



## SPRING



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<p><b>NURSERY Spring A</b></p> <p>This unit is learning about and from belonging to families and groups and the signs of belonging</p>	<p><b>AT1: (EYFS) Ways of expressing meaning</b> Use some basic religions vocabulary that reflects the breadth of their experience.</p> <p><b>AT2: (EYFS) Human identity, personality and</b></p>	<p><b>F:2</b> explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and the value of others. Children should explore how people know that they belong to family and other groups, including religious groups; <i>(PSE: making relationships, self-confidence and self-awareness, managing feelings and behaviour)</i></p>	<p><b>HOW DO PEOPLE SHOW THEY BELONG?(F:2)</b></p> <ul style="list-style-type: none"> <li>Show teacher’s doll or Persona Doll this is my doll. <i>How do I know she belongs to me?</i> She sits on my bed. She has my family name. <i>Who is in your family?</i></li> <li>We belong to our class and to a group within the class for example, the ‘Triangle’ group. In school we show that we belong by for example, wearing a uniform, carrying our school book bag. Discuss why the pupils are valued members of this school/class.</li> <li>There are others who wear things to show they belong. If appropriate, choose an example to reflect the faith representation of the pupils; show a selection of artefacts and talk about their meaning.</li> </ul>	<p><a href="#">Guidance on Using Persona Dolls in RE HGfL Nursery General Additional Resources</a></p> <p><b>Be sensitive to the individual background of pupils</b></p>

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<p><b>NURSERY Spring A</b></p>	<p><b>experience</b> Show awareness of things and people that matter to them and link this to learning in RE.</p> <p><b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Belong Birth Family Join</p>	<p><b>F:6</b> share the enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; (Understanding the world: people and communities, PSE: making relationships)</p>	<p><b>HOW DO RELIGIOUS PEOPLE CELEBRATE BELONGING? (F:6)</b> Introduce a ceremony of belonging for example, Christening, Sikh Amrit, Muslim Aqiqa. Re/enact in the role play area.</p>	<p>Choose from any religion. Choose from any ceremony of belonging.</p> <p><a href="http://www.dottieanbuzz.co.uk">www.dottieanbuzz.co.uk</a></p> <p>Talking Pictures, RE Today ISBN 978-1-905893-58-4 Format: Paperback, Cards and CD</p>

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<p><b>NURSERY Spring A</b></p>	<p><b>Welcome Artefacts</b> <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Kara Kanga Kirpan</p>			
<p><b>NURSERY Spring B</b>  This unit is learning about and from the symbols of Easter</p>	<p><b>AT1: (EYFS) Religious Practices and Lifestyles</b> Communicate through talk or gesture about a range of special objects and practices.</p>	<p><b>F:7</b> experience aspects of the natural world, develop their sense of enquiry and curiosity about life and death and show some of the ways in which feelings about these can be expressed; (understanding the world: the world, expressive arts and design: being imaginative)</p>	<p><b>WHAT CHANGES ARE HAPPENING IN THE NATURAL WORLD? (F:7)</b></p> <ul style="list-style-type: none"> <li>• Go for a spring walk- listen for birds, see buds etc. reflect “I like spring because.....”</li> <li>• Paint pictures, create images of spring flowers.</li> <li>• Watch chicks hatching from eggs.</li> <li>• Respond in dance to spring music, for example Vivaldi’s Four Seasons.</li> </ul>	<p><b>Make an Easter table in the class</b> CBeebies ‘Watch’ seasons clips</p>

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<p><b>NURSERY Spring B</b></p>	<p><b>AT2: (EYFS) Questions of meaning and purpose</b> Shows curiosity and interest in the natural world</p> <p><b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Easter Symbol Cross <b>Artefacts</b> <i>Pupils will have</i></p>	<p><b>F:6</b> share enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; <i>(understanding the world: people and communities, PSE: making relationships)</i></p>	<p><b>WHICH SYMBOLS ARE ASSOCIATED WITH EASTER? (F:6)</b></p> <ul style="list-style-type: none"> <li>• Make pancakes and find out about Shrove Tuesday</li> <li>• Look at symbols of Easter, for example Easter eggs, chicks, hot cross buns. The specific symbols of the Christian Easter, for example, the cross, Pascal candle, palm cross, etc. and talk about their meanings. <i>How are these items used at Easter? Draw the symbols. Make/ taste hot cross buns. Discuss the cross on the top of the bun.</i></li> <li>• Read Deedee's Easter Surprise. Talk about 'being friends' as Deedee and Jack are. <i>Who are your friends? How can we be good friends? Do you have any pets that are your friends? How do you care for them?</i></li> <li>• Talk about how Jack helps others (mum collecting eggs, dad planting potatoes). Talk about ways in which the children can help</li> </ul>	<p><i>*'Deedee's Easter Surprise' by Kay Kinnear and Julie Park ISBN 074594443 4</i> <i>*Currently out of print but copies are available on-line.</i> <i>CBeebies – preparing for Easter and Celebrating Easter Possible teaching activities</i></p>

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<p><b>NURSERY Spring B</b></p>	<p><i>the opportunity to look at, observe and possibly handle:-</i> Palm cross Cross Pascal Candle Hot cross buns</p>		<p>others.</p> <ul style="list-style-type: none"> <li>• Talk about how Jack felt when he thought he had lost Deedee and how he felt when he had found her.</li> <li>• When do the children feel happy and when do they feel sad? What or who helps them to be happy again after sadness?</li> <li>• Talk about Jesus (the special teacher) who had died. His friends were sad that he had died but because Christians believe that Jesus came back to life, they are happy and have a special celebration on Easter Sunday. They remember his kindness and all the wonderful things he said.</li> <li>• Think of some of the things that people do at Easter to remember Jesus, (go to church, send cards, have Easter eggs).</li> <li>• Make an Easter Garden display.</li> <li>• Boil eggs and dye or paint and decorate them.</li> </ul>	<p>devised, by Gill Vaisey, printed with kind permission. Sing the song 'Easter Time (the world's waking up)' From come and praise: Beginning ISBN 100563374764 Marks and Spencer 'Children's Bible Stories'</p> <p>'Festivals' Child's Eye</p>

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<p><b>NURSERY Spring B</b></p>			<ul style="list-style-type: none"> <li>• Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds.</li> <li>• Make Easter greeting cards.</li> <li>• Set up a shop to sell Easter eggs/farm produce for imaginative play opportunities.</li> <li>• Talk about what time of year Easter is celebrated. Think about some of the features of spring (new growth of plants, buds, flowers, lambs).</li> </ul>	<p>Media DVD 'Jamie and Megan's Easter'</p> <p>Puddles and the Happy Easter Day. Gill Vaisey ISBN: 978-0-9558886-3-2</p>