

# Nur – Sum 2 - What are the things that are important to me?



## Impact

By the end of this unit children will...

“The three most important things to have are faith, hope and love. But the greatest of them is love.” 1 Corinthians 13:13

Children will have a greater knowledge of what is important to them in their lives. This will be achieved through exploration of children’s families and their histories. We will also look closely at the things children value in their day-to-day lives as well as what others value.

## 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 be encouraged to explore how God created the world and to foster a love of His creations. They will begin to recognise that each of God’s creations is special and important.

## Building the Kingdom

Big Question:

What are the things that are important to me?

Further questions to explore

What are the things I treasure?

What are the things I need and what are the things I want?

How can I help to care for the things that are important to me?

## Catholic Social Teaching

We are not created by God to live alone. Living in community is an essential expression of who we are and family is the basis of society. We all belong in our families at home, our wider families and our Family of God. Each of us has a special role within our families and communities. We are all called to work together for the common good, to make our communities a better place.

# What are the things that are important to me?

## Religious Education and Prime Areas of Learning

### Religious Education

#### Pentecost- The Air Around Us

This unit introduces the Holy Spirit as the third part of the Sign of the Cross and that red is the colour associated with this Season.

Children will:

Know that air makes things happen.

#### Special Celebrations

This unit is designed to raise the children's awareness of occasions for celebration, particularly marriage.

Children will:

Know that celebrations are happy occasions.

### Physical Development

Choose the right resources to carry out their own plan.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

### Communication and Language

Pay attention to more than one thing at a time, which can be difficult.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions.

Understand how to listen carefully and why listening is important.

### Personal, Social and Emotional Development

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries.

Develop appropriate ways of being assertive.

Be increasingly independent in meeting their own care needs.

# What are the things that are important to me?

## Specific Areas of Learning

### Literacy

Recognise words with the same initial sound, such as money and mother.

Write some letters accurately.

Write some or all of their name.

Use some of their print and letter knowledge in their early writing.

### Mathematics

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Link numerals and amounts.

### Understanding the World

Begin to make sense of their own life-story and family's history.

Explore how things work.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

### Expressive Arts and Design

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create their own songs or improvise a song around one they know.