



# EARLY YEARS FOUNDATION STAGE EXEMPLAR

## RELIGIOUS EDUCATION UNITS

1. What feelings can we talk about?
2. Why do we have Harvest Festivals?
3. Where do I belong?
4. Why do Christians celebrate the birth of Jesus?
5. How did Jesus affect some of the people he met?
6. How can we use our hands?'
7. Why do we talk about New Life at Easter?
8. Who helps us? Who can we help?
9. How and why are weddings celebrated?
10. How is light used in celebrations?
11. What are special clothes?
12. How do we feel on a journey?

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## A unit of work for EYFS: What feelings can we talk about? (1)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Characteristics of Learning:</b> Playing and exploring Active Learning; Creating and Thinking Critically</p> <p><b>Personal, Social and Emotional</b> Children will show sensitivity to other's needs and feelings and form positive relationships with adults and other children. Children are confident to try new activities and speak in a familiar group, will talk about their ideas and <b>and</b> how they show feelings.</p> <p><b>Communication and Language</b> Children will listen attentively and respond to what they hear with relevant comments, questions or actions. Children will answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively showing awareness of listeners needs.</p> <p><b>Understanding the World</b> Children talk about past and present events in their own lives and in the lives of family members. Children know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>Expressive Arts and Design</b> Children will represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and story.</p> <p><b>Agreed Syllabus:</b> <b>AT1:</b> Prayer and worship. Jesus as Special. Listen and respond to stories about what Jesus taught and did. Discuss the value of prayer.</p> <p><b>AT2:</b> Recognise good and bad examples set by characters and in events around them. Share and talk about feelings. Express responses in a variety of ways. Understand that some questions are difficult to answer.</p>	<ol style="list-style-type: none"> <li>1. Help children identify &amp; label feelings as they access areas of continuous provision. What made you feel so happy? You look proud of that model. You must have felt disappointed when you dropped it. How can we help you feel happier?</li> <li>2. Encourage children to identify feelings as they talk about their experiences. How did it feel to start school? Were you nervous or excited?</li> <li>3. Listen to a variety of music – how does it make you feel? Can you create a happy song? A calm song?</li> <li>4. Use photos, stories, film clips or puppets to explore feelings and talk about what the children would do in that situation. What makes us feel happy? How can we tell if someone is happy? or sad? Can what we do affect others? What helps to change feelings such as sadness? What do you do when you're angry? Why? How does it feel afterwards? What helps you to calm down? Does anything help? Explore solutions and strategies. Look for good and bad examples of managing anger. What frightens you? What comforts you when you are frightened? Who can you talk to-friends, adults?</li> <li>5. We've been talking about feeling frightened. How did Jesus help some of his friends when they felt frightened? Read The Mouse's Tale–Calming of the Storm. How did Jesus help? How were they all feeling? Why? Provide pictures from the story for sequencing. Encourage children to dramatise the story using large blocks to make a ship or a boat &amp; plastic people in the water tray. Explain that we can make journeys in our head. At story time, talk through a visualisation of Jesus Calming the Storm (See Mary Stone's book).</li> <li>6. Show pictures of people praying in different ways and in different places. What questions do we have about the pictures? I wonder why some people talk to God and why they find prayer helpful.</li> <li>7. When do people pray e.g. when they are happy (to praise or give thanks); when they are sad (for help); when they are angry (for guidance); when they are frightened (for comfort). What variety of places do people go to pray? How and when might we pray in school? (in assembly, before eating) Write a class prayer.</li> </ol>	<ul style="list-style-type: none"> <li>• Children show curiosity about feelings</li> <li>• Children can reflect on and talk about their own feelings - what makes them happy, sad, angry, frightened etc and what can help</li> <li>• When looking at photos children use words appropriately to describe faces – happy, sad, angry etc</li> <li>• Children can begin to recognise and understand other people's feelings</li> <li>• Children begin to understand the value of prayer</li> <li>• Children can describe how Jesus helped his friends and retell the story of Jesus Calming the Storm.</li> <li>• Children will understand that you can feel more than one emotion at a time e.g. sad and angry.</li> <li>• Children will begin to understand the difference between a question &amp; a statement.</li> </ul>	<p>Use P4C as an enquiry method.</p> <p><b>PHOTOS:</b> Photos of people showing a range of feelings and emotions Photos of people praying in a variety of places</p> <p><b>ARTEFACTS:</b> Music which evokes feelings Film clips showing feelings and people praying and worshipping. Hopla Box on feelings and emotions (linked to levels of well-being and involvement – Ferre Laevers and the Leuven Scale).</p> <p><b>BOOKS:</b> Don't Just Do Something Sit There- Mary Stone Smudge's Grumpy Day – Miriam Moss Will you forgive me? – Sally Grindley My Friend Harry – Kim Lewis Harry and the Dinosaurs go to School – Ian Whybrow /Adrian Reynolds Guess How Much I love You- Sam Mc Bratney Angry Arthur- Hiawyn Oram Not now Bernard- David McKee The Huge Bag of Worries- Virginia Ironside Your Emotions (series)- Brian Moses Your Feelings (series) – Brian Moses The Mouse's Tale - Nick Butterworth &amp; Mike Inkpen Friends - Rob Lewis Willy and Hugh - Anthony Browne I Have Feelings!-Jana Novotny-Hunter &amp; Sue Porter The Great Big Book of Feelings-Mary Hoffman and Ros Asquith All Kinds of Feelings: a Lift-the-Flap Book - Emma Brownjohn The Feelings Book- Todd Parr Power of Reading books</p> <p><b>VOCABULARY:</b> Disciples, pray, prayer, Jesus, help, feeling, happy, sad, angry, frightened, lonely, love, jealous, hurt.</p>

