

Who helps us?



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?

Further questions to explore

How do people help us?

How can I be a superhero?

What is a superhero like?

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? YR: Knowledge and Skills

Early Learning Goals

Literacy

Through sharing quality texts such as: **Supertato, A superhero like you (Dr Ranj), Cops and Robbers and Juniper Jupiter:**

Writing

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

Comprehension

- Anticipate key events in stories.
- Retell stories and narratives using their own words and recently introduced vocabulary.
- Use and understand vocabulary taught during discussions about stories, non-fiction, rhymes, poems and during role play.

Word Reading (Phonics)

- Begin to work on set 2 and some set 3 speed sounds
- Read green words using Fred Talk.
- Read aloud simple sentences and books that are consistent with their

Numeracy

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Recall number bonds to 5 and some number bonds to 10.
- Know some double facts.

Numerical patterns

- Verbally count beyond 20.
- Compare quantities up to 10.
- Explore odds and evens, double facts and how quantities can be distributed equally.

Understanding the World

Past and present

- Talk about the lives of the people around them and their roles in society
- Compare and contrast figures from stories.
- Talk about members of their community.

Communication and Language

Listening and attention

- Children listen to stories accurately anticipating key events and respond to what they hear

Understanding

- Children follow instructions involving several ideas or actions

Speaking

- Children develop their own narrative by connecting ideas

Who helps us? YR: Knowledge and Skills

Early Learning Goals

Expressive Arts and Design

Creating with materials:

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Make use of props and materials when role playing characters in narratives and stories.

Being imaginative and expressive

- Invent, adapt and recount narratives and stories.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
- Use drawings to tell a story.

Through KAPOW music: Pupils will learn about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.

RE

People who help us

In this unit the children will be introduced to the role of the priest as a special person in God's Family who helps people. This unit also has a focus on the church building as an important place within the parish community. The children will also learn about a saint being an important person in God's Family. They will also consider the help that Jesus gave to people when they needed it.

- To understand that the church building is a special place.
- Identify some artefacts in the church.
- Recall a few features from the celebration of Mass and identify parts of stories of Jesus that show him helping other people.
- Understand that people have opportunities to follow Jesus today by the way they live.

Physical Development

Gross Motor Skills

Indoor P.E: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future P.E sessions and other physical disciplines including dance.

- Progress to a more fluent style of moving, with developing control and grace.
- Combine different movements with ease and fluency.

Outdoor P.E

- Co-operate and problem solve
- Use talk to help work out problems and organise thinking and activities

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 making observational drawings of animals.

Personal, social and emotional development

Making relationships

Peaceful Communities

During Peacemakers sessions, children will be discussing:

- Who is in our class/ school community.
- The importance of a community.

Father's Day

Refugee Day