

Section 5:

People Celebrating (Festivals and Ceremonies)

Harvest

It is likely that Harvest will be celebrated many times in a pupil's primary years. This lesson introduces, through a concrete and specific example, the idea of the gifts of Harvest. Any item, especially if it can be shared and eaten at the end of the lesson, would be appropriate. The apple also offers the opportunity to explore the wonders of the created world.

<p>Learning contexts:</p> <p>The natural world;</p> <p>Food;</p> <p>Growing;</p>	<p>Learning objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know that harvest is a time to say thank you; • understand that some people want to thank God for their food; 	<p>Links to other areas of learning:</p> <p>K.U.W - Investigating living things by using all the senses; - Looking closely at patterns and change;</p> <p>C.D - Responding in a variety of ways to what s/he sees, hears, smells, touches and feels;</p> <p>P.S.E.D - Responding to significant experiences;</p> <p>P.D - Recognising the importance of keeping healthy.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • learning about Buddha and the Bodhi Tree (Page105) • looking at an apple tree; • eating fruit. 	<ul style="list-style-type: none"> • reflect on what they want to say thank you for; • wonder at creation. 	<p>Resources:</p> <p>an apple</p> <p>pictures of stars in the night sky</p>	<p>Organisation:</p> <p>Small groups</p>

Focused Teaching 1:

Begin by asking pupils what an apple is. Make a collection of appropriate words to describe an apple. Talk about colour, shape, texture and taste. Produce an apple and go over the words again.

Where did this apple come from?

What is inside it?

Cut the apple in half down from the stalk and talk about the seeds.

We know that apples like this grow on trees. In the spring, flowers appear on the trees and the bees buzz around carrying pollen from one tree to another. When each flower dies, an apple begins to grow. All through the summer, in the rain and the sunshine, the apples grow until they are big and round and shiny and ready to be picked. Lots of people help to bring apples like this into shops for us to buy.

We know where apples come from but who made them, do you think?

Many people believe God made the world with its trees and apples and what else?

Invite children's participation in naming aspects of creation.

Those people want to praise God for the beautiful world. At one particular time of the year, in lots of different ways, they go to church to say thank you to God. This is a harvest time, the time when apples are ready to be picked in our gardens. But people do not only thank God for apples. They say thank you for all the good things they believe God gives them.

For discussion:

What would you like to say thank you for?

Whom do you thank for the good things you have?

Go back to the apple and briefly review the learning about seeds. Cut another apple in half, this time horizontally to reveal the 'star' shape and invite children to talk about it. Explore the wonder of the stars which some people think are made by God. Look at pictures of the sky at night and encourage children to marvel at what they can see.

So we've looked at the apple which is something small. We can hold it in our hands. We thought about the sky which is as big as you can get! And some people think God made it all and they want to say thank you.

For discussion

Who do you think made the stars?

Suggested Activities

Area of Learning	Activity
K.U.W	<ul style="list-style-type: none">• Using a day's delivery of apples, cook half of them with the children and slice the other half. At snack time discuss changes in texture, taste, temperature and compare the taste of cooked and uncooked apples;• Visit a local garden with an apple tree to see, touch, and smell apples growing; pick one to bring back to school;• Look at the stars;
C.D	<ul style="list-style-type: none">• Create a pattern or a picture using apple prints;
C.L.L	<ul style="list-style-type: none">• Talk about big and little things and collect examples;
P.D	<ul style="list-style-type: none">• Join in with songs and rhymes relating to apples/stars;• Talk about foods that promote healthy growth.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Forming relationships and working together	Being aware of self	Being aware of others	Extending vocabulary	Using language	Listening & Responding
We are part of nature; We respect the natural world.	I can: <ul style="list-style-type: none"> • say thank you; • see the beautiful world; • wonder. 	Some people believe God created the sky and the apples and all creation.	harvest creation big little God	to explore the senses.	to: <ul style="list-style-type: none"> • songs and rhymes about apples and stars;
Harvest					
Knowledge and Understanding of the World			Creative Development		
Finding out about	Looking at similarities and differences	Looking at patterns and change	Responding		
<ul style="list-style-type: none"> • apples • the stars in the night sky 	between: <ul style="list-style-type: none"> • big and little things • longitudinal and transverse sections of an apple. 	in: <ul style="list-style-type: none"> • cycles of growth; • cooked and uncooked apples. 	to: <ul style="list-style-type: none"> • the apple; • a picture. 		

The Birth of Jesus

The Birth of Jesus Matthew 1: 18 – 24 & 2: 1 – 12 Luke 1: 26 – 38 & 2: 1 – 21

For many young children, this will be the first time that they have had the experience of hearing the story of the birth of Jesus. The story, therefore, needs to be told in simple terms, with as much participation by the children as possible, and by using a wide range of stimuli to make it accessible to them.

Although the children may well participate in a Nativity play, it is important that they are given the opportunity to begin to know about the sacredness of the story and of its importance to many people. The emphasis is on the festival as a celebration of the birth of a holy baby. These focused teaching times give the opportunity for events in the story to unfold by using a range of visual stimuli.

This simple approach works well with children in nursery.

<p>Learning Context:</p> <p>Christmas;</p> <p>Babies;</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • become familiar with the story of Christmas; • understand something of its importance to many people; 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Responding to significant experiences; - Developing respect for their own cultures and those of other people;</p> <p>C.L.L - Listening to a range of stories telling the events of the first Christmas;</p> <p>C.D - Using their imagination in role play, drama, music and art;</p> <p>K.U.W - Finding out about past and present events in their own lives through the events of the Christmas story.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • celebrating birthdays; • listening to the Nativity story in a variety of forms; • a new baby in the family. 	<ul style="list-style-type: none"> • reflect on the wonder of a new baby. 	<p>Resources:</p> <p>The Bible Story candle Nativity finger puppets and knitted figures. A stable, crib and figures. Stones for pathway A variety of Nativity stories suitable for early years, eg: Wildsmith's <i>The Christmas Story</i> Stable in the role play area with dressing up clothes and animal masks. Sand play</p>	<p>Organisation:</p> <p>Small groups</p>

Focused Teaching 1

The annunciation

Today we are going to begin a story. It is the story that many people think about at Christmas time. It is the story about a very important baby, born to the world, and it is because of this baby that people celebrate Christmas. This story starts with an angel.

Show the children an angel in the form of a finger puppet or a knitted figure.

What do you think an angel might be?

This story comes from the Bible, and because this is a sacred story, I am going to light the story candle.

Light the candle.

God sent the angel Gabriel to a little town called Nazareth. A young woman called Mary lived there.

Introduce the puppet / figure of Mary.

One day she was working in her house when she had a strange feeling that she was not alone. Suddenly the room was filled with a bright light and she turned round to see the angel standing there. She was so afraid to see the angel there that she covered her eyes with her hands.

The angel said to her, "Don't be afraid, Mary. I have come from God. He has chosen you to have a baby. The baby will be your son and he will be called Jesus. He will bring joy to the world. He will be great."

Mary was amazed when she heard the angel's news. After Gabriel left her, she sat quietly and thought about what he had said to her.

Blow out the candle.

For discussion:

How do you think Mary was feeling after the angel left her?

Why do you think this baby will be special?

What do you think 'great' means?

Focused Teaching 2

The journey

The story of Mary and Joseph's journey to Bethlehem can be told in a simple way. It can be made concrete by preparing a stone pathway on a low cupboard unit with the figures of Mary, Joseph and the donkey or by making use of the outdoor environment.

