



# Y1 – Sum 2 – How do we interact with God's world?



Come and behold the works of God,  
the awesome deeds he has done for people. Psalm 66:5



## Impact

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

... understand the changes that occur as the seasons change from spring to summer. They will recognise different types of weather and be able to use their knowledge to make comparisons between the seasons and different locations around the world.

Children will be able to identify the effects and dangers of the weather around the world and the impacts it has on the way people in those areas live. With the focus on Catholic Social Teaching, they will become aware of the responsibilities people have to keep each other safe from these dangers whilst also protecting God's creation.

## Intent

... it is our vision that our children will become advocates for social justice, fighter 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 our actions have an effect on the world around us and our lives are influenced by the world God created. They will understand the importance of being an active member of our global community.

## Building the Kingdom

### Big Question:

**How do we interact with God's world?**

Further questions –

What impact do we have on God's world?

How do we respond to the environment around us?

## Catholic Social Teaching

### Rights and Responsibilities

### Focus: Human Rights - CAFOD

What is happiness?  
We will explore what makes us happy.  
Finding happiness with each other.  
Helping others to make the right choices.  
Fair sharing for all.

# How do we interact with God's world?

## Core Subjects

### Religious Education

#### 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 a part of God's family and a follower of Jesus.

They will be able to describe signs of their belonging to the Church.

### Maths

#### **Position and direction:**

Children will describe position, direction and movement.

#### **Place value:**

Children will count to 100, forwards and backwards, beginning with 0 or 1, or from any given number and will count, read and write number to 100 in numerals.

Children will identify one more and one less

#### **Money and Time**

Children will recognize 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 a half hour.

### 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 –** Children will use their knowledge from Science and Geography to write an explanation text to explain the changes in seasons from spring to summer and a non-chronological report giving information about different types of weather.

**SPAG:** Children will add the suffixes -er, -ed and -ing to verbs where no changes are needed to the root word. They will add the prefix un- to change the meaning of verbs and adjectives.

### Science

#### Seasonal Changes - Spring to Summer:

The children will learn about spring and summer.

Children will continue to use a class weather station to observe, measure and record the weather in different seasons and will start to make comparisons between two seasons, as well as across all four seasons.

They will also observe changes across the seasons by exploring the signs of spring and summer through nature and wildlife.

A range of learning activities are used in this unit, including observation, discussion and learning outside.

Children also work scientifically by collecting, recording and interpreting simple data.

# How do we interact with God's world?

## Foundation Subjects

### History and Geography

#### Geography: Wonderful Weather

Children will:

Know how weather can affect people's lives.

Use world maps and globes to identify a range of countries, the Equator and the North and South Poles.

Make observations about the weather and compare different types of weather.

Explain weather dangers and how people can protect themselves.

### Art and Design and Design Technology

#### Art: Nature Sculptures

Children will

draw an observational drawing of a natural object.

collect suitable material, design and make a nature sculpture.

learn to use a range of materials creatively to design and make a clay model of a natural object.

recognise and describe the work of Andy Goldsworthy and compare our sculptures to his work.

### Computing

Programming animations:

Children will be using on-screen programming through ScratchJr.

They will explore the way a project looks by investigating sprites and backgrounds.

They will use programming blocks to use, modify, and create programs.

Children will also learning the early stages of program design through algorithms.

### Music

Dynamics and Tempo:

Children will use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They will use dynamics and tempo to help tell a story and begin to respond to musical instructions as part of a class performance.

### Physical Education

#### Fundamentals – Wild West

Children think about what they can do well and follow simple rules while completing activities to improve static and dynamic balance, agility, reaction and response, and hand-eye coordination.

#### Yoga

Transition smoothly between yoga poses and balance on one leg.

Create a short sequence of yoga poses.

Demonstrate a yoga pose to the class.

Breathe smoothly while in poses.

### RHSE

#### Living in the Wider World

Children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.