

Nur – Sum 1 - What is growing around me?

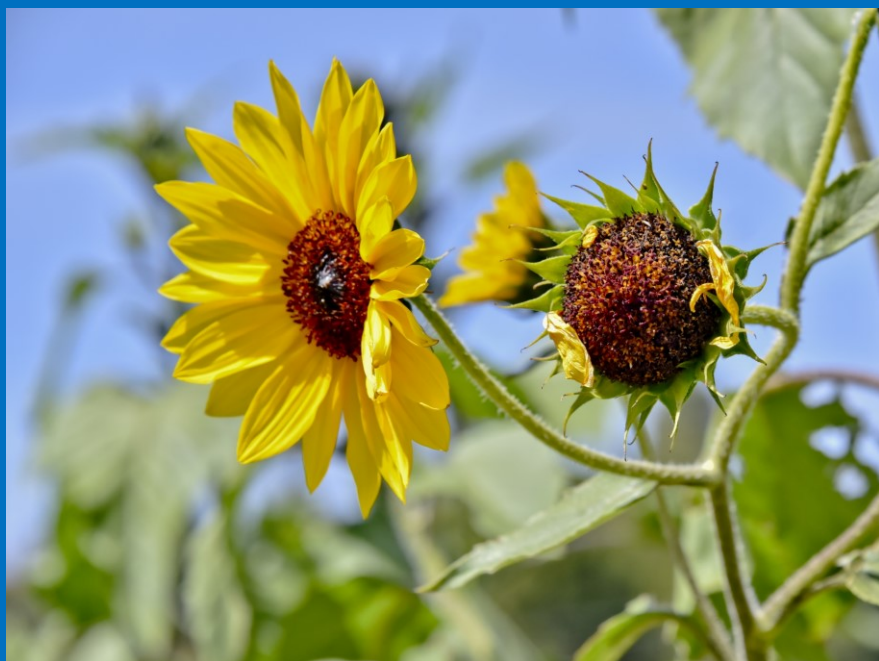


Impact

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

Children will 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 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:

What is growing around me?

Further questions to explore

How can I care for plants?

What plants can I see growing around me?

How can I help to care for God’s world?

Catholic Social Teaching

We are not created by God to live alone. Living in community is an essential expression of who we are and family is the basis of society. We all belong in our families at home, our wider families and our Family of God. Each of us has a special role within our families and communities. We are all called to work together for the common good, to make our communities a better place.

What is growing around me?

Religious Education and Prime Areas of Learning

Religious Education

Easter- Alleluia

In this unit children hear that Jesus came back to life again and that this was a happy time.

Children will:

Know that Jesus came back to life.

Know that Alleluia is a happy word.

Pentecost- The Air Around Us

This unit introduces the Holy Spirit as the third part of the Sign of the Cross and that red is the colour associated with this Season.

Children will:

Know that air makes things happen.

Physical Development

Choose the right resources to carry out their own plan.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Communication and Language

Use longer sentences of four to six words.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play.

Personal, Social and Emotional Development

Develop their sense of responsibility and membership of a community

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Understand gradually how others might be feeling.

Make healthy choices about food, drink, activity and toothbrushing.

How can I look after God's creatures?

Specific Areas of Learning

Literacy

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Write some or all of their name.

Write some letters accurately.

Mathematics

Solve real world mathematical problems with numbers up to 5.

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

Understand position through words alone.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Understanding the World

Begin to make sense of their own life-story and family's history.

Understand the key features of the life cycle of a plant and an animal.

Plant seeds and care for growing plants

Begin to understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Listen with increased attention to sounds.

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

Play instruments with increasing control to express their feelings and ideas.