

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 think about what makes somewhere a 'special place'.

To think about places that are special to each of us and why.

**Resources:**

- **Little Monkeys One Safe Place** by Richard Edwards. ISBN: I-84507-291
- **Jack and Jill's Tree House** by Pamela Duncan Edwards. ISBN: 0060090774
- **Kipper** by Mick Inkpen. ISBN: 978-0-340-93205-6

**Suggested Planned/Teacher Directed Activity**

- Share with the children a place that is special to you, e.g. a comfortable chair in the living room. Provide pictures or props to explain why the place is 'special' to you - a coffee cup, a cushion, a book etc. Emphasise how you picked this particular chair as a special place because of how you feel when you spend time in it - you feel relaxed, comfortable, happy and snug!
- Encourage the children to share their own 'special places', prompting them to give a reason why the place they have chosen is special.
- Generate a list of words associated with how you feel when in a 'special place'.

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

- Provide the children with sheets, rope, chairs, cushions etc to build their own 'dens' in the outdoor area. Give the children some paper to make their den into a special place – what would they put there and why? Draw pictures for adults to annotate – family? Teddy? TV? etc.
- Children to paint/draw/create a picture to illustrate their 'special place' - bedroom, classroom, library, tree house, caravan, holiday destination etc.

Create an exhibition of the children's work – encourage children to write labels for their work. Share ideas/feelings/reasons for choice of place. Invite other classes or parents into class to see the children's work.

- Ask the children to work in pairs to listen to each other describing their 'special place'. Come together as a group and discuss any links with the children's ideas e.g. all of the 'special places' were quiet, cosy, with friends, with family.
- Read 'Kipper' to the children. Talk about Kipper's basket and why it is special to him. What is in his basket that makes the basket special? – his blanket! Use this stimulus to discuss the objects/people found in the children's special place and why the object and/or people are significant – care, comfort, sentimental value etc. Encourage the class to think about whether the place would still be special without these things/people.

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

- Visit a place that came up in class discussions as being special to one of the children – e.g. local park, allotment or library.
- Visit a memorial site/dedicated bench/tree in the local area. Discuss purpose of dedication to memory. Why might such places be important to people? Who?
- Invite Head Teacher in to class to share his/her 'special place' with the children.

**Religious Education Learning Intentions:****AT2: To think about what makes somewhere a 'special place'.****To think about home as a special place.****Resources:**

- [www.bgfl.org/bgfl/custom/resources\\_frp/teacher/community\\_lang/house/english/map.htm](http://www.bgfl.org/bgfl/custom/resources_frp/teacher/community_lang/house/english/map.htm) a virtual house on which you can navigate each room and use as a tool to discussion on what each room contains/is used for.
- [www.bobthebuilder.com/uk/games\\_design\\_a\\_house.asp](http://www.bobthebuilder.com/uk/games_design_a_house.asp) game suitable for classroom computer/interactive whiteboard for children to use individually to design their own house with the BBC character Bob the Builder.
- **Two Homes** by Claire Masurel. ISBN: 0763619841. A story about a little boy who has two homes – one with Mummy & one with Daddy. The story explains that which ever home he is in Alex is loved.
- **No Place Like Home** by Jonathan Emmett ISBN: 1844285219
- [www.rhymes.org.uk](http://www.rhymes.org.uk) for 'This is the House that Jack built.'

**Suggested Planned/Teacher Directed Activity**

*Throughout this session, staff must be aware that not all children's homes are safe/happy and therefore 'special' places. Staff need to be aware of the differing circumstances of the children in their class e.g. children who might have difficult home lives or be living in care, and approach this session with sensitivity as appropriate.*

- Read 'No Place Like Home' (see resource list) together, talk about how Mole might have felt in each new 'home' that he tried – why did he not feel happy in the homes that he tried after leaving his mole hole? How does Mole feel at the end of the story to be back in his own home? Why? Help the children to appreciate that Mole's home was 'special' to him, his home is a place where he feels warm, dry, safe and happy – he couldn't feel this way in the other places because they were not right for him as his home might not be right for another animal – he would be scared to live up high in a tree or wet and unsafe living in a river etc.
- Link the ideas about Mole's home to the children's own homes. How do the children feel to be in their own homes? Place an A3 picture of a house in the middle of the circle, as the children describe feelings of being at home, safe, happy etc. write ideas on pre-cut paper 'bricks' to stick on the house picture.

- Show the children some artefacts/pictures from a typical home e.g. mother/father (carer), kitchen table, bed, photos, pets, food etc. Discuss how material goods/people can make a house a home.

