

Y1

How and why do things change?



*“To improve is to change;
to be perfect is to change often.” Winston Churchill.*



Impact

By the end of this unit children will...

... have a deeper understanding of how daily life (including schooling, clothes, transport, toys and music) has changed over a period of time. Children will look in detail at schooling and they will compare and contrast a school in the 1950's with schools today. They will also look at the history of toys. They will compare the toys they play with to those that their parents and grandparents would have played with.

They will understand chronological order and be able to use language to compare their lives to that of their parents and grandparents.

They will become deeper thinkers and be able to identify the impact things in our past have had on our present life and whether innovations have made life easier or harder for us 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 develop an understanding of the importance of changes within living memory.

Building the Kingdom

Big Question:

How and why do things change?

Further questions to explore –

Is it old or new?

Was life easier or harder in the olden days?

Catholic Social Teaching

The Common Good

Domestic life, through the ages, has developed for the common good so that everyone can participate in society and share in the goods of creation. This means all of society working together and leaving no-one behind, especially the poorest and most vulnerable.

How and why do things change? Knowledge and Skills

Core Subjects

English

During this topic, pupils will read 'Lost in the toy museum' by David Lucas.

Reading:

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

Word Level:

- Read accurately by blending sounds in unfamiliar words.

Writing: Through story writing and letter writing, pupils will:

- Sequence sentences to form short narratives (stories).
- Compose sentences orally before writing.
- Re-read what they have written to check it makes sense.

SPAG:

- Leave spaces between **words**
- Punctuate **sentences** with a **capital letter** and **full stop**
- Capital letters for I.

Science

Materials:

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Working scientifically:

- Perform simple tests to explore questions.

Foundation Subjects

History and Geography

History: Changes within living memory

- Develop chronology by putting people, objects or events in order.
- Use information to describe differences between then and now.
- Ask and answer questions e.g. What was it like for...? How long ago did...?

Art and Design and Design Technology

Design Technology:

- Explore and use mechanisms (levers/ sliders) in their toys.
- Design a toy based on a certain criteria.
- Select and use a range of tools to make a toy.
- Evaluate a range of existing products (toys).
- Evaluate their product against the criteria.

Computing

- To identify technology.
- To identify a computer and its main parts.
- To use a keyboard to type on an iPad.
- To use the keyboard to edit text.
- To create rules for using technology responsibly.

How and why do things change? Knowledge and Skills

Core Subjects

Maths

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.

Geometry:

- Recognise, sort and name common 2-D shapes (triangles, rectangles, squares and circles).
- Recognise, sort and name common 3-D shapes (cuboids, cubes, pyramids and spheres).
- Use both 2D and 3D shapes to create simple patterns.

RE

Prayer:

- Understand that prayer is a special way of spending time with God and will be able to describe ways in which they pray.
- Identify what they want to praise, thank and ask God for in prayer and will be able to include these in their own prayers.
- Understand how some things can help Christians pray.

Advent:

- Understand that Advent is a time of waiting and preparation for the birth of Jesus.
- Explain some ways in which the season is celebrated at home, in the parish and in school.
- Explain the importance of making preparations for the celebration of Jesus' birth and identify some ways of doing this.

Christmas:

- Know and describe the story of the Annunciation, Joseph's dream, the journey to Bethlehem, Jesus' birth in the stable and the visit of the wise men.
- Know that the birth of Jesus was a very important event and continues to be important today for Christians.

Foundation Subjects

P.E.

Dance

- Respond to a range of stimuli and types of music using coordination, flexibility and balance.
- Explore space, direction, levels and speeds.
- Experiment creating actions and performing movements with different body parts.
- Watch others and say what they liked about a performance.

Attack, Defend and Shoot

- Practise basic movements including running, jumping, throwing and catching.
- To begin to engage in competitive activities.
- To experience opportunities to improve agility, balance and co-ordination.

Peacemakers

Peaceful Relationships

During Peacemakers sessions, children will:

- Take part in a Remembrance Day Service
- Develop the skills needed to build and maintain relationships, through taking part in activities for Friends and Anti-Bullying Week.
- Develop empathy for others.
- Understand what healthy relationships look and feel like.
- Recognise what influences their world view and that others may have a different worldview.
- Take part in Friends Week.