Y1– Autumn 2—Stewardship of God's Creation

How do we see God in our World?

Catholic Social Teaching

"Let the heavens be glad, and let the earth rejoice; let the sea roar, and all that fills it; let the field exult, and everything in it. Then shall all the trees of the forest sing for joy." Psalm 96: 11-12

Stewardship of God's Creation

Caring for the earth is integral to our task of tackling the scandal of global poverty, vulnerability, inequality, injustice and exclusion. Following an integral ecology approach, we respond to the inseparable cry of the earth and the cry of the poor.

Through the delivery of this unit of work children will develop an understanding of the importance of being active members of society who work towards the Common Good for the whole of humanity.



Intent

Through enquiry learning, children will use varying skills from Geography, Science and Literacy to answer to answer the question 'How do we see God in our World?'

"Humanity still has the ability to work together in building our common home" Pope Francis, Laudato Si' 13

Impact

By the end of this unit, our children will learn through the Catholic Social Teachings of Stewardship of God's Creation to recognise that all living things are connected so we must use God's gifts responsibly to meet the needs of everyone, now and in the future.

They will develop their understanding by investigating the their immediate local area around our school grounds.

Children will further develop their knowledge of how to read simple maps, create their own maps and carry out fieldwork in their school environment.

Children will be able to use their fieldwork to look at how they can improve their school environment, which will feed out into the wider world, working together to live sustainably in God's world.



KEY STATEMENT

We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet.

What does Scripture say?

"The Lord God took the man and put him in the garden of Eden to till it and keep it." Genesis 2:15

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Literacy

Phonics and Reading:

Comprehension: 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 (stories).
- Compose sentences orally before writing. SPAG:
- Leave spaces between words
- Punctuate sentences with a capital letter and full stop
- Capital letters for i.

Mathematics

Addition and subtraction:

Represent and use number bonds and related subtraction facts within 10.

• Read, write and interpret mathematical symbols, involving the addition, subtraction and equals sign.

• Add and subtract one digit numbers to 10, including 0.

• Solve one step problems that involve addition and subtraction, using concrete objects, and pictorial representations and missing number problems.

Geometry:

- Recognise and name common 2-D shapes (triangles, rectangles, squares and circles).
- • Recognise and name common 3-D shapes (cuboids, cubes, pyramids and

Religious Education

Creation:
Children will recognise different parts of God's Creation and be able to show appreciation for it.
They will know and be able to sequence the story of creation.
Children will know the story of St. Francis of Assisi.

Advent:
• Understand that Advent is a time of waiting and preparation for the birth of Jesus.
• Explain some ways in which the season is celebrated at home, in the parish and in school.
• Explain the importance of making preparations for the celebration of Jesus' birth and identify some ways of doing this.

Christmas:
Know and describe the story of the Annunciation, Joseph's dream, the journey to Bethlehem, Jesus' birth in the stable and the visit of the wise men.
• Know that the birth of Jesus was a very important event and continues to be important today for Christians.

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Geography (BTK)

Geography: Local Geography

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use compass directions and locational and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Science

Animals, including humans:

- Children will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- They will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Working scientifically:
Pupils might work scientifically by: collecting data (eg. eye colour, height and arm span) and recording in a table. Children will then use this data to answer questions eg. finding a link between height and arm span.

Computing

Coding

Match a command to an outcome and run a command

Follow and give instructions

Predict and start a sequence

Esafety

Taught through the year: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Art and Design and Technology

DT

- Design a purposeful and functional product
- Select from and use a wide range of materials.
- Evaluate their ideas.

Physical Education

Gymnastics:

- Identify and use simple gymnastics actions and shapes.
- Apply basic strength to a range of gymnastics actions.
- Begin to carry basic apparatus such as mats and benches.
- To recognise like actions and link.

Apparatus

During this unit of work children will build upon their core strength and gross motor skills as they use different pieces of apparatus. They will learn how to travel and move across the apparatus.

RSHE

TenTen Unit 'Created to live in a Community'

- To know that God wants us to be loved and to love others
- To become more aware of the communities to which they belong
- To increased our understanding of our responsibilities to those communities