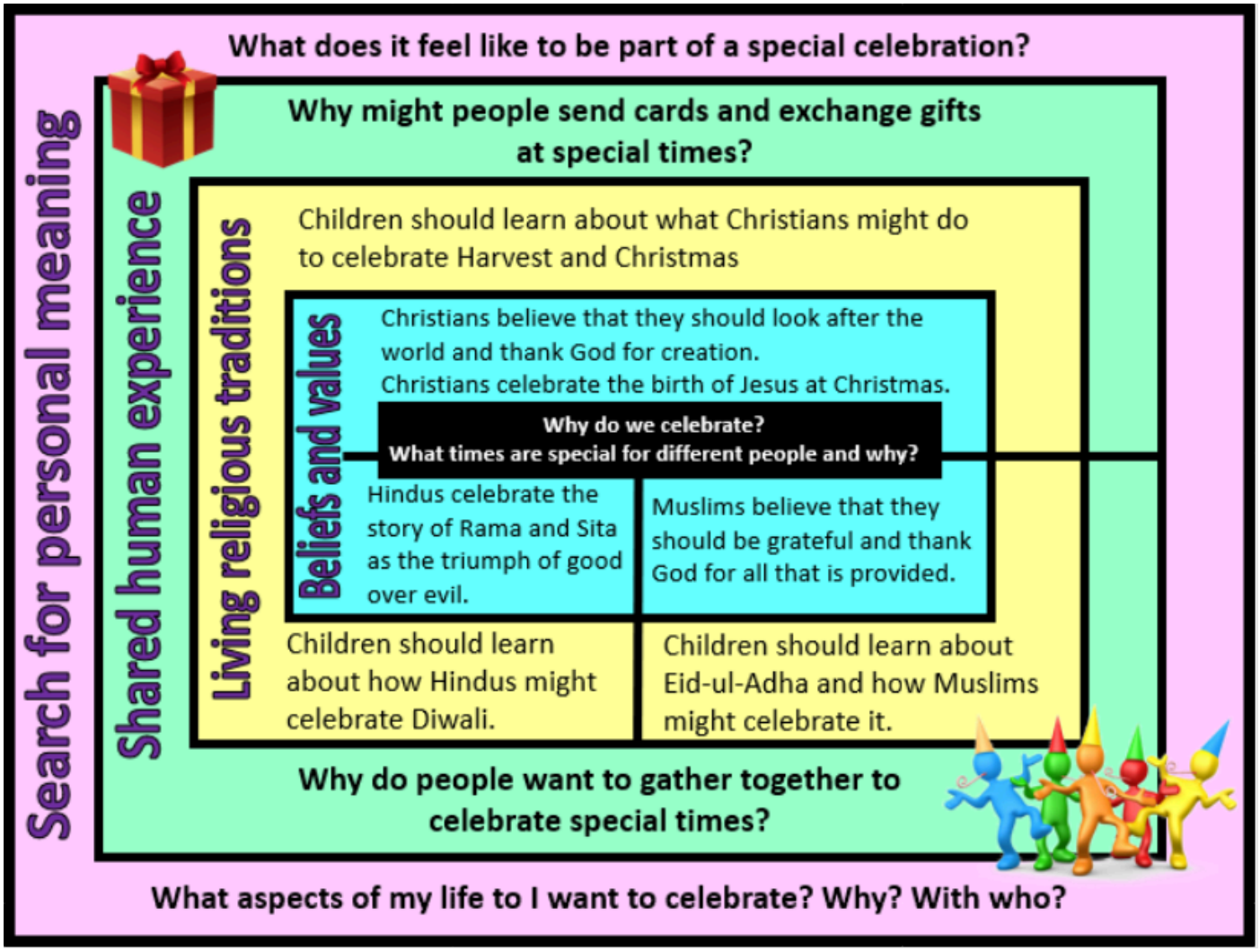
~~Early Years Autumn 1~~

Key Question (to be used all year): **Why are some things special?**

Focus Question (for this investigation): **Special times**: How and why do we celebrate?
What times are special to different people and why?



Focus Question: Special Times	
In this unit pupils will learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.	
Field of Enquiry	**Possible ideas for adult led teaching**
Shared Human Experience	● Teacher to create a 'celebration box' to engage children. The box can contain birthday cards, Christmas cards, invitations, posters etc. Teacher to lead discussion about what all of these things are for. ● Discuss achievements that we celebrate, school certificates, swimming badges, sports medals. Have you ever had recognition for your hard work? ● What does it mean when we receive an invitation? How would you feel if you received one? Discuss the idea of a celebration and children's own experiences of a celebration. Children could bring in pictures of when they've been a part of a celebration. ● What would you take with you if you were invited to a celebration?

