



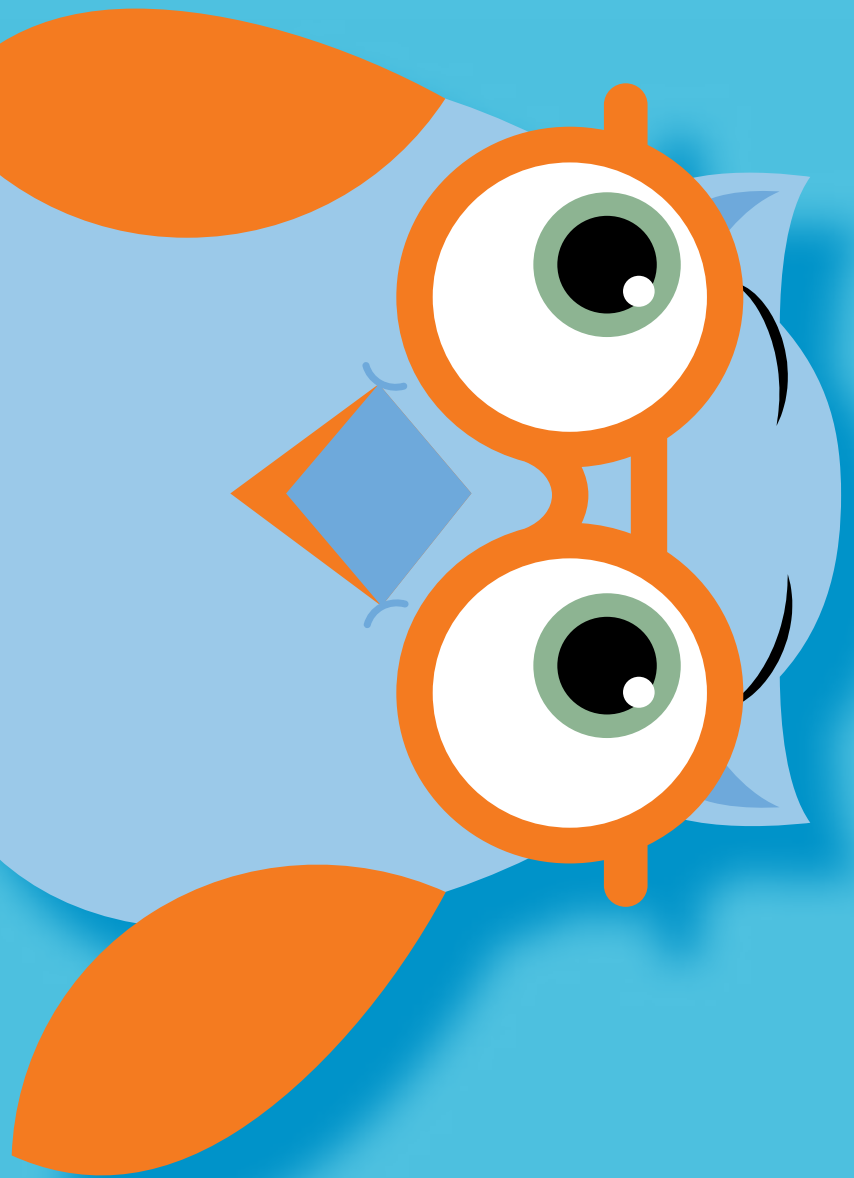
## Foundation 2 (Reception)

### Autumn 1

**Theme:**  
Special People

**Key Question:**  
What makes people special?

**Religions:**  
Christianity, Judaism





## Overview Year F2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Incarnation</p>	<p><b>Theme:</b> Celebrations</p> <p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Hinduism</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> What is Easter?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Salvation</p>	<p><b>Theme:</b> Story Time</p> <p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme:</b> Special Places</p> <p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p>








## Autumn 1 - Foundation 2 - Special People - Lesson 1: Families

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Introduce  Bertie Owl as our special 'wise' friend who will help us learn in RE. Bertie will ask you lots of questions and you can ask him anything you like. Place the photograph cards of activities children might do with their families into a small box or bag so the children cannot see them. Ask one child at a time to come and select a picture from the box/bag. Invite them to act out what is on the card without making a sound. Can the rest of the children guess what the activity is? (Bertie can invite them to do this).

#### Help Me Learn




Ask the children who they might do all these things with. Can they think of an activity that they love to do with their family that is special?

Put children into pairs or small groups and ask them to tell each other what it is they like doing with their family. The children feed back to the class. Teacher to write all the different ideas on the board.

 **Questions:** Who is special to you at home? What things do you do with your family that are special to you?

#### Let's Think



Look at all the different ideas on the board, talk about how this makes us unique as we all have different special things that we do with our families. Finish by reading one of the suggested texts or one with the similar theme of a family's love. Is there anything children would like to ask Bertie? 





## Autumn 1 - Foundation 2 - Special People - Lesson 1: Families

Early Learning Goal: personal, social and emotional development Self-confidence and self-awareness	Early Learning Goal: Understanding the World						Characteristics of Effective Learning									
	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking			
D4(a)	✓	D5(b)	✓	D4(a)	✓	D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(d)		D4(b)		D5(d)		1	1	1	1	1	1	1	1	1
D4(c)		D5(e)	✓	D4(c)		D5(e)		2	2		2					2
D5(a)	✓	D5(f)	✓	D5(a)		D6(a)	✓	3	3		3					
D5(b)	✓	D6(b)	✓	D5(b)		D6(b)	✓	4	4		4					
D5(c)	✓			D5(c)												

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Provide opportunities for children to draw/paint/collage pictures of people who are special to them. Some of the activities mentioned in 'Help Me Learn' are freely available. Role play area set up as a home corner.	Post-Its/quotes any observations or comments made by children. PSED, CL	Send home a special sheet for children to draw 1 or 2 people who are special to them. Can a grown-up scribe on it why the chosen grown-ups are special to the child?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult interaction with child-initiated activities. Help and encourage children to freely communicate about home and community. Adult to make relevant observations.	Bertie Owl Photograph cards with pictures of activities that you might do with your family 'Just like my Mum'/'Just like My Dad' by David Melling. 'Me and My Dad'/'Me and My Mum' by Alison Ritchie.	Home learning task. Photograph cards up with comments (next to them) from the children.	Role play set up as a home corner. Some of the activities mentioned in 'Help Me Learn' are freely available. Provide baby dolls and a water tray to bath them.



## Autumn 1 - Foundation 2 - Special People - Lesson 2: Friends

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Show a teddy, puppet or Jigsaw Jenie and introduce them to the class. Explain to the children that the puppet has a very special friend in the class, (perhaps describe another adult in the class or Bertie Owl 🦉). Help the puppet to say why this friend is special e.g. we play Lego together, we play football together, they help me with my writing.

#### Help Me Learn



Sit the children in a circle and show them a special box/bag. Explain to children that in this bag are the names of every member of the class, including the teacher and the TA. Teacher takes a name from the box/bag and says something special about the person whose name they pulled out. Include Bertie Owl.

**🦉 Questions:** What makes us special? Is it OK to all be special for different reasons?

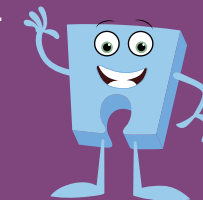
#### Let's Think



Help the children to understand that we all have special friends and that everyone is special for different reasons. Explain how we all have a special friend and that each special friend is different to others' special friends and that this is OK. Do the children have any questions for Bertie Owl? 🦉



If you use Jigsaw, the mindful approach to PSHE, in your school, you may like to use Jigsaw Jenie as the talking object in RE for continuity.



[www.jigsawpshe.com](http://www.jigsawpshe.com)



## Autumn 1 - Foundation 2 - Special People - Lesson 2: Friends

Early Learning Goal: personal, social and emotional development	Early Learning Goal: Understanding the World						Characteristics of Effective Learning								
Self-confidence and self-awareness	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)	✓	D5(d)		D4(a)	✓	D5(c)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)	✓	D5(c)	1	1	1	1	1	1	1	1	1
D4(b)	✓	D5(e)	✓	D4(b)		D5(d)	2	2		2					
D5(a)	✓	D5(f)	✓	D4(c)	✓	D5(d)	3	3		3					
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)	4	4		4					
D5(c)	✓	D6(b)		D4(e)		D5(f)									
				D5(a)	✓	D6(a)									

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Take photographs of children playing with special friends. Role play home corner.	Post-Its/quotes any observations/ comments made by children. PSED, CL	Encourage discussion at home about who is special to them and why. Take photographs/draw pictures of special people and write why they are special.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Take photographs of children with their chosen special friend. Print the pictures and ask children to say/write underneath why their friend is special to them.	Bertie Owl  Teddy/puppet/Jigsaw Jenie. Special box/bag. Names of all children and staff written on small pieces of paper.	Child-initiated photographs with quotes/ thought bubbles.	Take photographs of children playing with special friends. Role play home corner.






## Autumn 1 - Foundation 2 - Special People - Lesson 3: Role Models

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Show children pictures of different people from around the world doing different things e.g. cooking, playing, building. Look at the photographs and talk about what is happening in each photograph. Bertie Owl  could be a role model because he is wise and he can help us answer questions.

#### Help Me Learn



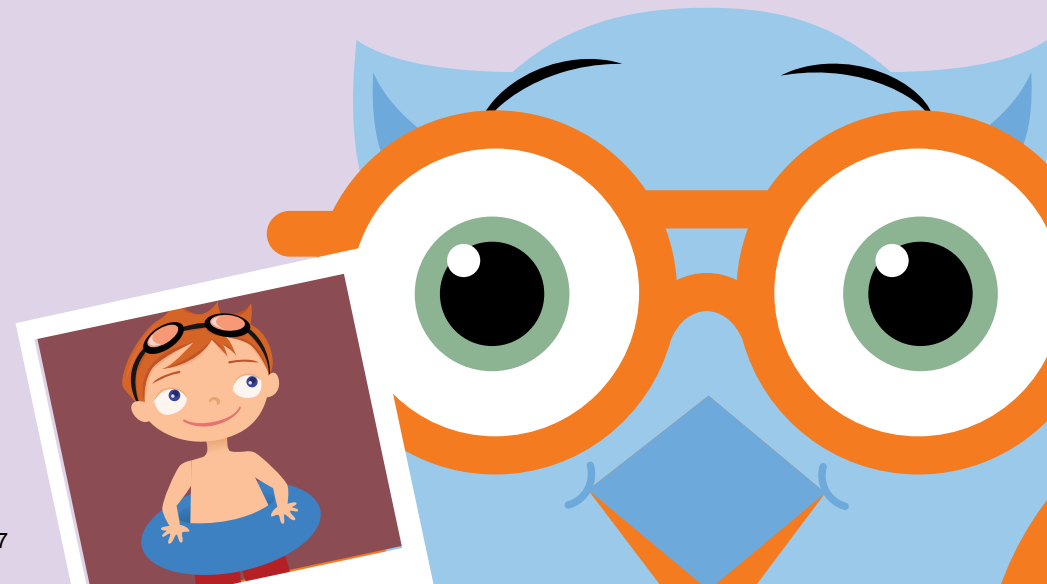
Explain to children that people who can teach others how to do things, or show us how we should behave and treat others, and keep on trying when things are tricky, can be called role models. Ask the children to talk to their friends about who could be their role model and why?

 **Questions:** Who could be your role model and why?

#### Let's Think



As a class, create a role model poster. Draw a picture of someone from within the school who is a role model to the children. Around the outside write labels/sentences about why they are a role model e.g. kind, helpful, hard-working and doesn't give up.






Autumn 1 - Foundation 2 - Special People - Lesson 3: Role Models

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)		D5(d)		D4(a)		D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)		D5(c)		1		1	1	1	1	1	1	1
D4(b)	✓	D5(e)	✓	D4(b)		D5(d)		2		2	2	2	2	2	2	2
D5(a)	✓	D5(f)	✓	D4(c)	✓	D5(d)		3		3	3	3	3	3	3	3
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)	✓	4		4	4				4	4
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓									

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Children work together to teach each other something new. Lots of encouragement and praise.	Post-Its/quotes of children's comments and observations. PSED, CL	Ask children to identify a role model within the family. Take a picture and write why they are a role model.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create a role model poster, draw and write about someone who could be their role model and why.	Bertie Owl  Pictures of friends and families from around the world taking part in different activities e.g. fishing, picnic, reading books, etc.	Role model posters.	Children work together to teach each other something new - lots of encouragement and praise.



## Autumn 1 - Foundation 2 - Special People - Lesson 4: Jesus

### Foundation 2 Teaching and Learning Activities (length 15 mins max)


#### Interest Me



Show the children a picture of Jesus. Who is this person? What do the children know about Him? Why do Christians believe He is special? Ask children to talk to their friends/talking partner. Bring their ideas together. Explain that Christians believe in God and that Jesus is God's son.

#### Help Me Learn

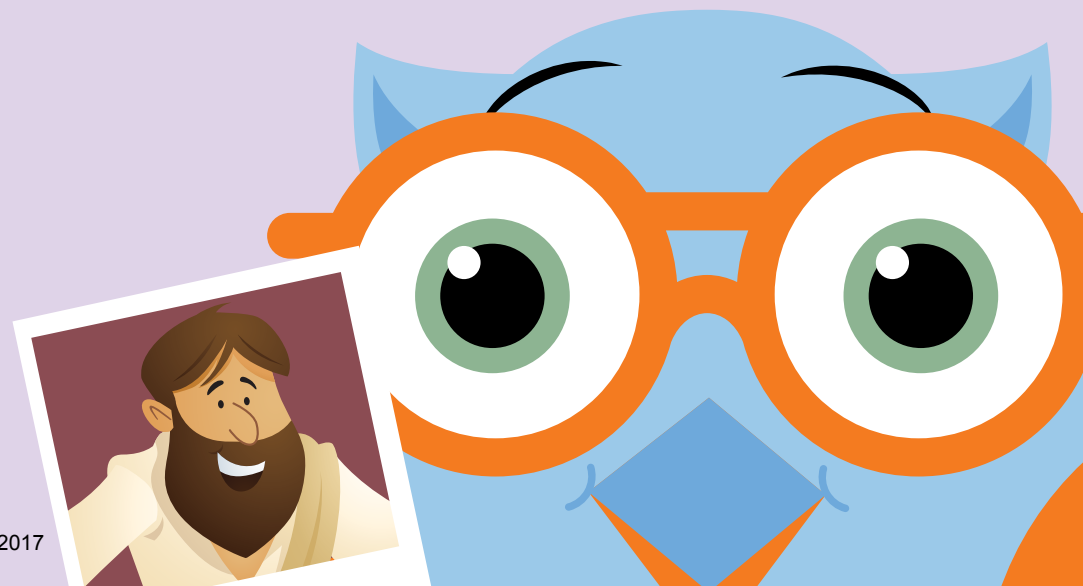


Explain to the children that Jesus is seen as the role model for Christians. Quick recap about role models. Read the suggested story - Jesus heals the paralysed man or another familiar story of Jesus performing a miracle. As you read the story pause at different points and ask the children to discuss what the people in the story may think about the miracle, how they might have been feeling, how they might have felt if they had been there etc. Bertie Owl  could ask the questions.

#### Let's Think



Do **you** think Jesus is special and why/why not?  
Why do you think Christians believe Jesus is God's son?






Autumn 1 - Foundation 2 - Special People - Lesson 4: Jesus

Early Learning Goal: personal, social and emotional development	Early Learning Goal: Understanding the World						Characteristics of Effective Learning								
Self-confidence and self-awareness	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)		D5(d)		D4(a)		D5(c)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)		D5(c)	1		1	1	1	1	1	1	1
D4(b)	✓	D5(e)	✓	D4(b)		D5(d)	2		2						
D5(a)	✓	D5(f)	✓	D4(c)		D5(e)			3						
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)			4						
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)		4							

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Provide props to act out the story, take photographs. Draw/paint pictures linked to the story.	Post-Its/quotes of children's comments/ observations. PSED, CL	Research another miracle performed by Jesus. Explain to parents/carers theme of the lesson; can they think of things they do at home to help that makes them special? Encourage the children to help their family.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Re-read the story, create freeze frames and ask the children to talk about how the people in the story might be feeling and why. Ask the children to draw different parts of the story then sequence them.	Bertie Owl  Selection of pictures of Jesus. Children's Bible Story of Jesus healing the paralysed man. (Mark 2:1-12)	Work from child-initiated/adult-led activities. Pictures of the story up in sequence.	Drama - act out story using props.



## Autumn 1 - Foundation 2 - Special People - Lesson 5: Jesus cont.

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Bertie Owl 🦉 wears a blindfold. How does it feel not being able to see? How does he feel when the blindfold comes off? Show the children pictures of Jesus. Who is this person, and why do Christians believe He is special? Ask children to talk to their friends/talking partner. Remind the children that Christians believe Jesus is God's son. Does Jesus look the same in all the pictures? Why/why not? Where did He live? When was He alive? What do we know about Him?

#### Help Me Learn

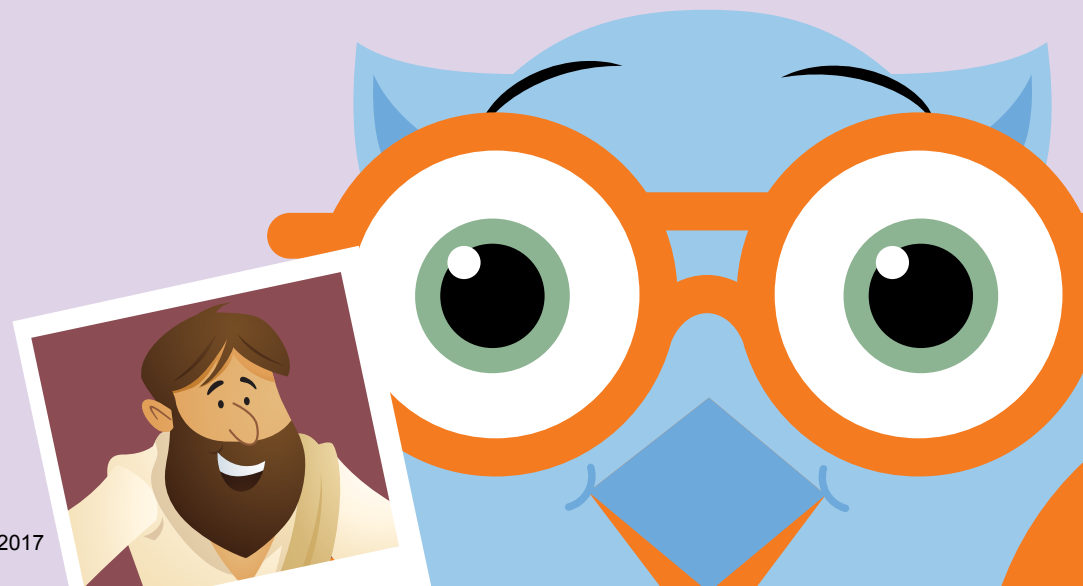


Explain to the children that Jesus is seen as the role model for Christians. Read the suggested story, Jesus heals Bartimaeus, or another story of Jesus performing a miracle. As you read the story pause at different points and ask the children to discuss what the people in the story may be thinking/feeling and why. How might you have felt if you were there that day? What would you think of Jesus? Bertie 🦉 Owl could ask the questions.

#### Let's Think



What would you feel if you saw Jesus perform a miracle? How does it feel when you help somebody? Christians believe God wants people to help **everybody**, not just their friends and family. Would that be possible/easy/difficult? Christians believe Jesus was able to help everybody because they believe He is God's son.






Autumn 1 - Foundation 2 - Special People - Lesson 5: Jesus cont.

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World						Characteristics of Effective Learning										
Self-confidence and self-awareness				People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking				
D4(a)		D5(d)		D4(a)	✓	D5(b)	✓	D4(a)		D5(c)	✓	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(e)	✓	D4(b)		D5(c)	✓	D4(b)		D5(d)		1		1	1	1	1	1	1	1
D5(a)	✓	D5(f)	✓	D4(c)		D5(d)	✓	D5(a)		D5(e)		2			2		2			
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)		D5(b)	✓	D6(a)	✓				3					
D5(c)	✓	D6(b)	✓	D5(a)	✓	D6(a)	✓						4		4					

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Provide props to act out the story, take photographs. Draw/paint pictures linked to the story. Puppet theatre, if available, to act out small world-play using dolls.	Post-Its/quotes of children's comments/ observations. PSED, CL	Research another miracle performed by Jesus. Encourage parents/carers to enable children to help someone in their family.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Re-read the story, create freeze frames and ask the children to talk about how the people in the story might be feeling. Photograph children's freeze-frames then sequence. Discuss: What would it be like to be blind? How would you feel if you could see again?	Bertie Owl  Selection of pictures of Jesus. Children's Bible; Story of Jesus healing blind Bartimaeus (Mark 10: 46-52).	Work from child-initiated/adult-led activities. Pictures of the story up in sequence.	Drama - act out story using props.




## Autumn 1 - Foundation 2 - Special People - Lesson 6: Moses

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Bertie  asks the children to explain to him the 'rules' of F2 (Reception). Discuss rules that the children know at school and at home. Which rules do they think are most important? Why? Why do we have rules at school? Show the children a picture of Moses with the Ten Commandments. Do you know who this is? Explain that it is Moses, a role model for Jews who they believe was given 10 rules from God to show them how to live their lives well.

#### Help Me Learn



Share the story of Moses receiving the Ten Commandments. Adult to give a brief overview of the main themes as appropriate for the class.

