



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 2 2020

TEACHER: Miss Lane Teaching Assistant: Ms Matto

YEAR GROUP: Year 2



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TOPIC TITLE: Pirates Ahoy! BOOK Captain Abdul's Pirate School by Colin McNaughton

<p>Science Investigation Skills</p>	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> Observe and asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions
	<p><u>Skills and Knowledge</u></p>	<p><u>Skills and Knowledge</u></p>	<p><u>Skills and Knowledge</u></p>	<p><u>Skills and Knowledge</u></p>	<p><u>Skills and Knowledge</u></p>	<p><u>Skills and Knowledge</u></p>	<p><u>Skills and Knowledge</u></p>	<p><u>Skills and Knowledge</u></p>



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<ul style="list-style-type: none"> • Ask questions. • Use equipment to make observations. • Know how to set up a fair test. • Draw conclusions from fair tests and explain what has been found out? • Classify or group things according to a given criteria. • Use measures to help find out more about the investigations undertaken. 	<ul style="list-style-type: none"> • Ask questions. • Know how to set up a fair test. 	<ul style="list-style-type: none"> • Draw conclusions from fair tests and explain what has been found out. • Use equipment to make observations • Use measures to help find out more about the investigations undertaken. • Classify or group things according to a given criteria. 	<ul style="list-style-type: none"> • Ask questions. • Know how to set up a fair test 	<ul style="list-style-type: none"> • Draw conclusions from fair tests and explain what has been found out. • Use equipment to make observations • Use measures to help find out more about the investigations undertaken. • Classify or group things according to a given criteria. 	<ul style="list-style-type: none"> • Ask questions. • Know how to set up a fair test 	<ul style="list-style-type: none"> • Draw conclusions from fair tests and explain what has been found out. • Use equipment to make observations • Use measures to help find out more about the investigations undertaken. • Classify or group things according to a given criteria. 	<ul style="list-style-type: none"> • Ask questions. • Use equipment to make observations. • Know how to set up a fair test. • Draw conclusions from fair tests and explain what has been found out? • Classify or group things according to a given criteria. • Use measures to help find out more about the investigations undertaken.
<p>Activity How to plan an investigation.</p>	<p>Activity Which materials make the best pirate ship? (Planning Investigation)</p>	<p>Activity Which materials make the best pirate ship? (Investigation and results)</p>	<p>Activity What's the best way to polish your treasure? (Planning Investigation)</p>	<p>Activity What's the best way to polish your treasure? (Investigation and results)</p>	<p>Activity What's the best material to make a loot bag from? (Planning Investigation)</p>	<p>Activity What's the best material to make a loot bag from? (Planning Investigation)</p>	<p>Activity What makes a good investigation?</p>



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	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>
	Name and locate the world's 7 continents and 5 oceans.	Name and locate the world's 7 continents and 5 oceans.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in
Geography Locational Knowledge	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Know the names of and locate the seven continents of the world. Use a map and globe to locate the 7 continents. Use geographical language. Study/ videos of differing localities and geographical questions. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Know and locate the five oceans of the world. Use a map and globe to locate the 5 oceans of the world. Use geographical language. Know the difference between a sea and an ocean. Know the oceans separate the continents of the world. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Identify physical features. Know that the maps of the world were first created by sailors/explorers who sailed the oceans and seas of the world. Know the features of a coastline first seen by sailors/explorers when they landed. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Identify physical features. Know that the maps of the world were first created by sailors/explorers who sailed the oceans and seas of the world. Know the other features seen by sailors/explorers when they explored deeper into the land. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Identify physical features. Know how physical features are represented in a key. Know how to use a key to locate physical features on a map. Use symbols in a key to locate features on a map. Use and construct basic symbols in a key. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Identify physical features. Know how to identify physical features on an aerial map. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Know that the maps of the world were first created by sailors/explorers who sailed the oceans and seas of the world. Study/ videos of differing localities and geographical questions. Use geographical questions. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Know that the maps of the world were first created by sailors/explorers who sailed the oceans and seas of the world. Study/ videos of differing localities and geographical questions. Use geographical questions Know the names of and locate the



