

## Year 2 Yearly Overview Plan 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Discovery Topic</b>	Beatrix Potter	Let's Explore the World (mini-topic- geography focus)	Towers, Tunnels and Turrets	Magnificent Monarchs	The Scented Garden	Muck, Mess and Mixtures
<b>Memorable Experience</b>	Blackberry Picking Walk		Castle Day	Trip-Harvington Hall	Trip to Worcester Wildlife Trust £5 per child + coach	Messy Art Morning
<b>Class Texts</b>	Beatrix Potter texts		Fairy Tales The Paper Bag Princess- Robert Munsch The Pea and The Princess-Mini Grey	Queen Victoria's Bathing Machine-Gloria Whelan	Information texts (plants and the environment) The Last Wolf by Mini Grey	The Day the Crayons Quit-Drew Daywalt The Pencil-Allan Ahlberg The Disgusting Sandwich-Gareth Edwards and Hannah Shaw
<b>End of Topic Showcase</b>	The Tale of Peter Rabbit- play for parents or KS1		Showcase Assembly	Children to debate best monarch in groups- watching class to vote and crown winning monarch	Plant sale to rest of school- ch to choose environmental charity to donate proceeds to <b>CST7</b>	Art gallery (class 'experts' in each section to explain technique to visitors)
Maths						
<b>White Rose Maths Units</b>	<b>Number</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtraction</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Money</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>Multiplication and Division</li> </ul> <b>Statistics</b>	<b>Geometry</b> <ul style="list-style-type: none"> <li>Properties of Shapes</li> </ul> <b>Number</b> <ul style="list-style-type: none"> <li>Fractions</li> </ul>	<b>Measurement</b> <ul style="list-style-type: none"> <li>Length and Height</li> </ul> <b>Geometry</b> <ul style="list-style-type: none"> <li>Position and Direction</li> </ul>	<b>Measurement</b> <ul style="list-style-type: none"> <li>Time</li> <li>Mass, Capacity and Temperature</li> </ul>
<b>Maths Objectives</b>	<ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>Identify, represent and estimate numbers using different representations, including the number line</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>Read and write numbers to at least 100 in numerals</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required</li> <li>Recall all number bonds to and within 10 and use these to reason with and</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>Read scales in divisions of ones, twos, fives and tens</li> </ul>	<ul style="list-style-type: none"> <li>Compare and sequence intervals of time</li> <li>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</li> <li>Remember the number of minutes in an hour and the number of hours in a day</li> <li>Read the time on a clock to the nearest 15 minutes</li> <li>Read scales in divisions of ones, twos, fives and tens</li> <li>Read scales where not all numbers on the scale are</li> </ul>

	<ul style="list-style-type: none"> <li>• Read and write numbers to at least 100 in words</li> <li>• Use place value and number facts to solve problems</li> <li>• Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones</li> <li>• Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g. <math>29 + 17 = 15 + 4 + ?</math>; 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.</li> <li>• Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70</li> </ul>	<p>calculate bonds to and within 20, recognising other associated additive relationships (e.g. If <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</p> <ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers</li> <li>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and</li> </ul>	<p>division of one number by another cannot</p> <ul style="list-style-type: none"> <li>• Solve problems involving multiplication and division, using concrete materials and mental methods</li> <li>• Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that <math>2 \times 7 = 14</math> and <math>2 \times 8 = 16</math>, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left</li> <li>• Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that <math>18 \times 5</math> cannot be 92 as it is not a multiple of 5</li> <li>• Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet</li> <li>• Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g. <math>10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10</math></li> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid</li> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them</li> <li>• Recognise, find, name and write fractions <math>1/3</math>, <math>1/4</math>, <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole</li> <li>• Write simple fractions for example, <math>1/2</math> of 6 = 3 and recognise the equivalence of <math>2/4</math> and <math>1/2</math></li> </ul>	<ul style="list-style-type: none"> <li>• Read scales where not all numbers on the scale are given and estimate points in between</li> <li>• Order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• 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)</li> </ul>	<p>given and estimate points in between Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p> <ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> </ul>
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		<p>solve missing number problems</p> <ul style="list-style-type: none"> <li>Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9</li> <li>Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that 48 + 35 will be less than 100</li> <li>Solve missing number problems using addition and subtraction</li> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>Find different combinations of coins that equal the same amounts of money</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>Ask and answer questions about totalling and comparing categorical data</li> </ul>			
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**Writing**

