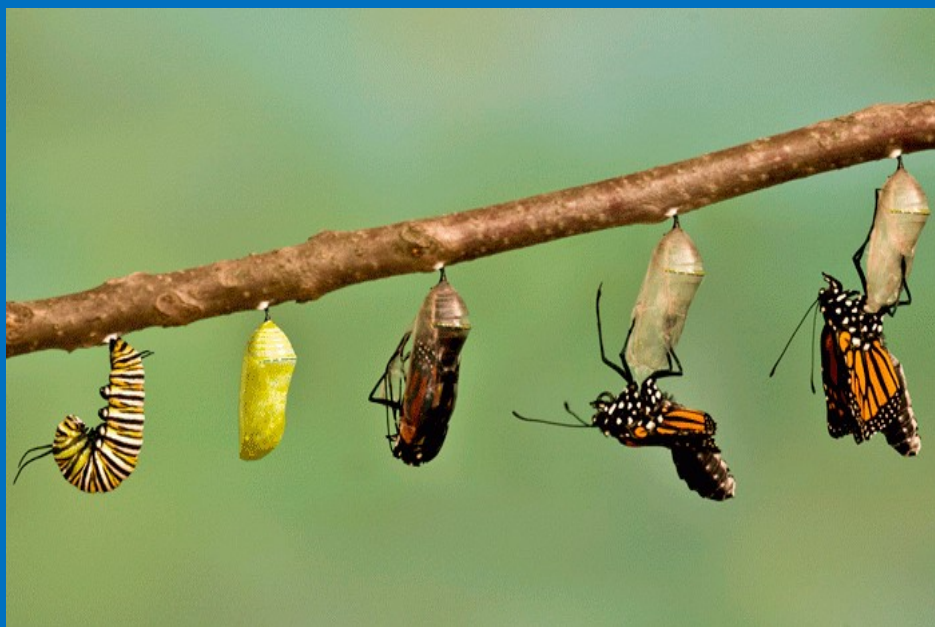


# Rec – Spr 2 - How can I look after God's creatures?



## 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*

# How can I look after God's creatures?

## Religious Education and Prime Areas of Learning

### Religious Education

#### Lent

In this unit of work the children are introduced to some of the Church's customs for the Season of Lent. Children will hear about Lent being a special time of prayer and a season when Christians try to follow Christ by what they do. They will also learn about Lent being a time of saying sorry and asking God's forgiveness for things that they have done wrong.

#### Holy Week

In this unit of work the children will learn about the last few days in the life of Jesus. They will be introduced to the story of Palm Sunday, The Last Supper and Good Friday.

### Physical Development

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with ball games.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

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

Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.

### Communication and Language

Join in with repeated refrain and anticipates key events and phrases in rhyme and stories.

Respond to simple instructions e.g. to get or put away an object.

Use intonation, rhythm and phrasing to make the meaning clear to others.

### Personal, Social and Emotional Development

Select and use activities and resources with help when needed.

Become more outgoing with unfamiliar people in the safe context of their setting.

Show more confidence in new social situations.

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

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

# How can I look after God's creatures?

## 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 thinking about words that have the same initial sounds and continuing to develop our pencil grip. 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.

### Mathematics

Build numbers beyond 10

Count patterns beyond 10

Match, rotate and manipulate shapes

Adding more

Taking away

Continue to learn number bonds to 5 and 10 off by heart

### Understanding the World

Comment on images of familiar situations in the past.

Recognise some similarities and differences between life in this country and life in other countries.

Recognise some environments that are different from the one in which they live.

Identify some key features of a life cycle.

Identify how animals can be looked after.

Recall some facts about tigers.

Recall some facts about woodland creatures.

### Expressive Arts and Design

Identify some instruments found in an orchestra.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.