## A unit of work for EYFS: Why do we have Harvest Festivals? (2)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Characteristics of Learning:</b> Playing and exploring Active Learning; Creating and Thinking Critically</p> <p><b>Personal, Social and Emotional</b> Children will show sensitivity to other's needs and feelings and form positive relationships with adults and other children. Children talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p><b>Communication and Language</b> Children will listen attentively and respond to what they hear with relevant comments, questions or actions. Children will answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively showing awareness of listeners needs. Children develop their own narratives and explanations by connecting ideas or events. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Physical Development – Health and Self-Care Children eat a healthy range of foodstuffs and understand the need for variety in food.</p> <p><b>Understanding the World</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions. Children talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Expressive Art and Design</b> Children represent their ideas, thoughts &amp; feelings through D&amp;T, art, music, dance, role play &amp; story.</p> <p><b>Agreed Syllabus:</b> <b>AT1:</b> Festivals which mark important events. Customs and special food. <b>AT2:</b> Appreciating nature; thankfulness and gratitude</p>	<p><b>What does 'harvest' mean?</b></p> <ol style="list-style-type: none"> <li>1. Ask children to identify fruit &amp; veg as they eat snacks/lunch &amp; take part in cooking activities. Discuss how &amp; where the produce was grown. How do we get these fruits &amp; veg? Children sort &amp; taste fruit and veg. Play Kim's game. Take children to see an allotment or garden. Show a variety of harvest pictures. Introduce harvest vocab, e.g. cutting, picking, gathering, &amp; collecting.</li> <li>2. Provide colourful fruit and veg to stimulate art work.</li> <li>3. Explore pictures of animals 'harvesting' food for hibernation. Squirrels store nuts; other animals eat lots of food at Harvest time, when it is plentiful to ensure they survive hibernation.</li> </ol> <p><b>What is a Christian harvest festival?</b></p> <ol style="list-style-type: none"> <li>4. Show pictures of worldwide Christian harvest festivals. Discuss how &amp; why Christians and people from other religions say thank you to God for the harvest.</li> <li>5. Introduce the idea of thankfulness &amp; different ways we 'say' thank you. Praise children for remembering to say thank you.</li> <li>6. Visit a place of worship to see the preparation for Harvest or invite local clergy to visit the class to talk about Harvest.</li> <li>7. Teach a traditional children's harvest hymn/song and encourage the children to respond by joining in with actions and music. Explore the words of a Christian harvest prayer.</li> </ol> <p><b>What will happen in our school?</b></p> <ol style="list-style-type: none"> <li>8. Discuss school's harvest festival. Where will it be held? What are we saying thank you for? Explain that it is a celebration with a religious meaning to some people. Ask them to help with preparations - make a collage or prepare a harvest basket <b>to</b> share with the local community.</li> <li>9. Plant &amp; grow fruit &amp; veg which they can harvest and use in school. Visit a local greengrocers/supermarket or a Pick Your Own farm to see what is involved in harvesting food.</li> <li>10. Make soup linked to seasonal fruit and vegetables, talk about how lucky we are that we can have lots of different fruit and vegetables in the shops all year round.</li> </ol> <p><b>How do we show thankfulness?</b></p> <ol style="list-style-type: none"> <li>11. Remind children about the Christian harvest festival &amp; how Christians say thank you to God. Discuss what school did with the harvest gifts. Provide opportunity for children to 'role play' what they saw at the Harvest festival.</li> </ol>	<ul style="list-style-type: none"> <li>• Children use a range of words to talk about harvest</li> <li>• Children communicate their ideas about harvest using pictures</li> <li>• Children talk about how and why some people say thank you to God for the harvest by holding a harvest festival</li> <li>• Children can identify occasions when they want to say thank you for something, and talk about the reasons why</li> <li>• Children talk about their school's harvest festival and explain why it is being held</li> <li>• Children can talk about and suggest reasons why some people want to help others at harvest time</li> <li>• Children can describe their own experience of helping Children will begin to understand that we need certain foods to be healthy</li> </ul>	<p>Use P4C as an enquiry method.</p> <p><b>ARTEFACTS:</b> A variety of fruit and veg Pictures of Harvest from a range of cultures</p> <p><b>BOOKS:</b> A Wet and Windy Harvest for Puddles- Gill Vaisey The Gigantic Turnip – Aleksel Tolstoy Spot's Harvest – Eric Hill Oliver's Vegetables – Vivian French Oliver's Fruit Salad – Vivian French Ferdie and the Falling Leaves – Julia Rawlinson We love Harvest- Honor Head It's Harvest Time- Jean McElroy Pumpkin Soup – Helen Cooper Non-Fiction books on animals that hibernate Power of Reading books Experience Harvest-Jumping Fish The Farmer comes to Scatter the Seed over the field so brown</p> <p>DVDs from Child's Eye Media Festivals 1 &amp; Festivals 2</p> <p>Songs: Thank You For the Harvest Harvest Samba Aiken Drum Charity Posters</p> <p><b>How do we show thankfulness? (Continued)</b> Why might some people give in order to help others? Explain that many religious people give to God by giving to others. Look at posters from charities which offer relief to those with no harvest. Help children to identify times when they have helped others.</p>

## A unit of work for EYFS: Where do I belong? (3)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Characteristics of Learning:</b> Playing and exploring Active Learning; Creating and Thinking Critically</p> <p><b>Personal, Social and Emotional</b> Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. They are confident to speak in a familiar group and will talk about their ideas. Children work as part of a group and understand and follow the rules. They adjust their behaviour to different behaviour.</p> <p><b>Communication and Language</b> Children listen attentively in a range of situations and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately and answer 'how' and 'why' questions about their experiences or events. Children express themselves effectively showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events.</p> <p><b>Understanding the World</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences within and among families.</p> <p><b>Expressive Arts and Design</b> They represent their own ideas, thought and feelings through role-play.</p> <p><b>Agreed Syllabus:</b> <b>AT1:</b> Role play baptism and Muslim or Hindu birth ceremonies. The Church as the Christian Community. Jesus as Special. Listen and respond to stories about what Jesus taught and did. <b>AT2:</b> Share feelings about belonging to a group and what belonging means. Share feelings and values that may be important. Consider people who help at home. Think about how people show concern for others.</p>	<ol style="list-style-type: none"> <li>1. Read stories and display photos of a range of families. Who looks after you? What do they do for you? I wonder why? What do we mean when we say 'family'?</li> <li>2. Talk about how 'our class' is like a family to which we all belong. Ask children to suggest ways in which we can care for and help each other.</li> <li>3. Ask children to bring in cards, badges and photos for other clubs or groups that they or other family members belong to.</li> <li>4. Invite a parent and baby in to talk about the baby becoming a member of the family. Discuss all the feelings involved. Provide equipment for baby play in different areas of continuous provision.</li> <li>5. Show and discuss artefacts and photos related to baptism. How are babies welcomed into the Christian church? Have you been to a baptism or other baby welcoming ceremony? Where do they take place? Who goes? Who is the most important person at a baptism? Explain its function for Christians as a welcome to God's family. Watch a film clip of a child baptism.</li> <li>6. Visit a church to find out about or re-enact a child baptism. Why might the vicar do this e.g. make the sign of the cross? What promises might Godparents make? What wishes might you have for a baby?</li> <li>7. Add artefacts to the role play areas so that children can role play baptising dolls or each other.</li> <li>8. Tell the story of Jesus' Baptism or the story of Jesus at the Temple (Luke 2:41-52). Why do Christians believe Jesus is special?</li> <li>9. Use pictures or clips to introduce a Muslim or a Hindu birth ceremony. Add artefacts that you might have in a Muslim or Hindu home to the imaginative play area.</li> <li>10. If possible ask members of different faiths/beliefs systems to come into class to tell children about their birth ceremonies.</li> </ol>	<ul style="list-style-type: none"> <li>• Children can talk about different ways in which they belong</li> <li>• Children can describe how different people care for them.</li> <li>• Children begin to be aware that not everyone has the same family and home life as they do</li> <li>• Children can describe religious and non-religious customs surrounding a new baby such as what might happen at a baptism. Some children may give simple explanations about why this happens</li> <li>• Children can re-tell the story of Jesus' baptism or Jesus at the Temple</li> </ul> <p>When children ask questions which you find difficult to answer invite other children to answer them</p> <p>Be careful not to reinforce any misconceptions. Be prepared for any difficult/challenging questions.</p>	<p>Use P4C as an enquiry method.</p> <p><b>PHOTOS:</b> Photos of families, including babies – from a range of races and circumstances; Photos of Baptisms in different churches; Photos of Hindu or Muslim baby welcoming</p> <p><b>ARTEFACTS:</b> A parent and baby; toys/dolls/puppets, baptism candles, card, cross, baptism clothes (gown, shawl); baptism gifts e.g. Bible Add artefacts to Home Corner so it becomes a Christian home and after a few weeks change it to a Muslim home. Playmobile, Lego, Duplo, family sets of block play people, water tray.</p> <p><b>FILM CLIPS:</b> CLEO:-2 Baptism clips BBC Learning Zone: Watch-Festivals of Beginning; Watch-Places of Worship;</p> <p><b>WEBSITES:</b></p> <p><b>STORIES:</b> Little Tiger and the New Baby Something Special - Nicola Moon Sophie and the New Baby - C and L Anholt My Mum is Fantastic - Nick Butterworth ( and other titles about family members) Can't you Sleep Little Bear - M Waddell Guess How Much I love You? So Much – Trish Cooke (Walker Books) Teddy Horsley - Belonging Power of Reading books</p> <p><b>VOCABULARY:</b> Baptism, Church, God, water, sign of cross</p>

