

A SPECIAL PLACE - AT CHURCH with TED

YEAR GROUP: EARLY YEARS



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OVERVIEW

About this unit:

This unit begins by the pupils discovering that some books come from libraries and finding out if there is one in their town. This enables the pupils to begin an investigation into their locality with various possible places being suggested (e.g. library, shops doctors, park etc), including a church. A puzzled teddy help the pupils to explore what a church is and enable them to ask questions, providing previous knowledge before the actual church visit. A variety of activities after the visit completes the unit. The wide world, Dottie and Buzz programme, extends their world further – to the funfair and seaside.

The pupils will have opportunities to develop their skills by investigating various activities and places around the town/ village, especially the church. It contributes to positive attitudes and thoughtfulness by exploring feelings of being lost, losing and finding things and their feelings at the church. After playing 'Follow my Leader' pupils talk about following good people with good qualities. Honesty, telling the truth, and helping are discussed simply. If a church role-play area is made, and weddings etc are modelled by teachers, then pupils can be encouraged to talk simply about promises. Co-operating skills are encouraged.

SESSIONS

1. Intro - Our Town - Becky and Ben and the Library
2. Our Town explored further
3. Becky and Ben get lost - intro church and church artefacts
4. Introducing a visit to a church - helping Puzzled Teddy with answers to questions.
- 5-6. A Walking Visit to a Church
- 7 → Follow Up Work to Church Visit
- 8 → Further follow up work - Making a church in the role-play area; Singing & Miming
- 9 → Making our own Special place

WHERE THE UNIT FITS IN THE RE SYLLABUS:

This unit will help teachers to implement the Agreed Syllabus for RE, using the concepts of religious practices, ways of life and ways of expressing meaning as well as questions of values and commitment and identity, diversity and belonging. It contributes to the **continuity and progression** of pupils' learning by:-

- Building on the previous unit 'Belonging and Baptism' and the pupils' own experiences
- anticipating a further study of a visit to a church in KS1

POSSIBLE LINKS WITH OTHER CURRICULUM AREAS and THEMES

'Out and About'- The local area – town, village

Estimated teaching time for this unit: 9 hours, or less (or more) depending on teacher's professional judgement. It is recognised that this unit provides more teaching ideas than a class will cover in 9 hours as it contains many extra ideas from which to choose. It is up to the discretion of the teacher and his/her class which ones are chosen and teachers are invited to use their own ideas as well as or instead of these. Depth of learning rather than covering everything is important.

RE AIMS

To know and understand:

- a local Christian place of worship, including some of the various features and events there.
- other places around their town/ village.

To express ideas and insights about:

- their feelings in a Christian church.
- being lost and being found.

To gain and deploy skills:

- showing a curiosity about places around their town/ village including the church; showing a desire to discover what is there.
- Talking about friendships and developing skills of co-operation

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of their reactions/ feelings when feeling lost or alone and when found and reflections at church.
- **Respect for all** by developing a willingness to learn from people who go to church.

BACKGROUND INFORMATION FOR THE TEACHER

In Christian thinking the church is not the building but the people there.

RESOURCES – see separate paper

Contributions to spiritual, moral, social and cultural development of pupils

- Opportunities for **spiritual development** come from thinking what it feels like in a church.
- Opportunities for **social development** come from becoming involved with investigating their own locality.
- Opportunities for **moral development** come from talking simply about honesty, telling the truth and promises.

**EXPECTATIONS/ IMPACT: At the end of this unit
Most FS Pupils will be working towards step 1; Some FS pupils will be able to do Step 1.**

Pupils working towards step 1 will be able to:

Meet some requirements of

- ❖ **Communication and Language**
- ❖ **Personal, Social, Emotional & Development.**
- ❖ **Understanding the world**
- ❖ **Expressive arts and design**
- ❖ **Literacy**
- ❖ **Mathematics**

Pupils working at step 1 will be able to:

- **Name some features of a church.**
- **Talk about some feelings on the church visit.**
- **Show a curiosity about the church and features and events there.**

Pupils working at step 2 will be able to:

- **Identify many features of a church and suggest how they are used.**
- **Respond sensitively to their own and others' feelings in and about churches.**
- **Ask questions about the church and show a desire to discover features/events there.**

ASSESSMENT SUGGESTIONS

An assessment of each pupil is not required for RE at Foundation stage. However the following assessment ideas could be used.

Teachers can assess this work by choosing **one** (or more, if necessary), of the following :-

- assessing any of the above requirements

Session 5-6 – Response at the church to their feelings and curiosity about the things there etc

Session 7-8 Response to Follow up work eg Role-play in role-play church area; thank you cards; using the photographs

Session 7 etc - Discussing their reflections when using the candle about things they had learned and felt.