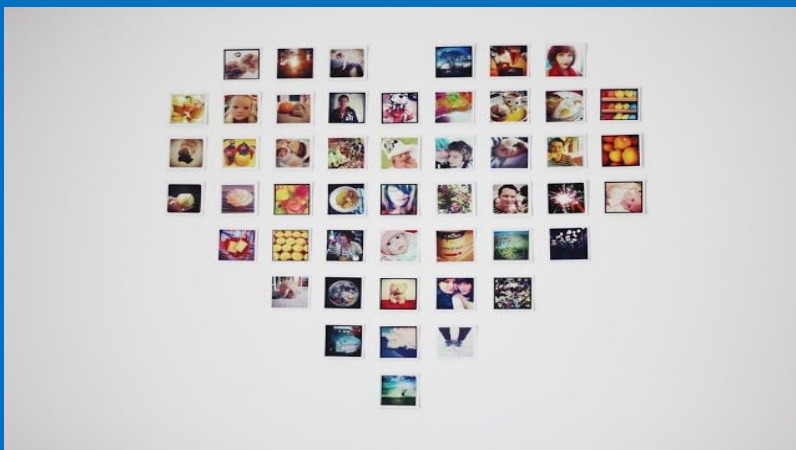


"Memories of our lives, of our works and our deeds will continue in others."

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: Children will re-read books to build up their fluency and confidence in word reading. They will develop pleasure in reading by listening to a wide range of poems. They will learn to appreciate rhymes and poems and recite some by heart. The children will participate in discussion about what is read to them, taking turns and listening to what others say

Writing: Stories with familiar settings - Through using the text 'Lucy and Tom at the Seaside' by Shirley Hughes children will write their own stories with a seaside setting.

Poetry - Using the text 'Seaside Poems' by Jill Bennett, children will write their own seaside poems. They will read aloud their writing clearly enough to be heard by their peers and the teacher.

SPAG: Children will punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. They will use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Science

Animals: Children will look at a variety of birds and learn about the patterns of bird migration depending on the weather and they will look closely at the connections between weather and animals who hibernate. Children will also look at the life cycle of an insect (caterpillars). Children will observe the growth of the caterpillars as they transform into butterflies.

Working scientifically - Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them e.g. grouping animals according to what they eat.

Seasonal changes: Children will observe changes across the four seasons. They will observe and describe weather associated with the seasons and how day length varies.

Foundation Subjects

History and Geography

History: Using the text 'Victorian Seaside' by Mandy Ross, children will learn about events beyond living memory. From listening to the memories of others, children will look at Victorian holidays and use their memories to compare how their holidays differ today. They will look at how travel has been enhanced to enable us to travel further and quicker.

- Children will use information to describe differences between then and now.
- They will look at books and pictures (and eye-witness accounts, photos and artefacts).
- Children will ask and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'

Art and Design and Design Technology

Art: Through looking at the work of the seascape painter J. M.W. Turner children will develop a wide range of art and design techniques by:

- Investigating tone by drawing light/dark lines, light/dark patterns, light/dark shapes.
- Painting and mixing primary shades and tones.
- Creating textured paint by adding sand.

Music

Children will compare Beethoven's 'Calm Sea' with Tchaikovsky's 'The Tempest'.

- Children will listen to the dynamics (loud and quiet sounds) in a piece of music.
- Children will explore tempo (fast and slow speeds) within a pieces of music.

Computing

Children will use JIT Write and Paint tools to create a document comparing seaside holidays in the past with today.

- Children will add text strings, show and hide objects and change features.
- They will set pen colour, shape and size.

Why are memories important? Knowledge and Skills

Core Subjects

Maths

Position and direction:

- Children will describe position, direction and movement.

Place Value:

- Children will 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.
- Children will identify one more and one less.

Money and Time:

- Children will recognise and know the value of different denominations of coins and notes.
- They will sequence time in chronological order and tell time to the hour and half hour.

RE

Sharing Jesus' Life:

- Children will know the stories of the call of the disciples and some information about them.
- They will know and be able to recall some stories about Jesus and his disciples, which show that the disciples shared in the life and work of Jesus.
- They will be able to identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives.

Following Jesus today:

- Children will understand that they belong to the Church through Baptism and that this means being part of God's family and a follower of Jesus.
- They will be able to describe signs of their belonging to the Church.

Foundation Subjects

P.E.

Run, Jump, Throw

- Children will increase their stamina and core strength needed to undertake athletics activities.
- They will take part in a broad range of opportunities to extend strength, balance, agility and coordination.
- Children will cooperate with others to carry out more complex physical activities.

Send and Return

- Children will develop their sending skills with a variety of balls.
- They will track, intercept and stop a variety of objects.
- Children will select and apply skills to beat the opposition

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.