## A unit of work for EYFS: Why do Christians celebrate the birth of Jesus? (4)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Personal, Social and Emotional</b> Children will show sensitivity to other's needs and feelings and form positive relationships with adults and other children. They are confident to try new activities and speak in a familiar group, will talk about their ideas and how they show feelings.</p> <p><b>Communication and Language</b> Children will listen attentively and respond to what they hear with relevant comments, questions or actions. They will answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively showing awareness of listeners needs. They develop their own narratives and explanations by connecting ideas or events. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>Understanding the World</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>Expressive Art and Design</b> Children will represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and story.</p> <p><b>Agreed Syllabus</b> <b>AT1:</b> Festivals which mark important events in Jesus' life. Customs and special food. Stories about Jesus' life events i.e. birth <b>AT2:</b> Discuss celebrating birthdays and Christmas; similarities and differences in what families do. Discuss how Christmas story relates to feelings in their lives e.g. birth of a baby, being loved and protected, giving and receiving.</p>	<ol style="list-style-type: none"> <li>1. Give children a 'birthday box' to set up a party celebration for a teddy or add artefacts to areas of continuous provision. How does your family celebrate a birthday? Who celebrates with you? How do you feel? How many different ways do we all celebrate birthdays?</li> <li>2. Provide resources for children to play at wrapping &amp; giving presents. How does it feel to see presents? When do you give or receive gifts? Why? How do you thank the giver? What could you give that doesn't cost (cuddle, smile, helpful hand)? Make a Giving Tree – write messages on baubles e.g. give a friend a 'cuddle', give your teacher a helpful hand, give your dinner lady a smile, say a prayer for... etc Children to suggest ideas.</li> <li>3. Explain that every year Christians celebrate the birth of a special baby. Tell the Christmas story in stages focusing on the family and using props or finger puppets, dolls, or crib scene statues for small world play. Explain how Joseph looked after Mary and found a safe and warm place for Jesus to be born.</li> <li>4. Has anyone got a new baby brother/sister/cousin in the family? How did you feel when s/he was born? (worried/excited) Discuss how Mary and Joseph might have felt. Mary loved Jesus. Talk about different roles of parents/carers.</li> <li>5. Read stories &amp; sing songs which explain the Christian Christmas story. Talk about the shepherds and wise men as visitors. How do you get ready for a visitor coming to your home? How do you get ready to go to visit someone? I wonder what gift you might have given to baby Jesus if you had been there?</li> <li>6. Show &amp; discuss a wrapped Christmas present perhaps containing a figure of the Baby Jesus in the manger. Discuss things we can give at Christmas which don't cost money. How do you feel at Christmas? Why?</li> <li>7. Use a candle as a focus for stilling. Why do Christians celebrate the birth of Jesus?</li> <li>8. Visit a local church, how is it the same/different from our Harvest visit?</li> </ol>	<ul style="list-style-type: none"> <li>• Children can talk about the reasons for cards; presents; party; cake; blowing out candles, making a wish, songs etc. at birthday celebrations</li> <li>• Children can reflect on and express the feelings associated with a new baby</li> <li>• Children know they are one year older each birthday</li> <li>• Children can identify Mary, Joseph and Jesus in Nativity role play</li> <li>• They recognise them as a family and that the story is found in the Bible</li> <li>• Children can show their understanding of other people in the Christmas story</li> <li>• Can begin to explain link the celebration of the birth of Jesus to Christmas</li> </ul>	<p>Use P4C as an enquiry method.</p> <p><b>ARTEFACTS:</b> Birthday cake, candles, wrapped present Soft Toy Nativity scene Nativity finger puppets or Crib scene statues for small world play Playmobile, Lego, Duplo, drapes, boxes and open-ended materials for children to re-create scenes, inside and outside</p> <p><b>FILM CLIPS:</b> BBC Learning Zone. Channel 4: Animated Bible Stories The First Christmas</p> <p><b>STORIES:</b> Puddles and the Christmas Play- G Vaisey Kipper's Birthday - Mike Inkpen. Spot goes to a party - Eric Hill Beginners Bible pages 267-293 Sleepy Jesus - Pennie Kidd e-mail:Jesus@Bethlehem-Hilary Robinson Jesus' Christmas Party- Nicholas Allen The Fox's Tale - Butterworth/Inkpen The Night Journey – Paul Dowling The Christmas Play – Clare Bevan The Grumpy Shepherd – Paddie Devon The Animals Christmas Eve-Gale Wiersum</p> <p><b>NON-FICTION:</b> My Christian Life - Alison Seaman Festivals (Looking at Christianity) – G Owen and A Seaman (Wayland) If I had lived in Jesus' Time' by Peter Graystone and Jacqui Thomas Power of Reading books</p> <p><b>VOCABULARY:</b> Christmas, celebration, gift, Mary, Joseph, Jesus, Wise Men, Shepherds, Angels</p>

