

# Foundation 5: *Special Places*

## About the Unit:

This unit provides opportunities for children to talk about places that are special to them and to visit places in the local community that are important or mark a specific event in the life of the community. This could include a visit to a local place of worship. It enables children to begin to appreciate the wider world and their place in it, helping to develop an awareness of the importance of some buildings/places for members of the local community.

## Where the Unit fits:

This unit provides a basis for work in KS1 on local places of worship and the world as a special place.

## Key Vocabulary:

beautiful, quiet, calm, big, small, empty, full, place, building (e.g. church, synagogue, shrine, mosque, gurdwara, temple), home, peaceful, music, song, names of artefacts and symbols which relate to places visited

## Suggested Resources:

a camera to take photographs of places that are special to the children, pictures/photographs of places - both local and in the wider world - that could be used to create a sense of awe and wonder, local park, local places of worship, members of the local community who could talk about a location/place of worship

## Expectations by the end of the Foundation Stage:

most children will be able to	<ul style="list-style-type: none"><li>recognise a local place of worship</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 place that is special to them</li></ul>
some children will have progressed further and be able to	<ul style="list-style-type: none"><li>give the name of the building and the name of the faith community who worships there</li></ul>

## Pupil Target:

- I know where .....(name of place)... is (AT1)
- I can show how I feel about a special place (AT2)

## Points to Note/Further Suggestions:

Adopt a local 'patch' as your special place and watch it through the seasons.

See also guidance from F4.

## Unit F5



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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>reflect on their own feelings in response to a religious story, visit, artefact or celebration (AT2)</li> <li>communicate why religious places, artefacts, 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> <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 about 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> <li>handle artefacts with curiosity and respect and communicate their ideas about them and know where they would normally be found (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. 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>• atmospheric music and respond to the mood</li> <li>• sounds around, with eyes shut and ears open</li> <li>• a story about a special place - secular and/or religious - e.g. <i>The Selfish Giant</i></li> <li>• an account of a special place from the point of view of a member of a faith community e.g. "Celebrations" books</li> </ul>	<p><b><u>Do</u></b></p> <ul style="list-style-type: none"> <li>• visit a special garden in the local area e.g. school garden, memorial garden - smell, look, touch, listen</li> <li>• visit a place of worship</li> <li>• construct a den or quiet place e.g. cushions, drapes, music, windchimes, scented object</li> <li>• use a parachute to enclose the whole class and discuss feelings</li> <li>• devise own signs and gestures for developing inclusive class response and team spirit and feeling of belonging. Relate these to signs within a place of worship</li> <li>• encourage junk-modelling and construction kits to make a special place for teddy or doll</li> <li>• play finger rhymes e.g. <i>Here's the Church</i></li> </ul>
<p><b><u>Think about</u></b></p> <ul style="list-style-type: none"> <li>• how we care for special places e.g. classroom, school, and why we need rules e.g. picking up litter             <ul style="list-style-type: none"> <li>– how do we keep them special?</li> </ul> </li> <li>• what makes a place special             <ul style="list-style-type: none"> <li>– atmosphere?</li> <li>– quietness?</li> <li>– what memories will we take away?</li> </ul> </li> </ul>	<p><b><u>Celebrate</u></b></p> <ul style="list-style-type: none"> <li>• by recording an audio-celebration of the sounds associated with the special place you have visited</li> <li>• by recreating the mood/atmosphere of the place you have visited, with percussion and junk materials to make sound effects</li> <li>• by making a photographic/multi-sensory display to celebrate your visit</li> <li>• by holding a celebration in the class' special place</li> </ul>

## Unit F5