

# Reception/ Year 1 - Autumn 2, 2021



## What makes the UK special?



So God created man in his own image, in the image of God he created him; male and female he created them. Genesis 1:27.

## Impact

By the end of this unit children will:

Come to an understanding that, "The dignity of the human person is rooted in their creation in the image and likeness of God." Catechism of the Catholic Church, #1700.

Children will also think about where they come from in terms of their locality in the local area. Children will explore their local area using first hand observation to enhance their local awareness along with developing essential map and fieldwork skills.

## 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 showing solidarity and to work towards the Common Good for the whole of humanity.

## Building the Kingdom

### Big Question:

### What makes the UK special?

How are we the same/different?

Why is my local area important to me?

Why is the UK important to me?

## Catholic Social Teaching

### Solidarity

Solidarity is about valuing our fellow human beings and respecting who they are as individuals. We are all one family in the world. Building a community that empowers everyone to attain their full potential through each of us respecting each other's dignity, rights and responsibilities makes the world a better place to live. Saint John Paul II - Sollicitudo rei socialis

# Key enquiry question: knowledge and skills

<b>Core Subjects</b>	<b>Foundation subjects</b>
<b>Religious Education</b>	<b>Geography and Understanding of the World</b>
<p><b><u>Advent/Christmas - Loving</u></b> Waiting - Advent a time to look forward to Christmas.</p> <ul style="list-style-type: none"><li>• Children will be able to talk about their experience and feelings about waiting.</li><li>• Children will be able to say what they wonder about waiting.</li><li>• Children will be able to recognise that Advent is a time of waiting to celebrate Jesus at Christmas.</li><li>• Children will be able to recognise the Advent wreath, calendar, the colour purple and the Crib as religious signs and symbols.</li><li>• Children will be able to use some religious words and phrases about Advent and waiting.</li></ul>	<p style="text-align: center;"><b>What makes the UK special?</b></p> <p>Place Knowledge:</p> <ul style="list-style-type: none"><li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country using Barnaby Bear/class bear.</li></ul> <p>Human and Physical geography:</p> <ul style="list-style-type: none"><li>• Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</li><li>• Use basic geographical vocabulary.</li></ul> <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"><li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</li></ul>
<b>English</b>	
<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Children will apply phonic knowledge and skills to decode words.</li><li>• When reading, children will respond speedily with the correct sound to graphemes.</li><li>• Children will develop a pleasure for reading by listening to and discussing poems, stories and non-fiction.</li><li>• Re-read these books to build up their fluency and confidence in word reading.</li></ul>	<p>People, Culture and Communities:</p> <ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• Explain some differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</li></ul> <p>The Natural World:</p> <ul style="list-style-type: none"><li>• Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li></ul>

# Key enquiry question: knowledge and skills

## Core Subjects

## Foundation subjects

### English

### Music

#### Writing:

Fiction: Create a descriptive setting (stories with familiar settings).

- Being encouraged to link what they read or hear to their own experiences.
- Discussing word meaning, linking new meanings to those already known.

Non-Fiction: Recount Text (linked to journeys in Geography)

Local walk, Mr Gumpy's Outing/Rosie's Walk.

- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Children will write sentences by: saying out loud what they are going to write about, composing a sentence orally, writing the sentences and then re-reading what they have written to check that it makes sense.

#### SPAG:

- Children will spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week.
- They will learn to leave spaces between words and will begin to punctuate sentences using capital letters and full stops.

#### Musicianship:

- Pulse/Beat
- Rhythm
- Pitch

### PE

#### Kinetic Sport - Dance:

- Perform dances using simple movement patterns.
- Copy remember and repeat actions.
- Choose actions for an idea.
- Use changes of direction, speed and levels.
- Show some sense of dynamic and expressive qualities.

### Mathematics

### Design Technology

#### Power Maths

Reception:

Year 1:

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| <ul style="list-style-type: none"><li>• Shape (3D and 2D shapes).</li><li>• Change within 5.</li><li>• Number bonds within 5.</li><li>• Space</li></ul> | <ul style="list-style-type: none"><li>• Addition and subtraction within 10 (1).</li><li>• Addition and subtraction within 10 (2).</li><li>• 2D and 3D shapes.</li><li>• Numbers to 20.</li></ul> |
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- Understand what a product is and who it is for
- Understand how a product works and how it is used
- Describe what their product will be used for
- Represent ideas through talking and drawing
- Choose suitable tools for making
- Measure, mark, cut and shape materials and components
- Join, assemble and combine materials and components
- Talk about their design ideas and what they have made
- Make simple judgements of how the product met their design ideas

# Key enquiry question: knowledge and skills

<b>Core Subjects</b>	<b>Foundation subjects</b>
<b>Science and Understanding of the World</b>	<b>PSHE</b>
<b>Animals including Humans:</b> <ul style="list-style-type: none"><li>● Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</li><li>● Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li><li>● Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li><li>● Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</li></ul>	<b>RSE - Life to the Full</b>  Growing and changing Created and loved by God - story sessions Created and loved by God - Cycle of life.
<b>The Natural World:</b> <ul style="list-style-type: none"><li>● Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li></ul>	<b>Computing</b>  <b>Computing systems and networks</b>  Computer Science: <ul style="list-style-type: none"><li>● Understand what algorithms are.</li><li>● Create simple programmes.</li></ul>

# EYFS - Early Learning Goals

## Physical Development

### Gross Motor Skills:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Literacy

### Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

### Word Reading:

- Say a sounds for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sounding and blending.

### Writing:

- Write recognisable letters, most of which are correctly formed.

## Personal, Social and Emotional Development

### Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

### Building Relationships:

- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others needs.

## Expressive Art and Design

### Being Imaginative and Expressive:

- Sing a range of well known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with the music.

## Communication and Language

### Listening, Attention and Understanding:

- Make comments about what they have heard and ask questions to clarify their understanding.

### Speaking:

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.