

# Foundation 2: *Special Times*

## About the Unit:

This unit provides opportunities to explore how festivals are celebrated, focussing on one or more of the autumn festivals of Christmas, Divali and Hannukah. The unit links the celebrations to a religious story and introduces children to key figures in Christianity and other world faiths.

## Where the Unit fits:

This unit provides a basis for work in KS1 about celebrations, particularly the festivals of Christmas, Divali and Hannukah.

## Key Vocabulary:

celebration party, fun, food, cards, presents, happy, light, candles, harvest, Christmas, nativity, Jesus, Mary, Joseph; Divali; Rama, Sita; Hannukah

## Suggested Resources:

versions of the Christmas story in picture book form, simplified versions of the Divali/Hannukah stories as appropriate, pictures/posters representing key figures, a variety of artefacts associated with parties, candles, diva lamps, appropriate songs and music

## Expectations by the end of the Foundation Stage:

<b>most children will be able to</b>	<ul style="list-style-type: none"><li>say why Christmas is a special time</li></ul>
<b>some children will not have made as much progress and will be able to</b>	<ul style="list-style-type: none"><li>name a special time</li></ul>
<b>some children will have progressed further and be able to</b>	<ul style="list-style-type: none"><li>talk about some of the features of a festival in simple terms</li></ul>

## Pupil Target:

- I know why ..... is celebrated. It is because .....(AT1)
- I can share how I feel at a celebration (AT2)

## Points to Note/Further Suggestions:

This unit could also be adapted to incorporate Easter, Passover, Id-ul-Fitr, Holi, Sukkot.

**Unit F2**



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

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

<p><b><u>Listen to</u></b></p> <ul style="list-style-type: none"> <li>• relevant music and songs</li> <li>• stories from appropriate religious festivals</li> <li>• other people's ideas about their own special times</li> </ul>	<p><b><u>Do</u></b></p> <ul style="list-style-type: none"> <li>• write invitations to a party/special event</li> <li>• make decorations and use them around the room</li> <li>• make party food from playdough</li> <li>• make and send greetings cards for religious celebrations</li> <li>• shop for and prepare food for celebrations such as chapattis, Hindu sweets</li> <li>• look at books and pictures about celebrations and special events, including religious celebrations</li> <li>• plan and make gifts, e.g. rakhi</li> <li>• wrap and decorate gifts for a special person</li> <li>• compare celebration songs, music and dance</li> <li>• make/find appropriate things to wear</li> <li>• enjoy tasting, smelling, handling</li> <li>• learn about traditional henna hand painting and paint designs on their own hands using washable paint</li> </ul>
<p><b><u>Think about</u></b></p> <ul style="list-style-type: none"> <li>• how we feel at parties and celebrations</li> <li>• why we are celebrating</li> <li>• what makes a time 'special'</li> <li>• what memories we will take away (five senses)</li> <li>• who we might thank for our food</li> </ul>	<p><b><u>Celebrate</u></b></p> <ul style="list-style-type: none"> <li>• by having a party</li> <li>• by planning and playing games</li> <li>• by dressing up and dramatising a story linked to a festival/celebration</li> <li>• by singing and playing songs, dancing and making music, with appropriate percussion</li> </ul>

## Unit F2