Y1– Summer 1– Dignity of Work and The Rights of Workers

Are all positions equal?

Building The Kingdom through Catholic Social Teaching

Dignity of Work and The Rights of Workers

We each have the right to participate and work within God's creation. For this dignity of work to be preserved, then the rights of workers must be protected – the right to work, to a fair wage. "The Lord blesses our work so that we may share its fruits with others." Deuteronomy 24







Participation

What does Scripture say?

Genesis 2:15 - God settles man in the garden of Eden to cultivate and care for it.

Deuteronomy 5:13-15 - The Sabbath is for everyone—all are allowed to rest from their work.

Deuteronomy 24:14-15 - Do not withhold wages from your workers, for

Intent

Rights of the worker People are not mere commodities of the employer; they are a person created in the image and likeness of God and, as such, are to be treated with dignity and respect. "If a man is called to be a street sweeper, he should sweep streets even as Michelangelo painted, or Beethoven composed music, or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, 'Here lived a great street sweeper who did his job well." (Martin Luther King)

Impact

Children will have opportunity to build on their prior historial learning of EYFS to extend their historical knowledge to changes in living memory. Children will also revisit and build upon the history learning from their Year 1 topic on local history.

Children will learn about Changes within living memory and reveal aspects of change in national life, through a focus on jobs and positions in society. They will ask questions to their grandparents and use other sources to identify similarities and differences between ways of life in the 1950s and now and consider the role we all play in building God's kingdom.

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Literacy

Reading:

- Throughout this unit, pupils will be taught to develop pleasure in reading.

Word Level:

- Apply phonic knowledge and skills to decode
- Respond speedily with the correct sound to graphemes for all 40+ phonemes

Writing:

- Sequence sentences to form short narratives
- Re-read what they have written to check it makes sense

SPAG:

- Punctuate sentences with a capital letter and a full stop or a question mark or an exclamation mark.
- Use capital letters for proper nouns
- Use adjectives to describe
- Spell using suffixes

Mathematics

Fractions:

- Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

Geometry- Position and Direction:

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns

Place Value within 100:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.

Religious Education

Easter:

Children will know that Easter celebrates the Resurrection of Jesus from the dead and will know the story of the women finding the empty tomb.

They will be able to identify and explain the significance and symbolism of the Easter candle.

They will also know that after the Resurrection the disciples told people about what they had seen.

Sharing Jesus' Life:

- Know the stories of the call of the disciples and some information about them.
- Know and recall some stories about Jesus and his disciples, which show that the disciples shared in the life and work of Jesus.
- Identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives.

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History (BTK)

History: Changes within living memory

- Develop chronology by putting people, objects or events in order.
- Use information to describe differences between then and now.
- Ask and answer questions e.g. What was it like for…? How long ago did…

Computing

E-safety: I know to tell an adult if I see anything worrying online.

Are all pictures that we see real? Digiduck links and story

Creating media – Digital painting

Use technology purposefully to create, organise, store, manipulate, and retrieve digital content

Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.

Science

Plants:

During the Plants unit of work the children will explore what plants need to survive and they will continue to build upon their working scientifically skills.

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

RSHE

Created to Live in Community

Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, continued exploration of careers and money are underpinned with the religious understanding that our identity, purpose and value comes from God.

Physical Education

Athletics

During the athletics unit the children will develop the following skills:

- Bend their knees before jumping
- Bring their arm backwards before throwing forwards
- Keep practising to achieve greater accuracy
- Run at different paces

Object Control:

In this unit of work the children will work on controlling objects such as balls with rackets. The children will explore different ways in which they can use the rackets.

Art

Summer Art Exhibition

The children will develop the following skills when creating their final piece for the Art Exhibition:

- In collage, sort and use a range of materials that are cut, torn and glued.
- In print, use repeat or overlapping shapes (using objects to create print).
- Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark .