
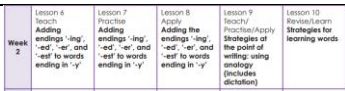
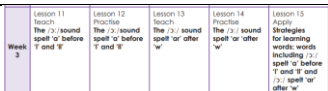
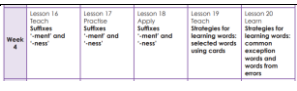




Sandal Primary School Medium Term Planning and Weekly Overview

<p>Year Group: Year 2</p> <p>Theme: Survival of the fittest</p> <p>Term: Summer 2</p>	British Value: Democracy		Root of Learning: Looking Back		<p>Outdoor Learning Opportunities:</p> <p>Position and Direction</p> <div> <p>Geometry – position and direction</p> </div> <div> <p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 anti-clockwise). </div> <div> <p>Notes and guidance (non-statutory)</p> <p>Pupils should work with patterns of shapes, including those in different orientations.</p> <p>Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).</p> </div> <p>Plants</p> <p>Common trees and plants</p>		
Week	1	2	3	4	5	6	
<p>English</p> <p>Text type:</p>  <p>Meerkat Mail - Emily Gravett</p> <p>Further Text/ Whole class reader:</p> <p>The Butterfly Lion</p> <p>Michael Morpurgo</p>	<p><u>Short burst writing – Consolidation of Year 2 key skills</u></p> <p>Hook in to Meerkat Mail - find a builder tray of sand, a fan, bucket and spade with the letter from first part of book.</p> <p>Shared write - recount of what has been found</p> <p>Paired write - more information</p> <p>Independent - what would your perfect place be?</p> <p>Setting description of Kalahari desert</p>	<p><u>Short burst writing – Consolidation of Year 2 key skills</u></p> <p>Recount of book - retell (past tense)</p> <p>Non - chronological report about meerkat (present tense)</p>	<p><u>Short burst writing – Consolidation of Year 2 key skills</u></p> <p>Meerkat rules - conjunctions to explain the rules?</p> <p>Postcards - first person</p>	<p><u>Modelled and Guided writing</u></p> <p>Meerkat mail – their own place research and create book page and advert</p>	<p><u>Phase 3 – Writing like a reader (GPS)</u></p> <p><u>Modelled and Guided Poetry writing</u></p> <p>Link to poetry work in VIPERS</p> <p><u>Visual - Diamantes</u></p> <p>Children write their own linking to a chosen 'noun' / subject</p> <p><u>Structures - Acrostic</u></p> <p>Children write their own acrostic poem linked to their topic.</p>	<p><u>Hot Write – Poetry</u></p> <p>Link to poetry work in VIPERS</p> <p><u>Visual - Diamantes</u></p> <p>Children write their own linking to a chosen 'noun' / subject</p> <p><u>Structures - Acrostic</u></p> <p>Children write their own acrostic poem linked to their topic.</p>	

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Speaking and Listening Opportunities	Class decision – perfect place Class assembly practice	Class assembly performance			Performance poetry	Performance poetry	
Spelling	Dictation Common exception word/ year 2 spelling rule focus	Dictation Common exception word/ year 2 spelling rule focus	Dictation Common exception word/ year 2 spelling rule focus				
Reading – VIPERS	Esio Trot – Fiction Comparison/ making links opportunities	Non- fiction Pixl texts (Left and Right, Castle Recount) Mixed Vipers Skills	Fiction – Butterfly Lion Prediction Prosody/ Vocabulary Retrieval Inference	Poetry Exploring poems online Visual - Diamantes Structures - Acrostic  Managing online information I can explain the difference between things that are imaginary, ‘mad up’ or ‘make believe’ and things that are ‘true’ or ‘real’.	Poetry Exploring poems online Visual - Diamantes Structures - Acrostic  Copyright and ownership I can describe why other people’s work belongs to them.	Opportunity to write and perform poetry Visual - Diamantes Children write their own linking to a chosen ‘noun’ / subject Structures - Acrostic Children write their own acrostic poem linked to their topic.	
