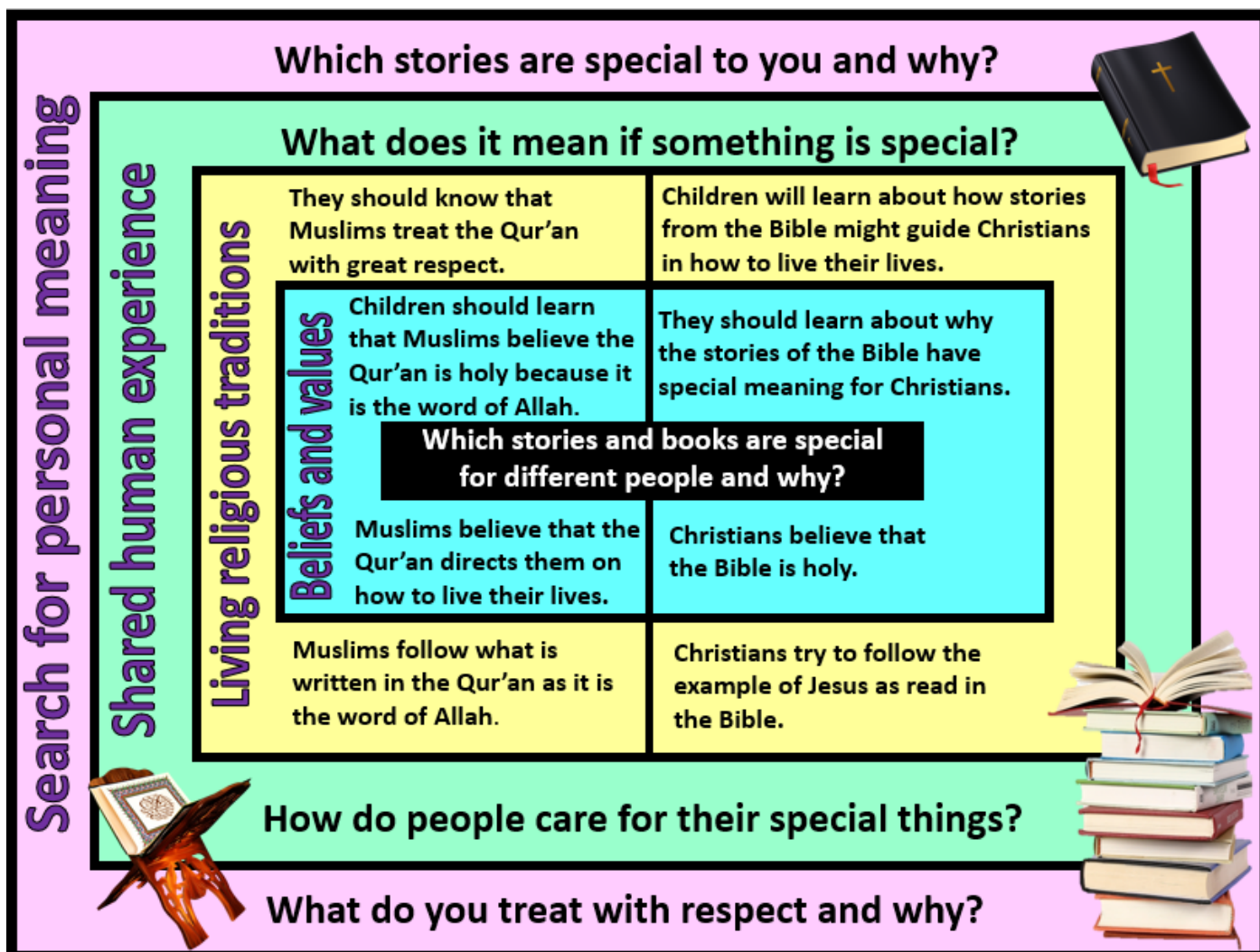


Early Years Spring Term

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

Focus Question (for this investigation): **Special stories:** Why are some stories special? What special messages can we learn from stories?

**Focus Question: Special Stories**

In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. There will be strong links between this unit and age appropriate communication, language and literacy skills.

