

Nur – Aut 1 - Who am I?



Impact

By the end of this unit children will...

"While you have the Light, believe in the Light, so that you may become Children of Light." John 12:36

...have a better understanding of who created them, why they were created and what they need to do to keep their mind and body healthy and safe. They will have knowledge of how we can look after God's creations and aim to follow in the footsteps of Jesus in their everyday lives. Whilst the children learn that each of us is created by God, they will come to recognise that we are uniquely created. They will be aware of the similarities and differences that make each of us who we are, with our own individuality

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 of work children will be encouraged to explore how God created the world and to foster a love of His creations. They will begin to recognise that each of God's creations is special and important.

Building the Kingdom

Big Question:

Who am I?

Further questions to explore

Who else is in my family?

Who helps us on our faith journey?

What makes us different?

Catholic Social Teaching

Focus: Mary's birthday and the Holy Family

My family at home

My school family

We are all different and we love and care for each other

Celebrating God's creation

Focus: Harvest

Discovering God's beautiful creation

Playing in and caring for creation

Helping God's creation grow

Who am I?

Religious Education and Prime Areas of Learning

Religious Education	Physical Development
<u>Branch 1- Creation and Covenant</u> This half term, we will be exploring how God made us and everyone around us. Children will develop an understanding that each person is special and loved by God and that we are called to show kindness, care and respect towards others. We will also explore prayer as a way of talking and listening to God, giving children opportunities to experience and develop their own simple prayers.	Build independently with a range of appropriate resources. Develop manipulation and control. Explore different materials and tools. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks.
Communication and Language	Personal, Social and Emotional Development
Enjoy listening to stories and attempt to remember much of what happens. Begin to understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Start a conversation with an adult or a peer and continue it for a few turns. Learn some nursery rhymes and sing them with friends.	Select and use activities and resources, with help when needed. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important.

Who am I?

Specific Areas of Learning

Literacy

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Listens to stories with increasing attention and recall.

Shows interest in illustrations and print in books and print in the environment.

Handles books carefully.

Looks at books independently.

Sometimes gives meaning to marks as they draw and paint.

Understanding the World

Shows interest in the lives of people who are familiar to them.

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Developing an understanding of growth, decay and changes over time.

Shows care and concern for living things and the environment.

Mathematics

Compare sizes of different objects.

Compare weights of different objects.

Use appropriate language to describe the size of different objects including 'tall', 'short', 'long', 'big' and 'small'.

Use the language of size and weight in everyday contexts.

Make comparisons between the capacity of different containers.

Expressive Arts and Design

Begin to develop complex stories using small world equipment.

Join different materials and explore different textures.

Explore colour and colour-mixing.

Remember and sing entire songs.

Play instruments with increasing control to express their feelings and ideas.