

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 identify features of nature related to the season of Spring.**

### Resources:

- [www.warrenphotographic.co.uk/wp\\_oaktree](http://www.warrenphotographic.co.uk/wp_oaktree) fantastic photos of an oak tree through the seasons – can the children (or staff!) guess which season each of the pictures was taken in?!
- [www.crickweb.co.uk](http://www.crickweb.co.uk) – ‘Dress Lecky’ a colourful and interactive game asking children to dress Lecky appropriately for the weather of each season.
- ‘Seasons: Songs for 4-7 Year Olds’ (Songbirds) book & Audio CD by Ana Sanderson. ISBN: 978-0713648010
- ‘The Seasons Big Book’ by Monica Hughes. ISBN: 9781844213474
- [www.playkidsgames.com/games/seasons](http://www.playkidsgames.com/games/seasons) simple online game to use on the interactive white board with the whole class or on the classroom computer with individual children. Children have to match moving pictures with the correct season label.
- [www.bbc.co.uk/cbeebies/springwatch/](http://www.bbc.co.uk/cbeebies/springwatch/) Fantastic resource suitable for interactive white boards related to BBC2 programme ‘Spring Watch’.

### Suggested Planned/Teacher Directed Activity

- Share with the children some stereotypical images that represent each of the four seasons of the year. Discuss each of the seasons and the children’s experiences relating to each season. Ask the children to help you sort a collection of photographs or clipart pictures into the correct season e.g.

Spring – buds, blossom, daffodils, lamb, rain cloud.

Summer – Sun, flowers in bloom, ice-cream, t-shirt and shorts.

Autumn – Leaves falling from a tree, red, brown, yellow and orange leaves, wind.

Winter – snowman, hat, scarf and gloves, frost or snow flake, bare tree.

- Question the children about the current season. Explain to the children that the class is going on a walk to ‘look for signs of spring’. Provide them with

clipboards, paper and writing pencils, and/or digital cameras. Take the children on a walk around the school grounds (or further into the local area) to record the signs of spring that they can see eg. buds/blossom on the plants and trees, insects, birds, flowering plants, evidence of animals etc. Back in the classroom, encourage the children to share the things that they found with each other and produce a class display or book.

- Use a programme on the interactive white board such as: [www.playkidsgames.com/games/seasons](http://www.playkidsgames.com/games/seasons) (see resources) to help children differentiate between the four seasons and recognise features of each season.

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

- After having been on a class 'spring walk' in the local area, remind the children of blossom trees that they have seen. Provide the children with varied sized strips of brown paper which they can use to stick on a sheet of light blue/white paper make a tree trunk and branches of a tree. Invite the children to dip their fingers in shades of pink and white and print on to the 'branches' of their tree to represent blossom. Some children might choose to put fallen blossom on the ground at the foot of the tree!
- [www.bbc.co.uk/cbeebies/springwatch/](http://www.bbc.co.uk/cbeebies/springwatch/) - Suitable for use on interactive white board or individual computers. As a class, look at 'Springwatch on CBeebies!' which is linked to the BBC2 programme 'Springwatch'. This documents a UK-wide survey (in association with the Woodland Trust) that looks at the impact of spring on nature. The website has an interactive 'Springwatch sticker album', spring themes songs, printouts, online games and very good video clips of changes coming about in nature during the spring.
- Collect flowers/leaves/berries or blossom etc from trees and plants and help the children identify the trees that they have come from.
- Organise a 'leaf or blossom sweep' around the school grounds and add to school compost area.
- Encourage the children to make posters to be displayed near flower beds and foliage around the school grounds – 'Keep off the plants', 'Don't pick the flowers' etc. to highlight the need to protect plants as they are beginning to grow in spring and to develop respect for nature.
- In the creative area focus on the colours of spring and encourage the children to experiment with colour mixing shades of green.
- Make the role play or sand area into a 'greenhouse' with bulbs and seeds for the children to plant, tissue paper/twigs to represent spring growth, Wellington boots and waterproofs to wear in 'spring showers', gardening tools and pictures of buds and sprouting plants.

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

- Venture further out of the school grounds to complete a spring walk in the local public park, conservation area or National Trust land.

- Invite a gardener, parents or community members into school to plant some spring bulbs in the Foundation Stage outdoor area.
- Take the children to visit the local church to look at the changes in and around the building with the arrival of spring – colours, flower displays, banners, nature in the grounds etc.

