



Impact

By the end of this unit children will...

'Therefore, whether you eat or drink, or whatever you do, do all to the glory of God.' 1 Corinthians 10:31

...children will develop an understanding of where food comes from.

They will be able to sort food into different groups. The children will begin to learn about the importance of looking after our world so that it can provide food for us.

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 the children will gain a better understanding of where food comes from and be able to sort food into health and unhealthy.

Building the Kingdom

Big Question:

Where does our food come from?

Further questions to explore

Should we share equally?

What Bible stories teach us about sharing with others?

How do Christians share a meal with Jesus today?

Catholic Social Teaching

Life and dignity of the human person: We are all called as Children of God to take care for ourselves and look after our bodies.

The Gospel calls us to love one another. Our love for all our sisters and brothers demands that we act to serve one another, to help each other to grow and to support each other in their right to life.

It is important that we help each other to achieve their fundamental rights to food and water and all that is necessary to life.

YR: Where does our food come from? Knowledge and Skills

Early Learning Goals

English

Through sharing quality texts such as: *Little Red Hen*, *Tiger who came to tea*, *Handa's surprise* and *Oliver's vegetables*, pupils will:

Writing

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Form lower case letters correctly.
- Write their name/ surname

Comprehension

- Read simple phrases and sentences made up of words with known letter sounds, correspondences, where necessary, a few exception words.

Word Reading (Phonics)

- 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

Understanding the World

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals
- Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class.

People, Culture and Communities:

- Recognise some similarities and differences between life in this country and life in other countries.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (Multi-Faith Week)

Mathematics

Through Mastering Number and White Rose Maths:

- Subitise to 5
- Counting ordinality and cardinality
- Composition of numbers to 5
- Compare numbers
- Compare weight and capacity
- Numbers to 8

Communication and Language

Listening. Attention and Understanding

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Speaking

- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives

YR: Where does our food come from? Knowledge and Skills

Early Learning Goals

Expressive Arts and Design

Creating with materials:

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Make use of props and materials when role playing characters in narratives and stories.

Being imaginative and expressive

- Invent, adapt and recount narratives and stories e.g. Handa Surprise and The Little Red Hen, with peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Through KAPOW music:

Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.

RE

Prayer

- Know that prayer is an important form of communicating with God
- Recall some prayers and say why they are important
- Take part in some prayer liturgies
- Write some prayer of praise and thanks

Physical Development

Gross Motor Skills

Indoor P.E: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future P.E sessions and other physical disciplines including dance.

- Progress to a more fluent style of moving, with developing control and grace.
- Combine different movements with ease and fluency.

Outdoor P.E

- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.

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 making observational drawings of fruit.

Personal, social and emotional development

Self-Regulation

- 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

- Think about the perspective of others.

During Peacemakers sessions, children will be discussing Peaceful Choices (Self-Confidence and self-awareness):

- What is it important to share?
- How they feel when they share?

Multi-Faith Week/E-safety