

In what ways are we all a global family?



Impact

By the end of this unit, children will...

"If one member suffers, all suffer together; if one member is honoured all rejoice together." 1 Corinthians 12:26

During this unit, children will explore the seven continents of the world. They will learn about the location of each of these as well their features, people and landmarks. Their learning will guide them in seeing the world as one global family created by God. They will discuss the way in which this may change how we see others and how it affects our behaviours.

Intent

It is our vision that the children of St. Mary's become advocates of solidarity and love for each other. Throughout this unit, they will discover how God created us as one global family called to live together in unity. Our children will learn to celebrate our differences and embrace life in a multi-cultural world.

Building the Kingdom

In what ways are we a global family?

Further questions to explore:

- What did Jesus teach us about living together?
- What does it mean to be part of God's family?

Catholic Life Pledge:

Cake decoration and sale for CAFOD (Solidarity).

Catholic Social Teaching

Thinking of everyone (Solidarity) & Putting people in most need first (Preferential option for the poor)

We must recognise others as our brothers and sisters and actively work for their good whilst remembering to put the needs of the poor and vulnerable first.

'Open and generous hearts can change the world.' Pope Francis



Core Subjects

English

During this term, pupils will:

- Character/setting descriptions – using adjectives to describe either the character or setting in the focus text.
- Retell– retelling a story in their own words.
Information booklet- informing on a chosen topic from the focus text
- Poetry- riddles and alphabet poems.

Spelling: Phase 3-5 Letters and sounds. Year 1 Common exception words.

Skills focus: Independent application of all skills in different sequences of sentences- beginning to show different purposes.

Maths

During this term, pupils will focus on -

Subtraction to 20

Pupils learn to make links between addition and subtraction, and gain a greater understanding of addition and subtraction as the inverse of one another.

Money

Pupils learn to recognise coins and banknotes, and understand their relative and absolute values. Through lots of practical activities, they will develop familiarity with money in a range of everyday settings. They will learn the value of a coin or note depends on both the numerical value assigned to it, and the unit (pounds or pence) that is involved. They will also be comparing notes and coins

Time

In this unit, children strengthen their understanding of the hands of a clock, including the second hand. Children will develop their understanding of units of measurement of time (hours, minutes and seconds). They will use the following vocabulary to develop their understanding of durations of time and the ordering of events in time: 'before', 'after', 'yesterday', 'today', 'tomorrow', 'day', 'week', 'date', 'month', 'year', 'calendar'...

Foundation Subjects

History / Geography

Around the World

Year One will embark on a whistle-stop tour around the world with this seven continents of the world. They will. Join Buddy the Bee as he visits a country on each of the seven continents and explores their features, people and landmarks. They will learn where the seven continents are on a map and undertake a variety of fun activities to help them learn more about each one.

- name and locate the world's seven continents and five oceans.
- use basic geographical vocabulary to refer to key physical features
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Art / Design technology

Fruit & Vegetables:

- KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria
- KS1 - generate, develop, model and communicate their ideas
- KS1 - select from and use a range of tools and equipment to perform practical tasks
- KS1 - select from and use a wide range of materials and components, including ingredients
- KS1 - evaluate their ideas and products against design criteria
- KS1 - use the basic principles of a healthy and varied diet to prepare dishes
- KS1 – Understand where food comes from

Music

TBC

Computing

Spreadsheets & Technology Outside of School:

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.



Core Subjects

Science

Identifying Plants:

Pupils will learn how to observe, identify, compare, classify and describe UK plants. They will become familiar with different types of plants, including wild plants, garden plants and trees. They will use the terms 'deciduous', 'evergreen', 'leaves', 'stem', 'flower', 'blossom' and many more to describe a wide variety of plants. They will also be encouraged to observe how plants change over time, all through a variety of fun activities.

Seasonal Changes:

Pupils will understand how the seasons change with this Seasonal Changes Year 1 Science lesson planning pack. Through a variety of fun activities, your KS1 children will explore how weather and day length affect animals and humans. They will also be encouraged to use their own experiences and the information provided to come to conclusions about how living things adapt to seasonal changes.

Religious Education

Pentecost:

This unit is designed to develop the children's knowledge and understanding of Pentecost as the fulfilment of Jesus' promise to send the Holy Spirit. The unit focuses on the coming of the Holy Spirit as a promised gift that brought about a change in the lives of the disciples and how we celebrate and receive that gift in our lives today.

Sharing Jesus' Life:

This unit is designed to develop the children's knowledge and understanding of the way in which, as Christians, we are called to share in the life of Jesus. The unit focuses on Jesus choosing and calling the disciples and how they are an example to us of what it means to be a disciple or follower of Jesus and share in his life.

Following Jesus today:

This unit is designed to develop the children's knowledge and understanding of what it means to follow Jesus today. The unit develops the children's understanding of how, as followers of Jesus, we belong to the Church and the different ways that the Church, and the different members of it, follow Jesus.

Foundation Subjects

Physical Education

Athletics:

In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.

Striking & Fielding:

Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.

French

La crème glacée (Ice Cream)

RHSE/PHSE

Module 2, Unit 3, Session 4 (Harmful Substances).
 Module 2, Unit 3, Session 5 (Can you help me? Part One).
 Module 2, Unit 3, Session 6 (Can you help me? Part Two).
 Module 2, Unit 3, Safe or unsafe? End of unit Assessment
 Module 3, Unit 1 Thinking about God, Start of Unit Assessment
 Module 3, Unit 1, Session 1 (Three in one).
 Module 3, Unit 1, Session 2 (Who is my neighbour).
 Module 3, Unit 1, Thinking about God, End of Unit Assessment
 Module 3, Unit 2, Me and My Community, Start of Unit Assessment
 Module 3, Unit 2, Session 1 (The Communities we live in).
 Module 3, Unit 2, Me and My Community, End of Unit Assessment