**Religious Education Learning Intentions:**

**ATI: To know why Christians celebrate Shrove Tuesday/Pancake Day.**

**Resources:**

- 'The Pancake' Oxford Reading Tree Scheme. ISBN: 0198450257
- 'Pancakes, Pancakes!' by Eric Carle. ISBN: 0887081207
- 'Mr Wolf's Pancakes' by Jan Fearnley. ISBN: 140521581X
- <http://www.bbc.co.uk/cbeebies/tweenies/songtime/songs/p/pancakes.shtml> a fantastic song with the Tweenies about making pancakes!
- **The Lion First Bible**, by Pat Alexander. ISBN: 978-0745961033
- <http://www.uptoten.com/kids/boowakwala-events-father-pancakes.html> and [http://news.bbc.co.uk/cbbcnews/hi/newsid\\_3810000/newsid\\_3816600/3816643.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_3810000/newsid_3816600/3816643.stm) for resources to use on the interactive white board about pancake day.

**Suggested Planned/Teacher Directed Activity**

- Show the children some objects/pictures associated with Easter e.g. Easter egg, Jesus on the cross. Ask the children if they can tell you what the objects are and what time of year they are related to. Expand on the children's experiences, introducing new vocabulary and explaining why Easter is an important time to Christians. Remind children about the Christian belief that Jesus is a special man with a special relationship with God. Read or share pictures from a children's Bible to tell a simple version of the Easter story in an appropriate way for the age of the children.
- Explain to the children that there is a special day before Easter that is known as 'Shrove Tuesday' - a special day before a time called 'Lent'. Briefly explain to the children that a long time ago, some Christian people started to celebrate a time called Lent: thinking about Jesus, who was alone in the desert for 40 days without any food. During Lent some Christians might choose to 'give up something' to remember Jesus not having any food, maybe they might not eat chocolate, drink fizzy pop or eat chips!
- A long time ago, some Christians used to give up all rich and fatty foods for Lent and on Shrove Tuesday they would use up all these ingredients that they had in their houses such as cream (milk), butter and eggs and mix them with flour to make 'pancakes'! Pancake Day is the alternate name for Shrove Tuesday.

- Encourage the children to discuss their own experiences of Pancake Day. Look at <http://www.uptoten.com/kids/boowakwala-events-father-pancakes.html> on the interactive whiteboard, a wonderful moving image game to make virtual pancakes. Make real pancakes as a class!
- [http://news.bbc.co.uk/cbbcnews/hi/newsid\\_3810000/newsid\\_3816600/3816643.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_3810000/newsid_3816600/3816643.stm) some excellent pictures to illustrate the modern day tradition of 'pancake racing'.

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

- Organise a class pancake race! If you don't want to use real frying pans and pancakes, use card circles or plasticine pancakes on PE tennis rackets.
- Investigate the favourite pancake toppings of the class eg. sugar & lemon, cheese, chocolate spread, jam, honey or bananas etc. Let the children taste samples and talk about their likes and dislikes, then chart the children's preferences on a pictorial bar graph.
- Take photographs of the children during the stages of making their pancakes. Then put them together with the children during a whole class shared writing session to compile a class cook book instructing 'how to make a pancake'.
- Make the classroom role-play area into a kitchen with replica ingredients for the children to make their own pancakes – play dough eggs, empty flour packets, empty plastic milk bottles, mixing bowl etc.
- Sing 'The Pancake song' by Christina Rossetti. 'Mix a pancake, stir a pancake, pop it in the pan, fry the pancake, toss the pancake, catch it if you can!'
- Develop fine motor skills by rolling and flattening playdough/plastercine/wet sand to make play pancakes.
- Focus on the circular shape of pancakes and go on a 'circle hunt' around the outdoor area looking for circles in the environment.
- Hide laminated cut out and numbered pancakes around the outdoor area for the children to collect and order.

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

- Take the children on an organized trip to the local shop to buy the ingredients for their pancakes.
- Invite parents and members of the school or local community into the classroom or school kitchens to help children make pancakes. They can then stay to eat the pancakes with the children.

