



Y1 – Spr 1 - How are we a family of God?



‘How good and pleasant it is when God’s people live together in unity!’ **Psalm 133.1**



Impact

By the end of this unit children will...

...know that solidarity is the linking together of all human beings, of every nation, race, and belief. It is the bond that, through the life of Jesus as God and man, links all human beings with God.

They will develop their understanding by investigating the United Kingdom and thinking about what unites us and brings us together as one.

Children will develop their knowledge of the four countries of the UK. They will use maps, globes and atlases to describe similarities and differences between these areas.

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 promoting basic British values, children will understand the importance of respect so that they are fully prepared for life in modern Britain.

Building the Kingdom

Big Question:

How are we a family of God?

Further questions to explore -

Where is special to you?

Why is our country special to you?

What does belonging mean?

Catholic Social Teaching

Solidarity

Focus: Poverty

We are brothers and sisters - one family, one world.

We learn together.

We build together a community of peace.

We celebrate together

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Core Subjects

Religious Education	Maths
<p><u>Christmas:</u> Children will know and be able to describe the story of the Annunciation, Joseph's dream, the journey to Bethlehem, Jesus's birth in the stable and the visit of the Wise Men.</p> <p>They will know that the birth of Jesus was very important event in the lives of the characters in the story and continues to be important for Christians.</p> <p><u>Forgiveness:</u> Children will be able to describe the parable of the Prodigal Son and the story of the sinful woman and explain what they teach us about God's forgiveness.</p> <p>They will understand that everyone makes choices and be able to differentiate between good or bad ones, identifying possible consequences of both.</p>	<p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction. <p><u>Place Value:</u></p> <ul style="list-style-type: none"> Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of
English	Science
<p><u>Reading:</u> Children will read common exception words and words containing taught Grapheme – Phoneme Correspondences and –s, –es, –ing, –ed, –er and –est endings. They will understand books they can already read and those they listen to by: drawing on what they already know and by checking that the text makes sense to them and by correcting inaccurate reading.</p> <p><u>SPAG:</u> Children will join words and clauses by using 'and' and will punctuate sentences by using question marks and exclamation marks.</p> <p><u>Non-Chronological Report:</u> Children will learn about the features of a non-chronological report and will write their own about London landmarks.</p>	<p><u>Animals Including Humans:</u> Children will</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. identify and name a variety of common animals that are carnivores, herbivores, and omnivores. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets). identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

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Foundation Subjects

History and Geography

Geography:

Children will -

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.
- use basic geographical vocabulary to refer to physical and human features.
- use world maps, atlases and globes to identify the United Kingdom and its countries and compare the capital cities London and Brasilia.

Art and Design and Design Technology

Art:

Landscapes and Cityscapes:

Children will -

- use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials, including watercolour, pastels and collage.
- describe the work of at least two artists, identifying one similarity and one difference between their work.

Computing

Programming:

Children will learn to program 'Daisy the Dinosaur' by:-

- understanding what algorithms are
- writing simple algorithms
- understanding that the sequence of algorithms is important
- creating a simple program on a digital device
- using sequence in programs
- locating and fixing bugs in the program

Music

Pulse and rhythm:

Children will –

- learn to identify the difference between the pulse and rhythm of a song.
- consolidate their understanding of these concepts through listening and performing activities.

Physical Education

PHSE

Religious Understanding:

Children will hear the story of the Prodigal Son story and understand God loves us, and nothing we can do will stop Him from loving us.

Personal Relationships:

Children will identify the 'special people' in their lives who they love and can trust. Children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.

Invasion skills:

Children will learn different ways of travelling, including moving backwards, sidestepping and changing direction. They will apply these different methods of travelling as they move on to travelling with a ball. Children will have the opportunity to learn about passing a ball to another player, beginning by practising this skill more simply and then applying it to a game situation. Finally, children will consolidate and apply all their skills in a simple invasion game.

Dance:

The children will have varied dance experiences, as they portray the different seasons through movement. They will work individually, in pairs and in groups to develop their understanding of dance using key terminology, such as solo, duet, performance and rehearse.