

Building the Kingdom Planning – Year 1 2022-23

Term	Topic	Big Questions	Opportunities/Outcomes	Catholic Social Teaching	Scripture reference
Autumn	Our Wonderful World (Geography)	Where do we see God in the world?	God created the beauty of nature and all the wonderful things we see in each season. While looking at seasons-inspired art, consider where we see God in the world. Children are to choose their favourite piece of artwork (where they feel God is) and recreate part of or all of it. Ensure that all four seasons are covered. Then use children’s artwork to create a display of where God is in the world. Transition from season to season, indicating that God’s gifts are eternal.	(Stewardship of God’s Creation) Creation is a gift from God, a gift which provides us with many blessings. It is a gift in which we witness the greatness of God. However, it is also a gift which has been taken for granted. “The resources of creation [are] an immense gift of God to humanity. Humanity is duty bound to protect this treasure and to counter the indiscriminate use of the earth’s goods.” (Pope Benedict XVI, 27th September 2008)	Romans 1:20 Creation reveals the nature of God.
Autumn	Our Wonderful World (Geography)	How are we called to be God’s gardeners?	Consider the environment and our responsibility for it. Why do we have a responsibility? What human actions are impacting negatively on the environment? What can be done to protect the environment. Get in touch with local environmentalists and arrange a visit for them to explain more about what they do. Provide an opportunity for children to volunteer somewhere to improve the environment.	(Stewardship of God’s Creation) Creation is a gift from God, a gift which provides us with many blessings. It is a gift in which we witness the greatness of God. However, it is also a gift which has been taken for granted. “The resources of creation [are] an immense gift of God to humanity. Humanity is duty bound to protect this treasure and to counter the	“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

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Spring	Bright Lights, Big City	How can I help my community?	Invite a real mayor or someone from the council to visit the school and look at their Bright Lights, Big City project work. Ask the visitor questions to find out more about the job they do, how they take care of their town or city and the people who live there. Share what they have learned on social media – referencing visitor. Note: Use the opportunity to discuss the active role we can all play as citizens, including what it means to be part of a community. Encourage children to	(Family and Community) Local individuals and groups can make a real difference. They are able to instil a greater sense of responsibility, a strong sense of community, a readiness to protect others, a spirit of creativity and a deep love for the land... Social problems must be addressed by community networks and not simply by the sum of individual good deeds. (Pope	And let us consider how to stir up one another to love and good works, not neglecting to meet together, as is the habit of some, but encouraging one another, and all the more as you see the Day drawing near. Hebrews 10:24-25

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			suggest ways that they could be active citizens in their community.	Francis, On Care for Our Common Home [Laudato Si’], nos. 179, 219)	
Spring	Bright Lights, Big City	What unites our Kingdom?	Children to research the different parts of the United Kingdom -what is the same/different? What divides/unites people? Think about the class as a whole – what kind of things bring us together? Music, food, dance, entertainment. Organise a tea party (celebration event for this topic) where children can invite family members. As we are uniting everyone, we will need to think about what everyone will enjoy or will make everyone happy. What unites God’s kingdom? We do! It is the people who unite the kingdom and the choices they make.	(Solidarity and the common good) But God did not create man as a solitary, for from the beginning “male and female he created them” (Gen. 1:27). For by his innermost nature man is a social being, and unless he relates himself to others he can neither live nor develop his potential. (Second Vatican Council, The Church in the Modern World [Gaudium et Spes], no. 12)	Finally, brothers, rejoice. Aim for restoration, comfort one another, agree with one another, live in peace; and the God of love and peace will be with you. 2 Corinthians 13:11
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<p>Summer</p>	<p>School Days</p>	<p>Who helps us at school?</p>	<p>Display photographs of special people that work or help in school. Ask the children to name the people shown and describe their role. Encourage them to think about how these people are special and articulate examples of things they do. Encourage the children to think carefully about how they can help these people to do their jobs. For example, by listening carefully, showing respect or following instructions. Ask the children to choose one special person to draw and write about using the Special people recording sheet. Invite them to share and compare their work with each other and articulate how they should treat these people. Give the opportunity to talk those people and observe them as they work e.g. caretaker, cleaner, receptionist, dinner supervisor etc.</p>	<p>(Dignity of Work and the Rights of Workers) Work is more than a way to make a living; it is a form of continuing participation in God’s creation. “Work is a good thing for man-a good thing for his humanity-because through work man not only transforms nature, adapting it to his own needs, but he also achieves fulfilment as a human being and indeed, in a sense, becomes "more a human being.” (St. John Paul II, On Human Work [Laborem Exercens], no. 9)</p>	<p>“In all things I have shown you that by working hard in this way we must help the weak and remember the words of the Lord Jesus, how he himself said, ‘It is more blessed to give than to receive.’” Acts 20:35</p>
<p>Summer</p>	<p>School Days</p>	<p>What difference can I make?</p>	<p>Invite the children to discuss what they have found out about their school and schools of the past. Ask them to consider how they can make a positive contribution to the life of the school so that they themselves may become part of the school’s history. Use the Positive contribution writing frame to help stimulate the children’s thinking and ask them to choose one they feel they can achieve. Enable the children to carry out their chosen contribution. Post on social media with appropriate hastags.</p>	<p>(Solidarity and the common good) We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers and sisters’ keepers, wherever they may be. Loving our neighbour has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Pope Paul VI taught that if you</p>	<p>“We are one body, individually members one of another.” Romans 12: 4-8</p>

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				<p>want peace, work for justice. The Gospel calls us to be peacemakers. Our love for all our sisters and brothers demands that we promote peace in a world surrounded by violence and conflict. "Let the Church always be a place of mercy and hope, where everyone is welcomed, loved and forgiven." (Pope Francis)</p>	
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