



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

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories.
- Anticipate key events in stories.
- Use and understand recently introduced vocabulary in stories like 'Elmer' and 'Monkey Puzzle'.
- During role-play, use recently introduced vocabulary.

Word 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

- Write recognisable letters, most of which are correctly formed.
- Recognise and write their own names.

Numeracy

Number

- Have a deep understanding of numbers to ten, including the composition of each number.
- Subitise (recognise quantities up to five without counting).

Numerical Patterns

- Verbally count up to ten.
- Compare quantities up to five in different contexts, recognising when one quantity is greater than or less than the other quantity.
- Recognise when things are the same or different, using the text 'The

Understanding the World

People, Culture and Communities:

- Talk about the lives of people around them and their roles in society, starting with the role of God in the Creation Story.
- Children will consider the jobs of family members, dentists, doctors and priests.

The Natural World:

- Children will explore the natural world around them using their five senses and make observational drawings of their findings.
- Understand some important processes and changes in the natural world through their exploration of the forest area, season's songs and daily calendar.

Communication and Language

Listening, attention and understanding.

- Listen attentively and respond to what they hear with relative questions, comments and actions when being read to during small group discussions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged, with their teachers.

Speaking

- Participate in small group and one-to-one discussions, offering their own ideas using recently introduced vocabulary.
- Offer explanations for why things may happen, making use of recently introduced vocabulary from stories.
- Express their ideas and feelings about their experiences.

Who am I? YR: Knowledge and Skills

Early Learning Goals

Expressive Arts and Design

Creating with materials.

- Safely use and explore a variety of materials to create their own face.
- Share their creations, explaining the process they have used.
- Use a variety of props and materials to make and explore musical instruments.

Being imaginative and expressive:

- Invent, adapt and recount narratives and stories with peers and teachers.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs and nursery rhymes at Highbury Theatre with a group of peers.

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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

Physical Development

Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Personal, social and emotional development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- To begin to know school rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.

Inner Peace

During Peacemakers sessions, children will be discussing:

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