




Overview Year F1/2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <p>Religions: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Islam, Judaism</p>	<p>Theme: Easter</p> <p>Key Question: What is Easter?</p> <p>Religions: Christianity</p>	<p>Theme: Story Time</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>


Foundation 1 - Special People - Lesson 1: Mum and Dad

Learning Objectives		Success criteria	
<p>D4 - Has a sense of own immediate family and relations</p> <p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant events in their own experience</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D4 - I know who is in my family</p> <p>D4 - I know that there are things that make me different to others I know that there are things that make me similar to others</p> <p>D5 - I can show interest and talk about people who are familiar to me</p> <p>D5 - I can recognise and talk about special events that have happened to me in my life</p> <p>D5 - I can recognise and talk about special events that have happened to my family and friends</p> <p>D6 - I enjoy joining in with family events and routines</p> <p>ELG - I can talk about past and present events that have happened to me and my family</p> <p>I know that my friends might enjoy different things to me</p> <p>I am sensitive towards these different needs and opinions</p> <p>I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Provide opportunities for children to draw/paint/ collage pictures of people who are special to them. Some of the activities mentioned in 'Help Me Learn' freely available both indoors and outdoors.</p> <p>Role play area set up for families to promote discussions</p>	<p>Bubble-up of children's comments/observations. Personal, social and emotional development</p> <p>Speaking and listening</p> <p>Communication and language</p>	<p>Ask parents, grandparents, auntie/uncle, etc. to take a photo of the child doing something special with them at home</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Adult interaction with Child-initiated activities</p> <p>Help and encourage children to freely communicate about home and community</p> <p>Adult to make relevant observations</p>	<p>'Just like my Mum'/'Just like My Dad' by David Melling</p> <p>'Me and My Dad'/'Me and My Mum' by Alison Ritchie</p> <p>Photo cards of different activities done with parents e.g. reading a bed time story, going to the park.</p>	<p>Home learning photos up on display</p> <p>Child-initiated work.</p>	<p>Role play families e.g. going for picnics; have baby dolls available for washing in water tray</p>
<p>Foundation 1 Main session (length 15 mins max)</p>	<p>Interest Me: Show photo cards of different activities that you might do with a mum or dad e.g. reading a book or being pushed on the swings. Hold up each picture one at a time. Get the children to stand up when they see something they do with their Mum or Dad.</p>		
	<p>Help Me Learn: Invite the children into a circle and ask them to think about the best thing that they get to do with their mum and/or dad. Pass a teddy around the circle and get the children to share their ideas with the class.</p>		
	<p>Questions: Who is special to you at home? What things do you do with your Mum/Dad that are special to you?</p>		
<p>Let's Think: Read one or two of the suggested stories or ones similar about a parent's love of their child. Talk about how our parents are very special to us and use some of the examples given by the children to reinforce the special bond shared between parents and their child.</p>			


Foundation 2 - Special People - Lesson 1: Mum and Dad

Learning Objectives		Success criteria	
D4 - Has a sense of own immediate family and relations D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant events in their own experience D5 - Recognises and describes special times or events for family or friends D6 - Enjoys joining in with family customs and routines ELG - Children talk about past and present events in their own lives and in the lives of family members They know that other children don't always enjoy the same things, and are sensitive to this They know about similarities and differences between themselves and others, and among families, communities and traditions		D4 - I know who is in my family D4 - I know that there are things that make me different to others I know that there are things that make me similar to others D5 - I can show interest and talk about people who are familiar to me D5 - I can recognise and talk about special events that have happened to me in my life D5 - I can recognise and talk about special events that have happened to my family and friends D6 - I enjoy joining in with family events and routines ELG - I can talk about past and present events that have happened to me and my family I know that my friends might enjoy different things to me I am sensitive towards these different needs and opinions I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Provide opportunities for children to draw/paint/collage pictures of people who are special to them Some of the activities mentioned in 'Help Me Learn' freely available both indoors and outdoors Role play area set up for families to promote discussions	Bubble-up any observations or comments made by children. Personal, social and emotional development Speaking and listening Communication and language	Send home a special sheet for children to draw 1 or 2 people who are special to them. Can a grown-up scribe on it why the chosen grown-ups are special to the child?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult interaction with child-initiated activities Help and encourage children to freely communicate about home and community Adult to make relevant observations	Photo cards with pictures of activities that you might do with your mum or dad (smaller than F1 cards, e.g. 4 to a page) 'Just like my Mum'/'Just like My Dad' by David Melling 'Me and My Dad'/'Me and My Mum' by Alison Ritchie	Home learning task Photo cards up with comments (next to them) from the children	Role play mum and dads Provide babies and a water tray to bath them
Foundation 2 Main session (length 15 mins max)	Interest Me: Place the photo cards of activities children might do with their Mum or Dad into a small box or bag so the children cannot see them. Ask one child at a time to come and select a picture from the box/bag. They have to act out what is on the card without making a sound. Can the rest of the children guess what the activity is? Help Me Learn: Ask the children who they might do all these things with. Can they think of an activity that they love to do with their Mum/Dad that is special? Put children into pairs or small groups and ask them to tell each other what it is they like doing with their Mum/Dad. The children feed back to the class. Teacher to write all the different ideas on the board. Questions: Who is special to you at home? What things do you do with your Mum/Dad that are special to you? Let's Think: Look at all the different ideas on the board, talk about how this makes us unique as we all have different special things that we do with our Mums and Dads. Finish by reading one of the suggested texts or one with the similar theme of a parent's love.		


Foundation 1 - Special People - Lesson 2: Special People at School

Learning Objectives		Success criteria	
<p>D4 - Beginning to have their own friends</p> <p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>ELG - They know that other children don't always enjoy the same things, and are sensitive to this</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D4 - I have made my own friends</p> <p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can show interest and talk about people who are familiar to me</p> <p>D5 - I can say some of the things that make me special</p> <p>I can talk about some things that are similar and different between myself/family and others around me</p> <p>ELG - I know that my friends might enjoy different things to me. I am sensitive towards these different needs and opinions</p> <p>I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Take photos of the children playing with friends	Bubble-up children's comments and observations Speaking and listening Communication and language Personal, social and emotional development	Encourage discussion at home about who is special to them and why	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult to support children during their play, promote discussions about friendships Create a poster - children draw pictures of friends and write labels around outside as to why they are special	Photos of all the children and staff/names Special box/bag	Photos from child-initiated times.	Take photos of the children playing with friends
Foundation 1 Main session (length 15 mins max)	Interest Me: Place all the children's and staff photos in a special box/bag. Explain to children that in the box is the most special person ever. Can they guess who it is?		
	Help Me Learn: Teacher puts their hand into the box and pulls out a photo. Don't let the children see the photo but the teacher says something that makes this person special e.g. they are special because they are a kind friend. Then show the photo. Do the children agree? Get another member of staff to choose a photo and say something special about that person. Then the children choose a photo and say something special about that child.		
	Questions: What makes us special? Is it OK to all be special for different reasons?		
Let's Think: Help the children understand that they are all special in different ways to their friends.			

Foundation 2 - Special People - Lesson 2: Special People at School

Learning Objectives		Success criteria	
<p>D4 - Beginning to have their own friends</p> <p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>ELG - They know that other children don't always enjoy the same things, and are sensitive to this</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D4 - I have made my own friends</p> <p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can show interest and talk about people who are familiar to me</p> <p>D5 - I can say some of the things that make me special</p> <p>I can talk about some things that are similar and different between myself/family and others around me</p> <p>ELG - I know that my friends might enjoy different things to me. I am sensitive towards these different needs and opinions</p> <p>I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Take photos of children playing with special friends	<p>Bubble-up any observations/comments made by children</p> <p>Speaking and listening</p> <p>Communication and language</p> <p>Personal, social and emotional development</p>	<p>Encourage discussion at home about who is special to them and why</p> <p>Take photos/draw pictures of special people and write why they are special</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Take photos of children with their chosen special friend. Print the pictures and ask children to write underneath why their friend is special to them	<p>Teddy/puppet</p> <p>Special box/bag</p> <p>Children's names written on small pieces of paper or photos</p>	Child-initiated photos with quotes/thought bubbles	Take photos of children playing with special friends.
Foundation 2 Main session (length 15 mins max)	<p>Interest Me: Use a teddy or a puppet and introduce them to the class. Explain to the children that the puppet has a very special friend in the class, (perhaps describe another adult in the class or teddy). Get the puppet to say why this friend is special e.g. we play Lego together, we play football together, they help me with my writing.</p>		
	<p>Help Me Learn: Sit the children in a circle and show them a special box/bag. Explain to children that in this bag are the names/photos of every member of the class, including the teacher and the TA. Teacher takes a name from the box/bag and says something special about the person whose name/photo they pulled out.</p>		
	<p>Questions: What makes us special? Is it OK to all be special for different reasons?</p>		
	<p>Let's Think: Help the children to understand that we all have special friends and that everyone is special for different reasons. Explain how we all have a special friend and that each special friend is different to others' special friend and that this is OK.</p>		

Foundation 1 - Special People - Lesson 3: More Special People

Learning Objectives		Success criteria	
<p>D4 - Has a sense of own immediate family and relations</p> <p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant events in their own experience</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations and ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - They know that other children don't always enjoy the same things, and are sensitive to this</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D4 - I know who is in my family</p> <p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can show interest and talk about people who are familiar to me</p> <p>D5 - I can recognise and talk about special events that have happened to me in my life</p> <p>D5 - I can recognise and talk about special events that have happened to my family and friends</p> <p>D5 - I can take an interest in different people and events around me.</p> <p>D5 - I can say some of the things that make me special</p> <p>I can talk about some things that are similar and different between myself/family and others around me</p> <p>D6 - I enjoy joining in with family events and routines</p> <p>ELG - I know that my friends might enjoy different things to me. I am sensitive towards these different needs and opinions</p> <p>I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions.</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Using ideas that the children have thought of in the lesson, teach children something new that they want to learn	Bubble-up children's comments and observations Speaking and listening Personal, social and emotional development Communication and language	Can they think of something new that a grown-up can help teach the child at home? Or reverse it; can the child give instructions to a grown-up to complete something, e.g. a drawing, making a model?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Provide some new experiences for children, adult models playing a new game or making something. Teacher reinforces the concept of how they have helped guide the children to learn something new	Pictures of families from around the world taking part in different activities e.g. fishing, picnic, reading books, etc.	Take photos of the children doing new activities and put them up on display	Teach a friend something new Get out new equipment to learn how to use
Foundation 1 Main session (length 15 mins max)	Interest Me: Show children pictures of different families from around the world doing different things. Look at the photos and talk about what is happening in each photo.		
	Help Me Learn: Explain to children that there are lots of people around us who help teach us things and show us how to do new things. Can the children think of anybody who has helped them do something new? Share their ideas with the group.		
	Questions: Can you think of somebody who has helped you learn something new? Who helps you to learn new things?		
	Let's Think: Is there anything new that the children would like to learn to do that the grown-ups can help with? Use these ideas to help structure child-initiated times.		

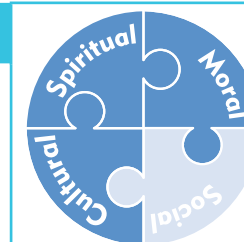
Foundation 2 - Special People - Lesson 3: Role Models

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D5 - I can show interest and talk about people who are familiar to me D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Role play - act out roles of role models	Bubble-up children's comments and observations Speaking and listening Communication and language Personal, social and emotional development	Get children to identify a role model within the family Take a picture and write why they are a role model	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create a role model poster, draw and write about someone who could be their role model and why	Pictures of famous people - e.g. David Beckham, The Wanted, the Queen Poster - space in middle for a drawing and space around outside to write why they are a role model	Role model posters	Different activities - work with a friend to try something new
Foundation 2 Main session (length 15 mins max)	Interest Me: Show children pictures of famous people who they will know. Do the children know them? What do they do? What are they famous for doing?		
	Help Me Learn: Explain to children that these people are seen as role models. Provide children with an explanation of what a role model is. Ask the children to talk to their friends about who could be their role model and why?		
	Questions: Who could be your role model and why?		
Let's Think: As a class create a role model poster. Draw a picture of someone from within the school or a famous person. Around the outside write labels/sentences about why they are a role model e.g. kind, good at football, helpful, good with numbers.			

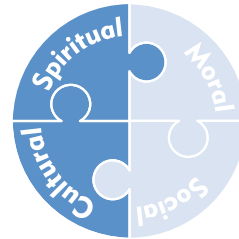
Role model - a role model is someone who is loved and whose behaviour is copied. They can be family members, friends or even someone who you don't really know, such as a famous person or a celebrity.

Foundation 1 - Special People - Lesson 4: Jesus

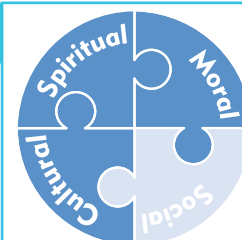
Learning Objectives		Success criteria	
D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Draw/paint pictures linked to the story Make props to act out story	Bubble-up children's comments/observations. Speaking and listening Communication and language Personal, social and emotional development	Promote a discussion about the things we do at home to help each other	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Take the suggested story or another familiar story from the Bible. Provide children with props to act it out as the adult tells the story Put actions to the story and re-tell it as a class/group Sequence the story using pictures	Selection of pictures of Jesus Children's Bible; Story of Jesus and of his miracles - Healing the Paralysed Man	Adult-/child-initiated work	Act out the story on a larger scale Large sheets of paper to draw pictures from story
Foundation 1 Main session (length 15 mins max)	Interest Me: Show the children the pictures of Jesus. Does anyone know who it is? What did He do that made people believe He was special? Explain to children that He is the role model for people who follow the religion of Christianity.		
	Help Me Learn: Share the suggested story with the children or another one that is popular about Jesus performing a miracle. What did the children like about it? Was it a nice thing to do? Why?		
	Questions: Who is it? What did he do that people thought was special?		
	Let's Think: Can you think of nice things that you have done to help your friends that make you special? What do you do at home to help Mum and Dad or other members of your family?		



Foundation 2 - Special People - Lesson 4: Jesus

Learning Objectives		Success criteria	
D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Provide props to act out the story, take photos Draw/paint pictures linked to the story	Bubble-up children's comments/observations. Speaking and listening Communication and language Personal, social and emotional development	Research another miracle performed by Jesus Explain to parents/carers theme of the lesson; can they think of things they do at home to help that makes them special? Write it down on a special poster	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Re-read the story, create freeze frames and get the children to talk about how the people in the story might be feeling Sequence the story using pictures. Small pictures of the story used in Interest Me	Selection of pictures of Jesus Children's Bible performing Story of Jesus healing the paralysed man	Work from child-initiated/adult-led activities Pictures of the story up in sequence	Drama - act out story using props
Foundation 2 Main session (length 15 mins max)	Interest Me: Show the children the selection of pictures. Do they know who it is and why some people see this person as special? Ask children to talk to their friends/talking partner.		
	Help Me Learn: Explain to the children that Jesus is seen as the role model for people who follow the Christian religion. Read the suggested story or another familiar story of Jesus performing a miracle. As you read the story pause at different points and ask the children to discuss what the people in the story may think.		
	Questions: Do you know why this person is special? What did He do that was special?		
	Let's Think: What did He do that was special? Briefly explain some of the other miracles Jesus performed that people believe make Him special. Can the children think of any times when they have helped a friend, as that makes them special?		

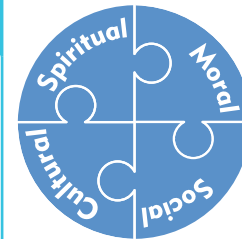
Foundation 1 - Special People - Lesson 5: Jesus

Learning Objectives		Success criteria	
D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Draw/paint pictures linked to the story Make props to act out story	Bubble-up children's comments/observations. Speaking and listening Communication and language Personal, social and emotional development	Promote a discussion about the things we do at home to help each other	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Take the suggested story or another familiar story from the Bible. Provide children with props to act it out as the adult tells the story Put actions to the story and re-tell it as a class/group. What would it feel like to be blind? Sequence the story using pictures	Selection of pictures of Jesus Children's Bible; Story of Jesus healing blind Bartimaeus (Mark 10: 46-52)	Adult-/child-initiated work	Act out the story on a larger scale Large sheets of paper to draw pictures from story
Foundation 1 Main session (length 15 mins max)	Interest Me: Show the children the pictures of Jesus. Does anyone know who it is? What did He do that made people believe He was special? Explain to children that He is the role model for people who follow the religion of Christianity.		
	Help Me Learn: Share the suggested story with the children or another one about Jesus performing a miracle. What did the children like about it? Was it a nice thing to do? Why?		
	Questions: Who is it? What did he do that people thought was special?		
	Let's Think: Can you think of nice things that you have done to help your friends that make you special? What do you do to help people who are special to you?		

Foundation 2 - Special People - Lesson 5: Jesus

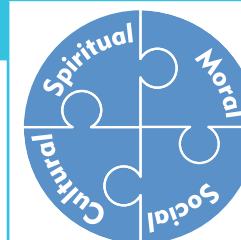
Learning Objectives		Success criteria	
D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Provide props to act out the story, take photos Draw/paint pictures linked to the story	Bubble-up children's comments/observations. Speaking and listening Communication and language Personal, social and emotional development	Research another miracle performed by Jesus Explain to parents/carers theme of the lesson; can they think of things they do at home to help that makes them special? Write it down on a special poster	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Re-read the story, create freeze frames and get the children to talk about how the people in the story might be feeling Sequence the story using pictures. Small pictures of the story used in Interest Me Close eyes to see how it might feel if you couldn't see.	Selection of pictures of Jesus Children's Bible; Story of Jesus healing blind Bartimaeus (Mark 10: 46-52)	Work from child-initiated/adult-led activities Pictures of the story up in sequence	Drama - act out story using props
Foundation 2 Main session (length 15 mins max)	Interest Me: Show the children the selection of pictures. Do they know who it is and why some people see this person as special? Ask children to talk to their friends/talking partner.		
	Help Me Learn: Explain to the children that Jesus is seen as the role model for people who follow the Christian religion. Read the suggested story or another story of Jesus performing a miracle. As you read the story pause at different points and ask the children to discuss what the people in the story may think.		
	Questions: Do you know why this person is special? What did He do that was special?		
Let's Think: What did He do that was special? Briefly explain some of the other miracles Jesus performed that people believe make Him special. Can the children think of any times when they have helped a friend, as that makes them special?			

Foundation 1 - Special People - Lesson 6: Moses

Learning Objectives		Success criteria	
D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Provide sheets to colour with different parts of the story	Bubble-up children's comments and observations Speaking and listening Communication and language Personal, social and emotional development	Discuss any rules that you have at home and why they are important to follow	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Re-tell the story using pictures Act out the story and take photos for display Create a chart of new rules to follow in the setting	http://www.topmarks.co.uk/judaism/moses/moses1.htm http://www.topmarks.co.uk/judaism/moses/moses14.htm http://www.teachingandlearningresources.co.uk/colourbookmoses.shtml 'The Story of Moses' (Bible Explorers) by Leena Lane and Gillian Chapman	Work from child-initiated times and adult-led activities	Props to act our story
Foundation 1 Main session (length 15 mins max)	Interest Me: Read the story about Moses receiving the 10 Commandments		
	Help Me Learn: Explain to children that there was a special man called Moses and that he saved people from a horrible man called Pharaoh. Because he saved them, Moses had become their role model and a special person. The people who saw Moses as a role model are called Jews.		
	Questions: Was it a good thing that Moses did? Is it good to have rules to follow? What would happen with no rules?		
Let's Think: Briefly talk about the 10 Commandments that God gave to Moses. Can the children think of some of the rules that they follow at nursery? Can they think of any new rules they could follow?			

Foundation 2 - Special People - Lesson 6: Moses

Learning Objectives		Success criteria	
D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Colouring sheets, children to write sentence to go with it Provide/make props to re-tell story	Bubble-up children's comments and observations Speaking and listening Communication and language Personal, social and emotional development	What rules do you have at home? Why is it important to have rules at home? Make up a new rule to follow as a family	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Children to write own commandments for classroom Re-tell the story verbally or use pictures Draw and write about their favourite part of the story	http://www.topmarks.co.uk/judaism/moses/moses1.htm http://www.topmarks.co.uk/judaism/moses/moses14.htm http://www.teachingandlearningresources.co.uk/colourbookmoses.shtml The Story of Moses (Bible Explorers) by Leena Lane and Gillian Chapman	Children's work from directed and child-initiated times	Act out story on a larger scale
Foundation 2 Main session (length 15 mins max)	Interest Me: Explain to children that people who follow the Jewish religion have a special person who is their role model, called Moses.		
	Help Me Learn: Read the story of Moses receiving the 10 Commandments. As you read the story, stop at certain points and get children to discuss if what was happening was fair or not and how the characters might be feeling Questions: What rules could we follow? What would happen if we had no rules?		
	Let's Think: The people who follow the Jewish religion use the 10 commandments as the rules for living. Can we think of any rules that we could have in the classroom that we could all follow?		