 **Questions:** What rules do we follow? What would happen if we had no rules? How do rules help us live together?

#### Let's Think




Jews use the Ten Commandments as their rules for living. Do you think that Jews find it easy to follow the Ten Commandments all of the time? What do you think Jews believe God wants them to do when it is hard to follow His Ten Commandments? Discuss how they believe God wants them to keep trying to keep the rules and promises to help them. Jews believe they are God's special people so they want to keep God's rules to show they respect Him.





## Autumn 1 - Foundation 2 - Special People - Lesson 6: Moses

Early Learning Goal: personal, social and emotional development Self-confidence and self-awareness	Early Learning Goal: Understanding the World						Characteristics of Effective Learning									
	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking			
D4(a)	✓	D5(b)	✓	D4(a)		D5(c)	✓	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(d)		D4(b)		D5(d)		1		1	1	1	1	1	1	1
D4(c)		D5(e)	✓	D4(c)	✓	D5(e)		2		2	2	2	2	2		2
D5(a)	✓	D5(f)	✓	D5(a)		D6(a)	✓			3			3	3	3	3
D5(b)	✓	D6(a)	✓	D5(b)		D6(a)	✓				4					4
D5(c)	✓	D6(b)		D5(c)		D6(b)										
<b>Child-initiated</b>							<b>Assessment opportunities/ Cross-curricular links</b>			<b>Home-learning/family links</b>						
Praise and encourage children when following the rules of the setting.							Post-Its/quotes of children's comments and observations. PSED, CL			What rules do you have at home? Why is it important to have rules at home? Make up a new rule to follow as a family and share thoughts at school about whether your family is finding it easy or hard to keep and why.						
<b>Adult-led/directed activities</b>				<b>Resources</b>				<b>Display ideas</b>				<b>Outside Learning</b>				
Create a chart of new rules to follow in the setting. Praise and encourage children when following the rules of the setting.				Bertie Owl  The Story of Moses (Bible Explorers) by Leena Lane and Gillian Chapman. (Exodus: 20)				Children's work from directed and child-initiated times.				Praise and encourage children when following the rules of the setting.				





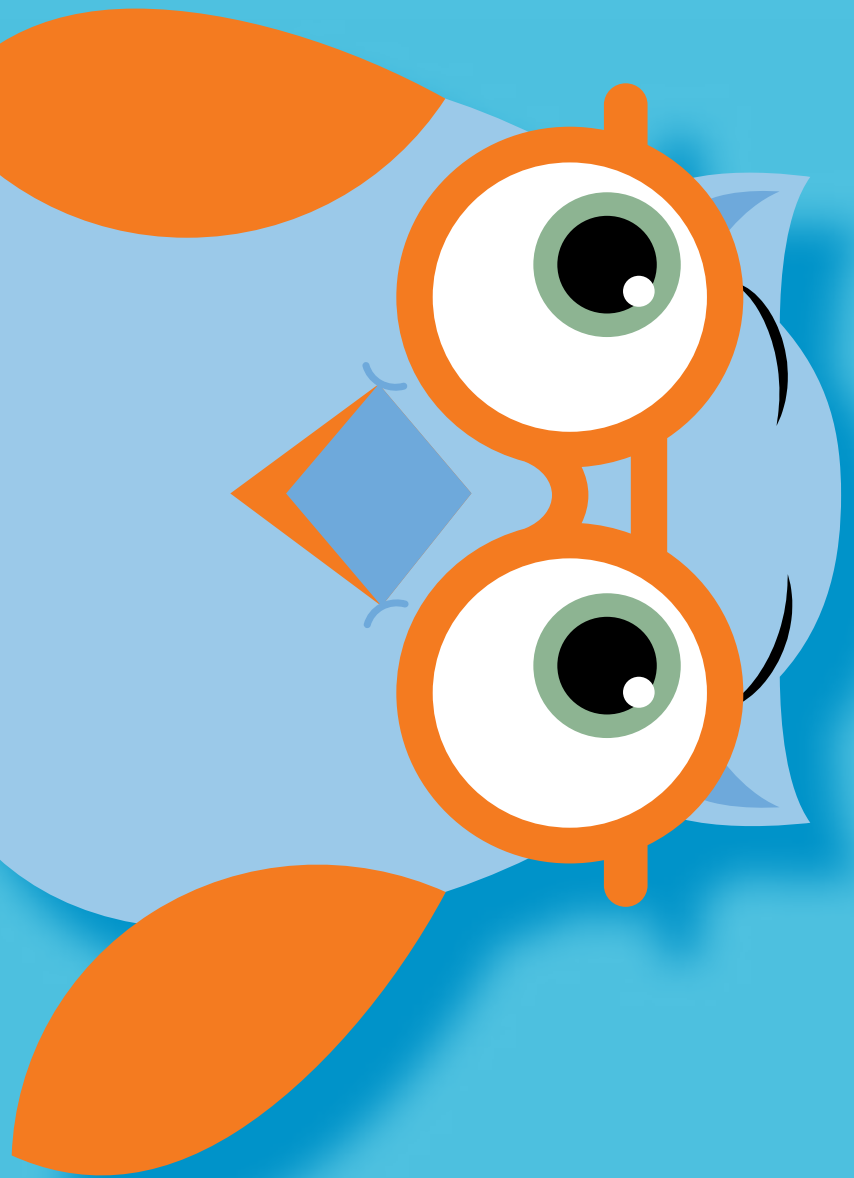
## Foundation 2 (Reception)

### Autumn 2

**Theme:**  
Christmas

**Key Question:**  
What is Christmas?

**Religion:**  
Christianity  
(Christian concept: Incarnation)





## Overview Year F2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Incarnation</p>	<p><b>Theme:</b> Celebrations</p> <p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Hinduism</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> What is Easter?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Salvation</p>	<p><b>Theme:</b> Story Time</p> <p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme:</b> Special Places</p> <p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p>

**Incarnation:** The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that in Jesus, God came to live amongst humans.

*(from 'Understanding Christianity' (Church of England))*







## Autumn 2 - Foundation 2 - Christmas - Lesson 1: Giving

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Have a letter addressed to the class from someone who has just had a baby (real/imaginary). Share the letter and a photograph with the class.

#### Help Me Learn




Explain to the children that you would like to give the baby a present but are not sure about what you could give them. Are there any clues in the letter? Suggest giving the new baby something inappropriate for a baby and elicit a response from children. Can they think of a better present for a baby? Why would their presents be better? Allow plenty of opportunities for talk in partners. Have a selection of suitable and unsuitable baby presents to be sorted. Put the 'suitable' presents into a box for the baby. Maybe the children wrap them and say a special message for the baby when they put them in the box.

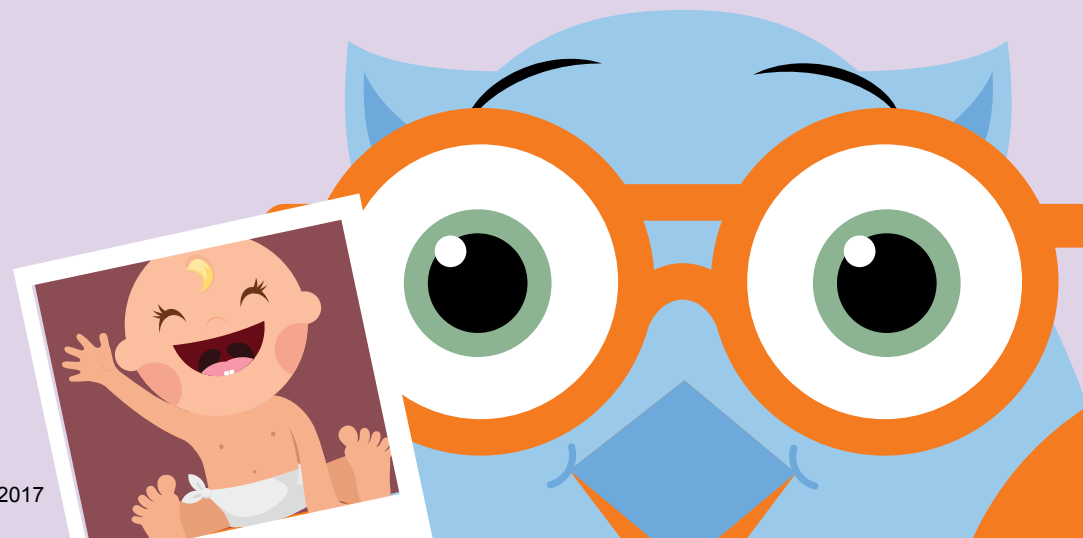
 **Questions:** Why do we give presents?

#### Let's Think



If someone was giving you a present, what would be the one thing you would love most? If you were given it, how would it make you feel?

What is the best present you can think of to give your best friend? Why? What present would you give me  and why?






## Autumn 2 - Foundation 2 - Christmas - Lesson 1: Giving

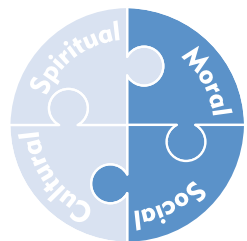
Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)	D5(d)	D4(b)	D5(e)	D4(a)	D5(b)	D4(a)	D5(c)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)	D5(d)	D4(b)	D5(e)	D4(a)	D5(b)	D4(a)	D5(c)	1	1	1	1	1	1	1	1	1
D4(b)	D5(e)	D4(b)	D5(f)	D4(b)	D5(c)	D4(b)	D5(d)	2	2	2	2		2	2		
D5(a)	D5(f)	D4(c)	D6(a)	D4(c)	D5(d)	D5(a)	D5(e)	3	3		3					
D5(b)	D6(a)	D4(d)	D6(b)	D4(d)	D5(e)	D5(b)	D6(a)	4	4		4					
D5(c)	D6(b)	D5(a)		D5(a)	D6(a)											

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Role play - shopping and post offices. Empty boxes to wrap. Wrapping and gift tags/labels.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. PD EAD CL	Draw and write about a present that you received that you LOVED. Why did you love it so much? Bring it to school to discuss your picture of it.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Observation of role play. Participate as necessary to scaffold the learning - "Who are you buying that present for?" "Why?"	Bertie Owl  A letter, an envelope and a photograph of a baby. Presents.	A 3D box wrapped up and put on display (with the top open). Put all the children's home learning tasks around the box as if it is bursting out.	Role play - Shopping and Post Offices.



## Autumn 2 - Foundation 2 - Christmas - Lesson 2: Saying Thank You

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me





Have a thank you card/letter and a photograph of the baby with the box of presents the children sorted last lesson.

#### Help Me Learn



Remind the children about the letter that had been received last week telling them about the new baby. Talk about the presents that they decided to give. Read the thank you letter enthusiastically and show the children the photograph.

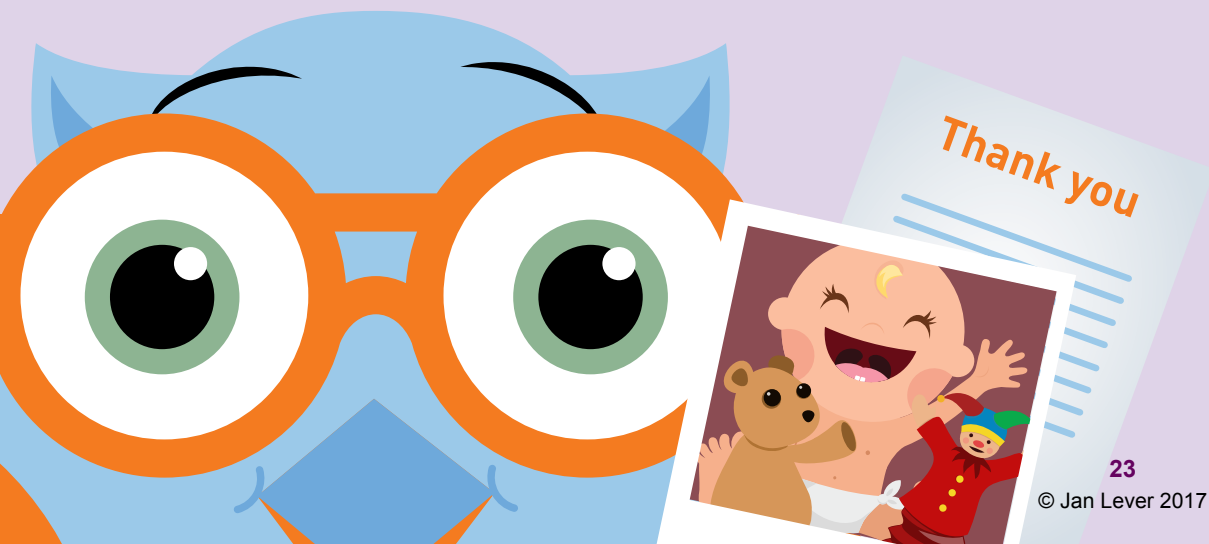
 **Questions:** How does the person feel who got the present? How did it make you feel to give it? Why did they choose those particular presents? What could I (Bertie)  give my Mummy Owl for her birthday?

#### Let's Think



When do we say thank you? Set a challenge to try and thank people as much as possible whenever they can! Practice saying thank you to each other and make the thank you specific e.g. "Thank you for being my friend/Thank you for sharing the reading corner with me".

**Conclusion:** We give presents to people who are special to us and we choose presents we think they would like or need.






## Autumn 2 - Foundation 2 - Christmas - Lesson 2: Saying Thank You

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - <i>engagement</i>			Active Learning - <i>motivation</i>			Creating and Thinking Critically - <i>thinking</i>		
D4(a)	D5(d)	D4(b)	D5(e)	D4(a)	D5(b)	D4(a)	D5(c)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)	✓	D5(b)	✓	1	1	1	1	1	1	1	1	1
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(c)	✓	2	2	2	2				2	
D5(a)	✓	D5(f)	✓	D4(c)		D5(d)		3	3		3				3	
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)		4	4		4					
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓									

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Role play - shopping and post office with scales, wrapping paper, sellotape etc.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. UW PSED M CL	Inform parents/carers of focus of saying thank you. Encourage them to support the children to do this more at home. Ask home to jot down successes in their home link books/diaries and bring to school to share.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Any activity (as outside learning) Lots of modelling of saying thank you.	Bertie Owl  Letter and envelope. Present.	Add to last week's display - in big letters THANK YOU!	Any activity that encourages children to work co-operatively and helping each other.






## Autumn 2 - Foundation 2 - Christmas - Lesson 3: The Christmas Story (A Christian Celebration)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Give the class a Christmas card from Bertie Owl . Read his message to them. Show an assortment of Christmas cards of a 'Christianity-specific' and some of a secular nature. Ensure 'Christianity-specific' ones have different aspects of the Christmas story. Children pass them round and talk about the pictures. Sort them into two groups. Use the 'Christianity-specific' cards to support your 'Help Me Learn' session.

#### Help Me Learn



Light a candle to signify the start of a special story. Using a Children's Bible, tell the Christmas story using the cards as a visual timeline as the story unfolds. Allow opportunity for questions and comments at strategic points of the story e.g. after Mary is told she is going to have a baby, after the shepherds/kings, etc. Peg up the cards in the correct order. After the story, encourage the children to re-tell what happens using the cards as a prompt.

 **Questions:** Why do Christians think Jesus is special? They believe He is God's son and that God gave Jesus as a special present to the world. What do Christians believe Jesus did when He grew up? Remind children of Jesus' miracles (Lessons 4&5 Autumn 1)

#### Let's Think



Before blowing out the candle, think carefully about all the parts of the story. Which part did you like the most and why? Whisper to their talk partners and encourage a few to share with the class. Blow out the candle. You could ask questions like Which part of the story will you remember? Why?/ Which person in the story is your favourite? Why?/ Who is the most important person in the story? Why?

#### Incarnation:

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that in Jesus, God came to live amongst humans. (from 'Understanding Christianity' (Church of England))





Autumn 2 - Foundation 2 - Christmas - Lesson 3: The Christmas Story (A Christian Celebration)

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning												
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking						
D4(a)		D5(d)		D4(a)	✓	D5(b)	✓	D4(a)	✓	D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(e)	✓	D4(b)		D5(c)	✓	D4(b)	✓	D5(d)		1	1	1	1	1	1	1	1	
D5(a)	✓	D5(f)	✓	D4(c)		D5(d)	✓	D5(a)	✓	D5(e)		2	2		2					
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)	✓	D5(b)	✓	D6(a)	✓		3		3					
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓					4	4		4					

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Provide outlines of the main people in the story and the stable, star, donkey, etc. for children to paint/colour or collage. Adults to make notes of children's comments. Role play opportunities (see Outside Learning).	Post-Its/quotes during 'Interest Me/Child initiated' and 'Let's Think' and Adult-directed activities. UW L EAD CL	Encourage families, if appropriate, to allow children to be part of the Christmas card writing, either with letters from their name, full name or a picture. Alternatively look out for signs of Christmas when out and about or if you don't celebrate Christmas, look for signs of Winter. Encourage adults to talk about their customs and traditions at Christmas or any other special occasion. Bring ideas to school to share.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Children to make their own Christmas cards for their families, or holiday cards if Christmas is not celebrated.	Bertie Owl 🦉 and a Christmas card from him to the class. An assortment of Christmas cards ensuring different aspects of the Christmas story are represented, religious and secular. Bible. Pegs and string. Candle.	Put up nativity scene using the children's paintings/drawings/collages produced in child-initiated.	Clothes and resources (tea towels, crowns, baby doll, etc.) for role play.



## Autumn 2 - Foundation 2 - Christmas - Lesson 4: The Shepherds (A Christian Story)

Foundation 2  
Teaching and  
Learning Activities  
(length 15 mins max)



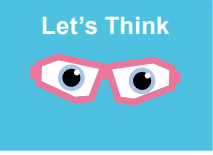
Interest Me

Bertie Owl wearing a sheep mask 🦉. Have the carol 'Whilst shepherds watched their flocks by night' playing with sheep toys or masks in the centre of the circle. Explain shepherds have important jobs because they needed to take care of each sheep and make sure they were fed and safe from danger. They cared so much that they slept on the hills with sheep in the times when Jesus was born.



Help Me Learn

Ask for volunteers to act out the shepherd and angel scene. Adult to read the Bible verses (see below) and children to decide on actions that best portray each verse.  
🦉 **Questions:** Who was in the story? How did the shepherds feel when the angel appeared? What did the angel tell the shepherds? Why do you think shepherds were mentioned in the story but other farmers were not?



Let's Think

Why do Christians believe this was such good news? "I bring you good news of great joy". Describe to the children what it means that Christians believe Jesus is their 'Saviour'. Christians believe God gave His son, Jesus, to the world so He could help people and be an amazing role model to show people how to live good lives. They believe Jesus was God in a human body (the incarnation of God).



**Incarnation:**  
The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that in Jesus, God came to live amongst humans.  
*(from 'Understanding Christianity' (Church of England))*

**Luke 2:8-20 - 8** There were shepherds living out in the fields nearby. It was night, and they were looking after their sheep. **9** An angel of the Lord appeared to them. And the glory of the Lord shone around them. They were terrified. **10** But the angel said to them, "Do not be afraid. I bring you good news of great joy. It is for all the people. **11** Today in the town of David a Saviour has been born to you. He is Christ the Lord. **12** Here is how you will know I am telling you the truth. You will find a baby wrapped in strips of cloth and lying in a manger." **13** Suddenly a large group of angels from heaven also appeared. They were praising God. They said, **14** "May glory be given to God in the highest heaven! And may peace be given to those he is pleased with on earth!" **15** The angels left and went into heaven. Then the shepherds said to one another, "Let's go to Bethlehem. Let's see this thing that has happened, which the Lord has told us about." **16** So they hurried off and found Mary and Joseph and the baby. The baby was lying in the manger. **17** After the shepherds had seen him, they told everyone. They reported what the angel had said about this child. **18** All who heard it were amazed at what the shepherds said to them. **19** But Mary kept all these things like a secret treasure in her heart. She thought about them over and over. **20** The shepherds returned. They gave glory and praise to God. Everything they had seen and heard was just as they had been told.



Autumn 2 - Foundation 2 - Christmas - Lesson 4: The Shepherds (A Christian Story)

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning												
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking						
D4(a)		D5(d)		D4(a)	✓	D5(b)	✓	D4(a)	✓	D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(c)	✓	D4(b)		D5(d)		1	1	1	1	1	1	1	1	
D5(a)	✓	D5(f)	✓	D4(c)		D5(d)	✓	D5(a)	✓	D5(e)		2	2		2					
D5(b)	✓	D6(a)	✓	D4(d)		D5(e)		D5(b)		D6(a)		3	3		3					
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓					4	4		4					

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Farmyard small world play.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL UW PSED	Encourage discussions about good news that they or their family have ever had. How did they receive it?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Make angels/sheep. Adult to encourage discussion of the Christmas story.	Bertie Owl 🦉 Nativity costumes and angels, shepherds and sheep masks/toys. Carols CD. Bible. (Luke 2:8-20)	Angels and sheep added to display.	Family and small world play.



## Autumn 2 - Foundation 2 - Christmas - Lesson 5: The Wise Men (A Christian Story)

**Foundation 2**  
**Teaching and Learning Activities**  
(length 15 mins max)

**Interest Me**

Bertie Owl wearing a crown 🦉. If possible, have the room in darkness and have a series of starry sky pictures on the IWB. Have carol 'We Three Kings' playing in the background. Recap Lesson 1&2 - giving presents to a baby.

**Help Me Learn**

Ask the children who they thought came to visit them when they were born and what type of presents they were brought OR have they ever gone to visit a new baby? What did they notice? Now get out the following story prompts (sheep - toy or picture, star, baby doll and a crown). In pairs, children to re-tell the parts of the story (in order) using the resources as a prompt. Using a children's Bible, tell the story about the Wise Men's journey and gifts. Explain what the gifts were and the significance. Show pictures of Gold, Frankincense and Myrrh and explain that the wise men thought Jesus was a king, not just an ordinary baby so they brought Him gold and precious perfumes. Could use unlit incense sticks so children experience scent of frankincense.