## A unit of work for EYFS: How did Jesus affect some of the people he met? (5)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Characteristics of Learning:</b> Playing and exploring; Active Learning; Creating and Thinking Critically</p> <p><b>Personal, Social and Emotional</b> Children will show sensitivity to other's needs and feelings and form positive relationships with adults and other children. Children talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p><b>Communication and Language</b> Children will listen attentively and respond to what they hear and respond with relevant comments, questions or actions. Children will answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively showing awareness of listeners needs. Children develop their own narratives and explanations by connecting ideas or events. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>Understanding the World</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions. Children talk about the features of their own environment and how environments might vary from one another.</p> <p><b>Expressive Art and Design</b> Children will represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and story.</p> <p><b>Agreed Syllabus:</b> <b>AT1:</b> Listen and respond to stories about what Jesus did and said. <b>AT2:</b> Reflection on friendship</p>	<p><b>1. Who are our friends?</b> Read stories about friendship. What questions have you got? Discuss what makes a good friend. Discuss how we can be a good friend to others and how we can make new friends. Take photos for display and give praise for 'friendly' behaviour. Create a friendship tree– children to write/draw/adult scribe on leaves what is a good friend and display them on the tree.</p> <p><b>2. How do we make people welcome?</b> Work with the class to prepare for a special visitor. Invite a member of the community into school to work with the children and talk about how we make them welcome. Tell the Christian story of Martha &amp; Mary, &amp; discuss the different ways they welcomed him.</p> <p><b>3. Who do Christians say were Jesus' disciples?</b> What are your friend's names? Tell the Christian story of Jesus calling the fishermen. Introduce the 12 disciples and discuss how they felt at various points. Do you know anyone with those names?</p> <p><b>4. How was Jesus a friend to children?</b> Look at pictures of children from around the world at play. Tell the Christian story of Jesus and the children. Why did the disciples try to stop Jesus meeting the children? Why are children special to Jesus?</p> <p><b>5. Who was Zacchaeus and how did he change?</b> Tell the Christian story of Zacchaeus. Why did Zacchaeus have no friends? Was he lonely? Why did he climb a tree? Why did Jesus befriend Zacchaeus? Discuss how he felt at the beginning, when Jesus included him, and at the end. What happened to him because of this event? Provide opportunities to act out the story exploring how the characters might have felt.</p> <p><b>6. How do Christians say Jesus affected his friends?</b> Discuss what children have found out about who Jesus met and how he included everyone. Talk about our many different friends - adults, peers, in school, out of school. Why do we need friends? Who can we offer friendship to? How can we value our friendships and be loyal? Children make a 'thank you for being my friend' card. Put a friendship box in class/school so children can write/adult to scribe who has been a good friend and why that day/week and put it in the box to be read out sometime during the day/week</p>	<ul style="list-style-type: none"> <li>• Children can describe someone they have met and are aware of what they do for them</li> <li>• Children know that Jesus chose 12 disciples to be his helpers and followers</li> <li>• Children can talk about the feelings of the disciples</li> <li>• Children can talk about why they think Jesus liked and valued children</li> <li>• Children retell the story of Zacchaeus through drama and role play</li> <li>• Children give some reasons why Jesus chose Zacchaeus</li> <li>• Children explain in simple terms how Jesus' friendship affected Zacchaeus</li> <li>• Children can explain the concept of 'friend', the qualities that make someone a friend and what being a friend means to them</li> <li>• Children explain in simple terms that true friendship is about behaviour and feelings, eg being kind</li> <li>• Children identify what they have learned about the different friends of Jesus</li> </ul>	<p>Use P4C as an enquiry method.</p> <p><b>ARTEFACTS:</b></p> <p><b>Clips:</b> BBC Learning Zone eg Zacchaeus (4465), Jesus calling his disciples (7019)</p> <p><b>STORIES:</b> What are friends for? – Sally Grindley The Very Helpful Hedgehog – Rosie Wellesley Pumpkin Soup – Helen Cooper Friends – Rob Lewis Friends – Kim Lewis Little Beaver and the Echo – Amy MacDonald Leon and Bob- Simon James My best friend- Pat Hutchins My best, best friend- Lauren Child Beginners Bible Bible references: Calling the Disciples: Matthew 4: 18-22; Mark 1: 16-20 or Luke 5: 1-11 Jesus and the children: Matthew 19: 13-15; Mark 10: 13-16 or Luke 18: 15-17 Zacchaeus: Luke 19 Martha and Mary: Luke 10 Power of Reading books</p> <p><b>NON-FICTION:</b> 'If I had lived in Jesus' Time' by Peter Graystone and Jacqui Thomas</p> <p><b>VOCABULARY:</b> Jesus, Disciples, Zacchaeus, loyalty.</p>

## A unit of work for EYFS: 'How can we use our hands?' (6)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Characteristics of Learning:</b> Playing &amp; exploring; Active Learning; Creating and Thinking Critically</p> <p><b>Personal, Social and Emotional</b> Children show sensitivity to other's needs and feelings and form positive relationships with adults and other children. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</p> <p><b>Communication and Language</b> Children listen attentively and respond to what they hear with comments, questions or actions. Children answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively showing awareness of listeners' needs. Children develop their own explanations by connecting ideas or events. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>Physical Development – Health and Self-Care</b> Children show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Understanding the World</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children talk about the features of their own environment and how environments might vary from one another.</p> <p><b>Expressive Art and Design</b> Children represent their ideas, thoughts &amp; feelings through D &amp; T, art, music, dance, role play &amp; story.</p> <p><b>Agreed Syllabus:</b> <b>AT1:</b> Church &amp; the Christian community. Listen &amp; respond to stories about what Jesus did and said. <b>AT2:</b> Reflecting on behaviour</p>	<p><b>1: What can hands create?</b> Provide magnifying glasses for children to look closely at their hands – measure size, shape, the bones, their uniqueness. Discuss what children enjoy doing: ball games, skipping, hand rhymes. Discuss the importance and usefulness of hands; what they are needed for; what would it be like without them? Do things without using hands: pick up a pencil, open a door. Discuss overcoming disability: people who paint with feet/mouth. Tell the Christian story of the Widow's Mite and how her hands gave everything she had. What questions do children have about the story? Children use hands for creative work e.g. building, finger-painting.</p> <p><b>2: Can hands talk?</b> Try speaking with hands - 'come here'; 'sit there'; 'stand up'; 'stop'; 'go'; 'good-bye; shake hands; hug, clench fist; clap. turn left, right etc. Discuss showing feelings using hands - 'good dog'; 'I love you'; 'I'm cross'. Tell the Christian story of the Ten Lepers. How did Jesus show compassion to them? Discuss the importance of saying thank you. Children use role play or small world play to retell the story or order pictures from the story. Praise children for remembering to say thanks.</p> <p><b>3: How do hands work, heal and show care?</b> How do parents use hands to help: carry, comfort, make food, earn money? How do they use their hands at work? Discuss use of hands at school by teachers and other staff. How do doctors and nurses use their hands to help? Invite a sign language visitor into class/school. Tell the Christian story of the paralysed man who was healed and how his friends used their hands to help him. Discuss how we show love for one another using our hands &amp; talk about hands of friendship linked to prior learning Children take photos of each other helping or caring. Introduce uniforms into role play areas.</p> <p><b>4: How are hands used in worship?</b> Show pictures of hands in worship: praying, blessing, baptism and communion. Show the Hindu 'Namaste' greeting and explain that it means 'The God in me greets the God in you'. Discuss the Importance of washing hands in a range of cultures and faiths. Show Esher's praying hands and explain the origin of the picture &amp; the sacrifice Esther's brother made so he could become an artist. Tell the story of Jesus washing the disciple's feet. Children wash each others' feet.</p>	<ul style="list-style-type: none"> <li>• Children understand that they are unique</li> <li>• Children understand that they can communicate and express their feelings through their hands</li> <li>• Children reflect on the way they can use their hands to benefit other people</li> <li>• Children know something of the way Jesus used his hands to help people</li> <li>• Children join in the greeting and washing of feet, and can talk about why they are doing it</li> <li>• Children are aware that hands can hurt and help</li> <li>• Children can explain how hands were important in the Easter story</li> </ul>	<p>Use P4C as an enquiry method.</p> <p><b>PHOTOS:</b> Hands used in worship Esher's Praying hands Children/people holding hands from a range of cultures Painted hands e.g. Mehdi patterns Signing hands - Makaton</p> <p><b>Clips:</b> BBC Leaning Zone</p> <p><b>STORIES:</b> Dora's Eggs – Julie Sykes Beginners Bible Bible References: The Widow's mite: Mark 12.41-44 The lepers: Luke 17.11-19 The paralysed man: Mark 2.1-5 Jesus washes the Disciples' feet: John 13 I don't want to wash my hands Tony Ross My First Signs - Various Makaton resources</p> <p><b>NON-FICTION:</b> 'If I had lived in Jesus' Time' by Peter Graystone and Jacqui Thomas Hands are not for hitting – Martine Agassi Power of Reading books</p> <p><b>VOCABULARY:</b> Compassion, sacrifice</p>

