



Impact

By the end of this unit children will...

"Take a good look at God's wonders – they will take your breath away."

Psalm 66:5

Develop an understanding of the creatures in our world and how they provide for everyone. They will be able to classify animals by criteria and talk about how they have grouped them.

Children will be more aware that God created animal for a reason and that we should show love and care for them.

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 have developed a better understanding of why we need animals in our world. They will be aware of what animals need to survive and how some animals provide food for us.

Building the Kingdom

Big Question?

Why do we need animals?

Further questions to explore?

How do animals feed us?

Are all animals the same?

Catholic Social Teaching

Care for Creation

We are all called as children of God to care for our environment. We live out our relationship with God the creator through nature and all creatures of the earth.

"God looked at everything he had made, and found it very good" (Genesis 1:31)

Why do we need animals? 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, 2
- read new green words using Fred Talk.
- Review green words at speed
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension

Children will be exploring 'People who care for us' 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 'Dear Zoo' 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.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals – children will be creating observational drawings of minibeads and plants.
- 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.

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

Why do we need animals? YR: Knowledge and Skills

Early Learning Goals

Expressive Arts and Design

Creating with materials:

- Create animal models 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 'Dear Zoo' and 'The Wedding of Cana' through the use of book corner.

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

People who care for us

This unit further explores family relationships within the context of caring for one another. Importance is placed upon the value of celebration. This is further developed by hearing about times of celebration Jesus shared with his family and friends

- To know that families try to show love and care for each other.
- To know that Jesus' family included Mary and Joseph.
- To be able to recall a celebration Jesus attended with Mary.
- To be able to recall other times Mary and Joseph celebrated (Jesus' birth, The Finding in the Temple).
- To be able to identify other family celebrations.

People who help us

In this unit the children will be introduced to the role of the priest as a special person in God's Family who helps people. This unit also has a focus on the church building as an important place within the parish community. The children will also learn about a saint being an important person in God's Family. They will also consider the help that Jesus gave to people when they needed it.

- To understand that the church building is a special place.
- Identify some artefacts in the church.
- Recall a few features from the celebration of Mass and identify parts of stories of Jesus that show him helping other people.
- Understand that people have opportunities to follow Jesus today by the way they live.

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

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Show sensitivity to their own and to others' needs

During Peacemakers sessions, children will be discussing Peaceful Communities:

- Who is in our school community?
- The importance of a community?
- Parish Week