**Questions:** Why do Christians believe Jesus was a special baby? Why did the Wise Men visit Him? Why did they give Him these presents? What would you have given Jesus?

**Let's Think**

If you were visiting baby Jesus, what gift would you take and why? Children to think about it for a couple of minutes and then share with their talk partners.

**Incarnation:**  
The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that in Jesus, God came to live amongst humans.  
*(from 'Understanding Christianity' (Church of England))*





Autumn 2 - Foundation 2 - Christmas - Lesson 5: The Wise Men (A Christian Story)

Early Learning Goal: personal, social and emotional development	Early Learning Goal: Understanding the World						Characteristics of Effective Learning								
Self-confidence and self-awareness	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)	D5(b)	D5(d)	D4(a)	D5(c)	D4(b)	D5(d)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)					1	1	1	1	1	1	1	1	1
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(d)	2	2	2	2		2			
D5(a)	✓	D5(f)	✓	D4(c)		D5(e)	3	3	3			3			
D5(b)	✓	D6(a)	✓	D4(d)		D5(e)	4	4							
D5(c)	✓	D6(b)		D4(e)	✓	D6(a)									
				D5(a)	✓	D6(a)									

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Children to explore making their own starry night pictures/collages. Role play home corner.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. UW PSED M CL L EAD	Ask the parents/carers to wrap the children up warm and go outside to look at the sky (on a clear night). Adults to jot down some of the children's observations.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
In small groups, have a picture of a manger in the middle of a large piece of sugar paper. Children to talk and draw what gifts they would like to give and why. Adult can scribe their explanations if needed.	Bertie Owl  IWB - starry night skies. Props (doll, star, crown, sheep). Carol 'We Three Kings'. Children's Bible. (Matthew 2:11) Pictures of gold, frankincense and myrrh. Incense sticks.	Already done in week 2.	Role play home corner. Make model telescopes to stargaze.



## Autumn 2 - Foundation 2 - Christmas - Lesson 6: Christmas (A Christian Celebration)

**Foundation 2**  
**Teaching and Learning Activities**  
(length 15 mins max)



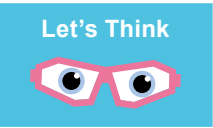
**Interest Me**

Bertie Owl placed in the Nativity scene. Show animations of the Christmas story. Children handle the different characters in the Nativity scene and place them to collate the scene. Who is who? What is their part in the story? Should Bertie Owl be in there? 🦉



**Help Me Learn**

Hotseating - Children to ask characters some questions. Adult and children to answer them in character.  
🦉 **Questions:** Discuss with the children - Do you celebrate Christmas? Why/why not? Do we all celebrate the same way? Is that OK? Why do some people not celebrate Christmas? Why do some people who are not Christians celebrate Christmas?



**Let's Think**

If possible, have the room in darkness with a Nativity scene either real or on the board. 'Silent Night' or similar playing quietly in the background. Who is Christmas a special time of year for and why?



Silent night, holy night



**Incarnation:** The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that in Jesus, God came to live amongst humans. *(from 'Understanding Christianity' (Church of England))*



## Autumn 2 - Foundation 2 - Christmas - Lesson 6: Christmas (A Christian Celebration)

Early Learning Goal: personal, social and emotional development	Early Learning Goal: Understanding the World						Characteristics of Effective Learning								
Self-confidence and self-awareness	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a) D5(d)	D4(a) ✓	D5(b) ✓	D5(d)	D4(a) ✓	D5(c)	D5(d)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a) D5(d)	D4(b) ✓	D5(c) ✓	D5(d)	D4(b) ✓	D5(d)	D5(d)	1	1	1	1	1	1	1	1	1
D4(b) ✓ D5(e) ✓	D4(c)	D5(d) ✓	D5(d)	D5(a) ✓	D5(e)	D5(e)	2	2		2					
D5(a) ✓ D5(f) ✓	D4(d) ✓	D5(e) ✓	D5(d)	D5(b)	D6(a) ✓	D6(a) ✓	3	3		3					
D5(b) ✓ D6(a) ✓	D5(a) ✓	D6(a) ✓	D5(d)				4	4		4					
D5(c) ✓ D6(b)															

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Role play home corner/parties. Making decorations/winter scenes.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. UW PSED M CL L	If Christmas is celebrated at home, ask parents and carers to send in photographs of Christmas in their house with any particular traditions or family customs written on the back. These will be used to support the main activity - Help Me Learn. Or ask parent to send in a photograph of a special family celebration with any particular traditions or family customs put on the back.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
An end of term party to celebrate all they have been learning.	Bertie Owl 🦉 Christmas character masks. Nativity scene. Websites - showing the Christmas story e.g. <a href="http://www.whychristmas.com/story/">www.whychristmas.com/story/</a> for choice of media (audio, text, animation)	Decorate the classroom for your party.	Explore signs of Winter. Role play home corner/parties.





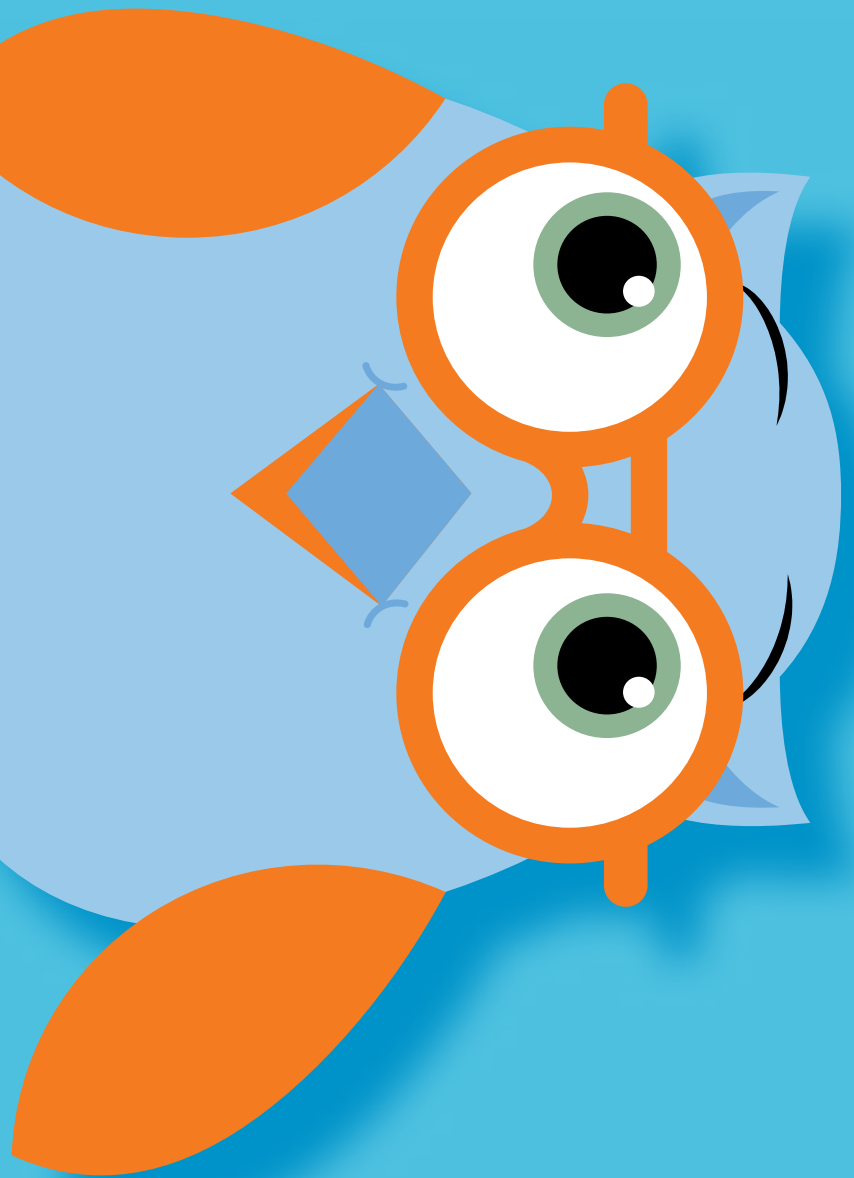
## Foundation 2 (Reception)

### Spring 1

**Theme:**  
Celebrations

**Key Question:**  
How do people celebrate?

**Religion:**  
Hinduism



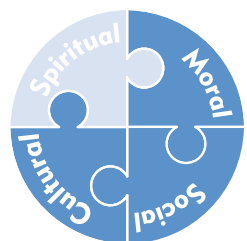


## Overview Year F2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Incarnation</p>	<p><b>Theme:</b> Celebrations</p> <p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Hinduism</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> What is Easter?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Salvation</p>	<p><b>Theme:</b> Story Time</p> <p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme:</b> Special Places</p> <p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p>







## Spring 1 - Foundation 2 - Celebrations - Lesson 1: Celebrating New Year

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Bertie Owl has party hat and party blower 🦉. Have a version of 'Auld Lang Syne' playing. Ask the children whether they know when this song is heard or sung. It's an extremely old Scottish song that was first written by Robert Burns in 1788 and is all about love and friendship. Auld Lang Syne means 'times gone by'.

#### Help Me Learn



Talk about New Year's resolutions (link to Jigsaw's Dreams and Goals unit (see [www.jigsawpshe.com](http://www.jigsawpshe.com)) if you are using Jigsaw in your school). Read Kenn Nesbitt poem "Hooray Hooray - It's New Years Day!" [www.poetry4kids.com](http://www.poetry4kids.com) (or one of your own choice). As a class, share ideas about the fantastic things you would like to do from the poem; have vote on favourites. Children to come up with their own ideas and teachers to scribe an extra verse for the poem.

🦉 **Questions:** If you could do ANYTHING, what would it be?

#### Let's Think



Have a moment to really think about something that you would like to achieve this year e.g. get better at swimming, ride a bike with no stabilisers, etc. and what needs to be done to reach success.

Discuss: What do you think you need to do to achieve your New Year's resolution?

Should auld acquaintance be forgot





## Spring 1 - Foundation 2 - Celebrations - Lesson 1: Celebrating New Year

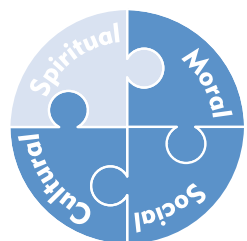
Early Learning Goal: personal, social and emotional development Self-confidence and self-awareness	Early Learning Goal: Understanding the World							Characteristics of Effective Learning									
	People and Communities				The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking			
	D4(a)	✓	D5(b)	✓	D4(a)	✓	D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(b)	✓	D5(c)	✓	D4(b)	✓	D5(d)	✓	1	1	1	1	1	1
D4(b)	✓	D5(e)	✓	D4(c)		D5(d)	✓	D5(a)	✓	D5(e)		2	2	2	2	2	2
D5(a)	✓	D5(f)	✓	D4(d)		D5(e)	✓	D5(b)		D6(a)		3	3	3	3	3	3
D5(b)	✓	D6(a)	✓	D5(a)	✓	D6(a)	✓					4	4	4	4	4	4
D5(c)	✓	D6(b)	✓														

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
<p>Role play opportunities. Clocks, party clothes, role play food and drink, party hats. All resources will help children should they wish to re-enact New Year's Eve celebrations.</p> <p>Resources available for children to work on their New Year resolutions - praise and encouragement for effort and perseverance (ongoing).</p>	<p>Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities.</p> <p>EAD CL L UW M</p>	<p>Children to share their New Year resolutions to work on at home.</p>

Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Make own calendar, showing all the special things that go on in the year, e.g. August - Summer holidays/sunshine. February - Valentine's day, etc. naming and labelling the months.</p>	<p>Bertie Owl </p> <p>Auld Lang Syne.</p> <p>Hooray Hooray - It's New Years Day! by Kenn Nesbitt.</p> <p>Internet for websites.</p> <p>Party hat and blower.</p>	<p>Put their calendars up for a maths display with time based questions e.g. how many months in a year? What order are they in?</p>	<p>Continue role play opportunities (see Child-Initiated).</p>



## Spring 1 - Foundation 2 - Celebrations - Lesson 2: Chinese New Year (A Story from China)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Have masks of the 12 animals from the Chinese New Year story displayed. These animals are the rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig.

#### Help Me Learn




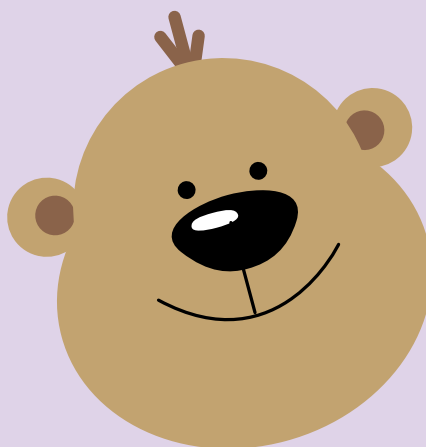
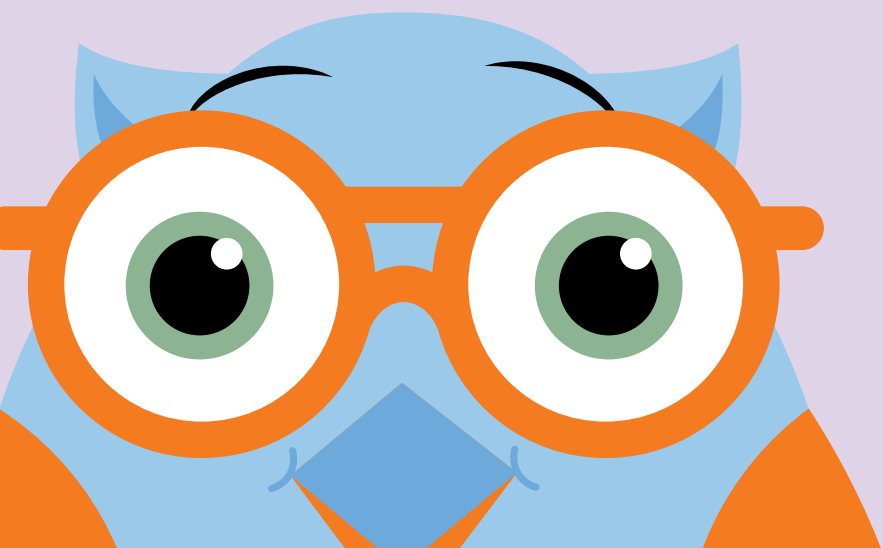
Show the children a map of the world - identify the UK and China. Ask "What do you know about China?" Then tell the story of the Chinese New Year (source your own or use the attached child-friendly version). Ask the children to re-tell the story, remembering the main events. Encourage the children to act out the story using the animal masks. Show pictures of Chinese New Year celebrations in China and London (around the world).

 **Questions:** What did you think of the story? Which of those animals did you like the most and why?

#### Let's Think




If you were an animal in the race, how would you have crossed the river? How does it feel when you work hard to do something and achieve it or not? Does it make it easier/better when you work together like some of the animals did? Do the children have any questions for Bertie Owl? 






Spring 1 - Foundation 2 - Celebrations - Lesson 2: Chinese New Year (A Story from China)

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)		D5(d)		D4(a)		D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)		D5(c)		1		1	1			1	1	
D4(b)	✓	D5(e)	✓	D4(b)		D5(d)		2			2					
D5(a)	✓	D5(f)	✓	D4(c)		D5(e)										
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)	✓		3		3					
D5(c)	✓	D6(b)	✓	D5(a)		D6(a)	✓		4		4					

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Have the Chinese writing of Happy New Year available with charcoal/ chalk for children to try to copy: Gong Hey Fat Choy (Cantonese). 	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL L UW	What can you find out about China?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Children to write the beginning/middle and end of the Chinese New Year story.	Bertie Owl  Animal masks. Blue material or paper. Pictures of Chinese New Year celebrations around the world.	Display the writing done in the adult-directed task by making into a class book for the book corner. See 'Home learning'	Blue material/paper and masks available for opportunity to re-enact the New Year story.





## Spring 1 - Foundation 1/2 - Celebrations - Lesson 2: Chinese New Year (A Story from China)

Long ago, in China, the Jade Emperor decided there should be a way of measuring time. On his birthday he told the animals that there was to be a swimming race. The first twelve animals across the fast flowing river would be the winners and they would each have a year of the zodiac named after them. All the animals lined up along the river bank. The rat and the cat, who were good friends, were worried because they were poor swimmers. Being clever they asked the strong ox if he would carry them across the river. 'Of course' said the kind ox. 'Just climb on my back and I will take you across.' The rat and the cat quickly jumped up and were very excited when the ox soon took the lead in the race. They had almost reached the other bank when the rat pushed the cat into the river, leaving him to struggle in the water. Then, just before the ox was about to win the race the rat leapt on his head and on to the bank to finish first. 'Well done,' said the Jade Emperor to the proud rat. 'The first year of the zodiac will be named after you.' The poor ox had been tricked into second place and the second year of the zodiac was named after him.

Shortly after, the exhausted tiger clawed his way to the river bank to claim third place. Swimming across the river had been an enormous struggle for him against the strong currents. The Emperor was so delighted with his efforts that he named the third year after him. Next to arrive was the rabbit, who hadn't swum across at all; he had hopped across on some stepping stones and then found a floating log which carried him to the shore. 'I shall be very happy to call the fourth year after you,' the surprised Jade Emperor explained.

Just then a kind dragon swooped down to take fifth place. 'Why didn't you win the race, as you can fly as well as swim?' the Jade Emperor asked. 'I was held up because some people and animals needed water to drink. I needed to make some rain,' the dragon explained. 'Then when I was nearly here I saw a poor little rabbit on a log in the water and I blew a puff of wind so that the log would float to the river bank.' 'Well that was very kind of you, and now you are here you will have the fifth year of the zodiac named after you.'

The next thing the Jade Emperor heard was the sound of the horse's hooves. Just as he was thinking the horse would be the next animal to arrive, a sneaky snake wriggled out from around one of the horse's hooves. The horse was so surprised that he jumped backwards giving the snake a chance to take the sixth place in the race. The poor horse had to be satisfied with seventh place.

Not long afterwards a raft arrived carrying the goat, the monkey and the rooster. They explained to the Emperor how they had shared the raft that the rooster had found, the goat and monkey had cleared weeds and pushed the raft to the shore. The Emperor was very pleased that the animals had worked together. He said the goat would be the eighth zodiac animal, the monkey the ninth and the rooster the tenth.

The next animal to finish was the dog. 'Why are you so late when you are one of the best swimmers?' asked the Jade Emperor. 'The water in the river was so clean that I had to have a bath on the way,' explained the dog. His reward was to have the eleventh year named after him.

Now there was one place left in the zodiac and the Emperor wondered when the last winner would come. He had nearly given up when he heard a grunt from the pig. 'You took a long time to cross the river,' said the Emperor to the pig. 'I was hungry and stopped to eat,' explained the pig. 'After the meal I felt so tired that I fell asleep.' 'You have still done well,' said the Jade Emperor. 'The last year of the zodiac will be named after you.'

As for the cat who had been pushed into the water by the rat, he finally crawled out of the water but was too late to have a year named after him. He felt very cross with the rat and since then cats have never been friends with rats. From that day to this, the Chinese Zodiac has followed this cycle of years named after these twelve animals.



## Spring 1 - Foundation 1/2 - Celebrations - Lesson 2: Chinese New Year (A Story from China)

### Animal Astrology

1996, 2008, 2020 - Year of the Rat

Rats are ambitious and very focused on their goals, but they are also fun and love gossip.

1985, 1997, 2009 - Year of the Ox

Oxen are loyal, dependable, determined, and perhaps a bit stubborn.

1986, 1998, 2010 - Year of the Tiger

Tigers fight tooth and claw for what they want, but they also have a sensitive side

1987, 1999, 2011 - Year of the Rabbit

Rabbits are diplomatic, honest, kind, and stick to agreements.

1988, 2000, 2012 - Year of the Dragon

Dragons bring good luck - so it's great to have one as your friend.

1989, 2001, 2013 - Year of the Snake

Snakes are lovely, charming and perceptive.

1990, 2002, 2014 - Year of the Horse

Horses are bursting with energy and fun.

1991, 2003, 2015 - Year of the Sheep (Goat)

Sheep love a quiet life, and are peaceful, easy-going souls.

1992, 2004, 2016 - Year of the Monkey

Monkeys are lively, clever and full of pranks.

1993, 2005, 2017 - Year of the Rooster

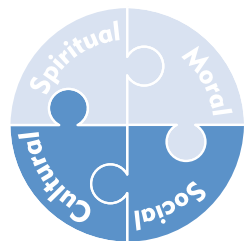
Roosters are extrovert and love to strut their stuff.

1994, 2006, 2018 - Year of the Dog

Dogs are kind, loyal, loving; and good listeners.

1995, 2007, 2019 - Year of the Pig

Pigs are great fun, really enjoy life, and love their friends and family.