<b>Writing Objectives</b>	<ul style="list-style-type: none"> <li>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required</li> <li>Use question marks and exclamation marks appropriately</li> <li>Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary</li> </ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest</li> <li>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name</li> <li>Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma</li> <li>Write sentences that are linked thematically e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher</li> <li>Write about real events, recording these simply and clearly</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing</li> <li>Write for different purposes to develop positive attitudes and stamina for writing</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing</li> </ul>
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	<ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing</li> <li>• Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon</li> <li>• Write for different purposes to develop positive attitudes and stamina for writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write poetry to develop positive attitudes and stamina for writing</li> <li>• Spell some words with contracted forms</li> <li>• Use commas to separate items in a list</li> </ul>	<p>about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> <li>• Write for different purposes to develop positive attitudes and stamina for writing</li> <li>• Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing</li> </ul>			
<b>Science</b>						
<b>Science Objectives</b>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• 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</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Understand that animals, including humans, have offspring which grow into adults <b>CTS 2- importance of parents</b></li> </ul>		<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Identify, group and classify (Year 2 focus)</li> <li>• Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus)</li> </ul>		<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these</li> <li>• <b>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</b></li> <li>• <b>Identify and describe the basic structure of a variety of common flowering plants, including trees</b></li> <li>• <b>(Year 1 objectives-not taught in previous year due to school closures)</b></li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways</li> <li>• Use simple equipment to observe closely including changes over time (Year 2 focus)</li> </ul>	<ul style="list-style-type: none"> <li>• Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus)</li> <li>• Perform simple comparative tests (Year 2 focus)</li> </ul>

	<p>in looking after their offspring</p> <ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Identify, group and classify (Year 2 focus)</li> <li>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus)</li> <li>Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus)</li> </ul>					
<b>Geography</b>						
<b>Geography Objectives</b>		<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> <li>Name, locate and identify characteristics of the seas surrounding the United Kingdom</li> <li>Name and locate the world's seven continents and five oceans</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>			<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	

		<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>				
<b>History</b>						
<b>History Objectives</b>	<ul style="list-style-type: none"> <li>• Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</li> <li>• Record what he/she has learned by drawing and writing</li> <li>• Show an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Use a wide vocabulary of everyday historical terms</li> <li>• Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>• Speak about how he/she has found out about the past</li> <li>• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</li> </ul>	<ul style="list-style-type: none"> <li>• Show an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</li> <li>• Speak about how he/she has found out about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Describe significant historical events, people and places in his/her own locality</li> <li>• Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</li> <li>• Show an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and</li> </ul>		

				<p>understands key features of events</p> <ul style="list-style-type: none"> <li>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> </ul>		
<b>Design and Technology</b>						
<b>D&amp;T Objectives</b>	<ul style="list-style-type: none"> <li>Use a wider range of cookery techniques to prepare food safely</li> <li>Understand that all food has to be farmed, grown or caught</li> <li>Understand the need for a variety of food in a diet</li> <li>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate and assess existing products and those that he/she has made using a design criteria</li> <li>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</li> <li>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products</li> </ul>	<ul style="list-style-type: none"> <li>Choose appropriate tools, equipment, techniques and materials from a wide range</li> <li>Safely measure, mark out, cut and shape materials and components using a range of tools</li> <li>Evaluate and assess existing products and those that he/she has made using a design criteria</li> <li>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>		
<b>Art and Design</b>						
<b>Art and Design Objectives</b>	<ul style="list-style-type: none"> <li>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</li> <li>Know that different artistic works are made by craftspeople from different cultures and times</li> <li>Give reasons for his/her preferences when looking at art/craft or design work</li> <li>Experiment with tones using pencils, chalk or charcoal</li> </ul>			<ul style="list-style-type: none"> <li>Select particular techniques to create a chosen product and develop some care and control over materials and their use</li> </ul>	<ul style="list-style-type: none"> <li>Select particular techniques to create a chosen product and develop some care and control over materials and their use</li> </ul>	<ul style="list-style-type: none"> <li>Try out different activities and make sensible choices about what to do next</li> <li>Select particular techniques to create a chosen product and develop some care and control over materials and their use</li> <li>Experiment with tones using pencils, chalk or charcoal</li> <li>Represent things observed, remembered or imagined using colour/tools in two and three dimensions</li> </ul>

