

Nur – Sum 2 - What are the things that are important to me?



Impact

By the end of this unit children will...

“The three most important things to have are faith, hope and love. But the greatest of them is love.” 1 Corinthians 13:13

Children will have a greater knowledge of what is important to them in their lives. This will be achieved through exploration of children’s families and their histories. We will also look closely at the things children value in their day-to-day lives as well as what others value.

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:

What are the things that are important to me?

Further questions to explore

What are the things I treasure?

What are the things I need and what are the things I want?

How can I help to care for the things that are important to me?

Catholic Social Teaching

Focus: Human Rights - CAFOD

God wants everyone to be happy

God gives us all we need to be happy

Making the right choices

We share all God's gifts

What are the things that are important to me?

Religious Education and Prime Areas of Learning

Religious Education

Pentecost- The Air Around Us

This unit introduces the Holy Spirit as the third part of the Sign of the Cross and that red is the colour associated with this Season.

Children will:

Know that air makes things happen.

Special Celebrations

This unit is designed to raise the children's awareness of occasions for celebration, particularly marriage.

Children will:

Know that celebrations are happy occasions.

Physical Development

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.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Communication and Language

Pay attention to more than one thing at a time, which can be difficult.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions.

Understand how to listen carefully and why listening is important.

Personal, Social and Emotional Development

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries.

Develop appropriate ways of being assertive.

Be increasingly independent in meeting their own care needs.

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Specific Areas of Learning

Literacy

The texts we will be looking at will be:

Aladdin

Rumplestilskin

Commotion in the Ocean

Pirates Love Underpants

This half term Nursery will:

Start learning some initial sounds.

Continue to practise using the correct pencil grip.

Mathematics

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Link numerals and amounts.

Understanding the World

Begin to make sense of their own life-story and family's history.

Identify some different countries in the world with adult support.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Identify some different forces they can feel.

Discuss different habitats.

Talk about what they see, using a wide vocabulary.

Explore how things work.

Expressive Arts and Design

Remember entire songs.

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Develop their own ideas and then decide which materials to use to express them.

Respond to what they have heard, expressing their thoughts and feelings.