

Rec – 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

In this unit the children will explore the story of Pentecost and the transformation in their lives after receiving the gift of the Holy Spirit.

Prayer

Children will learn about some styles of prayer and be able to reflect on some of their experiences of prayer during the school year.

Physical Development

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Communication and Language

Join in with repeated refrain and anticipates key events and phrases in rhyme and stories.

Respond to simple instructions e.g. to get or put away an object.

Use intonation, rhythm and phrasing to make the meaning clear to others.

Personal, Social and Emotional Development

Select and use activities and resources with help when needed. Become more outgoing with unfamiliar people in the safe context of their setting.

Show more confidence in new social situations.

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

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

What are the things that are important to me?

Literacy

Mathematics

Specific Areas of Learning

The texts we will be looking at will be:

Aladdin
Rumplestilskin
Commotion in the Ocean
Pirates Love Underpants

This half term Reception will:

Say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistent with their phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

This half term Reception will:

Share and group numbers.
Learn about odd and even numbers.
Learn how to double numbers.
Look more in depth into patterns.
Continue to develop their spatial reasoning.
Learn about mapping.

Understanding the World

Expressive Arts and Design

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Apply skills to study sources and identify similarities and differences between the past and now.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Sing a range of well-known nursery rhymes and songs.

Recount narratives and stories with peers and their teacher.

Invent and adapt narratives and stories with peers and their teacher.

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Identify a variety of ways in which particular effects can be achieved when creating with materials.

Make use of props and materials when role playing characters in narratives and stories.