Children can be physically involved in role playing the journey or the nativity figures can be physically moved along as the story progresses, until they come to the stable, containing the animals and the empty crib.

After the focused teaching, the children should have the opportunity to move the figures along themselves, to re-enact the journey.

The journey can also be re-enacted by children independently in the sand or outside in the nursery playground, with the children dressed in the role-play clothes of the Nativity characters.

For discussion

When have you been on a journey?

What did you have to do to get ready?

Have you waited for a baby to be born?

Focused Teaching 3 – 6

The birth of Jesus

The shepherds' story

The visit of the kings

The story of Jesus' birth and the subsequent events can unfold, and be made concrete, by adding the figures to the crib at the end of the stone pathway. Each event can be told simply and by using a range of early years' material and books. The children need time for reflection and discussion after each story candle is blown out.

The children will again have the opportunity to play out the story through the use of the role play area as the stable, equipped with dressing up clothes, a doll in a crib and animal masks. They will be able to experience the story further through independent play using the stone pathway and through choosing to play with the knitted figures and finger puppets in the quiet area.

For discussion:

Have you seen a new-born baby? What was he / she like?

If you could have visited the stable, what present would you have given the baby?

Who was happy when you were born?

Who remembers your birthday?



Suggested Activities

Area of Learning	Activity
C.D	<ul style="list-style-type: none">• Create a stable area in the classroom where children can dress-up and re-enact the story for themselves or use miniature figures to retell the story;• Learn a range of Christmas carols and accompany them with musical instruments;• Paint and draw parts of the Nativity story;• Retell the story using tuned and untuned percussion instruments;
C.L.L	<ul style="list-style-type: none">• Read a wide variety of Nativity stories illustrating differing approaches and genres;• Write and illustrate a class book about the story of the first Christmas.
P.D	<ul style="list-style-type: none">• Devise a journey for children to move along using climbing equipment, tunnels, mats etc;
P.S.E.D	<ul style="list-style-type: none">• Talk about how people in the story might have felt. This can be recorded through role play.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of self	Being aware of others	Extending vocabulary	Using language	Listening and responding
Christians believe: <ul style="list-style-type: none"> • Jesus is the Son of God; • Jesus' birth is to be celebrated at Christmas. 	I was born. I am unique, special.	It is good to celebrate happy events with other people	God Christmas Jesus Bethlehem angel manger shepherd	in: <ul style="list-style-type: none"> • role play; • story telling; • describing; • asking questions . 	to: <ul style="list-style-type: none"> • the story of the Nativity; • Christmas songs and music.
The Birth of Jesus					
Knowledge and Understanding of the World			Creative Development		
Asking questions	Looking at similarities and differences	Finding out about	Expressing ideas	Imagining	
about: <ul style="list-style-type: none"> • journeys; • being born; • celebrating birthdays; • shepherds; • a manger. 	between: <ul style="list-style-type: none"> • hospital and a stable as places to be born; • a donkey and modern transport; • babies; • presents. 	journeys	through: <ul style="list-style-type: none"> • role play; • song; • musical instruments; • art work. 	we are: <ul style="list-style-type: none"> • on a journey; • characters in the story. 	

Nativity

The Birth of Jesus Matthew 1:18-24 & 2:1-12 Luke 1:26-38 & 2:1-21

Christmas, the Mass of Christ, is the most popular of Christian festivals although, in modern times, it has become secularised through extreme commercialisation. Christmas was first celebrated by the Romans three hundred years after the birth of Jesus. It was the Emperor Constantine who, after his conversion to Christianity, persuaded the Church to adopt the festival of Sol Invictus (The Invincible Sun) on 25th December as the date for the celebration of Christ's birth. The exact date is not known.

It is likely that this festival is celebrated in some way in every year of a pupil's life in primary school. Attention needs to be given, therefore, to sequencing and progression to avoid repetition and encourage development. In the early years, the story of the birth of Jesus can be told in simple terms with as much participation by pupils as possible. The emphasis is on the festival as a celebration of the birth of a holy baby. The significance of this event for Christians can be explored later when pupils are familiar with the story.

This approach to exploring the Christmas story works well with children in reception classes. It is written as two focused teaching sessions but could be expanded into many more.

<p>Learning Context:</p> <p>Christmas;</p> <p>Babies.</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know that Christians celebrate Jesus' birthday on Christmas day; • know that Christians believe Jesus is the Son of God; • reflect on how it feels when a baby is born. 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Responding to significant experiences; - Having a developing respect for their own cultures and those of other people;</p> <p>C.D - Using their imaginations in art, design, music, role play and stories;</p> <p>C.L.L - Listening to a range of stories telling the story of the first Christmas;</p> <p>K.U.W - Finding out about past and present events in their own lives and through the Christmas story.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • Bathing a baby; • Celebrating birthdays. 		<p>Resources:</p> <p>A range of Christmas cards, including religious cards;</p> <p>A crib scene;</p> <p>A story candle.</p>	<p>Organisation</p> <p>Small group</p> <p>or</p> <p>Whole Class.</p>

Focused Teaching 1:

** Make a collection of Christmas cards and play a number of sorting games with them according to size, colour, etc.*

Invite pupils to make up a set of cards which tell the story of Christmas. Some pupils may identify the religious cards as those which are relevant. If this does not happen, choose a card with a stable scene and talk about it.

What can you see here?

Who are all these people?

Who are they looking at?

Why are there animals in the picture?

They are all there because a new baby has just been born. His mother has put him in the animals' food trough to sleep because there is no cradle for him. His name is Jesus, and this is a stable.

For discussion:

What do you know about Jesus?

Why was he born in a stable?

How do you think the animals might have felt?

Where were you born?

Focused Teaching 2:

** Finish the sorting exercise and use all the religious Christmas cards to build up the story.*

(The Annunciation)

God sent an angel to tell Mary that she was going to have a baby and he would be very special. He would be called Jesus. He would be God's son.

(Journey to Bethlehem)

Just before the baby was ready to be born, Mary and her husband, Joseph, had to go on a journey to Bethlehem where Joseph's family came from. They took a donkey so that Mary didn't have to walk all the way.

(Madonna & Child)

When they arrived in Bethlehem, all the hotels were full and the only place they could find to rest was a stable. During the night, Mary's baby was born. She held him in her arms and cuddled him.

(Shepherds)

News of the baby's arrival soon spread and some shepherds came to visit him. They had been told about him by angels. They brought him a present.

(Magi)

Wise men also came to visit the baby. They came from countries a long way from Bethlehem and they brought presents too.

For discussion:

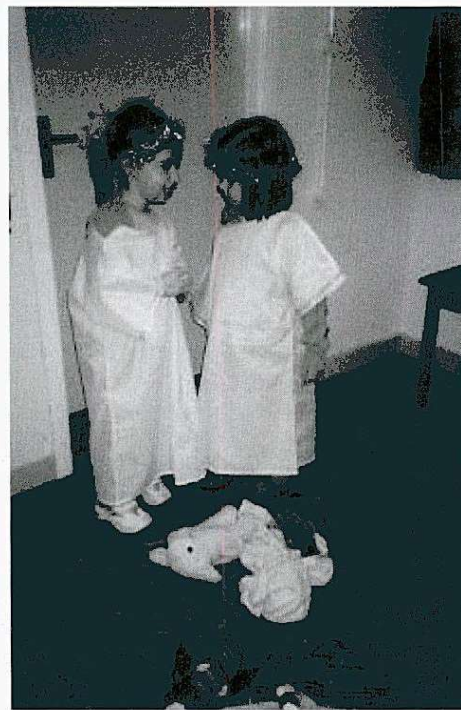
How do you think Mary felt when so many visitors came?

Who came to visit your mum when you were born?

When have you seen a new born baby?

What was he/she like?

How does it feel when a new baby comes into a family?



Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none"> • Make a collage to sequence the Christmas story using old Christmas cards; invite children to write their own captions as appropriate. • Role play the story.
C.D	<ul style="list-style-type: none"> • Design and make a Christmas card which illustrates a favourite part of the Nativity story and talk about to whom you would like to send it and why. • Find out about the card's 'journey'. • Make a Nativity scene, using reclaimed materials or dough;
K.U.W	<ul style="list-style-type: none"> • Explore the word 'shiny', making a collection of shiny things including a range of Christmas decorations.
M.D	<ul style="list-style-type: none"> • Explore 2D shapes and make patterns with, eg: star shapes.
P.S.E.D	<ul style="list-style-type: none"> • Talk about how people in the story might have felt. This can be recorded through role play and drawing facial expressions.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of self	Being aware of others	Extending vocabulary	Using language	
Christians believe: <ul style="list-style-type: none"> • Jesus is the son of God; • Jesus' birth is to be celebrated at Christmas. 	When I was born, everyone celebrated; I can talk about: <ul style="list-style-type: none"> • my feelings; • how other people feel. 	Lots of people celebrate Christmas by sending each other greeting cards; Not everyone celebrates Christmas.	God Jesus shepherds angels star	in: <ul style="list-style-type: none"> • sorting; • matching; • classifying; • decision making. 	
Nativity					
Knowledge and Understanding of the World			Creative Development		
Asking questions	Looking at similarities and differences	Finding out	Expressing ideas	Responding	
about pregnancy and being born.	Being born and growing older	about: <ul style="list-style-type: none"> • taxes; • how the post is delivered. 	through: <ul style="list-style-type: none"> • role play; • Christmas cards. 	to: <ul style="list-style-type: none"> • the story • a variety of visual interpretations of the story through Christmas cards 	

Easter

Matthew 27: 15-26 & 28: 1-7, Mark 15: 16-47 & 16: 1-18, Luke: 23: 26-56 & 24: 1-17, John 19: 1-47 & 20: 1-18

Easter is the principal festival in the Christian year. Like celebrations of Christmas, it is important that work on Easter is carefully planned to ensure continuity and progression.

In the Foundation Stage, this festival needs to be covered in a simple way, but without diluting its impact or diminishing its mystery. Because of the difficult issues raised by the Easter story, especially for very young children, the focus in this teaching is the resurrection of Jesus and the joy that Christians celebrate on Easter Sunday. Hot cross buns and Easter eggs are familiar to many young children and provide a concrete way in to the material. Focused teaching 3 could be used as a development of this work for Reception children.

This material nevertheless offers an excellent opportunity to give children space to reflect on their feelings and experiences about death and dying.

<p>Learning Context:</p> <p>Easter</p> <p>Food</p> <p>Spring</p> <p>Celebrations</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know the Easter story and its importance to many people; • understand that people celebrate in different ways; 	<p>Links to other areas of learning:</p> <p>C.L.L - Listening with enjoyment and responding to stories; P.S.E.D - Understanding that people have different views, cultures and beliefs;</p> <p>K.U.W - Finding out about and identifying some features about objects and events;</p> <p>C.D - Responding in a variety of ways to what they see, hear, smell, touch and taste.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • hearing stories about Jesus. • eating special food at times of celebration: hot cross buns and Easter eggs. 	<ul style="list-style-type: none"> • understand that people eat special food at times of celebration and remembering; • reflect on times when they feel happy and sad. 	<p>Resources:</p> <p>Hot cross buns Easter egg Story candle</p>	<p>Organisation:</p> <p>In small groups.</p>

Focused Teaching 1:

Show the children a hot cross bun.

For discussion:

Have you seen one of these before?

What do you think this is?

What shape can you see on it?

This bun is called a hot cross bun. It has a cross on the top of it so that people can remember something very important.

They eat this bun at a special time called Easter. The cross is there to remind them of Jesus. Many people think that Jesus loved them so much that he died for them. That sounds strange, doesn't it?

Some people eat hot cross buns on a day called Good Friday. The cross is there to remind them that Jesus died. They remember that Jesus loves them very much. They want to remember him. They know too that this story has a happy ending, and that Easter time is a time when people celebrate and are happy.

Invite the children to share in eating the hot cross buns. Talk about the taste and texture of the buns.

Show the children an Easter egg and ask them to talk about it.

Lots of people eat chocolate eggs at Easter time too. It is a happy time when people think of the Easter story.

I will tell you that story next time.

For discussion

When do you eat special food?

How do you feel when you eat it?

What makes you feel sad?

What makes you feel happy?

Who do you like to remember?

(Be prepared for issues that may arise concerning death and loss and consider how you may respond to them. Be aware of how young children think about death, particularly their lack of understanding of its permanence.)

Focused Teaching 2:

Show the children the Easter egg and the hot cross bun and ask them if they can remember what they are.

People eat these foods to help them remember the Easter story. That is the story that I am going to tell you now.

This is a story about Jesus and his friends. It's a very sad story but it's a happy story as well.

Light the story candle.

Jesus was good at telling stories. He told lots of stories. People crowded around him to listen to his stories. Jesus' stories were about God. He wanted everyone to know about God.

But there were some important men who didn't like Jesus. They didn't enjoy listening to Jesus' stories. Jesus made them angry and they wanted to kill him.

One day some soldiers came and took Jesus away. The important men had decided they had to get rid of Jesus so they killed him. It was Friday. Jesus' friends were heart broken.

What does heart broken mean?

Well, anyway, all his friends cried and cried because they were so sad. They missed Jesus. It was horrible without him. Everywhere they turned, they hurt inside.

And they were frightened. It's nasty feeling to be frightened, isn't it? Jesus' friends hid in a house in case the important men wanted to kill them too.

On Sunday, three of Jesus friends went to a beautiful garden to remember him. One of them was Mary who was a special friend of Jesus. She was crying because she was so sad. She could hardly see through her tears.

The garden was very quiet. Mary saw a man and she thought it was the gardener. Then, in the story, something happened that Mary couldn't understand and couldn't explain, but it was wonderful.

The man spoke to her.

"Mary," he said. And she knew it was Jesus from his voice. She looked up and saw that it **was** Jesus. She couldn't believe her eyes but it was definitely Jesus. There was no need to feel sad anymore.

Mary ran back to the house where the rest of Jesus friends were waiting. She couldn't wait to tell them. She felt so excited. She wanted to jump for joy!

Blow out the story candle.

For discussion:

What do you think Mary said to Jesus friends?

They were all surprised. What's it like to be surprised?

When have you really cried?

What makes you want to jump for joy?

Focused Teaching 3:

With the children's help, recall the Easter story, especially the events in the garden on Easter Sunday.

We are going to make Spring/Easter gardens together. First we are going to collect things from outside to help us.

What kinds of things could we look for?