Field of Enquiry	Possible ideas for adult led teaching
Shared Human Experience	- Introduce an object from home and explains why it is special. Ask children to also bring a special object from home and explain why it has been chosen. Discuss...What makes something special? Create a word bank to describe the special qualities. - As part of normal practice, gather together a collection of special story books chosen by the children. Display in the book corner. Share and enjoy the stories together. Discuss the stories using age appropriate comprehension activities. Develop vocabulary and encourage children to retell and repeat. How did the stories make them feel?

		Explain that for some people books are more than just special – they are sacred/holy. Some religious people think that Holy means more than special because some books link to the word of God. Explain that over the next few weeks children will be learning about two holy books that are really special to Christians and Muslims.
Beliefs and values	Christianity	- Share a collection of very different Bibles. How are they the same or different? - Explain that the Bible is a very special book for Christians (use of the Grace Persona doll would be useful at this point). It is a holy or sacred book. - Identify that each Bible contains the same stories – in each Bible the content is the same. - If using the persona doll, share three of Grace's favourite Bible stories. For example: The Wise and Foolish House Builders (New Testament) - Read Jesus' story about the wise and foolish house builders (Matthew 7 24-27) (See 'The House on the Rock' by Nick Butterworth and Mick Inkpen). Sing accompanying action songs and watch YouTube clips. https://www.youtube.com/watch?v=CXWHLB1f6_U - Challenge the children to build strong and weak houses in the construction area. - Do you think that Jesus' story has a good meaning? What makes our lives strong? What makes our lives weak? The Story of David and Goliath (Old Testament) - Prior teach the meaning of the words 'Shepherd', 'Brave', 'Trust'. - What is Brave? https://www.youtube.com/watch?v=jESRwLa8pLI - Involve children in an active retelling of the story – use puppets, small world figures and speech bubbles as the story progresses. https://www.youtube.com/watch?v=2gqi7D7Qizg - Was David brave in the story? How did God help David in the story? How did David trust God? Jesus and the thankful leper (New Testament) - Discuss when it is appropriate to say thank you. Share examples. What are you thankful for? - Read the story of the thankful leper from a children's Bible (Luke 17 11:19) or watch a video clip https://www.youtube.com/watch?v=LzZUDRrKgl8 - How does it feel when someone says thank you to us?
	Islam	- Discuss the meaning of the word 'message' – how do people send/ receive messages? - What is important when delivering a message? [Mustn't lose it, must be on time, mustn't alter the message, must share who it came from etc.] - Tell the story of the first revelation of the Qur'an to Muhammad in the cave at Hira with the help of the angel Jibril. Introduce Imran – the persona doll. Explain that this story is very important to Imran as a Muslim as it explains how the Qur'an was compiled. Imran believes that the Qur'an contains the direct word of God (Allah). It is a holy, sacred text that is treated with great respect as Muslims believe that it contains the word of God. - Explain that in Islam and other religions special messengers are often called prophets. The Prophet Muhammed (Pbuh) should not be portrayed in pictures, models or acting. https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Autumn%202017/16%2017%20The%20angels%20message%20for%205-6s.pdf Opening up Islam F Moss https://shop.retoday.org.uk/pdfs/9781905893331.pdf
Living religious traditions	Christianity	- Why do some Christians read the Bible every day? Interview a faith leader or some members from a local congregation. Why is the Bible special to them? Ask questions. Which Bible stories did your faith visitors like as a child and why? Can they share them? - Why is Jesus important to Grace? Why are the things he did and the stories he told special to Grace? - What wisdom and guidance did Grace learn from the three stories that we explored as a class? As a Christian, what did Grace learn about how to live her life in a better way? Recap on the messages from the three stories. Match the messages with the stories. e.g. Saying thank you is a good thing to do, trusting in God helps you to be brave..., building your life on strong foundations etc.

	Islam	• Model for children how a Muslim would take care of the Qur'an (place on a stand, wash hands, never put it on the floor, stand it on a cloth, never pass it around). • Discuss the difference between a special book and a holy book. • Invite a Muslim faith representative into school. Ask them to explain the importance of the Qur'an and how they treat it differently from other books.
Search for Personal Meaning		• Recap the stories that have been shared from the Bible and about the first revelation of the Qur'an. • What/ who do you feel thankful for? Write a thank you card for someone special. • What do you think makes a strong person? • When have you been brave? Who would you give a bravery medal to and why? • What have you learnt from one of your favourite stories? • Which is your favourite story and why? • What do you treat with respect?