Foundation 1 - Christmas - Lesson 1: Giving

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Cutting and problem-solving activity - assortment of boxes with wrapping paper (birthday paper, Christmas paper). Children to try and wrap the boxes. How much paper will be needed?	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities. PD EAD M	Ask for photos of children and a favourite present. Put these up on display with quotes surrounding them e.g. "I love this present because my Auntie gave it to me" or "This is my favourite present because I really love dinosaurs" etc.	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Repeated patterns - printing to make own wrapping paper. Encourage use of pattern either colour or shape. Keep to wrap the toy in the next session	An assortment of possible gifts including ones not appropriate at all.	Put the photos that are sent in up on display with quotes from the children surrounding them e.g. "I love this present because my Auntie gave it to me" or "This is my favourite present because I really love dinosaurs," etc.	Wrapping paper streamers
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Display a box of presents (unwrapped) for specific toys around the room e.g. ball for a toy dog, wool for a toy cat, a bandage for Humpty, including inappropriate present e.g. a fork or a tin of beans, etc. Encourage the children to look at each item in turn.		
	Help Me Learn: Say that you would like to give the presents to the following toys (name them). What toy would really like which present? Explain that when you give a present you really need to think about what <i>they</i> would like. Why are some presents good and others not a good present?		
	Questions: Why do we give presents? Have you ever received a present? How did it make you feel?		
Let's Think: Think about someone you love; what present do you think they would like most of all and why? Share thoughts in group. Children to take it in turns to share ideas.			


Foundation 2 - Christmas - Lesson 1: Giving

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members They know that children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life I know that not everyone does the same as me and that's OK I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>An assortment of small pictures for children to colour and cut out and stick on own paper to make their own wrapping paper. Children to practise using scissors safely and with control - add to their learning journal evidence. Either TA or T to record what they say about their wrapping paper and assess their cutting skills</p>	<p>Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities PD EAD M CL</p>	<p>Draw and write about a present that you received that you LOVED. Why did you love it so much?</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Various-sized wrapped boxes with differing weights in size. Children to order the boxes from lightest to heaviest. Opportunity to use scales and cubes/bears to count how heavy items are to see if they are right</p>	<p>Letter and envelope</p>	<p>A 3D box wrapped up and put on display (with the top open). Put all the children's home learning tasks around the box as if it is bursting out</p>	<p>Paper and tape to be made available to wrap objects. The bigger the better (space hoppers, scooters, etc.) to encourage team work</p>
<p>Foundation 2 Main session (length 15 mins max)</p>	<p>Interest Me: (whole class) Have a letter addressed to the class from the Head Teacher (or other significant person in the school). Make the letter informal in style and chatting about things that they like and don't like.</p>		
	<p>Help Me Learn: Explain to the children that you would like to give them a present but are not sure about what you could give them. Are there any clues in the letter? Adult to make an obvious mistake and choose something that the letter has made clear that they don't like. See if the children pick up on this error (if not, have an adult point this out). Say that you like them and that's most important, it doesn't matter if the person doesn't. Allow plenty of opportunities for talk in partners. Have a suitable present lined up and wrap in front of the children (keep for next session).</p>		
	<p>Questions: What is the point of giving presents?</p>		
	<p>Let's Think: If someone was giving you a present, what would be the one thing you would love most? If you were given it, how would it make you feel?</p>		


Foundation 1 - Christmas - Lesson 2: Saying Thank You

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Repeated patterns - printing to make own wrapping paper. Consolidate previous learning and apply independently. Have an example of a repeating pattern available	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/Child-initiated activities PD EAD M CL PSED	Inform parents of focus of saying thank you (and manners in general). Encourage them to support the children to do this more at home. Ask home to jot down successes on bubble-ups.	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Thank you cards for absolutely anything e.g. making breakfast, reading a story, giving cuddles. Adult to support discussion about all the opportunities there are to say thank you	Wrapping paper, scissors, 'gifts', tape, toys	Add to last week display - in big letters - THANK YOU! Ask the children to paint the letters in different colours then cut out to be added	Any activity that encourages children to work co-operatively and helping each other
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Have the wrapping paper (either previously made or shop bought), scissors, tape and presents for the toys in the middle of the table. Remind the children about previous session and what and why they had decided each present.		
	Help Me Learn: Encourage them to help you wrap them up for the toys. Constantly verbalise that you hope they like them, wonder what they will say. Present the gifts to each toy and ask them to 'tell' you what they think of them, always including 'Thank you.' Have one toy not say thank you and be ungrateful. Get the children to explain to the toy what the problem is. Ensure that the lesson is learnt and the toy apologises.		
	Questions: How does it feel when someone says thank you? How does it make you feel when they don't say thank you?		
Let's Think: When do we say thank you? Set a challenge to try and thank people as much as possible whenever they can!			

Foundation 2 - Christmas - Lesson 2: Saying Thank You

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines ELG - Children talk about past and present events in their own lives and in the lives of family members. They know that children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family ELG - I can talk about things that are happening and have happened in my life. I know that not everyone does the same as me and that's OK. I know that some things are the same in people's families and some things are different	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
From last session's directed task, now opportunity for children to apply independently. Various sized wrapped boxes with differing weights in size. Children to order the boxes from lightest to heaviest. Opportunity to use scales and cubes/bears to count how heavy items are to see if they are right	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities UW PSED M CL	Inform parents/carers of focus of saying thank you. Encourage them to support the children to do this more at home. Ask home to jot down successes in their home link books/diaries	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Large jigsaw puzzle on the floor - working together to find pieces and lots of modelling of saying thank you	Letter and envelope Present	Add to last week's display - in big letters THANK YOU!	Any activity that encourages children to work co-operatively and helping each other.
Foundation 2 Main session (length 15 mins max)	Interest Me: (whole class) Have the wrapped up present (from last week) in the middle of the floor. Help Me Learn: Remind the children about the letter that had been received last week. Talk about the present that had been decided upon. Either ask the recipient to come to the classroom for the children to give them the present (this would be the best option, but will need advance preparation) or send some children to deliver it. The recipient needs to be very enthusiastic with lots of 'thanks'. Then have someone deliver a present to the teacher. Be the exact opposite with no thanks and being ungrateful. Get the children to explain what the problem is and also get the giver to explain how it made them feel when you were so rude. Questions: How does the person feel who got the present? How did it make you feel to give it? What did they say? (Explain you were just pretending to be rude!) Let's Think: When do we say thank you? Set a challenge to try and thank people as much as possible whenever they can!		


Foundation 1 - Christmas - Lesson 3: The Christmas Story

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
An assortment of Christmas cards that are of a commercial nature as well as depicting the Christmas story - children to explore them and cut them out to make their own Christmas cards. Adult to be on hand to aid and support discussion	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities. CL L EAD UW	When looking round the shops or out for a walk, children to spot different signs of Christmas. Adult to write them down/or children can draw them. Alternatively turn it into a competition (to engage male family members) and have a photo taken with a Christmas sign/symbol with the most winning a prize	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
EAD learning task - talking about the main people involved in the Christmas story; provide outlines of those people and of the setting for children to paint/colour or collage	Children's Bible Cards Carols CD Candle	Create a nativity scene using the results of the adult-directed task	Pretend to go on a long journey, go round the setting pretending to knock on doors and being told that they are too full
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Have carols playing. Explain that these are songs that are played at Christmas time. Does anyone know the Christian meaning of Christmas? Allow time for responses.		
	Help Me Learn: Light a candle to signify start of a special story. Using a Children's Bible, tell the Christmas story using the cards as a visual timeline as the story unfolds. Allow opportunity for questions and comments at strategic points of the story e.g. after Mary is told she is going to have a baby, after the shepherds/kings, etc. Use actions to support engagement with the story, e.g. baby - rocking arms, angels - floaty arms.		
	Questions: Do you think their journey was easy or difficult? How did Mary and Joseph feel when there was no room at the inn?		
	Let's Think: Play CD again choosing 'O little town of Bethlehem': Let the children listen to this carol whilst thinking about the Christmas story.		

Foundation 2 - Christmas - Lesson 3: The Christmas Story

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members</p> <p>They know that children don't always enjoy the same things, and are sensitive to this</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life</p> <p>I know that not everyone does the same as me and that's OK</p> <p>I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Provide outlines of the main people in the story people and the stable, star, donkey, etc. for children to paint/colour or collage	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities M U W L E A D C L	Encourage families, if appropriate, to allow children to be part of the Christmas card writing, either with letters from their name, full name or a picture. Alternatively look out for signs of Christmas when out and about. Encourage adults to talk about their customs and traditions at Christmas or any other special occasion	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Children to make their own Christmas cards for their families	An assortment of Christmas cards, religious and secular Bible and cards Pegs and string Candle	Put up nativity scene using the children's paintings/drawings/collages produced in child-initiated	Role play clothes and resources (tea towels, crowns, baby doll, etc.) which will facilitate the opportunity for acting out the Christmas story
Foundation 2 Main session (length 15 mins max)	<p>Interest Me: (whole class) Show an assortment of Christmas cards that are of a commercial nature as well as depicting the Christmas story. Children pass them round and talk about why those pictures in particular are on the front of the cards. Sort them into two groups. Pull out the 'religious' cards and use them to support your Help Me Learn session.</p>		
	<p>Help Me Learn: Light a candle to signify start of a special story. Using a Children's Bible, tell the Christmas story using the cards as a visual timeline as the story unfolds. Allow opportunity for questions and comments at strategic points of the story e.g. after Mary is told she is going to have a baby, after the shepherds/kings, etc. Peg up the cards in the correct order. After the story, encourage the children to re-tell what happens using the cards as a prompt.</p>		
	<p>Questions: How do you think Mary felt? Who celebrates Christmas?</p>		
	<p>Let's Think: Before blowing out candle, think carefully about all the parts of the story. Which part did you like the most and why? Whisper to their talk partners and encourage a few to share with the class. Blow out the candle.</p>		

Foundation 1 - Christmas - Lesson 4: The Shepherds


Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Sheep masks for children - colour, cut out and attach to lollypop sticks to be then used in their outdoor environment	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities M UW CL EAD PSED	Encourage conversation about jobs where people look after people/animals. Adult to jot down observations and comments; (add to their evidence folders)	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Shepherd and angel pictures Children to describe how they felt (proud, frightened, excited, etc.) Children to try and identify initial sounds and scribe if possible Adult to support and write as needed	'The Shepherd Girl of Bethlehem' by Carey Morning and Alan Marks Sheep templates (numbered would be brilliant) and sheep mask templates Shepherd's crook/staff	Maths display - with sheep numbered to 10. Keep it interactive to provide opportunities for maths observations	Allow sheep masks (see C-I) to be available outside. Encourage re-enactment of previous learning
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Have children with sheep masks in a marked-off area. With another adult's help, the shepherd keeps getting distracted and has a sheep 'escape'. Shepherd to count each time (maths links).		
	Help Me Learn: Shepherds had important jobs because they needed to take care of each sheep and make sure they were fed and safe from danger. Read 'The Shepherd Girl of Bethlehem' by Carey Morning and Alan Marks (or similar). Talk about each stage of the story and talk about people's emotions.		
	Questions: Who was in the story? How did the shepherds feel when the angel appeared? What did the angel tell the shepherds?		
Let's Think: Can you think of any other jobs that are very important and must be done well? Do you have any jobs at home that must be done correctly? E.g. feeding the fish, watering a plant, etc.			

Foundation 2 - Christmas - Lesson 4: The Shepherds


Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members</p> <p>They know that children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life</p> <p>I know that not everyone does the same as me and that's OK</p> <p>I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Have a cut out of a sheep and some cotton balls available for the children</p> <p>Use what is produced to add to any Christmas displays</p>	<p>Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities</p> <p>EAD CL UW PSED</p>	<p>Encourage discussions around good news that they or their family have ever had</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Make angels to go on the top of the tree either at school or at home</p> <p>Adult to encourage discussion of the Christmas story</p>	<p>Nativity costumes and get angels, shepherds and sheep masks/toys</p> <p>Carols CD</p>	<p>Add to Christmas displays with sheep/angels</p>	<p>Allow costumes to be used outside to continue opportunities for role play</p>
<p>Foundation 2</p> <p>Main session</p> <p>(length 15 mins max)</p>	<p>Interest Me: (whole class) Have the carol 'Whilst shepherds watched their flocks by night' playing with sheep toys or masks in the centre of the circle. Explain that shepherds long ago were considered to be dirty because they took care of sheep. Shepherds had important jobs because they needed to take care of each sheep and make sure they were fed and safe from danger.</p>		
	<p>Help Me Learn: Ask for volunteers to act out the shepherd and angel scene. Adult to read the Bible verses (see below) and children to decide on actions that best portray each verse.</p>		
	<p>Questions: Who was in the story? How did the shepherds feel when the angel appeared? What did the angel tell the shepherds?</p>		
	<p>Let's Think: Have you ever been told some good news? (e.g. a special treat etc.) How does it feel to receive good news?</p>		

Luke 2:8-20 - 8 There were shepherds living out in the fields nearby. It was night, and they were looking after their sheep. 9 An angel of the Lord appeared to them. And the glory of the Lord shone around them. They were terrified. 10 But the angel said to them, "Do not be afraid. I bring you good news of great joy. It is for all the people. 11 Today in the town of David a Saviour has been born to you. He is Christ the Lord. 12 Here is how you will know I am telling you the truth. You will find a baby wrapped in strips of cloth and lying in a manger." 13 Suddenly a large group of angels from heaven also appeared. They were praising God. They said, 14 "May glory be given to God in the highest heaven! And may peace be given to those he is pleased with on earth!" 15 The angels left and went into heaven. Then the shepherds said to one another, "Let's go to Bethlehem. Let's see this thing that has happened, which the Lord has told us about." 16 So they hurried off and found Mary and Joseph and the baby. The baby was lying in the manger. 17 After the shepherds had seen him, they told everyone. They reported what the angel had said about this child. 18 All who heard it were amazed at what the shepherds said to them. 19 But Mary kept all these things like a secret treasure in her heart. She thought about them over and over. 20 The shepherds returned. They gave glory and praise to God. Everything they had seen and heard was just as they had been told.


Foundation 1 - Christmas - Lesson 5: The Wise Men

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Washing babies, doll clothes, blankets, etc.	Cross-curricular links Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities UW PSED CL EAD L	Ask parents and carers to talk about who visited when the children were born and what type of presents they were brought. Children to share these ideas throughout week	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Linked with the wise men bringing Jesus gifts after He was born Using catalogues or children can draw/cut out what gifts <i>they</i> would give Stick on to a cut out shape of a gift box	Baby doll and related gifts e.g teddy, rattle, blanket Photos of babies	Put up the results of the adult-related task	Pairs games - passing (giving) the bean bag to each other getting further apart as they go
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) A baby doll and a box full of gifts it may have been given, e.g. blanket, toy, rattle, etc. Talk the objects through. Photos of babies with some of the things they may like/need.		
	Help Me Learn: Ask the children to re-tell you the Christmas story, then explain that you are about to focus on the wise men. “The Wise Men went to the house. They bowed down and worshiped him. They gave him gold, frankincense and myrrh.” Matthew 2:11. Talk to the children about what gold, frankincense and myrrh are. Explain how precious these things were. Repeat the Bible verse but this time incorporate actions. The Wise Men (point to the side of your head), went to the stable (make the shape of a roof with your hands) they bowed down (bow) and worshipped him (raise your hands in the sky); they gave him (hold out your hands as though you are giving something) gold (move your fingers around as though something is twinkling) frankincense and myrrh (make a sniffing sound). Repeat until they are confident with this.		
	Questions: How do you think the wise men felt when they saw baby Jesus? How did Mary and Joseph feel when these important visitors arrived?		
Let's Think: Do you have any toys that you were given as a baby? Why are they important?			

Foundation 2 - Christmas - Lesson 5: The Wise Men

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members They know that children don't always enjoy the same things, and are sensitive to this They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life I know that not everyone does the same as me and that's OK I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Star shaped sponges - children to explore making their own starry night pictures	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities. UW PSED M CL L EAD	Ask the parents/carers to wrap the children up warm and go outside to look at the sky (on a clear night). Adults to jot down some of the children's observations	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
In small groups, have a picture of a manger in the middle of a large piece of sugar paper Then children to talk and draw what gifts they would like to give and why. Adult can scribe their explanations if needed	IWB - starry night skies Carol, (doll, star, crown, sheep) Carol 'Star of Wonder' Children's Bible	Add to last week display, in big letters THANK YOU!	Any activity that encourages children to work co-operatively and helping each other
Foundation 2 Main session (length 15 mins max)	Interest Me: (whole class) If possible, have the room in darkness and have a series of starry sky pictures on the IWB. Have carol 'Star of Wonder' playing in the background.		
	Help Me Learn: Ask the children who they thought came to visit them when they were born and what type of presents they were brought OR have they ever gone to visit a new baby? What did they notice? Now get out the following story prompts (sheep - toy or picture, star, baby doll AND a crown). In pairs, children to re-tell the parts of the story (in order) using the resources as a prompt. Using a children's Bible, tell the story about the wise men's journey and gifts. Explain what the gifts were.		
	Questions: What do you think they felt when they saw the star in the sky? Why do you think they chose those particular gifts?		
	Let's Think: If you were visiting baby Jesus, what gift would you take and why? Children to think about it for a couple of minutes and then share with their talk partners.		

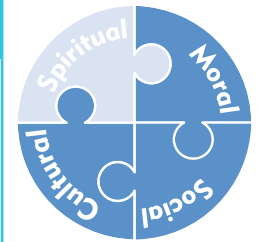
Foundation 1 - Christmas - Lesson 6: Time to Celebrate

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Christmas cracker shapes, baubles, angels for children to stick and glitter	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities EAD, CL, UW PSED	Ask parents and carers to send in photos of Christmas in their house with any particular traditions or family customs put on the back. These will be used to support the main activity - Help Me Learn	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
A Christmas party to celebrate all they have been learning and the festive season	Christmas photos Bauble Wrapping paper Advent candle Stocking Mince pie Carrot Cracker Carols CD Nativity scene	A paper cut-out of a Christmas tree and put up all the children's tree decorations that they made during child-initiated learning. Alternatively, make a photo book of all the children's Christmas photos	Using builders tray, provide white paper for children to make snowflakes and hang up in the outdoor environment
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Show an assortment of Christmas photos on the floor (see family links), if possible have a Christmas tree up nearby.		
	Help Me Learn: Talk about the Christian meaning of Christmas by recapping the Christmas story. Use a nativity scene to support with the re-telling. Children and staff to then share own experiences and traditions of Christmas, use the resources to help and trigger memories that children can share.		
	Questions: How do you celebrate Christmas? Who do you spend it with? Where do you go? Do you eat any special foods?		
Let's Think: Light the candle with 'Silent Night' or similar playing quietly in the background. Allow the children to think about what they are looking forward to most about the Christmas holiday.			