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

- Find out children's addresses and help them to write a letter and post it to their own home.
- Conduct a class/infant or school survey about the different types of houses that the children live in.
- Learn the rhyme 'This is the House that Jack built'. Encourage the children to design their own 'Homes' out of junk or building bricks. Discuss the children's work with them individually and investigate their thoughts and feelings about their own homes – is the home that they have built based on the layout of their own house?
- Collect estate agent's magazines and advertisements for the children to look through and find pictures of different types of homes.
- Invite the children to work with the dolls house or 'house' in the role play area to recreate the activities and routines that go on in their own homes.
- Look at pictures/books about homes around the world – igloos, teepees, castles, Chinese pagodas etc.
- Investigate shapes in houses – give the children coloured paper cut into shapes and encourage them to fit the shapes together to make a house - square windows, triangle roof, rectangle door etc.

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

- Visit a canal and look at residential barges or a static caravan site or block of flats etc (with appropriate safety and risk assessments) to highlight the different types of houses that people live in - all homes ('special places' to people) but very different!
- Go on a walk around the local area to investigate different types of homes and houses. Draw/paint/cut out pictures or make models of the houses that the children see.
- Look at numbers on the houses in the local area – perhaps look for houses with dates on them as a stimulus for discussing homes from the past.

**Religious Education Learning Intentions:****AT2:** To think about school as a 'special place'.**Resources:**

- **Billy and the Big New School** by Catherine and Lawrence Anholt. ISBN: 1-84121-059-5. This story investigates the feelings associated with being at school through Billy's relationship with a baby bird. Billy cares for the bird until it is ready to fly and compares this to him being ready to go to school. School is highlighted as a safe/caring place.
- [www.bbc.co.uk/cbeebies/tweenies/songtime/songs/i/wenttoschool.shtml](http://www.bbc.co.uk/cbeebies/tweenies/songtime/songs/i/wenttoschool.shtml) 'I went to school one day' interactive song by the BBC characters 'The Tweenies' – the class could work to write their own verses to the song to sing about what a special place their school is to them.

**Suggested Planned/Teacher Directed Activity**

- Remind the children about September when they first started school – perhaps share some photographs of their first day/weeks. Do they remember how they felt? How do the children feel now? Ask the children to share their own ideas about their favourite things to do at school. Emphasise all the positive experiences of school – kind teachers, friends, fun, learning etc. as the children share their ideas, encourage them to think about how they feel, e.g. how does it make you feel to have a kind teacher? How do you feel when you see your friends?
- Discuss why children have to come to school - to learn, make friends etc. Show the children a mixing bowl and spoon. Ask the children to help make pictures of things that you need in a recipe to bake a 'special school', a place that children are happy to come to e.g. kind teachers, bright classrooms, interesting work, nice children etc. Mix the pictures/ingredients together to make the children's school. Maybe some of these ideas could be shared with the school council or the rest of the school in an assembly?

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

- To extend the planned/teacher directed activity, hide some pictures around the outdoor area that show positive and negative things about school e.g. children playing nicely, children fighting, children smiling, children frowning.

Ask the children to collect the pictures that they would like to see happening in their school – encourage them to justify their ideas.

- Children to have a part in planning and decorating/making a new area/redesigning an area in their classroom/outdoor area – discuss, organise and make together what the children would like to see in their own special area of the classroom!
- Arrange role play area to make a special quiet area in school. Encourage children to spend time in the area – what would they like to put in the area to make it a special place? cushions/plant/books/lamp etc.
- Help the children write a class poem about their school and why it is a special place.
- Challenge the children to make a leaflet in child initiated time that promotes/advertises their school and why it is a special place. Let the children deliver the leaflets to the Head Teacher or display in the classroom window.

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

- Invite parents/staff into class to talk about their positive memories of school with the children.
- Organise an 'Early Years Day' with local nursery/ies. Help the children prepare a picture/painting or video recording or presentation/role play to tell the younger children how special 'big school' is.

**Religious Education Learning Intentions:****AT2:** To think about the local community as a special place.**Resources:**

- **'Little Workmates'** series from Ladybird Books by Mandy Ross, Ronne Randall, and Emma Dodd. Titles include: Doctor Daisy, Fireman Fergus, Hairdresser Hannah and PC Polly.
  - People Who Help Us Teaching Mitten – a glove with a community worker on each finger! by Deb Darling Designs RRP £5.30 for information email [www.info@thewoodengnomestore.co.uk](mailto:www.info@thewoodengnomestore.co.uk)
  - [www.ltscotland.org.uk/earlyyears/resources/illustrations/people/index.asp](http://www.ltscotland.org.uk/earlyyears/resources/illustrations/people/index.asp) for caricature illustrations of 'people who help us'
  - The Parable of the Good Samaritan is in Luke 10:25-37. Find a suitable children's version.
  - **Emergency!** by Margaret Mayo ISBN: 1841212725