## Spring 1 - Foundation 2 - Celebrations - Lesson 3: Chinese New Year cont. (A Story from China)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Recap the story of the Chinese New Year. Have the 12 animal masks on a washing line (facing away) and reveal them as the children identify them correctly. Children then to try and put them in to the correct order using ordinal numbers 1st, 2nd, etc. Could pop Bertie Owl in for fun. 🦉

#### Help Me Learn



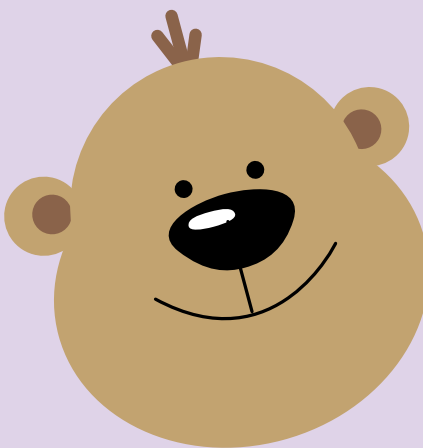
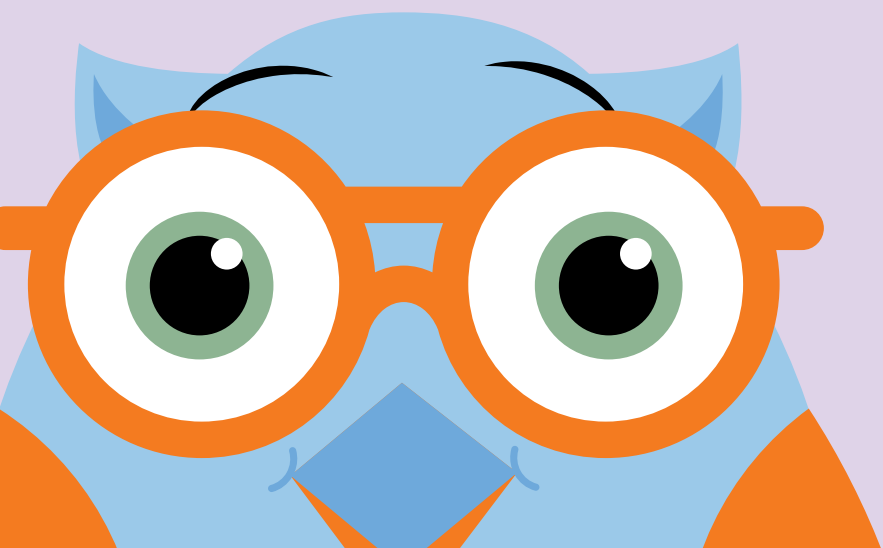
Chinese New Year is a time when Chinese families in China, the UK and around the world, get together to celebrate. They put up lights outside their homes. It is also a special time to remember members of the family who have died. In the days coming up to New Year, every family buys presents, decorations, food, new clothes and people have their hair cut. Houses are cleaned from top to bottom. The aim is to sweep out any bad luck from the old year and clear the way for good luck. However, it is bad luck to clean on New Year's Day itself. Now, for a few minutes, send the children off to tidy their classroom as best they can, pretending they are preparing for New Year's celebrations.

**Questions:** How would it feel to make these preparations? Why is New Year special/important?

#### Let's Think



When there is a special occasion at your house e.g. Divali/birthday, does your family do anything differently? E.g. decorations, cooking, cleaning, clothes, etc. What do you like best about celebrations you take part in? How does it feel to celebrate a special time/event? Can you think of some celebrations you know about?






Spring 1 - Foundation 2 - Celebrations - Lesson 3: Chinese New Year cont. (A Story from China)

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World						Characteristics of Effective Learning										
Self-confidence and self-awareness				People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking				
D4(a)		D5(d)		D4(a)	✓	D5(b)	✓	D4(a)	✓	D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(c)	✓	D4(b)	✓	D5(d)		1	1	1	1	1	1	1	1	1
D5(a)	✓	D5(f)	✓	D4(c)	✓	D5(d)	✓	D5(a)	✓	D5(e)		2	2	2				2		2
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)	✓	D5(b)		D6(a)	✓	3	3	3				3		3
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓					4	4	4						4

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Provide dusters to allow the cleaning process to continue! Make their own string lights using wool and shiny paper/foil to then hang up.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities EAD M CL PD UW	Identify a special occasion (wedding, birthday, christening, etc.) that they have participated in and talk about what is done in preparation for it. Bring ideas to share at school.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult to explain that doors and windows at Chinese New Year are often newly painted in red. On New Year's Eve decorations are made from red and gold paper and hung down the doors to bring good luck. Adult to support children to make red Chinese lanterns.	Bertie Owl  Animal masks. Lantern resources. Lights. Washing line. Brushes. Dustpans. Paint brushes.	Hang the lanterns in the classroom or shared areas.	Provide brushes and dustpans to allow the cleaning process to continue outside. 'Painting' with water to reenact painting door, window.



## Spring 1 - Foundation 2 - Celebrations - Lesson 4: Persian New Year (A Nowruz Story)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Show either a large world map on the floor with magnifying glasses, print outs or a world map on the IWB for children to share. Identify where UK is and where Iran is.

What do you think it is like in Iran? (Is anyone from there?)

#### Help Me Learn



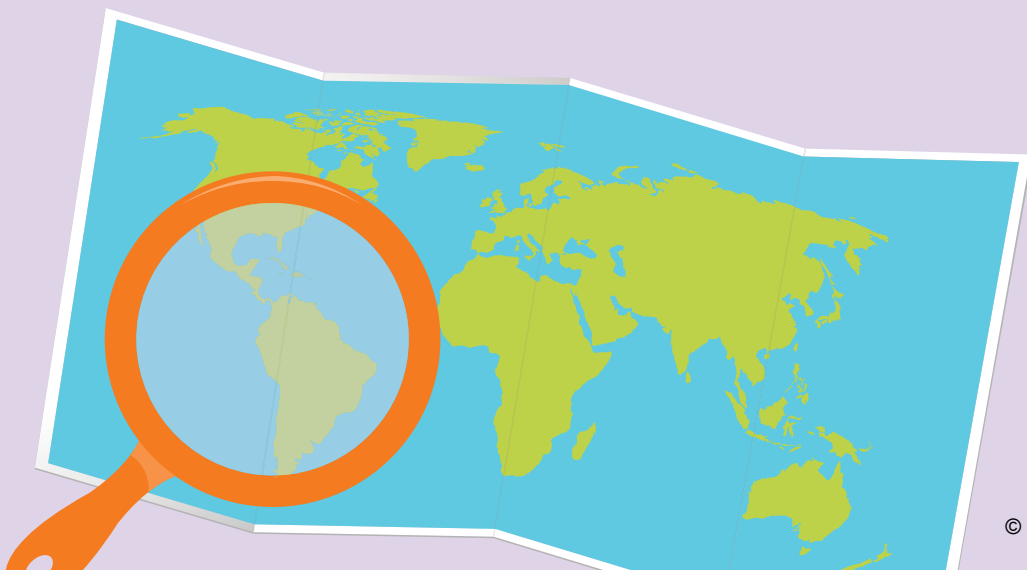
Using pictures associated with Winter and Spring, sort them into two groups and name the seasons. Explain that there are lots of people who celebrate the start of Spring as their New Year, they called it Nowruz; show some of the countries on the map. Read the story of 'The Flowers Came, Spring Arrived: A Nowruz Story'.

 **Questions:** What if it was always Winter? What would we miss out on? Would it be a good thing or a bad thing? Would you like it to always be Winter, always be Spring or be as it is now where you live?

#### Let's Think



Think about what it is that you are most looking forward to in Spring. Share it with a talking partner. Why do you think that Nokhodi was sad at the beginning of the story? What is being celebrated at Nowruz?






## Spring 1 - Foundation 2 - Celebrations - Lesson 4: Persian New Year (A Nowruz Story)

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)	D5(d)	D4(b)	D5(e)	D4(a)	D5(b)	D4(a)	D5(c)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)	✓	D5(b)		1	1	1	1	1	1	1	1	
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(c)		2	2	2	2					
D5(a)	✓	D5(f)	✓	D4(c)		D5(d)	✓	3	3	3	3					
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)		4	4	4	4					
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓							4		

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
To support role play - scarves, gloves, wellies, etc. Binoculars to find signs of Winter/Spring.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD M CL PD UW	Discuss what you like/don't like about each season.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Go for a walk in playground, see if they can spot any signs of Winter/Spring. Children to photograph and write about the things that they find. Draw pictures to understand the cyclical nature seasons. Can add what they find on a wall or draw it.	Bertie Owl  Pictures of things associated with Spring and Winter e.g. scarf, blossom, snowman, nest etc. World map - showing UK and Iran. The Flowers Came, Spring Arrived: A Nowruz Story.	Put up children's photographs and writing from adult-directed task.	Scarves, gloves, hats to help with role play, binoculars to spot signs of Winter/Spring.



## Spring 1 - Foundation 1/2 - Celebrations - Lesson 4: Persian New Year (A Nowruz Story)

**Background information about Nowruz:** Nowruz (pronounced no (as in knot) rooz), literally, means the 'new day' of the New Year in Iran and many of its surrounding neighbours. It has been celebrated for thousands of years. Just like many people begin a new year on January 1st of every year, Iranians begin the new year on the first day of Spring or THE VERNAL (SPRING) EQUINOX. Usually this day falls on or about March 20th. The celebration begins on this day and lasts for almost two weeks, ending on Sizdah Bedar (April's Fools Day).

Nowruz is not unique to Iran. It is also celebrated in Afghanistan, Tajikistan, Iraq, Turkish Kurdistan, Azerbaijan, Armenia, Turkmenistan, Uzbekistan, Kashmir, Kyrgyzstan, Western China, and some parts of the southern Persian Gulf states. It is also recognised as a day of celebration by the United Nations, the United States, and Canada.

The prelude to Nowruz, Charshanbeh Souri, is celebrated on the last Tuesday evening (eve of Wednesday) of the year. (Charshanbeh = Wednesday, Soor = Celebration or feast around fire). People make bonfires and jump over them, saying: "My sickly yellow paleness is yours. Your fiery red colour is mine!" It means you want the fire to take your paleness, sickness & problems and give you its redness, warmth, and energy. Food, such as nuts and pastries (ajill), and refreshments are served. Families clean their homes from top to bottom, inside and out. Children and adults buy new clothes and shoes. Families plan on visiting each other, especially paying tribute to the elders.

Families set a Nowruz Table, called Sofreh Haft-Sin. The family sets the table together. The colourful table includes seven natural organic items whose names begin with the letter S (seen) in Persian. In Persian, it's called HAFT SEEN (Seven S's). Each 'Seen' symbolises a yearning (something you wish for). There are also other items on the table that don't begin with the letter S but have a special meaning.

Apple - Seer (beauty or health), Garlic - Seeb (medicine), Sumac spice - (beauty or health), Dried fruit of oleaster (wild olive) tree or SENJED (beauty or health), Hyacinth or SONBOL (nature), Vinegar or SERKEH (age & patience), Wheat or barley sprout or SABZEH (nature), Coins or SEKKEH (wealth), Holy book or book of poetry (faith), Mirror (cleanliness & honesty), Goldfish (life within life), Eggs - usually painted (fertility), Lit candles (enlightenment & happiness), Traditional Iranian pastries (sweetness), Iran's national colours (red, white and green - patriotism), Rosewater or GOLAB (believed to have magical cleansing powers).

During Nowruz, families gather around the Haft-Seen table and count down to the New Year. They hug and wish each other a good year. They recite poetry from traditional poetry books. They eat sweets. They spend the day visiting family and friends, beginning with the elders, who give the younger family members freshly-minted currency.

Sizdah Bedar usually occurs around April Fool's Day! Sizdah = 13 in Persian (considered not to be a lucky number), Bedar = sending/giving away or going outside. On 13th day of the New Year, families go on a picnic outdoors in the orchards, hillsides, or by lakes or rivers. They eat and drink, play games and sing songs. Sabzeh, the green sprout from the Haft Seen table, is thrown into flowing water for continuity of good life wishes.

HAPPY NEW YEAR! (SALEH - NO MOBARAK!)



## Spring 1 - Foundation 1/2 - Celebrations - Lesson 4: Persian New Year (A Nowruz Story)

### **The Flowers Came, Spring Arrived: A Nowruz Story (simplified)**

#### **Originally by Manuchehr Nistani**

Once upon a time, in a far away place, there lived a young girl named Nokhodi. She was beautiful and had everything she wanted except she felt very lonely and sad.

Everyday she looked outside her house to see if the Spring had arrived yet. The desert seemed bleak and dry and the sky was dark. "What shall I do now? Shall I leave here and go somewhere else?" Nokhodi wondered. Then she had an idea! She swept her house, washed the dishes, bathed, and put on her best clothes and combed her hair. Then she sat waiting for the Spring to come. She waited and waited. One week passed, two weeks passed, three weeks passed, but Spring never came. Nokhodi felt sad and miserable and couldn't think of how make herself feel better. She wanted to see the Spring and the sunshine.

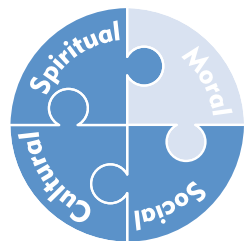
One day a gypsy woman knocked at the door. She asked Nokhodi, "Do you want me to tell your fortune?" "Yes," Nokhodi nodded. The woman grabbed Nokhodi's hand and said "Someone has used magic to turn away the Spring from you. "But who?" Nokhodi asked amazed.

"I don't know. A crazy monster is standing in the way of Spring and doesn't let it come to you. He has made your life miserable and dark." "What is this talk about a monster and magic? I don't believe in these things! I will go and fight this monster." Nokhodi jumped up, grabbed her sword and rode her horse toward where the monster lived. She followed the monster's footprints and came across a dark cave where he slept. "Hey, monster, hey, come out and fight me!" Nokhodi yelled. The ugly monster ran out to see who was calling him. When he saw Nokhodi, he laughed and laughed. "You want to kill *me*? Are you out of your mind? Whoever has sent you here has brought my dinner for me!" Nokhodi got scared but she refused to give up. She drew out her sword and rushed at the monster and hit him with all her might. The monster turned into a black cloud. Nokhodi trapped the cloud in a glass bottle.

When she returned home, she heard a loud noise. She stepped outside and saw hundreds of riders passing by playing their drums, tambourines and flutes. The music filled the air. Ahead of the riders, on a white horse, rode a chubby man with a white beard and red cheeks carrying a large sack on his back. Nokhodi ran out. "Hello, Uncle Nowruz!" she said waving to the old man. "Hello, dear!" the man answered. "Why don't you come in for some tea, Uncle?"

"I can't, dear. I have a million things to do." Uncle Nowruz showed the riders. "We have to knock on the doors and give these gifts to children," he explained pointing to his sack. "Will you come back, Uncle?" "Of course. I will stop by for some nice tea," Uncle Nowruz said with a big smile on his face. He then kissed Nokhodi and rode out. Nokhodi ran out to the desert. The blue sky had appeared. The desert was full of flowers. The birds flew in the blue sky. Wherever Uncle Nowruz rode, he had brought flowers and gladness with him. The Spring finally arrived. Nokhodi saved the Spring. She was as happy as she could be.






## Spring 1 - Foundation 2 - Celebrations - Lesson 5: Persian New Year (A Nowruz Story) cont.

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Bertie Owl to wear Haji Firuz hat . Quickly recap on the Nowruz story together. Put on Haji Firuz hat (google to see pictures), and explain that he is seen at the start of Nowruz, and encourage children to follow and dance through the setting with tambourines, spreading good cheer and the news of the coming New Year. They could make their own hats.


#### Help Me Learn



Share some of the traditions that happen during Nowruz, (see attached background information). Then focus on the fire-jumping rhyme and place the pretend 'fire' in the middle of the room. Emphasise to the children that jumping over REAL fire is dangerous and must never be done and that we are just pretending. Children from this culture who experience this tradition could share their experience. Whilst saying the rhyme, children to take turns to jump over and say "Please give me warmth and energy".

#### Let's Think



 **Questions:** What has been your favourite part of Nowruz? Why? What do you think is the favourite part of Nowruz for people who celebrate it in Iran or in other parts of the world?






Spring 1 - Foundation 2 - Celebrations - Lesson 5: Persian New Year (A Nowruz Story) cont.

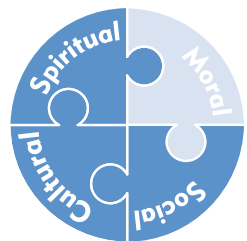
Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)		D5(d)		D4(a)		D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)		D5(c)		1	1	1	1	1	1	1	1	1
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(d)		2	2	2	2		2	2	2	2
D5(a)	✓	D5(f)	✓	D4(c)		D5(d)	✓	3	3	3	3		3	3	3	3
D5(b)	✓	D6(a)	✓	D4(d)		D5(e)	✓	4	4	4	4					
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓								4	4

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Represent some of the things that are on the Nowruz table using paints/ junk modelling/drawing/clay, etc.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW	Are there any families in your setting who celebrate Nowruz or know someone who does? Are they happy to come in and share their experiences or send in any photographs?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Paint mixing using reds/oranges and yellows. Then cut these out into flame shapes to be used for the whole class session.	Bertie Owl  Pictures of the Nowruz table. Red cone hat and a tambourines. Previously made and cut-out flames. Haji Firuz hat.	Create a classroom version of the Nowruz table.	Provide an opportunity to eat (even a snack) outside, to signify the picnic at the end of Nowruz. Role play picnics.




## Spring 1 - Foundation 2 - Celebrations - Lesson 6: Holi (A Hindu Festival)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Bertie Owl  invites children to share popcorn. Show the children a world map with the UK and India on it. With the imaginary fire in the middle of the room, share popcorn together. Explain that at the start of Holi (festival of colour celebrating the start of Spring), all rubbish is burnt as a way of getting rid of the old and starting afresh (see background information). Encourage children to put some rubbish on the 'fire'.

#### Help Me Learn




Read the Holi story (see attached), allowing time for discussion in between. Talk through some of the traditions, show a Rangoli pattern, then show all the pictures of the paint-throwing etc.

 **Questions:** How do you think the people in the photographs are feeling? Why do Hindus celebrate Holi? What/who do they remember at Holi?

#### Let's Think



What would be your favourite part of Holi? Why? Are there things that you have learned that you would enjoy doing with your family? Why? If possible, allow children to use face paints to really enter the spirit of Holi. Do the children have any questions on this for Bertie Owl? 






Spring 1 - Foundation 2 - Celebrations - Lesson 6: Holi (A Hindu Festival)

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)	D4(b)	D5(d)	D5(e)	D4(a)	D5(b)	D4(a)	D5(c)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)		D4(a)	D5(c)	1		1	1	1	1	1	1	1
D4(b)	✓	D5(e)	✓	D4(b)		D4(b)	D5(d)	2		2	2	2	2	2	2	2
D5(a)	✓	D5(f)	✓	D4(c)		D5(a)	✓	3		3			3	3	3	3
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(b)	✓	4		4					4	4
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓									

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Explore colour! Crayons, paints, collage pieces. Make it as bright as possible have Rangoli templates available for children to use or copy.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW	Are there any families in your setting who celebrate Holi or know someone who does? Are they happy to come in and share their experiences or send in any photographs?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Decorate t-shirts with as much colour as possible! (See also outside learning.)	Bertie Owl  Pictures of Holi. Pictures of main parts of story. Red/orange material scrunched-up paper piled together to create a fire. World map. Popcorn. Face paints. Rangoli pattern.	Create a Holi display with all the colourful creations of the week.	Large sheets of fabric outside/rolls of wall paper. Balloons filled with paint. Straws, balls anything that can be used to create paint effects.



## Spring 1 - Foundation 1/2 - Celebrations - Lesson 6: Holi (A Hindu Festival)

### The Story of Holi

A long time ago, In India, there was a king called Hiranyakashup who had a son called Prahlad.

The king wanted everyone to think of him as God and to worship him. As Prahlad grew up he realised that this was not true and refused to worship his father. He worshipped Vishnu, a real God.

Hiranyakashup was very angry and punished his son. However Prahlad still refused to worship him and so the king decided that his son must die. The king tried many different ways to kill Prahlad.

He was put in a pit full of snakes; he was beaten by soldiers; he was trampled by elephants. But, each time, he prayed to Vishnu and he was saved.

The king's sister, Holika, agreed to help the king. She was thought to have magical powers which made her fireproof. Holika took Prahlad to the top of a bonfire and the bonfire was lit. Holika expected Prahlad to die; instead, it was Holika who died. Again Prahlad was saved.

Prahlad felt sorry for Holika and promised to name the festival after her.

Every year, at the time of Holi, Hindus light bonfires to remind them of the time when good triumphed over evil.



## Spring 1 - Foundation 1/2 - Celebrations - Lesson 6: Holi (A Hindu Festival)

**Background information about Holi:** Holi is a famous and very popular Hindu Spring festival in Northern India. It celebrates the arrival of Spring flowers and when the main crops are almost ready for the Spring harvest. The festival lasts anything from three to five days and is known as the Festival of Colour. Holi is a very colourful and exuberant festival, it is celebrated on the day of the full moon in March in the month of Phalguna. The night before Holi, bonfires are lit in the hope that they will get rid of any evil spirits. There is often the burning of rubbish, to show that past wrongdoing is forgiven. Popcorn is sometimes cooked on the fire.

After the bonfires comes the throwing of colour. People throw coloured water and red powders over friends or anyone who passes by. Great fun is had when everyone sprays each other with coloured water. Special water squirters can be bought, although plastic bottles and bike pumps are also used to squirt the water which has been mixed with bright coloured powder called gulal, so that everyone ends up highly coloured. It is a happy celebration, everybody dances and has great fun. Processions of floats carrying statues of the gods line the streets. The festival ends in the afternoon with families spending time together.

Each generation has added its own touch of celebration to Holi. While some of the old practices have disappeared, new ones have taken their place. Today, many people don't like the thought of being smeared with colour, and are satisfied by sending friends colourful greeting cards, saying 'Holi Hai'.

Preparations for this colourful festival begin a week in advance, all over the country. Houses are white-washed and intricate 'rangolis' or floor patterns are drawn near the main entrance. Market places have a festive look, with crowded sweet shops. And, of course, pyramids of multi-coloured gulal are displayed at every step of the way.