Foundation 2 - Christmas - Lesson 6: Time to Celebrate

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members They know that children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life. I know that not everyone does the same as me and that's OK. I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Character thought bubbles or descriptions. Mary, Joseph, shepherds, kings outline pictures stuck in the middle of a bigger piece of paper with thought or speech bubbles coming out. Children to use their phonics to write what they are thinking or saying and adult to support</p>	<p>Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities.</p> <p>UW PSED M C L L</p>	<p>Ask the parents/carers to talk through the traditions and family customs that normally take place at Christmas time in their house</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>A Christmas party to celebrate all they have been learning and the festive season!</p>	<p>Christmas character masks</p> <p>Nativity scene</p> <p>Websites - showing the Christmas story</p> <p>www.whychristmas.com/christmasstory/</p> <p>www.whychristmas.com/story/video_christmas_story.shtml</p>	<p>Add the characters' thoughts to any Christmas displays up in the classroom.</p> <p>Using the CIL outcomes for guidance</p>	<p>Working together to make paperchains</p> <p>Which is longer/shorter etc.</p>
<p>Foundation 2 Main session (length 15 mins max)</p>	<p>Interest Me: (whole class) Show animations of the Christmas story</p>		
	<p>Help Me Learn: Hotseating - adult to wear each character's mask. Children to ask them questions and adult to answer them in character.</p> <p>Questions: What do you do in the Christmas story?</p>		
	<p>Let's Think: If possible, have the room in darkness with a nativity scene either real or on the board lit up by a torch. 'Silent Night' or similar playing quietly in the background. Allow children a few minutes to think about the Christmas story. What questions would they like to ask?</p>		


Foundation 1 - Celebrations - Lesson 1: Happy New Year

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Role play opportunities. A clock, party clothes, role play food and drink, party hats. All resources will support children should they wish to re-enact New Year's Eve celebrations	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities. PD EAD M CL	Encourage families to share their own resolutions with their children and explain the reasons why they have chosen them	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Make party hats with the new year date on it. Adult to facilitate lots of conversation about this	Party hats, party blowers, poppers, clock set for just before 12 Big Ben chimes Speech bubbles	Happy New Year display. Photos of individual children wearing their party hats with the speech bubbles with their New Year's resolutions next to them	Toy clocks and sand timers available for children to explore in their play
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Show an assortment of calendars for children to look at. Talk about New Year's Eve. What do the children already know about it? Did any of them see or be part of celebrations? Look on internet at some of the New Year celebrations from around the world, or use photo pack. How are people feeling? What are they doing straight after the countdown? (E.g. hug and kiss)		
	Help Me Learn: Re-enact the count down to New Year. Wearing party hats and party blowers and poppers. Have Big Ben chimes playing (or use a musical instrument) after the countdown 10 - 0. Wish each other a Happy New Year. Questions: What year are we in? What year was it last year?		
	Let's Think: Explain what a New Year's resolution is. Adult to model their thinking when 'choosing' a New Year's resolution. e.g. "Hmmm, what can I choose? I want to choose something that I could get better at. I know I really like reading books but I don't read enough, so this year I think I will try to read more," etc. Children to share what they would like to have as their New Year's resolution. Adult to scribe it on speech bubbles, (see display ideas).		


Foundation 2 - Celebrations - Lesson 1: Happy New Year

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members They know that children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life. I know that not everyone does the same as me and that's OK. I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Role play opportunities. A clock, party clothes, party hats, role play food and drink, party hats. All resources will support children should they wish to re-enact New Year's eve celebrations</p>	<p>Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities EAD M CL L UW</p>	<p>Encourage conversation about months of the year and share what happens when. Look through the family calendar together</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Make own calendar, showing all the special things that go on in the year, e.g. August - Summer holidays/sunshine. February - Valentine's day, etc. naming and labelling the months</p>	<p>Auld Lang Syne Hooray Hooray - It's New Years Day! by Kenn Nesbitt Internet for websites</p>	<p>Put their calendars up for a maths display with time based questions e.g. how many months in a year? What order are they in?</p>	<p>Good provision</p>
<p>Foundation 2 Main session (length 15 mins max)</p>	<p>Interest Me: (whole class) Have a version of 'Auld Lang Syne' playing. Ask the children whether they know when this song is heard or sung. It's an extremely old Scottish song that was first written by Robert Burns in 1788 and is all about love and friendship. Auld Lang Syne means 'times gone by'.</p>		
	<p>Help Me Learn: Talk about New Year's resolutions (link to Jigsaw's Dreams and Goals unit see www.jigsawshe.com). Read Kenn Nesbitt poem "Hooray Hooray - It's New Years Day!" www.poetry4kids.com (or one of your own choice). As a class, share ideas about what fantastical things you would like to do from the poem; have vote on favourites. Children to come up with their own ideas and teachers to scribe an extra verse for the poem.</p>		
	<p>Questions: If you could do ANYTHING, what would it be?</p>		
<p>Let's Think: Have a moment to really think about something that you would like to achieve this year e.g. get better at swimming, ride a bike with no stabilisers, etc. and what needs to be done to reach success.</p>			

Foundation 1 - Celebrations - Lesson 2: Chinese New Year

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Put up pictures of the Chinese zodiac animals on the painting table/easels. Providing an inspiration when painting and to support features of form and colours for a purpose	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities EAD M CL L UW	Inform parents/carers that we are looking at countries around the world. Encourage conversations about places they have been or where they would like to go. How is it the same/different to home?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
With the children, identify the animal that is linked with the year of their birth and make their own masks	Animal print outs - then stuck on lolly sticks Blue material or paper Animation	Have the story available (see attached story) backed and laminated for a choice in the reading corners	Using the lolly sticks and material/paper. Children to have the opportunity to re-tell the story using prop.
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Have small pictures (stuck on lolly sticks) of the 12 animals from the Chinese New Year story. These animals are the rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig. Take time to look at each mask and encourage conversation about things that the children know about each animal.		
	Help Me Learn: Tell the story of the Chinese New Year (Cbeebies animation). Get the children to re-tell the story, remembering the main events. Encourage the children to act out the story using the lollypop sticks. Stop at strategic points of the story and talk about how the characters feel.		
	Questions: How would you feel if you were the cat/ox? Did any of the animals give up?		
Let's Think: Have you ever been in a race? What does it feel like when you win or when you try your best? How does it feel if you come last?			

Foundation 2 - Celebrations - Lesson 2: Chinese New Year

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members They know that children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know.</p> <p>D5 - I can talk about special times in mine and my family's life.</p> <p>D5 - I can describe special times in mine and my family's life.</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life. I know that not everyone does the same as me and that's OK. I know that some things are the same in people's families and some things are different.</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Have the Chinese writing of Happy New Year available with charcoal/chalk for children to explore Chinese writing: Gong Hey Fat Choy (Cantonese)</p> <p>恭喜發財</p>	<p>Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities</p> <p>EAD M CL L UW</p>	<p>Find out two interesting facts about China and identify its and our location on a globe</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Children to write the beginning/middle and end of the Chinese New Year story.</p>	<p>Animal masks</p> <p>Blue material or paper</p>	<p>Display the writing done in the adult-directed task by making them into a class book and have them available in the book corner</p>	<p>Blue material/paper and masks available for opportunity to re-enact the New Year story.</p>
<p>Foundation 2 Main session (length 15 mins max)</p>	<p>Interest Me: (whole class) Have masks of the 12 animals from the Chinese New Year story displayed. These animals are the rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig.</p>		
	<p>Help Me Learn: Tell the story of the Chinese New Year (source your own or use the attached child-friendly version (see next page)). Ask the children to re-tell the story, remembering the main events. Encourage the children to act out the story using the animal masks.</p>		
	<p>Questions: What did you think of the story? Which of those animals did you like the most and why?</p>		
<p>Let's Think: If you were an animal in the race, how would you have won? How does it feel when you work hard to do something and achieve it or not?</p>			



Foundation 1/2 - Celebrations - Lesson 2: Chinese New Year

Long ago, in China, the Jade Emperor decided there should be a way of measuring time. On his birthday he told the animals that there was to be a swimming race. The first twelve animals across the fast flowing river would be the winners and they would each have a year of the zodiac named after them. All the animals lined up along the river bank. The rat and the cat, who were good friends, were worried because they were poor swimmers. Being clever they asked the strong ox if he would carry them across the river. 'Of course' said the kind ox. 'Just climb on my back and I will take you across.' The rat and the cat quickly jumped up and were very excited when the ox soon took the lead in the race. They had almost reached the other bank when the rat pushed the cat into the river, leaving him to struggle in the water. Then, just before the ox was about to win the race the rat leapt on his head and on to the bank to finish first. 'Well done,' said the Jade Emperor to the proud rat. 'The first year of the zodiac will be named after you.' The poor ox had been tricked into second place and the second year of the zodiac was named after him.

Shortly after, the exhausted tiger clawed his way to the river bank to claim third place. Swimming across the river had been an enormous struggle for him against the strong currents. The Emperor was so delighted with his efforts that he named the third year after him. Next to arrive was the rabbit, who hadn't swum across at all; he had hopped across on some stepping stones and then found a floating log which carried him to the shore. 'I shall be very happy to call the fourth year after you,' the surprised Jade Emperor explained.

Just then a kind dragon swooped down to take fifth place. 'Why didn't you win the race, as you can fly as well as swim?' the Jade Emperor asked. 'I was held up because some people and animals needed water to drink. I needed to make some rain,' the dragon explained. 'Then when I was nearly here I saw a poor little rabbit on a log in the water and I blew a puff of wind so that the log would float to the river bank.' 'Well that was very kind of you, and now you are here you will have the fifth year of the zodiac named after you.'

The next thing the Jade Emperor heard was the sound of the horse's hooves. Just as he was thinking the horse would be the next animal to arrive, a sneaky snake wriggled out from around one of the horse's hooves. The horse was so surprised that he jumped backwards giving the snake a chance to take the sixth place in the race. The poor horse had to be satisfied with seventh place.

Not long afterwards a raft arrived carrying the goat, the monkey and the rooster. They explained to the Emperor how they had shared the raft that the rooster had found, the goat and monkey had cleared weeds and pushed the raft to the shore. The Emperor was very pleased that the animals had worked together. He said the goat would be the eighth zodiac animal, the monkey the ninth and the rooster the tenth.

The next animal to finish was the dog. 'Why are you so late when you are one of the best swimmers?' asked the Jade Emperor. 'The water in the river was so clean that I had to have a bath on the way,' explained the dog. His reward was to have the eleventh year named after him.

Now there was one place left in the zodiac and the Emperor wondered when the last winner would come. He had nearly given up when he heard a grunt from the pig. 'You took a long time to cross the river,' said the Emperor to the pig. 'I was hungry and stopped to eat,' explained the pig. 'After the meal I felt so tired that I fell asleep.' 'You have still done well,' said the Jade Emperor. 'The last year of the zodiac will be named after you.'

As for the cat who had been pushed into the water by the rat, he finally crawled out of the water but was too late to have a year named after him. He felt very cross with the rat and since then cats have never been friends with rats. From that day to this, the Chinese Zodiac has followed this cycle of years named after these twelve animals.



Foundation 1/2 - Celebrations - Lesson 2: Chinese New Year

Animal Astrology

1996, 2008, 2020 - Year of the Rat

Rats are ambitious and very focused on their goals, but they are also fun and love gossip.

1985, 1997, 2009 - Year of the Ox

Oxen are loyal, dependable, determined, and perhaps a bit stubborn.

1986, 1998, 2010 - Year of the Tiger

Tigers fight tooth and claw for what they want, but they also have a sensitive side

1987, 1999, 2011 - Year of the Rabbit

Rabbits are diplomatic, honest, kind, and stick to agreements.

1988, 2000, 2012 - Year of the Dragon

Dragons bring good luck - so it's great to have one as your friend.

1989, 2001, 2013 - Year of the Snake

Snakes are lovely, charming and perceptive.

1990, 2002, 2014 - Year of the Horse

Horses are bursting with energy and fun.

1991, 2003, 2015 - Year of the Sheep (Goat)

Sheep love a quiet life, and are peaceful, easy-going souls.

1992, 2004, 2016 - Year of the Monkey

Monkeys are lively, clever and full of pranks.

1993, 2005, 2017 - Year of the Rooster

Roosters are extrovert and love to strut their stuff.

1994, 2006, 2018 - Year of the Dog

Dogs are kind, loyal, loving; and good listeners.

1995, 2007, 2019 - Year of the Pig

Pigs are great fun, really enjoy life, and love their friends and family.

Foundation 1 - Celebrations - Lesson 3: Chinese New Year cont.

Learning Objectives		Success criteria	
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Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Fine motor skills tray with small objects and chopsticks	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities PD EAD M CL L	If possible, access fortune cookies. Encourage parents/carers to come in and open the cookie together and talk about meaning. Opportunity to write their own fortunes too	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Make Chinese dragons	Chinese Dragon resources Lolly sticks from previous lesson Photo pack showing Chinese New Year traditions to be a talking point	Dragons to be placed on display with the pictures from the photopack	With a long piece of material and a larger version of the dragon mask, do a dragon dance to Chinese style music with children using drums, tambourine, bells, etc.
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Have long roll of Playdoh with the lollypop animals stuck in but facing away. Can children remember which animals were in the story? Turn round the lolly pop stick animals as they get them right. Give clues if at any point they get stuck. Recap the story from last week, either verbally, using story script, or from website. Can they remember which animal was first/last?		
	Help Me Learn: Explain that there are lots of celebrations that take place at Chinese New year. Go through photo pack. Talk about the things they can see and the preparations taking place. What are they wearing? What decorations can you see?		
	Questions: Do you ever wear special clothes and put up decorations?		
Let's Think: Think about when you go to a party. What kind of things do you see? What do you wear? What do you take? How do you feel? How do you think the people in the pictures are feeling?			

Foundation 2 - Celebrations - Lesson 3: Chinese New Year cont.


Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members They know that children don't always enjoy the same things, and are sensitive to this They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life I know that not everyone does the same as me and that's OK I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Provide dusters to allow the cleaning process to continue! Make their own string lights using wool and shiny paper/foil to then hang up	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities EAD M CL PD UW	Identify a special occasion (wedding, birthday, christening, etc.) that they have participated in and talk about what is done in preparation for it	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult to explain that doors and windows at Chinese New Year are often newly painted in red. On New Year's Eve decorations are made from red and gold paper and hung down the doors to bring good luck. Adult to support children to make red Chinese lanterns	Animal masks Lantern resources Lights Washing line	Hang the lanterns in the classroom or shared areas	Provide brushes and dustpans to allow the cleaning process to continue outside
Foundation 2 Main session (length 15 mins max)	Interest Me: (whole class) Recap the story of the Chinese New Year. Have the 12 animal masks on a washing line (facing away) and reveal them as the children identify them correctly. Children then to try and put them in to the correct order using ordinal numbers 1st, 2nd, etc.		
	Help Me Learn: Chinese New Year is a time when families get together to celebrate. It is also a special time to remember members of the family who have died. In the days coming up to New Year, every family buys presents, decorations, food, new clothes and people have their hair cut. Houses are cleaned from top to bottom. The aim is to sweep out any bad luck from the old year and clear the way for good luck. However, it is bad luck to clean on New Year's Day itself. Now, for a few minutes, send the children off to tidy their classroom as best they can. Families put lights up outside their homes: switch on previously placed lights.		
	Let's Think: When there is a special occasion at your house e.g. Divali/birthday, does your family do anything differently? E.g. decorations, cooking, cleaning, clothes, etc.		



Foundation 1 - Celebrations - Lesson 4: Nowruz - Persian New Year

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Cotton wool balls to help with making snowy scenes	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities UW EAD M CL L	Highlight to parents/carers that the focus is looking at seasons and the changes that occur	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create a large Winter tree (e.g. no leaves) then start to add blossom on using pink tissue paper, to demonstrate what happens when seasons change	Attached story and background Winter and spring pictures The Flowers Came, Spring Arrived: A Nowruz Story	A winter and spring display that can be added to throughout the next two weeks with Child-initiated and adult-led outcomes	Scarves, gloves, hats to help with role play, binoculars to spot signs of winter/spring
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Have an assortment of winter pictures and spring pictures. Children to comment about things they can see. Explain that there are lots of people who celebrate the start of Spring and see it as their New Year. This is called Nowruz.		
	Help Me Learn: Read 'The Flowers Came, Spring Arrived: A Nowruz Story'. Allow moments of reflection in the story to ask questions and recap on what has happened so far.		
	Questions: How did Nokhodi feel at the beginning of the story? Why? How did she feel at the end of the story? Why?		
Let's Think: What are the things we like best about winter time and what things do we like best about spring time?			

Foundation 2 - Celebrations - Lesson 4: Nowruz - Persian New Year

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members They know that children don't always enjoy the same things, and are sensitive to this They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know.</p> <p>D5 - I can talk about special times in mine and my family's life.</p> <p>D5 - I can describe special times in mine and my family's life.</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life I know that not everyone does the same as me and that's OK I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
To support role play - scarves, gloves, wellies, etc.	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities EAD M CL PD UW	Create a four season picture - could be used for a maths display	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Go for a walk in playground, see if they can spot any signs of winter/spring (depending on weather). Children to photograph and write labels of the things that they find	<p>Pictures of things associated with Spring and Winter e.g. scarf, blossom, snowman, nest etc.</p> <p>World map - showing UK and Iran</p> <p>The Flowers Came, Spring Arrived: A Nowruz Story</p>	Put up children's photos from adult-directed task	Allow map and magnifying glasses to be available for further discussion
Foundation 2 Main session (length 15 mins max)	<p>Interest Me: (whole class) Show either a large world map on the floor with magnifying glasses or print outs for children to share. Identify where UK is and where Iran is.</p>		
	<p>Help Me Learn: Using pictures associated with winter and spring, sort them into two groups and name the season. Explain that there are lots of people who celebrate the start of spring as their New Year, they called it Nowruz; show some of the countries on the map. Read the story of 'The Flowers Came, Spring Arrived: A Nowruz Story'.</p>		
	<p>Questions: What if it was always winter? What would we miss out on? Would it be a good thing or a bad thing?</p>		
<p>Let's Think: Think about what it is that you are most looking forward to in spring. Share it with a talking partner. Why do you think that Nokhodi was sad at the beginning of the story?</p>			



Foundation 1/2 - Celebrations - Lesson 4: Nowruz - Persian New Year

Background information about Nowruz: Nowruz, literally, means the 'new day' of the New Year in Iran and many of its surrounding neighbours. It has been celebrated for thousands of years. Just like we begin a new year on January 1st of every year, Iranians begin the new year on the first day of spring or THE VERNAL (SPRING) EQUINOX. Usually this day falls on or about March 20th. The celebration begins on this day and lasts for almost two weeks, ending on Sizdah Bedar (April's Fools Day).

Nowruz is not unique to Iran. It is also celebrated in Afghanistan, Tajikistan, Iraq, Turkish Kurdistan, Azerbaijan, Armenia, Turkmenistan, Uzbekistan, Kashmir, Kyrgyzstan, Western China, and some parts of the southern Persian Gulf states. It is also recognised as a day of celebration by the United Nations, the United States, and Canada.

The prelude to Nowruz, Charshanbeh Souri, is celebrated on the last Tuesday evening (eve of Wednesday) of the year. (Charshanbeh = Wednesday, Soor = Celebration or feast around fire). People make bonfires and jump over them, saying: "My sickly yellow paleness is yours. Your fiery red colour is mine!" It means you want the fire to take your paleness, sickness & problems and give you its redness, warmth, and energy. Food, such as nuts and pastries (ajill), and refreshments are served. Families clean their homes from top to bottom, inside and out. Children and adults buy new clothes and shoes. Families plan on visiting each other, especially paying tribute to the elders.

Families set a Nowruz Table, called Sofreh Haft-Sin. The family sets the table together. The colourful table includes seven natural organic items whose names begin with the letter S (seen) in Persian. In Persian, it's called HAFT SEEN (Seven S's). Each 'Seen' symbolises a yearning (something you wish for). There are also other items on the table that don't begin with the letter S but have a special meaning.

Apple - Seer (beauty or health), Garlic - Seeb (medicine), Sumac spice - (beauty or health), Dried fruit of oleaster (wild olive) tree or SENJED (beauty or health), Hyacinth or SONBOL (nature), Vinegar or SERKEH (age & patience), Wheat or barley sprout or SABZEH (nature), Coins or SEKKEH (wealth), Holy book or book of poetry (faith), Mirror (cleanliness & honesty), Goldfish (life within life), Eggs - usually painted (fertility), Lit candles (enlightenment & happiness), Traditional Iranian pastries (sweetness), Iran's national colours (red, white and green - patriotism), Rosewater or GOLAB (believed to have magical cleansing powers).

During Nowruz, families gather around the Haft-Seen table and count down to the New Year. They hug and wish each other a good year. They recite poetry from traditional poetry books. They eat sweets. They spend the day visiting family and friends, beginning with the elders, who give the younger family members freshly-minted currency.

Sizdah Bedar usually occurs around April Fool's Day! Sizdah = 13 in Persian (considered not to be a lucky number), Bedar = sending/giving away or going outside. On 13th day of the New Year, families go on a picnic outdoors in the orchards, hillsides, or by lakes or rivers. They eat and drink, play games and sing songs. Sabzeh, the green sprout from the Haft Seen table, is thrown into flowing water for continuity of good life wishes.

HAPPY NEW YEAR! (SALEH - NO MOBARAK!)



Foundation 1/2 - Celebrations - Lesson 4: Nowruz - Persian New Year

The Flowers Came, Spring Arrived: A Nowruz Story (simplified)

Originally by Manuchehr Nistani

Once upon a time, in a far away place, there lived a young girl named Nokhodi. She was beautiful and had everything she wanted except she felt very lonely and sad.

