

The areas of learning and development which will be primarily addressed through the units will be:

- **Personal, Social and Emotional Development**
- **Understanding the World**

In addition, the following will be addressed in various ways:

- **Communication and Language**
- **Literacy**
- **Expressive Arts and Design.**

### **Religious Education Learning Intentions:**

**AT2:** To investigate thoughts and feelings related to belonging at school.

### **Resources:**

- **Starting School**, by Allan Ahlberg & Janet Ahlberg
- **Topsy and Tim Start School**, by Jean Adamson & Gareth Adamson
- **All Kinds of People**, by Emma Damon
- **Skin I'm In**, by Pat Thomas
- **My World, Your World**, by Melanie Walsh

### **Suggested Planned/Teacher Directed Activity**

- Help the children write their own names on a piece of card and decorate to make coat peg / Wellington boot label. Emphasize to the children that they have a special place to keep their things in the classroom.
- Use a puppet to help the children get to know their classroom. Fill a bag belonging to the puppet with items from around the classroom: a pencil, a child's coat, a water bottle etc. ask the children to help the puppet put the items away in the correct place in the classroom.
- Use full length mirrors as a whole class to look closely at school uniform. Share with the class a range of 'uniforms' and discuss how uniforms can be a symbol of 'belonging' to a group or organization e.g. Rainbow Guide/Cub Scout uniforms, police uniforms, doctor's uniforms and other club/work badges or uniforms.

### **Ongoing activities/resources to take learning forward**

- Paint portraits and self portraits, looking closely at body shape, eye colour, hair length and colour and skin and facial features.
- Provide opportunities to practise name writing – in sand, wet paintbrushes/chalk on the ground outdoors, making labels for Wellington boots, coat peg, book bag etc.
- Help the children take photographs of each other and make an interactive display where the children have to match names to faces!
- Encourage children to use different areas/resources in the classroom and interact with their peers and, if appropriate, other children in the school.

### **Events/outings or visits**

- At the end of the week invite parents or pre-school practitioners into class. Organize a 'show and tell' with groups of children telling their parents/previous teachers about their classroom/school and first week in school.
- Invite Year 6 children into class to share memories of their first day/week at school.

**Religious Education Learning Intentions:**

**AT2:** To know that each person is special and unique.

**Resources:**

- **Baby Can!** By Ian Whybrow
- **The New Baby**, by Jean Adamson & Gareth Adamson
- **Guess How Much I Love You**, by Sam McBratney
- **Christianity Photo Pack-Places of Worship**, by Jan Thompson TTS Group. Tel: 0800318 686
- **Christian Story and Symbol**, Jenny Rose TTS Group. Tel: 0800318 686
- A version of Jesus' Baptism suitable for the Interactive White Board can be found at [www.thebricktestement.com](http://www.thebricktestement.com)
- Dottie and Buzz Baptism resources online at [www.dottieandbuzz.co.uk/](http://www.dottieandbuzz.co.uk/)

**Suggested Planned/Teacher Directed Activity**

- Ask each child to bring into school pictures of him/herself when they were a baby. Talk about how the children have changed and have become more independent as they have grown e.g. being able to walk, talk and feed them self.
- Talk to the class about baptism. Explain that Christians believe that baptism is a way of welcoming a baby into the Church. Invite a member of clergy into class to perform a baptism on a baby doll.

### **Ongoing activities/resources to take learning forward**

- Baby dolls in the role play area with baby toys, bottles, cot, empty formula tins, blankets, nappies, high chair, etc.
- Provide props for children to recreate their own baptisms e.g. a font (can be made from a washing up bowl attached to a box), baby doll, clergy gown, baptism cards, suitable dressing up clothes.
- Interactive display for the children to match class baby photos to current photo.

### **Events/outings or visits**

- Invite mother who has had a baby baptized into class to tell the children about baptism and share photos/videos etc.
- Invite mother and baby into class. Ask mother to explain how to look after a baby, change nappy, feed, play with toys etc.

**Year R**

**Unit 1: WE ARE SPECIAL**

**Week 3: How we grow**

**Religious Education Learning Intentions:**

**AT2:** To know that each person is special and unique.

**Resources:**

- **Titch**, by Pat Hutchins
- **All about Me!** (Available as a Big Book) by Debbie Mackinnon
- **How Do You Feel?** (Available as a Big Book) by Gillian Liu
- **The Healthy Wolf**, by Mandy Stanley
- **Don't be afraid little ones**, by M.Christina Butler

**Suggested Planned/Teacher Directed Activity**

- Ask the children to bring in an item of clothing that they have outgrown. As a class discuss why the clothes no longer fit. Explore vocabulary such as: baby, infant, toddler.
- Talk about responsibility for own actions and awareness of right and wrong that comes with growing up. Together write class 'do' rules to be displayed in the classroom.

