

Y5– Summer 1 – Dignity of Work and The Rights of Workers

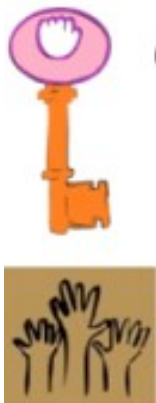
Is being Wealthy being Successful?



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



What does Scripture say?

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

Deuteronomy 24:14-15 - Do not withhold wages from your workers, for their livelihood depends on them.

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 expand upon their geographical knowledge of the world. They will begin to make links between social and economic factors and how these affect everyday life. Children will compare the human and physical geography of Brazil, in South America and England in the UK drawing conclusions based upon their research. Through their exploration of South America, they will discuss the inequalities of life in cities with contrasting living circumstances and discuss whether where we live determines how we live. As children develop their own opinions on life in other countries they will explore how global concerns such as child poverty can be traced back to here in the UK. They will use their voice, as Gospel activists to raise awareness of child poverty in the UK, and how we can work in solidarity to be the voice of the most vulnerable in our society.

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Literacy

Writing

Children will explore a range of high quality texts throughout the half term with our CST theme of 'Is being wealthy being successful?' The following genres will be covered in Summer 1:

Fiction– Poetry and Non Fiction - Persuasive texts and Non- Fiction Arguments

Guided Reading

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

SPaG

- Punctuation of bullet points.
- Synonyms and antonyms,
- Expanded noun phrases.
- Word Families.

Mathematics

Statistics

- Draw line graphs
- Read and interpret line graphs
- Read and interpret two way tables and timetables.

Shape

- Understand and use degrees
- Classify and estimate angles
- Measure angles up to 180degrees
- Draw lines and angles accurately
- Calculate angles around a point
- Calculate angles on a straight line.
- Lengths and angles in shapes
- Regular and irregular polygons., including 3D shapes.

Religious Education

Easter: The Easter Vigil is the Church Celebration of the Resurrection of Christ., The structure of the Easter Vigil and learn the meaning attached to some of the symbols used during the Vigil. Children will recognise the importance of Christian belief in eternal life.

Pentecost

Children will know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit.. Children will know that the Holy Spirit is included in the Church's belief in the Holy Trinity and discuss some of the qualities of the Holy Spirit

Parables and Sayings of Jesus Part two

In this unit children gain a greater knowledge and understanding the Parables of Jesus. They explore the concept of the Kingdom of God from the teachings of Jesus and ways in which Christians respond to this teaching today through their belonging to the Church.

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Geography (EBL)	ART & DT
Compare UK and Brazil, South America Human and physical geography describe and understand key aspects of physical geography, including rivers, mountains and the water cycle. Locational knowledge Name and locate counties and identify their human and physical characteristics, key topographical features. Geographical skills and field work use maps and atlases, globes and digital mapping to locate countries and describe features studied.	- Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. - Explain and justify preferences towards different styles. - Use techniques, colours, tones and effects in an appropriate way to represent things using brushstrokes. - Explore and build a range of structures using fisher technic kits and challenge cards. - Explore and build a range of mechanical structures.
Computing	RSHE
ICT - Cyberbullying and sharing online. Children will understand what is acceptable and not online, and learn how to report online bullying on NSPCC. - Select appropriate software for given task and write a letter to local MP to raise awareness about gender pay gap.	TEN TEN RESOURCES USK2 Module 2, unit 3—Life online USK2 Module 2, Unit 4 –Keeping Safe
French (Languages)	Music
Face & Body Children will continue to learn and develop a range of speaking, listening, reading, writing and grammar skills. Children will: Follow instructions and link pictures to a language. Describe people, place and things orally and in writing. Multicultural Week	Charanga—How have historical events changed our music? Physical Education Athletics with Sports Plus Swimming