## A unit of work for EYFS: Why do we talk about New Life at Easter? (7)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Personal, Social and Emotional</b> Children show sensitivity to other's needs and feelings and form positive relationships with adults and other children. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</p> <p><b>Communication and Language</b> Children listen attentively and respond to what they hear and respond with relevant comments, questions or actions. Children answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively showing awareness of listeners needs. Children develop their own narratives and explanations by connecting ideas or events. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>Understanding the World</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions. Children talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Expressive Art and Design</b> Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and story.</p> <p><b>Agreed Syllabus</b> <b>AT1:</b> Church and the Christian community. Artefacts connected with Easter. Jesus as Special. Listen and respond to stories about what Jesus did. <b>AT2:</b> Signs of belonging</p>	<ol style="list-style-type: none"> <li>1. Notice seasonal change when using outdoor areas. What does Spring mean to us? How does Spring make you feel? What kinds of new life can we see? Plant fast growing seeds, e.g. cress or mung beans. Monitor growth. Read 'Grandfather and I': discuss what they looked for on their unhurried walks.. Go for a dead/living walk. Observe changes in trees and plants. What is dead? What is living? Collect things for a New Life display. Compare similarities &amp; differences from Autumn &amp; Winter walk.</li> <li>2. Explore things on the New Life display and talk about the new life that we see in spring: lambs, birds, chicks from eggs etc. Something marvellous and new can come from a dark place. Use the things on the New Life display as a basis for dance or drama. How does it feel to be small or new? How does it feel to move from a dark place to a light place? Act out the growing of new life e.g. buds, lambs. How might they be feeling? Display this in movements and expressions.</li> <li>3. Introduce the events that lead up to the Christian Easter Story. Explain that Christians believe that Jesus experienced happy and sad times which he shared with his disciples. Describe Palm Sunday: a happy time followed by the Last Supper, a sad time when Jesus was saying goodbye. Use Circle Time to discuss feelings children have experienced at sad times. Role-play a noisy Palm Sunday procession followed by a quiet celebration meal of a drink of blackcurrant juice and hot cross buns, discussing the symbolism.</li> <li>4. Tell a simplified version of the Christian Easter story from Good Friday to Easter Day. Make a story map as the story unfolds. Emphasise that Easter Day is the most important time for Christians. Discuss how the different parts of the story make us feel. How would Jesus' friends have felt? Compare rising from dead to new life as we see in spring after winter. Children use puppets, small world figures, role play to retell the story.</li> <li>5. Why are Easter eggs for sale and what do they symbolise to Christians? Explain that Easter eggs remind Christians of the Easter story: the door of the empty tomb which was rolled aside and new life through Jesus symbolised by new life from an egg. Do a cooking or craft activity with eggs and make an Easter garden.</li> <li>6. Show &amp; explain that some Christians send Easter cards. Using Christian symbols make Easter cards showing the good news that Christians believe. Visit a church-compare similarities/differences to Harvest and Christmas celebrations.</li> </ol>	<ul style="list-style-type: none"> <li>• Children develop an understanding of spring and are able to find signs of new life: uncurling leaves or bracken, opening flowers, mung beans sprouting. Children reflect on feelings related to new life</li> <li>• Children use movement and expression to explore and describe new life</li> <li>• Children can talk about the difference between sad times and happy times</li> <li>• Children are able to role play or use puppets to retell a story</li> <li>• Children are able to recognise Easter as the most important event in the Christian calendar</li> <li>• Children recognise and develop an understanding of Christian symbols</li> <li>• Children are aware that Easter is a time of sadness and celebration for Christians</li> <li>• Be prepared to answer some challenging/difficult questions</li> <li>• Link to prior learning on feelings (1)</li> </ul>	<p>Use P4C as an enquiry method</p> <p><b>PHOTOS:</b> Of spring,-baby animals, chicks</p> <p><b>ARTEFACTS:</b> Seeds/Fruit/Bulbs/Plants Evidence of springtime for New Life display Puppets/small world figures; Easter cards; Hot Cross buns, chocolate eggs and blackcurrant juice Living Eggs County guidelines on handling live animals</p> <p><b>Film Clips:</b> Channel 4: Animated Bible Stories Sarah and Paul Again Lion King</p> <p><b>STORIES:</b> Easter story in Lions Children's Bible or Beginners' Bible. 'Grandfather and I' by Helen E Buckley 'The Tiny Seed'-Teddy Horsley books Monkey Puzzle – Julia Donaldson Jasper's Beanstalk–Nick Butterworth The Selfish Giant – Oscar Wilde</p> <p><b>NON-FICTION:</b> Life Cycles – animals and plants Easter – Celebrations! 'If I had lived in Jesus' Time' by Peter Graystone and Jacqui Thomas 'The Story of Jesus' – Heather Amery My Christian Life - Alison Seaman Looking at Christianity - Owen and Seaman (Wayland); My Christian Faith (Evans)</p> <p><b>VOCABULARY:</b> Easter, cross, death, resurrection, tomb, dark</p>

