



### Impact

#### By the end of this unit, children will...

*"If one member suffers, all suffer together; if one member is honoured all rejoice together." 1 Corinthians 12:26*

During this unit, children will investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. They will compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes. As part of their learning, the children will discuss the differences in opportunities for the rich and poor as they begin to explore social equality.

### Intent

It is our vision that the children of St. Mary's become advocates of solidarity and love for each other. Throughout this unit, they will discover how holidays have changed over history and how technological advances have improved our experiences. They will explore how life is different for each of us and begin to discuss how we can make the world a fairer place to live in.

### Building the Kingdom

#### Are all of God's children treated equally?

#### Further questions to explore:

- Why did only the rich go on holiday?
- Was life easier or harder in the past?

#### Catholic Life Pledge:

Sponsored golden mile for an international school in Tanzania.

### Catholic Social Teaching

#### **Thinking of everyone (Solidarity) & Putting people in most need first (Preferential option for the poor)**

We must recognise others as our brothers and sisters and actively work for their good whilst remembering to put the needs of the poor and vulnerable first.

*"What you tell me, I forget. What you show me, I remember. What you let me do, I understand."*  
Confucius (551 – 479BC), Chinese philosopher.



### Core Subjects

#### English

During this term, pupils will write:

Main Text: Journey and the Lighthouse Keeper's lunch

- Fiction – setting description, character description, diary, re-tell
- Non-fiction – Non-chronological report
- **Spelling:** The /ɔ/ sound spelt after w, The /ɜ/ sound spelt or after w, The suffixes -ment and -ness, The suffixes -ful and -less and -ly, Contracted words using an apostrophe, Homophones, Words ending in -tion, The /dʒ/ sound spelt as ge and dge at the end of words and sometimes spelt as g elsewhere in words before e, i and y.

**Skills focus:** use commas in a list, use the progressive form of the verb, use apostrophes for singular possession.

#### Maths

Geometry – Properties of shape:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Measurement – Time

- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Measurement – Length and height

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =

Geometry – Position and direction

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

### Foundation Subjects

#### History / Geography

**Seaside Holidays**

Year 2 will investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. Pupils will compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes.

**Historical Enquiry** – Infer information using photographs from the past.

**Historical Understanding** – Explain why changes in society made seaside holidays popular, rich and poor people were different in the past and how seaside holidays became popular in Victorian times.

**Chronological Understanding** - Order photos from different eras chronologically and identify features from a seaside holiday in the past.

#### Art / Design technology

Cooking and Nutrition – Seaside Snacks

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- Evaluate their ideas and products against design criteria.
- Use the basic principles of a healthy and varied diet to prepare dishes.

#### Music

#### Computing

**Making Music and Presenting Ideas**

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.



### Core Subjects

#### Science

##### Living in habitats:

Exploring first the difference between living and non-living things, pupils will then find out about habitats in familiar local areas, such as woodlands or ponds, before looking further afield from the seaside to the Sahara! Pupils will learn: To be able to identify things that are living, things that are dead and things that have never been alive, to understand that living things need to live in suitable habitats, to explore the plants and animals that live in seaside habitats, to be able to explore plants and animals in an unfamiliar habitat, to be able to explore and describe a micro-habitat and to explore food chains in a habitat.

##### Growing Plants

Pupils will understand what plants need in order to grow, thrive and survive. They will explore the life cycles of various plants that grow from seeds and bulbs and investigate how they change as they grow and develop. Pupils will learn: To understand that different seeds grow into different plants and to describe them, to understand that plants can be grown from bulbs, To be able to explain why and how seeds are dispersed, to plan, carry out and evaluate an investigation into the conditions that affect germination and to observe and describe how a plant changes as it matures.

#### Religious Education

##### Pentecost:

This unit is designed to develop the children's knowledge and understanding of the story of Pentecost and of the activity and presence of the Holy Spirit. The unit also focuses on the way Pentecost is celebrated in the Church and Confirmation being the Sacrament of the Holy Spirit.

##### Our Church:

This unit is designed to develop children's understanding of what it means to belong to God's Family. In the unit we focus on the role of the parish and people with special responsibilities. Children will also hear about the origins of the Church through the lives of the Apostles.

##### The Mass:

This unit is designed to develop children's understanding of the structure of the Mass and what is taking place. The focus will be on seeing Christ present when we gather, in the Word and in the Eucharist.

### Foundation Subjects

#### Physical Education

##### Athletics:

In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.

##### Striking and Fielding

In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.

#### French

Des legumes (vegetables)

#### RHSE/PHSE

##### Module 2

- Being safe
- Good secrets and bad secrets
- Physical contact
- Harmful substances
- Can you help me?

##### Module 3

- Thinking about God
- Three in one
- Who is my neighbour?
- Me and my community
- The communities we live in,

Friday 17th June – Careers Day