

How were things different in the past?



Impact

By the end of this unit children will...

... know some similarities and differences between things in the past and now, drawing on their experiences and what has been read. They will have some understanding of how daily life (including household items, vehicles and toys) has changed over a period of time.

They will compare the toys and home life they experience to those experienced by their parents.

They will become deeper thinkers and be able to identify the impact things in our past have had on our present life and whether innovations have made life easier or harder for us today.

"God can bring peace to your past, purpose to your present and hope to your future." John 14:27

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 how things have changed and how things have stayed the same.

Building the Kingdom

Big Question?

How were things different in the past?

Further questions to explore?

What toys do I play with? What did my parents play with?

What is the same about things in my home?

What did cars used to look like?

Catholic Social Teaching

The Common Good

Domestic life, through the ages, has developed for the common good so that everyone can participate in society and share in the goods of creation. This means all of society working together and leaving no-one behind, especially the poorest and most vulnerable.

How were things different in the past? YR: Knowledge and Skills

Early Learning Goals

Literacy

Through sharing quality texts such as: *Peepo!*, *Old Bear*, *Mr Gumpy's motorcar* and *The Oak Tree*

Writing

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences using capital letters and full stops that can be read by others.

Comprehension

- Anticipate key events in stories.
- Use and understand vocabulary recently introduced during discussions

Word Reading (Phonics)

- Identify Set 2 speed sounds
- Read Word Time words 1.1/1.7 and words with Set 2 sounds
- Read green words using Fred Talk.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Numeracy

Through Mastering Number and White Rose maths, pupils will:

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.

Numerical Pattern

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns with numbers up to 10 including evens and odds and double facts.

Understanding the World

Past and Present:

- Identify that some things from the past may be different to those we use today.
- Talk about the lives of the people around them.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Comment on images of familiar situations in the past.

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.

How were things different in the past? YR: Knowledge and Skills

Early Learning Goals

Expressive Arts and Design

Creating with materials:

- Safely use and explore a variety of materials, tools and techniques.
- Share their creations, explaining the process they have used.
- Children will make use of props and materials when role playing characters from 'The Easter Story' through the use of book corner and small world set up.

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Being imaginative and expressive

- Sing a range of well-known nursery rhymes and songs with a focus on the Easter hymns and actions in time to the words.
- Invent, adapt and recount narratives and stories with peers and their teachers.

RE

Easter

In this unit the children learn about the story of Easter and the Resurrection of Jesus from the dead.

Pupils will:

- Know the story of the Resurrection of Jesus.
- Understand that at Easter we celebrate Christ being alive.
- Identify the Easter Candle as a symbol of this season.
- Ask questions about the symbols on the Easter candle.
- Consider the feelings and thoughts of Jesus' disciples.

Pentecost

- To know parts of the story of Pentecost and recognise some of the changes that took place in the Apostles.
- They will also know some of the symbols the Church uses to celebrate the Feast of Pentecost.
- Know some elements of the story of the coming of the Holy Spirit.

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 focus on developing agility, speed and travel.

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Revise fundamental movement skills: running, jumping.
- Further develop and refine a range of ball skills: kicking, passing, batting and aiming.
- Confidently and safely use a range of large and small apparatus indoors and outside.

Personal, Social and emotional development

Self-Regulation

- 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.

Building Relationships

- Think about the perspective of others.

Peacemakers

During Peacemakers sessions, children will be discussing Peaceful mind and body and will be taking part in grounding and meditation activities.