



*Together we nurture, love and learn whilst aspiring for excellence*

*In pursuit of this we value:*

*Aspiration Courage Forgiveness Friendship Respect*

## **Project Planning – Value Led Curriculum – Kingfishers FS/KS1 – Lyndsey Bolton**

### **Theme: Stewardship**

- Stewardship is a theological belief that humans are responsible for the world, and should take care of it. Believers in stewardship are usually people who believe in one God who created the universe and all that is within it, also believing that they must take care of creation and look after it.
- Stewardship is an ethic that embodies the responsible planning and management of resources. The concepts of stewardship can be applied to the environment and nature, economics, health, property, information, theology, etc.

### **Focus Values: Friendship and Forgiveness**

### **Overall**

This project will result in: A community based event 'The Clinton Big Soup Share' during Harvest week (14<sup>th</sup> October) with homemade soups and bread cooked using ingredients sustainably produced in our own school garden where the children will plan, cook and serve members of the community with delicious soup. A 'Really Wild' awareness and fundraising day supporting work by WWF. Recycled Christmas Tree Decorations to support and take part in the local Petrockstowe 'Christmas Tree Festival' in early December. Recycled gifts (paper and decorative items) created using recycled techniques designed, made and created to sell at our two schools' Christmas Fair in December to raise money for global companions and raise awareness of the dangers forests and animals face.

Please see Curriculum Map for NC objectives and subjects covered throughout this unit alongside this document.

In Kingfisher Class...

This term our overriding learning theme is 'Stewardship'. Within this we will be exploring our topic 'From Merton to Mabira'. We will be finding out more about our global companions in Uganda (EduKid) and also about the Mabira rainforest in Uganda as an environment for many wild and wonderful creatures. We will be thinking in depth about our Big Question 'How should we look after others and our world, and why does it matter?' We will be exploring ideas around conservation and endangered animals in our world as well as the dangers that forests face. We will be continuing to develop ideas about how we can make a difference at school by recycling and re using materials. We will be making a range of recycled products to sell at our Christmas Fair to raise money for our chosen charity EduKid and to also raise awareness of recycling and conservation within our community.







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### The Learning Journey

 <p><b>The starting point - Reflection and elicitation of current beliefs and practises:</b></p> <ul style="list-style-type: none"> <li>• What do I know?</li> <li>• What do I believe?</li> <li>• How do I act on my beliefs?</li> <li>• What is going on in the world?</li> <li>• What do I feel about that?</li> <li>• Does it affect me? How? Why?</li> </ul>	 <p><b>Learning about - Encounter:</b> The 'learning about life in all its fullness'.</p> <p>Opportunities to look out at the world to learn, to gaze, to wonder and become <u>aware</u> of the world in new ways; to wonder about life's 'WOWs' (things that are amazing) and 'OWs' (things that are worrying or upsetting).</p> <ul style="list-style-type: none"> <li>• What are the issues?</li> <li>• Which issues matter most? Why? (Theology)</li> <li>• What matters to others?</li> <li>• What do others do? Why? (Other Religions and World Views)</li> <li>• What is the world like?</li> <li>• What was it like in the past?</li> <li>• How has it changed? Why?</li> <li>• What can we learn from that?</li> <li>• Is it the same everywhere?</li> <li>• How is it changing?</li> <li>• What is the same? Different?</li> <li>• What are the causes? The effects?</li> <li>• What is the future?</li> <li>• Who is doing something? Why?</li> <li>• What is their motivation?</li> </ul>	 <p><b>Learning from - Reflections:</b> The 'learning from life' by exploring their own insights and perspectives, and those of others.</p> <p>Opportunities for children to look inward and reflect on their experiences, to consider some of the BIG questions of life and consider some possible answers. To explore their own insights and those of others.</p> <ul style="list-style-type: none"> <li>• What do I believe?</li> <li>• How do I act on my beliefs?</li> <li>• Can I do anything?</li> <li>• How have my beliefs changed?</li> <li>• What do other people feel about this? What do they do?</li> <li>• What have we learned?</li> <li>• How has it changed us?</li> <li>• How have our fundamental beliefs, views, understanding etc. changed as a result of what we have learned?</li> </ul>	 <p><b>Transformation - Putting thoughts and ideas into action:</b> The 'learning to live by putting into action what you believe'. (Courageous advocacy/Social action/ Community and living well together).</p> <p>Opportunities for children to respond, to DO something, to go through the 'door' of a creative expression of their own thoughts and convictions The aim is to develop and nurture children who have the confidence to truly believe that they can make a difference in the world. To foster in them a spirit of agency and engagement with the world.</p> <ul style="list-style-type: none"> <li>• What impact will this learning have on my actions?</li> <li>• What can I DO now?</li> <li>• How will I do it?</li> <li>• What difference will it make?</li> <li>• How can we maximise the impact?</li> </ul>
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<b>Week commencing</b>	<b>The big question...</b>	<b>Which subjects best answer this question?</b>	<b>What will children do? What is the intended outcome?</b>
<b>Monday 9<sup>th</sup> September</b>	Why am I special?  How do different people show they care about others?	RE PSHE Art	Art work and writing for our Class RE Display celebrating how we are all unique, how we should care for others and be good Stewards of ourselves.
<b>Monday 16<sup>th</sup> September</b>	What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?	RE PSHE	Order, sequence, retell the creation story and explore what the creation story means to different people. Create informative posters to tell people about how we should be good stewards and treat the world (linked with the Creation story) put these posters on the website/twitter
<b>Monday 23<sup>rd</sup> September</b>	What is a rainforest and how is it different from where we live?	GEOG LITERACY ICT	Explore and complete maps to locate rainforests in our world. Watch video clips, and be immersed in the environment, explore our senses in the rainforest/jungle and create shared poems about what being in the rainforest is like.
<b>Monday 30<sup>th</sup> September</b>	Where is the Mabira Rainforest and why is it special?	GEOG LITERACY ICT	Locate the Mabira Rainforest on maps and notice that it is in Uganda – near our EduKid Global companions – learn about our sponsored child and write letters.
<b>Monday 7<sup>th</sup> October</b>	How should we care for rainforests and why does it matter?	SCIENCE GEOG PSHE	Research and learn about problems that forests have around the world and the issues that it causes. Learn about the importance of trees and how they should be protected.