Everyday she looked outside her house to see if the spring had arrived yet. The desert seemed bleak and dry and the sky was dark. "What shall I do now? Shall I leave here and go somewhere else?" Nokhodi wondered. Then she had an idea! She swept her house, washed the dishes, bathed, and put on her best clothes and combed her hair. Then she sat waiting for the spring to come. She waited and waited. One week passed, two weeks passed, three weeks passed, but spring never came. Nokhodi felt sad and miserable and couldn't think of how make herself feel better. She wanted to see the Spring and the sunshine.


One day a gypsy woman knocked at the door. She asked Nokhodi, "Do you want me to tell your fortune?" "Yes," Nokhodi nodded. The woman grabbed Nokhodi's hand and said "Someone has used magic to turn away the spring from you. "But who?" Nokhodi asked amazed.

"I don't know. A crazy monster is standing in the way of spring and doesn't let it come to you. He has made your life miserable and dark." "What is this talk about a monster and magic? I don't believe in these things! I will go and fight this monster." Nokhodi jumped up, grabbed her sword and rode her horse toward where the monster lived. She followed the monster's footprints and came across a dark cave where he slept. "Hey, monster, hey, come out and fight me!" Nokhodi yelled. The ugly monster ran out to see who was calling him. When he saw Nokhodi, he laughed and laughed. "You want to kill *me*? Are you out of your mind? Whoever has sent you here has brought my dinner for me!" Nokhodi got scared but she refused to give up. She drew out her sword and rushed at the monster and hit him with all her might. The monster turned into a black cloud. Nokhodi trapped the cloud in a glass bottle.


When she returned home, she heard a loud noise. She stepped outside and saw hundreds of riders passing by playing their drums, tambourines and flutes. The music filled the air. Ahead of the riders, on a white horse, rode a chubby man with a white beard and red cheeks carrying a large sack on his back. Nokhodi ran out. "Hello, Uncle Nowruz!" she said waving to the old man. "Hello, dear!" the man answered. "Why don't you come in for some tea, Uncle?"

"I can't, dear. I have a million things to do." Uncle Nowruz showed the riders. "We have to knock on the doors and give these gifts to children," he explained pointing to his sack. "Will you come back, Uncle?" "Of course. I will stop by for some nice tea," Uncle Nowruz said with a big smile on his face. He then kissed Nokhodi and rode out. Nokhodi ran out to the desert. The blue sky had appeared. The desert was full of flowers. The birds flew in the blue sky. Wherever Uncle Nowruz rode, he had brought flowers and gladness with him. The spring finally arrived. Nokhodi saved the spring. She was as happy as she could be.

Foundation 1 - Celebrations - Lesson 5: Nowruz - Persian New Year cont.

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Flower making with pipe cleaners and tissue/crepe paper	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities UW EAD CL L PD	Are there any families in your setting who celebrate Nowruz or know someone who does? Are they happy to come in and share their experiences or send in any photos?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Painting eggs for the Nowruz table	Attached story and background Nowruz table pictures Objects to go on the Nowruz table (real or made from arts and crafts) Material (tablecloth) Tambourines Red cone hat	A winter and spring display that can be continued to be added to with Child-initiated and adult-led outcomes. A Nowruz table with some of the things on there that are traditionally used	Scarves, gloves, hats to help with role play, binoculars to spot signs of winter/spring
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) An adult wearing a tall red hat and an animal mask comes in to the room banging a tambourine and singing "Haji Firuz-e, sal-i-ye ruz-e" (It is Haji Firuz time, it happens one day in a year). Introduce the visitor as Haji Firuz. Explain that he is seen in Iran to announce the start of Nowruz.		
	Help Me Learn: Quick recap of the Nowruz Story. Go through some of the traditional celebrations that happen during Nowruz.. (see background information) Children to check that their setting space is clean and tidy? Are they clean? Encourage washing of hands. Then, to show the importance of Nowruz, encourage the children to help lay the Nowruz table.		
	Questions: Do you ever have special food at home? E.g. birthday cake, Easter eggs, mince pies, fish and chips with grandparents, popcorn on movie night, etc.		
Let's Think: Put on Haji Firuz hat and encourage children to follow and dance through the setting with tambourines, spreading good cheer and the news of the coming New Year.			

Foundation 2 - Celebrations - Lesson 5: Nowruz - Persian New Year cont.

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members They know that children don't always enjoy the same things, and are sensitive to this They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life I know that not everyone does the same as me and that's OK I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Paint mixing using reds/oranges and yellows. Then cut these out into flame shapes to be used for the whole class session</p>	<p>Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities EAD M CL PD UW</p>	<p>Are there any families in your setting who celebrate Nowruz or know someone who does? Are they happy to come in and share their experiences or send in any photos?</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Represent some of the things that are on the Nowruz table using paints/junk modelling/drawing/clay, etc.</p>	<p>Pictures of the Nowruz table Red cone hat and a tambourines Previously made and cut-out flames</p>	<p>Create a classroom version of the Nowruz table</p>	<p>Provide an opportunity to eat (even a snack) outside, to signify the picnic at the end of Nowruz</p>
<p>Foundation 2 Main session (length 15 mins max)</p>	<p>Interest Me: (whole class) Put on Haji Firuz hat, explain that he is seen at the start of Nowruz, and encourage children to follow and dance through the setting with tambourines, spreading good cheer and the news of the coming New Year.</p>		
	<p>Help Me Learn: Share some of the traditions that happen during Nowruz, (see attached background information). Then focus on the fire-jumping rhyme and place the pretend 'fire' in the middle of the room. Emphasise to the children that jumping over REAL fire is dangerous and must never be done and that we are just pretending. Whilst saying the rhyme, children to take turns to jump over.</p>		
	<p>Questions: What if it was always winter? What would we miss out on? Would it be a good thing or a bad thing?</p>		
	<p>Let's Think: What has been your favourite part of Nowruz? Why? Are there things that you do with your family that you think others would enjoy too?</p>		



Foundation 1/2 - Celebrations - Lesson 5: Nowruz - Persian New Year

Background information about Nowruz: Nowruz, literally, means the 'new day' of the New Year in Iran and many of its surrounding neighbours. It has been celebrated for thousands of years. Just like we begin a new year on January 1st of every year, Iranians begin the new year on the first day of spring or THE VERNAL (SPRING) EQUINOX. Usually this day falls on or about March 20th. The celebration begins on this day and lasts for almost two weeks, ending on Sizdah Bedar (April's Fools Day).

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Families set a Nowruz Table, called Sofreh Haft-Sin. The family sets the table together. The colourful table includes seven natural organic items whose names begin with the letter S (seen) in Persian. In Persian, it's called HAFT SEEN (Seven S's). Each 'Seen' symbolises a yearning (something you wish for). There are also other items on the table that don't begin with the letter S but have a special meaning.

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During Nowruz, families gather around the Haft-Seen table and count down to the New Year. They hug and wish each other a good year. They recite poetry from traditional poetry books. They eat sweets. They spend the day visiting family and friends, beginning with the elders, who give the younger family members freshly-minted currency.

Sizdah Bedar usually occurs around April Fool's Day! Sizdah = 13 in Persian (considered not to be a lucky number), Bedar = sending/giving away or going outside. On 13th day of the New Year, families go on a picnic outdoors in the orchards, hillsides, or by lakes or rivers. They eat and drink, play games and sing songs. Sabzeh, the green sprout from the Haft Seen table, is thrown into flowing water for continuity of good life wishes.

HAPPY NEW YEAR! (SALEH - NO MOBARAK!)



Foundation 1/2 - Celebrations - Lesson 5: Nowruz - Persian New Year

The Flowers Came, Spring Arrived: A Nowruz Story (simplified)

Originally by Manuchehr Nistani

Once upon a time, in a far away place, there lived a young girl named Nokhodi. She was beautiful and had everything she wanted except she felt very lonely and sad.

Everyday she looked outside her house to see if the spring had arrived yet. The desert seemed bleak and dry and the sky was dark. "What shall I do now? Shall I leave here and go somewhere else?" Nokhodi wondered. Then she had an idea! She swept her house, washed the dishes, bathed, and put on her best clothes and combed her hair. Then she sat waiting for the spring to come. She waited and waited. One week passed, two weeks passed, three weeks passed, but spring never came. Nokhodi felt sad and miserable and couldn't think of how make herself feel better. She wanted to see the Spring and the sunshine.

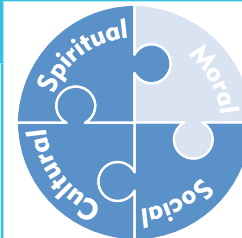
One day a gypsy woman knocked at the door. She asked Nokhodi, "Do you want me to tell your fortune?" "Yes," Nokhodi nodded. The woman grabbed Nokhodi's hand and said "Someone has used magic to turn away the spring from you. "But who?" Nokhodi asked amazed.

"I don't know. A crazy monster is standing in the way of spring and doesn't let it come to you. He has made your life miserable and dark." "What is this talk about a monster and magic? I don't believe in these things! I will go and fight this monster." Nokhodi jumped up, grabbed her sword and rode her horse toward where the monster lived. She followed the monster's footprints and came across a dark cave where he slept. "Hey, monster, hey, come out and fight me!" Nokhodi yelled. The ugly monster ran out to see who was calling him. When he saw Nokhodi, he laughed and laughed. "You want to kill *me*? Are you out of your mind? Whoever has sent you here has brought my dinner for me!" Nokhodi got scared but she refused to give up. She drew out her sword and rushed at the monster and hit him with all her might. The monster turned into a black cloud. Nokhodi trapped the cloud in a glass bottle.


When she returned home, she heard a loud noise. She stepped outside and saw hundreds of riders passing by playing their drums, tambourines and flutes. The music filled the air. Ahead of the riders, on a white horse, rode a chubby man with a white beard and red cheeks carrying a large sack on his back. Nokhodi ran out. "Hello, Uncle Nowruz!" she said waving to the old man. "Hello, dear!" the man answered. "Why don't you come in for some tea, Uncle?"

"I can't, dear. I have a million things to do." Uncle Nowruz showed the riders. "We have to knock on the doors and give these gifts to children," he explained pointing to his sack. "Will you come back, Uncle?" "Of course. I will stop by for some nice tea," Uncle Nowruz said with a big smile on his face. He then kissed Nokhodi and rode out. Nokhodi ran out to the desert. The blue sky had appeared. The desert was full of flowers. The birds flew in the blue sky. Wherever Uncle Nowruz rode, he had brought flowers and gladness with him. The spring finally arrived. Nokhodi saved the spring. She was as happy as she could be.

Foundation 1 - Celebrations - Lesson 6: Holi - Hindu Festival of Colour

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Colour mixing - painting fabric squares to make flags or bunting	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities UW EAD CL L PD	Are there any families in your setting who celebrate Holi or know someone who does? Are they happy to come in and share their experiences or send in any photos?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Small scoops of ice-cream - decorate with coloured syrups. Eat or explore mixing	Attached story and background Holi festival pictures Material ribbons/scarves Ice-cream Face paints Large sheet of paper Painting aprons Runny paint Straws	A colour display using photos of ice-cream decorating (and eating) the Let's Think results and child-initiated outcomes. Opportunity for children to secure the names of the colours and a teaching opportunity about colour mixing	Colourful ribbons, streamers and scarves to be made available to play with
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Adult to have face painted with lots of colour. Show some of the pictures of Holi. Talk about what is happening in the pictures. How are people feeling? If children want to have some colour (little or a lot) or their faces, feel free!		
	Help Me Learn: Tell the Holi story. Go through some of the traditional celebrations that happen during Holi, (see background information). Questions: Do you ever have water fights? Who with and how do you feel?		
	Let's Think: Wearing painting aprons and large sheet of paper, explore using straws and runny paint creating your own colourful Holi picture. Imagine what it would be like to be part of a Festival of colour.		

Foundation 2 - Celebrations - Lesson 6: Holi - Hindu Festival of Colour

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members They know that children don't always enjoy the same things, and are sensitive to this They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know.</p> <p>D5 - I can talk about special times in mine and my family's life.</p> <p>D5 - I can describe special times in mine and my family's life.</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life. I know that not everyone does the same as me and that's OK. I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Explore colour! Crayons, paints, collage pieces. Make it as bright as possible have Rangoli templates available for children to use or copy</p>	<p>Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD M CL PD UW</p>	<p>Are there any families in your setting who celebrate Holi or know someone who does? Are they happy to come in and share their experiences or send in any photos?</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Decorate t-shirts with as much colour as possible! (See also outside learning.)</p>	<p>Pictures of Holi Pictures of main parts of story Red/orange material crunched-up paper piled together to create a fire Popcorn Face paints Rangoli pattern</p>	<p>Create a Holi display with all the colourful creations of the week</p>	<p>Large sheets of fabric outside/rolls of wall paper. Balloons filled with paint. Straws, balls anything that can be used to create paint effects</p>
<p>Foundation 2 Main session (length 15 mins max)</p>	<p>Interest Me: (whole class) With the imaginary fire in the middle of the room, share popcorn together. Explain that at the start of Holi (festival of colour celebrating the start of spring), all rubbish is burnt as a way of getting rid of the old and starting afresh (see background information). Encourage children to put some rubbish on the 'fire'.</p>		
	<p>Help Me Learn: Read the Holi story, allowing time for discussion in between. Talk through some of the traditions, show a Rangoli pattern, then show all the pictures of the paint-throwing etc.</p>		
	<p>Questions: How do you think the people in the photos are feeling?</p>		
<p>Let's Think: What has been your favourite part of Holi? Why? Are there things that you have learned that you would enjoy doing with your family? Why? If possible, allow children to use face paints to really enter the spirit of Holi.</p>			



Foundation 1/2 - Celebrations - Lesson 6: Holi - Hindu Festival of Colour

Background information about Holi: Holi is a famous and very popular Hindu spring festival in Northern India. It celebrates the arrival of spring flowers and when the main crops are almost ready for the spring harvest. The festival lasts anything from three to five days and is known as the Festival of Colour. Holi is a very colourful and exuberant festival, it is celebrated on the day of the full moon in March in the month of Phalguna. The night before Holi, bonfires are lit in the hope that they will get rid of any evil spirits. There is often the burning of rubbish, to show that past wrongdoing is forgiven. Popcorn is sometimes cooked on the fire.

After the bonfires comes the throwing of colour. People throw coloured water and red powders over friends or anyone who passes by. Great fun is had when everyone sprays each other with coloured water. Special water squirters can be bought, although plastic bottles and bike pumps are also used to squirt the water which has been mixed with bright coloured powder called gulal, so that everyone ends up highly coloured. It is a happy celebration, everybody dances and has great fun. Processions of floats carrying statues of the gods line the streets. The festival ends in the afternoon with families spending time together.

Each generation has added its own touch of celebration to Holi. While some of the old practices have disappeared, new ones have taken their place. Today, many people don't like the thought of being smeared with colour, and are satisfied by sending friends colourful greeting cards, saying 'Holi Hai'.

Preparations for this colourful festival begin a week in advance, all over the country. Houses are white-washed and intricate 'rangolis' or floor patterns are drawn near the main entrance. Market places have a festive look, with crowded sweet shops. And, of course, pyramids of multi-coloured gulal are displayed at every step of the way.



Foundation 1/2 - Celebrations - Lesson 6: Holi - Hindu Festival of Colour

The Story of Holi

A long time ago, In India, there was a king called Hiranyakashup who had a son called Prahlad.

The king wanted everyone to think of him as God and to worship him. As Prahlad grew up he realised that this was not true and refused to worship his father. He worshipped Vishnu, a real God.

Hiranyakashup was very angry and punished his son. However Prahlad still refused to worship him and so the king decided that his son must die. The king tried many different ways to kill Prahlad.

He was put in a pit full of snakes; he was beaten by soldiers; he was trampled by elephants. But, each time, he prayed to Vishnu and he was saved.

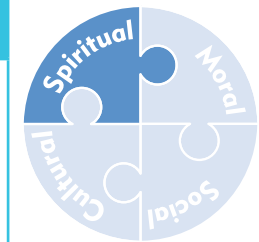
The king's sister, Holika, agreed to help the king. She was thought to have magical powers which made her fireproof. Holika took Prahlad to the top of a bonfire and the bonfire was lit. Holika expected Prahlad to die; instead, it was Holika who died. Again Prahlad was saved.

Prahlad felt sorry for Holika and promised to name the festival after her.

Every year, at the time of Holi, Hindus light bonfires to remind them of the time when good triumphed over evil.

Foundation 1 - Easter - Lesson 1: Signs of Spring


Learning Objectives		Success criteria	
<p>D4 - Notices detailed features of objects in their environment</p> <p>D5 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>D5 - Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>D5 - Developing an understanding of growth, decay and changes over time.</p> <p>D5 - Shows care and concern for living things and the environment</p> <p>D6 - Looks closely at similarities, differences, patterns and change</p> <p>ELG - Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes</p>		<p>D4 - I can make observations about the things around me</p> <p>D5 - I can talk about and ask questions about the environments around me.</p> <p>D5 - I can talk about things I have seen around me including nature, the environment and objects</p> <p>D5 - I can talk about changes I have observed around me including growth/decay</p> <p>D5 - I can show concern about the things around me and treat them with care</p> <p>D6 - I can make observations about similarities, differences and changes concerning the things around me</p> <p>ELG - I can talk about similarities, differences in detail concerning the environment around me, objects, material and living things</p> <p>I can talk about my immediate environment and how it might be different to others</p> <p>I can talk about what I see in animals and plants</p> <p>I can talk about why some things happen and how things change</p>	
Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
<p>Create spring pictures using different media</p> <p>Collage a blossom tree using tissue paper</p>		<p>Bubble-up children's observations and comments</p> <p>Speaking and listening</p> <p>Communication and language</p>	<p>Go out for a walk and look for signs of Spring</p> <p>Take photos/draw pictures of the things you find</p> <p>Design your own spring flower using different media</p>
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Start a weekly log of changes, each week go outside and take photos of the same signs of Spring to show the changes that occur over time. Put up on display, get children to create a picture diary</p>	<p>A small selection of photos with key features from each of the four seasons e.g. snow, daffodils</p> <p>Create tissue paper flowers</p>	<p>Photos taken during 'Help Me Learn'</p>	<p>Look for further signs of Spring, take a photo each week to show changes and growth</p>
<p>Foundation 1 Main session (length 15 mins max)</p>	<p>Interest Me: Show the children different pictures from all the four seasons. What can they see? What do they like and not like about each of the seasons? Can they put the pictures in the correct order of the seasons? Can they name the seasons?</p>		
	<p>Help Me Learn: Remove all the pictures apart from the ones about spring. What can the children see? Have they ever seen them in person. If so, where? Go for a walk around the grounds and see if you can find any signs of spring. Take photos of the children with the different signs of spring.</p> <p>Questions: What can you see? What do you like/dislike?</p>		
	<p>Let's Think: Go back to the classroom and discuss the changes that you have seen while out the walk. How is it different to winter, summer and autumn?</p>		




Foundation 2 - Easter - Lesson 1: Signs of Spring

Learning Objectives		Success criteria	
<p>D4 - Notices detailed features of objects in their environment</p> <p>D5 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>D5 - Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>D5 - Developing an understanding of growth, decay and changes over time</p> <p>D5 - Shows care and concern for living things and the environment</p> <p>D6 - Looks closely at similarities, differences, patterns and change</p> <p>ELG - Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes</p>		<p>D4 - I can make observations about the things around me</p> <p>D5 - I can talk about and ask questions about the environments around me</p> <p>D5 - I can talk about things I have seen around me including nature, the environment and objects</p> <p>D5 - I can talk about changes I have observed around me including growth/decay</p> <p>D5 - I can show concern about the things around me and treat them with care</p> <p>D6 - I can make observations about similarities, differences and changes concerning the things around me</p> <p>ELG - I can talk about similarities, differences in detail concerning the environment around me, objects, material and living things</p> <p>I can talk about my immediate environment and how it might be different to others</p> <p>I can talk about what I see in animals and plants</p> <p>I can talk about why some things happen and how things change</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Different resources to create spring pictures, have the pictures from the session available to help generate ideas	Bubble-up children's observations and comments Speaking and listening Communication and language	Go for a walk and look for signs of spring Plant some seeds and watch them grow	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create a before and after picture from winter to spring or spring to summer, label and write sentences about the changes that occur. Plant some spring bulbs and track how they grow, keep a diary of growth and change	A small selection of photos with key features from each of the four seasons e.g. snow, daffodils Make tissue paper flowers	Work from child-initiated and adult-led activities	Grow some spring plants and watch them grow. Keep track of their progress through a diary/photos Photos of different seasons pegged up for children to sort. Have a spring picnic Look for signs of spring. www.naturedetectives.org.uk/download/spring
Foundation 2 Main session (length 15 mins max)	Interest Me: Can the children name all 4 Seasons? In small groups or pairs, invite the children to talk about differences between the four seasons. What changes occur? Allow the children to feed back ideas to the class and use the photos to help children visualise the changes as they identify them.		
	Help Me Learn: Explain to the children that we are going to focus on spring. In pairs, children can identify the key features that happen in spring, including nature and wildlife. Invite the children to feed back ideas on what happens in spring and the changes that occur. Teacher to scribe ideas and show children the pictures to help them visualise the changes.		
	Questions: What signs of spring can you see? How has the environment changed over time?		
Let's Think: Go for a walk around the grounds and look for the signs of spring that were mentioned in the session. Take photos of what is found and see if you can find all the things that were identified.			