Handwriting	Upper case letters	Lower case letters	Common exception words	Unit 27 Teaching software: Practising joining to and from the letter s: less	Unit 28 Teaching software: Practising joining from the letter e: est	Consolidation	
Maths Fluency Varied Fluency	Time Time to 5 minutes - Fluency	Length and Height Measure – Pre-learn Fluency	Revision	Mass, capacity and temperature Length and Height	Consolidation Purple mash, TT rock stars activities	Consolidation Purple mash, TT rock stars activities	




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<p>Reasoning</p> <p>Problem solving</p>	Reasoning and problem solving with time	Varied Fluency Reasoning Problem Solving	<u>Mass, capacity and temperature Length and Height</u>	Measure – Pre-learn Fluency Varied Fluency Reasoning Problem Solving			
<p>NC</p>	<p><u>White rose small steps:</u></p> <p>Step 1 O'clock and half past</p> <p>Step 2 Quarter past and quarter to</p> <p>Step 3 Tell time past the hour</p> <p>Step 4 Tell time to the hour</p> <p>Step 5 Tell the time to 5 minutes</p> <p>Step 6 Minutes in an hour</p> <p>Step 7 Hours in a day</p>	<p><u>White rose small steps:</u></p> <p>Step 1 Measure in centimetres</p> <p>Step 2 Measure in metres</p> <p>Step 3 Compare lengths and heights</p> <p>Step 4 Order lengths and heights</p> <p>Step 5 Four operations with lengths and heights</p>	Measure – Pre-learn Fluency Varied Fluency Reasoning Problem Solving	<p><u>White rose small steps:</u></p> <p>Step 1 Compare mass</p> <p>Step 2 Measure in grams</p> <p>Step 3 Measure in kilograms</p> <p>Step 4 Four operations with mass</p> <p>Step 5 Compare volume and capacity</p> <p>Step 6 Measure in millilitres</p> <p>Step 7 Measure in litres</p> <p>Step 8 Four operations with volume and capacity</p> <p>Step 9 Temperature</p>			
<p>Time</p> <ul style="list-style-type: none">- 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.							
<p>Measurement</p> <ul style="list-style-type: none">- 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 =							
<p>Arithmetic, Spiral Starters and LBH</p>	<p><u>Spiral starters</u></p> <p>Year 2 I can statements consolidation</p> <p><u>LBH</u></p> <p>2, 3, 5, 10 timetables</p>	<p><u>Spiral starters</u></p> <p>Year 2 I can statements consolidation</p> <p><u>LBH</u></p> <p>2, 3, 5, 10 timetables</p>	<p><u>Spiral starters</u></p> <p>Year 2 I can statements consolidation</p> <p><u>LBH</u></p> <p>2, 3, 5, 10 timetables</p>	<p><u>Spiral starters</u></p> <p>Year 2 I can statements consolidation</p> <p><u>LBH</u></p> <p>2, 3, 5, 10 timetables</p>	<p><u>Spiral starters</u></p> <p>Year 2 I can statements consolidation</p> <p><u>LBH</u></p> <p>2, 3, 5, 10 timetables</p>	<p><u>Spiral starters</u></p> <p>Year 2 I can statements consolidation</p> <p><u>LBH</u></p> <p>2, 3, 5, 10 timetables</p>	
<p>Science:</p> <p>Plants</p>	Lesson 6	<p><u>Knowledge Harvest</u></p> <p><u>Plants</u></p>	<p><u>Plants</u></p> <p><u>What is happening to our seeds?</u> Short science episodes where children make and record</p>	<p><u>Plants</u></p> <p><u>Do seeds and plants need soil?</u> Children will work in groups to draw conclusions about seeds' and plants' need for soil.</p>	<p><u>Plants</u></p> <p><u>Do plants need light?</u> Children investigate plants' need for light by setting up a comparative test.</p>	<p><u>Plants</u></p> <p><u>What do plants need to grow and be healthy?</u></p>	<p><u>Plants</u></p> <p><u>What's what?</u> Children will go on a plant walk to explore, identify and name</p>