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								<p>seven continents of the world.</p> <ul style="list-style-type: none"> Know and locate the five oceans of the world.
	<p>Activity Identify the 7 continents of the world on a map.</p>	<p>Activity Identify the world's 5 oceans and know the difference between an ocean and a sea</p>	<p>Activity Know the features of a coastline.</p>	<p>Activity Know other physical features</p>	<p>Activity Using a key to identify physical features on a map.</p>	<p>Activity Identifying physical features from aerial photos</p>	<p>Activity Compare a new and old map.</p>	<p>Activity Expert Ending</p>
Art/D&T	<p>National Curriculum Objective Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>National Curriculum Objective Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>National Curriculum Objective Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>National Curriculum Objective Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p>National Curriculum Objective Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>National Curriculum Objective Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>National Curriculum Objective Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>National Curriculum Objective Evaluate their ideas and products against design criteria</p>



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	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know where different fruits come from. Know that pirates were away from land for a long time so would need to preserve food. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know that some foods grow underground, above ground, on trees in bushes etc. Know that some food comes from animals. Know that food comes from plants or animals. Know that some food is farmed, grown elsewhere e.g. home, imported or caught. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know different ways to preserve food. Know that some methods of preserving are more appropriate than others. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know different ways to preserve food. Know that some methods of preserving are more appropriate than others. Know why it is important to wash hands before cooking. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know different ways to preserve food. Know that some methods of preserving are more appropriate than others. Know why it is important to wash hands before cooking. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Think of an idea and plan what to do next. Explain why they have chosen specific ingredients. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Weigh ingredients to use in a recipe. Describe the ingredients when making a dish. Know how to prepare simple dishes safely and hygienically, without using a heat source. Use techniques e.g. cutting, chopping, peeling and grating. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Explain what went well and no so well with their work.
	<p>Activity</p> <p>What did pirates used to eat? Research in a pirate's diet. Discussion around why they ate these foods.</p>	<p>Activity</p> <p>Where does our food come from?</p>	<p>Activity</p> <p>Research how pirates used to preserve their food.</p>	<p>Activity</p> <p>Preserve foods in a variety of ways and see which method is most effective.</p>	<p>Activity</p> <p>Decide which method of preserving was most effective.</p>	<p>Activity</p> <p>Design a menu for a pirate picnic</p>	<p>Activity</p> <p>Children to work in groups to each create an item for the pirate picnic.</p>	<p>Activity</p> <p>What went well? What can be improved?</p>



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Computing Scratch Jr	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>
	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs
	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>	<u>Skills and Knowledge</u>
	<ul style="list-style-type: none"> Understand that algorithms are used on digital devices, Know what an algorithm is. Follow an algorithm 	<ul style="list-style-type: none"> Predict what the outcome of a simple program will be Follow an algorithm. Write a simple program and test it. 	<ul style="list-style-type: none"> Predict what the outcome of a simple program will be Follow an algorithm. Write a simple program and test it. 	<ul style="list-style-type: none"> Understand that algorithms are used on digital devices, Know what an algorithm is. Follow an algorithm 	<ul style="list-style-type: none"> Understand that algorithms are used on digital devices, Know what decomposition is. Decompose a game to predict the 	<ul style="list-style-type: none"> Understand that algorithms are used on digital devices. Know what abstraction is. Know there are different levels of abstraction. 	<ul style="list-style-type: none"> Understand that algorithms are used on digital devices, Know what an algorithm is. Follow an algorithm 	<ul style="list-style-type: none"> Understand that algorithms are used on digital devices, Know what an algorithm is. Follow an algorithm