Beliefs and values	**Harvest**	● Do we know of any religious celebrations? What might a Christian celebrate in the year? What about a Hindu or Muslim? ● Persona dolls are useful in the teaching of RE in the Foundation Stage. https://shop.retoday.org.uk/9780955661129. ● Go on a nature walk. Collect leaves, sticks etc. to create a collage. Christians believe that God created all of these things and that they should say thank you during Harvest time. ● Learn Harvest songs- https://www.youtube.com/watch?v=NTdIrlTlXks
	Christmas	● Using a set of Nativity figures or photographs – Mary, Joseph, Shepherds, Angels, Magi, donkey, camel, sheep, Baby Jesus, gifts. Distribute the objects/photographs within the group. ● Share a child-friendly version of the Nativity story, when 'their' person or artefact is mentioned, children to stand up. ● Children to re-tell the story by ordering themselves / their artefact. Build in opportunities for oral re-telling. ● Look at the 'Jesus' Christmas Party' story. Available to buy as a book, or online as a video. Discuss the celebration that happened. Why is everyone so happy
	Diwali	● Turn the lights off and make the room as dark as possible. Light a single candle or battery candle. How did you feel when it was dark? What about with the light? How much light did the candle give? Did being closer to the light help you to see better? ● Show the children a Diya lamp and explain that it will be very important in the story, so listen out for it. ● Share a child friendly version of the Story of Rama and Sita. Retell the story. You can make stick puppets for the children to help them to retell the story. ● Ask children how the characters involved might feel throughout the story (PSHE link).
	Eid	● Discuss how, during Ramadan, Muslims fast during the daylight hours, and share a family meal when it is dark. At the end of the month of Ramadan, Muslims have a big celebration that they succeeded in their efforts. ● Link back to S.H.E of recognising achievements. ● Eid is a huge celebration where many communities get together, people enjoy and appreciate the food even more having gone without for so long.
Living religious traditions	**H**	● Discuss a Harvest Collection for food banks. Children can bring in foods for charity. Link to sharing with PSHE. Why do Christians donate food during Harvest? ● Take part in a whole school or classroom Harvest Festival, create Harvest Baskets and use them during snack time. Afterwards, sing one of the Harvest songs that you have learnt.
	Christmas	● Christians may have an advent calendar, discuss what a traditional advent calendar looks like. Discuss how it is picture based – not chocolate based- to retell the story. ● As a group, create your own traditional advent calendar, using the images or models from the previous retelling of the story lesson. ● How did you feel whilst waiting for your turn? Link this to how a Christian might feel waiting for Christmas day. ● Interview a Christian about how they feel during Advent and how they celebrate at Christmas. Questions can be instead emailed to 'email a believer' – www.REtoday.org.uk/school-support/resources/resources/email-a-believer/

	Diwali	● Discuss the use of a Diya lamp. Using clay make your own and put a tea light in the middle. ● Show the children Rangoli patterns and how these are used during Diwali to decorate homes. ● Search for Diwali fireworks and choose an appropriate video for your class. Turn off the lights and watch the fireworks. Link to the British celebration of Bonfire night. Discuss how a Hindu would feel watching the fireworks, what part of the story would this remind them of?
	Eid	● Share dates and/or fig rolls with the children and explain that this is a popular sweet during Eid. ● Talk about special clothes and how Muslims wear their finest clothes for the celebration of Eid. ● People gather together in Mosques, or open air locations for special prayers and to share a meal in daylight together. They wish each other 'Eid Mubarak' and exchange cards and gifts.
Search for Personal Meaning		● Have you enjoyed experiencing celebrations? What was your favourite part? Discuss the links to food across all of the celebrations, why is eating with your friends and family enjoyable? ● What else do you think that we should celebrate? Can we plan a celebration as a class/group? Who should we invite to the celebration? (link to PSHE and British Value of inclusivity). ● What would your celebration look like? What food would you share? Would there be music? Fireworks? Special clothes? Decorations? Why have you chosen these things? ● As celebrations crop up throughout the year, both religious and secular, ensure that children are given the opportunity to reflect on the celebration and their previous learning.

Opportunities to apply learning within enhanced continuous provision		
Areas to be enhanced	**Knowledge/skills to be modelled**	**Ideas for resources/ activities**
Book corner/Reading Mark making Construction Small World Role play Sand Water Malleable Snack	PSED: Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. CL: Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Listens and responds to ideas expressed by others in conversation or discussion. Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. PD:	Food tasting linked to festivals e.g. fruits and vegetables at Harvest; fig rolls at Eid. Treading fruit onto skewers to create fruit kebabs Place books read during adult led activity into reading area for children to revisit. Provide materials for the making of invitations, cards and decorations linked to the festivals and personal celebrations. Rangoli pattern outlines for colouring/fine motor. Thread story events onto string to create a necklace. Collage using materials from nature walk. Wrapping presents.

	Eats a healthy range of foodstuffs and understands need for variety in food. Literacy: Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Maths: Uses everyday language related to time. Orders and sequences familiar events. Understanding the World: Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Expressive arts and design: Begins to build a repertoire of songs and dances. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Create simple representations of events, people and objects. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.	Nativity figures in small world area for retelling. Use playdough for making diva lamps. Make stick puppets to retell the story of Rama and Sita for use in role-play/small world. Provide dressing up clothes for a celebration. Decorate the home corner for a celebration. Water resistant painting of fireworks using wax crayons. .

Links to stories, songs and rhymes
Little Red Hen – Harvest A Harvest Story - https://request.org.uk/restart/2014/10/06/a-harvest-story/ A selection of Christmas songs – Link to Nativity productions The Story of Rama and Sita The Nativity Story
Vocabulary introduced through the unit
Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, Special, Family, Ramadan, Religion, Fasting, Diya Lamp, Rangoli.
Early Learning Goal
People Culture and Communities Children at the expected level of development will: Know some **similarities** and **differences** between **different religious and cultural communities in this country**, drawing on **their experiences** and what has been **read in class**.

By the end of the unit children will know:
Examples of a special occasion and suggest features of a good celebration Simple stories connected with Christmas/Harvest/ Diwali and Eid. Why festivals are special times for believers of different faiths.