**Religious Education Learning Intentions:**

**AT1:** To become familiar with mothers who feature in stories in the Bible.

**AT2:** To think about what we thank our mothers for on Mothering Sunday.

**Resources:**

- 'My Mum' by Anthony Browne. ISBN: 9780552552349.
- 'Does a kangaroo have a mother too?' by Eric Carle. ISBN: 9780007106165
- The Most Precious Thing' by Gill Lewis. ISBN: 1845063716
- **The Lion First Bible**, by Pat Alexander. ISBN: 978-0745961033
- <http://www.motherteresa.org/layout> - information website for teachers about the life and work of Mother Teresa. Photographs that could be used on the interactive white board.
- <http://www.mariecurie.org.uk> – information website for teachers about the life and work of Marie Curie. (follow links for 'about us' and then 'history' and Marie Curie the scientist') Photographs that could be used on the interactive white board.
- <http://www.theworkcontinues.org> - information website for teachers about the charity work of Diana Princess of Wales. Photographs that could be used on the interactive white board.

**Suggested Planned/Teacher Directed Activity**

- Being sensitive to individual children's home circumstances, discuss the role of mother/guardian in the home. What do the children's mothers/guardians do for them? Show the children some photos/illustrations/props associated with aspects of their everyday life – breakfast, clothing, bed, bath, packed lunch etc. Put the photos/illustrations/props in the middle of the circle on the carpet and discuss each of them with the class – e.g. 'tea': Who buys the food for tea? Who cooks tea for the children? Who sets the table? Who washes up? As the pattern of the mother's/guardian's role is emphasized, ask the children to think of more things that their mothers/guardians do for each of them.
- Explain to the children that Mothering Sunday is a special day to say thank you to their mothers/guardians for all that they do to take care of them.
- Ask the children for ideas about how they could say thank you to mothers/guardians – flowers, cards, gifts, hugs etc. Work with the children to write a class poem or rhyme about mothers/guardians for the children to decorate or back and then take home as a Mothering Sunday gift.

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

- Work with the children individually or in small groups, encourage them to paint a picture of something that their mother/guardian does for them - scribe the children's ideas for them or encourage children to write their own caption for their painting. Provide the children with cardboard and craft resources to make their picture into a thank you card to be taken home as a gift for mothers/guardians.
- Demonstrate a craft or model making technique to the children to enable them to make a gift for their mothers/guardians for Mothering Sunday.
- Assist the children in making tissue flowers, or arranging replica or real flowers into a posy to make a gift for their mothers/guardians for Mothering Sunday.
- Read stories and talk about some well known mothers in the Bible - Mary the mother of Jesus (Matthew 1:18 - 2:12), Sara the mother of Isaac (Genesis 21:1-8).
- Discuss the positive qualities of mothers well known to the children e.g. in the school reading scheme, on TV, in local community. What attributes make these women good mothers?
- Match models or pictures of baby animals to their mothers.

## **Events/outings or visits**

- Organise a class assembly or presentation about 'mothers', to be performed for parents.
- Invite the children's mothers/guardians into class – encourage the children to discuss with their mothers/guardians ideas about Mothering Sunday and to say thank you to mothers/guardians for looking after children!
- Invite teaching staff's mothers into class to talk to the children about being a mother. Illustrate to the children that everybody has a mother.
- Take the children on a pre-arranged trip to the local 'greetings card' shop to look at Mothering Sunday card designs or to purchase cards for their mothers/guardians. (Explain that it is also called Mother's Day.)

**Year R**  
**(Sunday before Easter)**

**Unit 4: SPECIAL TIMES**

**Week 4: Palm Sunday**

**Religious Education Learning Intentions:**

**AT1:** To know the story of the first Palm Sunday.

**AT2:** To reflect on how we feel at times of celebration.

**Resources:**

- **The Lion First Bible**, by Pat Alexander. ISBN: 978-0745961033
- Palm Crosses, available from 'Articles of Faith' Catalogue.  
[www.articlesoffaith.co.uk](http://www.articlesoffaith.co.uk) (0161 763 6232) code: C16c.
- 'Easter Story Telling Doll', available from 'Articles of Faith' Catalogue.  
[www.articlesoffaith.co.uk](http://www.articlesoffaith.co.uk) (0161 763 6232) code: EASTERDOLL.
- Art depicting images of Palm Sunday such as: 'The Triumphal Entry' by Pat Marvenko Smith, 'The Entry into Jerusalem' by Fra Angelico.