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	<ul style="list-style-type: none"> Understand that programs require precise instructions. 			<ul style="list-style-type: none"> Understand that programs require precise instructions. 	<ul style="list-style-type: none"> algorithms used to create it. Use decomposition to decompose a story into smaller parts. 		<ul style="list-style-type: none"> Understand that programs require precise instructions. Write a simple program and test it. 	<ul style="list-style-type: none"> Understand that programs require precise instructions. Write a simple program and test it.
	<p>Activity</p> <p>Children play an unplugged game where they have to follow instructions.</p>	<p>Activity</p> <p>Children learn that computers use algorithms to make predictions</p>	<p>Activity</p> <p>Children program a computer to interpret different drawings.</p>	<p>Activity</p> <p>Children tinker with lightbot.</p>	<p>Activity</p> <p>Children direct a robot through a maze on lightbot.</p>	<p>Activity</p> <p>By creating a simplified view of the school, children develop their understanding of abstraction</p>	<p>Activity</p> <p>Children develop their understanding of debugging.</p>	<p>Activity</p> <p>Children develop their understanding of debugging.</p>
	<p>National Curriculum Objective</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>National Curriculum Objective</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>National Curriculum Objective</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>National Curriculum Objective</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>National Curriculum Objective</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>National Curriculum Objective</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>National Curriculum Objective</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>National Curriculum Objective</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>
<p>PE Handball</p>	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know how to pass in a game. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know how to pass in a game. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know an attacking tactic to use in a game. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know a technique for shooting. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know an attacking tactic to use in a game. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know how to pass in a game. Pass to a teammate in a game. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know how to pass in a game. Pass to a teammate in a game. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know how to pass in a game. Pass to a teammate in a game.



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	<ul style="list-style-type: none"> Know how many steps are allowed. 	<ul style="list-style-type: none"> Demonstrate a one-handed overarm shot.. 	<ul style="list-style-type: none"> Know a defensive tactic to use in a game. Know how to pass in a game. Know how to find the best space Know how to close down an attacker's space. 	<ul style="list-style-type: none"> Know how many steps are allowed. Know the best areas to aim a shot. 	<ul style="list-style-type: none"> Know a defensive tactic to use in a game. Know how to pass in a game. Know how to find the best space 	<ul style="list-style-type: none"> Play in different positions on a handball court. 	<ul style="list-style-type: none"> Play in different positions on a handball court 	<ul style="list-style-type: none"> Play in different positions on a handball court
	<p>Activity Learn the rules of handball. Practise holding the ball for no more than 3 seconds and then passing.</p>	<p>Activity Passing in handball.</p>	<p>Activity Intercepting passes.</p>	<p>Activity Throwing accurately to score a goal.</p>	<p>Activity Finding a space when playing handball.</p>	<p>Activity Game of handball</p>	<p>Activity Game of handball</p>	<p>Activity Game of handball</p>
RE	<p><i>Rules</i> Big question</p>	<p>Learning Focus 2 Describe a time you made a wrong decision and how you made it right.</p>	<p>Learning focus 4 Describe a sorry prayer which could be used in school.</p>	<p>Learning focus 6 Recognise the rules that Jesus gave us and describe how we can live them out.</p>	<p><i>Treasure</i> Big question Explore Describe what your special places are and give reasons why.</p>	<p>Learning focus 2 Respond to scripture describing how it shows we should take care of God's world.</p>	<p>Learning 4 Respond to scripture, describe why water is so precious.</p>	<p>Learning focus 6 Give reasons why we should be thankful for God's world.</p>
	<p>Activity Children to learn the importance of rules and discuss rules in school that keep them</p>	<p>Activity Children to reflect upon their actions and explain how they have made situations right.</p>	<p>Activity Children to listen to the prayer said in reconciliation and link this to one they could.</p>	<p>Activity Children to explain how they can live out the rules that Jesus has given us.</p>	<p>Activity Children to bring in a photo of a place that is special to them and describe why they have</p>	<p>Activity Children to create a list of rules to protect God's planet.</p>	<p>Activity Children to learn about countries where water isn't available freely.</p>	<p>Activity Children to create a thank you card for God's world.</p>