**Ongoing activities/resources to take learning forward**

- Make 'I can' tick lists around the classroom to promote independence e.g. I can wash my hands; I can put on my apron. Stick the lists up around the setting and encourage the children to mark against their name as they achieve.
- Discuss how the children's bodies need food to grow. Talk about healthy eating choices.
- Draw around and cut out each child's handprint. Write or draw a picture on each finger something that the child is good at.

**Events/outings or visits**

(None suggested)

## Year R Unit 1: WE ARE SPECIAL Week 4: People who care for us at home

### Religious Education Learning Intentions:

**AT2:** To reflect on who is special to each of us and why.

### Resources:

- **No Matter What!** By Debi Gliori
- **The Lord's Prayer** by Lois Rock
- **I'll always love you**, by P. Lewis
- **I love you Sleepy Head**, by Claire Freedman
- **Bunny my Honey!** By Anita Jeram
- **You're all my favourites**, by Sam McBratney
- **The Lion First Bible**, by Pat Alexander

### Suggested Planned/Teacher Directed Activity

- Discuss different types of families. Ask the children to talk about the people in their family unit, being sensitive to individual children's circumstances. Emphasize unconditional love and how parents and guardians care for the children.
- Read together the special prayer that Christians say – the Lord's Prayer. Talk about the meaning of the words. Discuss how some Christians might say that God is like a 'father' – relate qualities to the male role models in the children's lives.

### Ongoing activities/resources to take learning forward

- Provide the children with puppets representing family members.
- Make the role play area into a 'home' and provide dressing up clothes for different ages and genders (child and adult outfits).
- Model family members in play dough or clay – help the children consider shape of the figures and size e.g. Is Dad the tallest? Is the youngest person in the family the smallest?
- Painting and drawing of family members.
- Pictures of different types of homes for the children to look at: barges, caravans, flats etc.

- Build Junk model homes.

### **Events/outings or visits**

- Invite parents, foster parents, grandparents etc. into class to talk to the class about family and relationship with individual children.
- Invite teaching staff to bring in pictures of their families to share with the children. Talk about being a mother /father/ brother sister/daughter/son.
- Make links with the people at school who care about the children inviting members of the school staff into class to talk about their role in school.
- Invite vicar into school to talk to the children about his/her role in the school and community.

**Religious Education Learning Intentions:**

**AT2:** To reflect on who is special to each of us and why.

**Resources:**

- **Stone Soup**, by Jessie Stockham
- **The Scarecrow's Hat**, by Ken Brown
- **BBC World of Beliefs – Festivals and Celebrations Video**
- **The Little Red Hen**
- **Celebrating Harvest**, by Ruth Nason
- **Pumpkin Soup**, by Helen Cooper
- [www.face-online.org.uk](http://www.face-online.org.uk) a 'field to fridge' section tracks food production in pictures.

**Suggested Planned/Teacher Directed Activity**

- Talk about where vegetables come from. Let the children look closely at and taste a selection of vegetables – make vegetable soup or raw vegetable kebabs.
- Talk about the significance of Harvest in the Church calendar – that some Christians see harvest time as a time to say thank you to God for food. Talk about different ways of saying thank you eg. flowers, cards chocolates etc. Discuss how Christians might say thank you to God.
- Write a thank you prayer, song or letter.



### **Ongoing activities/resources to take learning forward**

- Look at pictures of harvest machinery. Provide the children with junk to construct their own harvest machinery.
- Make model scarecrows for the class or school garden.
- Make bread – collect the raw materials for children to look at: corn before it is ground into flour.

### **Events/outings or visits**

- Participate in Harvest celebrations in assembly/collective worship, church or local community.
- Visit local church to look at Harvest decorations and church window displays.

**Year R      Unit 1: WE ARE SPECIAL**

**Week 6: The Parable of the Lost Sheep**

**Religious Education Learning Intentions:**

**AT2:** To reflect on who is special to each of us and why.

**Resources:**

- **Dogger**, by Shirley Hughes
- **Elmer and the lost teddy**, by David McKee
- **The Lion First Bible**, by Pat Alexander

**Suggested Planned/Teacher Directed Activity**

- Before the session, collect £1 worth of pennies. Hide one coin in the classroom. Ask the children to help find the missing coin – even though you still have 99 coins, all of the coins are important. Talk about losing something important. Read *Dogger* with the children. Discuss Dave's feelings at losing Dogger and his feelings at Bella finding Dogger.
- Read 'The Parable of the Lost Sheep' to the children, telling them the story is from the Bible and a story that Jesus told. Talk about a shepherd's job and discuss the meaning of the story to Christians – that God is like a shepherd and people like sheep.

**Ongoing activities/resources to take learning forward**

- Encourage children to explore their thoughts and feelings related to The Parable of the Lost Sheep through role play or sequencing pictures.
- Ask the children to bring into class a toy or similar that is important to them to share in circle time.
- Record pictures to represent elements of The Parable of the Lost Sheep, encourage children to retell the parable in their own words and talk about when they have experienced losing and finding something important to them.

**Events/outings or visits**

- Invite a member of the local police force into class to talk to the children about what to do if they get lost.