

# Foundation 4: *Special Things*

## About the Unit:

This unit gives opportunity for children to consider how special objects are handled, and to begin to match some artefacts/symbols to a specific religious festival/ceremony.

## Where the Unit fits:

The unit supports the elements in Unit F2 *Special Times* and provides a basis for work in KS1.

## Key Vocabulary:

object, special, vocabulary appropriate to chosen religious ceremony e.g. egg, Easter, candle, cross, palm cross, Jesus, Passover

## Suggested Resources:

selection of artefacts related to Christianity and other faiths as appropriate, 'World Religions' dominoes (NES Arnold)

## Expectations by the end of the Foundation Stage:

most children will be able to	<ul style="list-style-type: none"><li>talk about how a religious artefact was used in a ceremony</li></ul>
some children will not have made as much progress and will be able to	<ul style="list-style-type: none"><li>name a religious artefact used in a ceremony</li></ul>
some children will have progressed further and be able to	<ul style="list-style-type: none"><li>say why the religious artefact used in a ceremony is special</li></ul>

## Pupil Target:

- I know that ...(*name of special object*)... is used when ..... (AT1)
- I can take care of special things (AT2)

## Points to Note/Further Suggestions:

Special care and sensitivity when handling and using religious artefacts. (Such as in showing respect to Muslims and the care of the Qur'an. When handling the Qur'an, hands should have been washed and the Qur'an should be stored higher than other resources).

**Unit F4**



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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>begin to be able to use words associated with religion (AT1)</li> </ol> <p><b>Knowledge and understanding of the world</b></p> <ol style="list-style-type: none"> <li>handle artefacts with curiosity and respect and communicate their ideas about them and know where they would normally be found (AT1)</li> <li>know about their own cultures and beliefs and those of other people (AT1)</li> <li>reflect on how people take care of special places, books, artefacts and the environment (AT2)</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. 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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>• Someone talk about something special from home and say why it is special e.g. a picture, a toy, a wedding ring, a treasure box</li><li>• a special piece of music and talk about how it made you feel</li><li>• the song <i>My Favourite Things</i></li><li>• a story related to the chosen faith e.g. Jesus riding into Jerusalem on a donkey, the story of Moses, including the Passover</li></ul>	<p><b><u>Do</u></b></p> <ul style="list-style-type: none"><li>• make a box to keep a special things in e.g. a word, a souvenir, a memory</li><li>• handle and talk about religious artefacts that are special to certain faith communities e.g. a selection of crosses, candles, seder plate</li><li>• act out a relevant faith ceremony e.g. wedding, naming, or a story linked to a major festival</li><li>• Use/make artefacts appropriately e.g. palm leaves</li></ul>
<p><b><u>Think about</u></b></p> <ul style="list-style-type: none"><li>• how you would feel if you lost a special thing e.g. <i>Dogger</i>, <i>The Lost Coin</i> (Luke 15 vs. 8-10)</li><li>• things which are special in school and why they are special</li><li>• how special objects are looked after</li><li>• things you need and why</li><li>• feelings when objects are broken</li><li>• what the religious artefacts remind people of</li><li>• what might be in the special box</li></ul>	<p><b><u>Celebrate</u></b></p> <ul style="list-style-type: none"><li>• by going for a walk and bring back special things from your local environment to display</li><li>• the chosen faith or time of year as appropriate e.g. rolling Easter eggs, hunting for eggs, making pancakes, sending cards</li><li>• by making a 'souvenir shop'</li></ul>

## Unit F4