Opportunities to apply learning within enhanced continuous provision		
Areas to be enhanced	This unit lends itself to also promoting the Knowledge/skills within the following areas of learning	Ideas for resources/ activities
Book corner/Reading Mark making Construction Small World Role play Sand Water Malleable Snack	Listening and attention Understanding Speaking Reading Writing Using media and materials Being imaginative	Small world/ Role play – act out one or more stories using small world characters. Leave simple versions of the stories in the book corner for children to re-read. Record some stories for the listening station. Construct a strong and a weak house in the construction/ junk modelling area? What made the difference? Writing table – write own messages and thank you cards. Sequence the stories and write captions. Make bravery medals. Creative area- create a large Goliath and a small David – make puppets for storytelling.
Links to stories, songs and rhymes		
You will need access to a number of Bibles and a child friendly version for storytelling. Access to persona dolls (Grace and Imran) is helpful but not necessary. My First Qur'an by S Khan https://www.bookdepository.com/My-First-Book-About-Quran-Sara-Khan/9780860376187		
Religious Stories that could be used to enhance reading area		
Christianity: The Parable of the Two Sons (e.g. Dragons and Monsters: The Parable of the Two Sons https://www.amazon.co.uk/Dragons-Monsters-Parable-Sons-Masters/dp/1841012068) The story of Zacchaeus (e.g. https://www.amazon.co.uk/Zacchaeus-Jesus-Flipside-Stories-Mackall/dp/1496411196/ref=sr_1_2?dchild=1&keywords=zacchaeus+story+for+children&qid=1586511599&s=books&sr=1-2) Sikhism: Emperor Akbar meets Guru Amar Das (RE Today: Opening up Community p12 https://shop.retoday.org.uk/9781905893621) Judaism: Jonah and the Whale (e.g. https://www.amazon.co.uk/Jonah-Whale-DK/dp/0241319862/ref=sr_1_1?dchild=1&keywords=Jonah+and+the+whale&qid=1586511928&s=books&sr=1-1) Non-religious worldview: Ice in the Forest (https://freestoriesforkids.com/children/stories-and-tales/ice-forest)		

Hindu Dharma: Rama and Sita (https://www.amazon.co.uk/Rama-Sita-Diwali-Malachy-Doyle/dp/1472954696/ref=sr_1_1?crid=391900NSH99SE&dchild=1&keywords=rama+and+sita&qid=1586512456&s=books&srefix=Rama+and%2Cstripbooks%2C178&sr=1-1)
 King Yudhishtira and the Dog (Inspiring RE: Hindus p 12 (<https://shop.retoday.org.uk/190305>)
 Lakshmi and the Clever Washerwoman (Inspiring RE: Hindus p 20 (<https://shop.retoday.org.uk/190305>)
 Islam: Prophet Stories from the Quran (https://www.amazon.co.uk/Prophet-Stories-Quran-Mini-Activities/dp/1090573170/ref=sr_1_1?dchild=1&keywords=Stories+from+Islam+for+children&qid=1586513018&s=books&sr=1-1)
 Muhammed and the Cat (Opening up Islam p12 <https://shop.retoday.org.uk/9781905893331>)
 The Prophet and the Ants

Vocabulary introduced through the unit

Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, Qur'an, God, Allah, Jesus, trust, brave, strong, weak, thankful, shepherd, leper, heal, message/messenger, Muhammed (pbuh) , Angel Jibril, prophet.

Early Learning Goal

People Culture and Communities

Children at the expected level of development will:

Know some **similarities** and **differences** between **different religious and cultural communities in this country**, drawing on **their experiences** and what has been **read in class**.

By the end of the unit children will also be able to:

Talk about/ recall some religious stories e.g. through role play, art, model making.

Share features of a story that they like and explain why.

Identify a sacred text e.g. Bible, Qur'an.

Identify that the Bible and Qur'an are special