Take the children outside with appropriate equipment for collecting. Encourage the children to look for small things such as twigs, soil, stones, leaves, moss, flowers, shells, etc. When they have finished, take them back inside and invite them, in small groups, to make their own gardens. The gardens can be made in trays or prepared boxes. Ask them to remember to make a little cave with a stone to cover the entrance.

Use the garden(s) to retell the story of the death and resurrection of Jesus.



For discussion

Jesus' friends loved Jesus. They did lots of things together. How do you think they felt when he died?

I wonder what they thought when they saw him again. What do you think?

You have made a garden with your friends. What do you think was good about making something together?

What is the best thing about your garden?

Suggested Activities

Area of Learning	Activity
C.D	<ul style="list-style-type: none">Decorate hard boiled eggs with paint, pens and collage materials. Alternatively, decorate blown eggs and hang them on painted branches, in pots.Make hot cross buns or Easter biscuits in the shape of rabbits and chicks.Make an Easter / Happy Holiday card depicting spring flowers.Make peg dolls for Jesus, Mary, Angel, Peter and John.Role play the story using figures in gardens.
M.D	<ul style="list-style-type: none">Roll eggs and explore the properties of egg shapes.
K.U.W	<ul style="list-style-type: none">Explore an egg through the senses, remembering health and safety issues once the egg has been cracked open.
C.L.L	<ul style="list-style-type: none">Listen to hymns and songs about the Easter Garden.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of self	Responding to significant experiences	Extending vocabulary	Using language	Listening and responding
Christians believe: <ul style="list-style-type: none"> • Jesus loves them; • Jesus died; • Jesus lives again for them. 	I can: <ul style="list-style-type: none"> • be sad; • be happy; • remember people who have died. 	of: <ul style="list-style-type: none"> • life; • death; • remembering; • being outside. 	Easter Cross Jesus die garden	to: <ul style="list-style-type: none"> • question; • describe; • discuss; • reflect. 	to: <ul style="list-style-type: none"> • the Easter story; • each other; • the outdoors.
Easter					
Knowledge and Understanding of the World			Creative Development		
Investigating objects materials			Responding	Expressing ideas	
hot cross bun eggs chocolate gardens			through: <ul style="list-style-type: none"> • using the senses; • thinking. 	through: <ul style="list-style-type: none"> • colour; • shape; • form; • texture. 	

Chinese New Year

The most important celebration in the Chinese calendar is Yuan Tan, the Spring festival marking the beginning of the first lunar month. The holiday begins on Chinese New Year's Eve, when homes are cleansed and all debts and accounts are settled. Homes are decorated with flowers of prosperity and celebrations include feasting, fireworks, the giving of greeting cards and sweets and, in cities across the world where Chinese communities can be found, the famous dragon dances. The dragon, with its enormous head and long shaking body, is the centre of a street celebration, accompanied by music and dancing.

Celebrations can last three days or longer, officially coming to an end with Teng Chieh, the Lantern Festival, which falls on the fifteenth day of the first moon, the first full moon of the year. Businesses reopen and lines of lanterns are hung out to decorate streets.

The years in the Chinese calendar are named after twelve animals. They follow in strict rotation:

Rat, Ox, Tiger, Hare, Dragon, Snake, Horse, Ram, Monkey, Cockerel, Dog, Pig, Rat

2004 was the Year of the Monkey.

<p>Learning Context</p> <p>Celebration</p> <p>Toys</p> <p>Animals</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know about Chinese New Year; • understand that people like to celebrate together; • understand that people celebrate in lots of different ways; • reflect on what makes something fair or unfair. 	<p>Links to other areas of learning:</p> <p>K.U.W - Finding out about and identifying some features of living things;</p> <p>P.S.E.D - Understanding that people have different views, cultures and beliefs;</p> <p> - Understanding what is right, what is wrong and why.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • experiences/stories about animals; • caring for pets 		<p>Resources:</p> <p>Lion Head</p> <p>Chinese figures</p> <p>Lanterns</p> <p>All available on loan from Chapel Fields Centre Resources base.</p>	<p>Organisation:</p> <p>Whole class</p>

Focused Teaching 1:

Begin by showing pupils photographs, posters or a video of Chinese New Year celebrations and talk about what might be happening.

What are the people doing?

How do you think they are feeling?

Why are some of them dressed up as a dragon?

Why do you think the dragon might be important?

These are New Year celebrations. For everyone, the beginning of a new year is a time to look back over the year that is just finishing and to look forward to the new year. People hope for good fortune and good health in the year that is to come.

For these Chinese people, the dragon is a symbol of good things. The dragon goes round the streets until late in the night, visiting homes to bring good luck. The people inside the dragon are given money to encourage them to go on until the homes have all been visited. The person at the front of the long line wears a large dragon head. Sometimes this is a lion head and the dance is called a lion dance.

Show children a lion head and take them on a dance around the classroom with the child at the front of the line holding the head aloft.

Before New Year's Eve, Chinese people spring-clean their homes. They believe the Kitchen God, who watches over the family throughout the year, has gone to heaven to report on all of them, so in the days before New Year everyone is careful to be good.

Their houses are decorated with brightly coloured flowers made from tissue paper and hung onto a dry branch to make a tree of prosperity. Prosperity means good fortune. Candles and incense are lit to welcome back the Kitchen God and everyone enjoys a celebration meal. Bright red banners with beautiful Chinese lettering in gold are sometimes hung up inside homes to keep evil away. People wish each other the four blessings of good luck, food, a long healthy life and peace.

For discussion:

How do you celebrate a new year?

What would you most like to have as a blessing for a new year?

Who watches over your family?

Show children the Chinese figures representing Longevity, Prosperity and Happiness. Talk about what the words mean and invite children to say what they would like to wish for themselves and their families and friends.



Focused Teaching 2:

For Chinese people the year that has just started is called The Year of the (add the name of the appropriate animal). This story is a very old legend which tells how the years came to get their names.

Once upon a time, in a country called China, the years had no names. It was hard to remember when things had happened, when the river flooded or when someone was born, so the gods decided the years should be named after the animals, but which one should come first?

"I should," said the tiger. "My stripes make me look important!"

"No, I should!" said the monkey. "I'm the cleverest!"

"Without me, no one would get up in the morning," squawked the cockerel. "I should be first!"

And so it went on. Everyone wanted to come first. They argued loudly: the ox, the horse, the hare, the snake, the dragon, the ram, the dog and the pig, all shouting together. Only the rat was silent. He was thinking.

It was decided there should be a race across the river and the first animal to set foot on the other side would name the first year. Which would it be?

The animals lined up on the bank and when the race started they all jumped into the water. Well, almost all of them did. They swam as fast as they could and everyone cheered them on. The winner was going to be the ox. Yes, the ox was definitely first but just as the ox

was about to step out of the water, something sprang off his back and landed first. What was it? It was the rat! Crafty rat had come all the way on the back of the ox. It wasn't fair but it had been decided.

Rat was there first, followed by ox, followed by tiger, followed by hare, followed by dragon, followed by snake, followed by horse, ram, monkey, cockerel, dog and last of all and very out of breath, pig. So that's the order of the Chinese years: rat always comes first and pig always last.

Chinese people believe they grow up to be a bit like the animal in whose year they were born.

For discussion:

If you were Chinese, which animal sign would you like to be born under?

Why?

What was unfair in the story?

When has something unfair happened to you?

