



Impact

By the end of this unit children will...

Even the longest journey begins with the first step.

Chinese proverb

The children will be able to talk about past and present events in their own lives and in the lives of family members. They will be able to identify people in their lives and in the community, who will help guide them on their journey.

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 **how we are responsible for each other, helping each other to learn and grow. They will learn how we all have a responsibility to help others in our community and to be active members of our communities**

Building the Kingdom

Big Question:

Who helps us on our journey?

Further questions to explore

Why do people travel?

How can I show my faith journey?

Catholic Social Teaching

Call to Community, family and participation

We are social beings called to live and to work together in society seeking the common good.

Each one of us has a special role to play in our communities and a duty to help one another, especially those who are most vulnerable. Just as we are called to help, others will support and help us too. “As each one has received a gift, use it to serve one another as good stewards of God’s varied grace” (1Peter 4:10).

Who helps us on our journey? YR Knowledge and Skills

Early Learning Goals

Literacy

Word Reading

- recognise set 1 sounds at speed
- begin to work on set 2 speed sounds
- read Word Time words 1.1/1.7
- read green words using Fred Talk.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension

- Children will be exploring "The train ride" as a hook to their learning, as they explore different journeys and the people who help us along the way.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.

Writing

Using "Mr Wolf's Pancakes" as a basis, children will create story maps, write lists and a set of instructions.

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

Maths and Mastering Number

Length, height and time

- Explore and compare length and height.
- Talk about, order and sequence time.

Building 9 and 10

- Compare numbers to 10.
- Subitising to 10.
- 1 more and 1 less.
- Bonds and doubles to 10.
- Explore even and odd numbers.

Explore 3-D shape.

- Recognise and name 3-D shapes

Understanding the World

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, and through "The train ride" they will create maps of their immediate environment

Past and Present:

- Children will talk about the lives of the people around them, their roles in society and how they help us on our journey.

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals – children will be creating observational drawings of different insects, exploring what they notice.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter as they enter the spring season and observing the changes from winter.

Communication and Language

Listening. Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
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Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Who helps us on our journey? YR Knowledge and Skills

Early Learning Goals

Expressive Art and Design

Creating with materials:

- Create Mother's Day cards exploring and experimenting with tools and techniques, materials and texture.
- Create Easter cards experimenting with colour as they use paint to create new colours.
- Share their creations, explaining the process they have used.
- Children will make use of props and materials when role playing characters in narratives and stories through the use of book corner and small world set up with people from our communities who help us

Being imaginative and expressive

- Sing a range of well-known nursery rhymes and songs with a focus on the Lenten hymns and actions in time to the words.
- Children will listen to a range of music in learning breaks and try to move in time with music.

RE

Lent

In this unit the children are introduced to some of the church's customs for the Season of Lent.

- Know that Lent is a special time of prayer and a time to help others.
- Lent is an important season of the Church year. They will recall some symbols of the season and recognise the prayer of sorrow to be an important prayer.
- They will understand why people ask for forgiveness from God for the things they have done wrong.

Holy Week

- In this unit the children will learn about the last few days in the life of Jesus.
- Know about some of the events of Holy Week and be able to talk about what Jesus did on Palm Sunday, The Last Supper and Good Friday
- They will understand the cross is a special reminder of the love of Jesus.
- Talk about when the Last Supper of Jesus is remembered in church.

Physical Development

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Gross Motor Skills

During PE Lessons, children will be focusing on speed, agility and travel.

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Personal, social and emotional development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

During Peacemakers sessions, children will be discussing Peaceful Behaviours and Actions (Self-Confidence and self-awareness):

- What are the different emotions that we feel?

Building Relationships

- Work and play cooperatively and take turns with others.
- Show sensitivity to their own and to others' needs

International Women's Day.