

Nur – Spr 2 - How can I look after God's creatures?



Impact

By the end of this unit children will...

‘So God created the great creatures of the sea and every living thing with which the water teems and that moves about in it, according to their kinds, and every winged bird according to its kind. And God saw that it was good.’ Genesis 1:21

...know about the life cycle of a butterfly and be able to identify changes in the creatures they are familiar with. They will gain a deeper understanding of animals they are familiar with as well as how we can be caretakers of God's Creation.

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 be encouraged to explore how God created the world and to foster a love of His creations. They will begin to recognise that each of God's creations is special and important.

Building the Kingdom

Big Question:

How can I look after God's creatures?

Further questions to explore

How do animals change throughout their lifetime?

What do animals need to survive?

What do animals homes look like?

Catholic Social Teaching

Focus: Lent

God's gifts are for everyone

Learning to share our toys and food with our friends to everyone has enough

Helping everybody to be happy by playing, sharing and learning together

Using our God given gifts to help others

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Religious Education and Prime Areas of Learning

Religious Education

Lent- Jesus and His Father

This unit focuses on the relationship between Jesus and his Father and that he loved him.

Children will:

- Know that God is the Father of Jesus.
- Know that purple is a colour used at this time.

Holy Week- Hearing

In this unit the children hear that something sad happened to Jesus and that the cross reminds us of this.

Children will:

- Be able to talk about things that make them happy and unhappy.

Physical Development

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Communication and Language

Pay attention to more than one thing at a time, which can be difficult.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions.

Understand how to listen carefully and why listening is important.

Personal, Social and Emotional Development

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries.

Develop appropriate ways of being assertive.

Be increasingly independent in meeting their own care needs.

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Specific Areas of Learning

Literacy

The texts we will be looking at will be:

- Goldilocks and the Three Bears
- The Very Hungry Caterpillar by Eric Carle
- The Tiger Who Came to Tea by Judith Kerr

We will be focusing on understanding that print has meaning and can have different purposes. We will also be starting to name the different parts of a book as well as looking at page sequencing. We will be thinking about words that have the same initial sounds and continuing to develop our pencil grip.

Understanding the World

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Identify some features of a life cycle.

Recall some facts about tigers.

Recall some facts about woodland creatures.

Mathematics

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Link numerals and amounts.

Expressive Arts and Design

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Respond to what they have heard, expressing their thoughts and feelings.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.