

# Y1

## Where do I come from?



*So God created man in his own image, in the image of God he created him; male and female he created them. Genesis 1:27.*



### Impact

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

...come to an understanding that, "The dignity of the human person is rooted in their creation in the image and likeness of God." *Catechism of the Catholic Church, #1700.*

Children will know that solidarity is the linking together of all human beings, of every nation, race and belief. It is the bond that, through the life of Jesus as God and man, links all human beings with God.

Through learning about the human body, children will recognise God in every individual person and will recognise every individual in God. They will be able to draw and label parts of their body and describe each of the five senses.

Children will also think about where they come from in terms of their locality in the local area. Children will explore their local area using first hand observation to enhance their local awareness along with developing essential map and fieldwork skills.

### 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 showing solidarity and to work towards the Common Good for the whole of humanity.

### Building the Kingdom

#### Big Question:

#### **Where do I come from?**

Further questions to explore:

Who is my family?

What makes us special?

How are we the same? How are we different?

### Catholic Social Teaching

#### Solidarity

Solidarity is about valuing our fellow human beings and respecting who they are as individuals.

We are all one family in the world. Building a community that empowers everyone to attain their full potential through each of us respecting each other's dignity, rights and responsibilities makes the world a better place to live.

*Saint John Paul II - Sollicitudo rei socialis*

# Where do I come from? Knowledge and Skills

## Core Subjects

### English

During this topic, pupils will read 'Night, Night Birmingham' by Katherine Sully and 'Peace at Last' by Jill Murphy.

#### Reading:

Comprehension: Throughout this unit, pupils will be taught to develop pleasure in reading.

Word Level:

- Apply phonic knowledge and skills to decode
- Respond speedily with the correct sound to graphemes for all 40+ phonemes

#### Writing:

- Write sentences by saying out loud what they are going to write
- Compose sentences orally before writing

#### SPAG:

- Leave spaces between **words**
- Punctuate **sentences** with a **capital letter** and **full stop**
- Capital letters for days of the week

### Science

#### Animals, including humans:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (found in the local area).

#### Working scientifically

- Classify and grouping
- Make close observations
- Use scientific vocabulary

## Foundation Subjects

### History and Geography

#### Geography: Local Geography

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use compass directions and locational and directional language to describe the location of features and routes on a map.
- Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use basic geographical vocabulary.

### Art and Design and Design Technology

**Art:** - Through their time in the Forest Area, pupils will

- Identify their colours by name
- Find collections of colour
- Begin to introduce mixing colours to make new colours
- Create patterns a picture by printing from objects (more than one colour)
- Develop impressed images with added pencil or decorative detail

### Music

#### Keeping the pulse –

By exploring the concept of keeping a steady pulse together, children will engage in music and movement activities inspired by their favourite things. They will participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.

# Where do I come from? Knowledge and skills

## Core Subjects

### Maths

#### Place Value:

- Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 10 in numerals and words.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations.
- Read and write numbers from 1-20 in numerals and words

#### Addition and subtraction:

- Represent and use number bonds and related subtraction facts within 10.
- Read, write and interpret mathematical symbols, involving the addition, subtraction and equals sign.
- Add and subtract one digit numbers to 10, including 0.
- Solve one step problems that involve addition and subtraction, using concrete objects, and pictorial representations and missing number problems.

### RE

#### Creation: Pupils will be able to/ know:

- Recognise different parts of God's Creation and be able to show appreciation for it.
- Sequence the story of creation.
- The story of St. Francis of Assisi.

#### Families and celebrations:

- Describe celebrations in which they have been involved at home or in school
- Identify celebrations as an important part of family life.
- Understand that Mass is an important celebration for God's family
- Describe the different words, actions and gestures that take place

## Foundation Subjects

### P.E.

#### Gymnastics:

Children will use simple gymnastics actions and shapes. They will:

- Perform like actions.
- Carry and set up apparatus safely.
- Perform shapes on large and small body parts.
- Take off and land and use shape in our jumps.
- Travel on our feet, showing good body tension.
- Create different levels in our performance.

#### Run, Jump and Throw

- Start and stop moving at speed.
- Use our arms when running at different speeds.
- Take off on two feet to jump at distance.
- Use the correct technique to throw different objects for distance.
- Show improvement in our throwing.
- Take part in a competition using running, jumping and throwing skills.

### Peacemakers

#### Inner Peace:

Pupils will have the opportunity to:

- Discuss and describe their feelings.
- Learn to affirm others and accept affirmation for themselves.
- Learn about Black History Month
- Have opportunities to learn Zones of Regulation.