



## 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?

How do we take care of God's garden?

5

### 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

Through sharing quality texts such as: *Little Seeds, Jasper's beanstalk and Why do we need trees?* pupils will...

#### Writing

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences using capital letters and full stops that can be read by others.

#### Comprehension

- Anticipate key events in stories.
- Use and understand vocabulary recently introduced during discussions

#### Word Reading (Phonics)

- Identify Set 2 speed sounds
- Read Word Time words 1.1/1.7 and words with Set 2 sounds
- Read green words using Fred Talk.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

### Numeracy

Through Mastering Number and White Rose maths, pupils will:

#### 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 number bonds up to 5 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.
- Explore and represent patterns with numbers up to 10 including evens and odds and double facts.

### Understanding the World

#### Past and Present:

- Identify that some things from the past may be different to those we use today.

#### The Natural World:

- Explore the natural world around them, making observations and drawing pictures of plants – pupils 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.
- Recognise some similarities and differences between life in this country and life in other countries.

### 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.

# How do we take care of God's garden? 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.
- 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' through the use of book corner and small world set up.
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#### 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.

Pupils will also create artwork inspired by artist Claude Monet.

### 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.

Pupils will:

- Know the story of the Resurrection of Jesus.
- Understand that at Easter we celebrate Christ being alive.
- Identify the Easter Candle as a symbol of this season.
- Ask questions about the symbols on the Easter candle.
- Consider the feelings and thoughts of Jesus' disciples.

### 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.
- Revise fundamental movement skills: running, jumping.
- Further develop and refine a range of ball skills: kicking, passing, batting and aiming.
- Confidently and safely use a range of large and small apparatus indoors and outside.

### 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.

#### Building Relationships

- Think about the perspective of others.

#### Peacemakers

During Peacemakers sessions, children will be discussing Peaceful mind and body and will be taking part in grounding and meditation activities.