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<ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> Ask scientific questions and use information to help answer them <div data-bbox="528 464 825 695">  <p>Hi I'm Polly the predicting and planning parrot!</p> </div> <p>L.O identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Activities;</p> <p>Introduction to other world habitats.</p> <p>Continue habitat in a box paired project using a variety of secondary sources including books, ipads and other secondary sources.</p> <div data-bbox="528 1591 839 1751">  <p>Managing Online Information</p> </div> <p>Managing online information I can use simple keywords in search engines. I can demonstrate how to navigate a simple</p>	<p>What can we plant seeds in? Children work in groups to plan a test to compare different growing media, write a simple investigative plan and set up a growing media test. *use one quick growing seed like mung bean/ radish, and a larger one such as runner bean, broad bean or pea)</p> <div data-bbox="854 646 1136 867">  <p>Hi I'm Polly the predicting and planning parrot!</p> </div> <div data-bbox="854 909 1136 1203">  <p>Hi I'm Flo the fair testing flamingo!</p> </div> <p>National Curriculum</p> <ul style="list-style-type: none"> To observe and describe how seeds and bulbs grow into mature plants <p>Scientific enquiry Carry out simple and comparative fair tests</p>	<p>observations of the investigation they set up last week.</p> <div data-bbox="1166 300 1507 552">  <p>Hi I'm Oscar the observing octopus!</p> </div> <p>National Curriculum</p> <ul style="list-style-type: none"> To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Scientific enquiry Observe change over time Gathering and recording data to help in answering questions</p>	<div data-bbox="1552 237 1863 489">  <p>Hi I'm Ellie the explaining and evaluating elephant!</p> </div> <p>National Curriculum</p> <ul style="list-style-type: none"> To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Scientific enquiry Carry out simple and comparative fair tests Gathering and recording data to help in answering questions</p>	<p>Extend this investigation to explore the need of plants for water.</p> <div data-bbox="1893 342 2190 562">  <p>Hi I'm Polly the predicting and planning parrot!</p> </div> <div data-bbox="1893 594 2190 898">  <p>Hi I'm Flo the fair testing flamingo!</p> </div> <p>National Curriculum</p> <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Scientific enquiry Carry out simple comparative and fair tests</p>	<p>Children summarise what they have learned from investigating the needs of mature/ established plants (e.g. grass)</p> <p>Online graph/table</p> <div data-bbox="2234 468 2502 657">  <p>Hi I'm Oscar the observing octopus!</p> </div> <div data-bbox="2234 699 2502 909">  <p>Hi I'm Ellie the explaining and evaluating elephant!</p> </div> <p>National Curriculum</p> <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Scientific enquiry Observe change over time Carry out simple and comparative fair tests</p>	<p>common plants in different habitats within the school grounds.</p> <div data-bbox="2531 342 2828 573">  <p>Hi I'm Isaac the identify and classifying iguana!</p> </div> <p>Children will plant a seed to nurture and look after at home - to help it grow, develop and change, and as a memory of their time in Year 2.</p> <p>Knowledge review</p>
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	<p>webpage to get to information I need (e.g home, forward, back buttons; links tabs and sections).</p> <p>Knowledge Review</p>						
Geography Kapow Why is our World Wonderful?	<p>Assessment - Why is our World Wonderful?</p>	<p>What are some of the uKs most amazing features and landmarks</p>	<p>Where are some of the World's most amazing places?</p>	<p>Where are our Oceans?</p>	<p>What is amazing about our local area?</p>	<p>Why are natural habitats special?</p>	<p>How can we look after natural habitats?</p>