## A unit of work for EYFS: Who helps us? Who can we help? (8)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Characteristics of Learning:</b> Playing and exploring; Active Learning; Creating and Thinking Critically</p> <p><b>Personal, Social and Emotional</b> Children show sensitivity to other's needs and feelings and form positive relationships with adults and other children. Children talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p><b>Communication and Language</b> Children listen attentively and respond to what they hear and respond with relevant comments, questions or actions. Children will answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively showing awareness of listeners needs. Children develop their own narratives and explanations by connecting ideas or events. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>Understanding the World</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions. Children talk about the features of their own environment and how environments might vary from one another.</p> <p><b>Expressive Art and Design</b> Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and story.</p> <p><b>Agreed Syllabus</b> <b>AT1:</b> Worship—promises and commitment <b>AT2:</b> Share feelings and values that they think are important</p>	<p><b>1: Who helps in school and why?</b> Make a list of all the people who care for us at school – teachers, TAs, caretaker, cleaners, volunteers. Interview one of them asking how &amp; why questions. Discuss how they care &amp; why they help us. Why are they important? How do we know they care? What is easy and what is difficult about their work? Reflect on and discuss how we can help them.</p> <p><b>2 What is hard about being a Friend? – reflect on prior learning (5)</b> Who is your friend? Why? How do we show we are friends? How do we help them? Can we try to be friends with everyone? What is hard about being a friend? Promote a 'Helpers in the Class' scheme. Make a 'Helpful Hands Tree'. Children draw around their hand and on it draw what they can do to help or show they care. Display the hands on a tree branch.</p> <p><b>3: Who helps at home and why?</b> Talk about children's families. 'Who lives in your home?' Discuss the roles of parents/carers. How we can help them? Discuss people who visit home to provide services -refuse collector. What is easy/difficult about their work?</p> <p><b>3: Who helps in the community and why?</b> Discuss work of police, doctors, nurses &amp; how to recognise them. Discuss their reasons for helping, comparing genuine helpfulness with normal public service carried out by people doing their jobs. Helpfulness is doing things because you want to, not because you have to. Role play their work. Discuss how we can help them. Discuss looking after the environment-litter picking. Visit re-cycling centre-link to the Christian believe in looking after the world.</p> <p><b>4: How might a local religious leader help?</b> What does a religious leader do? Invite in a vicar, nun, priest, lay reader, Sunday School teacher. Children to think of questions to ask. Why do they do this work? How do they care? When do they help? Discuss unselfish motivation, not just the job. What do clergy do besides leading services-visit the sick, meetings, study, teach, help those in difficulties, give advice, counselling, a shoulder to cry on. Explain that helping can be hard, risky, or need sacrifice of time, money, energy. Discuss whether children have helped when it was hard to do. Make a book with photos about helping.</p> <p><b>5: How do Christians believe God helps?</b> Discuss trusting people who care and how sometimes helping can mean giving something up or doing something you don't like. Use the Christian parables in Luke 15 about small things mattering e.g. shepherd who loses a sheep or woman who loses a coin. These illustrate being lost &amp; found again so suggest that Christians believe God sees that everyone has value and can be helped. Write a class 'Thank You for your help' prayer.</p>	<ul style="list-style-type: none"> <li>• Children can reflect on caring and on helping others</li> <li>• Children can explain who may be a source of help in everyday life and in times of difficulty</li> <li>• Children can talk about the work of local religious people</li> <li>• Children are able to explain that religious commitment is part of many people's lives</li> <li>• Children appreciate that helpfulness can be unselfish motivation</li> </ul>	<p>Use P4C as an enquiry method</p> <p><b>STORIES:</b> 'The family book' - Todd Parr 'My mum is fantastic'; 'My dad is brilliant'; 'My grandpa is amazing'; 'My grandma is wonderful' by Nick Butterworth The lost sheep (Stories Jesus told)-Nick Butterworth Ten silver coins (Stories Jesus told)-Nick Butterworth Emergency – Margaret Mayo Litter Bug Doug – Ellie Bethel Micheal Recycle – Ellie Bethel Being a Good Citizen – Adrian Vig</p> <p><b>NON-FICTION:</b> 'People Who Help Us' series by Rebecca Hunter: Dentist; Doctor; Fire-fighter; Librarian; Paramedic; Police Officer; Post-man; Teacher 'When I'm At Work' series by Sue Barraclough: Dentist; Paramedic; Fire-fighter; Police Officer; Doctor; Health Visitor; Bus Driver; Postman; Footballer; Vet; Refuse Collector; Recycling Operator Eddie the Penguin Playscript</p> <p><b>DVDs from Child's Eye Media</b> People Who Help Us 1 People Who Help Us 2</p>

## A unit of work for EYFS: How and why are weddings celebrated? (9)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Personal, Social and Emotional</b> Children will show sensitivity to other's needs and feelings and form positive relationships with adults and other children. They talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p><b>Communication and Language</b> Children will listen attentively and respond to what they hear and respond with relevant comments, questions or actions. They will answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively showing awareness of listeners needs. They develop their own narratives and explanations by connecting ideas or events. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>Understanding the World</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions. Children talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Expressive Art and Design</b> Children will represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and story.</p> <p><b>Agreed Syllabus</b> <b>AT1:</b> Worship – important ceremonies –promises and commitment <b>AT2:</b> Share feelings and values that they think are important</p>	<ol style="list-style-type: none"> <li>1. Use a variety of wedding photos or watch snippets of a wedding video. What is happening? How do you know this? Are the people wearing special clothes? What do you think will happen next? I wonder why this photo was taken? I wonder where this photo was taken?</li> <li>2. Who has been to a wedding? Whose was it? Who has been a bridesmaid or pageboy? What happened? Where did it take place? Who takes part? Who helps them? Why are the different activities included? Is it necessarily in a church? What is a wedding? Share experiences of similarities and differences.</li> <li>3. Explore a collection of wedding artefacts i.e. prayer book, order of service, rings, confetti, invitations, horseshoe, cards. Discuss purposes. Who uses or sends them? Why do people give rings? Discuss associated rituals - photos, honeymoon, speeches, parties before etc.</li> <li>4. Role play a typical Christian wedding. Provide dressing up clothes. Discuss how you feel. How do you think people might feel on their wedding day? Why do people get married? Can you think of the promises they could make? Discuss the special promises made. What promises would you make? If you were getting married who would you invite? Why? Make a list.</li> <li>5. Look at photos, video clips and books illustrating weddings in different faiths, belief systems and cultures. Show photos of and, if possible provide artefacts for role playing a wedding in another religion e.g. Hindu, Sikh or Jewish.</li> <li>6. Read the Christian story of Jesus at a wedding. Why did he perform the miracle? What is a miracle?</li> </ol>	<ul style="list-style-type: none"> <li>• Children understand that a wedding is usually a special event and a celebration &amp; that it can take place in a variety of places including places of worship</li> <li>• Children use appropriate vocabulary to identify what is happening at a wedding</li> <li>• Children can reflect on and discuss a range of feelings associated with a wedding.</li> <li>• Children can use the knowledge acquired in a role play</li> <li>• Children develop their understanding of the importance of promises</li> <li>• Children identify similarities and differences among people, families, communities and traditions</li> <li>• Children are able to recognise that wonderful things can happen with miracles</li> </ul> <p><b>VOCABULARY:</b> married, wedding, bride, groom, bridesmaid, best man, promise, ring, speeches</p>	<p>Use P4C as an enquiry method.</p> <p><b>PHOTOS:</b> of weddings e.g. in different places, signing register; cutting cake with family</p> <p><b>ARTEFACTS:</b> Video of a wedding or a visitor to talk about their wedding Soft toy vicar from Articles of Faith; Confetti, horseshoe, cards, invitations, place cards, shoes, veil, tiara, music For role play – bridal dress, suit, bridesmaid dress, flowers, rings, 'register', black shirt and dog collar or vestment style garment</p> <p><b>STORIES:</b> Carry, Go, Bring, Come – V Samuels Here comes the Bridesmaid in The Shirley Hughes collection When Willy Went to the Wedding- Judith Kerr Cinderella; Prince Cinders – Babette Cole Katie Morag and the Wedding - Mairi Hedderwick Lettice: The Bridesmaid – Mandy Stanley</p> <p><b>NON-FICTION:</b> Special Occasions – G Owen and A Seaman Weddings – Ann Morris Special Clothes-Discovery World My Christian Life - Alison Seaman Looking at Christianity – G Owen and A Seaman (Wayland); My Christian Faith (Evans) My Jewish Life or My Hindu Life</p>

