

# Foundation 6: *Special Books*

## About the Unit:

This unit provides children with opportunities to talk about which books are special to them and why, and to begin to learn how books are treated, introducing the concept of particular books which are special to faith groups.

## Where the Unit fits:

This unit provides a basis for work in KS1 looking at sacred books and how they are used by members of faith communities.

## Key Vocabulary:

book, holy, special, Bible, Qur'an, Torah, Guru Granth Sahib old, new

## Suggested Resources:

selection of old/new books, Bible story books, Bible, hymn books, Qur'an, Torah, pictures/posters showing sacred texts in use, taped stories

## Expectations by the end of the Foundation Stage:

most children will be able to	<ul style="list-style-type: none"><li>talk about how an important religious story made them feel</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 key figure in a religious story</li></ul>
some children will have progressed further and be able to	<ul style="list-style-type: none"><li>talk about an event in a religious story in simple terms</li></ul>

## Pupil Target:

- I can tell you a story from a special book (AT1)
- I can tell you how the story of ..... makes me feel (AT2)

## Points to Note/Further Suggestions:

Remember that sacred books (e.g. Qur'an) need to be treated in special ways! See Unit F4.

## Unit F6



# Foundation 6: *Special Books*

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>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>begin to 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> <li>to begin to explore the events in the lives of key religious figures (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>

# Foundation 6: *Special Books*

## 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>• stories about Jesus e.g. in the temple, parables, calming the storm, walking on water, calling the fishermen</li> <li>• the lives of Muhammad (pbuh) from Islam, Samuel and David from Judaism, Rama and Sita, Lakshmi and Ganesh from Hindu and Sikh traditions</li> <li>• stories from other children's favourite books</li> </ul>	<p><b><u>Do</u></b></p> <ul style="list-style-type: none"> <li>• retell/act out with props some of the stories shared. Tape these for future use.</li> <li>• design and make a cover for a special book incorporating illuminated letters</li> <li>• make a decorated scroll using simple words from Hebrew</li> <li>• visit a local library/invite a librarian to talk about how books are cared for</li> <li>• make use of 'story sacks' as appropriate</li> <li>• sort books into different groups</li> <li>• make a book shop/library in the classroom and take it in turns to be the librarian</li> <li>• learn a verse or a song from another culture e.g. Bengali rhyme, Shalom</li> </ul>
<p><b><u>Think about</u></b></p> <ul style="list-style-type: none"> <li>• how special books are looked after             <ul style="list-style-type: none"> <li>– who looks after them?</li> <li>– when are they used?</li> </ul> </li> <li>• books that are old e.g. Baby Books, Family Bibles</li> <li>• special books used in a place of worship and by members of religious communities in a variety of situations</li> </ul>	<p><b><u>Celebrate</u></b></p> <ul style="list-style-type: none"> <li>• by making a class book of celebration</li> <li>• by making an individual book about themselves</li> <li>• by making a display of favourite books</li> <li>• by making a special book for a chosen purpose or person</li> </ul>

## Unit F6