History	<p>Skill 5 : Historical Enquiry</p> <p>(Ref - lesson 3 on drive) To find out how Florence Nightingale improved the conditions at the Scutari hospital.</p> <p>OR</p> <p>To find out about events in FN's later life.</p>	<p>Skill 6: Historical Interpretations</p> <p>To identify similarities and differences between medical care now and in Victorian times and how we feel this has improved things for us.</p>	<p>Skill 7 - Historical Knowledge:</p> <p>Non-Chronological Report</p> <p>To be able to summarise events in the life of Florence Nightingale.</p> <p>Purple Mash - Florence Nightingale quiz</p>				
Art- Sculpture Arko Japanese Straw Sculptor To develop a wide range of art and design techniques in using line, shape, form and space, in the context of making sculptures from natural materials 	<p>Skill 1</p> <p>To look at different uses for straw and how it can be used to a material to sculpt.</p>	<p>Skill 2</p> <p>To learn about the work of a range of artists, craft makers and designers, making links to their own work, in the context of learning about the sculptor Arko</p> <p>Watch clips and make observations of images from the Wara Art festival. Compare and contrast to works of art made by Arko.</p> <p>Both are Japanese look for similarities and differences.</p>	<p>Skill 2</p> <p>Look at patterns in Arko's art work.</p> <p>Experiment using straw to create replicate similar patterns, ie spirals, circles, rectangles</p>	<p>Skill3</p> <p>Develop pattern and shape imagery by enhancing using layering techniques to create depth and 3D visuals to shapes.</p>	<p>Skill 4</p> <p>Experiment ways to bind straw together using natural materials such as string, yarn, grasses. To hold the sculpture together.</p>	<p>Skill 5</p> <p>To use all the skills learnt to create/ finalise an abstract sculpture for the little girl in Wild when she returns to the forest.</p> <p>Evaluate is your sculpture wild?</p>	

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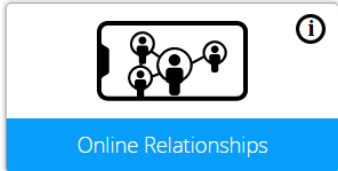


<p>Design Technology</p>	<p>LESSON 1 Evaluating Dips Explore and evaluate a range of existing products in the context of comparing different dips. To understand where foods comes from.</p> <ul style="list-style-type: none"> • I can evaluate different dips. • I can start to think about where different foods come from 	<p>LESSON 2 Exploring Dippers Explore a range of existing products in the context of comparing different dippers.</p> <ul style="list-style-type: none"> • I can explore different dippers and describe them. 	<p>LESSON 3 Food Groups Use the basic principles of a healthy and varied diet in the context of comparing different ingredients in dips and dippers.</p> <ul style="list-style-type: none"> • I can explain why I need to eat a balance and variety of food groups to stay healthy 	<p>LESSON 4 Modelling Dips and Dippers To select from and use a range of tools and equipment to perform practical tasks (for example, cutting) in the context of making a Dip and Dipper.</p> <ul style="list-style-type: none"> • I can make dips and dippers. <p>Guacamole Thousand Island Dip</p>	<p>LESSON 5 Designing a Dip Design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of designing a new dip. Generate, develop, model and communicate their ideas through talking and drawings.</p> <ul style="list-style-type: none"> • I can plan my own appealing dip and dipper and clearly show my ideas 	<p>LESSON 6 Making and Evaluating Use the principles of a healthy and varied diet to prepare dishes in the context of following a design to make a new dip and dipper and then evaluating it. Evaluate their ideas and products against design criteria.</p> <ul style="list-style-type: none"> • I can follow my plan to make my own dip and dipper. • I can evaluate my dip and dipper. 	
