



SPRING

<p>YEAR GROUP, TERM, UNIT TITLE, RE will be delivered flexibly according to the statutory requirements of the EYFS</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY 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>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>RECEPTION Spring A</p> <p>This unit is learning about and from change and growth in the natural world</p>	<p>AT1 (EYFS) Ways of expressing meaning Use some basic religious vocabulary that reflects the breadth of their experience.</p> <p>AT2 (EYFS) Questions of meaning and purpose Show curiosity and interest in the world around them.</p>	<p>F:7 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>WHAT DO SOME PEOPLE BELIEVE ABOUT THE BEGINNING OF THE WORLD? (F:7)</p> <ul style="list-style-type: none"> • Introduce the unit by talking about pupil's experiences of the New Year and explain how with a New Year comes new beginnings and that the year is like a pattern eg. 4 seasons, 12 months. • Give opportunities to listen to music that expresses aspects of the seasons. Using dance, respond to the music. • Read or tell a simple version of the Christian/Jewish/Muslim creation story. Choose paint/clay/musical instruments/writing/etc. to express their feelings about one part of the story. • Watch the Dottie and Buzz DVD, 'Creation'. • Use creation story bag and fill with confetti, stars or other items related to the creation story. • Make a creation display collage to show the sequence of the story; use clay/ or 'lego' pieces. 	<p>'Creation' Creation story bag available from www.decademistries.co.uk The Crunching Munching Caterpillar ISBN 978-1854306418 'The Baby Birds' by Gill Vaisey ISBN 978-0-9558886-0-1 Support materials available www.booksatpress.co.uk</p>

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RECEPTION Spring A	Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Creation Spring life cycles life death		WHAT IS HAPPENING IN THE NATURAL WORLD THIS TERM? (F:7) <ul style="list-style-type: none"> • Explore the outside environment through a multi-sensory approach. • Take the class outside to gather examples of the late winter/spring. Encourage questions about the items they find. Collect some bare twigs, put into water in the class to watch them changing. • Make a collection of nature’s treasures for an interest table, for example, bulb, stick, egg, stone, flower, feather, seed, etc. • Plant and care for seeds, for example cress, lettuce (indoors). • Discuss what they have seen around them changing, eg. buds, weather, and colours. • Make a spring picture. • Ask pupils to think of other sequences in nature, for example, caterpillar to butterfly, bulb to flower, maggot to fly. Bring in an example to share. Sequence various examples. Draw and label them or order pictures of life cycles, for example, frogs or butterflies. 	www.dottieandbuzz.co.uk Use school digital camera ‘Are You Spring?’ by Caroline Pitcher ISBN 100751372137 (currently out of print but available online) ‘When Will it Be Spring?’ by Catherine Walters ISBN 978-1854307286 Sam Plants a Sunflower - Kate Petty and Axel Scheffler ISBN 10: 0333781082 ISBN-13: 978-0333781081

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RECEPTION Spring A			<p>WHICH NATURAL THINGS APPEAR DEAD BUT ARE REALLY ALIVE? (F:7)</p> <ul style="list-style-type: none"> • Pupils collect natural objects and sort into two large hoops (labelled 'living', 'dead', 'neither', i.e. never alive). • Discuss pupil choices, encouraging them to think carefully about their categories, i.e. the bulb looks dead, but is living and will produce a flower. • Read and discuss Sam Plants a Sunflower : <i>What happened to the flower? Why do flowers die?</i> • Share the story '<i>Water Bugs and Dragonflies</i>' Talk about the changes made from bug to dragonfly. Talk about: <i>Where does the dragonfly go to?</i> • Or share the story 'Grandpa' by John Burningham (book or DVD). Talk about how the granddaughter might have felt. • Or share the story 'Goodbye Mog' in which Mog, the cat, dies. • Or use Persona Dolls to explore feelings and ideas about life and death. A doll could have a pet or grandparent which dies. Ask questions 	<p>'Water Bugs and Dragonflies: Explaining Death to Young Pupils' By Doris Stickney 978-0829816242 Story featured on BBC DVD 'Worlds of Belief: Easter.' 'Grandpa' John Burningham 0099434083 Goodbye Mog - Judith Kerr ISBN 10: 0007149697 ISBN-13: 978-0007149698</p> <p>Be prepared for difficult questions about</p>

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			<p>about how to celebrate a life.</p> <ul style="list-style-type: none"> Where appropriate discuss difficult questions about death. Allow pupils to talk freely and be clear that teachers do not know all the answers. 	<p>death, these should not be dismissed.</p>
<p>RECEPTION Spring B</p> <p>This unit is learning about and from the Easter story</p>	<p>AT1 (EYFS) Beliefs and teachings Listen and respond to religious stories.</p> <p>AT2 (EYFS) Human identity, personality and experience Show awareness of things and people that matter to them and link this to learning in RE.</p>	<p>F:1 listen and respond to a range of faith stories in a variety of ways; (understanding the world: people and communities)</p>	<p>WHAT MAKES ME HAPPY AND UNHAPPY? (F:1)</p> <ul style="list-style-type: none"> Using a happy and a sad face, encourage the pupils to talk about their own experiences of happy and sad times in their own lives, in school or in the wider community. Fold a sheet of paper in half for each pupil. They draw a happy face in the left corner and an unhappy face in the right corner. Underneath draw happy and unhappy incidents and label. <p>WHAT MADE JESUS' FRIENDS HAPPY AND UNHAPPY AT EASTER TIME? (F:1)</p> <ul style="list-style-type: none"> Using two happy and one sad faces tell a simple version of the Easter story, emphasising the happiness of Palm Sunday, the sadness of Good Friday, the happiness of Easter Day. Using a paper plate on a lolly stick, decorate one side to be a happy face, the other side sad. Retell the story; pupils to show the correct face at the appropriate part. 	<p>Show palm branches Emphasis the symbolism of the cross on the top of the bun. www.bbc.co.uk/cbeebies/lets-celebrate/watch/lets-celebrate-easter1</p>

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RECEPTION Spring B	Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:</i> happy/sad Easter Jesus Christian Cross Palm Sunday Good Friday Easter Day Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Crosses palm crosses		WHICH THINGS DO CHRISTIANS EAT AT EASTER TO REMIND THEM OF THE STORY? (F:1) <ul style="list-style-type: none"> • Make, show and share hot cross buns. Focus on the symbolism of Good Friday. • Share Easter eggs and focus on the symbolism of new life. • Watch clip of celebrating Easter. Make Easter nests. 	Puddles and the Happy Easter Day by Gill Vaisey ISBN: 978 -0-9558886-3-2

