

Rec – Aut 1 - Who am I?



Impact

By the end of this unit children will...

“While you have the Light, believe in the Light, so that you may become Children of Light.” John 12:36

...have a better understanding of who created them, why they were created and what they need to do to keep their mind and body healthy and safe. They will have knowledge of how we can look after God’s creations and aim to follow in the footsteps of Jesus in their everyday lives. Whilst the children learn that each of us is created by God, they will come to recognise that we are uniquely created. They will be aware of the similarities and differences that make each of us who we are, with our own individuality

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 has made them unique. They will begin to recognise that they are uniquely made by God and with this developing understanding, come to grow in self-confidence.

Building the Kingdom

Big Question:

Who am I?

Further questions to explore

Who else is in my family?

Who helps us on our faith journey?

What makes us different?

Catholic Social Teaching

Family and Community

Focus: Mary’s birthday and The Holy Family

We are all part of a community

We look after and care for each other

I belong to my family and my community

My community needs me

Stewardship of God’s

Focus: Harvest

Learning from God’s creation

Making good choices - being responsible

God’s gardeners

Celebrating the Harvest

Who am I?

Religious Education and Prime Areas of Learning

Religious Education

Creation

During this unit children will develop the idea of creation to include the children's gifts and talents as God given.

To know that the Bible is God's book.

Be able to recall parts of the story of creation

using pictures and captions.

Recognise gifts they have which are God given.

Be able to recall with pictures parts of the

creation story.

Play an active part in the liturgy.

Know that the creation story comes from the Bible

which is God's book.

Physical Development

Moving and Handling:

Jumps off an object and lands appropriately

Handles tools, objects, construction and

malleable materials safely and with increasing control

Begins to use anticlockwise movement and

retrace vertical lines

Begins to form recognisable letters.

Health and Self-Care:

Eats a healthy range of foodstuffs and

understands need for variety in food

Shows some understanding that good practices

with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Communication and Language

Listening and Attention:

Listens to others one to one or in small groups, when conversation interests them

Listens to stories with increasing attention and recall

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Understanding:

Understands use of objects (e.g. "What do we use to cut things?")

Responds to simple instructions, e.g. to get or put away an object

Speaking:

Beginning to use more complex sentences to link thoughts (e.g. using and because)

Personal, Social and Emotional Development

Self-Confidence and Self-Awareness:

Can describe self in positive terms and talk about abilities.

Managing Feelings and Behaviour:

Initiates conversations, attends to and takes account of what others say.

Making Relationships:

Aware of the boundaries set, and of behavioural expectations in the setting.

Who am I?

Specific Areas of Learning

Literacy

Reading:

Floppy Phonics Scheme
Enjoys an increasing range of books
Hears and says the initial sound in words
Links sounds to letters, naming and sounding the letters of the alphabet

Writing:

Gives meaning to marks they make as they draw, write and paint
Hears and says the initial sound in words.
Links sounds to letters, naming and sounding the letters of the alphabet.

Understanding the World

People and Communities:

Shows interest in different occupations and ways of life
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

The World:

Looks closely at similarities, differences, patterns and change

Technology:

Interacts with age-appropriate computer software

Mathematics

Number

Times of day
Positional language
Match and sort
Compare amounts

Measure, shape and spacial thinking

Compare size, mass and capacity
Exploring pattern
Representing 1, 2, 3
Comparing 1, ,2 ,3

Expressive Arts and Design

Exploring and Using Media and Materials:

Explores what happens when they mix colours
Experiments to create different textures
Understands that different media can be combined to create new effects
Begins to build a repertoire of songs and dances

Being Imaginative:

Create simple representations of events, people and objects
Chooses particular colours to use for a purpose.