mrs Lane - How can we make our school greener?</p>