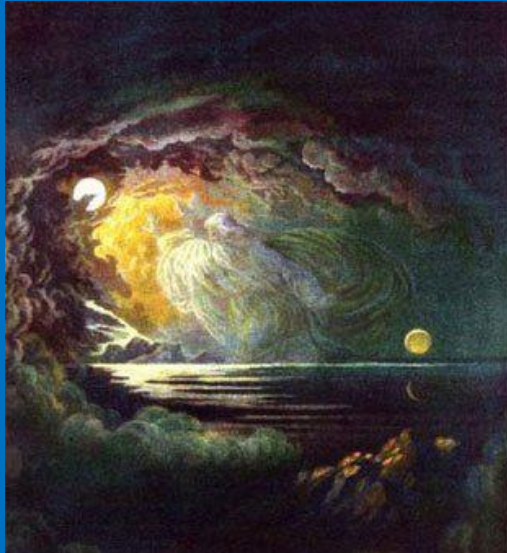




# Y1 – Spr 2 – How are we called to explore God's Creation?



**'All things came into being through him, and without him not one thing came into being.'** John 1:3



## Impact

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

... know about significant people in history. They will learn how these individuals, followed a calling to explore God's creation. With this, they will reflect on how significant individuals in history have impacted the world around them and will relate this to their own lives.

## 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 develop an understanding of the importance of being active members of society who work towards the Common Good for the whole of humanity.

## Building the Kingdom

### Big Question:

How are we called to explore God's creation?

What parts of creation have been explored?

What can we explore?

What impact does exploration have on others?

## Catholic Social Teaching

### Option for the Poor and Vulnerable

#### Focus: Lent

Some of God's family have plenty of food, toys and clothes. Some don't. We will explore the feelings of those who have plenty and those who have little.

Working together to make our family happy.

Exploring fairness and justice.

Who needs our help? Who can help?

# How are we called to explore God's Creation?

## Core Subjects

Religious Education	Maths
<p><b>Lent:</b></p> <p>Children will know that Lent is a special season in the Church's year when we try to change and grow to be more like Jesus by following his example more closely.</p> <p>They will know some of the sayings of Jesus and identify some ways of applying them to real life situations.</p> <p>Children will know that Jesus, in his words and action, gave people a chance to change, and that Lent is a special time when we too are given that same chance.</p> <p><b>Holy Week:</b></p> <p>Children will know the names and sequence of the important events of Holy Week, and be able to describe most of what happened on each occasion.</p> <p>They will be able to empathise with the characters in the story and begin to understand the importance of the events for Christians today.</p>	<p><b>Place Value:</b></p> <p>Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least.</p> <p>Count in multiples of twos, fives and tens.</p> <p><b>Length and Height</b></p> <p>Measure using objects and in centimeters</p> <p>Compare lengths and heights.</p> <p><b>Mass and Volume</b></p>
English	Science
<p><b>Reading:</b> Children will read words with more than one syllable and words with contractions. They will show an understanding of the books they read by making predictions about what might happen based on what they have read.</p> <p><b>Writing:</b></p> <p>Write a non-chronological report of their chosen explorer.</p> <p>Retelling of a traditional story - 'The Three Little Pigs'</p> <p><b>SPAG:</b> Children will punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Children will use a capital letter for the personal pronoun 'I', people, places, and days of the week.</p>	<p><b>Everyday Materials:</b></p> <p>Children will learn how to:</p> <p>Describe and compare the properties of everyday materials.</p> <p>Make a prediction and suggest a reason.</p> <p>Suggest how a simple test could be made fair.</p> <p>Use their observations, ideas and experiences to ask and answer simple questions.</p> <p>Explain an outcome and suggest reasons for it.</p>

# How are we called to explore God's Creation?

## Foundation Subjects

### History: Intrepid Explorers

Children will investigate:

- What is an explorer?
- What different things can people explore?
- Who was Christopher Columbus and what did he explore? How did his voyages impact others?
- Neil Armstrong and the moon landing. What impact did this have on the world?
- Compare the lives and achievements of Columbus and Armstrong.
- The achievements of a range of other explorers.

### Design Technology: Fabric Faces

Children will be able to:

- Use a template to shape a piece of fabric.
- Discuss their ideas as they develop and say what their design has to do to achieve the design criteria.
- Create a fabric face that reflects their own face.
- Stitch two pieces of fabric together using a running stitch and add features using appropriate materials and joining techniques.
- Evaluate their product saying what they like and what they could improve.

## Computing

Data and information – Grouping Data

This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.

## Music

Timbre and Rhythmic patterns

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

## Physical Education

Gymnastics –

This unit provides opportunities for children to learn and practice a variety of gymnastic skills, including travelling movements, rolls, jumps and balances. The children will apply their learning in a variety of ways, including regular sequence building, both individually and with a partner. They can assess themselves and their peers regularly to allow them to monitor their progress and build on their previous learning.

Fundamentals –Children will practice and improve their control and consistency in dynamic balance and counter balance, agility and footwork, and object manipulation. They will learn how to pass and catch a ball working alongside a partner. They will learn how to work as a team, supporting and communicating with each other when playing ball games.

## RHSE

Keeping Safe:

Children will learn to tell the difference between good and bad secrets. They will explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.