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P.E Athletics / Sports day prep – Class Teacher	Hands 2/ lesson 5 L.O The focus of the learning is for pupils to introduce overarm throwing, applying their understanding of overarm throwing to win a game. Sports day prep	Hands 2/ lesson 5 L.O The focus of the learning is for pupils to introduce overarm throwing, applying their understanding of overarm throwing to win a game. Sports day prep	Jumping 1 – Lesson 3 L.O The focus of the learning is to apply pupils' knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps. Sports day prep	Jumping 1 – Lesson 4 L.O The focus of the learning is to develop pupils' application of jumping. Pupils will explore jumping using different combinations, jumping for distance and speeds. Sports day prep	Jumping 1 – Lesson 5 L.O The focus of the learning is to develop pupils' application of linking jumps together. Pupils will develop jumping using different combinations, jumping for distance.	Jumping 1 – Lesson 6 L.O The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament. Pupils will apply their knowledge of jumping into competitions.	
	Cricket – White Rose						
Music Musical Me In this topic children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody	Lesson 1: Once a Man fell in a Well Children learn the song 'Once a Man Fell in the Well' and use untuned percussion instruments to play the pulse, and imitate specific words from the song before performing as a class Learning Objectives To sing and play an instrument at the same time National curriculum - Use their voices expressively and creatively by singing songs speaking chants and rhymes - Play tuned and untuned instruments musically - Experiment with, create, select and combine	Lesson 2: Dynamics and Timbre Children begin to understand that all instruments have their own unique 'timbre' and that composers use this and dynamics to show different emotions in their music, pupils then experiment by singing 'Once a Man Fell in the Well' in different ways Learning Objectives To choose and play appropriate dynamics and timbres for a piece of music National curriculum - Use their voices expressively and creatively by singing	Lesson 3: Melody Pupils learn that letter notation is used to record the names of the notes and the order in which they are to be played, then use this understanding to play a song using tuned percussion instruments and practice performing in time as a class Learning Objectives To use musical notation to play melodies National curriculum - Use their voices expressively and creatively by singing songs speaking chants and rhymes - Play tuned and untuned instruments musically *Preparation for KS2: - Use and understand staff and other musical notations	Lesson 4: My own Melody Children create a melody of their own, making up their music first and then writing it down, using letter name notation Learning Objectives To use letter notation to write my own melody National curriculum - Play tuned and untuned instruments musically - Experiment with, create, select and combine sounds using the inter-related dimensions of music *Preparation for KS2: - Use and understand staff and other musical notations	Lesson 5: Group Composition Working in groups, children compose a piece of music that uses dynamics and timbre to reflect an emotion, first choosing and playing their instruments and then making decisions about the structure and sound of the piece before rehearsing and performing Learning Objectives To use timbre and dynamics in musical composition National curriculum - Play tuned and untuned instruments musically - Experiment with, create, select and combine sounds using the inter-related dimensions of music		

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	sounds using the interrelated dimensions of music	songs speaking chants and rhymes - Play tuned and untuned instruments musically - Experiment with, create, select and combine sounds using the interrelated dimensions of music			*Preparation for KS2: - Use and understand staff and other musical notations		
PSHE	<p>L.O - To Understand that everyone is unique and special</p> <p>1. Life Cycles in Nature</p> <p>Change Grow Life cycle Control Baby Adult Fully grown</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this 	<p>L.O – To express how you feel when change happens</p> <p>2. Growing from Young to Old</p> <p>Growing up Old Young Change Respect Appearance Physical</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me 	<p>L.O – To understand and respect the changes that they see in themselves</p> <p>3. The Changing Me</p> <p>Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent 	<p>L.O – To understand and respect the changes that they see in other people</p> <p>4. Boys' and Girls' Bodies</p> <p>Male Female Penis Testicles Vulva Vagina Anus Public Private</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl 	<p>L.O – To know who to ask for help if they are worried about change</p> <p>5. Assertiveness</p> <p>Touch Texture Cuddle Hug Squeeze Like Dislike Comfortable Uncomfortable</p> <p>Success criteria</p> <ul style="list-style-type: none"> I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help <div data-bbox="1884 1707 2199 1866" data-label="Image">  <p>Online Relationships</p> </div> <p>Online Relationships I can explain why I should always ask a</p>	<p>L.O To look forward to change</p> <p>6. Looking Ahead</p> <p>Change Looking forward Excited Nervous Anxious Happy Assessment Opportunity</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make when I am in my next class and know how to go about this 	

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					trusted adult before clicking 'yes', 'agree' or 'accept' online.		
