

Foundation 1: *I am Special*

About the Unit:

This unit provides an opportunity for children to learn about themselves, who they are, what they look like, what they like and the things they dislike. There are opportunities to listen to stories about events in the lives of key figures and talk about what these people did. To think about/consider repeated actions in their daily lives, and significant events in their lives so far e.g. first step, first book, first day at nursery. It enables children to identify routines in their own daily lives.

Where the Unit fits:

The unit provides a foundation for work at KS1, developing children's awareness of themselves as individuals, as part of a family, and later as members of a community.

Key Vocabulary:

me, myself, family, likes, rules, same/different

Suggested Resources:

religious stories, stories about families, playing and taking turns, photographs of the children, a camera to take photographs, a collection of greetings cards, games where the children need to take turns, objects/artefacts associated with birthdays, selection of jigsaws and games e.g. Happy Families, persona dolls, multicultural puppets

Expectations by the end of the Foundation Stage:

most children will be able to	<ul style="list-style-type: none">talk about/show something that is significant about themselves
some children will not have made as much progress and will be able to	<ul style="list-style-type: none">say/show something about themselves
some children will have progressed further and be able to	<ul style="list-style-type: none">say how they are the same and different to others

Pupil Target:

- I can *talk about what makes me special (AT1)
- I can share my feelings (AT2)

Points to Note/Further Suggestions:

Sensitivity when talking about families.

Children could demonstrate their understanding through art or dance for example.

* 'talk about' may include other forms of expression according to differing needs.

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Early Learning Goals	Learning outcomes for RE through:
<p>Personal, social and emotional development</p> <p>Self-confidence and self-esteem:</p> <ul style="list-style-type: none"> respond to significant experiences showing a range of feelings when appropriate have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others have a developing respect for their own cultures and beliefs and those of other people <p>Making relationships:</p> <ul style="list-style-type: none"> work as part of a group or class, taking turns, sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people including adults and children, to work together harmoniously <p>Behaviour and self-control</p> <ul style="list-style-type: none"> understand what is right, what is wrong and why consider the consequences of their words and actions for themselves and others <p>Sense of community:</p> <ul style="list-style-type: none"> understand that people have different needs, views, cultures and beliefs that need to be treated with respect understand that they can expect others to treat their needs, views, cultures and beliefs with respect <p>Communication language and literacy</p> <p>Language for communication:</p> <ul style="list-style-type: none"> listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems extend their vocabulary, exploring the meaning and sounds of new words <p>Language for thinking:</p> <ul style="list-style-type: none"> use language to imagine and recreate roles and experiences use talk to organise, sequence and clarify thinking, ideas, feelings and events <p>Reading:</p> <ul style="list-style-type: none"> retell narratives in the correct sequence, drawing on language patterns of stories <p>Knowledge and understanding of the world</p> <p>Exploration and investigation:</p> <ul style="list-style-type: none"> investigate objects and materials by using all of their senses as appropriate find out about and identify some features of living things, objects and events they observe <p>Information and communication technology:</p> <ul style="list-style-type: none"> use information and communication technology to support their learning <p>A sense of time:</p> <ul style="list-style-type: none"> find out about past and present events in their own lives, and in those of their families and other people they know <p>A sense of place:</p> <ul style="list-style-type: none"> find out about their environment and talk about those features they like and dislike <p>Cultures and beliefs:</p> <ul style="list-style-type: none"> begin to know about their own cultures and beliefs and those of other people <p>Creative development</p> <p>Imagination:</p> <ul style="list-style-type: none"> use their imagination in art and design, music, dance, imaginative play, role-play and stories <p>Responding to experiences, and expressing and communicating ideas:</p> <ul style="list-style-type: none"> respond creatively to stories, visits, people, celebrations, artefacts through dance, imaginative play, role play, music and art and design. They reflect upon these experiences and share their feelings with others (AT2) 	<p>Children should be able to:</p> <p>Personal, social and emotional development</p> <ol style="list-style-type: none"> communicate about their uniqueness and their experiences of special people, places, rituals in their daily lives, writings, celebrations and objects. (AT1 & 2) reflect on their own feelings in response to a religious story, visit, artefact or celebration (AT2) communicate issues of right and wrong in relation to themselves and other people including those in stories (AT1 & 2) <p>Communication language and literacy</p> <ol style="list-style-type: none"> listen and respond to stories from and about religion, including those linked with major festivals (AT1 & 2) begin to be able to use words associated with religion (AT1) communicate their own feelings and experiences (AT1 & 2) <p>Knowledge and understanding of the world</p> <ol style="list-style-type: none"> begin to know about their own cultures and beliefs and those of other people (AT1) to begin to explore the events in the lives of key religious figures (AT1) <p>Creative development</p> <ol style="list-style-type: none"> respond creatively to stories, visits, people, celebrations, artefacts through dance, imaginative play, role play, music and art and design. They reflect upon these experiences and share their feelings with others (AT2)

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Suggested Activities (see also pages 42-45 of the Agreed Syllabus)

<p><u>Listen to</u></p> <ul style="list-style-type: none"> • stories about the lives of key figures in the family e.g. mum, grandma, dad, etc. • stories about the lives of key religious figures • stories about children around the world 	<p><u>Do</u></p> <ul style="list-style-type: none"> • provide appropriate play opportunities e.g. make a personal picture or model • provide puppet families including those of other faiths and cultures • set up appropriate role-play opportunities • provide dressing up clothes, including clothing from other cultures • play games where actions are repeated e.g. <i>Simon Says</i>, <i>Follow My Leader</i> • provide jigsaws/games with a focus on family members of different cultures • look at differences and similarities in the mirror • flesh coloured crayons/paper for appropriate art work • role-play teddies' birthdays and those of persona dolls • carry out daily routines e.g. washing hands, hanging up coat, going to assembly/worship • explore stillness, silence, lighting candle
<p><u>Think about</u></p> <ul style="list-style-type: none"> • using the Circle Time model to identify/explore similarities/differences • providing opportunities to say something positive about each other 	<p><u>Celebrate</u></p> <ul style="list-style-type: none"> • by holding achievement celebrations <ul style="list-style-type: none"> -in class -as a whole school • by participating in topical festivals • by sharing a celebration assembly

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