**Suggested Planned/Teacher Directed Activity**

- Before the session, collect one small world doll, a box of small world buildings or wooden bricks labeled to represent buildings and a 'car mat', small world town/village mat or similar.
- Ask the children to sit in a circle around the mat. Place a brick with a 'home' label or a house building on the mat in an appropriate place. Introduce the class to the doll: explain that the doll, 'Bobby', lives in the house and his house is in a village or town like the one the children live in or near to. Role play, through Bobby, waking up on a Monday morning – where would Bobby go on a Monday? Help the children place a brick labelled 'school' or a school building on the map. Build the 'community' around Bobby and the children's experiences of their local area e.g. Bobby needs a haircut - Where could he go? Bobby and his friends want to go on the swings - Where could they go? Bobby's cat is stuck in a tree - Who could they call? Bobby wants to buy some bread - Where could he go? As the children name services/locations build them onto the mat. Highlight to the class the community as a special place where people work together and how this applies to where they live.

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

- Talk with the class about where they live in relation to their school – what do they see on their walk/drive into and home from school? Talk about ‘special places’ in the local area for children such as school, park, skate park, village/town/church hall used for clubs, football pitch etc.
- Fill a ‘feely box’ with pictures representing a problem e.g. a blocked sink, a building on fire, a burglar, a child with a sore leg. Ask the children to choose a card and then discuss a service/special place in the community where the people could go to get help!
- Leave dressing up clothes in the role play area to cover jobs in the community e.g. police, fire service, doctor, vet, shop keeper, park warden, vicar etc. Question children about their play and the roles that they are assuming and real life experiences.
- Provide the children with small world play sets related to a community service – fire station, hospital/doctors surgery, dentist, shop etc.
- Read ‘The Good Samaritan’ to the children and talk about helping others – relate this story to ‘Emergency!’ (see resource list) and discuss the people who help in the local community – police officers, firemen, vets etc
- Look at how people in the local community share information with each other – look at community notice boards, publications, magazines and local newspapers. Work with the children to set up a ‘news desk’ in the classroom along side a car mat or town/village small world resource for the children to make their own community news during child initiated time.
- Help the children to work together in the Creative Area to make a ‘community’ – village/town out of ‘junk modelling’ materials. Ask the children to think about the buildings that they might make for the community – houses, shops, doctors surgery, hairdressers, fire station etc. As the children make the different buildings, encourage them to discuss the role of the service in the community.

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

- Throughout the week, invite different members of the local community into class to tell the children about their role in the community and what their job involves e.g. member of clergy, policeman/community officer, shop keepers, postman, optician, librarian.
- Go out into the community on a walk around the local area. Help the children use a digital camera to take photographs of local shops, buildings and landscapes. Back in the classroom, look up the local area on ‘Google Earth’ - use this as a stimulus to making a wall display of the children’s pictures to create a ‘map’ or plan of the village/town/area around school.



**Religious Education Learning Intentions:****ATI:** To know that the church is a special place for Christians.**Resources:**

- **Places of Worship Photopack on Christianity** by Jan Thompson TTS Group, Religion in Evidence. Tel: 0800 318 686
- **'The Path That Runs By the Church'** by Lois Rock, Lion Publisher ISBN: 0745941885
- **Persona Dolls** (a file available from Gloucester Diocese) has a lovely church visit.
- The teacher needs to make a pre-visit to the church to prepare thoroughly.

**Suggested Planned/Teacher Directed Activity****Ongoing activities/resources to take learning forward****Events, outings or visits**

- Organise a trip to your local church, considering risk assessments, transport and adult support etc!
- Make the focus of the trip 'sensory experience' but bearing in mind the strand of 'specialness' that is the focus for this unit:-

**Touch**

Encourage the children to touch surfaces of wood, carvings, stone, marble or fabric around the church and grounds and talk about how the surfaces feel. Are the materials around the church old or new? Make rubbings of raised surfaces such as gravestones, wooden carvings etc.

**Hearing**

Focus the children on listening to themselves talking in the church and discuss the echo, use a dictaphone to record echoes of voices in church. Ask the children to concentrate on the silence of being in a church and how this makes them/or a member of congregation feel. Ask the organist to play the organ for the class and talk about the type of music/hymns that might be heard in the church. If possible, organise for the children to see and hear the church bells being rung.