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	safe.				chosen this place.			
	Learning Focus 1 Respond to scripture, describe how this effects the way Christians live.	Learning focus 3 Describe how we can forgive others and begin to give reasons why.	Learning focus 5 Describe what happens at reconciliation.	Respond Activity	Learning focus 1 Describe how Christians try to treasure God's world.	Learning focus 3 Describe how as a school community we can take care of God's world. Begin to give reasons for this.	Learning focus 5 Recognise ways we look after God's world and describe a prayer we can say in school.	Respond Activity
	Activity Children to read the Beatitudes and describe the rules it gives us.	Activity Children to discuss forgiveness and why we should forgive.	Activity Using role play children will act out what happens in reconciliation.	Activity Children to reflect on what they have learnt to show understanding of this topic.	Activity Linked to the creation story, children to explain the gifts that God has given us.	Activity Children to describe how in school we look after God's world.	Activity Children to work in groups to create a prayer.	Activity Children to reflect on what they have learnt to show understanding of this topic.
PHSE - Growing up	Learning Objectives H8 - The process of growing from young to old. H9 - Exploring growing and changing and becoming independent. R8 - Identifying similarities and difference.	Learning Objectives H10 - The correct names for the main parts of the body (including external genitalia). R8 - Identifying similarities and difference. L8 - That everybody is unique.	Learning Objectives H8 - The process of growing from young to old. H9 - Exploring growing and changing and becoming independent. R8 - Identifying similarities and difference.	Learning Objectives H13 - Identifying strategies and where to go for help. H16 - About privacy in different contexts. H16 - About respecting the needs of ourselves and other people.	Learning Objectives H13 - Identifying people who they can ask for help and think about how they might do that. H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets. R10 - What physical contact is acceptable.	Learning Objectives H13 - Identifying people who they can ask for help and think about how they might do that. H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets. H16 - About privacy in different contexts.	Learning Objectives H8 - The process of growing from young to old. H9 - Exploring growing and changing and becoming independent. R8 - Identifying similarities and difference.	Learning Objectives R8 - Identifying similarities and difference. L8 - That everybody is unique.
	Lesson H8, H9, R8 - Read Mister Seahorse. Discuss how animals and humans care for their babies.	Lesson H10, R8, L8 - Discuss differences between boys and girls. Tackle stereotypes H10, R8, L8, - Name different body parts.	Lesson H8, H9, R8 - Read Once There Were Giants H8, H9, R8 - Children	Lesson H13, H16 - Introduce The Pantosaurus Song from NSPCC. Discuss who to talk to if you feel worried.	Lesson H13, H15, R3, R10 - Read the book counting kisses. Draw a picture of receiving good hugs	Lesson H13, H15, H16, R3 - Talk about the difference between a secret and surprise.	Lesson H8, H9, R8 - Brainstorm skills we develop as we grow up	Lesson R8, L8 - Design your ideal birthday cake and share it with the class.



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			bring in a share a picture of them when they were a baby.					
Music								
French								
British Values	Rule of Law Link to RE, children to learn about the importance of rules	Rule of Law Link to RE children to learn about conscience	Rule of Law Link to RE children to learn how to correct mistakes.	Rule of Law Link to RE, children to learn how the rules Jesus gave fit in with	Individual Liberty Link to PHSE, children to learn about choices they have.	Democracy Children to vote for their choice of end of the year treat.	Rule of Law Children to work together to prepare expert ending	Rule of Law Children to work together to prepare expert ending



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		and that actions can have consequences		the laws we have in society.				
Special Events	Intriguing Introduction Pirate Day - Travel around the continent using a pirate's map.							Expert Ending Sail around the world with us. Pirate picnic