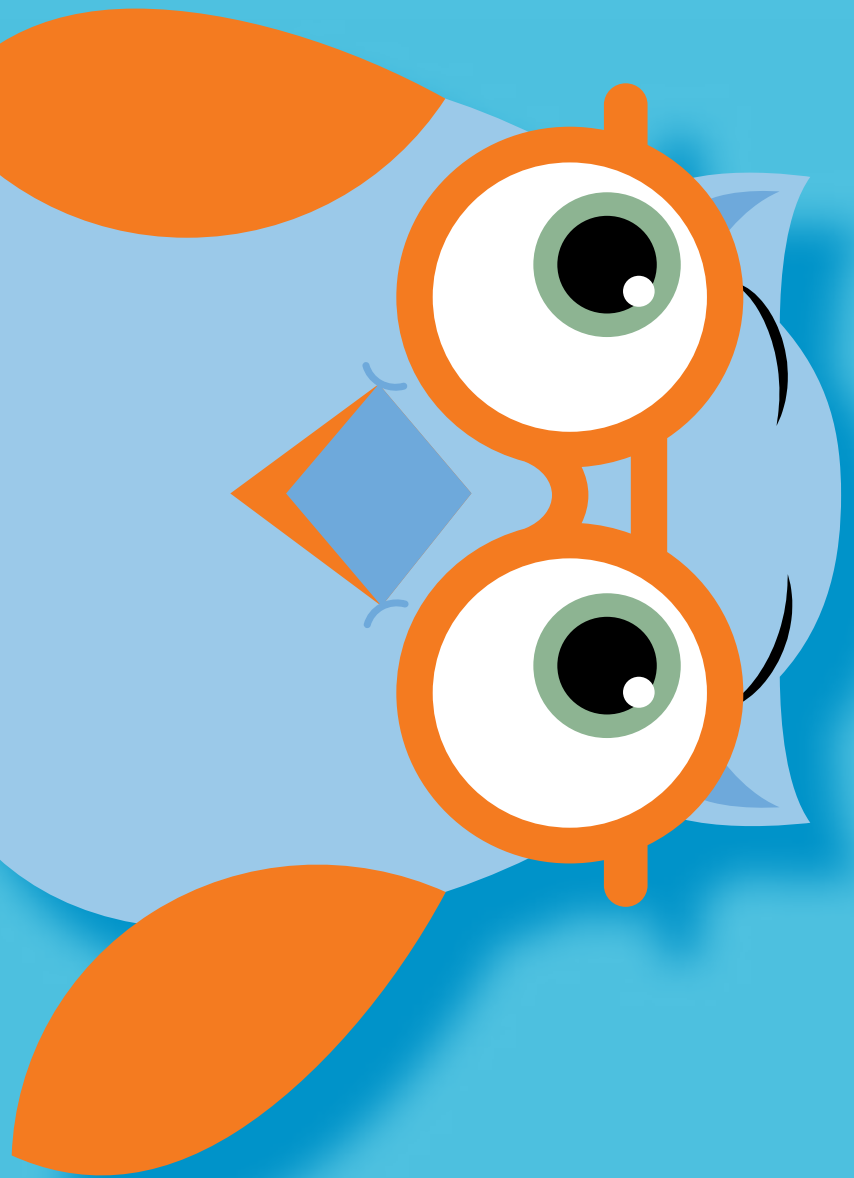
## Foundation 2 (Reception)

### Spring 2

**Theme:**  
Easter

**Key Question:**  
What is Easter?

**Religion:**  
Christianity  
(Christian concept: Salvation)







## Overview Year F2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Incarnation</p>	<p><b>Theme:</b> Celebrations</p> <p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Hinduism</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> What is Easter?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Salvation</p>	<p><b>Theme:</b> Story Time</p> <p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme:</b> Special Places</p> <p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p>

**Salvation:** Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.  
*(from 'Understanding Christianity' (Church of England))*








## Spring 2 - Foundation 2 - Easter - Lesson 1: Signs of Spring

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Bertie Owl  dressed in woolly hat or sunglasses. Which season is he in? Can the children name all four Seasons? Remind them of adult-led activity in Spring 1 Lesson 4, Nowruz. In small groups or pairs, invite the children to talk about differences between the four seasons. What changes occur? Allow the children to feed back ideas to the class and use the photographs to help children visualise the changes as they identify them. Use film clips showing how animals/birds cope with Winter and Spring.

#### Help Me Learn




Explain to the children that we are going to focus on Spring. In pairs, children can identify the key features of Spring. Invite the children to feed back ideas on what happens in Spring and the changes that occur. Teacher to scribe ideas and show children the pictures to help them visualise the changes.

 **Questions:** How is Spring different to Autumn, Winter and Summer? How do the signs of Spring make you feel and why?

#### Let's Think



Go for a walk around the grounds and look for the signs of Spring that were mentioned in the session. Take photographs of what is found and see if you can find all the things that were identified. What signs of Spring can you see? Could take photos of Bertie Owl  and signs of Spring. How has the environment changed? Maybe plant seeds e.g. sunflowers and monitor their progress over the coming weeks. Does the seed look alive when it is planted? Let's see what happens.





## Spring 2 - Foundation 2 - Easter - Lesson 1: Signs of Spring

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)		D5(d)		D4(a)	✓	D5(c)	✓	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(e)	✓	D4(b)		D5(d)	✓	1		1	1	1	1	1	1	1
D5(a)	✓	D5(f)	✓	D4(c)		D5(e)		2		2	2		2		2	2
D5(b)	✓	D6(a)	✓	D4(d)		D5(b)	✓	3		3	3		3	3	3	3
D5(c)	✓	D6(b)		D5(a)		D6(a)	✓	4		4	4				4	4

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Different resources to create Spring pictures, have the pictures from the session available to help generate ideas.	Post-Its/quotes of children's observations and comments. CL	Go for a walk and look for signs of Spring. Plant some seeds - discuss what they will need to help them grow.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create a before and after picture from Winter to Spring, label and write sentences about the changes that occur. Plant some Spring bulbs and track how they grow, keep a diary of growth and change.	Bertie Owl A small selection of photographs with key features from each of the four seasons e.g. snow, daffodils. Make tissue paper flowers. Film clips from internet of animals/birds in Winter and Spring. Seeds to plant. Woolly hat or sunglasses.	Work from child-initiated and adult-led activities.	Grow some Spring plants and watch them grow. Keep track of their progress through a diary/photographs. Photographs of different seasons pegged up for children to sort. Have a Spring picnic. Look for signs of Spring. <a href="http://www.naturedetectives.org.uk/download/Spring">www.naturedetectives.org.uk/download/Spring</a>



## Spring 2 - Foundation 2 - Easter - Lesson 2: Spring into Life

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Show the children pictures of baby animals. Can they guess what animal they will grow into?

#### Help Me Learn



Explain to children that Spring is seen as the season that welcomes new life, within nature and wildlife. Look at the suggested website that explains the birth of different animals and why they happen mainly in Spring. Alternatively, read a story with a similar theme of different animals that are born in Spring.

 **Questions:** What new things happen in Spring? How do things change? Can children mime examples of new life in Spring? Bertie Owl and other children guess what is being mimed.

#### Let's Think



Show the children a picture of a frog/butterfly. Explain how these animals appear in Spring. In small groups or pairs, describe the life cycle that they go through. Teacher to scribe and draw the life cycle on the board for the children to see. How do you think the butterfly feels when it emerges from its cocoon? Why? Can children mime the life-cycle of one of these? How are the sunflower seeds doing (from last week)?



There are excellent pictures in the 'Changing Me' Puzzle in Jigsaw, the mindful approach to PSHE if your school is using this resource.



[www.jigsawpshe.com](http://www.jigsawpshe.com)




## Spring 2 - Foundation 2 - Easter - Lesson 2: Spring into Life

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)		D5(d)		D4(a)		D4(a)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)		D4(a)	✓	1		1	1	1	1	1	1	
D4(b)	✓	D5(e)	✓	D4(b)		D4(b)	✓	2			2		2		2	
D5(a)	✓	D5(f)	✓	D4(c)		D5(a)	✓	3			3				3	
D5(b)	✓	D6(a)	✓	D4(d)		D5(b)	✓	4			4				4	
D5(c)	✓	D6(b)		D5(a)		D6(a)										

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Draw different features of Spring using a variety of media. Make animals from different media - painting, junk modelling. Create animal masks.	Post-Its/quotes of children's comments and observations. CL	Go for a walk and look for the signs of Spring and the different animals that appear in Spring.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Draw and write the life cycle of an animal. Create symmetrical patterns linked to butterflies. Act out/do a dance linked to being a caterpillar and changing into a butterfly.	Bertie Owl  Pictures of baby animals that are seen mainly in Spring e.g. lamb, caterpillar, chick. etc. <a href="http://www.topmarks.co.uk/Spring/BabyAnimals.aspx">www.topmarks.co.uk/Spring/BabyAnimals.aspx</a> Pictures of frog/butterfly.	Work from adult-led and child-initiated times.	Look out for minibests that appear in Spring and take photographs of them.




## Spring 2 - Foundation 2 - Easter - Lesson 3: Easter (A Christian Celebration)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Bertie Owl  has an Easter egg. Split the children into groups and give each group a selection of cards: Easter-specific and general pictures. Can the children correctly sort them according to which ones are linked to Easter and which ones are not? Why have they grouped them as they have?

#### Help Me Learn



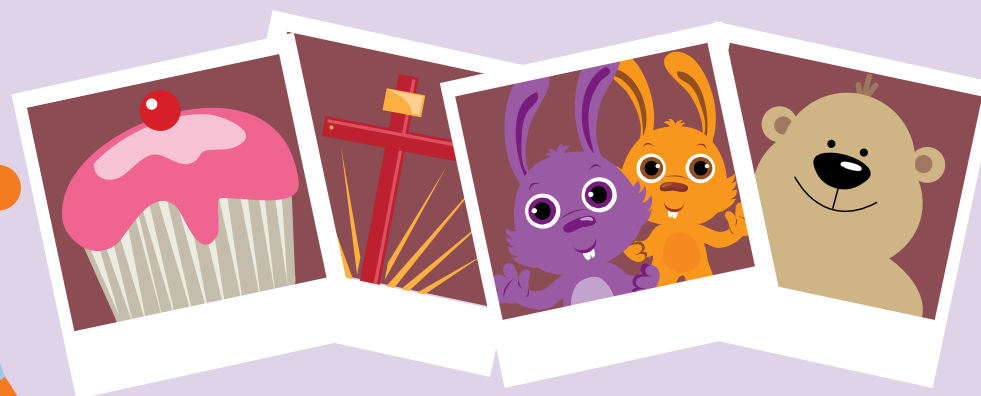
Bring the children back to the carpet and invite each group to share their ideas about which are Easter-specific symbols and which are not. As the children share their ideas, teacher to scribe them on to a large sheet of paper. Keep this safe for later on in the scheme.

 **Questions:** What do you know about Easter? What makes Easter special? Who is Easter special for?

#### Let's Think



In pairs, invite the children to share with each other their own experiences of Easter. Have they ever done anything special? Have they gone on an Easter egg hunt? Feed back some ideas to the class. Do we all celebrate Easter? Easter is a special time for Christians. Can anyone find out what happened to Jesus at Easter?



#### Salvation:

Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.

*(from 'Understanding Christianity' (Church of England))*



## Spring 2 - Foundation 2 - Easter - Lesson 3: Easter (A Christian Celebration)

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World						Characteristics of Effective Learning										
Self-confidence and self-awareness				People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking				
D4(a)		D5(d)		D4(a)	✓	D5(b)	✓	D4(a)	✓	D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(c)	✓	D4(b)	✓	D5(d)		1	1	1	1		1	1	1	
D5(a)	✓	D5(f)	✓	D4(c)		D5(d)	✓	D5(a)	✓	D5(e)		2	2	2	2		2			
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)	✓	D5(b)	✓	D6(a)	✓	3	3		3					
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓					4	4		4				4	

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Create an Easter basket. Design Easter eggs. Create a role play for people to buy Easter eggs and hot cross buns.	Post-Its/quotes of children's observations and comments. PSED, CL	Look for signs of Easter when going to the shops or going out or if you don't celebrate Easter, look for signs of Spring.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Mini posters about what each child knows about Easter or Spring. Annotate ideas and comments to see what children know about Easter. Keep them so they can be added to. Symbols of Easter: in small groups, show the children the different symbols and non-symbols of Easter. Do they know what they mean? Why are they important?	Bertie Owl 🦉 Large sheets of paper and pens. Symbols of Easter on cards. <a href="http://www.theholidayspot.com/easter">www.theholidayspot.com/easter</a> e.g. the cross, lamb, Easter egg and also non-Easter pictures e.g. monkey, cream cake, mountain. Easter eggs.	Child-initiated work.	Symbols of Easter on washing line to promote discussion. Go on an Easter egg hunt.






## Spring 2 - Foundation 2 - Easter - Lesson 4: Easter cont. (A Christian Celebration)

### Foundation 2 Teaching and Learning Activities

(length 15 mins max)

#### Interest Me




Bertie Owl  has a Palm Cross. Show children the key pictures from the Easter story and the symbols of Easter. Can they recognise them? Explain to the children that they are going to be learning about the Easter story and why Easter is so important to Christians.

#### Help Me Learn




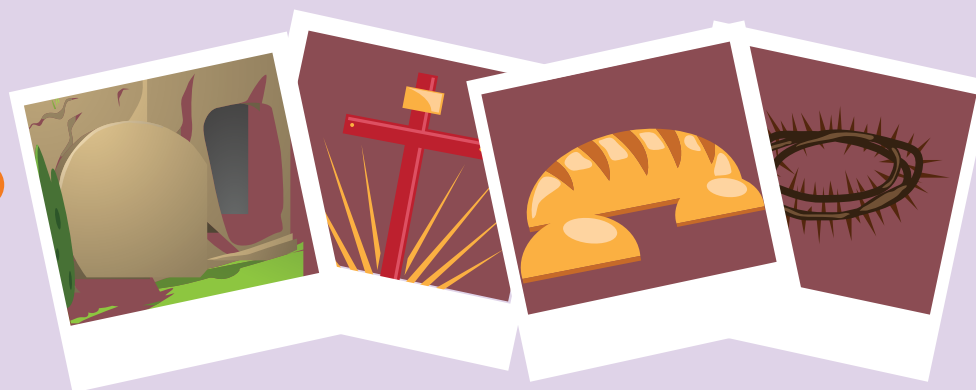
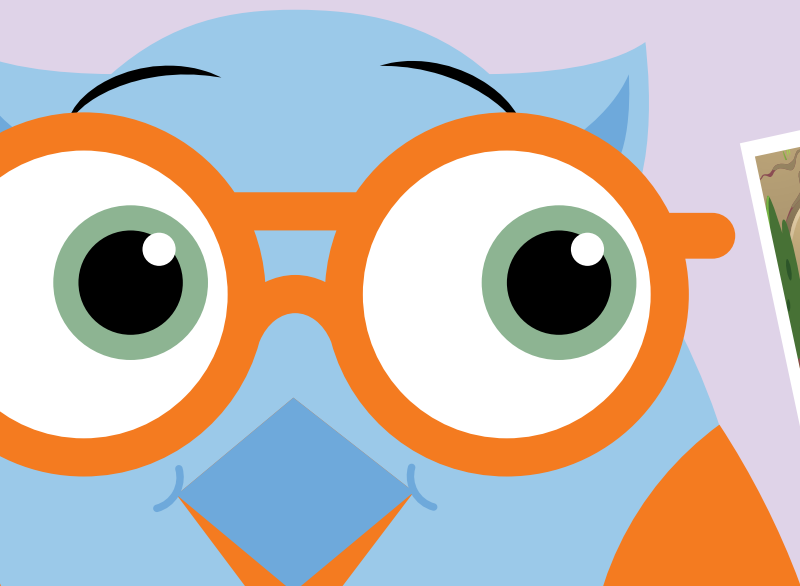
Read about Jesus entering Jerusalem on a donkey and how some people were very excited. How did they greet/welcome Jesus? Explain how some people were really excited to see Jesus because they thought He was going to rescue them from the Romans who had taken over their country. Ask the children to stand in 2 rows and 1 child/grown up walks down the middle taking on the role of Jesus. As you walk down the middle, children wave palm leaves and act excited as if Jesus was coming. Can they shout Hosanna? Continue the story up to the Last Supper.

 **Questions:** How is Jesus feeling now? Why do you think Jesus wanted to have a special meal with His friends?

#### Let's Think



Look again at pictures of the Easter story and ask the children to retell the story so far. Remind them that Jesus is the person they heard about in the Nativity story but this is when He was 32/33 years old. Do the children have any questions for Bertie Owl? 



#### Salvation:

Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.

*(from 'Understanding Christianity' (Church of England))*





## Spring 2 - Foundation 2 - Easter - Lesson 5: Easter cont. (A Christian Celebration)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Briefly recap the beginning of the Easter story, either by asking some children to act it out or using the picture cards from the last lesson and asking children to sequence them as a whole class or in small groups. Explain to children how we are going to learn about what is going to happen next to Jesus and his disciples.

#### Help Me Learn



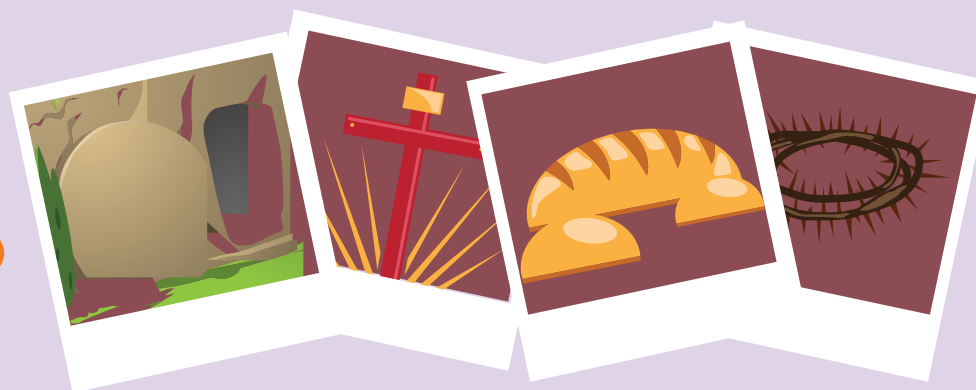
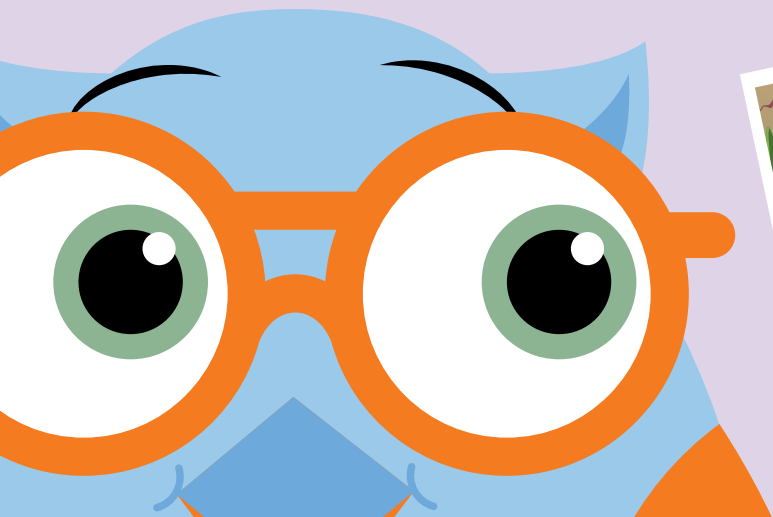
Start reading the Easter story from where Jesus is praying in the Garden of Gethsemane. What do the children think He is praying for? Carry on reading the story including the moment where Judas kisses Jesus in order to get him arrested.

 **Questions:** What has happened so far in the story? How are the characters feeling and why? Why was Jesus praying? Christians believe Jesus was God's son so He was asking God for help as he knew something scary was going to happen.

#### Let's Think



Now read the part of the story where Jesus is put on trial and sentenced to death. Stop before He is placed on the cross but ensure children know that Jesus died. As a class, talk about Jesus. Can the children remember why Christians believe He is a role model? Recap His miracles (See Autumn 1 Lesson 4). Explain how some other people felt angry about Him because He said was God's son and they did not think this was true.



#### Salvation:

Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.

*(from 'Understanding Christianity' (Church of England))*

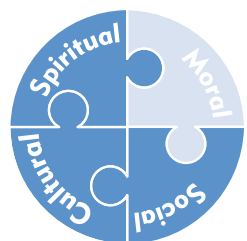


Spring 2 - Foundation 2 - Easter - Lesson 5: Easter cont. (A Christian Celebration)

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)		D5(d)		D4(a)		D5(c)	✓	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(d)	✓	1		1	1	1	1	1	1	1
D5(a)	✓	D5(f)	✓	D4(c)		D5(d)	✓	2		2	2	2	2	2	2	2
D5(b)	✓	D6(a)	✓	D4(d)		D5(e)	✓	3		3			3	3	3	3
D5(c)	✓	D6(b)		D5(a)		D6(a)	✓	4		4					4	4

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Create own gardens using different media, make a 3D model using a shoe box. Make tissue paper flowers. Act out the story.	Post-Its/quotes of children's comments and observations. CL	Look around your garden at or near home: what do you like/don't like about it? How could you make it somewhere you might like to go and be still? Encourage children to help with the gardening.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Make a group 3D garden model using different media. Write your own prayer for something e.g. a thank you. Sequence the pictures for the middle part of the story.	Bertie Owl 🦉 Pictures of the key features of the middle part of the story for children to sequence. Pictures of Jesus and Judas. Picture cards from last lesson. Easter story/Bible verses. - Matthew 26:36-46 - Luke 22:39-46 and - Matthew 27:11-65	Add to the story map display of last week.	Look around at the outside area. How can we turn it into a special garden like Gethsemane? Provide tools and opportunities to do some gardening. If school has a quiet garden/area, how could we make it even better?




