

Awareness, Mystery and Value (AMV) 2011

Key Stage F Unit 2: Why are some times special? [B & E]

This unit explores those aspects of life which are reflected in the pattern of religious and other practices and festivals.

About this example

This example is intended to provide a set of learning activities for a **Reception class**. It could be used in RE lessons or as part of a 'creative curriculum' approach.

It was written by Rachel O'Malley (Rockwell Green CofE Primary, Wellington).

Where the example fits into the curriculum

This example may be used as a 'stand-alone' sequence of learning within a discrete unit of learning for RE or there may be cross-curricular links with personal, social and emotional development.

| Featured Religions / Beliefs | Focus 'Key Concepts' | | | |
|------------------------------|-------------------------------------------------|---|------------------------------------------------|---|
| Judaism | AT 1: Learning ABOUT religion and belief | | AT 2: Learning FROM religion and belief | |
| Christianity | A. Beliefs, teachings and sources | | D. Identity, diversity and belonging | |
| | B. Practices and ways of life | ✓ | E. Meaning, purpose and truth | ✓ |
| | C. Forms of expressing meaning | | F. Values and commitments | |

Key Question: Why are some times special?

Supplementary Questions

- a) What special times and seasons can I remember? Why were these times special?
- b) Why are some festivals and celebrations special?
 - i When do they happen?
 - ii What do they remember?
 - iii What do people do and why?
- c) What special objects might be used in festivals and celebrations?
- d) How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?

Resources

Mystery bag containing objects which represent special times, e.g., candles, rings, postcards, shells, special dress.

Sylvia A. Rouss and Katherine Janus Kahn, 1995, *Sammy Spider's First Passover*, Kar-Ben Copies Inc.

Show media clips of Passover, e.g., <http://www.bbc.co.uk/learningzone/clips/5955.html>; <http://www.bbc.co.uk/learningzone/clips/6599.html>

Moses story from a children's Bible.

Moses basket, doll, blue fabric, red net, cuddly frogs, insects etc for plagues.

Matzah recipe and ingredients.

Seder Prayer from *Two Candles Burn*, A two candles publication ISMN 979-0-9002167-0-0

Paper plates, plastic food, washing up bowl, soap and towel.

Expectations: NB The 'Performance' [P] level statements were not designed for Foundation Stage children, but teachers may judge them to be useful in relation to this RE unit.

By the end of this sequence of learning:

P 6 Pupils express and communicate their feelings in different ways. They respond to others in group situations and co-operate when working in small groups. Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to activities that explore celebrations and festivals. They carry out ritualised actions in familiar circumstances. They show concern and sympathy for others in distress, *for example, through gestures, facial expressions or by offering comfort*. They start to be aware of their own influence on events and other people.

P 7 Pupils listen to and follow religious stories. They communicate their ideas about religion, life events and experiences in simple phrases. They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. They may communicate their feelings about what is special to them, *for example, using role play*. They begin to understand that other people have needs and to respect these. They make purposeful relationships with others in group activity.

P 8 Pupils listen attentively to religious stories or to people talking about religion. They begin to understand that religious and other stories carry moral and religious meaning. They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. They communicate simple facts about religion and important people in religions. They begin to realise the significance of religious artefacts, symbols and places. They reflect on what makes them happy, sad, excited or lonely. They demonstrate a basic understanding of what is right and wrong in familiar situations. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.

| All Pupils: | Most Pupils (majority class expectation): | Some Pupils: |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Begin to realise that different people have special things. | B1 Can use the right names for things that are special to Christians and Jews. | B2 Can talk about some of the things that are the same for different religious people. |
| Begin to identify similarities and differences in people's lives. | E1 Talk about what they find interesting or puzzling. | E2 Talk about some things in stories that make people ask questions. |

These statements are taken from the 'Can-do' levels published on the AMV website at: <http://amv.somerset.gov.uk/>

Introduction and links to cross-curricular curricular learning strategies

This scheme of learning was built around three planning questions:

1. What are we trying to achieve?
2. How do we organise learning to achieve our aims?
3. How well are we achieving our aims?

It would be very helpful if a Jewish visitor comes in to speak to the children and answer their questions.

Key Question: Why are some times special?

| Agreed Syllabus supplementary questions | Examples of what children do | What does the practitioner need to do? | Early Learning Goals (areas of learning are indicated in brackets) |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(a) What special times and seasons can I remember?</p> | <ul style="list-style-type: none"> • Make comparisons between themselves and others. • Respond to pictures and artefacts and talk about how they feel. • Talk about times that are special to them and listen to what others have to say about their special times and ask questions. • Talk about music and lighting of a candle showing that Collective Worship is a special time. | <ul style="list-style-type: none"> • Ask children to tell their Talking Partner about what special times they can remember. • Use a mystery bag to reveal celebration related objects, e.g., Jesus in the manger, postcards, birthday candles, wedding ring, shells, Christening robe. Ask why they think some of these festivals and celebrations are special. • Ask the children to bring in photos of special times, scribe their comments about the photos and make into a 'Special Times' book . • Talk about times that are special to our class / during the school day, e.g., Play time, Snack time, Collective worship, Golden Time, home time! • Give affirmation that helps children to understand why people do things differently from each other. | <ul style="list-style-type: none"> • Begin to know about their own cultures and beliefs and those of other people. (KUW) • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. (PSED) • Investigate objects and materials by using all of their senses as appropriate. (KUW) • Find out about, and identify, some features of living things, objects and events they observe. (KUW) • Ask questions about why things happen and how things work. (KUW) • Look closely at similarities, differences, patterns and change. (KUW) • Respond to significant experiences, showing a range of feelings when appropriate. (PSED). |

