

RE EYFS: Autumn term 2022: Special people

Key Learning

Key Questions : Can you name some religions? Who are the special people in that religion?

1. Christian faith:

Show children a picture of Jesus. Can any of them name him? If not tell them. He is a special person to Christians. We will learn more about him nearer to Christmas. Are any of the children Christians? Do they know where Christians worship? A Christian worships in a church. A vicar is a special person to Christians. Use power point to introduce. There is a persona doll in resources box in resources.

2. Muslim faith:

Show children a picture of a mosque—can they say what it is? If not tell them. Do they know who worships in a mosque? Muslim. The person who leads the prayers in a mosque is the Imam. He is a special person to Muslims. Prophet Muhammad is also a special person to Muslims—when a Muslim talks or mentions Prophet Muhammed they always follow his name with pbuh which means peace be upon him as a sign of respect. Muslims believe he was chosen by Allah to be a prophet because he was a fair and wise person who was concerned for other people. There are no pictures of the Prophet Muhammad.

The children in our school do not study Hinduism until KS2 so as this is the first unit you are covering focus on Christianity and Islam.

3. The Christmas story.

Children learn about the birth of Jesus and why it is special to Christians.



Key Vocabulary

Specific:

Christian: A follower of Jesus

Vicar: A special person to Christians. They look after the local (parish) church and its people.

Muslim: a follower of the religion of Islam.

Imam: Prayer leader in Muslim faith.

Prophet Muhammad: a special person to Muslims.

Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

Sources of support:

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RE EYFS: Spring 1: Special books

Key Questions :

What is a special thing? How would you look after something that is special?

Tell me about a special item to Christians. Why is it special?

Ideas for teaching:

1. Bring in something that is special to you and talk to the children about what it is and why it is special to you.
2. Encourage children to bring in something that is special to them and to talk about it. (could be recorded in a class book with a photo and captions).
3. Introduce some special artefacts to Christians e.g. cross/crucifix; font; altar; chalice.



Key Vocabulary

Specific:

Altar: a table-like structure found in a church.

Artefact: an important object that has made by someone.

Chalice: a large cup used in the Christian worship to drink from.

Christian artefact: special objects that Christians use in worship.

Crucifix: a cross with a figure of Christ on it.

Font: a bowl containing special holy water used for the baptism of Christians.

Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

Sources of support:

- [Christian Artefacts - Christianity \(weebly.com\)](http://www.christianartefacts.com)
- [Early years visit to St Peter's Church - YouTube](https://www.youtube.com/watch?v=...) (a long video so will need breaking up and delivered over several in puts).
- Crosses/crucifix and chalice in resource box.

RE EYFS: Spring 1: Special books

Key Questions :

What is the special book for Christians?

What is the special book for Muslims?

Ideas for teaching:

1. Talk about books in general and why they might be special to people— given as a present, favourite story.
2. Show the children a bible—preferable one that is colourful and has good illustrations. Explain that this is a special book for Christians. Talk about who Christians are.
3. Share some of the parables from the New Testament with the children. Where possible provide props for the children to act the stories out. Talk about what the parables are teaching.
4. Talk to the children about how we look after our books. Show them a copy of a Qur'an and explain how Muslims look after it, keeping it wrapped and on a special stand.



Key Vocabulary

Specific:

Bible: A special book for Christians.

Qur'an: A special book for Muslims.

Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

Sources of support:

- [BBC Two - Pathways of Belief, The Bible and the Qur'an: Today, The Qur'an - a guide for life](#)
- [BBC Two - Watch, Celebrations, Islam, The Prophet Muhammad \(pbuh\), Allah and the Qur'an](#)
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RE EYFS: Summer 1: Special places

Key Questions :

Tell me about a place that is special to you. Why is it special?
How does it make you feel when you are there?

What is a special place for Christians? What is a special place for Muslims?

Ideas for teaching:

1. Talk about a place that is special to you and why it is special to you. How does it make you feel when you are in that place?
2. Encourage children to talk about a special place to them and to talk why it is special and how they feel when they are there. (could be recorded in a class book with a photo and captions).
3. Special place for Christians is the church.
4. Special place for Muslims is mosque.



Key Vocabulary

Specific:

Church: a building used for Christian worship

Mosque: a Muslim place of worship

Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

Sources of support:

- [A visit to a church - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize - BBC Bitesize](#)
- [What happens in a Mosque? - Bing video](#)
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RE EYFS: Summer 2: Our beautiful world

Key Questions :

How could you look after your things? How could you look after things at school? What could you do to make sure our world is looked after?

Ideas for teaching:

1. Talk to the children about how they look after their toys at home. How would they feel if someone broke any of their toys?
2. How do we look after things in school? Do we care for them differently to our things at home? Why?
3. If possible grow some plants/vegetables and allow children to look after them. If not bring a plant in for children to care for.
4. Talk about caring for pets/animals. Why do we need to do this?
5. Tell children the Christian creation story.
6. Tell children the Muslim creation story.
7. Can children relate to how God might feel if his world is not cared for—like someone coming and breaking your toys.
8. How could they care for the world around them? E.g. not dropping litter.



Key Vocabulary

Specific:

Creation: something that has been made.

Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

Sources of support:

- [Creation Story for Kids \[Free Printable Activities\] – Mary Martha Mama](#)
- Power point: Islamic creation story
- Resource box has Christian creation story artefacts.