**Suggested Planned/Teacher Directed Activity**

- Tell the children that Holy Week, leading up to Easter, begins on Palm Sunday – this is the week during which Christians remember the last week of Jesus' life.
- Remind the children of the book that is special to Christians - the Bible. Read to them from a children's Bible an account of 'Jesus' entry into Jerusalem' (Matthew 21:1-11; Mark 11: 1-19; Luke 19:29-44) . Discuss the story with the class e.g. highlight how Jesus chose to ride into Jerusalem on a simple donkey not a big, strong horse and what sort of man Christians believe this makes Jesus. Talk about how pleased people were to see Jesus and some of the kind names that they shouted at him, "Hosanna" and "King". Why do the children think that Christians might call Jesus by these names? What names can they think of that Christians today might call Jesus? (Refer back to Unit 3 Week 6.)
- Explain to the children that the people in the crowd waved palm leaves to welcome Jesus into Jerusalem – like they might wave flags or banners at celebrations today. Look at works of art such as 'The Triumphal Entry' by Pat Marvenko Smith, 'The Entry into Jerusalem' by Fra Angelico.
- Retell the story of Jesus' entry into Jerusalem with costumes and props, encouraging the children to recount the action and events and offer their ideas about symbolism of the donkey, palm leaves, laying down of cloaks

etc. Take photos of the children's drama for them to reorder and retell the story individually or to edit as a writing activity.

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

- Make palm leaves out of sugar paper, working on developing children's scissor skills. Use the palm leaves in a Physical Development session to dramatize the waving of palm leaves during the procession and the crowd that followed/surrounded Jesus as he entered Jerusalem.
- Learn some songs or hymns about Palm Sunday. Work with the children to write their own lyrics for a Palm Sunday song to a familiar tune or poem template or a book such as 'We're Going on a Bear Hunt' by Michael Rosen – "We're going to follow Jesus into Jerusalem" and then add sounds of the event such as, donkeys' hooves, clip, clop, clip, clop; palm leaves waving, swish, swosh, swish, swosh etc.
- Make donkey masks then 'hot seat' how the donkey may have felt on Palm Sunday, during circle time, asking questions such as "How did you feel to have Jesus riding on your back?" "What did you think when you heard the crowds shouting and cheering for Jesus?" etc.
- Use templates of palm leaves or leaves from a rubber plant or similar for the children to print with onto large sheets of paper and make their own 'Welcome into Jerusalem banner'. Help the children to add words of welcome such as 'Hosanna!' and phrases or words that they generate themselves. Use the sign as a basis for developing the role play area into 'The Easter Story' over the period of Easter – adding props and costumes to the area as the children read more of the story.
- Provide the children with a box of items to stimulate them into developing their own 'welcoming parades' such as balloons, banners, flags etc. Encourage them to think about how Christians today might welcome Jesus.

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

- Take children to the local church to look at some palm crosses that are often given out during church services on Palm Sunday.
- Initiate or take part in an 'Easter Workshop Session' with members of the local church or community in a church or school building, offering the children a range of Easter crafts and games to participate in.
- Visit your local church or invite a member of clergy in to class to show the children changes that are made around church to prepare for Holy Week such as: change in colour of the priest's stole, flower and window displays, banners, service content etc.

**Religious Education Learning Intentions:**

**ATI:** To know that Christians celebrate Easter with Easter eggs.

**Resources:**

- Simple version of the Easter story with illustrations drawn by children [http://www.refuel.org.uk/curric/infant\\_topics/easter/index.html](http://www.refuel.org.uk/curric/infant_topics/easter/index.html) suitable for the interactive whiteboard.
- 'The Easter Story' by Brian Wildsmith. ISBN: 0192723774
- 'The Lion Storyteller Easter Book: A Storyteller Book' By Bob Hartman. ISBN:074594793X
- **The Lion First Bible**, by Pat Alexander. ISBN: 978-0745961033
- **The Life of Jesus; Animated Bible Stories – The First Easter.** DVD by Channel 4 Learning. Product code; 400817
- <http://en.wikipedia.org/wiki/Easteregg> for images of decorated eggs from around the world.

**Suggested Planned/Teacher Directed Activity**

- Remind the children of the book that is special to Christians – the Bible. Share a simple, abbreviated, children's version of the Easter story with the class, being aware of the age of the children and the appropriateness of the content of the story surrounding the crucifixion.
- Show the children an egg and discuss why the egg might be a symbol for Christians of Easter.
  - An egg symbolizes 'new life'. To some Christians this means Jesus 'coming back to life'. This idea is echoed in nature in spring time with the birth of baby animals and growth of plants from seeds.
  - The shape of an egg reminds Christians of the stone that was rolled away from Jesus' tomb.
  - Eggs were not eaten during Lent (ingredient in pancakes!) they were eaten at Easter as a sign that Lent was over.
- Provide the children with a variety of craft and painting materials and let them design and decorate their own cardboard, hard boiled, blown, chocolate, plastic or polystyrene egg! Look at <http://en.wikipedia.org/wiki/Easteregg> for ideas on decorating eggs from around the world. As the children are working, take the opportunity to talk

to individual children about their thoughts, feelings and understanding of Easter.

