

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

During this topic, pupils will write a...

**Range of responses** to the Colour of Home by Mary Hoffman, such as diary entries, to revise their SPaG knowledge.

**SPaG focus:** adjectives; noun phrases; capital letters for proper nouns; conjunctions for co-ordination and subordination; commas in a list; verb tense forms; four sentence types.

**Spelling:** words where the digraph 'ey' makes an /ee/ sound; words where 'a' makes an /o/ sound; words where 'or' and 'ar' make an /er/ or /or/ sound; words where 'si' and 's' makes an /zh/ sound; words ending in '-ment' and '-ness'; words ending in '-ful' and '-less'.

In Guided Reading, pupils will be reading *The Dragon in the Library* by Louie Stowell, exploring the text through VIPERS (vocabulary, inference, prediction, explanation, retrieval, summaries and sequences).

### 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

#### Algorithms

Children will develop an understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Children will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

# 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  $\frac{1}{2}$ .

#### 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.

#### Send and Return

- Be able to track the path of a ball over a net and move towards it
- Begin to hit and return a ball with consistency
- Play net/wall games
- Throwing, catching and sending over a net

#### Indoor gymnastics

- Develop body management through a range of floor exercises
- Develop and use core strength
- Attempt to use rhythm while performing a sequence

### Peacemakers

#### Peaceful Mind and Body

During Peacemakers sessions, children will:

- Learn meditation strategies in order to gain a peaceful mind and body.
- Children to take part in a Yoga session
- Explore the Zones of Regulation strategies.
- Learn about good mental health

**World Fair Trade Day-** Children will explore where food comes from and understanding where the money goes when buying a Fair Trade product. Learn about the financial impact on people who work for Fair Trade.