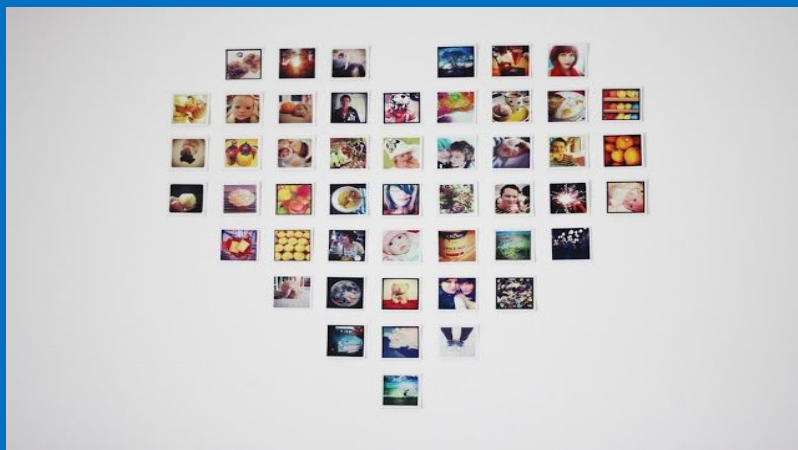


“Memories of our lives, of our works and our deeds will continue in others.”

Rosa Parks



Impact

By the end of this unit children will...

...understand the belief that every person is precious, that people and the way they live are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

Through looking at events beyond their living memory, children will look at how life has been enhanced for the common good.

Children will focus, in detail, on what seaside holidays were like in the Victorian times. They will learn that other people’s memories and our own, do not only hold important knowledge about these events but they can also directly transport us into past, to the person that lived through these experiences.

They will explore how technological advances in transport have enhanced our lives. They will focus on the Titanic which clearly wouldn't be considered a high-tech vessel today but over a hundred years ago was a marvel of state-of-the-art technology. The children will learn more about this event through the memories of the survivors.

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 learn that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching.

Building the Kingdom

Big Question:

Why are memories important?

Further questions to explore –

Why do we share our memories?

What memories do you have and why are they precious to you?

How do memories help us to learn about the past?

Catholic Social Teaching

Life and Dignity of the Human Person

Since every person is created in the likeness of God, they have an inalienable dignity that should always be safeguarded. Human life is sacred. We are called to treat every person and every creature with loving respect, seeing them as both a reflection of God and a mirror of ourselves.

Having access to basic human rights such as the right to food, shelter and education is a fundamental requirement for living with dignity.

Why are memories important? Knowledge and Skills

Core Subjects

English

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:

- Sequence sentences to form short narratives
- Re-read what they have written to check it makes sense

SPAG:

- Punctuate sentences with a capital letter and a full stop or a question mark or an exclamation mark.
- Use capital letters for proper nouns
- Use adjectives to describe
- Spell using suffixes

Science

Working Scientifically:

- Ask simple questions and know they can be answered in different ways.
- Use their observations and ideas to suggest answers to questions
- Perform simple tests: What is the best material for...? Which materials are the most...?
- Gather and record data to answer questions (Do all animals have the same senses as humans? How are the animals in ... different to the animals in England?)

Foundation Subjects

History and Geography

History: Pupils will learn about events beyond living memory. They will look at how travel has been enhanced to enable us to travel further and quicker.

- Use words and phrases: old, new, now, then
- Remember part of stories and memories about the past
- Use a timeline to place important events.
- Identify that themes link history together (transport).
- Identify that events and changes have happened in order- development of trains
- Identify that changes have happened that can impact on today (George Stephenson)
- Begin to use the words 'cause' and 'effect' when studying the Titanic
- Identify that certain events and people have had major consequences (railways)

Art and Design and Design Technology

Art: Through reflecting upon seasonal changes in Science and our time in the forest,

- Draw from imagination.
- Begin to explore with the primary colours.
- Begin to mix colours to make new colours.
- Explore a range of paint and brush sizes.

Music

Pupils will explore different genres of music and they will discuss how the music makes them feel.

Computing

Computer Science: Moving a robot

- Match a command to an outcome and run a command
- Follow and give instructions
- Predict and start a sequence

Why are memories important? Knowledge and Skills

Core Subjects

Maths

Position and direction:

- Describe position, direction and movement.

Place Value to 100:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number and will count, read and write numbers to 100 in numerals.
- Identify one more and one less.

Money and Time:

- Recognise and know the value of different denominations of coins and notes.
- Sequence time in chronological order and tell time to the hour and half hour.

RE

Pentecost:

- Know the story of Pentecost and describe how the disciples changed.
- Identify some symbols of the Holy Spirit

Sharing Jesus' Life:

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

Following Jesus today:

- Understand that they belong to the Church through Baptism and that this means being part of God's family and a follower of Jesus.
- Describe signs of their belonging to the Church.

Foundation Subjects

P.E.

Outdoor Adventure Activity (OAA)

- Use thinking skills to follow multi-step instructions.
- Solve more challenging problems as an individual.
- Take part in activities with increasing challenge to build confidence.

Competitive multi-skills

- Play in a game where rules apply.
- Play in competitive games.
- Play co-operatively.
- Work as part of a team to score points.

Peacemakers

Peaceful Communities:

During Peacemakers sessions, children will:

- Learn about developing a peaceful school community.
- Learn about World Environment Day.
- Work with the Parish community during Parish Week.