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<b>Monday 14<sup>th</sup> October</b>	Harvest: Why are trees important? What can we thank God for this Harvest time?	RE SCIENCE	Share what we have learnt about the importance of trees locally and globally as part of our Harvest Festival and share what we have already learnt about being good stewards to forests and trees. Harvest our crops and make soups to share with the community and to celebrate the plants that we can eat and the gifts that we can share with others.
<b>HALF TERM</b>			
<b>Monday 4<sup>th</sup> November</b>	Why are some animals endangered and what can we do?		
<b>Monday 11<sup>th</sup> November</b>	Who are the WWF and how we can we make a difference?		
<b>Monday 18<sup>th</sup> November</b>			
<b>Monday 25<sup>th</sup> November</b>			
<b>Monday 2<sup>nd</sup> December</b>			



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Monday 16h December			
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<p><b>English</b>  <b>Teaching within themed wherever possible – what books will be studied? Teach National Curriculum content for year group.</b>          Purposes for writing:</p> <ul style="list-style-type: none"> <li>• Inform - recount, letter, instructions, explanation. Biography, newspaper article, report</li> <li>• Persuade - advert, letter, speech, poster, campaign</li> <li>• Entertain - stories, poetry, description of character &amp; setting</li> <li>• Discuss - balanced argument, newspaper article, review</li> <li>• Using 'Reduce, reuse, recycle, themes to inspire poetry about being good 'Stewards' of our world.</li> <li>• Using texts such as 'The Little Green Hen' to explore narrative structures . Write our own narratives based on a well known story structures using information from learning in our topic.</li> <li>• Use 'Carbon Monster' and 'Looking after the Planet' stories to explore our carbon footprint and how we can make a difference in our world.</li> <li>• Write instructions to inform people how they can 'reduce, reuse and recycle' at home.</li> <li>• Write information books about the endangered creatures we learn about from rainforests.</li> <li>• Create displays of our final pieces of writing and perform/share them within our MAT and local community.</li> <li>• Prepare for and perform our Harvest celebration to our local community.</li> </ul>	<p><b>Maths</b>  <b>Discrete teaching and teaching within projects wherever possible. Teach National Curriculum content for year group. What will be studied this term?</b></p> <ul style="list-style-type: none"> <li>• Use texts such as 'The Waterhole' to explore number concepts, counting and place value.</li> <li>• Use texts such as 'How many legs' to develop contextual maths problem solving with topic themed creatures.</li> <li>• Develop measuring skills, comparing and measuring lengths and heights of creatures from the rainforest.</li> <li>• Continue to build in 'Key Skills' sessions – number bonds, counting in steps.</li> </ul>
<p><b>Science</b> - What is happening &amp; why? What scientific processes are involved?  <b>Discrete teaching, and teaching within projects wherever possible. Teach National Curriculum content for year group. What will be studied this term?</b>          How should we care for plants and animals in our world?</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants,</li> </ul>	<p><b>RE</b> <b>Discrete teaching, and teaching within projects wherever possible with a close link to worship each week. Teach National Curriculum content for year group. What will be studied this term?</b>          How should we care for others and our world and why does it matter?/Why does Christmas matter to Christians?</p>



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including deciduous and evergreen trees

- Identify and describe the basic structure of a variety of common flowering plants, including trees
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Understand that animals, including humans, have offspring which grow into adults
- Describe the basic needs of animals, including humans, for survival (water, food and air)

- Give simple recounts of Genesis 1 and Creation story and what it tells Christians and Jews about the Natural World
- Give examples of how Christians and Jews show they care for others and natural earth
- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.
- Learn about Jesus' life from the Gospels, give examples of how the Nativity story guides the lives of Christians and Jews.
- Think personally about what we have to be thankful for