



SUMMER



<p>YEAR GROUP, UNIT TITLE, TERM, 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 (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>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 Summer</p> <p>This unit is learning about and from what makes a place special and a local religious place (10 hours)</p>	<p>AT1 (EYFS) (Level 1) Religious Practices and Lifestyles Communicate through talk or gesture about a range of special objects/places/people/practices AT2 (EYFS) (Level 1) Human identity, personality and experience</p>	<p>F:5 explore local places which are important for people, including at least one place of significance for a religious family. They should share their own experiences of places which are special to them; (understanding the world: people and communities)</p>	<p>WHAT PLACES ARE SPECIAL TO ME? (F:5) Guided visualization: using a stilling script</p> <ul style="list-style-type: none"> • Ask pupils to close their eyes and enjoy a journey in their imagination with you, to a special place. Use a script such as the one recommended, to focus on taking pupils to their special place; <i>What can they see, touch, hear? How do they feel? What memory of the special place do they want to keep?</i> Tell the class or a partner about your special place through, for example, circle time, carpet buddies or partner work. • Using a story, poem or picture talk about places which are special to pupils. Discuss which places are special, why and how they make the pupils feel. Draw or make a model of their special place. Take photographs of pupils' models. • In the role-play or outside area as a class or 	<p>'Guided visualisation' is an educational technique for imaginative learning. Teachers are encouraged to try it out, perhaps at first with a small group. Stilling Script by Lat Blaylock, written for the Diocese of St Albans, Units of Work on</p>

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<p>RECEPTION Summer</p>	<p>Show awareness of things and people that matter to them and link this to learning in RE. Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Special places Areas around the school Areas in the local community</p>	<p>F:3 learn about key figures in their own lives and key members of a local religious group; (understanding the world: people and communities)</p>	<p>in small groups discuss and make a 'special place', for example a parachute den. Pupils decide where it would be for example, what it would look like, who could go there, what would be done there, what would be worn, what it would contain.</p> <ul style="list-style-type: none"> In class or small groups discuss how they feel in their special place. <p>WHICH PLACES ARE SPECIAL IN THE SCHOOL? (F:3)</p> <ul style="list-style-type: none"> Walk round the school, identifying some important areas, for example, the hall is where the whole school meets; the head's office is where the leader of the school works. Discuss which people use the areas visited. Take digital photographs of the areas which have been discussed, label to say why they think it is special, giving examples of a quiet place, a friendly place, a thinking place etc. 	<p>Christianity. Available with kind permission of the Diocese on HGfL Reception Additional Resources. 'Sally's Secret' by Shirley Hughes ISBN: 9780099926603 'Half Way' by A A Milne from, 'Now We Are Six' by A.A Milne ISBN 9781405229937 Geography Link: Label areas visited on a plan of the school</p>

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<p>RECEPTION Summer</p>	<p>Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Holy Church Mosque Synagogue Mandir Gurdwara Religious artefacts Religious leaders</p>	<p>F:3 learn about key figures in their own lives and key members of a local religious group; (understanding the world: people and communities)</p> <p>F:3 learn about key figures in their own lives and key members of a local religious group; (understanding the world: people and communities)</p>	<p>WHICH PLACES ARE SPECIAL TO PEOPLE IN THE COMMUNITY? (F:3)</p> <ul style="list-style-type: none"> Show pictures of features they will recognise, for example, the swimming pool, the shops or the park. Discuss the purposes for visiting each place. Talk about any of these places they might go to with friends or family and why. Paint themselves in a place of their choice. <p>WHICH LOCAL PLACE IS SPECIAL AND HOLY TO A RELIGIOUS FAMILY? (F:3)</p> <ul style="list-style-type: none"> Show a photo of the religious building closest to the school. This can be from any religion. Discuss where it is, who has seen it and who goes there. Invite someone who attends the place to talk with the class about the place and its importance to them. Focus on the name of the place and for example, the day they attend, what they do, what things they use there, what else happens there and who is in charge. Or explore for example, a church, mosque, synagogue, through a 'virtual tour' or visit 	<p>Walk around the local area Persona dolls Guidance on Using Persona Dolls in RE HGfL Reception Additional Resources See Faith Communities Directory HGfL General Resources 'Say Hello to ...' RE Today book & CD ISBN 1397819040248 11 www.educhurch.co.uk</p>

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<p>RECEPTION Summer</p>		<p>F:3 learn about key figures in their own lives and key members of a local religious group; (understanding the world: people and communities)</p>	<p>the place of worship of their earlier visitor; pupils find examples of a quiet place in the building, a friendly place, a thinking place etc.</p> <ul style="list-style-type: none"> • Or use a persona doll to talk about their place of religious importance. • Provide artefacts for pupils to explore and explain that these need to be treated with respect. <p>WHICH PEOPLE ARE IMPORTANT IN OUR OWN LIVES? (F:3)</p> <ul style="list-style-type: none"> • Discuss the different people who are important in pupils' own lives, for example, parent, carer, grandparent, sibling, child minder. • Take photographs and make a class display of the important people in the pupils' lives. • Discuss other important people and why these people are important. Pupils to contribute to a class book/display add to the list the title of a leader of a local religious community. Invite that person to talk about their role. Focus on their title, 	<p>'Religious Buildings' Wayland ISBN 07502 32250 Start-up Religion books;- Big Book 'Something Special' by Nicola Moon ISBN 186039 875 8 Talking Pictures – RE Today Fiona Moss and Stephen Pett ISBN: 9781905893584 Folens RE poster packs have posters/ Photographs of</p>

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<p>RECEPTION Summer</p>			<p>what they might wear, what they do for people. Ask the person to tell a story which they would tell to children in their special place.</p>	<p>all religious buildings/ religious artefacts www.strath.ac.uk/curricularstudies/re/db/reartefacts/hindu or christian /islam/buddhist/ jewish/sikh</p>