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

- Hold an Easter egg hunt with chocolate eggs or pictures of eggs. Number the eggs or decorate each with a different pattern, word or letter for the children to record on a clipboard or whiteboard.
- Use a paint package on the computer and encourage the children to create their own pictures of the Easter story or Easter egg pictures.
- Provide the children with costumes and props to enable them to re-enact the Easter story in their own words.
- Supply the children with playdough/plasticine with which to roll 'egg shapes'. Carry out an investigation on whose egg shape can roll the furthest.
- Let the children look through a collection of non-fiction books about baby animals and plant life growing in spring. Encourage the children to make their own books of illustrations and words about new life in nature.
- In the construction area lay down a wash proof sheet and provide the children with a variety of junk modeling materials or construction kits and aprons! Challenge the children to design and make a stand/container/holder for an egg.
- Share a selection of fiction stories about new life in nature, about tadpoles, butterflies, baby animals etc
- Focus on repeated pattern and colour names when the children are decorating their Easter eggs.
- Look at traditions and customs surrounding Easter – visit the bakery and buy/taste hot cross buns, read the story of the Easter Bunny, make Easter cards or make Easter baskets.

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

- Take part in class, whole school or community Easter celebrations.
- Invite a member of the clergy into class to talk about Easter in the church.

**Religious Education Learning Intentions:**

**AT1:** To know that Easter is when Jesus had new life.

**AT2:** To explore new life in Spring.

**Resources:**

- **The Lion First Bible**, by Pat Alexander. ISBN: 978-0745961033
- 'How A Seed Grows' by Helene J. Jordan. ISBN: 0064451070
- 'The Crunching, Munching Caterpillar' by Sheridan Cain. ISBN: 184506237X
- 'The Teeny, Weeny Tadpole' by Sheridan Cain. ISBN: 1845064259
- <http://www.britishcouncil.org/kids-stories-lucky-seed-popup.htm> for an interactive story suitable for the interactive white board about what a seed needs in order to grow.

**Suggested Planned/Teacher Directed Activity**

- Remind the children of the Easter story from the Bible that they heard in the previous session and linked to this why some Christians celebrate 'new life' at Easter.
- Ask the children to think about the 'spring walk' that they did at the beginning of term. Remind them of what they saw on the walk that is a 'sign of new life' eg. buds on the trees, caterpillars, new shoots of grass growing etc. Make simple reference to the link between new life in nature and some Christians believing in Jesus' resurrection.

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

- Talk about new life in nature at Easter/spring time. Link Easter concepts of new life into experiences of tadpoles and/or caterpillars. Incubate eggs in class and let the children care for the chicks as they hatch! Or visit a local family/small holding/farm that has chicks for the children to see.
- Play matching games with the children to sort adult animals to their offspring – hide pictures of baby animals in the sand, around the outdoor area or in envelopes. Ask the children to match baby to adult animal. Introduce new vocabulary of less common animals and the name of their babies!
- The tradition of making 'Easter Bonnets' originates from having new clothes to wear at Easter. Provide the children with a range of craft materials and encourage them to design and make their own 'Easter Bonnet'. Hold a class 'Easter Bonnet Parade'.

- Plant seeds/bulbs in the outdoor area. Look closely at seeds with magnifying glasses and microscopes. Make seed pictures or use seeds and bulbs for sorting activities. Go to <http://www.britishcouncil.org/kids-stories-lucky-seed-popup.htm> for an interactive story about what a seed needs in order to grow.
- Discuss other 'spring traditions' linked to new life – new start at home – spring cleaning!
- Let the children use a digital camera inside the classroom and in the outdoor area to take two photographs - one of something that is 'alive' e.g. a daisy, and one of something that is 'not alive' e.g. a Lego brick. Sort and discuss the pictures with the class into the two categories and make a wall display with the children's pictures.

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

- Visit a local farm, wildlife facility, pond or similar to give the children the experience of seeing baby animals and their mothers.
- Invite wildlife expert, vet or farmer into class to share information with the children about the baby animals that they care for in spring.