Foundation 1 - Easter - Lesson 2: Springing into Life

Learning Objectives		Success criteria	
<p>D4 - Notices detailed features of objects in their environment</p> <p>D5 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>D5 - Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>D5 - Developing an understanding of growth, decay and changes over time</p> <p>D5 - Shows care and concern for living things and the environment</p> <p>D6 - Looks closely at similarities, differences, patterns and change</p> <p>ELG - Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes</p>		<p>D4 - I can make observations about the things around me</p> <p>D5 - I can talk about and ask questions about the environments around me</p> <p>D5 - I can talk about things I have seen around me including nature, the environment and objects</p> <p>D5 - I can talk about changes I have observed around me including growth/decay</p> <p>D5 - I can show concern about the things around me and treat them with care</p> <p>D6 - I can make observations about similarities, differences and changes concerning the things around me</p> <p>ELG - I can talk about similarities, differences in detail concerning the environment around me, objects, material and living things</p> <p>I can talk about my immediate environment and how it might be different to others</p> <p>I can talk about what I see in animals and plants</p> <p>I can talk about why some things happen and how things change</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Draw different features of Spring using a variety of media</p> <p>Make animals from different media - painting, junk modelling</p> <p>Create animal masks</p>	<p>Bubble-up children's comments and observations</p> <p>Speaking and listening</p> <p>Communication and language</p>	<p>Go on a minibeast hunt and look for different animals that come out in spring</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Draw and label the life cycle of an animal</p> <p>Create a spring picture with all the different animals, add labels</p> <p>Children observe tadpoles/caterpillars</p>	<p>Pictures of mature animals and their babies e.g. sheep and lamb, a dog and puppy</p> <p>Picture of butterfly or frog lifecycles</p> <p>'Wake Up, It's Spring!' by Lisa Campbell Ernst</p>	<p>Put up the pictures of the animals with their young</p> <p>Child-initiated pictures</p>	<p>Take photos of different signs of Spring</p>
Foundation 1 Main session (length 15 mins max)	<p>Interest Me: Show the children the pictures of animals. Can they match the animal to the correct baby?</p>		
	<p>Help Me Learn: Read the suggested story or one with the similar theme of baby animals that arrive in spring. After reading the story, focus on the idea that spring is a season that is all about new life and growth.</p> <p>Questions: What are the different signs of spring?</p>		
	<p>Let's Think: Show the children a picture of a butterfly/frog and the different stages in the lifecycle in the wrong order. As a class, can you work out the life-cycle of each animal? Then role-play being one of the animals e.g. a frog: start off tucked up in a ball, slowly stretch out and act out being a tadpole, etc.</p>		

Foundation 2 - Easter - Lesson 2: Springing into Life

Learning Objectives		Success criteria	
<p>D4 - Notices detailed features of objects in their environment</p> <p>D5 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>D5 - Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>D5 - Developing an understanding of growth, decay and changes over time</p> <p>D5 - Shows care and concern for living things and the environment</p> <p>D6 - Looks closely at similarities, differences, patterns and change</p> <p>ELG - Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes</p>		<p>D4 - I can make observations about the things around me</p> <p>D5 - I can talk about and ask questions about the environments around me.</p> <p>D5 - I can talk about things I have seen around me including nature, the environment and objects</p> <p>D5 - I can talk about changes I have observed around me including growth/decay</p> <p>D5 - I can show concern about the things around me and treat them with care</p> <p>D6 - I can make observations about similarities, differences and changes concerning the things around me</p> <p>ELG - I can talk about similarities, differences in detail concerning the environment around me, objects, material and living things</p> <p>I can talk about my immediate environment and how it might be different to others</p> <p>I can talk about what I see in animals and plants</p> <p>I can talk about why some things happen and how things change</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Different media available to make pictures of animals that appear in spring.	Bubble-up children's comments and observations Speaking and listening Communication and language	Go for a walk and look for the signs of spring and the different animals that appear in spring	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Draw and write the life cycle of an animal. Create symmetrical patterns linked to butterflies Act out/do a dance linked to being a caterpillar and changing into a butterfly	<p>Pictures of baby animals that are seen mainly in Spring e.g. lamb, caterpillar, chick. etc.</p> <p>www.topmarks.co.uk/spring</p> <p>Picture of frog/butterfly</p> <p>Story of animals born in spring</p>	Work from adult-led and child-initiated times	Look out for minibeast that appear in spring and take photos of them
Foundation 2 Main session (length 15 mins max)	Interest Me: Show the children the pictures of baby animals. Can they guess what animal they will grow into?		
	Help Me Learn: Explain to children that spring is seen as the season that welcomes new life, within nature and wildlife. Look at the suggested website that explains the birth of different animals and why they happen mainly in spring. Alternatively, read a story with a similar theme of different animals that are born in spring.		
	Questions: What new things happen in spring? How will things change?		
	Let's Think: Show the children a picture of a frog/butterfly. Explain how these animals appear in spring. In small groups or pairs, they can describe the life cycle that they go through. Teacher to scribe and draw the life cycle on the board for the children to see.		


Foundation 1 - Easter - Lesson 3: What is Easter?

Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Remembers and talks about significant events in their own experience</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations and ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others.</p> <p>D5 - I can recognise and talk about special events that have happened to me in my life</p> <p>D5 - I can recognise and talk about special events that have happened to my family and friends</p> <p>D5 - I can take an interest in different people and events around me.</p> <p>D5 - I can say some of the things that make me special.</p> <p>I can talk about some things that are similar and different between myself/family and others around me</p> <p>D6 - I enjoy joining in with family events and routines</p> <p>ELG - I can talk about past and present events that have happened to me and my family</p> <p>I know that my friends might enjoy different things to me. I am sensitive towards these different needs and opinions</p> <p>I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Design own Easter egg using different media</p> <p>Make an Easter basket</p> <p>Paint hard-boiled eggs</p> <p>Make lamb pictures with cotton wool</p>	<p>Bubble-up children's observations and comments</p> <p>Speaking and listening</p> <p>Communication and language</p> <p>Personal, social and emotional development</p>	<p>Look for signs of Easter when going to the shops or going out</p> <p>What special things are there?</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Draw a picture of something that is familiar to them or they like about Easter. Adult to scribe any comments or observations about Easter e.g. Easter eggs, Easter egg hunt</p> <p>Make an Easter card for someone special</p>	<p>Large piece of paper and pen</p> <p>Pictures linked to Easter e.g. Easter egg, Jesus, church, lamb, bunny</p> <p>Non-Easter pictures</p>	<p>Child-initiated work and adult-led activities.</p>	<p>Go on a Easter egg hunt</p>
<p>Foundation 1 Main session (length 15 mins max)</p>	<p>Interest Me: Show the children some pictures linked to Easter. Do the children know what they are? You could add in non-Easter pictures e.g. monkey, cream cake, to see if the children can identify the correct symbols of Easter.</p>		
	<p>Help Me Learn: The children sit in a circle. Ask them what they know about Easter. What happens at Easter?</p>		
	<p>Let's Think: As the children share their ideas, write them down on a large piece of paper. Allow the children to share stories and experiences they have had as they share their ideas. Why is Easter special? What do you like about Easter? What makes you excited about Easter?</p>		


Foundation 2 - Easter - Lesson 3: What is Easter?

Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Remembers and talks about significant events in their own experience</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations and ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members They know that other children don't always enjoy the same things, and are sensitive to this They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can recognise and talk about special events that have happened to me in my life</p> <p>D5 - I can recognise and talk about special events that have happened to my family and friends</p> <p>D5 - I can take an interest in different people and events around me</p> <p>D5 - I can say some of the things that make me special I can talk about some things that are similar and different between myself/family and others around me</p> <p>D6 - I enjoy joining in with family events and routines</p> <p>ELG - I can talk about past and present events that have happened to me and my family I know that my friends might enjoy different things to me. I am sensitive towards these different needs and opinions I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Create an Easter basket</p> <p>Design Easter eggs</p> <p>Create a role play for people to buy Easter eggs and hot cross buns</p>	<p>Bubble-up children's observations and comments</p> <p>Speaking and listening</p> <p>Communication and language</p> <p>Personal, social and emotional development</p>	<p>Look for signs of Easter when out and about</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Mini posters about what each child knows about Easter, annotate ideas and comments to see what children know about Easter. Keep them so they can be added to</p> <p>Symbols of Easter: in small groups, show the children the different symbols and non-symbols of Easter. Do they know what they mean? Why are they important?</p>	<p>Large sheets of paper and pens</p> <p>Symbols of Easter on cards</p> <p>www.theholidayspot.com e.g. the cross, lamb, Easter egg and also non-Easter pictures e.g. monkey, cream cake, mountain</p>	<p>Child-initiated work</p>	<p>Symbols of Easter on washing line to promote discussion</p>
<p>Foundation 2 Main session (length 15 mins max)</p>	<p>Interest Me: Split the children into groups and give each group a section on Easter symbols and non-Easter symbols. Can the children correctly sort them according to which ones are linked to Easter and which ones are not?</p>		
	<p>Help Me Learn: Bring the children back to the carpet and invite each group to share their ideas about which are Easter symbols and which are not. As the children share their ideas, teacher to scribe them on to a large sheet of paper. Keep this safe for later on in the scheme.</p>		
	<p>Questions: What do you know about Easter? What makes Easter special? Who is Easter special to?</p>		
<p>Let's Think: In pairs, invite the children to share with each other their own experiences of Easter. Have they ever done anything special? Have they gone on an Easter egg hunt? Feed back some ideas to the class.</p>			


Foundation 1 - Easter - Lesson 4: The Easter Story: The Beginning

Learning Objectives		Success criteria	
D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Paint pictures of the donkey Jesus rode on Collage food pictures Make finger puppets of the people in the story Paint different parts of the story	Bubble-up children's comments and observations Speaking and listening Communication and language	Talk about your favourite meal at home and help a grown up prepare/cook it Try something new at home, a new dinner, a new fruit. Would you have it at your last supper? Identify a special time you had with your family, talk about how good it was and all the feelings you felt	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Use snack time as a way to think about having a special meal - get children to say something nice about a friend, talk about a special event in their life etc. Put the cards in order and display them Add sentences/labels to tell the beginning part of the Easter story	Some key pictures from the Easter story and symbols of Easter e.g. Jesus carrying the cross, the tomb, Easter eggs The Easter story, from Jesus riding the donkey into Jerusalem on Palm Sunday up to the Last Supper in pictures The Easter story/Bible	Make a large story map on the wall using the children's work; it can be added to as they learn the rest of the story	Act out the moment Jesus rode into Jerusalem on the donkey Have a picnic outside to act out the Last Supper Put up the pictures from the story on a washing line for children to sequence
Foundation 1 Main session (length 15 mins max)	Interest Me: Show children the key pictures from the Easter story and the symbols of Easter. Can they recognise them? Explain to the children that they are going to be learning about the Easter story and why Easter is so important to Christians.		
	Help Me Learn: Read about Jesus entering Jerusalem on a donkey and how the people were very excited. Can the children show you an excited face? Explain how the people were all really excited to see Jesus because they thought He was special. Can the children think of a time when they have been excited? Allow children to share their own experiences of being excited. Now read on to when Judas betrays Jesus. How do they think Jesus will be feeling? Get children to show how they think Jesus will be feeling by using their own faces.		
	Questions: Can you recognise the symbols of Easter?		
Let's Think: Continue the story up to the Last Supper. How is Jesus feeling now? Why do you think Jesus wanted to have a special meal with His friends? Sit children in a circle and ask, who would they invite to a very special meal?			

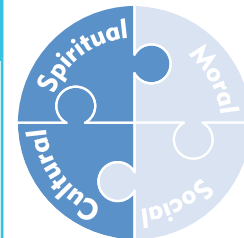
Foundation 2 - Easter - Lesson 4: The Easter Story: The Beginning

Learning Objectives		Success criteria	
D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Paint pictures of the donkey Jesus rode on Collage food pictures Make finger puppets of the people in the story Paint different parts of the story	Bubble-up children's comments and observations Speaking and listening Communication and language	Talk about your favourite meal at home and help a grown up prepare/cook it	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Design a very special meal - what would you have, who would be there? Order the picture cards and put the story into the right order. Add sentences/labels to tell the beginning part of the Easter story Draw around the outline of a child and in the middle write words to describe the different feeling that Jesus felt	Some key pictures from the Easter story and symbols of Easter e.g. Jesus carrying the cross, the tomb, Easter eggs The Easter story from Jesus riding the donkey into Jerusalem on Palm Sunday up to the Last Supper in pictures The Easter story/Bible Palm leaves	Make a large story map on the wall using the children's work, it can be added to as they learn the rest of the story	Act out the moment Jesus rode into Jerusalem on the donkey
Foundation 2 Main session (length 15 mins max)	Interest Me: Show children the key pictures from the Easter story and the symbols of Easter. Can they recognise them? Explain to the children that they are going to be learning about the Easter story and why Easter is so important to the people who are Christians.		
	Help Me Learn: Read about Jesus entering Jerusalem on a donkey on Palm Sunday and how the people were very excited. Can the children think of different words to explain how the crowd would be feeling? Get the children to stand in 2 rows and 1 child/grown up walks down the middle taking on the role of Jesus. As you walk down the middle can children say an adjective to describe how they are feeling and wave palm leaves? Sit the children back down on the carpet. Now read the part of the story where Judas betrays Jesus. Talk about the change in feelings for Judas and Jesus.		
	Questions: Can you recognise the symbols of Easter? How are the children feeling?		
Let's Think: Continue the story up to the Last Supper and where Jesus says that someone will betray him. How is Jesus feeling now? Why do you think Jesus wanted to have a last supper with his disciples? Sit children in a circle. If they were to have a Last Supper, which one thing would they have at the table?			


Foundation 1 - Easter - Lesson 5: The Easter Story: The Middle

Learning Objectives		Success criteria	
D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Create pictures/models of gardens using different media	Bubble-up children's comments and observations Speaking and listening Communication and language	How do you resolve issues at home? What rules do you follow at home? Have a discussion at home	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Act out the story so far using props As a group, come up with a new prayer e.g. thank you for snack time, thank you for all the animals	The Easter story/Bible Pictures of the key features of the middle part of the story for children to sequence A picture of Jesus and Judas Pictures from Easter story beginning	Add to the story map display of last week	Look around at the outside area. Can we turn it into a pretty garden like Gethsemane?
Foundation 1 Main session (length 15 mins max)	Interest Me: Using the picture cards from the previous lesson, can the children put them in the correct order and briefly re-tell the beginning part of the story? Explain to the children how this session we are going to find out what happens next to Jesus and his disciples.		
	Help Me Learn: Read the part of the story where Jesus goes to the garden of Gethsemane to pray. Explain how it was very beautiful and peaceful. What would the children have in their special garden? Allow children to share their ideas with the group. Read on to Jesus getting arrested because of Judas. How do they think Jesus is feeling now? Ask children to show how he would be feeling by using their own faces. What do they think of Judas? Was that a nice thing to do?		
	Questions: What has happened in the story so far? How is Jesus feeling?		
	Let's Think: Show the children the pictures of Judas and Jesus. If Judas did not like what Jesus was doing what could he have done? Link it to when children do things to their friends that are not nice. What can we do to stop it? Come up with some class rules so we are not unkind to our friends.		


Foundation 2 - Easter - Lesson 5: The Easter Story: The Middle

Learning Objectives		Success criteria	
D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Create own gardens using different media, make a 3D model using a shoe box Make tissue paper flowers Act out the story Face masks with different emotions on to colour and cut out	Bubble-up children's comments and observations Speaking and listening Communication and language	Look around your garden at or near home: what do you like/don't like about it? What are the consequences of actions at home? What rules do you follow at home and why? What would happen if you do not follow those rules?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Make a group 3D garden model using different media Write your own prayer for something e.g. a thank you Sequence the pictures for the middle part of the story and write/add labels to it Repeat the activity in Help Me Learn but in small groups, draw around a child and write about Jesus/Judas and their character/personality Look at the school rules? What would the consequences be? Write some new rules for the classroom	Pictures of the key features of the middle part of the story for children to sequence Pictures of Jesus and Judas Picture cards from last lesson Easter story/Bible verses	Add to the story map display of last week	Act out the middle part of the story
Foundation 2 Main session (length 15 mins max)	Interest Me: Briefly recap the beginning of the Easter story, either by getting some children to act it out or using the picture cards from the last lesson and getting children to sequence them as a whole class or in small groups. Explain to children how we are going to learn about what is going to happen next to Jesus and his disciples.		
	Help Me Learn: Start reading the Easter story from where Jesus is praying in the garden of Gethsemane, What do the children think he is praying for? Carry on reading the story including the moment where Judas kisses Jesus in order to get him arrested. Show the children the two pictures, one of Jesus and one of Judas. What might each person be feeling right now. Can you think of any adjectives to describe them (e.g. scared, jealous)? Teacher to scribe them on the board.		
	Questions: What has happened so far in the story? How are the characters feeling? How does that make you feel?		
	Let's Think: Now read the part of the story where Jesus is put on trial and sentenced to death. Stop before He is placed on the cross but ensure children know that Jesus was killed. As a class briefly talk about the consequence of Jesus' actions e.g. people are happy they were cured, people feeling jealous and wanting Him dead. What consequences do we have at school for unkind behaviour? What rewards do we have for kind behaviour?		

Foundation 1 - Easter - Lesson 6: The Easter Story: The End

Learning Objectives		Success criteria	
D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Make props to act out the story Design own Easter eggs, paint hard boiled eggs	Bubble-up children's comments and observations Speaking and listening Communication and language Personal, social and emotional development	What will you be doing for Easter? What are you excited about? Will you be doing something special? Plan an Easter egg hunt using paper eggs	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create a 3D Easter story map Draw a picture of their favourite part of the story Sequence the pictures accurately for the whole story	Pictures from previous lessons Key pictures for the ending of the story Pictures of the key symbols of Easter e.g. hot cross buns, Easter eggs Easter story/Bible verses	Add the final part of the story to the story map	Pictures of the story hung up so children can sequence them
Foundation 1 Main session (length 15 mins max)	Interest Me: Use the key pictures of the story from the previous sessions and order them as a class; briefly recap what is happening in each picture. Do the children know what is going to happen next? I.e. Jesus comes back to life again.		
	Help Me Learn: Read on up to the point where Jesus has come back to life and visits his disciples. How do the children feel about the story. Did it have a happy ending? Show the children the different symbols of Easter. Do they know what they mean now? Provide some hot cross buns and chocolate Easter eggs and try them. What do the children think? Do they like them? Which one represents Jesus' death and which one represents coming back to life again?		
	Questions: How did the story make you feel? Did you like the story?		
	Let's Think: As a whole class, act out the whole story of Easter, allowing children to take on different parts. Freeze frame different parts of the story and get children to use their faces to show their feelings. Begin to get children to say words to describe how they are feeling.		

Foundation 2 - Easter - Lesson 6: The Easter Story: The End

Learning Objectives		Success criteria	
D5 - Shows interest in different occupations and ways of life ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions		D5 - I can take an interest in different people and events around me ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Create weather pictures Decorate own Easter eggs Junk modelling: make your own tomb for Jesus	Bubble-up children's comments and observations Speaking and listening Communication and language Personal, social and emotional development	What will you do to celebrate Easter? Share what you have learnt with your family at home? Look out for all the different signs of Spring and Easter at home and when you go out.	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create an Easter garden/3D model of the Easter story. Split class up into groups and they could each take on a different part of the story Try some chocolate and hot cross buns and think about what they represent Order the pictures for the last part of the story, add labels/write sentences to go with them	Pictures from previous lesson Key pictures for the ending of the story www.theholidayspot.com Easter story Bible verses Symbols of Easter	Add the final part of the story to the story map	Act out the story Plan and execute an Easter egg hunt. Can be done with paper eggs
Foundation 2 Main session (length 15 mins max)	Interest Me: Using the key pictures of the story from the previous sessions, can the children put them in the correct order? This can be done as a whole class or in small groups.		
	Help Me Learn: Read the next part of the story with Jesus being placed on the cross and identify the change in weather that occurs. Why do they think the weather changed? Read the remaining part of the story up to when Jesus came back to life and appeared to his disciples. How does that story make you feel? Did it have a happy or sad ending? Invite the children to stand up. If they think it had a happy ending they stand on one side of the class room, if it had a sad ending stand on the other side of the classroom. Explain to children there is no right or wrong answer but start a little debate about whether they feel it was a happy or sad story. Who was sad? Who was happy?		
	Questions: How does the story make you feel? Was it a happy or sad story or both?		
	Let's Think: Show children the different symbols of Easter. Can they relate them to the story now? Do they know what it means? Invite children to talk to their friends: Are they excited about Easter? If time, act out the whole story as a class or in small groups. Freeze-frame different parts and talk about what is happening, how the different people might be feeling. Talk through the symbolism of hot cross buns and Easter eggs.		

