



## Impact

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

*“While you have the Light, believe in the Light, so that you may become Children of Light.” John 12:36*

...have a better understanding of who created them, why they were created and what they need to do to keep their mind and body healthy and safe. They will have knowledge of how we can look after God’s creations and aim to follow in the footsteps of Jesus in their everyday lives. Whilst the children learn that each of us is created by God, they will come to recognise that we are uniquely created. They will be aware of the similarities and differences that make each of us who we are, with our own individuality.

## 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 has made them unique. They will begin to recognise that they are uniquely made by God and with this developing understanding, come to grow in self-confidence.

## Building the Kingdom

### Big Question:

Who am I?

### Further questions to explore

Who else is in my family?

Who helps us on our faith journey?

What makes us different?

## Catholic Social Teaching

### Dignity of the Human Person

As Catholics, we believe that all life is created in the image and likeness of God (Genesis 1:26-31) and as such, all life is sacred and precious. We have a responsibility to ensure that this sacred life is nurtured and cared for so that all can grow into the fullness of what God has called them to be.

# Who am I? YR: Knowledge and Skills

## Early Learning Goals

### Literacy

#### Reading

- to recognise set 1 speed sounds
- read Word Time words 1.1/1.3
- read green words using Fred Talk.
- spell some simple cvc words using Fred Fingers

#### Writing

- give meaning to marks as they draw, write and paint
- practise writing own name
- practise correct formation of set 1 phonic sounds

### Numeracy

#### Number and Place Value

- exploring numbers to 5
- comparing groups – comparing quantities of identical objects

#### Addition and Subtraction

- sorting into groups

#### Shape, Space and Measure

- shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- look at shapes in the environment
- begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

### Understanding the World

#### People and Communities:

- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

#### The World: Children will explore the 5 senses using practical activities:

- sensory hunt
- food tasting – sweet/sour/crunchy/soft
- feely collage
- make musical instruments

#### They will also look at the changes that happen through different food related activities:

- solid to liquid
- liquid to solid
- hot/cold

#### Children will use own ideas to make simple predictions.

#### Technology-Explore simple age appropriate technology

- CD player
- Interactive Whiteboard tools
- remote control toys

### Communication and Language

#### Listening and attention

- Listens to others one to one or in small groups, when conversation interests them.

#### Understanding

- Understands use of objects (e.g. "What do we use to cut things?")

#### Speaking

- Uses a range of tenses (e.g. play, playing, will play, played).

# Who am I? YR: Knowledge and Skills

## Early Learning Goals

### Expressive Arts and Design

#### Exploring using media and materials:

- design and make a sock puppet
- to make a self portrait
- make musical instruments

#### Being imaginative:

- GoNoodle - imitates movement in response to music
- sings and puts actions to familiar songs and nursery rhymes
- taps out simple repeated rhythms using body parts

### Physical Development

#### Physical development – Moving and Handling

- draws lines and circles using gross motor movements.
- uses one-handed tools and equipment, e.g. makes snips in paper with child scissors
- can copy some letters, e.g. letters from their name

#### PE

- practise undressing and dresses with some support
- understands that equipment and tools have to be used safely.
- observes the effects of activity on their bodies.
- Sticky Kids – to listen and follow instructions

#### Forest Area

- exploring the natural environment

### RE

#### Creation

During this unit children will develop the idea of creation to include the children's gifts and talents as God given. To know that the Bible is God's book.

- Be able to recall parts of the story of creation using pictures and captions.
- Recognise gifts they have which are God given.
- Be able to recall with pictures parts of the creation story.
- Play an active part in the liturgy.
- Know that the creation story comes from the Bible which is God's book.

### Personal, social and emotional development

#### Self-confidence and self-awareness

#### Inner Peace

During Peacemakers sessions, children will be discussing:

- Who am I?
- What am I good at?

World Peace Day

One million praying the Rosary.