



# Y1 – Sum 1 – How do we interact with God's world?



Come and behold the works of God,  
the awesome deeds he has done for people. Psalm 66:5



## Impact

### By the end of this unit children will...

... understand the changes that occur as the seasons change from spring to summer. They will recognise different types of weather and be able to use their knowledge to make comparisons between the seasons and different locations around the world.

Children will be able to identify the effects and dangers of the weather around the world and the impacts it has on the way people in those areas live. With the focus on Catholic Social Teaching, they will become aware of the responsibilities people have to keep each other safe from these dangers whilst also protecting God's creation.

## Intent

... it is our vision that our children will become advocates for social justice, fighter 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 learn that our actions have an effect on the world around us and our lives are influenced by the world God created. They will understand the importance of being an active member of our global community.

## Building the Kingdom

### Big Question:

**How do we interact with God's world?**

Further questions –

What impact do we have on God's world?

How do we respond to the environment around us?

## Catholic Social Teaching

### Dignity of the Human Person

### Focus: Vocations Week

Everybody's work is valuable and important for the community.

Working together to build up our school family.

Finding my special job- my gift to the world. Working hard to be the best you can be for others.

# How do we interact with God's world?

## Core Subjects

Religious Education	Maths
<p><b>Easter:</b> Children will know that Easter celebrates the Resurrection of Jesus from the dead and will know the story of the women finding the empty tomb. They will be able to identify and explain the significance and symbolism of the Easter candle. They will also know that after the Resurrection, the Disciples told people about what they had seen.</p> <p><b>Pentecost:</b> Children will understand that the Holy Spirit is God and that Jesus promised to send the Holy Spirit when he went back to heaven. They will know the story of Pentecost and be able to describe how the disciples changed after receiving the Holy Spirit. They will also be able to identify and explain some of the symbols associated with the Holy Spirit.</p>	<p><b>Measurement: length, height, weight and volume:</b></p> <ul style="list-style-type: none"> <li>• Children will measure and begin to record lengths, heights, mass/weight, capacity and volume.</li> <li>• They will compare, describe and solve practical problems for: lengths, heights, mass/weight, capacity and volume.</li> </ul> <p><b>Multiplication and division:</b></p> <ul style="list-style-type: none"> <li>• Children will count in multiples of twos, fives and tens.</li> <li>• They will solve one step problems involving multiplication and division.</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Children will recognise, find and name a half as one of two equal parts of an object, shape or quantity. They will recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>
English	Science
<p><b>Reading:</b> Children will listen and discuss what they have read, including poems, stories and non-fiction books. They will be able to retell a story that they have worked on. They will read words containing missing letters such as I'm, I'll and we'll.</p> <p><b>Writing:</b> Children will use their knowledge from Science and Geography to write an explanation text to explain the changes in seasons from spring to summer and a non-chronological report giving information about different types of weather.</p> <p><b>SPaG:</b> Children will be learning to identify singular and plural and how to add the suffixes -s or -es for regular plural nouns.</p>	<p><b>Seasonal Changes - Spring to Summer:</b></p> <p>The children will learn about spring and summer.</p> <ul style="list-style-type: none"> <li>• Children will continue to use a class weather station to observe, measure and record the weather in different seasons and will start to make comparisons between two seasons, as well as across all four seasons.</li> <li>• They will also observe changes across the seasons by exploring the signs of spring and summer through nature and wildlife.</li> <li>• A range of learning activities are used in this unit, including observation, discussion and learning outside.</li> <li>• Children also work scientifically by collecting, recording and interpreting simple data.</li> </ul>

# How do we interact with God's world?

## Foundation Subjects

### History and Geography

#### Geography: Wonderful Weather

Children will:

- Know how weather can affect people's lives.
- Use world maps and globes to identify a range of countries, the Equator and the North and South Poles.
- Make observations about the weather and compare different types of weather.
- Explain weather dangers and how people can protect themselves.

### Art and Design and Design Technology

#### Art: Nature Sculptures

Children will

- draw an observational drawing of a natural object.
- collect suitable material, design and make a nature sculpture.
- learn to use a range of materials creatively to design and make a clay model of a natural object.
- recognise and describe the work of Andy Goldsworthy and compare our sculptures to his work.

### Computing

#### Programming animations:

Children will be using on-screen programming through ScratchJr.

- They will explore the way a project looks by investigating sprites and backgrounds.
- They will use programming blocks to use, modify, and create programs.
- Children will also learning the early stages of program design through algorithms.

### Music

#### Dynamics and Tempo:

Children will:-

- use their bodies and instruments to listen and respond to pieces of classical music that represent animals.
- They will use dynamics and tempo to help tell a story and begin to respond to musical instructions as part of a class performance.

### Physical Education

#### Run, Jump, Throw

- Children will increase their stamina and core strength needed to undertake athletics activities.
- They will take part in a broad range of opportunities to extend strength balance agility and coordination.
- Children will cooperate with others to carry out more complex physical activities.

#### Send and Return

- Children will develop their sending skills with a variety of balls.
- They will track, intercept and stop a variety of objects.
- Children will select and apply skills to beat the opposition.

### RHSE

#### Religious Understanding:

Children will hear the story of The Good Samaritan and will be introduced to the concept of the Trinity – God as a three in one community of love – and think about what the Trinity means for them.

These stories show children that God made us to be in loving relationships with one another.