Foundation 1 - Story Time - Lesson 1: The Tortoise and The Hare

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Tortoise and hare masks that can be made independently and then used for role play	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities. UW EAD CL L PD	Next time children are out in the garden or park set up races: running/jumping/wheelbarrow. Encourage positive team spirit and model good sportsmanship	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Simple maze problem-solving activities - paper based and enlarged for children to explore finding solutions	"The Hare and Tortoise" by Arthur Rackham A racetrack laid out on the ground with hare and tortoise masks Ties for 3-legged race Bricks	Print out the hare and tortoise story to build up a book of morals and lessons over the next 6 weeks of this unit. Make it freely available in the book corner	Races set up outside - egg and spoon, bean bag balancing, etc.
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Go outside if possible or have enough of a space for Help Me Learn section. Adult to try and balance an egg on a spoon (plastic or real). Adult to keep rushing/getting distracted and dropping it all the time. Children to advise what the problem is and how best to fix it.		
	Help Me Learn: Tell the story of the Hare and the Tortoise, then ask the children to help you act it out. Questions: How did the tortoise feel at the beginning? Why did the hare decide to have a little nap? How did the tortoise/hare feel at the end of the race?		
	Let's Think: What did the hare learn from the race? What did the tortoise learn? Work together in pairs to build a tower of bricks/three legged race - anything that requires a slow and steady method to ensure success. Discuss WWW and EBI (What Went Well and Even Better If).		

Foundation 2 - Story Time - Lesson 1: The Boy Who Cried Wolf

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members. They know that children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life. I know that not everyone does the same as me and that's OK I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Make masks available to use in the role play	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD M CL PD UW	Encourage home to read the story of Emperor's new clothes (a copy may need to be provided) Can the children work out what the moral/lesson of the story is?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Play a game of Chinese Whispers. Talk about how messages can be mixed up and how important to make sure that you always tell the truth.	"The Boy Who Cried Wolf", Aesop's fable Shepherd boy, wolf, sheep masks Biscuits plate Pass the button game explanation (P59)	Print out 'The Boy Who Cried Wolf' story to build up a book of morals and lessons over the next 6 weeks of this unit. Make it freely available in the book corner	Provide the necessary resources to play pass the button game
Foundation 2 Main session (length 15 mins max)	Interest Me: (whole class) Have a plate of biscuits and ask another adult (need to be prepped beforehand) to look after them. Adult keeps telling lead adult that they have fallen on the floor (even when they haven't) Lead adult keeps rushing over to help pick them up to find that it wasn't true. Repeat this a couple of times. Finally, actually drop biscuits on the floor; but lead adult doesn't believe and won't go to help.		
	Help Me Learn: Tell the story of the boy who cried wolf. Then ask the children to help you act it out.		
	Questions: How did the villagers feel at the beginning? Why did the boy tell lies? How did the boy/villagers feel at the end of the story?		
	Let's Think: What did the shepherd learn from his experience. Have you ever not told the truth? Why is it best to always be honest? Play pass the button game.		




Foundation 1/2 - Story Time - Lesson 1: Pass the button game

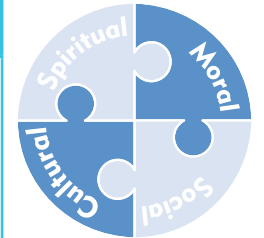
An old game that can be used to teach honesty in a fun way.

An adult should choose one child to be 'it' while the other children gather in a circle. The person who is 'it' closes her eyes. A button, or other small object, is passed from person to person until an amount of time passes. The adult could set a timer or play some music for the button passing time. When the person who is 'it' opens her eyes the group says "Button, button, who's got the button?" while they are all pretending to hide the button in their hands. The person who is 'it' will then guess a person. The person with the button can take a turn to be 'it' next. While this game seems like simple fun, there's a desire for some children to lie when they hold the button and the person who is 'it' guesses their name. It feels like they're getting caught even though it's just fun. Adults can discuss why everyone needs to tell the truth, and how that keeps the game fun for everyone.

Foundation 1 - Story Time - Lesson 2: The Crocodile and The Priest (A Sikh story)

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Green Playdoh for children to have the opportunity to make their own crocodiles	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities UW EAD CL L PD	Can the children think of any words that <i>describe</i> a crocodile? Parents/carers to make a note of any descriptions that are given. To be added to their folders to show evidence of learning	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Make crocodile crafts with movable mouths using split pins	The Crocodile and the Priest story Crocodile pictures/toys Atlas/globe Lego/bricks	Print out The Crocodile and the Priest story to build up a book of morals and lessons over the next few weeks of this unit. Make it freely available in the book corner	Mr Crocodile game
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) pictures of crocodiles (or crocodile toys). What do children know about them? Where do they live? Get out atlas/globe to show where we live and where lots of crocodiles live. NB: Crocodiles are almost exclusively found in warm waters and in tropical climates, i.e. the tropical and subtropical regions of Africa, India, Southeast Asia, and Australia, and parts of North Central and South America. Habitats include the southern US states (the American Crocodile), the River Nile (Nile Crocodile) and Australia (Saltwater Crocodile).		
	Help Me Learn: Tell the story of the The Crocodile and the Priest (see attached). Questions: How did the Crocodile feel at the beginning? How did the Priest behave? How did the Priest feel at the end of the race?		
	Let's Think: Role play with a member of staff when you are told that you can't play with the Lego/bricks, etc. because you are not clever/good enough to do it. Explain that the same thing happened as in the story. How would you feel if someone told you that you weren't good enough?		

Foundation 2 - Story Time - Lesson 2: The Crocodile and The Priest (A Sikh story)

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines ELG - Children talk about past and present events in their own lives and in the lives of family members. They know that children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family ELG - I can talk about things that are happening and have happened in my life I know that not everyone does the same as me and that's OK I know that some things are the same in people's families and some things are different	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Green Playdoh for children to have the opportunity to make their own crocodiles	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW L	Go to the local library or research about crocodiles on the internet. Write two interesting facts to share with the class	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Green handprint crocodiles. Children to come up with good describing words to go round the outside of the crocodiles	The Crocodile and the Priest story Crocodile game instructions	Print out the Crocodile and the Priest story to build up a book of morals and lessons over the next few weeks of this unit. Make it freely available in the book corner	Normal good practice
Foundation 2 Main session (length 15 mins max)	Interest Me: (whole class) Play Mr Crocodile game preferably outside (depending on weather). Help Me Learn: We have just played a game about crocodiles and now there is a story with a lesson in it. Tell the story of The Crocodile and the Priest. Allow opportunity for stopping and talking. Explain what the term equal means. Question and answer opportunities. Questions: How did the Crocodile feel when the priest treated him that way? What was the lesson in the story? Let's Think: When was the last time you were told that you weren't good enough for something? Share with your friend and talk about how it made you feel.		



Foundation 1/2 - Story Time - Lesson 2: The Crocodile and The Priest

Once there was a crocodile. Every morning this crocodile did something that crocodiles don't normally do. He would get up before the sun rose. He faithfully practiced his sadhana. Do you know what sadhana is?

Sadhana is a Sikh's spiritual practice. It means when you do something every day to remember God, like praying or meditating.

This crocodile was very wise and he knew that before the sun rises is the best time to meditate on God. So very, very early every morning he would take a long swim to fully exercise his body and then, with all his heart, chant and pray to God. He started each and every day with sadhana; after sadhana he would eat a healthy meal that gave him energy for the whole day. One morning a famous priest came by.

The priest saw the crocodile doing his sadhana and asked the crocodile, "Oh Crocodile... What are you doing?! You are an animal, but you chant and pray every day. Why? What is the point?!"

The Crocodile replied "Yes, I am an animal... but... I wish to feel God; that is why I practise sadhana every day."

"Well, it won't work" replied the priest.

"Why not?" asked the Crocodile.

The priest answered "You can't feel God. You are only a crocodile. You have to wait to be reborn in a human body!"

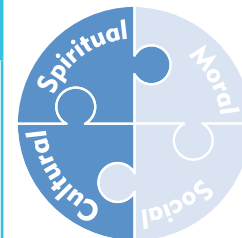
The Crocodile boldly replied, "Wow.... I think you are a fool. You look like a priest, but you don't even know the most basic things. The same God who created you, also created me!" The priest was surprised to hear how wise the crocodile was. The crocodile continued. "If I meditate and remember God every day, I have a great chance of experiencing God; but if you do not do any sadhana then you have no chance at all! In fact, in your next life YOU will become a crocodile!" The Priest answered "Me? A crocodile? Where did you get such a silly idea?" Suddenly, poof!. The priest turned into a crocodile right on the spot! Now there were two crocodiles sitting side by side. The crocodile asked the priest "So, now how do you feel?"

The priest was confused and answered "How did you know that I would turn into a crocodile?"

It turns out that the crocodile truly was wise. The Crocodile answered, "It is because I am a crocodile who lives in a sacred way, while you look like a priest but behave like a crocodile." See, the priest thought he was better than the crocodile, but we are all created by the same God. Whatever you are, never think that you are better than others, just live your life the very best you can. That's why Guru Nanak said: "**Truth is high, but higher is living the truth.**"

Please Mr Crocodile game Children chant "Please Mr Crocodile, can we cross the water, to see your lovely daughter, floating on the water, like a cup and saucer?" The crocodile then answers "Only if you are wearing... (Blue/green etc) The children then take a step forward. (Think: What's the time Mr Wolf?)

Foundation 1 - Story Time - Lesson 3: Bilal and the Beautiful Butterfly

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Butterfly cut outs with collage to build up the patterns on the wings	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities. UW EAD CL L PD	Look out for butterflies when you are out and about, What colours are they? How do they move?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Butterfly game - see attached	'Bilal and the Beautiful Butterfly' story The Hungry Caterpillar by Eric Carle Butterfly toy or picture Mirror	Print out the 'Bilal and the Beautiful Butterfly' story to build up a book of morals and lessons over the next few weeks of this unit. Make it freely available in the book corner	See directed task
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Read 'The Hungry Caterpillar'. Talk about the changes that take place in the story. Children to act out each stage. Egg - curl in a ball. Caterpillar - crawling around the floor. Cocoon - sleeping. Butterfly - floating around room. Group could be split in half so children have the opportunity to be a performer and a member of the audience.		
	Help Me Learn: Now tell the story of Bilal and the Butterfly. (see attached) When butterfly talks about life cycle, refer back to the story that has just been read and point out that the facts are the same.		
	Questions: How do you think Bilal felt when a butterfly started to talk to him?		
Let's Think: Pass a mirror round. Look at your face. You are very special, a wonderful creation! Can you think of anything else that is special and beautiful, just like the butterfly mentioned in the story?			

Foundation 2 - Story Time - Lesson 3: Bilal and the Beautiful Butterfly

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members</p> <p>They know that children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life</p> <p>I know that not everyone does the same as me and that's OK</p> <p>I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Folded butterfly shapes and paint for children to explore making symmetrical patterns on the wings	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW L	Art activity - make your own butterfly. Can you make its wings symmetrical? Results could be hung from the ceiling	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Lifecycle of a butterfly. Children to talk about and write captions for each stage of the life cycle	'Bilal and the Beautiful Butterfly' story Song - What a Wonderful World by Louis Armstrong Butterfly game with instructions (P65)	Print out the Bilal and the Beautiful butterfly story to build up a book of morals and lessons over the next few weeks of this unit. Make it freely available in the book corner. Also see Home-learning/family links.	Provide resources for children to organise and play the butterfly game independently.
Foundation 2 Main session (length 15 mins max)	Interest Me: (whole class) Play Butterfly game, preferably outside (depending on weather).		
	Help Me Learn: Now tell the story of 'Bilal and the Butterfly'. Questions: How would you feel if a butterfly spoke to you? What do you think he/she might tell you? What was the lesson in the story?		
	Let's Think: The butterfly mentioned about all the beautiful things in the world. Can you think of any beautiful things that are around us. Pass an object round the circle for children to have the opportunity to share their ideas. Afterwards, if possible, play Louis Armstrong song - 'What a Wonderful World'.		



Foundation 1/2 - Story Time - Lesson 3: Bilal and the Beautiful Butterfly

At the weekend, Bilal went to visit his grandfather.

The two days passed very quickly, and, before Bilal knew it, his father had arrived to take him home. He said goodbye to his grandfather and went to sit in the car. He was looking out of the window as he waited for his father to collect his things. A butterfly sitting on a flower a short distance away fluttered its wings and flew to the car window.

"You're going home, aren't you, Bilal?" asked the butterfly in a tiny voice. Bilal was astonished. "Do you know me?" he asked. "Of course I do," smiled the butterfly. "I've heard your grandfather telling the neighbours about you." "Why didn't you come and talk to me before?" Bilal enquired. "I couldn't, because I was in a cocoon up a tree in the garden," explained the butterfly. "A cocoon? What's that?" asked Bilal, who was always a curious boy. "Let me explain from the beginning," said the butterfly as it took a deep breath. "We butterflies hatch out of the egg as tiny caterpillars. We feed ourselves by nibbling leaves. Later we use a liquid which comes out of our bodies like thread and wrap ourselves up in it. That little package we weave is called a cocoon. We spend a while inside that package as we wait to grow. When we wake up and come out of the cocoon we have brightly coloured wings. We spend the rest of our lives flying and feeding ourselves from flowers."

Bilal nodded thoughtfully. "You mean all those colourful butterflies were once caterpillars before they grew wings?" "Can you see the green caterpillar on that branch?" asked the butterfly. "Yes, I see it. It's nibbling away hungrily at a leaf." "That's my little brother," smiled the caterpillar. "In a while he'll weave a cocoon too, and one day he'll be a butterfly like me." Bilal had lots of questions to ask his new friend. "How do you plan this change? I mean, when do you come out of the egg, how long do you stay as a caterpillar and how do you make the thread to weave your cocoons?" "I don't plan any of it at all," explained the butterfly patiently. "Allah has taught us what we need to do and when we need to do it. We just act in the way our Lord wills."

Bilal was really impressed. "The patterns on your wings are wonderful. And all butterflies have different patterns, don't they? They are really colourful and eye-catching!"


Everything in the heavens and the earth glorifies Allah... (Surat al-Hadid, 1).

Do you not see that Allah sends down water from the sky and by it we bring forth fruits of varying colours? And in the mountains there are streaks of white and red, of varying shades, and rocks of deep jet black. And mankind and beasts and livestock are likewise of varying colours. Only those of His servants with knowledge have fear of Allah. Allah is Almighty, Ever-Forgiving. (Surah Fatir: 27-28).

"That's a proof of Allah's incomparable artistry. He created us one by one in the most beautiful way possible," explained his friend. Bilal agreed enthusiastically: "It's impossible not to see the beautiful things Allah has created. There are hundreds of examples all round us!" The butterfly agreed: "You're right Bilal. We need to give thanks to Allah for all these blessings." Bilal looked over his shoulder: "My father's coming. It looks like we're about to set off. It was really great to meet you. Can we talk again when I come next week?" "Of course," nodded the butterfly. "Have a safe journey home."

Butterfly game - Create large daisy-shape flowers with a circle in the middle large enough to write one letter/word/number on each flower. Hang the flowers on the wall with double-sided tape. Have a butterfly relay race; the children are the butterflies. One child from each team flies to the flowers to get some nectar. When they get to the flower they use their arm as the butterfly's tongue and unroll it from under their chin, (butterflies keep their tongue rolled up except when eating). Have the child identify the letter/word/number/calculation and fly back to tag the next butterfly in, and so on. The first team that finishes is the winner.

Foundation 1 - Story Time - Lesson 4: The Gold-Giving Serpent

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Toilet roll snake activity - see below	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities. UW EAD CL L PD	Encourage to play a game of snakes and ladders	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
On snake shapes, children to practice writing their s letters. Adult to also write on some of the shapes words that the children use to describe the snakes.	Attached story Play-doh Grapes/biscuits	Print out The Gold-Giving Serpent story to build up a book of morals and lessons over the next 6 weeks of this unit. Make it freely available in the book corner.	Snake game - see next page
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Using Playdoh, children to roll long tubes. What do these look like? (Keep going with answers until someone says snake!) What sounds do snakes make?		
	Help Me Learn: Now tell the story of The Gold-Giving Serpent (see attached - make it simpler as needed). Questions: Has anyone ever left you anything as a gift e.g. presents in a stocking, presents for a birthday etc. eggs at Easter? What did the boy do wrong?		
	Let's Think: A member of staff offers you a grape/biscuit and you take lots and lots. Both staff members need to make their emotions clear on their face. What does greedy mean? How did it make... feel when I took lots? Opportunity for discussion.		

Foundation 1 - Story Time - Lesson 4: The Gold-Giving Serpent (snake). From 'Indian Fairy Tales' by Joseph Jacobs

In a certain place there lived a Brahmin named Haridatta. He was a farmer, who worked hard but was still very poor. One day, at the end of the hot day, the Brahmin, overcome by the heat, lay down under the shadow of a tree to have a doze. Suddenly he saw a great hooded snake creeping out of an ant-hill near at hand. So he thought to himself, "Surely this is the guardian deity (god) of the field, and I have never worshipped it; that's why my farming is not working, I will at once go and pay my respects to it." When he had made up his mind, he got some milk, poured it into a bowl, and went to the ant-hill, and said aloud: "O Guardian of this Field, all this while I did not know that you lived here. That is why I have not yet paid my respects to you; pray forgive me." And he laid down the milk and went to his house. Next morning he came and looked, and saw a gold denar (coin) in the bowl. From that time onward every day the same thing occurred: he gave milk to the serpent and found a gold denar.

One day the Brahmin had to go to the village, so he ordered his son to take the milk to the ant-hill. The son brought the milk, put it down, and went back home. Next day he went again and found a denar, so he thought to himself; "This ant-hill is surely full of golden denars; I'll kill the snake, and take them all for myself." So next day, while he was giving the milk to the snake, the Brahmin's son struck it on the head with a cudgel (heavy stick). Luckily, the snake did not die, but it was so angry that it bit the Brahmin's son with its sharp fangs, and he fell down dead at once. Two days later his father came back, and when he learnt his son's fate he grieved and mourned. But after a time, he took the bowl of milk, went to the ant-hill, and praised the serpent with a loud voice.

After a long, long time the serpent appeared, but only with its head out of the opening of the ant-hill, and spoke to the Brahmin: "It is greed that brings you here, and makes you even forget the loss of your son. From this time forward friendship between us is impossible. Your son struck me in youthful ignorance, and I have bitten him to death. How can I forget the blow with the cudgel? And how can you forget the pain and grief at the loss of your son?" So speaking, it gave the Brahmin a costly pearl and disappeared. But before it went away it said: "Come back no more." The Brahmin took the pearl, and went back home, cursing the foolishness of his son.

Snake game: With hands on each others shoulders, children move around the environment in a twisty, turny way, hissing like snakes.

Foundation 2 - Story Time - Lesson 4: The Gold-Giving Serpent

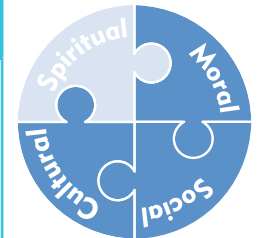
Learning Objectives		Success criteria	
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Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Snakes and ladders games made available for independent use	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW L	Write a fact sheet about a snake of your choice. Include labels and captions	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create spiral snakes - see below. Then use them as wind spinners for outside learning	'The Gold-Giving Serpent' story Snake facts Pictures of farmer and a snake Snake game instructions Bowl (of milk - if brave!) and gold coins	Print out the 'The Gold-Giving Serpent' story to build up a book of morals and lessons over the next few weeks of this unit. Make it freely available in the book corner. Also see Home-learning/family links.	Use snake wind spinners
Foundation 2 Main session (length 15 mins max)	Interest Me: (whole class) Read out some of the snake facts. DON'T give away what creature you are describing. See if children can identify that the facts are about snakes.		
	Help Me Learn: Play Snake game, preferably outside (depending on weather). Now tell the story of 'The Gold-Giving Serpent'. Act out the giving of milk and getting a gold coin back.		
	Questions: How would you feel if a snake left you a gold coin? What was the lesson in the story?		
	Let's Think: What SHOULD the son have done? What did he do wrong? Hot-seating, encourage children to ask the farmer, son and snake questions about why they behaved the way they did.		



