

Foundation 3: *Other Special People*

About the Unit:

This unit provides children with opportunities to investigate the lives of people within the communities in which they live and play. It develops their understanding of their place in the world, the different roles adults have and how those people can contribute to their well being. There are opportunities to listen to stories about the life of Jesus and to consider some of the events in his life, and introduce some of the disciples as Jesus' special friends. You may also wish to introduce stories about people from other faiths.

Where the Unit fits:

This Unit builds on work in the F1 *I am special* unit and will provide a foundation for work in KS1, particularly units 1.1 *Ourselves - Who Am I?* and 2.1 *Patterns of Family Life*.

Key Vocabulary:

job, special, community, school, friend, friendship, Jesus, Muhammad (pbuh – peace be upon him), the Buddha, vicar, minister, priest, rabbi, imam, (Jesus, names of some of Jesus' friends (e.g. Simon, Peter, James and John)

Suggested Resources:

stories about families and local communities, pictures/photographs of people in the school community and the local community, selection of stories about the life of Jesus, members of the local community who would be willing to come and talk with the children, local vicar/minister, priest, rabbi, imam, *Testament* (animated Bible stories), *Lion Storyteller Bible*, "Say Hello To..."

Expectations by the end of the Foundation Stage:

most children will be able to	<ul style="list-style-type: none">talk about someone who is special to them
some children will not have made as much progress and will be able to	<ul style="list-style-type: none">name someone who is special to them
some children will have progressed further and be able to	<ul style="list-style-type: none">talk about people who are special to other people

Pupil Target:

- I can tell you about someone who is special to me (AT1)
- I share my ideas about what makes someone special (AT2)

Points to Note/Further Suggestions:

Try and relate activities and resources to diversity of cultures.
Try to eliminate stereotypes e.g. a 'white Christian', a 'male firefighter'.

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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 their uniqueness and their experiences of special people, places, rituals in their daily lives, writings, celebrations and objects. (AT1 & 2) communicate issues of right and wrong in relation to themselves and other people including those in stories (AT1 & 2) respond to the world of religion in terms of its special people, books, times, places and objects (AT2) <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"> communicate their understanding about celebrations, people, places, writings, rituals and ceremonies as they occur naturally and pre planned in their everyday experiences (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"> • others' ideas about what makes a 'special person' • stories about people who help us (both secular and religious) • stories about Jesus and his friends • stories about Moses, Joseph, Muhammad (pbuh), the Buddha • special people talking about their jobs e.g. in local community and within school family • someone who is able to share their special experience as e.g. a deaf person, a diabetic or one who has made a special journey, e.g. Hajj, Lourdes 	<p><u>Do</u></p> <ul style="list-style-type: none"> • use dressing-up clothes and accessories to role-play special people e.g. friends, lollipop person • play with 'small word' figures and construction models, making links with the stories (as in <i>Godly Play</i>) • create a role-play area related to a specific place of work • use jigsaws, games and puzzles featuring special people • join in action rhymes e.g. <i>Farmer in His Den</i>, <i>Tommy Thumb</i> • paint/draw/create pictures of special people in the home, school, community • make a collection of pictures/photographs of special people • make a list of special people in our family, school and community • make a Thank You card for someone special • invite a local faith leader in - what does (s)he wear? - what does (s)he do?
<p><u>Think about</u></p> <ul style="list-style-type: none"> • things we like and things we dislike in a story and how that story makes us feel • someone who is special to me <ul style="list-style-type: none"> – why are they special? – what makes them particularly special to me? – "My mum is special to me because _____" • what makes a friend <ul style="list-style-type: none"> – how can you be a friend to others? 	<p><u>Celebrate</u></p> <ul style="list-style-type: none"> • by holding a Thank You assembly for people who help us in school • by making a celebration book or a display for the whole school • by celebrating the achievements of special people in school

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