Suggested Activities

Area of Learning	Activity
C.D.	<ul style="list-style-type: none">• Listen to Chinese music• Encourage the children to create the swirling dance of a dragon, using scarves and ribbons – with and/or without music.• Make paper dragons/animal masks;• Through role play, recreate the movement of each of the animals.• Paint or draw your favourite animal.
P.D	<ul style="list-style-type: none">• Imagine you are one of the animals and together run the race;• Imagine you are a dragon;• Eat with chopsticks;
C.L.L	<ul style="list-style-type: none">• Sequence the animals in the correct order;• Explore a variety of scripts including Chinese characters;
M.D	<ul style="list-style-type: none">• Use ordinal numbers up to twelve to position animals in the story.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting cultures and beliefs	Being aware of self	Being aware of others	Extending vocabulary	Exploring and experimenting with texts	Using language
People celebrate New Year in different ways and at different times	I know <ul style="list-style-type: none"> • what is right; • what is wrong and why. 	It is good to celebrate significant times with other people.	Chinese New Year dragon blessing	Chinese writing is beautiful, conveys meaning and is different from English script.	in <ul style="list-style-type: none"> • role play
Chinese New Year					
Knowledge and Understanding of the World			Creative Development		
Understanding about patterns of time			Responding	Imagining	
<ul style="list-style-type: none"> • time passes • seasons • celebrations 			to: <ul style="list-style-type: none"> • music; • rhythm • story • colour • movement 	we are <ul style="list-style-type: none"> • animals; • in a race. 	

The Dreidel: Celebrating Hannukah

A dreidel is a spinning top with four sides. There is a Hebrew letter on each side. The letters are *nun*, *hay*, *gimmel* and *shin*. They are the initial letters of the Hebrew words for 'a great miracle happened there'. The game starts with a pile of sweets or nuts in the middle of the table. Each player takes a turn to spin the top, and the way it falls tells the player what to do. Each letter represents the number of sweets that must be put in or taken away from the pile. When the study of Judaism was outlawed, the dreidel game was played by children to hide the scrolls that were being read. It is traditionally played now at Hannukah.

Hannukah is the Jewish festival of light which falls in November or December. It commemorates the restoration and re-dedication of the Temple in Jerusalem after its sacking and desecration by the Syrians around 175 BCE. The Jewish revolt was led by Mattathias, a priest, and his son, Judas Maccabeus who eventually succeeded in retaking the Temple. The first task, once the building was clean, was to rekindle the sacred light which burned to signify the presence of God, but there was only enough oil to burn for a short time. Miraculously, Jews believe, the lamp burned for eight days until a fresh supply of oil could be secured. To remember the miracle, eight candles are lit, one more each night of the festival. A traditional game, played at this time by children, uses a dreidel, which is a kind of spinning top. Festival food includes latkes, potato pancakes. The word 'Hannukah' means dedication. The nine branched candlestick used in the celebration of this festival is called a Hannukiah.

<p>Learning Context:</p> <p>Toys and games</p> <p>Celebrations</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know something about the Jewish celebration of Hannukah; • understand that a celebration is a happy event; • know that people celebrate in certain ways; • reflect on the games/activities and celebrations they share with their own family. 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Respecting the cultures and beliefs of self and others; K.U.W - Investigating objects and materials using the senses; - Finding out about the past/present events in our lives and people we know; C.L.L - Sustaining attentive listening, interacting with others and taking turns in conversations.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • experiences of 'taking turns'. • learning about other celebrations, eg: Raksha Bandhan (see page188) 		<p>Resources:</p> <p>A selection of dreidels A story candle A picture of Joshua playing the dreidel game <i>What is Hannukah?</i> (A lift-the-flap book) by Harriet Ziefert. A Hannukiah (Nine branched candlestick) A soft Hannukiah</p>	<p>Organisation</p> <p>Whole class or small groups.</p>

Focused Teaching 1:

Begin by showing the children some dreidels and pass them round for the children to feel and examine carefully.

What do you think this can be?
What does it look like/feel like?
What could it do?
What do you think these patterns are?

Invite children to experiment to discover what the dreidel can do.

It is a toy, a spinning top, and you can spin it like this. It is used to play a game at a very special time for some people. These marks are writing. The letters say 'A Great Miracle happened here'.

Has anyone heard that word 'miracle' before? Well, a miracle is something really wonderful and amazing that happens but cannot be explained.

Here is Joshua and he is very excited because he is going to play the dreidel game with his mummy and his sister Anna. It is a special time for Joshua because he is Jewish and his family are having a celebration. It is called Hannukah and it is a holiday when Joshua's family remember something that happened a long time ago. Daddy is going to tell Joshua the story and he gets ready to listen carefully.

We will light the story candle to help us come into the story.

Light the story candle. The hannukiah could be used as the candle holder.

A long time ago something wonderful happened to the Jewish people but it is a sad story to start with. The Jewish people loved God and they built a temple where they could go and worship God.

In the story, the king of that country said that the Jewish people couldn't worship God any more and he sent soldiers to the temple to spoil it.

The soldiers fought against the Jewish people for many years but at the last the Jews won. When they went back into their temple it was all broken and they had to mend and clean it. They looked for the lamp that always burned to show that God was with them. But, oh dear, there was only enough oil for the lamp to burn for one day. They knew it would take at least eight days to fetch more oil so that the lamp could burn all the time. That is when something really wonderful happened. They lit the lamp and watched the little flame flickering. They expected it to stop burning after just one day. But the lamp burned for eight days just from a tiny amount of oil. Everyone was so happy and amazed. I wonder how it happened.

Blow out the candle.

"We want to remember this story and the wonderful thing that happened. That is why we celebrate Hannukah every year and we do special things to help us to remember the miracle," says Daddy.

We will find out about those things next time.

Daddy tells Joshua that Jewish people believe God made it happen. To thank God, they celebrate Hannuakah. It also helps them to remember the wonderful thing that happened. It is a very happy time.

For discussion:

Daddy told Joshua the story. Who tells you stories?

When do you remember things?

Focused Teaching 2:

Begin by showing the picture of Joshua and the dreidel again.

What do you think Joshua is going to do with the dreidel?

Yes, he is going to play with it, to help him remember the story. But first we are going to look at something else that is important to do at Hannukah.

Show the children the hannukiah, the nine branched candlestick.

Joshua's family light these candles, one at a time like this, every night for a week to help them remember the story of the miracle in the temple.

Light the candles slowly, using the servant candle (the Shamash) to light each of the eight candles.

Josh loves it when mummy and daddy light special candles every night and, when they are lit, he looks at them and remembers the story.

Now Joshua can play the dreidel game with his family. He is so excited. He can't wait for it to be his turn to spin the dreidel. Now he spins it. It keeps turning for a long time and then it stops and falls down on to one of the sides.

"Oh look Josh!" shouts Anna, "you've won two sweets!" Josh is pleased and he passes the top on to Anna. He boks round at his family playing together so happily and wishes it could be Hannukah every day.

For discussion:

When do you have special times (celebrations) with your family?