**Sight**

Show the children some pre-prepared pictures of some Christian symbols such as a cross, a candle and a dove etc. Ask them to look for these Christian symbols around the church. Look carefully at stained glass windows, carvings, statues and

arches. Look around the church and help the children to recognize familiar biblical characters or identify objects from biblical stories that they have heard.

### **Smell**

Let the class smell flower arrangements, identify smells around the church such as polish, scented candles, or incense etc!

### **Taste**

Let the children see the wafers used in the Eucharist service Explain simply what these are for and what Communion represents for Christians. Taste some 'bread' that you have brought to the church with you.

- Make a photographic record of the visit – letting the children use the digital camera and choose what they would like to take their photos of.
- Meet member of clergy to tour and answer the children's questions.
- Give the children a set of Jan Thompson's 'Christianity Photo Packs' on 'Places of Worship' (see resource list) and play an eye spy game – challenge the children to find the artefacts that are pictured on the cards around the church. As the children find the objects, let them share their knowledge or guess what the artefact may be used for, then read them a little information about the object from the back of the photo card.
- Let children use digital cameras/digiblu cameras to take pictures/record visit.
- Talk about the name of the Church and reason for its name. Who might visit this church? What for?
- Organise the opportunity to talk to a member of the congregation about why they come to church. How do they feel when they are at church?

**Religious Education Learning Intentions:**

**ATI:** To begin to think about why Christians go to church and why it is a special place.

**Resources:**

- Places of Worship - Photographs and a 10 minute video of a Church service and the inside of a church.  
[http://www.reonline.org.uk/allre/tt\\_nframe.php?http://pow.reonline.org.uk/](http://www.reonline.org.uk/allre/tt_nframe.php?http://pow.reonline.org.uk/)
- **The Church Mouse** by Graham Oakley. ISBN: 1840115661
- Places of Worship Photopack on Christianity - by Jan Thompson TTS Group, Religion in Evidence. Tel: 0800 318 686
- **My Christian Faith** (available as a big book) by Alison Seaman ISBN: 0237518953

**Suggested Planned/Teacher Directed Activity**

- Reflect on the church visit. Show photos of visit on computer. Talk about what they saw, felt, heard, smelt or possibly tasted on the church visit.
- Using 'My Christian Faith', ask Who is the church a special place for? Talk to the children about why Christians might go to church eg. to pray, to be 'close' to God, to get married etc. Ask the children to share their knowledge and experiences of some of the things that might take place in a church.
- Look back at the list of words associated with how you feel when in a 'special place' written as a class in Week 1. Do any of these feelings link with how Christians might feel being in a church?

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

- Discuss the signs and symbols that the children saw when they were in the church - consider crosses, crucifixes, candles, statues, icons, stained glass, banners, flowers, vestments. Let the children create their own representations of these things that they saw through a range of media and craft materials such as clay, fabric etc.
- Paint pictures of some of the Christian signs or symbols that the children saw around the church.
- Encourage the children to draw pictures of some of the things that they saw on their visit to the church. Help the children to label their pictures or write a simple sentence about the artefacts that they have drawn.
- Use Jan Thompson's A4 photos of Christian artefacts (see resources) to tell the children about the objects in a church – altar, pulpit, kneeler etc. and what they are used for. Encourage the children to share experiences about when they may have been to church e.g. "My uncle Ed read from the lectern

at Kate's wedding." or "Reverend Paul reads the Bible from the pulpit when I go to church with Mummy."

- Read 'The Church Mouse' by Graham Oakley to the children. Leave a toy mouse or cat to represent the characters in the story in the independent writing area – ask the children to write notes to the toy in child initiated time to tell the cat or mouse what they saw on their visit to the church. Share the children's writing at the end of the session.
- Build a replica church in the classroom role play area. Use a washing up bowl attached to a box to make a font, classroom chairs or benches for pews, a music stand for a lectern, a small table with a white cloth for an altar, candles (no matches) and ask the local church for some Bibles and hymn books for the children to play with. Work as a class to decorate the church – the children could make prayer books, paint their own tapestries, make a stained glassed window with black paper and tissue paper, create statues with junk modeling materials or carvings out of plasticine. Talk about the purpose of the church furniture and help the children to make labels to name the main parts of a church – altar, pews, lectern, font etc.
- Provide the children with dressing up clothes to use in the classroom church – vicar's robes (a white shirt), wedding dresses and suits, baby dolls and christening cards etc. Have pictures and books that illustrate events in the Christian church calendar and baptism and wedding ceremonies.

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

- Ask the local church to keep the class informed of events and activities going on in the church that may be suitable for the class to get involved in.
- Organise a trip to a church of a different denomination to the one that the class has visited or invite a member of a different church into class to share photographs so that the children can look for similarities and differences between the churches.