



## 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..

## Building the Kingdom

### Big Question:

Who gives us food?

### 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.

# Who gives us food? YR: Knowledge and Skills

## Early Learning Goals

### English

#### Word Reading

- 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 “The little Red Hen” as a hook to their learning, as they explore where food comes from and how it is grown. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

#### Writing

Using “The Little Red Hen” as a basis, children will create story maps, write lists and a set of instructions. 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.

### Understanding the World

#### The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals – children will be creating observational drawings of the chickens, 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 create a vegetable garden within their outside area.

#### People, Culture and Communities:

- Recognise some environments that are different to the one in which they live when they read Handa’s Surprise. Considering the images and how this compares to life in Erdington.
- Recognise some similarities and differences between life in this country and life in other countries.

### Numeracy

#### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.

#### 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.

### Communication and Language

#### Listening. Attention and Understanding

- Listen attentively and respond to what they hear and see during Handa Surprise 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.

#### 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. Children will use prediction skills to consider what the Little Red Hen will do next in the story.

# Who gives us food? YR: Knowledge and Skills

## Early Learning Goals

### Expressive Arts and Design

#### Creating with materials:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children will make bread and explore the process of kneading, sharing their creations, explaining the process they have used.
- Make use of props and materials when role playing characters from The Little Red Hen e.g. puppets, story spoons and masks.

#### 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.

### RE

#### Prayer

In this unit the children will learn about some of the reasons why Christians pray. They will learn about some styles of prayer and be able to reflect on some of their experiences of prayer during the school year.

- To know that prayer is an important form of communication with God.
- Recall some forms of prayer and say why they are important.
- Take part in some prayer liturgies and write some prayers of praise and thanks.
- To know that prayer is a special time for people to spend with God.

#### Lent

In this unit the children are introduced to some of the church's customs for the Season of Lent.

- Know that lent is a special time of prayer and a time to help others.
- Lent is an important season of the Church year. They will recall some symbols of the season and recognise the prayer of sorrow to be an important prayer.
- They will understand why people ask for forgiveness from God for the things they have done wrong.

### 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 making observational drawings of fruit.

#### Gross Motor Skills

Children will explore their body management by:

- 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.

### Peacemakers

#### Self-Regulation

- 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.
- Form positive attachments to adults and friendships with peers.

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