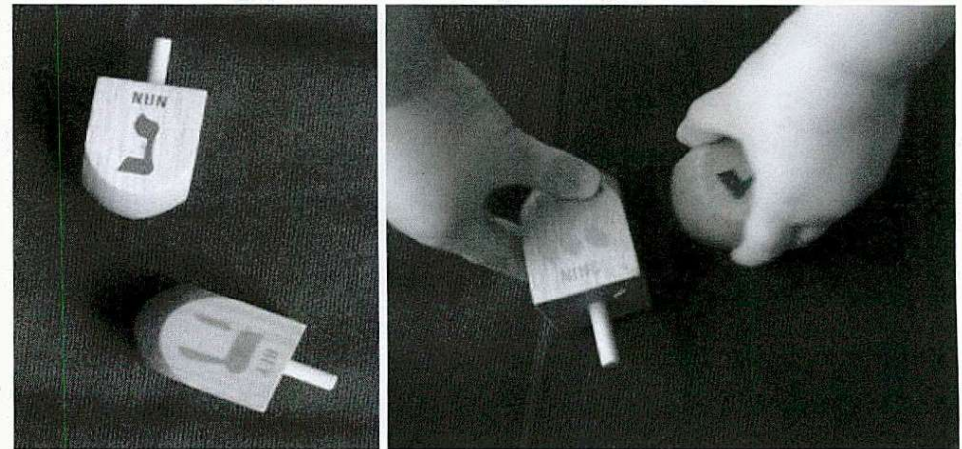
What do you do together with your family?

What games do you play with your family?

What is your favourite game?

What makes you excited?

NB: *Raksha Bandhan (on page 188) has a second focused teaching section on 'celebration' which could be used equally well here.*



Suggested Activities

Area of Learning	Activity
M.D	<ul style="list-style-type: none"> • Count the sides on a dreidel. • Make a spinning top with numbers. Use it to create the number for a set making activity.
C.D	<ul style="list-style-type: none"> • Make a spinning top. These can take many forms eg. with different colours/names/pictures.
K.U.W	<ul style="list-style-type: none"> • Find out about things that spin round. • Find out about toys from the past.
P.S.E.D.	<ul style="list-style-type: none"> • Play a game with a partner. Learn to take turns.
C.L.L	<ul style="list-style-type: none"> • Draw yourself playing a game/with a toy. • Talk about your favourite toy/game. • Look at writing and understand that it carries meaning in different forms.
P.D	<ul style="list-style-type: none"> • Imagine that you are a spinning top and experience turns and safe falls.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of self	Responding to significant experiences	Extending Vocabulary	Using Language	Listening and responding
Some people believe in God. People celebrate in different ways.	I can: <ul style="list-style-type: none"> • celebrate; • take turns; • share; • be excited. 	of: <ul style="list-style-type: none"> • sharing experiences with others; • being happy; • celebrating; • playing. 	God celebrate excited miracle	through: <ul style="list-style-type: none"> • discussion; • asking questions. 	to: <ul style="list-style-type: none"> • the story; • each other.
The Dreidel: Celebrating Hannukah					
Knowledge and Understanding of the World			Creative Development		
Knowing about other cultures and beliefs	Asking Questions	Finding out	Responding	Expressing ideas	Imagining
Jews: <ul style="list-style-type: none"> • celebrate Hannukah; • believe God looks after them; • make dreidels and play with them. 	What makes the dreidel spin? What are the shapes (symbols) on it?	about: <ul style="list-style-type: none"> • things that spin round; • games you can play with a partner; • toys from the past. 	to objects through sight and touch.	about shape, form and colour in 2-D and 3-D.	we are: <ul style="list-style-type: none"> • spinning tops; • celebrating.

Hajj

Hajj is the pilgrimage to Mecca. It is an obligation placed on Muslims by their faith. It is one of the Five Pillars of Islam. Every healthy adult Muslim is expected to make a pilgrimage to Mecca, the holiest place on earth, at least once in her or his lifetime. The most auspicious time to make such a pilgrimage is during the celebration of Eid Ul Adha, when millions of people converge on Mecca in Saudi Arabia to perform the physically challenging rites associated with this most significant of all Islamic spiritual experiences.

<p>Learning Context:</p> <p>Journeys</p> <p>Travelling</p> <p>Moving around</p> <p>Clothes</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • begin to know about Muslim beliefs about Hajj; • understand that some people express their faith by making a religious journey; • reflect on their own journeys. 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Respecting the cultures and beliefs of self and others.</p> <p>M.D - Exploring 3D shapes and patterns in the environment.</p> <p>C.L.L - Talking about experiences in relation to self and others, asking questions</p> <p>- Recognising mark making as a form of communication.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • discussion about holidays; • discussion of journeys. 		<p>Resources:</p> <p>Ihram;</p> <p>Pictures of Hajj, the Ka'aba and pilgrims on Hajj;</p> <p>Candle;</p> <p>Recording of sounds made by a large crowd.</p>	<p>Organisation</p> <p>Share story and artefacts in class or family groups, using a story candle.</p>

Focused Teaching:

Yasmin and Adam are Muslims. After school they go to another school called Mosque school where they learn to read their holy book, the Qur'an. They also learn how to follow the faith of Islam. Today it is a special day. Their parents, Jamil and Zaki are coming to Mosque school to tell the children about the important journey they have recently made.

"We made the journey to Mecca, the holy city," explains Jamila, "because Allah has asked all Muslims to make the journey at least once in their lifetime. Mecca is the place where a man called Muhammad first heard the message of Islam. The journey is called the Hajj."

"We didn't go alone," continued Zaki. "There were thousands and thousands of other Muslims from all around the world. I wore these stripes of white cloth called Ihram and plain sandals."

"And I left behind all my beautiful shalwar suits and wore very simple clothes, and covered my head with a scarf," explains Jamila. "Everyone wears the same so that we are equal and so that we can concentrate on Allah and not on what we are wearing."

"Together with the other pilgrims we walked towards the Ka'aba, which is like a big black cube - it is God's house. We walked around it seven times, very, very slowly. Slowly. It was wonderful," says Zaki.

"As we walked, we felt very close to Allah, and we asked him to forgive us all for the wrong things we had done."

Jamila continues. "We felt we belonged to a huge family of Muslims, we were all there for the same reason. We all looked the same too. We wanted to do as Allah had asked us to, and we wanted to be close to him."

"One day," said Zaki to the Muslim children, sitting quietly in the Mosque school, "when you are older, I hope you children too will be able to make the Hajj, the journey to Mecca, and experience these things."

All the children thanked Zaki and Jamila for coming to tell them about their journey. Adam and Yasmin liked having Mum and Dad come to Mosque school too.

For discussion:

Where do you belong?

What do you wear to show you belong?

What/who is very special to you?

What does it mean to be equal?

Where would you like to travel to one day?

Focused group activity:

Use a photograph of pilgrims at the Ka'aba to generate discussion.

For discussion:

What can you see in the picture?

What are these people doing?

What would it be like to be there?

Are there any places that are special to you?

(Draw children's attention to the Qur'anic script on the cover of the Ka'aba and talk about different forms of writing).

Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none"> • Ask questions of a visitor from the faith community who has been on Hajj. • Look at Qur'anic script on the cover of the Ka'aba and talk about different forms of writing; • Read dual language script books, if possible involving a parent who is able to read the Arabic.
M.D	<ul style="list-style-type: none"> • Explore the properties of a cube; make cubes with construction toys.
P.S.E.D	<ul style="list-style-type: none"> • Use an empty suitcase to stimulate children's discussion about what they would need to take on a journey.
C.L.L K.U.W	<ul style="list-style-type: none"> • Present a selection of clothes, and domestic and holiday items which children can pack if they consider them appropriate for their journey. If the case becomes too full, involve the children in negotiation about what might be left out.
P.D	<ul style="list-style-type: none"> • Go on a journey in dance.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of self	Responding to significant experiences	Extending Vocabulary	Using language	Listening & Responding
Some people believe in God; They show their belief by making an important journey.	I have <ul style="list-style-type: none"> • people; • places; in my life I can: <ul style="list-style-type: none"> • go on a journey; • talk about where I belong. 	of: <ul style="list-style-type: none"> • journeys; • certain places. 	God Allah journey pilgrimage	in: <ul style="list-style-type: none"> • describing a picture; • expressing feelings; 	to: <ul style="list-style-type: none"> • sounds of a large crowd; • the story of Yasmin & Adam; • a first-hand account of Hajj.

Hajj: Muslims' Pilgrimage to Mecca

Knowledge and Understanding of the World			Creative Development		
Finding out	Asking questions	Knowing about the cultures and beliefs of self and others	Imagining	Expressing ideas	
about: <ul style="list-style-type: none"> • Mecca; • journeys; • cubes 	Where would I like to go? Where is my special place? Who is important to me?	Muslims believe: <ul style="list-style-type: none"> • in one God (Allah) • the Ka'aba is a holy place; • they should go to Mecca. 	we are: <ul style="list-style-type: none"> • going on a journey; • in a large crowd. 	through: <ul style="list-style-type: none"> • discussion • dance 	

Raksha Bandhan

Raksha Bandhan is a festival celebrated within Hindu and Sikh families. It celebrates the bond between siblings and is sometimes known as the 'brothers and sisters' festival. Boys affirm their promise to continue to protect their younger sisters and girls, in return, tie a rakhi, a symbol of their relationship, around their brother's wrist. No matter what disagreements they have, these must be overcome for they are joined in love, but it is the quality of the relationship that makes a brother or a sister rather than the blood tie. The rakhis can be very simple or beautifully decorated.

Raksha Bandhan is used here to stimulate a wider and more general focus on celebration.

<p>Learning Context:</p> <p>Families</p> <p>Celebration</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know that people give each other things to show that they love each other; • understand that people celebrate in many different ways to show who they are and where they belong; • reflect on what they celebrate. 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Developing a strong, positive sense of self identity;</p> <p>- Respecting their own cultures and beliefs and those of others;</p> <p>C.D - Exploring colour, texture and shape;</p> <p>P.D - Demonstrating fine motor control and co-ordination;</p> <p>C.L.L - Using talk to organise, clarify and sequence thinking, ideas, feelings and events.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • experience of any celebrations, personal or community; 		<p>Resources:</p> <p>Celebrations photopack (available from Chapel Fields Centre for loan or photocopying)</p> <p>Rakhis</p>	<p>Organisation</p> <p>Whole class or small groups</p>

Focused Teaching 1:

Begin, if possible, by inviting to the session the brother of a girl in the class. An older brother would be preferable. Then show the children a Rakhi. Explain that in some countries girls give these to their brothers at a particular time of year. Invite the children to suggest reasons why this might be done. Record their ideas to refer to later.

Tell the children that at a festival called Raksha Bandhan many people, particularly in India, celebrate the strength of brother and sister relationships. Originally it is a Hindu festival but Sikhs and others also celebrate their relationships at this time.

A band, or rakhi, usually made of gold or red threads, is tied around the right hand of a brother or adopted brother by his sister. She also paints a red dot on his forehead and gives him a sweet to express her love and loyalty. He, in return, gives her a gift and is bound always to protect her.

We're going to hear a story about a brother and sister. Listen and see if you can tell which sister showed herself to be a true sister and really loved her brother.

Light the story candle.

The god Krishna had two sisters, a real one called Subhadra and an adopted one called Draupadi. Subhadra was jealous of Draupadi and moaned to Krishna that he loved Draupadi more than he loved her, his 'real' sister. Krishna replied that if that was the case it was perhaps because Draupadi loved him more than Sabhadra did. Sabhadra quickly retorted that there was nothing she wouldn't do to help her brother.

It wasn't long before her words were put to the test. Krishna cut his hand badly and needed help. Subhadra saw the wound and went to look for a bandage. However when Draupadi came across Krishna, still bleeding heavily while he waited for Subhadra, she acted immediately. With no thought to her own needs, she quickly tore a strip from her sari and bandaged his hand, caring for him until the bleeding had stopped. Subhadra never did return with the bandage.

Blow out the story candle.

For discussion

Which sister, do you think, showed herself to be a true sister and really loved her brother?

How can you show you care about someone?

Focused Teaching 2

Begin by showing a photograph of children exchanging a rakhi and use it to recall the celebration. Introduce several other photographs of celebrations, eg: a child blowing out candles on his birthday cake, a Christmas tree in church, a wedding (Jewish), Muslims breaking their fast at Ramadan and a child showing her work in collective worship in school. Talk about similarities and differences and draw out from the discussion that these are 'special' times for the people featured.

These people are all celebrating. Can you say the word 'celebrating'? A celebration is a joyful time when families often come together to remember an important day. They often prepare and eat favourite food and give gifts or send cards to wish each other a happy time. People celebrate together because they belong together.

One of these pictures is different from all the others. Which one is it?

It's the one of the little girl in school. What is she doing?

We celebrate good times in school. We also celebrate each other's achievements and this child is standing in front of the whole school because she has tried really hard with her work. She is being praised. It is a celebration of her achievement.

For discussion:

How do you think this little girl might be feeling?

When do you celebrate?

*When have you felt **really** special?*



Suggested Activities

Area of Learning	Activity
C.D	<ul style="list-style-type: none">• Make a rakhi, using a range of materials;
P.D	<ul style="list-style-type: none">• Find different ways of joining things;
P.S.E.D	<ul style="list-style-type: none">• Give a rakhi to someone who is important and explain why you want to give it;• Take part in a celebration assembly;
K.U.W	<ul style="list-style-type: none">• Make a card to give to someone who is like a brother or sister to you.
C.L.L	<ul style="list-style-type: none">• Bring in photographs of celebrations and talk about them.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Being aware of self	Being aware of others	Responding to significant experiences	Extending vocabulary	Using language	
I am loved by other people; I can show people I love them.	It is good to celebrate happy events with other people	of: <ul style="list-style-type: none"> • giving; • helping; • belonging to someone. 	celebrate celebration brother sister	to explore: <ul style="list-style-type: none"> • a story; • photographs; • others' experience. 	
Raksha Bandhan					
Knowledge and Understanding of the World			Creative Development		
Respecting cultures and beliefs	Looking at similarities and differences		Exploring colour, texture and shape		
Hindu children exchange rakhis; People celebrate in many different ways.	<ul style="list-style-type: none"> • in the ways people celebrate • in materials for making a rakhi 		To make a rakhi.		

Baptism

Baptism, which literally means 'washing', is the traditional and highly symbolic ceremony of initiation into the Church. It is customary for infants but, in some circumstances and in certain traditions, is administered to adults. Water is used as a ritual washing away of sin and a sign of resurrection and new life in Christ; in a ceremony of total immersion, the symbolism of the action is powerfully realised. Frequently a lighted candle is given as a sign of this new life.

Baptism is best introduced either through a visit to a church where children can observe a baptism enacted or by inviting a local member of the clergy to enact the ceremony in school.