Foundation 1 - Story Time - Lesson 4: Snake Facts

- Snakes are carnivores (meat eaters).
- Snakes don't have eyelids.
- Snakes can't bite food so have to swallow it whole.
- Snakes have flexible jaws which allow them to eat prey bigger than their head!
- Snakes are found on every continent of the world except Antarctica.
- Snakes have internal ears but not external ones.
- Snakes used in snake-charming performances respond to movement, not sound.
- There are around 3000 different species of snake.
- Snakes have a unique anatomy which allows them to swallow and digest large prey.
- Snakes are covered in scales.
- Snakeskin is smooth and dry.
- Snakes shed their skin a number of times a year in a process that usually lasts a few days.
- Some species of snake, such as cobras and black mambas, use venom to hunt and kill their prey. Read more venomous snake facts.
- Snakes smell with their tongue.
- Pythons kill their prey by tightly wrapping around it and suffocating it, in a process called constriction.
- Some sea snakes can breathe partially through their skin, allowing for longer dives underwater.
- Anacondas are large, non-venomous snakes found in South America that can reach over five m (16 ft) in length.
- Reticulated pythons can grow over 8.7 m (28 ft) in length and are considered the longest snakes in the world.

Foundation 1 - Story Time - Lesson 5: Best Friends

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Dog and elephant paw print shapes made out of sponges. Long piece of wall paper on the floor for children to explore making footprints	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities. UW EAD CL L PD	What facts do they know about dogs and elephants? Go to the library to look at a non-fiction book. How is a non-fiction book different from a story book?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
'Doggy, Doggy Where's Your Bone?' F1 version. PD/PSED skills	Best Friends story and rhyme White address labels A minute sand timer	Print out the Best Friends story to build up a book of morals and lessons over the next weeks of this unit. Make it freely available in the book corner	Normal good practice to encourage the building of friendships Parachute games
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Sing and do the actions of the rhyme - An elephant. Feel free to do it a couple of times to really secure the words and actions.		
	Help Me Learn: Tell the story of the Best Friends. Questions: Who are your friends? How do they make you feel? How did the elephant and dog feel when they couldn't see each other anymore? How did they feel at the end of the story?		
	Let's Think: Choose one child at a time to come to the front. Turn the sand timer (minute one) round. During this time, children to share all the reasons why they like their best friends so much. Adult to write on a sticker 'I am a good friend because...' and the child who was at the front can choose their favourite reason.		

Foundation 2 - Story Time - Lesson 5: Best Friends

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members They know that children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life I know that not everyone does the same as me and that's OK I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Paper plate - elephant masks	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW L PSED	Talk about friendship. Friends of the parents and carers. When did they become friends and why. Children to then talk about their own friends and why they like them. Would they be friends with someone who didn't treat them nicely?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Write rules about how to be a good friend. A do and a don't list	<p>Best Friends story</p> <p>Pictures of an elephant and a dog</p> <p>Books about elephants</p>	Print out the Best Friends story to build up a book of morals and lessons over the remaining weeks of this unit. Make it freely available in the book corner Also see Home-learning/family links.	'Doggy Doggy Where's Your Bone?' game (F2)
Foundation 2 Main session (length 15 mins max)	<p>Interest Me: (whole class) Have an assortment of non-fiction books about elephants. Children to look at in small groups and find their favourite page and explain why. What do they already know about elephants? Explain that today's story with a lesson is about an elephant and what it needs to be happy.</p>		
	<p>Help Me Learn: Tell the story of "Best Friends". Use the pictures to introduce the two main characters.</p> <p>Questions: How would you feel if a friend went away? What was the lesson in the story?</p>		
	<p>Let's Think: How might you feel if your friend went away?</p>		



Foundation 1/2 - Story Time - Lesson 5: Best Friends [The Power of Friendship]

Before the time of this story, people in Asia used to say that there would never be a time when an elephant and a dog would be friends. Elephants simply did not like dogs, and dogs were afraid of elephants. When dogs are frightened by those who are bigger than they are, they often bark very loudly, to cover up their fear. When dogs used to do this when they saw elephants, the elephants would get annoyed and chase them. Elephants had no patience at all when it came to dogs. Even if a dog were quiet and still, any nearby elephant would automatically attack him. This is why everybody agreed that elephants and dogs were 'natural enemies', just like lions and tigers, or cats and mice.

Once upon a time, there was a royal bull elephant, who was very well fed and cared for. In the neighbourhood of the elephant shed, there was a scrawny, poorly-fed, stray dog; he was attracted by the smell of the rich sweet rice being fed to the royal elephant. So, he began sneaking into the shed and eating the wonderful rice that fell from the elephant's mouth. He liked it so much, that soon he would eat nowhere else. While enjoying his food, the big mighty elephant did not notice the tiny, shy, stray dog. By eating such rich food, the once-underfed dog gradually got bigger and stronger, and became very handsome-looking. The good-natured elephant began to notice him. Since the dog had become used to being around the elephant, he had lost his fear, so he did not bark at him. Because he was not annoyed by the friendly dog, the elephant gradually got used to him. Slowly they became friendlier and friendlier with each other. Before long, neither would eat without the other, and they enjoyed spending their time together. When they played, the dog would grab the elephant's heavy trunk, and the elephant would swing him forward and backward, from side to side, up and down, and even in circles! So it was that they became 'best friends', and wanted never to be separated.

Then one day a man from a remote village, who was visiting the city, passed by the elephant shed. He saw the frisky dog, who had become strong and beautiful. He bought him from the mahout (the elephant keeper), and he took him back to his home village, without anyone knowing where that was. Of course, the royal bull elephant became very sad, since he missed his best friend the dog. He became so sad that he didn't want to do anything, not even eat or drink or bathe. So the mahout had to report this to the king, although he said nothing about selling the friendly dog.

It just so happened that the king had an intelligent minister who was known for his understanding of animals. So he told him to go and find out the reason for the elephant's condition. The wise minister went to the elephant shed. He saw at once that the royal bull elephant was very sad. He thought, "This once happy elephant does not appear to be sick in any way. But I have seen this condition before, in men and animals alike. This elephant is grief-stricken, probably due to the loss of a very dear friend." Then he said to the guards and attendants, "I find no sickness. He seems to be grief-stricken due to the loss of a friend. Do you know if this elephant had a very close friendship with anyone?" "They told him how the royal elephant and the stray dog were best friends. "What happened to this stray dog?" asked the minister. "He was taken by an unknown man," they replied, "and we do not know where he is now."

The minister returned to the king and said, "Your majesty, I am happy to say your elephant is not sick. As strange as it may sound, he became best friends with a stray dog! Since the dog has been taken away, the elephant is grief-stricken and does not feel like eating or drinking or bathing. This is my opinion." The king said, "Friendship is one of life's most wonderful things. My minister, how can we bring back my elephant's friend and make him happy again?" "My lord," replied the minister, "I suggest you make an official announcement, that whoever has the dog who used to live at the royal elephant shed, will be fined."

This was done, and when the villager heard of it, he released the dog from his house. The dog was filled with great happiness and ran as fast as he could, straight back to his best friend, the royal bull elephant. The elephant was so overjoyed, that he picked up his friend with his trunk and sat him on top of his head. The happy dog wagged his tail, while the elephant's eyes sparkled with delight. They both lived happily ever after. Meanwhile, the king was very pleased by his elephant's full recovery. He was amazed that his minister seemed to be able to read the mind of an elephant. So he rewarded him appropriately.

The moral is: Even 'natural enemies' can become 'best friends.'



Foundation 1/2 - Story Time - Lesson 5: Doggy, Doggy Where's the Bone?

F1 version - DOGGY, DOGGY WHERE'S THE BONE? A child plays the part of the dog. He/she sits in a chair with his/her back to the class. An eraser or another object is put under the chair. This is the bone. While the dog was turned around with his/her eyes closed, someone sneaks up and steals the bone and hides it somewhere on his/her person. Then everyone sings: "Doggy, Doggy, where's your bone? Somebody's stole it from your home. Who stole the bone?". Then the dog has three chances to guess who took it.

F2 version - DOGGY, DOGGY WHERE'S THE BONE? A child plays the part of the dog. He/she sits in a chair with his/her back to the class. While the dog was turned around with his/her eyes. Then everyone sings: "Doggy, Doggy, where's your bone?"(whole class) "Someone stole it from my home" (Child who is playing part of the dog). "Who stole the bone?" (Whole class) Adult points at a child who is the thief, who sings "I stole the bone!" Then the dog has two chances to guess who took it just from the sound of their voice. This is an excellent way to improve listening skills.

An Elephant Rhyme

An Elephant walks like this like that, (walk with straight legs rocking from side to side)

He is terribly tall (stretch up high)

And terribly fat (arms out wide)

He has no fingers (wriggle fingers)

He has no toes (point to toes)

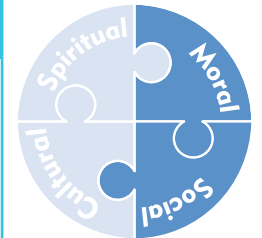
But goodness gracious (hands on cheeks)

What a big nose! (arm to become the trunk)

Foundation 1 - Story Time - Lesson 6: The Lost Sheep

Learning Objectives		Success criteria	
D5 - Shows interest in the lives of people who are familiar to them D5 - Remembers and talks about significant times or events for family or friends D5 - Recognises and describes special times or events for family or friends D5 - Shows interest in different occupations or ways of life D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others D6 - Enjoys joining in with family customs and routines		D5 - I can show I am interested about people I know D5 - I can talk about special times in mine and my family's life D5 - I can describe special times in mine and my family's life D5 - I am interested about what other people do D5 - I know that we are all different and don't all do the same things D6 - I enjoy joining in with every day things and special occasions with my family	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Make sheep hats for use in the outside learning environment	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities. UW EAD CL L PD	Adult to pretend that they had lost something (keys/favourite book) and children to help find it. Adult calls out hotter/colder depending on how close that they get to the 'missing' item	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
See outside learning tasks	'The Lost Sheep' story Bag of stuffed toys Sheep masks (see example)	Print out 'The Lost Sheep' story to build up the book of morals and lessons. Make it freely available in the book corner	Play hide and seek game, where the sheep go off and hide and the shepherd has to find them (use sheep masks)
Foundation 1 Main session (length 15 mins max) In small groups	Interest Me: (small groups) Say to the children I have a very nice collection of stuffed toys; they come in all shapes and sizes. Animals are my favourites. Today I've brought some of them to show to you. Talk through each toy, saying why you like it so much. Realise you have lost one and ask the children to help you find it. Describe what it looks like. Once found, thank the children and explain why you were so upset.		
	Help Me Learn: Now tell the story of The Lost Sheep. Ask the children to bleat like sheep, look worried when the shepherd has lost his sheep and pretend to look for them.		
	Questions: Have you ever lost something? How did it feel?		
Let's Think: One child to go out of the area. Hide the toy in the setting. Play hotter/colder to help guide the child to find the lost toy. How did they feel when they found it?			

Foundation 2 - Story Time - Lesson 6: The Lost Sheep

Learning Objectives		Success criteria	
<p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Remembers and talks about significant times or events for family or friends</p> <p>D5 - Recognises and describes special times or events for family or friends</p> <p>D5 - Shows interest in different occupations or ways of life</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>D6 - Enjoys joining in with family customs and routines</p> <p>ELG - Children talk about past and present events in their own lives and in the lives of family members</p> <p>They know that children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>D5 - I can show I am interested about people I know</p> <p>D5 - I can talk about special times in mine and my family's life</p> <p>D5 - I can describe special times in mine and my family's life</p> <p>D5 - I am interested about what other people do</p> <p>D5 - I know that we are all different and don't all do the same things</p> <p>D6 - I enjoy joining in with every day things and special occasions with my family</p> <p>ELG - I can talk about things that are happening and have happened in my life</p> <p>I know that not everyone does the same as me and that's OK</p> <p>I know that some things are the same in people's families and some things are different</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Small world play - farm yard Hand print sheep	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities. EAD CL PD UW L	Adult to talk to the children about what they should do if they ever got lost	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Lost posters - imagine they had lost a toy/pet	'The Lost Sheep' story 100 1p coins and a jar Cotton wool balls and plastic spoons	Print out the 'The Lost Sheep' story to build up a book of morals and lessons. Make it freely available in the book corner	Hide and seek
Foundation 2 Main session (length 15 mins max)	<p>Interest Me: (whole class) Show 99 1p coins in a jar. Ask children to estimate how many there are in there, using higher and lower terms for children to finally get the right amount. Explain that you are very sad as you did have 100 but you have lost one. Can the children help you find the lost coin? Search high and low (make sure you know where it is hidden!). When found, ask the children how they think you felt when it was lost and now it has been found.</p>		
	<p>Help Me Learn: Tell the story of 'The Lost Sheep'. Ask the children to come up with actions to go with the story. Provide opportunities for discussion and reflection throughout the story.</p>		
	<p>Questions: Why did the shepherd worry about just one sheep when he had 99 others? What was the lesson in the story?</p>		
	<p>Let's Think: Cotton wool balls scattered around room, children using plastic spoons have to go and collect them and put them back in the bag. Adult to make a big fuss, "Phew wouldn't it have been awful if one of them was still lost?" Have you ever been lost? How did it make you feel?</p>		



Foundation 1/2 - Story Time - Lesson 6: The Lost Sheep


Jesus often taught his disciples things about God by telling them stories about things that happen every day. These stories are called parables.

Parable of the Lost Sheep

In the parable of the lost sheep, there was a man who had a hundred sheep. Every morning he took them from the fold (a place where they stayed at night) on a hillside and led them to new, fresh pastures. Later in the day he would take them to a quiet stream, or, if there wasn't any stream nearby, he would draw water from a well for them to drink. At night the good shepherd took them up the hill again to the fold. Every day the sheep followed the shepherd wherever he took them. He called them by name and they came to him. Every night he would count them to make sure they were all there.

One night, one little sheep was missing. Somehow it had strayed away and had become lost. If the shepherd left it and didn't go looking for it, it would surely be killed by some wild animals. The shepherd did not want to leave it. He left the other sheep and went to find it. He went searching until he found the lost one. (Matthew 18:12-13.) When he found it, it was tired, hungry and cold. The good shepherd put the little sheep on his shoulders and carried it back to the fold. He did not scold it, but he rejoiced and was very happy that he had found the little sheep.

Foundation 1 - Special Places - Lesson 1: Homes Around the World

Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p> <p>D4 - Notices detailed features of objects in their environment</p> <p>D5 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>D5 - Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>ELG - Children know about similarities and differences in relation to places, objects, materials and living things They talk about the features of their own immediate environment and how environments might vary from one another</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can say some of the things that make me special I can talk about some things that are similar and different between myself/family and others around me</p> <p>ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p> <p>The World</p> <p>D4 - I can make observations about the things around me</p> <p>D5 - I can talk about and ask questions about the environments around me</p> <p>D5 - I can talk about things I have seen around me including nature, the environment and objects</p> <p>ELG - I can talk about similarities, differences in detail concerning the environment around me, objects, material and living things I can talk about my immediate environment and how it might be different to others</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Provide relevant material to build houses for different teddies</p> <p>Provide pictures of houses to colour in, collage and cut out</p> <p>Paint a picture of your own house</p> <p>Junk modelling to make a house</p>	<p>Bubble-up children's comments and ideas</p> <p>Take photos of children building houses</p> <p>Personal, social emotional development</p> <p>Speaking and listening</p> <p>Communication and language</p> <p>Expressive art and design</p> <p>Physical development</p> <p>Mathematics</p>	<p>Draw a picture of your house</p> <p>Go for a walk and look at all the different houses around. Discuss what they see that makes each house similar/different</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Support children in making dens/houses for teddies of even a den big enough to fit a child in</p> <p>Support problem-solving skills and scaffold ideas in order to build an appropriate den</p>	<p>Two teddies of different sizes</p> <p>Building resources e.g. Lego, wooden bricks, junk modelling</p> <p>Pictures of houses</p>	<p>Work from child-initiated</p> <p>Take photos of children house-building</p>	<p>Den building</p> <p>Role play families - provide food from around the world, different costumes to promote discussions</p> <p>Photos from lesson available to look at</p>
<p>Foundation 1 Main session (length 15 mins max)</p>	<p>Interest Me: Show children the different pictures of houses from around the world. What do children like about them? Is there anything they don't like about the houses?</p>		
	<p>Help Me Learn: Introduce children to two teddies and explain that they need a home to live in. Try to have teddies of different sizes. What would they need in their house? Share ideas as a group. Split the group into two and provide each group with a teddy. Work together to build a house for the teddy.</p> <p>Questions: What does a house need? What do you need in a house?</p>		
	<p>Let's Think: Look at the two different houses. Are they the same? How are they the same and how are they different? Explain how each house is special to each teddy.</p>		

Foundation 2 - Special Places - Lesson 1: Homes Around the World

Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p> <p>D4 - Notices detailed features of objects in their environment</p> <p>D5 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>D5 - Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>ELG - Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can say some of the things that make me special</p> <p>I can talk about some things that are similar and different between myself/family and others around me</p> <p>ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p> <p>The World</p> <p>D4 - I can make observations about the things around me</p> <p>D5 - I can talk about and ask questions about the environments around me</p> <p>D5 - I can talk about things I have seen around me including nature, the environment and objects</p> <p>ELG - I can talk about similarities, differences in detail concerning the environment around me, objects, material and living things</p> <p>I can talk about my immediate environment and how it might be different to others</p>	
Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
<p>Provide junk modelling to make a house</p> <p>Use Lego/wooden bricks to create houses for teddies.</p> <p>Pictures of different houses to colour in and cut out or collage/paint</p>		<p>Bubble-up children's comments and ideas</p> <p>Take photos of children building houses</p> <p>Personal, social emotional development</p> <p>Speaking and listening</p> <p>Communication and language</p> <p>Expressive art and design</p> <p>Physical development</p> <p>Mathematics</p>	<p>Draw a picture of your own house and write a sentence to describe what it looks like</p> <p>What is the best bit of your house?</p>
Adult-led/directed activities		Resources	Display ideas
<p>Design your own home, plan and make using a variety of materials, can be done as a team exercise or individually. Could be 2D or 3D.</p> <p>Create a mood board with pictures of different houses, what do the children like and don't like about them. Write labels/sentences to go with the pictures</p>		<p>Teddies</p> <p>2 or 3D different building materials - Lego, wooden blocks, etc.</p>	<p>Photos of team working</p> <p>Children's designs and model houses</p>
Foundation 2 Main session (length 15 mins max) In small groups		Outside Learning	
		<p>Provide materials to build a den</p>	
		<p>Interest Me: Split children into small groups and give each group a teddy and different building material e.g. Lego, wooden blocks, empty boxes, material. Set them a challenge to build their teddy a house by working as a team. Give children a five minute time limit.</p> <p>Help Me Learn: After five minutes bring the children to the carpet, then as a class, look at the different houses that have been made. What do the children like about them? Is there anything the children think can be improved.</p> <p>Questions: What does a house need? What should a house look like? What makes houses special?</p> <p>Let's Think: Bring the children back to the carpet and show them the pictures of the different styles of houses from around the world. Explain how our houses are different and also unique to us.</p>	



Foundation 1 - Special Places - Lesson 2: Changing Rooms

Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p> <p>D4 - Notices detailed features of objects in their environment</p> <p>D5 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>D5 - Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>ELG - Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can say some of the things that make me special</p> <p>I can talk about some things that are similar and different between myself/family and others around me</p> <p>ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p> <p>The World</p> <p>D4 - I can make observations about the things around me</p> <p>D5 - I can talk about and ask questions about the environments around me</p> <p>D5 - I can talk about things I have seen around me including nature, the environment and objects</p> <p>ELG - I can talk about similarities, differences in detail concerning the environment around me, objects, material and living things</p> <p>I can talk about my immediate environment and how it might be different to others</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Magazines for children to cut up and stick on to paper of things they would have in their room	Bubble-up children's comments and ideas Take photos of children building houses Personal, social emotional development Speaking and listening Communication and language Expressive art and design Physical development Mathematics	Go for a walk around your house. What rooms do you have? What are the rooms used for? If you could have a new room, what would it be like and why?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Using a large sheet of paper work as a group to design a room, could use different materials to add texture, cut pictures out of magazines	Two teddies Magazines showing pictures of different rooms	Take photos of children building and designing rooms Use a large wall to create a big design of a room	Large rolls of paper children to draw/design a room Build a room/den and decorate inside with different things
Foundation 1 Main session (length 15 mins max)	Interest Me: Show children the different pictures of rooms. What do children like about them? Is there anything they don't like about the rooms?		
	Help Me Learn: Introduce children to two teddies and explain that one needs a new bedroom and one needs a new living room. Split your group up into two groups and give each group a teddy. As a group, talk about what they would need in their room.		
	Questions: What do you like about the rooms? What don't you like about the rooms Are all rooms the same? Why are rooms different?		
	Let's Think: Are all rooms the same? Why are rooms different? What things would you like in your own room?		