## Spring 2 - Foundation 2 - Easter - Lesson 6: Easter cont. (A Christian Celebration)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Bertie Owl  gives the class an Easter card and he has an Easter egg, hot cross bun and Palm Cross. Use the key pictures of the story from the previous sessions and order them as a class; briefly recap what is happening in each picture.

#### Help Me Learn



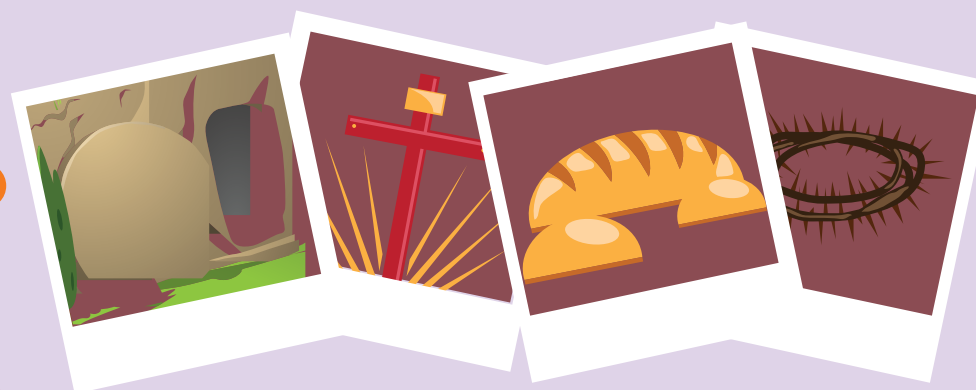
Read the next part of the story with Jesus being placed on the cross and identify the change in weather that occurs. Why do they think the weather changed? Read the remaining part of the story up to when Christians believe that Jesus came back to life and appeared to his disciples. How do you think the disciples, His friends, felt when they saw Him again?

 **Questions:** Show children the different symbols of Easter. Can they relate them to the story now? Bertie Owl asks them what these symbols represent.

#### Let's Think



Recap what miracles are (See Autumn 1 Lessons 4 and 5). What do Christians believe was the miracle of Easter? Explain that Christians believe Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.



#### Salvation:

Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.


*(from 'Understanding Christianity' (Church of England))*



Spring 2 - Foundation 2 - Easter - Lesson 6: Easter cont. (A Christian Celebration)

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning												
Self-confidence and self-awareness				People and Communities		The World				Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking				
D4(a)		D5(d)		D4(a)	✓	D5(b)		D4(a)		D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)		D5(e)		D4(b)		D5(c)	✓	D4(b)		D5(d)		1			1	1	1		1	
D5(a)		D5(f)		D4(c)		D5(d)	✓	D5(a)		D5(e)		2			2					
D5(b)		D6(a)		D4(d)		D5(e)	✓	D5(b)		D6(a)	✓				3					
D5(c)		D6(b)		D5(a)		D6(a)									4				4	

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Decorate own Easter eggs.	Post-Its/quotes of children's comments and observations. PSED, CL	Will you and your family be celebrating Easter? If so, how will you celebrate it? Will you be doing something special? Or, if you do not celebrate Easter discuss other special family celebrations. How do you celebrate and what do you do?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create an Easter garden/3D model of the Easter story. Split class up into groups and they could each take on a different part of the story. Try some chocolate and hot cross buns and think about what they represent. Order the pictures for the last part of the story. Describe what is happening in them.	Bertie Owl  Pictures from previous lesson Key pictures for the ending of the story. <a href="http://www.theholidayspot.com">www.theholidayspot.com</a> Easter story. Bible verses. - Matthew 27:11-65 - Mark 16:1-19 - John 20:15-18 and - Luke 24:1-53 Symbols of Easter. Palm Cross. Easter egg. Hot Cross bun.	Add the final part of the story to the story map.	Plan and enjoy an Easter egg hunt.



## Foundation 2 (Reception)

### Summer 1

**Theme:**

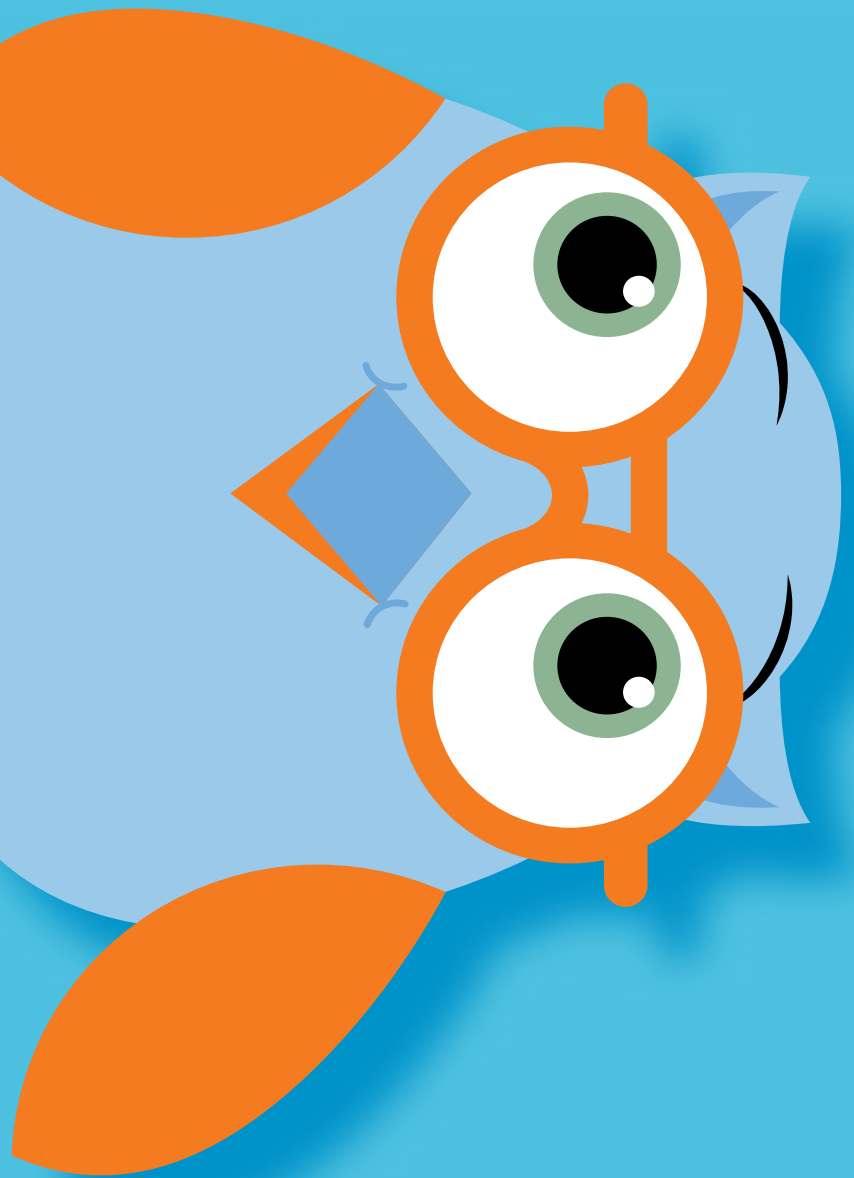
Story Time

**Key Question:**

What can we learn from stories?

**Religions:**

Christianity, Hinduism, Islam,  
Sikhism





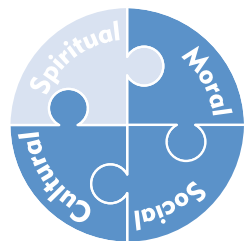


## Overview Year F2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Incarnation</p>	<p><b>Theme:</b> Celebrations</p> <p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Hinduism</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> What is Easter?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Salvation</p>	<p><b>Theme:</b> Story Time</p> <p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme:</b> Special Places</p> <p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p>







## Summer 1 - Foundation 2 - Story Time - Lesson 1: The Boy Who Cried Wolf (An Aesop Fable)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Bertie Owl 🦉 has a plate of biscuits and gives them to the teacher who asks another adult (need to be prepared beforehand) to look after them. Adult keeps telling lead adult that they have fallen on the floor (even when they haven't). Lead adult keeps rushing over to help pick them up to find that it wasn't true. Repeat this a couple of times. Finally, actually drop biscuits on the floor; but lead adult doesn't believe and won't go to help. Why did Mr/Mrs... not help?

#### Help Me Learn



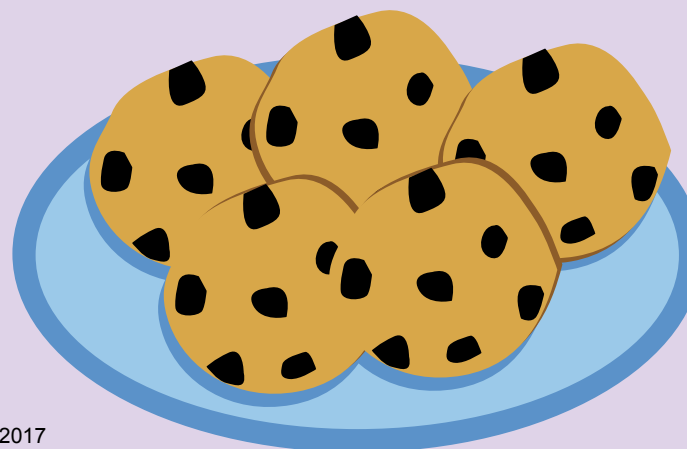
Tell the story of the boy who cried wolf. Then ask the children to help you act it out using the masks.

🦉 **Questions:** How did the villagers feel at the beginning? Why did the boy tell lies? How did the boy/villagers feel at the end of the story?

#### Let's Think



What did the shepherd learn from his experience? Have you ever not told the truth? Why is it best to always be honest? Play pass the button game.






## Summer 1 - Foundation 2 - Story Time - Lesson 1: The Boy Who Cried Wolf (An Aesop Fable)

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)		D5(d)		D4(a)	✓	D5(c)	✓	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(e)	✓	D4(b)		D5(d)		1		1	1	1		1	1	
D5(a)	✓	D5(f)	✓	D4(c)	✓	D5(e)		2		2	2	2		2		
D5(b)	✓	D6(a)	✓	D4(d)		D6(a)					3			3		
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)					4				4	

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
See outside learning.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD M CL PD UW	Encourage home to read/discuss the story of 'The Boy Who Cried Wolf' Can the children discuss what the moral/lesson of the story is?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Play a game of Chinese Whispers. Talk about how messages can be mixed up and how important it is to make sure that you always tell the truth.	Bertie Owl  'The Boy Who Cried Wolf', Aesop's fable. Shepherd boy, wolf, sheep masks. Biscuits, plate. Pass the button game explanation.	Print out 'The Boy Who Cried Wolf' story to build up a book of morals and lessons over the next 6 weeks of this unit. Make it freely available in the book corner.	Provide the necessary resources to play pass the button game.



## Summer 1 - Foundation 1/2 - Story Time - Lesson 1: Pass the button game

### **An old game that can be used to teach honesty in a fun way.**

An adult should choose one child to be 'it' while the other children gather in a circle. The person who is 'it' closes her eyes. A button, or other small object, is passed from person to person until an amount of time passes. The adult could set a timer or play some music for the button passing time. When the person who is 'it' opens her eyes the group says "Button, button, who's got the button?" while they are all pretending to hide the button in their hands. The person who is 'it' will then guess a person. The person with the button can take a turn to be 'it' next. While this game seems like simple fun, there's a desire for some children to lie when they hold the button and the person who is 'it' guesses their name. It feels like they're getting caught even though it's just fun. Adults can discuss why everyone needs to tell the truth, and how that keeps the game fun for everyone.





## Summer 1 - Foundation 2 - Story Time - Lesson 2: The Crocodile and The Priest (A Sikh Story)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Play Mr Crocodile game. What do you know about crocodiles - discuss.

#### Help Me Learn




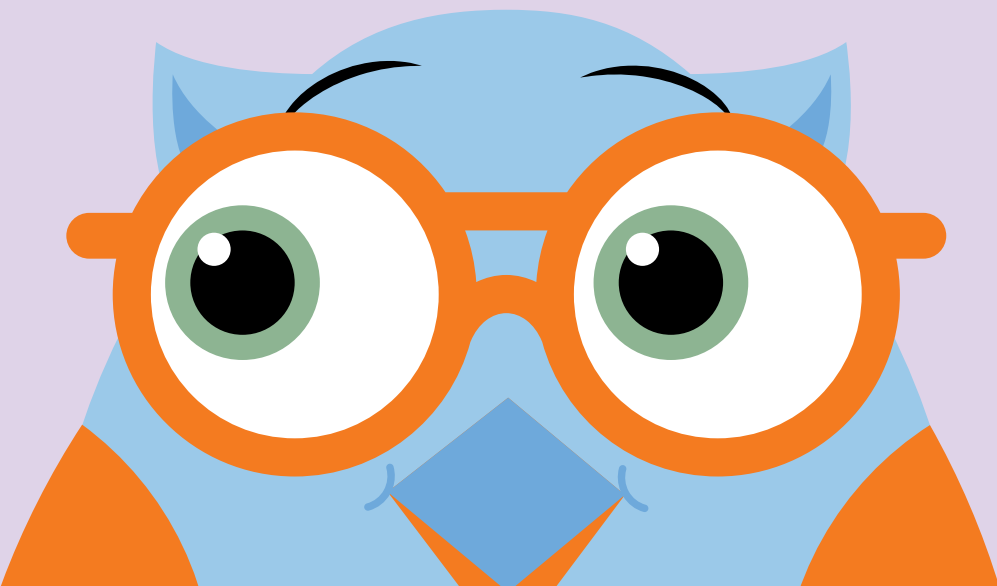
We have just played a game about crocodiles and now there is a story with a lesson in it. Tell the story of The Crocodile and the Priest. Allow opportunity for stopping and talking. Explain what the term equal means. Question and answer opportunities.

 **Questions:** How did the Crocodile feel when the priest treated him that way? Has anyone ever told you that you are not good at something? How did it feel? What was the moral in the story?

#### Let's Think



Sikhs believe people should not think they are better than other people, because everyone is special and important, but be the best person they can be. What encouraging things can we say to each other to make each other feel happy? Make a list that can be used by the class. Share the list with Bertie Owl. 






Summer 1 - Foundation 2 - Story Time - Lesson 2: The Crocodile and The Priest (A Sikh Story)

Early Learning Goal: personal, social and emotional development	Early Learning Goal: Understanding the World						Characteristics of Effective Learning								
Self-confidence and self-awareness	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)	D5(d)	D4(b)	D5(b)	D4(a)	D5(c)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things	
D4(a)		D5(d)		D4(a)		1		1	1	1	1	1	1	1	
D4(b)	✓	D5(e)	✓	D4(b)		2		2	2			2	2		
D5(a)	✓	D5(f)	✓	D4(c)	✓	3		3				3	3		
D5(b)	✓	D6(a)	✓	D4(d)		4		4					4		
D5(c)	✓	D6(b)		D5(a)											
				D5(b)											
				D6(a)	✓										
				D6(a)											

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Adults to observe and celebrate when children praise and encourage each other.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW L	Can the children and families think of any words that of encouragement that they can use at home?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
When children encourage each other, celebrate this with praise.	Bertie Owl  The Crocodile and the Priest story Crocodile game instructions	Print out the Crocodile and the Priest story to build up a book of morals and lessons over the next few weeks of this unit. Make it freely available in the book corner.	Mr Crocodile game (attached). Do the children encourage and praise each other when they play outside?





## Summer 1 - Foundation 1/2 - Story Time - Lesson 2: The Crocodile and The Priest (A Sikh Story)

**Once there was a crocodile. Every morning this crocodile did something that crocodiles don't normally do. He would get up before the sun rose. He faithfully practiced his sadhana. Do you know what sadhana is?**

Sadhana is a Sikh's spiritual practice. It means when you do something every day to remember God, like praying or meditating.

This crocodile was very wise and he knew that before the sun rises is the best time to meditate on God. So very, very early every morning he would take a long swim to fully exercise his body and then, with all his heart, chant and pray to God. He started each and every day with sadhana; after sadhana he would eat a healthy meal that gave him energy for the whole day. One morning a famous priest came by.

The priest saw the crocodile doing his sadhana and asked the crocodile, "Oh Crocodile... What are you doing? You are an animal, but you chant and pray every day. Why? What is the point?"

The Crocodile replied "Yes, I am an animal... but... I wish to feel God; that is why I practise sadhana every day."

"Well, it won't work" replied the priest.

"Why not?" asked the Crocodile.

The priest answered "You can't feel God. You are only a crocodile. You have to wait to be reborn in a human body!"

The Crocodile boldly replied, "Wow.... I think you are a fool. You look like a priest, but you don't even know the most basic things. The same God who created you, also created me." The priest was surprised to hear how wise the crocodile was. The crocodile continued. "If I meditate and remember God every day, I have a great chance of experiencing God; but if you do not do any sadhana then you have no chance at all. In fact, in your next life YOU will become a crocodile!" The Priest answered "Me? A crocodile? Where did you get such a silly idea?" Suddenly, poof. The priest turned into a crocodile right on the spot. Now there were two crocodiles sitting side by side. The crocodile asked the priest "So, now how do you feel?"

The priest was confused and answered "How did you know that I would turn into a crocodile?"

It turns out that the crocodile truly was wise. The Crocodile answered, "It is because I am a crocodile who lives in a sacred way, while you look like a priest but behave like a crocodile." See, the priest thought he was better than the crocodile, but Sikhs believe everyone is created by the same God. Whatever you are, never think that you are better than others, just live your life the very best you can. That's why Guru Nanak said: **"Truth is high, but higher is living the truth."**

**Please Mr Crocodile game Children chant "Please Mr Crocodile, can we cross the water, to see your lovely daughter, floating on the water, like a cup and saucer?" The crocodile then answers "Only if you are wearing... (Blue/green etc) The children then take a step forward. (Think: What's the time Mr Wolf?)"**





## Summer 1 - Foundation 2 - Story Time - Lesson 3: Bilal and the Beautiful Butterfly (A Muslim Story)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Recap the life-cycle of a butterfly from Spring 2, Lesson 2 with the class. Talk about the changes that take place. Children to act out each stage. Egg - curl in a ball. Caterpillar - crawling around the floor. Cocoon - sleeping. Butterfly - floating around room. Group could be split in half so children have the opportunity to be a performer and a member of the audience. Play the Butterfly game.

#### Help Me Learn



Now tell the story of 'Bilal and the Beautiful Butterfly' Muslims believe Allah created beautiful butterflies and lots of other beautiful animals and places. Muslims believe they should praise Allah for the beautiful world He has created. What do you think is beautiful and special?

 **Questions:** What is the moral in the story?

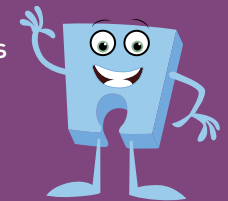
#### Let's Think



The butterfly mentioned about all the beautiful things in the world. Can you think of any beautiful things that are around us. Pass an object round the circle for children to have the opportunity to share their ideas. Afterwards, if possible, play Louis Armstrong song - 'What a Wonderful World'.



Jigsaw Jenie can be the talking object in your circle if you are using Jigsaw, the mindful approach to PSHE, resource. The 'Changing Me' Puzzle in Jigsaw has life cycle pictures.



[www.jigsawpshe.com](http://www.jigsawpshe.com)




Summer 1 - Foundation 2 - Story Time - Lesson 3: Bilal and the Beautiful Butterfly (A Muslim Story)

Early Learning Goal: personal, social and emotional development	Early Learning Goal: Understanding the World						Characteristics of Effective Learning								
Self-confidence and self-awareness	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a) D5(d)	D4(a)	D5(b)	D5(d)	D4(a)	D5(c)	D5(d)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b) ✓ D5(e) ✓	D4(b)	D5(c)	D5(e)	D4(b)	D5(c)	D5(d)	1			1	1	1	1	1	
D5(a) ✓ D5(f) ✓	D4(c)	D5(d) ✓	D5(f)	D5(a)	D5(d)	D5(e) ✓	2			2	2	2			
D5(b) ✓ D6(a) ✓	D4(d) ✓	D5(e)	D6(a)	D5(b)	D5(e)	D6(a) ✓				3	3				
D5(c) ✓ D6(b)	D5(a)	D6(a)	D6(b)				4			4	4				

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Folded butterfly shapes and paint for children to explore making symmetrical patterns on the wings.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW L	Art activity - make your own butterfly. Can you make its wings symmetrical?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Teach the children how to play the Butterfly game (Page 125).	Bertie Owl  'Bilal and the Beautiful Butterfly' story.. Song - What a Wonderful World by Louis Armstrong. Butterfly game with instructions.	Print out the Bilal and the Beautiful Butterfly story to build up a book of morals and lessons over the next few weeks of this unit. Make it freely available in the book corner. Also see Home-learning/family links.	Provide resources for children to organise and play the Butterfly game independently (attached).

## Summer 1 - Foundation 1/2 - Story Time - Lesson 3: Bilal and the Beautiful Butterfly (A Muslim Story)

### At the weekend, Bilal went to visit his grandfather.

The two days passed very quickly, and, before Bilal knew it, his father had arrived to take him home. He said goodbye to his grandfather and went to sit in the car. He was looking out of the window as he waited for his father to collect his things. A butterfly sitting on a flower a short distance away fluttered its wings and flew to the car window.

