



## Impact

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

*"This is the day that the Lord has made; let us rejoice and be glad in it."  
Psalm 118:24*

...know about different traditional family celebrations. They will have a deeper understanding of the celebrations within the Catholic faith and how we come together as a community. They will be more aware that they are a part of a community where Christ is at the center. Children will develop their knowledge of the birth of Jesus and how we celebrate this today.

## 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 their personal relationship with God and how their faith is developed through shared celebrations. They will recognise that they belong to a community where Christ is at the center and that each of us has a special place within this community. We are all able to join together as family communities through celebration.

## Building the Kingdom

### Big Question:

Can Jesus be seen in me?

### Further questions to explore

Where can I meet Jesus?

How do we celebrate through our faith?

How is the image of Christmas shared by others?

## Catholic Social Teaching

### Community and participation

We are not created by God to live alone. Living in community is an essential expression of who we are and family is the basis of society. We all belong in our families at home, our wider families and our Family of God. Each of us has a special role within our families and communities. We are all called to work together for the common good, to make our communities a better place.

# Can Jesus be seen in me? YR: Knowledge and Skills

## Early Learning Goals

### Literacy

#### Phonics

- recognise set 1 speed sounds
- read Word Time words 1.1/1.5
- read green words using Fred Talk.
- spell some simple cvc words using Fred Fingers

#### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. This will be seen through the story of 'The Nativity' and 'The Gingerbread Man'. They will be able to use scientific language for states of matter by referring to a letter they have received from Mr Mouse.

#### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.

#### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or

### Numeracy

#### Number

- Have a deep understanding of number to 10, including the composition of each number. They will explore stories like Six Dinner Sid to support their understanding.
- Subitise (recognise quantities without counting) up to 5.

#### Numerical Patterns

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

### Understanding the World

#### Past and Present

- 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 the nativity story through class storytelling e.g. comparing clothes, mangers and cots, and the status of people.

#### People, Culture and Communities

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories like the nativity, non-fiction texts and (when appropriate) maps. Children will explore the journey of Mary and Joseph to Bethlehem and also their own immediate school environment.

#### The Natural World

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter through autumn walks and exploring how we change jelly from a solid, to a liquid and back to a solid.

### Communication and Language

#### Listening, attention and understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions throughout all lessons and investigations.
- Make comments about what they have heard and ask questions to clarify their understanding. Children will be able to talk to grownups about the Baptism Sacrament and ask questions about their own Baptism.

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children will enjoy developing their understanding of the English language through WellComm.

# Can Jesus be seen in me? YR: Knowledge and Skills

## Early Learning Goals

### Expressive Arts and Design

Through the season of Advent children will prepare for Christmas by:

**Creating with materials:**

- Make use of props and materials when role playing characters in narratives and stories, Children will be making their own nativity scene at our Parent Workshop to solidify their understanding of the key characters in 'The Nativity Story'.

**Being Imaginative and expressive:**

- Invent, adapt and recount narratives and stories with peers and their teacher. This will conclude with the children performing 'The Nativity Story' in full costume, having recalled their lines and how to speak publicly to an audience.
- Perform songs and stories, and (when appropriate) try to move in time with music. Children will be rehearsing and performing their nativity songs, with actions, to an audience.

### RE

#### Baptism

Children will be considering how we are welcomed to God's faith:

- Children will visit the Abbey Church and see the Baptismal font.
- Know that in Baptism we are given a Christian name.
- Know that Baptism is a special celebration to welcome people to God's family.
- Know that Jesus' presentation in the temple was a special celebration for him.

#### Advent

Children will learn about how a Catholic prepares for the birth of Jesus:

Know that there are four weeks in Advent.

- Recall some of the things they will be doing to get ready during Advent considering which one they think is the most important in their opinion.
- Be able to speak to God in their own prayer and begin to write prayers of thanks.

### 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

**During PE lessons, children will be learning about how to control their body by:**

- Negotiating space and obstacles safely, with consideration for themselves and others.
- Demonstrating strength, balance and coordination when playing.
- Moving 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.

#### Peaceful choices

During Peacemakers sessions, children will be discussing:

- Why is it important to share?
- How does it feel when we share/do not share?