Foundation 2 - Special Places - Lesson 2: Changing Rooms

Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p> <p>D4 - Notices detailed features of objects in their environment</p> <p>D5 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>D5 - Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>ELG - Children know about similarities and differences in relation to places, objects, materials and living things They talk about the features of their own immediate environment and how environments might vary from one another</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can say some of the things that make me special I can talk about some things that are similar and different between myself/family and others around me</p> <p>ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p> <p>The World</p> <p>D4 - I can make observations about the things around me</p> <p>D5 - I can talk about and ask questions about the environments around me</p> <p>D5 - I can talk about things I have seen around me including nature, the environment and objects</p> <p>ELG - I can talk about similarities, differences in detail concerning the environment around me, objects, material and living things I can talk about my immediate environment and how it might be different to others</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Catalogues for children to cut up and stick things of what they would have in their own room	Bubble-up children's comments and ideas Take photos of children building houses Personal, social emotional development Speaking and listening Communication and language Expressive art and design Physical development Mathematics	Look around your home: what is your favourite room? Draw a picture of your favourite room and write why it is your favourite special room. Design yourself a new bedroom: what would you have in it?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Using an empty box, design and make your own bedroom. You could use any available materials Use a display board and work in small teams to design a room, think about colours and textures Design a new room for the school	Teddies Different building materials Pictures of different room styles	Children's work from adult-led and independent activities Homework Large room design across a display board	Build a den to represent a room and decorate it accordingly Large sheets of paper for designing a room
Foundation 2 Main session (length 15 mins max)	Interest Me: Split children into small groups and give each group a teddy and different building material e.g. Lego, wooden blocks, empty boxes, material. Set them a challenge to build their teddy a bedroom by working as a team. Give children a five minute time limit.		
	Help Me Learn: After five minutes bring the children to the carpet, then as a class, look at the different rooms that have been made. What do the children like about them? Is there anything the children think can be improved?		
	Questions: What do you like about the rooms? What don't you like about the rooms? What would you have in your room?		
Let's Think: Bring the children back to the carpet and show them the pictures of the different styles of rooms from around the world. Discuss what the children like and don't like about the rooms. Explain how our rooms are different and also unique to us. Give children a few minutes to share ideas about what they would have in their room.			


Foundation 1 - Special Places - Lesson 3: The Wider Picture

Learning Objectives		Success criteria	
<p>D5 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>D5 - Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>D5 - Developing an understanding of growth, decay and changes over time</p> <p>D5 - Shows care and concern for living things and the environment</p> <p>D6 - Looks closely at similarities, differences, patterns and change</p> <p>ELG - Children know about similarities and differences in relation to places, objects, materials and living things They talk about the features of their own immediate environment and how environments might vary from one another They make observations of animals and plants and explain why some things occur, and talk about changes</p>		<p>D5 - I can talk about and ask questions about the environments around me</p> <p>D5 - I can talk about things I have seen around me including nature, the environment and objects</p> <p>D5 - I can talk about changes I have observed around me including growth/decay</p> <p>D5 - I can show concern about the things around me and treat them with care</p> <p>D6 - I can make observations about similarities, differences and changes concerning the things around me</p> <p>ELG - I can talk about similarities, differences in detail concerning the environment around me, objects, material and living things I can talk about my immediate environment and how it might be different to others I can talk about what I see in animals and plants I can talk about why some things happen and how things change</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Role play opportunities to pretend to go on holiday Scaffold children's ideas and provide relevant props, pretend food, costumes to support their play</p>	<p>Bubble-up children's observations and comments Speaking and listening Communication and language Personal, social and emotional development</p>	<p>Where do you like to go as a family? Why is it special?</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Using the pictures from Interest Me, ask the children to close their eyes and pretend they are getting on a plane. Where would the plane take them? What would it be like? Draw, paint, collage where the children have imagined they have gone</p>	<p>PowerPoint of special places Props to support role play Drawing materials</p>	<p>Take photos of the children taking part in imaginative play Children's own designs of a special place Pictures used in Interest Me with children's comments written on speech bubbles around them</p>	<p>Outdoor role play opportunities Large roll of paper to draw different scenes e.g. beach, forest. Add materials for texture</p>
<p>Foundation 1 Main session (length 15 mins max)</p>	<p>Interest Me: Show the children the pictures of familiar places from around the world, place them in different parts of the room and ask the children to go to the picture they liked the most. Have a key worker placed at each photo around the room.</p>		
	<p>Help Me Learn: Each key worker to ask the children what they like about the picture and record children's comments. Bring the children back to the middle of the room and then ask them to go to the picture that they like the least. Key workers again to record what children say about the pictures?</p>		
	<p>Questions: What do you like about the picture? What don't you like about the picture? Where would you go? What would it look like?</p>		
<p>Let's Think: Do the children have a special place they would like to go? Look at the PowerPoint and begin to think about a special place. Allow children to share some ideas of where their special place might be.</p>			

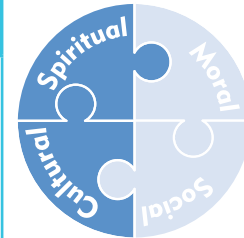
Foundation 2 - Special Places - Lesson 3: The Wider Picture

Learning Objectives		Success criteria	
<p>D5 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>D5 - Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>D5 - Developing an understanding of growth, decay and changes over time.</p> <p>D5 - Shows care and concern for living things and the environment</p> <p>D6 - Looks closely at similarities, differences, patterns and change</p> <p>ELG - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>		<p>D5 - I can talk about and ask questions about the environments around me.</p> <p>D5 - I can talk about things I have seen around me including nature, the environment and objects.</p> <p>D5 - I can talk about changes I have observed around me including growth/decay</p> <p>D5 - I can show concern about the things around me and treat them with care</p> <p>D6 - I can make observations about similarities, differences and changes concerning the things around me</p> <p>ELG - I can talk about similarities, differences in detail concerning the environment around me, objects, material and living things I can talk about my immediate environment and how it might be different to others I can talk about what I see in animals and plants. I can talk about why some things happen and how things change.</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Role play going on holiday somewhere, where would it be, scaffold children's ideas and provide appropriate props, pretend food etc.</p>	<p>Bubble children ideas and comments, take photos of children taking part in imaginative play. Speaking and listening Communication and language Personal, social and emotional development</p>	<p>Where is your favourite place to go on holiday/visit? Draw, add a photo and write about your holiday. Design a special place where you would like to go as a family, what would it have?</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Draw a picture or design somewhere that would be your special place, what would it be like? Draw pictures of your special place (could use different materials to create textures)</p>	<p>Photos of iconic places around the world - Great Barrier Reef, Grand Canyon, buildings - Leaning tower of Pisa etc.</p>	<p>Home learning work Photos of independent and child-initiated work</p>	<p>Outdoor role play, create different scenarios, beach, picnic, etc.</p>
<p>Foundation 2 Main session (length 15 mins max) In small groups</p>	<p>Interest Me: Can you think of any special places that you might visit with your family, or any special places that you enjoy going to to play, that are outside? Get the children to talk to friends about any places that they enjoy visiting and why.</p>		
	<p>Help Me Learn: Split the children into small groups and give each one a photo of an iconic place. In their groups, children are to look at the picture and talk about what might make this place special: who would visit it and why?</p>		
	<p>Questions: Where do you like to visit with your family? Do you have any special places you like to play? What makes a place special? Who visits special places?</p>		
<p>Let's Think: Do we all have the same special place? Why? Look at the PowerPoint of special places. Begin to think of different special places for the children.</p>			


Foundation 1 - Special Places - Lesson 4: The Church

Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Shows interest in different occupations and ways of life</p> <p>ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p> <p>D4 - Notices detailed features of objects in their environment</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can show interest and talk about people who are familiar to me</p> <p>D5 - I can take an interest in different people and events around me</p> <p>ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p> <p>The World</p> <p>D4 - I can make observations about the things around me</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Create own stained glass windows by drawing on tracing paper and colouring it in.</p> <p>Use Lego/building blocks to create a church building</p>	<p>Bubble-up children's comments and observations</p> <p>Speaking and listening</p> <p>Communication and language</p> <p>Personal, social and emotional development</p>	<p>Invite any parents/carers in to talk to children about a wedding/christening or another event which they might attend at a church</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Could arrange a visit to a church or organise for a vicar/priest to visit the setting</p> <p>Draw about a special event in the childrens' lives, does not have to be in a church perhaps a birthday party, family wedding, etc.</p>	<p>Pictures of outside and inside churches and special parts within the buildings, e.g. font, stained glass window (possibly the main features to distinguish between F2)</p>	<p>Take pictures of children's Lego models</p> <p>Stained glass windows</p>	<p>Construct a large church from building blocks and materials</p>
<p>Foundation 1 Main session (length 15 mins max)</p>	<p>Interest Me: Ask if any children have ever seen or visited a church. What was it for? Did they have fun? Show children some pictures of the outside of churches. What do they think of churches? What do they like? What don't they like about them?</p>		
	<p>Help Me Learn: Explain to the children that the church is a very special place to people who are Christians, it is a place where they feel close to Jesus and God. Go through the different pictures from inside the church. Do the children know what each part of the church is for? Discuss the photos briefly.</p> <p>Questions: What is a church for? Have you ever been to a church? What for? What was it like?</p>		
	<p>Let's Think: What special events happen in a church? Have you been to any special events in a church?</p>		

Foundation 2 - Special Places - Lesson 4: The Church

Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Shows interest in different occupations and ways of life</p> <p>ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p> <p>D4 - Notices detailed features of objects in their environment</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can show interest and talk about people who are familiar to me</p> <p>D5 - I can take an interest in different people and events around me</p> <p>ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p> <p>The World</p> <p>D4 - I can make observations about the things around me</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Build a church from Lego/wooden bricks/junk modelling</p> <p>Observational drawings using photos of churches</p> <p>Draw your own church: what would you have in it?</p>	<p>Bubble-up children's comments and observations</p> <p>Speaking and listening</p> <p>Communication and language</p> <p>Personal, social and emotional development</p>	<p>Have you ever visited a church? What was it for?</p> <p>Draw and write about your experience of a church</p> <p>Have you been part of a family occasion? What was it and why was it so special?</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Design your own stained glass window to represent something special in their lives, and write a sentence to go with it (does not have to be linked to a church could be having a younger sibling, birthday party, etc.)</p>	<p>Pictures of outside and inside churches and special parts within the buildings e.g. font, stained glass windows</p>	<p>Adult-led activity work</p>	<p>Using building materials, can the children build their own version of a church?</p>
<p>Foundation 2 Main session (length 15 mins max) In small groups</p>	<p>Interest Me: Who has seen or been to a church? What was it for? Give children two minutes to discuss any experiences of visiting a church; allow them to feed back to the class. Does anyone know who the church is special to?</p>		
	<p>Help Me Learn: Split the children into small groups. Give each group a picture from inside the church; can they identify what it is and what it is used for? Why is that bit special? Bring the children back to the carpet and feedback their ideas. Then use the correct explanations for what the different parts are.</p>		
	<p>Questions: Have you ever been to a church? What was it for? Who is the church special to?</p>		
<p>Let's Think: Place all the pictures around the room. Provide an explanation of one of them; the children have to go to the correct picture. Take that picture away and repeat the process for all the other pictures until you are finished.</p>			

Foundation 1 - Special Places - Lesson 5: The Mosque


Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Shows interest in different occupations and ways of life</p> <p>ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p> <p>D4 - Notices detailed features of objects in their environment</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can show interest and talk about people who are familiar to me</p> <p>D5 - I can take an interest in different people and events around me</p> <p>ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p> <p>The World</p> <p>D4 - I can make observations about the things around me</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Clay/Playdoh to create a Mosque, using pictures for ideas</p> <p>Use Lego/building blocks to create a Mosque, using pictures</p> <p>Junk model own special buildings</p>	<p>Bubble-up children's comments and observations</p> <p>Speaking and listening</p> <p>Communication and language</p> <p>Personal, social and emotional development</p>	<p>Do any parents/carers have experience of a Mosque. Invite them in to talk to children</p> <p>Do you have a special room at home? Why is it special? What can you do in this room?</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>As a group, talk about what you would have included if you could have a special building</p> <p>If we had a special building, what rules would you have in it? What would you use it for and why?</p>	<p>Pictures of outside and inside a mosque and special parts within the buildings</p> <p>Explanations to the important parts of the Mosque and what they are used for.</p>	<p>Take pictures of children's Lego models</p>	<p>Construct a mosque from building blocks and materials</p>
<p>Foundation 1</p> <p>Main session</p> <p>(length 15 mins max)</p>	<p>Interest Me: Ask if any children have ever seen or been to a mosque. Show children some pictures of the outside of mosque: what do they think of the mosque? What do they like? What don't they like about it?</p>		
	<p>Help Me Learn: Explain to the children that the mosque is a very special place for Muslims who follow the Islamic religion. Go through the different pictures from inside the mosque. Briefly provide an explanation to different parts of the mosque and what it is used for.</p>		
	<p>Questions: What is a mosque used for? Who uses a Mosque?</p>		
<p>Let's Think: What rules do we follow in school? Why do we have rules to all follow? Explain how we follow rules just like Muslims when going into a mosque. Why is a mosque a special place for Muslims?</p>			

Foundation 2 - Special Places - Lesson 5: The Mosque


Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Shows interest in different occupations and ways of life</p> <p>ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p> <p>D4 - Notices detailed features of objects in their environment</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can show interest and talk about people who are familiar to me</p> <p>D5 - I can take an interest in different people and events around me</p> <p>ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p> <p>The World</p> <p>D4 - I can make observations about the things around me</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Playdoh, clay models of mosque using pictures for guidance</p> <p>Design your own prayer mat: what would you have on it? Paint or collage could be an option</p>	<p>Bubble-up children's comments and observations</p> <p>Speaking and listening</p> <p>Communication and language</p> <p>Personal, social and emotional development</p>	<p>What rules do you follow at home? Why are these rules important? As a family come up with a new rule to follow.</p> <p>What is your favourite room at home? Why is it your favourite? Design your own favourite room, what would you have in it?</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Individually or in a group design your own special building. What would you have in it? What rules would be have to follow?</p> <p>Could also build the designs using shoe boxes, junk modelling etc.</p>	<p>Pictures of mosques</p> <p>Lego, bricks, junk modelling</p>	<p>Group designs and models from adult-led activity</p> <p>Take photos of children during child-initiated times and outdoor learning</p>	<p>Build your own version of a mosque using materials and available materials.</p> <p>Using chalk on the ground, design your own prayer mat</p>
<p>Foundation 2 Main session (length 15 mins max)</p>	<p>Interest Me: Show children the picture of a mosque. Does anyone know what this building is? Who might use it and why? Allow children to share ideas with a talk partner. Feed back ideas to the whole class.</p>		
	<p>Help Me Learn: Explain to the children that this is a special place called mosque and is used by Muslims. Continue through the pictures and explain about the inside of the mosque and all the different special features and rules.</p>		
	<p>Questions: What is this building? Who might use this building? What rules do we follow in school?</p>		
	<p>Let's Think: In school we have special rules and places. Can you think what they are? Allow children to share ideas with a friend and then feedback to the class. As children share ideas, try to link these to rules and special routines/sections of a mosque, e.g. golden rules.</p>		



Foundation 1 - Special Places - Lesson 6: The Synagogue

Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Shows interest in different occupations and ways of life</p> <p>ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p> <p>D4 - Notices detailed features of objects in their environment</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can show interest and talk about people who are familiar to me</p> <p>D5 - I can take an interest in different people and events around me</p> <p>ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p> <p>The World</p> <p>D4 - I can make observations about the things around me</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Outlines of prayer shawls/clothes worn in a synagogue for children to colour and make up own designs	Bubble-up children's comments and observations Speaking and listening Communication and language Personal, social and emotional development	Talk about a time when you have worn special clothes e.g. a wedding, a party. Why did you wear special clothes? How did you feel when you wore these clothes?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Design your own uniform: what would it look like? What colours would you choose and why?	<p>Pictures of different types of synagogues both inside and outside</p> <p>Pictures of the special clothing and key elements from within the synagogue e.g. the Ark, The Torah, prayer shawls, Kippah</p> <p>http://www.bbc.co.uk/schools/religion/judaism/</p> <p>http://www.bbc.co.uk/religion/religions/judaism/worship/synagogue_1.shtml</p>	Adult-led and child-initiated work.	Create a special area and give it a purpose e.g. a reading corner. What would you need to make it special?
Foundation 1 Main session (length 15 mins max)	<p>Interest Me: Show the children the pictures of the outside of the synagogues. What do they like about it? Is there anything they don't like about it?</p>		
	<p>Help Me Learn: Explain that this special place is called a synagogue and is used by people who are called Jews. Give brief explanation about the different routines used in a synagogue, e.g. wearing of the hats, prayer shawls, the Torah. Why is a synagogue a special place for Jews?</p>		
	<p>Questions: What do you like/don't like about it? Where would you wear special clothes?</p>		
<p>Let's Think: When you go to big school you will wear a uniform similar to the special clothes worn in a synagogue. Why do you think it's a good idea to all wear the same? Where else would you wear special clothes, e.g. wedding, birthday party?</p>			

Foundation 2 - Special Places - Lesson 6: The Synagogue

Learning Objectives		Success criteria	
<p>D4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>D5 - Shows interest in the lives of people who are familiar to them</p> <p>D5 - Shows interest in different occupations and ways of life</p> <p>ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p> <p>D4 - Notices detailed features of objects in their environment</p>		<p>D4 - I know that there are things that make me different to others. I know that there are things that make me similar to others</p> <p>D5 - I can show interest and talk about people who are familiar to me</p> <p>D5 - I can take an interest in different people and events around me</p> <p>ELG - I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions</p> <p>The World</p> <p>D4 - I can make observations about the things around me</p>	
Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
<p>Outlines of prayer shawls/clothes worn in a synagogue for children to colour and make up own designs</p> <p>Draw and paint synagogues using pictures for a stimulus</p>	<p>Bubble-up children's comments and observations</p> <p>Speaking and listening</p> <p>Communication and language</p> <p>Personal, social and emotional development</p>	<p>Is there any where you go where you have to wear special clothing e.g. dance school, football? Discuss why it is important to all wear the same/special clothes in different situations e.g. sport, school, weddings</p>	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
<p>Design a new school uniform/or a uniform for a special event e.g. a party, wedding. What would it look like? What colours would you use and why?</p> <p>Make the design using various methods and materials</p>	<p>Pictures of different synagogues both inside and outside</p> <p>Pictures of the special clothing and key elements from within the synagogue e.g. the Ark, The Torah, Kippah, prayer shawls</p>	<p>Children's uniform designs</p> <p>Take photos of children building special dens</p> <p>Children's work from child-initiated times.</p>	<p>Build a den and make it special, give it a purpose e.g. a reading den, writing den</p> <p>What would you need in it? What rules would you have?</p>
<p>Foundation 2</p> <p>Main session</p> <p>(length 15 mins max)</p> <p>In small groups</p>	<p>Interest Me: In small groups, give out the pictures of synagogues, inside and outside. Ask the children to discuss what they can see. What do they like/don't like about it? Do they know what it could be for? What are people wearing?</p>		
	<p>Help Me Learn: Bring the class back together and allow them to share their thoughts about the photo they looked at. Then explain to the class what each of the features is and what it means/does.</p> <p>Questions: What do you like/don't like? Why do they wear special clothes?</p>		
	<p>Let's Think: Make particular reference to the clothing that Jewish people choose to wear in the synagogue. Look around the class: we are wearing a school uniform. Why do we wear a school uniform? Where else would we wear special clothes? Why do Jews wear special clothes in the synagogue?</p>		