| Key Question: Why are some times special? | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agreed Syllabus supplementary questions | Examples of what children do | What does the practitioner need to do? | Early Learning Goals (areas of learning are indicated in brackets) |
| (b) Why are some festivals and celebrations special? <ul style="list-style-type: none"> i When do they happen? ii What do they remember? iii What do people do and why? | <ul style="list-style-type: none"> • Listen and respond to the story of Moses. “Moses’ Mum put him in a basket because the king was going to kill the little boys.” “The king wouldn’t let God’s people go. He kept saying No.” • Listen to the story of Sammy Spider’s First Passover – see Resources. | <ul style="list-style-type: none"> • Set up doll, baskets, blue fabric, crown, soft toys to represent plagues for role play. • Give affirmation that helps children to understand why people do things differently from each other. • Make the link between the Passover Celebration and Moses leading the Hebrews to freedom. • Show media clips of Passover (see Resources above). | <ul style="list-style-type: none"> • Begin to know about their own cultures and beliefs and those of other people. (KUW) • Use their imagination in art and design, music, role play and stories. (CD) |
| Key Question: Why are some times special? | | | |
| Agreed Syllabus supplementary questions | Examples of what children do | What does the practitioner need to do? | Early Learning Goals (areas of learning are indicated in brackets) |
| (c) What special objects might be used in festivals and celebrations? | <ul style="list-style-type: none"> • Notice and comment on the matzah, afikomen, Seder plate, e.g., “What does the matzah taste like?” or “Does everybody have to eat it?” • Role play the Passover Celebration. • Make a collage of the Seder plate. | <ul style="list-style-type: none"> • Make a collection of Passover celebration photographs or objects including the Seder plate, matzah, afikomen. • Show pictures and talk about prayer and meditation in different religions. • Add a Seder plate, plastic food, representation of the matzah and afikomen to the home corner. • Play hide the afikomen as a class. | <ul style="list-style-type: none"> • Consider the consequences of their words and actions for themselves and others. (PSED) • Respond to significant experiences, showing a range of feelings when appropriate. (PSED) • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of |

| | | | |
|--|--|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • Play “Seder Prayer” song. • Make matzah and / or charoset. | <p>others. (PSED)</p> <ul style="list-style-type: none"> • Begin to know about their own cultures and beliefs and those of other people. (KUW) • Use their imagination in imaginative play and stories. (CD) |
|--|--|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Key Question: Why are some times special?

| Agreed Syllabus supplementary questions | Examples of what children do | What does the practitioner need to do? | Early Learning Goals (areas of learning are indicated in brackets) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(d) How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?</p> | <ul style="list-style-type: none"> • Listen and respond to the story. • Draw pictures and write names of who they would invite to a last supper. • Make Lego scene of last supper table. • Talk about communion. • Make a list of their friends and relatives. • Talk about forgiveness, e.g., “George pushed me over. I didn’t forgive him straight away but now we are friends.” “I forgave someone today. My baby bit me on my finger and there was a little mark.” “Ebony broke my special mug that mum bought in London and I forgave her.” • Eat Hot Cross Buns. | <ul style="list-style-type: none"> • Read a version of <i>The Last Supper</i>. Matthew 26. 26-28. • Watch http://www.bbc.co.uk/learningzone/clips/the-last-supper/4444.html • Role play washing feet and ask the children how they would feel about washing somebody’s feet. • Ask “Who would you invite to your last supper if you were going away?” • Talk about special times we share food e.g., Easter, Christmas, birthdays, christenings, Harvest supper, Chinese New Year. • Visit local Church and demonstrate communion. • Define forgiveness. Scribe a time when they forgave someone and whether it was difficult to do? | <ul style="list-style-type: none"> • Respond to significant experiences, showing a range of feelings when appropriate. (PSED) • Maintain attention, concentrate, and sit quietly when appropriate. (PSED) • Use their imagination in art and design, music, role play and stories. (CD) • Begin to know about their own cultures and beliefs and those of other people. (KUW) |

| | | | |
|--|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <ul style="list-style-type: none">• Hunt for Easter eggs.• Make Easter cards. | <ul style="list-style-type: none">• Carry out traditional Easter activities (see examples of what children do).• Tell the children that Christians believe in a message from The Bible called “The Good News”: Jesus died so that God can forgive anybody who believes in Him and they can live with Him in heaven after they die. John 3 v 16. | |
|--|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|