

Y4– Spring 1 – Dignity of the human person/ solidarity and the common good

Does adversity always make us stronger?



Catholic Social Teaching

As Catholics, we see in men and women, in every person, the living image of God. God said: "Let us make man in our image, after our likeness. So God created man in his own image, in the image of God he created him; male and female he created them."

We, therefore, recognise that every human being is unique because he or she was willed by God as an unrepeatable person, created out of love, and redeemed with even greater love. The dignity of each and every human being paramount to the teachings of the Church and we are called to treat all people with the greatest respect, knowing that they are an individual created and loved by God.'

Solidarity means that we are interested in the good of all, even of people nobody thinks about because they have no voice and no power. The goods of the earth are there for everyone. The common good consists not only of the material or external good of all human beings; it also includes the comprehensive good of the human being, including even the spiritual good.



Intent

Through enquiry learning, children will use varying skills from computing, design and technology, RE and RSHE to explore the Catholic Social Teaching themes of Dignity of the Human Person and Solidarity and the Common Good.

Through all curriculum subjects, children will build on their understanding of showing dignity to all people and all groups of people. They will also look at what it means to stand in solidarity with others in our school, our local area, nationally and globally.

Impact

Children will build on their prior learning of history across Europe. They will deepen their understanding of different empires and how history has impacted the world that we live in today. They will investigate whether we live in more solitude today than those throughout history whilst investigating if adversity always makes us stronger.

Throughout art children will research how to show solitude with others through other expressions than verbal alone.



What does Scripture say?

Genesis 1:26-31

Luke 10:25-37

Romans 12:9-18

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Literacy

Writing

Children will explore a range of high quality texts throughout the half term with our CST theme and question at the forefront of their mind. The following genres will be covered in Spring 1:

Fiction : Modern retelling of a myth—Linking to our EBL children will be writing their own version of a famous Greek myth and writing their own versions.

Non Fiction: Discussion texts

Guided Reading

Children will follow the Bug Club programme everyday to develop reading, writing and comprehension skills.

SPaG

Using apostrophe for plural possession

Expanded noun phrases with modified adjectives, nouns and prepositions

Using standard verb inflections

Using fronted averrbials

Mathematics

Multiplication and division

- Multiply a 2 digit and 3 digit numbers by 1 digit numbers
- Check how to efficiently multiply
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Perimeter and length

- Measure in kilometres and metres
- Understand equivalent lengths
- Measure perimeter on a grid
- Measure the perimeter of multiple shapes
- Find missing lengths in rectilinear shapes
- Find the perimeter of regular polygons

Fractions

- Understand what a whole is
- Partition a mixed number

Religious Education

Special Roles and Responsibilities

In this unit the children will learn about the different tasks and responsibilities given to people in the Church. This will help them to develop their understanding of the Church as the Body of Christ made up of many different people.

Jesus: Light of the World and beloved son

In this unit the children study some important stories about the life of Jesus and the revelation of his presence in the world. The will also learn about some of the symbols of Baptism and their association with belonging to the Family of God.

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History (EBL)	RSHE
<p>Children will be learning about the impact that the history of Ancient Greece has had and how conflict throughout this time impacted the social structure. They will:</p> <ul style="list-style-type: none"> • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past 	<p>Within our next unit of RSHE we will be looking into changes that occur as we get older. We will discuss aims and aspirations for ourselves as we age. Alongside this, we will be looking at life cycles and the journey that life takes us on. We will be covering:</p> <ul style="list-style-type: none"> • "I am thankful" discussing gratitude for the gift of life that we have been given. • "Life Cycles" this session highlights that we are made in the image and likeness of God but brought into the world by our parents. • "A time for everything" framed with the understanding of Heaven, children will discuss feelings of grief, and how to cope with these issues.
Art	Computing
<p>This term children will be developing a piece of art inspired by Banksy to portray a message in solidarity with those facing adversity. Children will plan, develop and evaluate their individual pieces of art.</p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Learn and understand about great artists, architects and designers in history. • To create sketch books to record their observations and use them to review and revisit ideas • To describe the differences and similarities between different practices and disciplines. 	<p><u>Online safety</u> Children will:</p> <ul style="list-style-type: none"> • Understand what "phishing" is and how to avoid negative influences on the internet. • Understand what plagiarism is and the negative effects it can have. <p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> • Use technology to input numbers into a spreadsheets and set to decimal, fraction or currency. • To use 2calculate to make a variety of numbers games.
Physical Education	French
<p><u>Dance</u> Through practising dance children will be able to:</p> <ul style="list-style-type: none"> • Evaluating performance and how to improve • Working on control and balance of the body <p><u>Swimming</u> Children will be swimming until February half term and will develop the following skills:</p> <ul style="list-style-type: none"> • Swim 10 meters both front crawl and backstroke. • To be able to keep afloat for varying amounts of time. 	<p><u>How to describe</u> Children will begin to develop a range of speaking, listening, reading, writing and grammar skills. Children will:</p> <ul style="list-style-type: none"> • Follow simple instructions and link pictures or actions to language. • Ask and answer simple questions. • Recognise some familiar words and phrases in written form. • Learn and remember new words. • Write some simple words from memory.