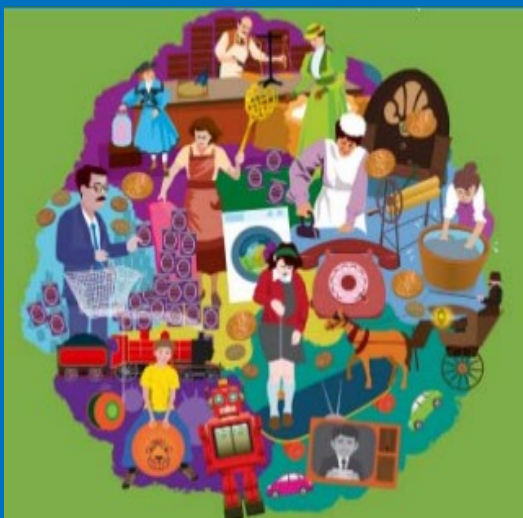


# Y1 – Aut 2 – How and why do things change?



“To improve is to change;  
to be perfect is to change often.”  
Winston Churchill



## Impact

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

... have a deeper understanding of how daily life (including schooling, clothes, transport, toys and music) has changed over a period of time. Children will look in detail at schooling and they will compare and contrast a school in the 1950's with schools today. They will also look at the history of toys. They will compare the toys they play with to those that their parents and grandparents would have played with.

They will understand chronological order and be able to use language to compare their lives to that of their parents and grandparents.

They will become deeper thinkers and be able to identify the impact things in our past have had on our present life and whether innovations have made life easier or harder for us today.

## 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 of the importance of changes within living memory.

## Building the Kingdom

### Big Question:

### How and why do things change?

Further questions to explore -

Is it old or new?

Was life easier or harder in the olden days?

## Catholic Social Teaching

### The Common Good

Domestic life, through the ages, has developed for the common good so that everyone can participate in society and share in the goods of creation. This means all of society working together and leaving no-one behind, especially the poorest and most vulnerable.

# How and why do things change?

## Core Subjects

### Religious Education

**Prayer:**

Children will understand that prayer is a special way of spending time with God and will be able to describe ways in which they pray. They will be able to identify what they want to praise, thank and ask God for in prayer and will be able to include these in their own prayers.

**Advent:**

Children will understand that Advent is a time of waiting and preparation for the celebration of the birth of Jesus. They will be able to explain some ways in which the season is celebrated at home, in the parish and in school. They will also be able to explain the importance of making preparations for the celebration of Jesus' birth and identify some ways of doing this.

### Maths

**Addition and Subtraction:**

Know that a number can be partitioned into two or more parts. Recognise the addition and equals symbols. Know fact families and number bonds within 10. Compare number bonds to 10. Adding together and adding more. Subtract by taking away and recognising the subtraction symbol. Subtracting by finding the difference.

**Shape:**

Recognise, name and sort 2-D and 3-D shapes. Recognise patterns with 3-D and 2-D shapes.

**Place Value:**

Count forwards and backwards to at least 20

### English

**Narrative:** Children will use the text 'The three little pigs' to write their own simple sentences using patterned language. The children will also make links as to how the houses changed and why they changed.

**Recount:** Using the text 'School Life in the 1940's and 50's' by Faye Gardner, the children will write a recount of their day in the life of a child at school in the 1950's.

### Science

**Seasonal Changes:**

The children will learn about the four seasons, with a particular focus on autumn and winter. They will learn what the word weather means and find out how different types of weather can be measured. They will also observe changes across the seasons by exploring the signs of autumn and winter, such as through nature and wildlife. Children will observe changes in the four seasons. They will observe and describe weather associated with the seasons and how day length varies.

# How and why do things change?

## Foundation Subjects

### History and Geography

#### History: Changes within living memory

Children will look at aspects of daily life and how it has changed through the ages.  
The children will develop a chronology of domestic life, clothes, transport, toys, and music.  
They will explore how they live compared with how their parents and grandparents lived.

### Art and Design and Design Technology

#### Art:

Children to extend the variety of drawings tools to include charcoal by doing an observational drawing of an olden day toy.

#### Design Technology: Creatively design and make a toy.

Children will design a purposeful and functional toy (puppet or car).  
Children will select from and use a range of tools and equipment to perform practical tasks.  
They will explore and use mechanisms.  
Children will evaluate their ideas and products.

### Computing

Online Safety.

The children will learn about programming toys. They will be introduced to algorithms as a set of step-by-step instructions given to a device. They will learn how to debug simple algorithms and predict how a program will behave.

Understand that programs execute by following precise and unambiguous instructions.

### Music

Children will listen with concentration and understanding to a range of high-quality live and recorded music produced throughout living memory. The children will compare Tchaikovsky's 'The Nutcracker' with Mozart's 'Toy Symphony'. Children will play tuned and untuned instruments to represent the different toys within the piece of music.

### Physical Education

#### Attacking and Defending:

The children will learn about the skills players need in a team game. The children will learn about attacking skills, such as passing a ball to another player, and dodging defenders. They will develop their defending skills, looking at how to mark players and how to defend a space. Children will have the opportunity to play a range of mini team games to help them identify and improve their skills.

#### Dance:

The children will have varied dance experiences, as they portray the different seasons through movement. They will work individually, in pairs and in groups to develop their understanding of dance using key terminology, such as solo, duet, performance and rehearse.

### PHSE

The children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.

The children will revisit the Gospel story from Matthew, when Jesus welcomed all of the little children to come to Him. The children will learn that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown.