



## TOPIC TITLE: Laudato Si

## ENTRY POINT

The entry point is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. The entry point will introduce the children to the letter/ encyclical. Talk and reflect on what struck us and what we want to find out and do about what we have learnt.

## HOME LEARNING

Year 2 children are expected to complete a short homework task each week in addition to regularly reading at home and practising their spellings. These tasks will be identified on a worksheet and explained clearly to the children each week.

## PARENT ENGAGEMENT

If you can, talk with your child about the things you do at home to help look after the wonderful world we live in.

If you have a particular passion or interest in environmentally friendly campaigns or programmes and if you would like to share these with us. If you have any comments or queries about your child's work, please get in touch.





**Our Lady's Catholic Primary School**

**TERM: AUTUMN**

**CLASS: PUFFIN**

**YEAR GROUP(S): 2**



| HISTORY   | GEOGRAPHY   | SCIENCE   | PSHE   | PE  |
|---|---|---|--|---|
| <p>Be able to use key words and phrases relating to the passing of time</p> <p>Be able to order events and objects into a sequence</p> <p>Be able to identify differences between their own lives and those of people who have lived in the past</p> <p>Be able to find out about aspects of the past from a range of sources of information.</p> | <p>Be able to discuss seasonal weather patterns</p> <p>Be use geographical terms</p> <p>Be able to follow directions and use a compass.</p> <p>Be able to make maps and plans of real places, using pictures and symbols</p> <p>Be able to conduct research about their topic.</p> <p>Be able to write simple directions for a journey.</p> <p>Be able to discuss why we use certain forms of transport using geographical language.</p>  | <p>Be able to pose simple scientific questions</p> <p>Be able to identify ways of finding out about scientific issues</p> <p>Be able, with help, to conduct simple investigations</p> <p>Use equipment, observe what happens, offer explanations, make comparisons and identify patterns</p> <p>Record and communicate their observations</p> | <p>New beginnings</p> <p>Behaviour for learning</p> <p>Safety Education</p> <p>Child Protection</p> <p>SAY NO!</p> <p>Drugs Education:</p> <p>Medicines, legal drugs, Illegal drugs, risk-taking, behaviour,</p> <p>Feeling safe, Anti-bullying, Road Safety</p> <p>Class THRIVE</p> | <p>Be able to perform simple activities with control and coordination</p> <p>Be able to repeat and develop simple actions</p> <p>Be able to apply movements in sequence</p> |
| DESIGN AND TECHNOLOGY   | ART AND DESIGN  | LANGUAGES   | INTERNATIONAL, NATIONAL, LOCAL COMMUNITY LINKS   | TRIPS   |
| <p>Be able to plan what they are going to make</p> <p>Be able to describe their plans in pictures and words</p> <p>Be able to use simple tools and materials to make products</p> <p>Be able to comment on their own plans and products and suggest areas of improvement</p>  | <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and aking links to their own work</p> | <p>French</p>   | <p>Be able to respect one another's individuality and independence</p> <p>Be able to work with each other where appropriate</p>  | <p>St Marys Church Barnstaple – Experience Pentecost</p> <p>Exmoor Zoo - looking after God's creatures \ science</p>  |



## LEARNING ACROSS THE CURRICULUM (BASIC SKILLS THAT NEED RIGOROUS AND SYSTEMATIC REAPPLICATION)

| ENGLISH  | MATHS  | E-SAFETY   | COMPUTING   |
|--|--|--|---|
| <p>See English medium term plan<br/>See writing in contexts below</p> <p><b>Key Skills:</b></p> <p>Be able to read fluently<br/>Be able to listen and respond critically to texts of all kinds in order to access ideas and information<br/>Be able to talk clearly and confidently about thoughts, opinions and ideas<br/>Be able to listen carefully to others<br/>Be able to write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes<br/>Be able to communicate my ideas<br/>Be able to analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect</p> | <p>See Maths medium term plan<br/>Be able to use logical reasoning to find a toy/sequence objects<br/>Be able to use dates/time<br/>Be able to problem solve (fitting toys in/solving jigsaws)<br/>Links to science:<br/>Be able to record scientific data<br/>Links to DT:<br/>Be able to measure accurately</p> <p><b>Key Skills:</b></p> <p>Be able to use numbers and measurements to support both accurate calculation and an understanding of scale<br/>Be able to interpret mathematical data<br/>Be able to use mathematics to justify and support decisions<br/>communicating using mathematical language, symbols and diagrams<br/>Be able to represent and model situations using mathematics</p> | <p>See long term planning grid</p> <p>Be able to use technology safely and respectfully, keeping personal information private<br/>Know where to go for help and support when concerns about content or contact on the internet or other online technologies arise.</p> | <p>See long term planning grid</p> <p>Know about some of the applications of computing in everyday life<br/>Be able to use computers to present information<br/>Be able to enter, save, retrieve and revise information</p> |



# WRITING IN CONTEXT

Finding out and writing about the world

Fact files/descriptions about the world's resources

Similarities/differences writing

Creating a postcard/poster

Questions to answer

Placing materials in a venn diagram/table/quiz

Writing about data

Reviewing/evaluating work

Making lists and mind maps

Writing instructions about how to play a game/care for a toy

Rules for a game/toy

Creating word banks

Linking text to a picture

Labels and captions

Timelines

Links to eco-friendly scheme