						<ul style="list-style-type: none"> <li>Experiment with basic tools on rigid and flexible materials</li> <li>Develop techniques to join fabrics and apply decorations such as a running or overstitch</li> </ul>
<b>PE</b>						
<b>PE Unit</b>	Net and Wall Game Skills 2	Dance: Animals	Gymnastics: Stretching, Curling and Arching Spinning, Turning and Twisting	Fundamental Movements Skills 2 and 3	Invasion Game Skills 3	Athletics 2
<b>Music</b>						
<b>Music Units</b>						
<b>PSHE</b>						
<b>PSHE Units</b>	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me (excepting some crossover with Ten Ten)	Relationships	Relationships/Changing Me
<b>Computing</b>						
<b>Computing Units</b>	Unit 2.1 Coding Unit 2.2 Online Safety	Unit 2.3 Spreadsheets Unit 2.4 Questioning	Unit 2.4 Questioning Unit 2.5 Effective Searching Unit 2.6 Creating Pictures	Unit 2.6 Creating Pictures Unit 2.7 Making Music	Unit 2.7 Making Music Unit 2.8 Presenting Ideas	Unit 2.8 Presenting Ideas
<b>RE</b>						
<b>RE Units</b>	Unit A: The Old Testament Unit B: Celebrating in the Life of Jesus	Unit F: Special Unit C: Advent	Unit D: Christmas Unit E: Parables and Miracles	Unit G: Lent Unit H: Holy Week	Unit I: Easter Unit J: Pentecost	Unit K: Our Church Unit L: The Mass
<b>RSE</b>						
<b>RSE Units Ten Ten</b>	Created and Loved by God Me, My Body and My Health	Created and Loved by God Life Cycles	Created to Love Others Keeping Safe			Created to Live in Community Living in the Wider World



## Catholic Social Teaching

Please cross reference where you will cover Catholic Social Teaching in your weekly lesson grids using the codes below. Each principle must be linked to at least one lesson over the course of the year.

<b>CST 1</b>	Dignity of the Human Person	Each person is made 'in the image and likeness of God.' Thus it follows that 'every person's life and dignity must be respected and supported from conception until the end of their natural life on earth.'
<b>CST 2</b>	Family and Community	'The family, in which the various generations come together and help one another grow wiser and harmonise personal rights with the other requirements of social life, is the foundation of society.'
<b>CST 3</b>	Solidarity and the Common Good	Promoting the common good cannot be pursued by treating each individual separately and looking for the highest 'total benefit', in some kind of utilitarian addition. Because we are interdependent, the common good is more like a multiplication sum, where if any one number is zero then the total is always zero. If anyone is left out and deprived of what is essential, then the common good has been betrayed.
<b>CST 4</b>	Dignity of Work and the Rights of Workers	For the Church, work is seen as a continuance of the gift of Creation whereby we are 'co-creators of Gods world and work is part of our contribution.' Work is also seen as something which brings dignity to the human person as it is the means 'of providing for his life and that of his family, and of serving the human community.'
<b>CST 5</b>	Rights and Responsibilities	Man has the right to live. He has the right to bodily integrity and to the means necessary for the proper development of life, particularly food, clothing, shelter, medical care, rest and finally the necessary social services. In consequence, he has the right to be looked after in the event of ill health; disability stemming from his work; widowhood; old age; enforced unemployment; or whenever through no fault of his own he is deprived of the means of livelihood.'
<b>CST 6</b>	Option for the Poor and Vulnerable	'The Church's love for the poor . . . is a part of her constant tradition.' This love is inspired by the Gospel of the Beatitudes, of the poverty of Jesus, and of his concern for the poor. Love for the poor is even one of the motives for the duty of working so as to 'be able to give to those in need.' It extends not only to material poverty but also to the many forms of cultural and religious poverty.
<b>CST 7</b>	Stewardship of God's Creation	We are agreed today that the earth is essentially a shared inheritance, whose fruits are meant to benefit everyone. For believers, this becomes a question of fidelity to the Creator, since God created the world for everyone. Hence every ecological approach needs to incorporate a social perspective which takes into account the fundamental rights of the poor and the underprivileged.