



Impact

By the end of this unit children will...

"While you have the Light, believe in the Light, so that you may become Children of Light." John 12:36

...have a better understanding of who created them, why they were created and what they need to do to keep their mind and body healthy and safe. They will have knowledge of how we can look after God's creations and aim to follow in the footsteps of Jesus in their everyday lives. Whilst the children learn that each of us is created by God, they will come to recognise that we are uniquely created. They will be aware of the similarities and differences that make each of us who we are, with our own individuality.

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 be encouraged to explore how God has made them unique. They will begin to recognise that they are uniquely made by God and with this developing understanding, come to grow in self-confidence.

Building the Kingdom

Big Question:

Who am I?

Further questions to explore

Who else is in my family?

How am I special?

What makes us different?

What are my God given gifts and talents?

Catholic Social Teaching

Dignity of the Human Person

As Catholics, we believe that all life is created in the image and likeness of God (Genesis 1:26-31) and as such, all life is sacred and precious. We have a responsibility to ensure that this sacred life is nurtured and cared for so that all can grow into the fullness of what God has called them to be.

Who am I? YR: Knowledge and Skills

Early Learning Goals

Literacy

Through sharing quality texts such as: Elmer, The Family Tree, Giraffe's can't dance, Senses and The Feelings book, pupils will focus on:

Writing:

- Forming lower-case letters correctly.
- Writing their own name.

Comprehension:

- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Word reading (Phonics):

- Read individual letters by saying the sounds for them.
- Blend sounds into words so that they read short words made up of known letter correspondences.

Understanding the World

People, culture and communities:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

The Natural World:

- Explore the natural world around them.
- Describe what they see, hear, feel, smell and taste.
- Understand the effect of changing seasons on the natural world around them.

Communication and Language

Listening, attention and understanding

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Engage in story times.
- Listen to stories and non-fiction books.
- Listen carefully to rhymes and songs, paying attention to how they sound.

Speaking

- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Talk about stories and non-fiction books.
- Retell stories.
- Use new vocabulary in different contexts.
- Learn rhymes, poems and songs.

Maths

Through Mastering Number and White Rose Maths, pupils will:

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value
- Explore patterns.
- Match and sorting activities.
- Understand one more or one less between consecutive numbers
- Explore the composition of 10
- Continue, copy and create repeating patterns

Who am I? YR: Knowledge and Skills

Early Learning Goals

Expressive Arts and Design

Through opportunities to: draw or paint elephants, self portraits and portraits of family members and use materials to create collages, pupils will:

Creating with materials:

- Explore use and refine a variety of artistic effects to express their ideas and feelings.

Through the learning areas within the classroom, pupils will:

Being imaginative:

- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Physical Development

Gross Motor

Through Indoor P.E: Gymnastics, pupils will:

- Revise and refine: rolling and jumping.
- Progress towards a more fluent style of moving.
- Combine different movements with ease and fluency.

In class:

- Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.
- Develop the skills needed to line up and queue.

Fine Motor

- Develop small motor skills by using tools safely, competently and confidently (pencils, paint brushes, scissors and cutlery).

RE

Creation

During this unit children will develop the idea of creation to include the children's gifts and talents as God given. To know that the Bible is God's book.

- Be able to recall parts of the story of creation using pictures and captions.
- Recognise gifts they have which are God given.
- Be able to recall (with pictures) parts of the creation story.
- Play an active part in the liturgy.
- Know that the creation story comes from the Bible which is God's book.

Personal, social and emotional development

Self-regulation

- See themselves as valuable individuals.
- Express their feelings and consider the feelings of others.

Managing self

- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Manage their own personal hygiene needs.

Building relationships

- Build constructive and respectful relationships