## A unit of work for EYFS: How is light used in celebrations? (10)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Personal, Social and Emotional</b> Children will show sensitivity to other's needs and feelings and form positive relationships with adults and other children. They talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p><b>Communication and Language</b> Children will listen attentively and respond to what they hear and respond with relevant comments, questions or actions. They will answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively showing awareness of listeners needs. They develop their own narratives and explanations by connecting ideas or events. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>Understanding the World</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions. Children talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Expressive Art and Design</b> Children will represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and story.</p> <p><b>Agreed Syllabus</b> <b>AT1: Worship at Festivals</b> Seasons and creation Symbols in churches <b>AT2: How do they celebrate special occasions?</b> To whom are they a light?</p>	<ol style="list-style-type: none"> <li>1. Add a birthday cake with candles to an area of continuous provision. How do they make us feel? Why are candles used? Discuss photos of birthday celebrations and how light and celebration go together.</li> <li>2. Experience sitting in the dark. Explore feelings associated with darkness and light e.g. fairy lights, fireworks, bedtime.</li> <li>3. Visit a church and experience the use of candles e.g. votive candles, Pascal candle, baptismal candle. Discuss their purpose and meaning-remembering, celebrating, thinking, symbolising the light of God's love.</li> <li>4. Make a display of candles. Light a candle and watch the flame. What does it make you think? How do you feel when the flame is blown out?</li> <li>5. Explain that many religions use candles and light in festivals. Focus on the row of divas that welcome Rama and Sita home in the Hindu Story of Diwali. Explore the Jewish Hanukkah celebration and relevance of the candles to Jewish families who light an extra candle each night till all 8 are lit.</li> <li>6. Make with the children and explain the significance of a Christian Advent crown and light one candle a week. Discuss whose life you light up.</li> <li>7. Tell the Christian Christmas story. Discuss the Christmas star which Christians believe led the Wise men and the shepherds to the stable where Jesus was born. Set up the Home Corner as a stable. Focus on the importance of the star to Christians - a sign that Jesus was coming and that they believe he is the Light of the World. Make shiny paper and glitter available for children to make a star decoration to hang on the Christmas tree.</li> <li>8. Make a 'Christingle', talking about what the candle, ribbon, sticks and sweets represent.</li> </ol>	<ul style="list-style-type: none"> <li>• Children can recount their birthday experiences</li> <li>• Children can recognise the main characters in the Christmas story and know that the story is found in the Bible</li> <li>• Children can talk about how Christmas is celebrated in a church and in some homes</li> <li>• Children can recognise the simple symbols associated with Christmas – candles, star, Advent crown</li> <li>• Children understand that candles and light are important to people from a range of faiths e.g. Hanukkah menorah or Diwali diva</li> </ul> <p><b>VOCABULARY:</b> Light; candles; festivals; Christmas; Advent; Christian; Hindu or Jewish</p>	<p>Use P4C as an enquiry method.</p> <p><b>PHOTOS:</b> Photos of birthdays Photos of stars, Advent crown</p> <p><b>ARTEFACTS:</b> Birthday cake and candles; Advent crown; a variety of candles and candlesticks; Articles for making Home Corner into a stable; Hanukkah menorah and/or Hanukkah soft toy from Articles of Faith; Divas</p> <p><b>STORIES:</b> Angelina's Birthday–Katharine Holabird Humphrey's Birthday–Sally Hunter Ruff – Jane Hissy Lettice: The Birthday Party– Mandy Stanley Titch's Birthday Spot's Birthday Lizzies Invitation - H Keller The Night Journey–Paul Dowling The Christmas Play–Clare Bevan The Grumpy Shepherd–Paddie Devon Shine! Karen Langley Laura's Star Klaus Baungart Beginners Bible</p> <p><b>NON-FICTION:</b> If I had lived in Jesus' Time–Peter Graystone and Jacqui Thomas My Christian Life - Alison Seaman Looking at Christianity – G Owen and Seaman (Wayland) My Christian Faith (Evans) Looking at Judaism; My Jewish Life; My Hindu Life etc. My Hindu Faith or My Jewish Faith (Evans)</p>

