

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 look at the books **One Day on our Blue Planet - In The Antarctic and In the Savannah.**

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: Through writing a non-chronological report, pupils will:

- Discuss what they have written with the teacher.
- Compose sentences orally before writing.

SPAG:

- Adding -ing, -ed and -er to verbs .
- Common exception words.

Science

Animals, including humans:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (compare animals found in the UK 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.
- Working scientifically - asking simple questions and classification.

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.
- Know and locate the seven continents in relation to the equator.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

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.

Art –

Skill - Form –

To create land art using a range of natural materials (Forest area).

Music

Children will journey into the unknown and explore under the sea through music -

- Make movements to the pulse and tempo of a piece of music.
- Choose instruments with appropriate timbre to represent sparkling fish.
- Have opportunities to respond to dynamic changes in a piece of music.
- Create pitches and rhythms.
- Perform a layer of the music within an overall piece.
- Look at and define musical terms within the unit of work.

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

Core Subjects

Maths

Place value:

- Count to twenty forwards and backwards, beginning with 0 or 1 or any given number.
- Count, read and write numbers to 20 in numerals and words.
- Given a number, identify one more or one less.
- Use a number line to 20 to estimate, order and compare.
- Compare and order numbers up to 20.

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.
- Missing number problems.

RE

Sharing Jesus' Life

- Know the stories of the call of the disciples and some information about them.
- Recall stories about Jesus and his disciples that show that the disciples shared in the life and work of Jesus.
- Identify some characteristics of a disciples and describe some ways in which Jesus changes or affects people's lives.

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.

Hit, Catch and Run

- Select a space to throw or roll a ball into.
- Track and collect a rolling ball.
- Catch a ball to stop an opponent from scoring.
- Use hands to hit a ball.
- Run between bases to score points.
- Work as a team to score points.

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.