



Impact

By the end of this unit children will...

"...he gives showers of rain to all people, and plants of the field to everyone." Zechariah 10:1

Have a greater knowledge of caring for God's creation in their everyday lives. They will be doing this through using their observational skills and growing a variety of flowers and plants.

The children will be able to confidently talk about their own experiences and what they have discovered.

Intent

It is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become "builders of a new humanity" (Pope Francis).

Through the delivery of this unit of work children will develop a clear understanding of the importance of how to look after nature.

Building the Kingdom

Big Question?

Who cares for God's garden?

Further questions to explore?

What do plants and flowers need?

Why do we need things to grow?

Catholic Social Teaching

Care for Creation

We are all called as children of God to care for our environment.

As we engage with nature and care for creation, we are involved in a living relationship with God, creator of all that is.

"The LORD God then took the man and settled him in the Garden of Eden, to cultivate and care for it" (Genesis 2:15).

Who cares for God's garden? YR: Knowledge and Skills

Early Learning Goals

Literacy

Word Reading

- recognise set 1 sounds at speed
- begin to work on set 2 speed sounds
- read Word Time words 1.1/1.7
- read green words using Fred Talk.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension

Children will be exploring "Pentecost" as a hook to their learning, as they explore different journeys and the people who help us along the way.

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Writing

Using "Jack and the Beanstalk" as a basis, children will create story maps, and write their own version of the story.

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Numeracy

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Pattern

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Understanding the World

People, Culture and Communities:

- Explain some similarities and differences between life in this country and life in other countries, drawing on the knowledge they gain from 'Handa Surprise'.

Past and Present:

- Identify some similarities and differences between clothes in the past and now, drawing on their experiences and their understanding of the Easter Story.

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals – children will be creating observational drawings of seeds they have planted, noting their similarities and differences.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences as children plant and observe what happens when they grow beans in the sun and in the dark.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter as the spring season starts to move into summer.

Communication and Language

Listening. Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
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Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Who cares for God's garden? YR: Knowledge and Skills

Early Learning Goals

Expressive Arts and Design

Creating with materials:

- Create churches using a variety of shapes, junk modelling and construction equipment.
- Share their creations, explaining the process they have used.
- Children will make use of props and materials when role playing characters from 'The Easter Story' and 'Pentecost' through the use of book corner and small world set up with people from our communities who help us.

Being imaginative and expressive

- Sing a range of well-known nursery rhymes and songs with a focus on the Easter hymns and actions in time to the words.
- Children will listen to a range of music in learning breaks and try to move in time with music.

RE

Easter

In this unit the children learn about the story of Easter and the Resurrection of Jesus from the dead. They will be introduced to the "Alleluia" as a special Easter song and the symbol of the Easter Candle

- To know a story about the Resurrection of Jesus and understand that at Easter we celebrate Christ being alive.
- They will be able to identify the Easter Candle as a symbol of this season.
- To know that at Easter we celebrate the Resurrection of Jesus

Pentecost

In this unit the children will explore the story of Pentecost and the transformation in their lives after receiving the gift of the Holy Spirit.

- To know parts of the story of Pentecost and recognise some of the changes that took place in the Apostles.
- They will also know some of the symbols the Church uses to celebrate the Feast of Pentecost.
- Know some elements of the story of the coming of the Holy Spirit.

Physical Development

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Gross Motor Skills

During PE lessons, children will focus on developing agility, speed and travel.

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Personal, Social and emotional development

Managing feelings and behaviour

Peaceful Mind and Body

During Peacemakers sessions, children will be meditating and discussing:

- Importance of looking after our mind and body.
- Breathing techniques.

Mental Health Awareness Week

King's Coronation