



## SUMMER



<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS. RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p><b>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES</b> See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p><b>POINTS TO NOTE AND RESOURCES</b></p>
<p><b>NURSERY Summer</b></p> <p>This unit is learning about and from the relationships with the people in our lives and important people in the lives of religious people</p>	<p><b>AT1: (EYFS) Religious practices and Lifestyles</b> Communicate through talk or gesture about a range of special objects/places/ people/ practices</p> <p><b>AT2: (EYFS) Human identity, personality</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; (PSE: making relationships, self-confidence and self-awareness, managing feelings and behaviour)</p>	<p><b>HOW DO PEOPLE EXPRESS CARE AND CONCERN FOR EACH OTHER? (F:2)</b></p> <ul style="list-style-type: none"> <li>• Discuss who their friends are and what friends do together. <i>What is the role of friends when you are sad/happy?</i></li> <li>• <i>Can brothers and sisters be friends? What can they do for each other?</i></li> <li>• Think of ways that they care for each other and think of ways that they can make their group a more caring place and how they can be more caring and protective.</li> <li>• Think of people they would like to show care and concern for, make a card to say thank you.</li> <li>• Tell the story of Raksha Bandhan.</li> <li>• Show a rakhi and ask questions which</li> </ul>	<p><b>Raksha – protection Bandhan –to tie (Hinduism): some brothers promise they will always look after their sisters. Sisters promise always to love them.</b></p>

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<p><b>NURSERY Summer</b></p>	<p><b>and 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:– Friend Rakhi</i></p>		<p>encourage thoughtful responses, <i>What is it made of? What could you do with it? Where might you wear it?</i></p> <ul style="list-style-type: none"> <li>• Share experiences of looking after brothers/sisters/special friends.</li> <li>• Make a special friendship band or bracelet using craft materials. For example, plaited wool, red and gold foil, paper doilies and glitter. Reflect on whom they will give it to and its significance.</li> <li>• Discuss the caring promises that are made between a brother, sister or someone special.</li> <li>• Discuss caring promises that could be made between the pupils in the class. <i>What does it mean to keep a promise?</i></li> <li>• Have your own class ceremony at which they swap the bracelets.</li> <li>• Display some rakhis with children’s caring messages.</li> </ul>	<p><a href="http://www.bbc.co.uk/religion/religions/hinduism/holydays/raksha.shtml">http://www.bbc.co.uk/religion/religions/hinduism/holydays/raksha.shtml</a> Role play /dressing up Saris. Make Indian Sweets (eg. Barfi) See HGfL Nursery Additional Resources Link to PSE: some secret promises are right to break (i.e. pupil’s abuse)</p>

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<p><b>NURSERY Summer</b></p>	<p><b>Artefacts</b> <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Rakhis Saris <b>AT1: (EYFS) Religious practices and lifestyles</b> Communicate through talk or gesture about a range of special objects/places/ people/ practices</p>	<p><b>F:3</b> learn about key figures in their own lives and key members of a local religious group. (understanding the world: people and communities)</p>	<ul style="list-style-type: none"> <li>If there are older children in school who have exchanged rakhis, invite them to come and talk to your class.</li> </ul> <p><b>HOW DO IMPORTANT PEOPLE WITHIN RELIGIOUS GROUPS SHOW CARE AND CONCERN? (F:3)</b></p> <ul style="list-style-type: none"> <li>Discuss the organisation of the school, for example, each group is cared for by an adult, the teacher cares for the whole class, the head teacher cares for the whole school.</li> <li>Explain that in a religious community the leader cares for all the people. Give the leader their</li> </ul>	<p>Choose a religious group/s</p> <p>Invite visitor/s See HGfL Nursery Additional Resources</p>

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<p><b>NURSERY Summer</b></p>	<p><b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Reverend Bible Lectern Pulpit Organ Pews</p> <p><b>Artefacts</b> <i>Pupils will have the opportunity to look at, observe and possibly</i></p>		<p>proper title and explain their job.</p> <ul style="list-style-type: none"> <li>• Invite a local religious community faith leader in to talk with the children.</li> <li>• Read the book '<i>Puddles Lends A Paw</i>' and emphasise and enjoy the repetitive phrases in the book and encourage the pupils to join in.</li> <li>• Talk about the story and how Puddles the cat managed to help the various characters in the Church.</li> <li>• Talk about the Reverend Freddie Fisher's reading from the Bible about helping others.</li> <li>• Identify the different ways the characters in the book helped out in the Church.</li> <li>• Talk about how the Reverend Freddie Fisher helps people know more about how God wants them to live.</li> <li>• Invite children to think of questions they would like to ask the characters. Ask the children to think about who helps them and how they can help others.</li> </ul>	<p><b>The Faith Communities Directory</b> <b>'Puddles Lends A Paw'</b> by Gill Vaisey <a href="http://www.booksatpress.co.uk">www.booksatpress.co.uk</a> ISBN 0-9547220-8-6 Books and story characters available to buy. Possible teaching activities devised, by Gill Vaisey,</p>

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<p><b>NURSERY Summer</b></p>	<p><i>handle:-</i> Bible Soft toy cat and Reverend with changeable vestments</p>			<p>printed with kind permission</p>