“You’re going home, aren’t you, Bilal?” asked the butterfly in a tiny voice. Bilal was astonished. “Do you know me?” he asked. “Of course I do,” smiled the butterfly. “I’ve heard your grandfather telling the neighbours about you.” “Why didn’t you come and talk to me before?” Bilal enquired. “I couldn’t, because I was in a cocoon up a tree in the garden,” explained the butterfly. “A cocoon? What’s that?” asked Bilal, who was always a curious boy. “Let me explain from the beginning,” said the butterfly as it took a deep breath. “We butterflies hatch out of the egg as tiny caterpillars. We feed ourselves by nibbling leaves. Later we use a liquid which comes out of our bodies like thread and wrap ourselves up in it. That little package we weave is called a cocoon. We spend a while inside that package as we wait to grow. When we wake up and come out of the cocoon we have brightly coloured wings. We spend the rest of our lives flying and feeding ourselves from flowers.”

Bilal nodded thoughtfully. “You mean all those colourful butterflies were once caterpillars before they grew wings?” “Can you see the green caterpillar on that branch?” asked the butterfly. “Yes, I see it. It’s nibbling away hungrily at a leaf.” “That’s my little brother,” smiled the caterpillar. “In a while he’ll weave a cocoon too, and one day he’ll be a butterfly like me.” Bilal had lots of questions to ask his new friend. “How do you plan this change? I mean, when do you come out of the egg, how long do you stay as a caterpillar and how do you make the thread to weave your cocoons?” “I don’t plan any of it at all,” explained the butterfly patiently. “Allah has taught us what we need to do and when we need to do it. We just act in the way our Lord wills.”

Bilal was really impressed. “The patterns on your wings are wonderful. And all butterflies have different patterns, don’t they? They are really colourful and eye-catching!”

*Everything in the heavens and the earth glorifies Allah... (Surat al-Hadid, 1).*

*Do you not see that Allah sends down water from the sky and by it we bring forth fruits of varying colours? And in the mountains there are streaks of white and red, of varying shades, and rocks of deep jet black. And mankind and beasts and livestock are likewise of varying colours. Only those of His servants with knowledge have fear of Allah. Allah is Almighty, Ever-Forgiving. (Surah Fatir: 27-28).*

“That’s a proof of Allah’s incomparable artistry. He created us one by one in the most beautiful way possible,” explained his friend. Bilal agreed enthusiastically: “It’s impossible not to see the beautiful things Allah has created. There are hundreds of examples all round us!” The butterfly agreed: “You’re right Bilal. We need to give thanks to Allah for all these blessings.” Bilal looked over his shoulder: “My father’s coming. It looks like we’re about to set off. It was really great to meet you. Can we talk again when I come next week?” “Of course,” nodded the butterfly. “Have a safe journey home.”

**Butterfly game** - Create large daisy-shape flowers with a circle in the middle large enough to write one letter/word/number on each flower. Hang the flowers on the wall with double-sided tape. Have a butterfly relay race; the children are the butterflies. One child from each team flies to the flowers to get some nectar. When they get to the flower they use their arm as the butterfly’s tongue and unroll it from under their chin, (butterflies keep their tongue rolled up except when eating). Have the child identify the letter/word/number/calculation and fly back to tag the next butterfly in, and so on. The first team that finishes is the winner.






Foundation 2 - Story Time - Lesson 4: The Gold-Giving Serpent

Foundation 2  
Teaching and  
Learning Activities  
(length 15 mins max)

Interest Me




Read out some of the snake facts (attached). DON'T give away what creature you are describing. See if children can identify that the facts are about snakes. Bertie Owl  pretends to be frightened of snakes.

Help Me Learn



Show children a map of the world - identify the UK and India. Now tell the story of 'The Gold-Giving Serpent' (attached). Act out the giving of milk and getting a gold coin back.

 **Questions:** How would you feel if a snake left you a gold coin? What was the moral in the story? How would Bertie feel?

Let's Think



What SHOULD the son have done? What did he do wrong? Hot-seating, encourage children to ask the farmer, son and snake questions about why they behaved the way they did. Discuss being greedy/grateful. How should we behave?






Foundation 2 - Story Time - Lesson 4: The Gold-Giving Serpent

Early Learning Goal: personal, social and emotional development	Early Learning Goal: Understanding the World						Characteristics of Effective Learning									
Self-confidence and self-awareness	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking			
D4(a)	D5(d)	D4(b)	D5(b)	D4(a)	D5(c)	D4(b)	D5(d)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)		D5(c)	✓	1			1			1	1	
D4(b)	✓	D5(e)	✓	D4(b)		D5(d)		2			2			2	2	
D5(a)	✓	D5(f)	✓	D4(c)		D5(e)		3			3			3	3	
D5(b)	✓	D6(a)	✓	D4(d)		D5(e)	✓	4			4				4	
D5(c)	✓	D6(b)		D5(a)		D6(a)	✓									

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Snakes and ladders games made available for independent use. Create spiral snakes. Then use them as wind spinners for outside learning.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW L	Find out some facts about India and bring to school to share.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Opportunities for children to share. When children share, praise and celebrate. Make spiral snakes.	Bertie Owl  'The Gold-Giving Serpent' story (attached). Snake facts (attached). Pictures of farmer and a snake. Snake game instructions. Bowls of milk and gold coins.	Print out the 'The Gold-Giving Serpent' story to build up a book of morals and lessons over the next few weeks of this unit. Make it freely available in the book corner. Also see Home-learning/family links.	Play the Snake game (attached). Provide and encourage opportunities to share.



## Foundation 1 - Story Time - Lesson 4: The Gold-Giving Serpent (snake). The Gold-Giving Serpent (An Indian Fairytale)

**In a certain place there lived a Brahmin named Haridatta.** He was a farmer, who worked hard but was still very poor. One day, at the end of the hot day, the Brahmin, overcome by the heat, lay down under the shadow of a tree to have a doze. Suddenly he saw a great hooded snake creeping out of an ant-hill near at hand. So he thought to himself, "Surely this is the guardian deity (god) of the field, and I have never worshipped it; that's why my farming is not working, I will at once go and pay my respects to it." When he had made up his mind, he got some milk, poured it into a bowl, and went to the ant-hill, and said aloud: "O Guardian of this Field, all this while I did not know that you lived here. That is why I have not yet paid my respects to you; pray forgive me." And he laid down the milk and went to his house. Next morning he came and looked, and saw a gold denar (coin) in the bowl. From that time onward every day the same thing occurred: he gave milk to the serpent and found a gold denar.

One day the Brahmin had to go to the village, so he ordered his son to take the milk to the ant-hill. The son brought the milk, put it down, and went back home. Next day he went again and found a denar, so he thought to himself; "This ant-hill is surely full of golden denars; I'll kill the snake, and take them all for myself." So next day, while he was giving the milk to the snake, the Brahmin's son struck it on the head with a cudgel (heavy stick). Luckily, the snake did not die, but it was so angry that it bit the Brahmin's son with its sharp fangs, and he fell down dead at once. Two days later his father came back, and when he learnt his son's fate he grieved and mourned. But after a time, he took the bowl of milk, went to the ant-hill, and praised the serpent with a loud voice.

After a long, long time the serpent appeared, but only with its head out of the opening of the ant-hill, and spoke to the Brahmin: "It is greed that brings you here, and makes you even forget the loss of your son. From this time forward friendship between us is impossible. Your son struck me in youthful ignorance, and I have bitten him to death. How can I forget the blow with the cudgel? And how can you forget the pain and grief at the loss of your son?" So speaking, it gave the Brahmin a costly pearl and disappeared. But before it went away it said: "Come back no more." The Brahmin took the pearl, and went back home, cursing the foolishness of his son.

**Snake game: With hands on each others shoulders, children move around the environment in a twisty, turny way, hissing like snakes.**



## Foundation 2 - Story Time - Lesson 4: Snake Facts

- **Snakes are carnivores (meat eaters).**
- **Snakes don't have eyelids.**
- **Snakes can't bite food so have to swallow it whole.**
- **Snakes have flexible jaws which allow them to eat prey bigger than their head!**
- **Snakes are found on every continent of the world except Antarctica.**
- **Snakes have internal ears but not external ones.**
- **Snakes used in snake-charming performances respond to movement, not sound.**
- **There are around 3000 different species of snake.**
- **Snakes have a unique anatomy which allows them to swallow and digest large prey.**
- **Snakes are covered in scales.**
- **Snakeskin is smooth and dry.**
- **Snakes shed their skin a number of times a year in a process that usually lasts a few days.**
- **Some species of snake, such as cobras and black mambas, use venom to hunt and kill their prey. Read more venomous snake facts.**
- **Snakes smell with their tongue.**
- **Pythons kill their prey by tightly wrapping around it and suffocating it, in a process called constriction.**
- **Some sea snakes can breathe partially through their skin, allowing for longer dives underwater.**
- **Anacondas are large, non-venomous snakes found in South America that can reach over five m (16 ft) in length.**
- **Reticulated pythons can grow over 8.7 m (28 ft) in length and are considered the longest snakes in the world.**




## Summer 1 - Foundation 2 - Story Time - Lesson 5: Best Friends (A Story from Asia)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)


#### Interest Me



What is the difference between Bertie Owl  and an elephant? Have an assortment of non-fiction books about elephants. Children to look at in small groups and find their favourite page and explain why. What do they already know about elephants? Explain that today's story with a lesson is about an elephant and what it needs to be happy. Act out Elephant rhyme (attached).

#### Help Me Learn

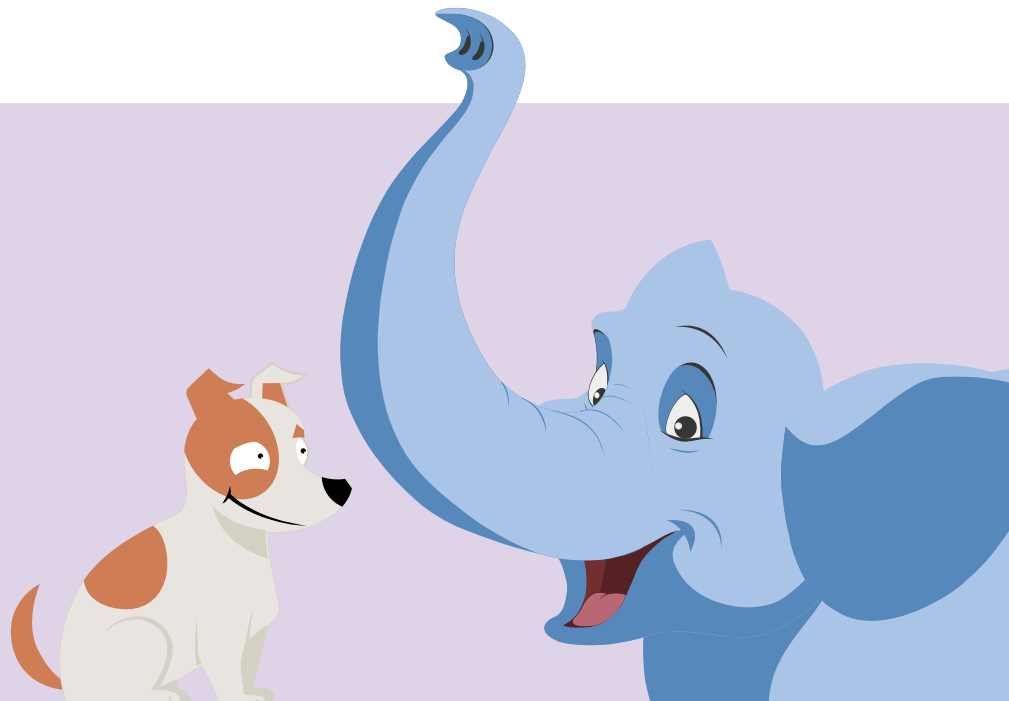


Tell the story of 'Best Friends' (attached). Use the pictures to introduce the two main characters.  
 **Questions:** How would you feel if a friend went away? What was the moral in the story?

#### Let's Think



What could you do if your friend went away and you missed them? Share ideas together. What makes someone a good friend? Use ideas to make a class list. Do you think you are a good friend? Why?





Summer 1 - Foundation 2 - Story Time - Lesson 5: Best Friends (A Story from Asia)

Early Learning Goal: personal, social and emotional development	Early Learning Goal: Understanding the World						Characteristics of Effective Learning															
Self-confidence and self-awareness	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking									
D4(a)	D5(d)	D5(e)	D5(f)	D4(a)	D5(c)	D4(b)	D5(d)	D4(c)	D5(d)	D5(a)	D5(e)	D4(d)	D5(e)	D5(b)	D6(a)	D5(a)	D6(a)	D6(b)	D6(c)	D6(d)	D6(e)	D6(f)
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D4(b)	D5(d)	D5(e)	D5(f)	D4(b)	D5(c)	D4(c)	D5(d)	D5(a)	D5(e)	D4(d)	D5(e)	D5(b)	D6(a)	D5(a)	D6(a)	D5(a)	D6(a)	D6(b)	D6(c)	D6(d)	D6(e)	D6(f)
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D5(b)	D5(d)	D5(e)	D5(f)	D5(b)	D5(c)	D5(a)	D5(d)	D5(a)	D5(e)	D5(b)	D5(e)	D6(a)	D6(a)	D5(a)	D6(a)	D5(a)	D6(a)	D6(b)	D6(c)	D6(d)	D6(e)	D6(f)
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D5(c)	D5(d)	D5(e)	D5(f)	D5(c)	D5(c)	D5(a)	D5(d)	D5(a)	D5(e)	D5(b)	D5(e)	D6(a)	D6(a)	D5(a)	D6(a)	D5(a)	D6(a)	D6(b)	D6(c)	D6(d)	D6(e)	D6(f)
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Any activities that encourage co-operation.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW L PSED	Talk about friendship. Ask about friends of the parents and carers. When did they become friends and why? Children to then talk about their own friends and why they like them. Would they be friends with someone who didn't treat them nicely?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Write rules about how to be a good friend. Praise and celebrate when children work co-operatively.	Bertie Owl 🦉 Best Friends story. Pictures of an elephant and a dog. Books about elephants.	Print out the Best Friends story to build up a book of morals and lessons over the remaining weeks of this unit. Make it freely available in the book corner. Also see Home-learning/family links.	Encourage the building of friendships through cooperative play.



## Summer 1 - Foundation 1/2 - Story Time - Lesson 5: Best Friends (A Story from Asia)

### **An Elephant Rhyme**

An Elephant walks like this like that, (walk with straight legs rocking from side to side)

He is terribly tall (stretch up high)

And terribly fat (arms out wide)

He has no fingers (wiggle fingers)

He has no toes (point to toes)

But goodness gracious (hands on cheeks)

What a big nose! (arm to become the trunk)



## Summer 1 - Foundation 1/2 - Story Time - Lesson 5: Best Friends (A Story from Asia)

**Before the time of this story**, people in Asia used to say that there would never be a time when an elephant and a dog would be friends. Elephants simply did not like dogs, and dogs were afraid of elephants. When dogs are frightened by those who are bigger than they are, they often bark very loudly, to cover up their fear. When dogs used to do this when they saw elephants, the elephants would get annoyed and chase them. Elephants had no patience at all when it came to dogs. Even if a dog were quiet and still, any nearby elephant would automatically attack him. This is why everybody agreed that elephants and dogs were 'natural enemies', just like lions and tigers, or cats and mice.

Once upon a time, there was a royal bull elephant, who was very well fed and cared for. In the neighbourhood of the elephant shed, there was a scrawny, poorly-fed, stray dog; he was attracted by the smell of the rich sweet rice being fed to the royal elephant. So, he began sneaking into the shed and eating the wonderful rice that fell from the elephant's mouth. He liked it so much, that soon he would eat nowhere else. While enjoying his food, the big mighty elephant did not notice the tiny, shy, stray dog. By eating such rich food, the once-underfed dog gradually got bigger and stronger, and became very handsome-looking. The good-natured elephant began to notice him. Since the dog had become used to being around the elephant, he had lost his fear, so he did not bark at him. Because he was not annoyed by the friendly dog, the elephant gradually got used to him. Slowly they became friendlier and friendlier with each other. Before long, neither would eat without the other, and they enjoyed spending their time together. When they played, the dog would grab the elephant's heavy trunk, and the elephant would swing him forward and backward, from side to side, up and down, and even in circles! So it was that they became 'best friends', and wanted never to be separated.

Then one day a man from a remote village, who was visiting the city, passed by the elephant shed. He saw the frisky dog, who had become strong and beautiful. He bought him from the mahout (the elephant keeper), and he took him back to his home village, without anyone knowing where that was. Of course, the royal bull elephant became very sad, since he missed his best friend the dog. He became so sad that he didn't want to do anything, not even eat or drink or bathe. So the mahout had to report this to the king, although he said nothing about selling the friendly dog.

It just so happened that the king had an intelligent minister who was known for his understanding of animals. So he told him to go and find out the reason for the elephant's condition. The wise minister went to the elephant shed. He saw at once that the royal bull elephant was very sad. He thought, "This once happy elephant does not appear to be sick in any way. But I have seen this condition before, in men and animals alike. This elephant is grief-stricken, probably due to the loss of a very dear friend." Then he said to the guards and attendants, "I find no sickness. He seems to be grief-stricken due to the loss of a friend. Do you know if this elephant had a very close friendship with anyone?" "They told him how the royal elephant and the stray dog were best friends. "What happened to this stray dog?" asked the minister. "He was taken by an unknown man," they replied, "and we do not know where he is now."

The minister returned to the king and said, "Your majesty, I am happy to say your elephant is not sick. As strange as it may sound, he became best friends with a stray dog! Since the dog has been taken away, the elephant is grief-stricken and does not feel like eating or drinking or bathing. This is my opinion." The king said, "Friendship is one of life's most wonderful things. My minister, how can we bring back my elephant's friend and make him happy again?" "My lord," replied the minister, "I suggest you make an official announcement, that whoever has the dog who used to live at the royal elephant shed, will be fined."

This was done, and when the villager heard of it, he released the dog from his house. The dog was filled with great happiness and ran as fast as he could, straight back to his best friend, the royal bull elephant. The elephant was so overjoyed, that he picked up his friend with his trunk and sat him on top of his head. The happy dog wagged his tail, while the elephant's eyes sparkled with delight. They both lived happily ever after. Meanwhile, the king was very pleased by his elephant's full recovery. He was amazed that his minister seemed to be able to read the mind of an elephant. So he rewarded him appropriately.

**The moral is: Even 'natural enemies' can become 'best friends.'**




## Summer 1 - Foundation 2 - Story Time - Lesson 6: The Lost Coin (A Christian Parable)

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Bertie Owl  has a jar of 1p coins. Show 1p coins in a jar. Ask children to estimate how many there are in there, using higher and lower terms for children to finally get the right amount. Explain that Bertie is very sad as he did have 10 but now has lost one. Can the children help him find the lost coin? Search high and low (make sure you know where it is hidden!). When found, ask the children how they think Bertie felt when it was lost and now it has been found.


#### Help Me Learn



Now tell the story Jesus told of The Lost Coin. Ask the children to come up with actions to go with the story. Provide opportunities for discussion and reflection throughout the story. Ensure the children understand the element of rejoicing and sharing the joy with others of finding the coin at the end.

#### Let's Think



 **Questions:** Why did the lady worry about just one coin when she had 9 others? What was the moral in the story? Christians believe Jesus told this story to help people understand that they believe God loves everyone and will be very happy if a person who was doing the wrong thing in their lives, changes their lives.






Summer 1 - Foundation 2 - Story Time - Lesson 6: The Lost Coin (A Christian Parable)

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World						Characteristics of Effective Learning										
Self-confidence and self-awareness				People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking				
D4(a)		D5(d)	✓	D4(a)	✓	D5(b)	✓	D4(a)	✓	D5(c)	✓	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(e)	✓	D4(b)		D5(c)	✓	D4(b)		D5(d)		1		1	1	1		1	1	1
D5(a)	✓	D5(f)	✓	D4(c)		D5(d)	✓	D5(a)		D5(e)		2		2	2	2		2		2
D5(b)	✓	D6(a)	✓	D4(d)		D5(e)		D5(b)		D6(a)	✓	3			3	3		3		
D5(c)	✓	D6(b)	✓	D5(a)		D6(a)						4			4				4	

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Encourage opportunities to play together and care for each other and our school.	Post-Its/quotes during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW L	What is precious to your family and why?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
What is precious to you and why? Children paint or draw what is precious to them and write (or adult write) down why it is precious to them. Does everyone think the same things are precious? Is that OK? Why/why not?	Bertie Owl  'The Lost Coin' story. Children's Bible - Luke 15:8-10. Ten 1p coins and a jar. Cotton wool balls and plastic spoons.	Print out the 'The Lost Coin' story to build up a book of morals and lessons. Make it freely available in the book corner.	As Child-initiated.





## Summer 1 - Foundation 2 - Story Time - Lesson 6: The Lost Coin (A Christian Parable)

**Jesus often taught his disciples things about God by telling them stories about things that happen every day. These stories are called parables.**

### **Parable of the Lost Coin**

There was a lady who had 10 silver coins that she had saved up and it was all of her money in the world. One day the lady realised she had lost one of her precious coins. Sweep, sweep! She lit the lamps and looked everywhere - under the bed, in the cupboards - she kept on looking and she did not give up.

Finally she found the coin which had rolled away. She was so excited to have found it again that she told all her friends about it and celebrated with them.

Jesus wanted people to learn that to God, everyone is precious and He cares if people become lost and is very happy when they are reunited with Him. This is what Christians believe..





