

Welcome one another as
Christ has welcomed you,
for the glory of God.
Romans 15:7

Impact

By the end of this unit children will...

Come to understand that a home is more than the materials that are used to build it, that it is a place of hope and sanctuary. Year two will learn about the human and physical geography about Somalia and compare this with the UK as they explore the book "The Colour of Home" in their English learning. As they explore their Big Question they will think more about who their neighbour is and how Jesus calls us, as neighbours to all people, to show mercy on those in need (Luke 10:36-37). We are called by Jesus to be open and to welcome the stranger (Matthew 25:35). As a Catholic community, living in modern Britain, we have the opportunity to help the most vulnerable in our society, to help and welcome those in need. Children will learn that home is more than just the bricks that have built it, it's a place full of love and happiness, a place of refuge. When that is taken from others we are called to help and protect others and children will explore what is within their abilities to help others and to change the life of their neighbour.

Intent

... it is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become "builders of a new humanity" (Pope Francis).

Through the delivery of this unit, it is our vision that children will come to understand their role in welcoming the stranger, just as Christ welcomes us. They will understand we are responsible for all people, wherever they may be in the world because it is our duty to ensure that people have their right to life, free from indignity and suffering.

Building the Kingdom

Big Question

What makes a home?

Further questions to explore:

Who is my neighbour?

Do I have a duty to everyone?

Catholic Social Teaching

Dignity of the human person – Each one of us is created in the image and likeness of God. We have failed to love if we have caused human suffering or if we have been indifferent to human suffering. In Luke 10:25-37, Jesus calls us to love our neighbour whoever they might be, this reflection calls us to serve and practise this.

What makes a home? Year 2: Knowledge and Skills

Core Subjects

English

Story with a familiar setting. *The Colour of Home* by Mary Hoffman

Children will be reading and exploring the story and the main character, a boy called Hassan who starts at a new school in England. As we engage with the text we will identify how the author creates empathy. Children will write from the perspective of the children in the school.

- Predict, infer and answer questions and summarise "The colour of home"
- Noun phrases
- Proper noun
- Punctuation including capital letters for a proper noun.
- Commas in a list

Poetry – Free verse *The magic box* by Kit Wright.

Children will be reflecting upon what makes their house a home and what they would pack to make somewhere feel like home.

- Write using stanzas to create rhythm.
- Adjectives
- Alliteration
- Repetition

Science

Living things and their habitats

Children will:

- explore and compare differences between things that are living, dead and never alive.
- identify that most living things live in habitats to which they are suited.
- describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (revisiting)
- identify and name a variety of plants and animals in their habitats, including micro-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.

Foundation Subjects

History and Geography

Geography

As children read through the story "The colour of home" they will learn about the country the main character came from, about the human and physical features and compare this with our homes in Birmingham.

- Compare a local City/town in England with a contrasting city in a different non-European country.
- Express own views about a place, people, environment, location.
- To use geographical language including the four compass points.
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Art and Design and Design Technology

Design Technology – designing and building a house

- State what products they are designing and making
- Assemble, join and combine materials and components
- Make simple judgments about their products and ideas against design criteria
- Know what materials products are made from
- Know how freestanding structures can be made stronger, stiffer and more stable

Art and Design – drawing

- draw as a way of recording experiences and feelings.
- Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.
- Sketch to make quick records of something.
- Work out ideas through drawing

Computing

Digital Photography

Children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

What makes a home? Year 2: Knowledge and Skills

Core Subjects

Maths

Fractions

- To recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- To recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Statistics

- To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Geometry: Position & Direction

- To use mathematical vocabulary to describe position, direction and movement.
- To distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise & anticlockwise).

Time

- To tell and write the time to five minutes and draw hands on a clock face to show these times.
- To compare and sequence intervals of time.

RE

Easter

This unit is designed to develop the children's knowledge and understanding of the stories of Easter from the New Testament and of the symbols the Church uses to celebrate the Season. Children will:

- Know a range of stories about the Resurrection and the Risen Jesus, the other characters involved and their reactions.
- Be able to identify the symbols used during the Easter Season and explain their significance.

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. Children will:

- Know the story of Pentecost and understand that the Holy Spirit was the promised gift of Jesus.
- Recognise the role of the Holy Spirit in the lives of Christians today.
- Recognise that Confirmation is a celebration of the gift of the Holy Spirit.

Foundation Subjects

P.E.

Hit, Catch, Run

- Work on a variety of ways to score runs in different hit, catch, run games.
- Work in teams to field.
- Begin to play the role of wicketkeeper or backstop.

OAA

- Use searching skills to find given things from clues and pictures.
- Work as a pair to navigate space.
- Use and explore unusual equipment to develop motor skills, co=ordination and problem solving.

Peacemakers

Peaceful Mind and Body

During Peacemakers sessions, children will be discussing:

- How to meditate and its benefits.
- VE Day celebrations.
- Peaceful bodies.
- Mental Health Awareness Week.