



# Y1 – Sum 2 – Why are memories important?



“Memory is the diary that we all carry about with us.” – Oscar Wilde



## Impact

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

... understand the belief that every person is precious, that people and the way they live are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

Through looking at events beyond their living memory, children will look at how life has been enhanced for the common good. They will learn that other people's memories and our own, do not only hold important knowledge about these events but they can also directly transport us into past, to the person that lived through the experiences.

They will explore how technological advances in transport have enhanced our lives. They will write about the experiences of people at different points in history based on their experiences of travel and transport available at the time.

## 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 human life is sacred and that the dignity of the human being is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching.

## Building the Kingdom

Big Question:

Why are memories important?

Further questions –

Why do we share our memories?

What memories do you have and why are they precious to you?

How do memories help us to learn about the past?

## Catholic Social Teaching

### Rights and Responsibilities

### Focus: Human Rights - CAFOD

What is happiness?

We will explore what makes us happy.

Finding happiness with each other.

Helping others to make the right choices.

Fair sharing for all.

# Why are memories important?

## Core Subjects

| Religious Education  | Maths   |
|--|---|
| <p><b>Sharing Jesus' Life:</b><br/>Children will know the stories of the call of the disciples and some information about them.</p> <ul style="list-style-type: none"> <li>• They will know and be able to recall some stories about Jesus and his disciples, which show that the disciples shared in the life and work of Jesus.</li> <li>• They will be able to identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives.</li> </ul> <p><b>Following Jesus today:</b><br/>Children will understand that they belong to the Church through Baptism and that this means being a part of God's family and a follower of Jesus. They will be able to describe signs of their belonging to the Church.</p>   | <p><b>Position and direction:</b><br/>Children will describe position, direction and movement.</p> <p><b>Place value:</b><br/>Children will count to 100, forwards and backwards, beginning with 0 or 1, or from any given number and will count, read and write number to 100 in numerals.<br/>Children will identify one more and one less</p> <p><b>Money and Time</b><br/>Children will recognize and know the value of different denominations of coins and notes.<br/>They will sequence time in chronological order and tell time to the hour and a half hour.</p> |
| English  | Science   |
| <p><b>Reading:</b> Children will re-read books to build up their fluency and confidence in word reading. They will develop pleasure in reading by listening to a wide range of poems. They will learn to appreciate rhymes and poems and recite some by heart. The children will participate in discussion about what is read to them, taking turns and listening to what others say</p> <p><b>Writing –</b> Children will be reading contemporary fiction and then writing their own text based on their memory of an experience. They will be learning to list their sentences in the order they need and they will discuss what they have written with their teacher and their friends.</p> <p><b>SPAG:</b> Children will add the suffixes -er, -ed and -ing to verbs where no changes are needed to the root word. They will add the prefix un- to change the meaning of verbs and adjectives.</p> | <p><b>Plants:</b><br/>Children might work scientifically by:</p> <ul style="list-style-type: none"> <li>• observing closely and comparing and contrasting familiar plants</li> <li>• describing how they were able to identify and group plants and trees</li> <li>• drawing diagrams showing the parts of different plants including trees.</li> </ul>   |

# Why are memories important?

## Foundation Subjects

### History and Geography

#### History: Travel and Transport

Children will:

- Talk and write about the differences between old and new transport, including cars, boats, planes and trains
- Have an understanding of the chronology of the different points in history when various types of transport have been used and invented
- Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.

### Art and Design and Design Technology

#### Design Technology: Structures

Children will develop their understanding of structures, using lunch boxes as an example, by:-

- Exploring an existing product and describing its problems and positives;
- Drawing a design and describing it,
- Building strong structures;
- Testing their own product and suggesting improvements.

### Computing

#### Video Creation:

Children will be creating a video using 'Shadow Puppets Edu' by:-

- selecting images and recording a voiceover
- highlighting and zooming into images as they record
- changing the order of the pictures.

### Music

#### Vocal and Body Sounds:

Children will make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.

### Physical Education

#### Striking and fielding

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.

#### Yoga

Transition smoothly between yoga poses  
Balance on one leg  
Create a short sequence of yoga poses  
Demonstrate a yoga pose to the class  
Breathe smoothly while in poses.

### RHSE

#### Living in the Wider World

Children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.