Computing	Creating Pictures-William Morris and Pattern- Lesson 4 To look at the work of William Morris and recreate it using the Patterns template. Success Criteria <ul style="list-style-type: none"> Children can describe the main features of art that uses repeating patterns. Children can use 2Paint a Picture to create art by repeating patterns in a variety of ways. Children can combine more than one effect in 2Paint a Picture to enhance patterns. 	Creating Pictures-Surrealism and eCollage-Lesson 5 To look at some surrealist art and create your own using the eCollege function in 2Paint A Picture. Success Criteria <ul style="list-style-type: none"> Children can describe surrealist art. Children can use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart. 	Presenting ideas - Presenting a Story Three Ways-lesson 1 To explore how a story can be presented in different ways. Success Criteria <ul style="list-style-type: none"> Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. Children know that digital content can be represented in many forms. 	Presenting ideas-Presenting Ideas as a Quiz-lesson 2 To make a quiz about a story or class topic. Success Criteria <ul style="list-style-type: none"> Children have made a quiz about a story using 2Quiz. Children can talk about their work and make improvements to solutions based on feedback received. 	Presenting ideas-Making a Non-Fiction Fact File-lesson 3 To make a fact file on a non-fiction topic. Success Criteria <ul style="list-style-type: none"> Children have extracted information from a 2Connect file to make a publisher fact file on a non-fiction topic. Children have added appropriate clipart. Children have added an appropriate photo. Children know that data can be structured in tables to make it useful. <div data-bbox="1869 1583 2190 1745">  <p>Managing Online Information</p> </div> Managing online information I can explain the difference between things that are imaginary, 'made up' or 'make believe' and	Presenting ideas-Making a Presentation-lesson 4 To make a presentation to the class. Success Criteria <ul style="list-style-type: none"> Children can use a variety of software to manipulate and present digital content and information. Children can collect, organise and present data and information in digital content. Children can create digital content to achieve a given goal by combining software packages. 	



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					things that are ‘true’ or ‘real’.		
<p>RE</p> <p>What did Jesus teach and how did he live?</p> <p><u>Vocabulary</u></p> <p>God</p> <p>Christ</p> <p>Jesus</p> <p>Christian</p> <p>Gospel</p> <p>Disciple</p> <p>Parables</p>	<p><u>Key Questions</u></p> <p>What did Jesus teach about forgiveness and generosity?</p> <p>Find out about and respond to how Jesus expects people to forgive others and to be generous.</p> <p><u>Learning Objective</u></p> <p>Find out about and respond to how Jesus expects people to forgive others and to be generous.</p> <p>Find out about how Jesus told people to love God and to love one another.</p>	<p><u>Key Questions</u></p> <p>What happened when Jesus arrived in Jerusalem?</p> <p><u>Learning Objective</u></p> <p>Recall and name the events of Palm Sunday and their significance.</p>	<p><u>Key Questions</u></p> <p>What do Christians believe about Jesus’ death and resurrection?</p> <p><u>Learning Objective</u></p> <p>To explore and express ideas about how Christians believe when Jesus died and rose again, it means forgiveness of sins.</p>	<p><u>Key Questions</u></p> <p>What are the stories about Jesus healing and caring for people?</p> <p><u>Learning Objective</u></p> <p>To hear, read and explore stories about how Jesus healed and cared for people.</p>	<p><u>Key Questions</u></p> <p>What did Jesus teach about forgiveness and generosity?</p> <p><u>Learning Objective</u></p> <p>Find out about and respond to how Jesus expects people to forgive others and to be generous.</p>	<p><u>Key Questions</u></p> <p>What was the most important rules Jesus gave to people?</p> <p><u>Learning Objective</u></p> <p>Find out about how Jesus told people to love God and to love one another.</p>	