## Foundation 2 (Reception)

### Summer 2

**Theme:**

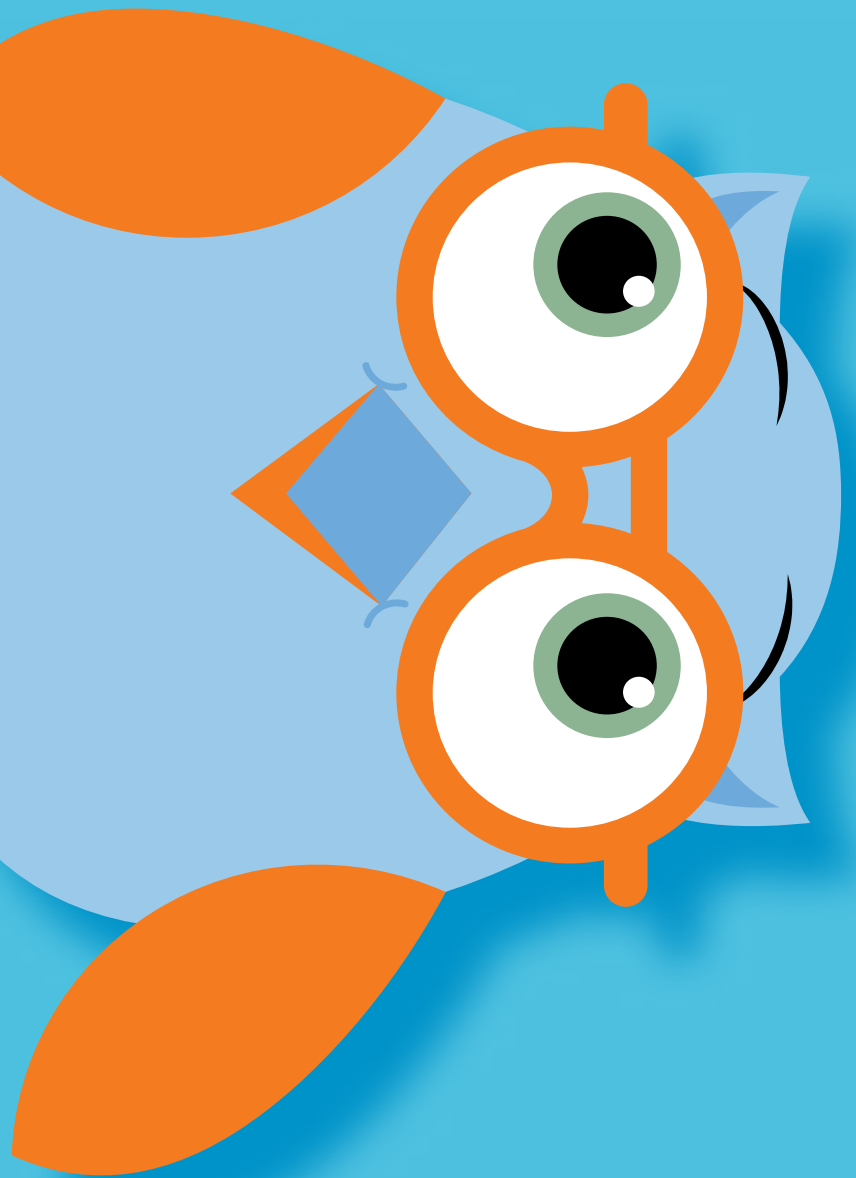
Special Places

**Key Question:**

What makes places special?

**Religions:**

Christianity, Islam, Judaism



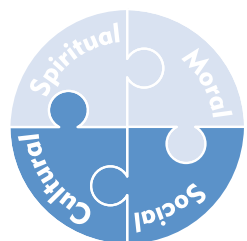


## Overview Year F2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Incarnation</p>	<p><b>Theme:</b> Celebrations</p> <p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Hinduism</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> What is Easter?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Salvation</p>	<p><b>Theme:</b> Story Time</p> <p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme:</b> Special Places</p> <p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p>







## Summer 2 - Foundation 2 - Special Places - Lesson 1: Homes around the world

### Foundation 2 Teaching and Learning Activities (length 15 mins max) In small groups

#### Interest Me



Split children into small groups and give each group a toy and different building material e.g. Lego, wooden blocks, empty boxes, material. Set them a challenge to build their toy a home by working as a team. Give children a five minute time limit. One group could have Bertie Owl. 🦉

#### Help Me Learn



After five minutes bring the children to the carpet, then as a class, look at the different homes that have been made. What do the children like about them? Is there anything the children think can be improved.

🦉 **Questions:** What does a home need? What makes homes special?

#### Let's Think



Bring the children back to the carpet and show them the pictures of different homes from around the world. What can you see that is the same as/different to your own home? Does everyone live in the same type of home? Why/why not? Is this OK? Share ideas together.






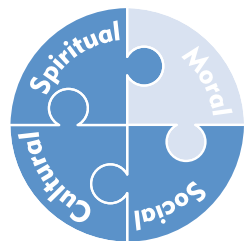
Summer 2 - Foundation 2 - Special Places - Lesson 1: Homes around the world

Early Learning Goal: personal, social and emotional development Self-confidence and self-awareness	Early Learning Goal: Understanding the World						Characteristics of Effective Learning									
	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking			
D4(a)		D5(d)		D4(a)		D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(d)		1	1	1	1	1	1	1	1	1
D5(a)	✓	D5(f)	✓	D4(c)		D5(e)		2	2	2	2	2	2	2	2	2
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)	✓	3	3	3	3	3	3	3	3	3
D5(c)	✓	D6(b)		D4(a)		D5(c)		4	4	4	4				4	4
				D4(b)	✓	D5(d)										
				D4(c)		D5(e)	✓									
				D4(d)	✓	D5(e)	✓									
				D5(a)		D6(a)										

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Provide junk modelling to make a home. Use Lego/wooden bricks to create homes for teddies. Pictures of different homes to colour in and cut out or collage/paint. Role-play - home corner.	Post-Its/quotes of children's comments and ideas. Take photographs of children building houses. PSED, CL, EAD, PD	Draw a picture of your own home and write a sentence to describe what you like best about it.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Design your own home, plan and make using a variety of materials, can be done as a team exercise or individually. Could be 2D or 3D. Create a mood board with pictures of different houses. Write labels/sentences to go with the pictures.	Bertie Owl  Toys. 2 or 3D different building materials - Lego, wooden blocks, etc. Pictures of homes from around the world.	Photographs of team working. Children's designs and model houses.	Provide materials to build dens. Encourage use of planning, trial and error.





## Summer 2 - Foundation 2 - Special Places - Lesson 2: Homes around the world cont.

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Split children into small groups and give each group a toy and different building material e.g. Lego, wooden blocks, empty boxes, material. Set them a challenge to build their toy a special **room** by working as a team. Give children a five minute time limit. One group could have Bertie Owl. 🦉

#### Help Me Learn



After five minutes bring the children to the carpet, then as a class, look at the different special rooms that have been made. What do the children like about them? Is there anything the children think can be improved?  
🦉 **Questions:** How are the rooms the same or different? Why are they special for the toys?

#### Let's Think



Show the children the pictures of the different styles of rooms from around the world. These could include homes and places of worship. These are all special to people. Can you think of why each one might be special and to who?






Summer 2 - Foundation 2 - Special Places - Lesson 2: Homes around the world cont.

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)	D5(d)	D5(e)	D5(f)	D4(a)	D5(b)	D4(a)	D5(c)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)	✓	D5(b)		1	1	1	1	1	1	1	1	1
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(c)		2	2	2	2	2	2	2	2	2
D5(a)	✓	D5(f)	✓	D4(c)		D5(d)	✓	3	3	3	3	3	3	3	3	3
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)	✓	4	4	4	4				4	4
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)										

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Junk modelling - range of building resources to build homes. Role-play - home corner.	Post-Its/quotes of children's comments and ideas. Take photographs of children building houses. PSED, CL, EAD, PD	Design and label a new room for your home.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Using an empty box, design and make your own bedroom. You could use any available materials. Use a display board and work in small teams to design a room, think about colours and textures. Design a new room for the school.	Bertie Owl  Teddies. Different building materials. Pictures of different rooms and special buildings.	Children's work from adult-led and independent activities. Homework. Large room design across a display board.	Build a room/den - encourage planning and revising of planning.



## Summer 2 - Foundation 2 - Special Places - Lesson 3: Our world

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me



Ask children where they think Bertie Owl's special place is and why it is special to him. 🦉 Bertie Owls asks, where is a special place for you? Share ideas. Why is it special?

#### Help Me Learn



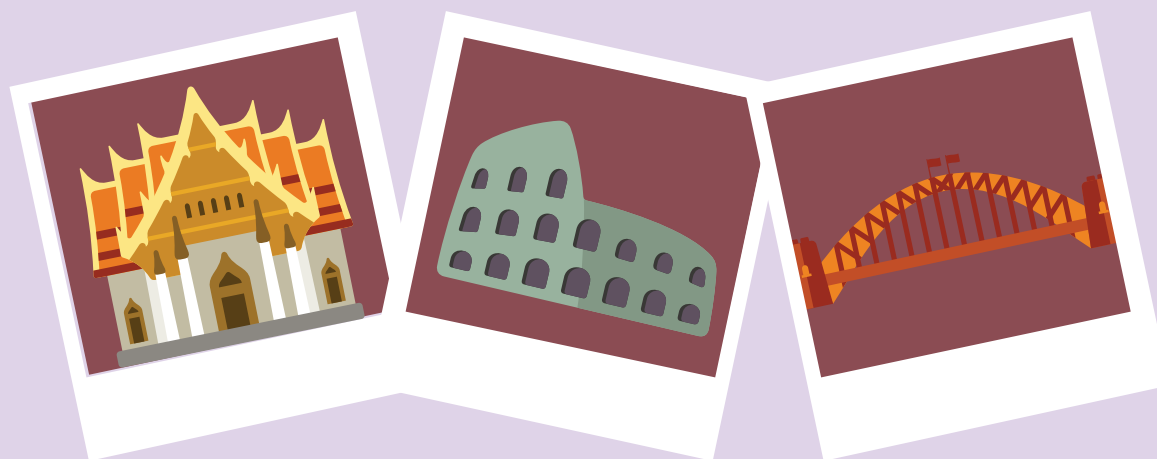
Split the children into small groups and give each one a photograph of an iconic place. In their groups, children are to look at the picture and talk about what might make this place special: who would visit it and why?

Repeat with a different photograph. Then put the photographs around the room and ask children to go for the one they like the best and discuss why they like it as a group. Ask some children to share the group ideas.

#### Let's Think



If you would like to, tell a partner about your special place and explain why it is special to you. Is school a special place?






Summer 2 - Foundation 2 - Special Places - Lesson 3: Our world

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)	D5(d)	D4(b)	D5(e)	D4(a)	D5(c)	D4(b)	D5(d)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)	D5(d)	D4(b)	D5(e)	D4(a)	D5(c)	D4(b)	D5(d)	1	1	1	1	1	1	1	1	1
D4(b)	D5(e)	D4(c)	D5(f)	D4(c)	D5(d)	D4(d)	D5(e)	2	2	2	2	2	2	2	2	2
D5(a)	D5(f)	D5(b)	D6(a)	D5(b)	D5(e)	D5(a)	D5(e)	3	3	3	3	3	3	3	3	3
D5(b)	D6(a)	D5(c)	D6(b)	D5(c)	D6(a)	D5(b)	D6(a)	4	4	4	4				4	4

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Role play opportunities to pretend to go on holiday. Scaffold children's ideas and provide relevant props, pretend food, costumes to support their play.	Post-Its/quotes of children's ideas and comments, take photographs of children taking part in imaginative play. PSED, CL	Where is your special place to go on holiday/visit? Draw, add a photograph and write about your special place.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Draw a picture or design somewhere that would be your special place, what would it be like? Draw pictures of your special place (could use different materials to create textures).	Bertie Owl  Photographs of iconic places around the world Great Barrier Reef, Grand Canyon, buildings, Leaning Tower of Pisa... Include a picture of your school.	Home learning work. Photographs of independent and child-initiated work.	Outdoor role play, create different scenarios, beach, picnic, etc. Continue den building.



## Summer 2 - Foundation 2 - Special Places - Lesson 4: Churches

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Show images of churches. What is this place? Give children two minutes to discuss any experiences of visiting a church; allow them to feed back to the class. Does anyone know who the church is special to? Explain it is a special place for Christians to feel close to Jesus and God. They worship and pray in churches.

#### Help Me Learn



Split the children into small groups. Give each group a picture from areas inside the church; can they identify what it is and what it is used for? Why is it special? Bring the children back to the carpet and feedback their ideas. Then explain what the different parts of the church are used for. Specify weddings and christenings/baptisms to support child-initiated activity. (It would be helpful to use pictures of your local church.)

 **Questions:** Have you ever been to a church? What was it for? Could Bertie Owl go to church?

#### Let's Think



Place all the pictures around the room. Provide an explanation of one of them; the children have to go to the correct picture. Take that picture away and repeat the process for all the other pictures until you are finished. Discuss - is there anyone who has been to a wedding or other ceremony in a church?





Summer 2 - Foundation 2 - Special Places - Lesson 4: Churches

Early Learning Goal: personal, social and emotional development	Early Learning Goal: Understanding the World						Characteristics of Effective Learning																													
Self-confidence and self-awareness	People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking																							
D4(a)	D5(d)	D5(e)	D5(f)	D4(a)	D5(c)	D4(b)	D5(d)	D4(c)	D5(e)	D4(d)	D5(e)	D6(a)	D6(a)	D4(a)	D5(b)	D5(c)	D6(a)	D6(b)	D6(b)	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things								
D4(a)		D5(d)	✓	D4(a)	✓	D5(c)		D4(c)		D4(d)	✓	D5(e)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(d)		D4(d)		D5(a)		D6(a)	✓	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
D5(a)	✓	D5(f)	✓	D5(a)	✓	D5(e)		D5(a)	✓	D5(b)		D6(a)	✓	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
D5(b)	✓	D6(a)	✓	D5(b)	✓	D5(e)		D5(b)		D6(a)		D6(a)	✓	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓	D5(a)	✓	D6(a)		D6(a)	✓																							

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Build a church from Lego/wooden bricks/junk modelling. Observational drawings using photographs of churches. Role play weddings and christenings. Could arrange for a visit to a church or have a vicar visit the setting.	Post-Its/quotes of children's comments and observations. PSED, CL	Have you ever visited a church? What was it for? Draw and write about your experience of a church. Or have you been part of a family occasion? Where was it? What was it and why was it so special?

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Design your own stained glass window to represent something special. Write a sentence to go with it (does not have to be linked to a church could be having a younger sibling, birthday party, etc.).	Bertie Owl Pictures of outside and inside churches and special parts within the buildings e.g. font, stained glass windows, crosses, altar. Pictures of a church close to your school.	Adult-led activity work.	Work together to construct a large church from building blocks and materials. Role play weddings and christenings.



## Summer 2 - Foundation 2 - Special Places - Lesson 5: Mosques

### Foundation 2 Teaching and Learning Activities (length 15 mins max)

#### Interest Me




Show children the picture of a mosque. Does anyone know what this building is? What do you notice? Share ideas with a talk partner. Feed back ideas to the whole class.

#### Help Me Learn



Explain to the children that this is a special place called mosque and is used by Muslims to worship and pray to Allah. Continue looking at the pictures and explain about the inside of the mosque and all the different special features and rules.

 **Questions:** What is this building? Who might use this building? Could Bertie Owl go to a mosque?

#### Let's Think



Why do you think Muslims take their shoes off when entering a mosque and wash themselves before they pray?





Summer 2 - Foundation 2 - Special Places - Lesson 5: Mosques

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World						Characteristics of Effective Learning										
Self-confidence and self-awareness				People and Communities			The World			Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking				
D4(a)		D5(d)	✓	D4(a)	✓	D5(b)	✓	D4(a)		D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(b)	✓	D5(e)	✓	D4(b)		D5(c)	✓	D4(b)	✓	D5(d)		1		1	1	1	1	1	1	1
D5(a)	✓	D5(f)	✓	D4(c)		D5(d)	✓	D5(a)	✓	D5(e)		2		2	2	2	2	2		2
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)	✓	D5(b)	✓	D6(a)	✓	3		3	3	3	3	3	3	3
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓					4		4	4				4	4

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Playdoh, clay models of mosque using pictures for guidance. Design your own prayer mat: what would you have on it? Paint or collage a prayer mat.	Post-Its/quotes of children's comments and observations. PSED, CL	Do any parents/carers have experience of a mosque? Invite them in to talk to children. Do you have a special room at home? Why is it special? What do you do in this room? Bring ideas to school to share.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Individually or in a group design your own special building. What would you have in it? What rules would you have to follow? Build the designs using shoe boxes, junk modelling etc.	Bertie Owl Pictures of outside and inside a mosque and special parts within the buildings. Explanations about the important parts of the mosque and what they are used for. Film clips of Muslims performing ritual washing before prayers and with no shoes on while praying.	Group designs and models from adult-led activity. Take photographs of children during child-initiated times and outdoor learning. See Home-learning.	Build your own version of a mosque using materials and available materials. Using chalk on the ground, design your own prayer mat.







## Summer 2 - Foundation 2 - Special Places - Lesson 6: Synagogues

### Foundation 2 Teaching and Learning Activities (length 15 mins max) In small groups

#### Interest Me



Bertie Owl  wears a Kippah (skull cap). In small groups, give out the pictures of synagogues, inside and outside. Ask the children to discuss what they can see.

 **Question:** What are people wearing?


#### Help Me Learn

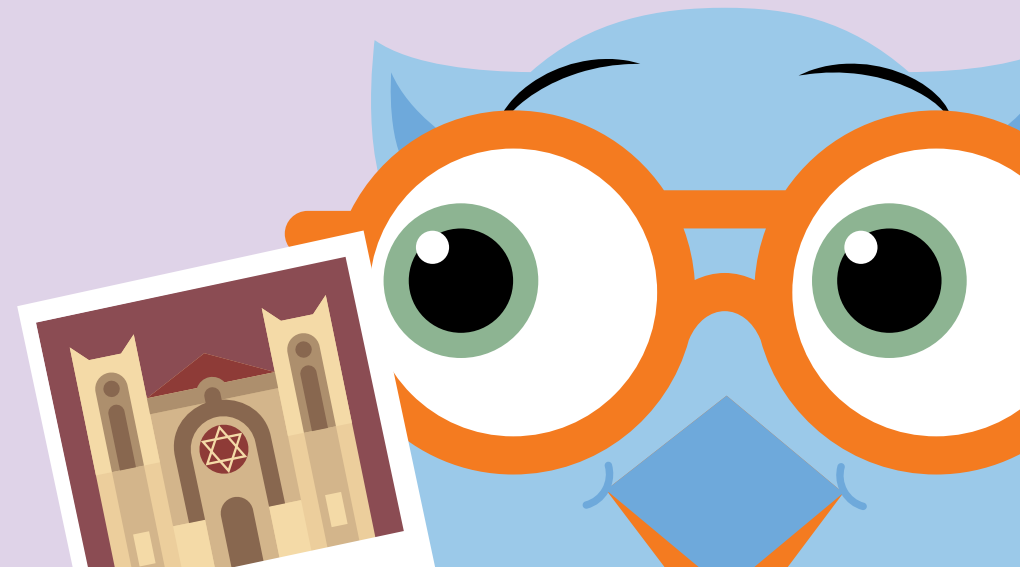


Bring the class back together to share their thoughts about the photograph they looked at. Then explain to the class what each feature is and what it means/does and that synagogues are special places for Jews, where they worship and pray to God.

#### Let's Think



Make particular reference to the clothing that Jewish people wear in the synagogue. Look around the class: we are wearing a school uniform. Why do we wear a school uniform? Why do Jews wear special clothes in the synagogue? How do we feel when we wear special clothes? Should Bertie Owl  be wearing a Kippah?





## Summer 2 - Foundation 2 - Special Places - Lesson 6: Synagogues

Early Learning Goal: personal, social and emotional development				Early Learning Goal: Understanding the World				Characteristics of Effective Learning								
Self-confidence and self-awareness				People and Communities		The World		Playing and Exploring - engagement			Active Learning - motivation			Creating and Thinking Critically - thinking		
D4(a)		D5(d)		D4(a)		D5(c)		Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making Links	Choosing ways to do things
D4(a)		D5(d)		D4(a)		D5(c)		1		1	1	1	1	1	1	1
D4(b)	✓	D5(e)	✓	D4(b)	✓	D5(d)		2		2	2	2	2	2	2	2
D5(a)	✓	D5(f)	✓	D4(c)		D5(e)		3		3	3	3	3	3	3	3
D5(b)	✓	D6(a)	✓	D4(d)	✓	D5(e)	✓	4		4	4				4	4
D5(c)	✓	D6(b)		D5(a)	✓	D6(a)	✓									

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links
Outlines of prayer shawls/clothes worn in a synagogue for children to colour and make up own designs.	Post-Its/quotes of children's comments and observations. PSED, CL	If any families are Jewish, invite them in to talk to the children. Is there any where you go where you have to wear special clothing e.g. dance school, football? Discuss why it is important to all wear the same/special clothes in different situations e.g. sport, school, weddings.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Design an outfit for a special event e.g. a party, wedding. What would it look like? What colours would you use and why? Make the design using various methods and materials.	Bertie Owl Kippah (skull cap). Pictures of different synagogues both inside and outside. Pictures of the special clothing and key elements from within the synagogue e.g. the Ark, The Torah, Kippah, prayer shawls. <a href="http://www.bbc.co.uk/education/clips/z4mxfg8">www.bbc.co.uk/education/clips/z4mxfg8</a> <a href="http://www.bje.org.au/course/judaism/kids/jewish-symbols">www.bje.org.au/course/judaism/kids/jewish-symbols</a>	Take photographs of children building special dens. Children's work from child-initiated times.	Build a den and make it special, give it a purpose e.g. a reading den, writing den. What would you need in it? What rules would you have?