

# Y1

## Where do we see God in the World?



*"I am the light of the world." Luke 8: 12*



### Impact

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

...have a deeper appreciation for the world around them. They will understand the ways in which God is present in our world and explain why they are thankful for this. Children will know ways that we can look after our environment to allow it to flourish as God intended.

By being attentive to the world around us, children will recognise the effect of global warming and climate change and will identify loving actions to help reverse the effect.

Through their understanding of the world, children will understand the differences between hot and cold climates and what consequence this has on people and their communities. Children will develop a deeper connection with God through sharing ways we can continue to spread God's love through our words and actions.

### 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 being active members of society who work towards the Common Good for the whole of humanity.

### Building the Kingdom

#### Big Question:

#### **Where do we see God in the world?**

Further questions to explore -

How do we see God in ourselves?

How do we see God in others?

### Catholic Social Teaching

#### Care for the World

"Let the heavens be glad, and let the earth rejoice; let the sea roar, and all that fills it; let the field exult, and everything in it. Then shall all the trees of the forest sing for joy." Psalm 96: 11-12

# Where do we see God in the world? Knowledge and Skills

## Core Subjects

### English

During this topic, pupils will write a ...

**Poem to raise awareness of climate change to be sent to David Attenborough, inspired by the *One Day on our Blue Planet* series by Ella Bailey.**

**Non-chronological report to inform the public about hot and cold places, inspired by the *One Day on our Blue Planet* series by Ella Bailey.**

**SPaG focus: singular vs plural; past tense verbs; capital letters for names of places.**

**Spelling: adding –ing, -ed and –er to verbs; Year 1 common exception words**

### Science

Animals, including humans:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (found in the locally and globally).
- Identify and name a variety of common animals that are herbivores, omnivores and carnivores.
- Describe and compare the structure of a variety of common animals.

## Foundation Subjects

### Geography

Geography:

- Identify seasonal and daily weather patterns in the United Kingdom.
- Know the location of hot and cold areas of the world in relation to the equator.
- Know the location of the North and South poles.

### Art and Design and Design Technology

Design Technology:

- Design a purposeful and functional product (pencil pot).
- Select from and use a wide range of materials.
- Evaluate their ideas.

### Music

Charanga: How does music make the world a better place?  
Introducing temp and dynamics.

### Computing

- Use technology safely, respectfully and responsibly.
- Recognise acceptable and unacceptable behaviour.
- Identify a range of ways to report concerns about content and contact.

# Where do we see God in the world? Knowledge and Skills

## Core Subjects

### Maths

#### Place value:

- Count to fifty forwards and backwards, beginning with 0 or 1 or any given number.
- Count, read and write numbers to 50 in numerals and words.
- Given a number, identify one more or one less.
- Use a number line to 50 to estimate, order and compare.

#### Addition and subtraction:

- Add and subtract by counting on and back within 20.
- Find and make number bonds to 20.
- Know doubles and near doubles.

### RE

#### Forgiveness:

- Describe the parable of the Prodigal Son and the story of the sinful woman.
- Explain what they teach us about God's forgiveness.
- Understand that everyone makes choices and be able to differentiate between good or bad ones, identifying possible consequences of both.

## Foundation Subjects

### P.E.

#### Gymnastics:

- Identify and use simple gymnastics actions and shapes.
- Apply basic strength to a range of gymnastics actions.
- Begin to carry basic apparatus such as mats and benches.
- To recognise like actions and link.

#### Send and Return:

- Send an object with increased confidence using hand or bat.
- Move towards a moving ball to return.
- Send and return a variety of balls.

### Peacemakers

#### Peaceful Choices:

During Peacemakers sessions, children will:

- Learn about India and Hinduism during Multi-Faith Week.
- Exploring fairness and unfairness.
- Exploring peer pressure.
- Discussing E-Safety.