## A unit of work for EYFS: What are special clothes? (11)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Personal, Social and Emotional</b> Children will show sensitivity to other's needs and feelings and form positive relationships with adults and other children. Children talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p><b>Communication and Language</b> Children listen attentively and respond to what they hear and respond with relevant comments, questions or actions. Children answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively showing awareness of listeners needs. Children develop their own narratives and explanations by connecting ideas or events. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>Understanding the World</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions. Children talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Expressive Art and Design</b> Children will represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and story.</p> <p><b>Agreed Syllabus</b> Concept: Worship and Commitment <b>AT1:</b> Clothes worn in worship by vicar or priest <b>AT2:</b> Treating everyone with equal value.</p>	<ol style="list-style-type: none"> <li>1. Show a selection of clothes worn for specific purposes eg apron, swimsuit, party dress. Talk about clothes worn on special occasions e.g. a new birthday outfit, party clothes, going to a wedding. How do special clothes make us feel?</li> <li>2. Show pictures of clothes worn on some religious occasions (e.g. baptisms, weddings, funerals) and discuss why they are special. Do people wear these clothes every day or just at a special event?</li> <li>3. What is special about our school uniform? What does the badge on it show and represent? Why do people wear uniforms or different clothes for different jobs? Show pictures of special clothes for special jobs e.g. fire-fighter, police, vicar, priest, Bishop, nun. Do they need them?</li> <li>4. Ask a member of the Christian clergy to visit. Discuss clothes Christian clergy wear every day and for special services and the symbolism of colour and design.</li> <li>5. Invite a member of the Salvation Army into school. Talk about the work of the Salvation Army and the symbolism of their uniform.</li> <li>6. Choose another religion. What might people wear every day or when visiting their Holy place? Use pictures, posters, and artefacts.</li> <li>7. Provide a range of clothes from a variety of cultures to encourage children to role-play special occasions when particular clothes are worn.</li> <li>8. 'Find out about the Hindu festival of Raksha Bandhan. Traditionally, during the festival, sisters tie a rakhi, a bracelet made of interwoven red and gold threads, around their brothers' wrists to celebrate their relationship. Today rakhis are often decorated with multi-coloured silk thread, and often adorned with beads. As the rakhi is tied, a prayer is offered asking for happiness and prosperity. Children could make a bracelet for a brother or sister from thread and beads and explain why they have made it.' See <a href="http://www.bbc.co.uk/religion/religions/hinduism/holydays/raksha.shtml">http://www.bbc.co.uk/religion/religions/hinduism/holydays/raksha.shtml</a> or <a href="http://www.raksha-bandhan.com">http://www.raksha-bandhan.com</a></li> </ol>	<ul style="list-style-type: none"> <li>• Children recognise that special clothes can be worn for significant occasions</li> <li>• Children demonstrate understanding and empathy through role play and contributions to discussion</li> <li>• Children are able to recall similarities and differences between the clothes worn in church and in other holy places.</li> <li>• Children are able to identify special occasions when special clothes are worn</li> <li>• Children are able to use key words appropriately</li> </ul>	<p>Use P4C as an enquiry method.</p> <p><b>PHOTOS:</b> of birthday parties, weddings, baptisms; of special clothes for special jobs</p> <p><b>ARTEFACTS:</b> A variety of special and everyday clothes from a range of religions, cultures and jobs; Clerical vestments; persona dolls Thread, beads for making raki</p> <p><b>STORIES:</b> New Clothes for Alex You'll grow into them Titch - Pat Hutchinson Alfie's New Shoes - Shirley Hughes Silver Shoes - Caroline Binch Maisie Dresses Up - Lucy Cousins Party Animals by Tony Mitton</p> <p><b>NON-FICTION:</b> Our Clothes-A day in the life of-Little Nippers; Special Clothes-Discovery World If I had lived in Jesus' Time- P Graystone and J Thomas; My Christian Life – A Seaman; Looking at Christianity – G Owen and Seaman (Wayland); My Christian Faith; Looking at Judaism; My Jewish Life or My Hindu Life</p> <p><b>VOCABULARY:</b> Church; Baptism; Wedding; Priest or Vicar; Muslims; Christians; Uniform, Special</p>

## A unit of work for EYFS: Why do we go on a journey? (12)

Early Learning Goals/Agreed Syllabus	Activities	Learning Outcomes	Examples of Resources
<p><b>Personal, Social and Emotional</b> Children show sensitivity to other's needs and feelings and form positive relationships with adults and other children. They talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p><b>Communication and Language</b> Children listen attentively and respond to what they hear with relevant comments, questions or actions. They answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively showing awareness of listeners needs. They develop their own narratives and explanations by connecting ideas or events. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>Understanding the World</b> Children talk about past and present events in their lives and in their family. They know about similarities and differences between themselves and others and among families, communities and traditions. Children talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Expressive Art and Design</b> Children represent their ideas &amp; feelings through DT, art, music, dance, role play and story.</p> <p><b>Agreed Syllabus:</b> <b>AT1:</b> Special Journey to church - Keeping Sunday special <b>AT2:</b> Special journeys we make</p>	<ol style="list-style-type: none"> <li>1. Role play getting ready, travelling and arriving by car, by train, by coach, by plane. Talk about the feelings involved. Why do people go on journeys? What is nice about going away from home? What isn't so nice? How did people make journeys before there were cars? Discuss the different feelings involved and caring for each other on the journey. What would you pack in a suitcase? How does it feel to arrive somewhere special?</li> <li>2. Talk about different types of journey, e.g. home to school; around school; to visit people, e.g. Gran; to church or other places of worship. Make maps of real and imaginary journeys. Discuss enjoyable and not such enjoyable journeys. What would make a journey fun, or frightening, or special?</li> <li>3. Make a journey to a local place of worship. What do we expect to see, how do we behave, how do we feel, who might we meet?</li> <li>4. Go on a Listening Walk, Colour Walk, or Shape Walk in the school grounds and locality. Share and discuss what the children saw. Go on a journey in the local area. Make a journey stick to remind themselves of what they encountered along the way</li> <li>5. Explain that we can make journeys in our head. Ask children to sit alert and relaxed as you talk through a visualisation of visiting a special place. (See Mary Stone's book). Is it somewhere you want to go or don't want to go to? Who do you meet there? What do you take or bring back?</li> <li>6. Tell the Christian story of Mary and Joseph taking Jesus as a child on a journey to the Temple in Jerusalem. How did they travel? How might Mary and Joseph have felt when they thought Jesus was lost? Where did they find him? What was special about where they found Jesus? What was said?</li> <li>7. Why do some religious people go on special journeys? Show pictures of Jerusalem, Mecca and the River Ganges.</li> <li>8. Explore religious stories about journeys, e.g. a story that is important to Jews, Christians &amp; Muslims- Moses and the Red Sea &amp; the Christian story of The Good Samaritan.</li> </ol>	<ul style="list-style-type: none"> <li>• Children exhibit awe and wonder, anticipation, excitement and can talk about their own experience and the connected feelings</li> <li>• Children are able to note similarities and differences between their experiences and that of other children</li> <li>• Children can show empathy with other people involved in journeys</li> <li>• Children can predict, sequence, and describe the events in the story of the child Jesus at the Temple and other Bible stories</li> </ul>	<p>Use P4C as an enquiry method.</p> <p><b>PHOTOS:</b> of different modes of transport; of possible destinations; of people of various ages making journeys</p> <p><b>ARTEFACTS:</b> Dressing up clothes, Suitcase</p> <p><b>STORIES:</b> The Train Ride - June Crebbin Mr Gumpys' Outing – J Burningham Don't Forget the Bacon – Pat Hutchins The Journey (available as a Storysack) The Utterly Otterlys – Mairi Hedderwick Ndito runs – Laurie Halse Anderson Big Blue Train – Julia Jarman Beginners Bible</p> <p><b>NON-FICTION:</b> Gift to the Child series-Child on pilgrimage to Lourdes If I had lived in Jesus' Time-Peter Graystone and Jacqui Thomas The Story of Jesus-Henry Wansbrough Don't Just Do Something Sit There - Mary Stone</p> <p><b>VOCABULARY:</b> Journey, Travel, Tickets, Church, Place of Worship, Prepare, Pack, Suitcase, Pilgrimage</p>