<p>Learning Context:</p> <p>All about me.</p> <p>Babies.</p> <p>Water</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> begin to know and understand that Christian families like to bring their babies to God; begin to understand the importance of their own and other people's names. 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Responding to significant experiences showing a range of feelings when appropriate;</p> <p>- Developing respect for their own cultures and beliefs and those of other people.</p> <p>C.D - Using their imagination in role play;</p> <p>K.U.W - Finding out about past and present events in their own lives, and in those of their families and other people they know.</p> <p>C.L.L - Writing for a variety of purposes.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> having a baby brought in to the classroom to be baptised; bathing the baby in water-play; Circle time activities about learning names. 		<p>Resources:</p> <p>Candle;</p> <p>dressing up clothes, if possible, a clergy outfit;</p> <p>A member of the clergy;</p> <p>Baby doll in special clothes;</p> <p>Photos of children taken at Baptism or naming ceremonies.</p>	<p>Organisation</p> <p>Whole class</p>

Focused Teaching 1:

Invite a priest into school. Introduce the visitor to the children. Invite him/her to talk about the church building. Introduce the idea that a church is where people go to talk to God and a priest/vicar/minister helps Christians talk to God. Explore the theme of belonging, with the focus on baptism.

Encourage the children to share their baptism/naming ceremonies with the visitor and show him/her their photos.

Explain the activity. Encourage children to talk about who is involved in a baptism: baby, parents, possibly god-parents, grandparents, etc and invite individuals to take on roles and dress up.

Discuss what name the baby shall be given. Introduce the idea of the font, water, special symbols of the cross and light in the candle. When all participants are dressed and ready, bring baby to the priest, and watch as priest baptises the baby and gives the baby her or his special name. At the end of the baptism role play, blow out the candle.

Explain that the children will have their own role-play church in the classroom so that they can dress-up as families or priests and role play a baptism in school.



For discussion:

Why do people celebrate a baptism?

What should be remembered?

Suggested Activities

Area of Learning	Activity
P.S.E.D	<ul style="list-style-type: none">• Use Circle Time activities to share names with each other and to remember the names of other children;
C.D	<ul style="list-style-type: none">• Bath a baby and give children opportunities to role play in water play;• Role play baptism activities;• Paint/draw a self portrait;
C.L.L	<ul style="list-style-type: none">• Using photographs brought into school by children, make a class book about special naming ceremonies;• Decorate your own name.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting Beliefs	Being aware of Self	Being aware of others	Extending Vocabulary	Using language	Listening and responding
Some people believe: <ul style="list-style-type: none"> • babies are a gift from God; • it is important to bring a new baby to be blessed by God. 	We are all special and all have our own name.	It is good to celebrate special occasions with other people.	God baptism church font priest	in role play	to: <ul style="list-style-type: none"> • experiences of watching others; • a class book about naming ceremonies; • our own and others' names.

Baptism

Knowledge and Understanding of the World			Creative Development		
Look at similarities and differences	Investigate properties or materials		Expressing Ideas		
Through a personal time line of baby to 4/5 yr old.	Including the cleansing properties of water.		through: <ul style="list-style-type: none"> • role play • welcome song to new baby. 		

The Wedding

In many societies people wish to show a commitment to one another. They may do this through a celebration which is traditionally called a marriage. For some people, this is a religious ceremony. What follows is an exploration of marriage, which is given meaning through the context of a Christian wedding ceremony. However this format could be used to explore the traditions of other religions and certainly offers opportunities for practitioners to invite children to share the religious and cultural traditions of their families and thereby enrich the experience of all.

<p>Learning Context:</p> <p>Celebration</p> <p>My Family</p> <p>Clothes</p> <p>Favourite Stories</p>	<p>Learning Objectives:</p> <p>To give children the opportunity to:</p> <ul style="list-style-type: none"> • become familiar with a celebration associated with our culture and the culture of others; • understand something of the importance of marriage and what the ceremony signifies; 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Responding to significant experiences, showing a range of feelings when appropriate;</p> <p>K.U.W - Beginning to know about their own culture and beliefs and those of other people;</p> <p>C.L.L - Using language to imagine and recreate roles and experiences;</p> <p>C.D - Using imagination in art and design, music, role play and stories.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • individual children talking about their experiences of a wedding. • fairy tales 	<ul style="list-style-type: none"> • be part of a celebration and understand their role in the celebration. 	<p>Resources:</p> <p>Wedding costumes; storybooks; Photographs; videos; rings; cake for reception; video camera; photographer; camera; flowers etc.</p>	<p>Organisation</p> <p>Children were put into role. Costumes have to be made/borrowed. Whole reception class were part of the wedding. Nursery and Yr1 were invited as guests, as were parents and friends.</p>

Focused Teaching:

Focused teaching sessions (these will be flexibly covered according to time available);

- *Begin by talking about a wedding ring, either the teacher's own or one produced and put on a cushion for children to see. Invite pupils to talk about what it is, what it is for and who wears one. Explore children's understanding of the ceremony associated with wedding rings. Explain that some people want to make promises to each other and to God and they then hope that God will help them to make their marriage a happy one. Christians choose to get married in a church as they believe that this is a holy place where they can make their promises to God and to each other. Talk about the church where lots of weddings take place and introduce the visit.*
- *Take children to visit the church and invite the priest to talk to them about weddings, possibly putting on his/her robes. If possible give children the opportunity to hear the organ. Invite children to talk about how the church makes them feel. Look at photographs/videos of weddings. Alternatively a local priest could be invited into school if a visit is difficult to organise.*
- *Set up the role play wedding. Involve children in preparations;*
- *Role play the wedding in church, with all children in role. Celebrate with a 'wedding reception' in school.*

Follow up the wedding with discussion about it, using prompts to help children: a video of the ceremony, the clothes worn by the wedding party, rings etc.

- *play the wedding music and invite children to close their eyes and listen.*
- *Return to the rings and talk about promises. Invite children to talk about what they would like to promise to someone else.*

For discussion:

How did you feel in the church?

How did the music make you feel?

Why do people marry in church?

What does the exchanging of rings mean?

Why do we take photographs?

What was it like to be part of a special occasion?

What other special occasions have you been part of?





Hatchford Wedding Event

St. Peter's Church - Tile Cross



Groom: Sadala

Best Man: Louis

Bridesmaids:

Lucy Bride: Lauren

Lily RINGS GALLUM

BOCK
BRIDE'S FATHER

Katie
Hannah
Hannah

Amy Emma (brother) Brian Castle
Kohrie

Brian Castle - Vicar
22nd March 2002



Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting Beliefs	Responding to significant experiences	Being aware of self	Extending Vocabulary	Using Language	Listening and responding
Some people believe: <ul style="list-style-type: none"> • they are making a promise before God; • that God is part of their marriage; • that the vows they make are sacred. 	of: <ul style="list-style-type: none"> • awe; • imagining; • wonder; • spiritual; • listening to music. 	I can take part in the ceremony; I have a role in a special occasion; I am important.	wedding bride groom reception register vicar church ceremony	in: <ul style="list-style-type: none"> • talking about their own experiences of weddings; • writing invitations; • lists of food for the reception; • sequencing; • matching word and pictures; 	to: <ul style="list-style-type: none"> • wedding music; • photographs; • storybooks; • ceremony.
The Wedding					
Knowledge and Understanding of the World			Creative Development		
Finding out about the Environment	Asking questions	Knowing about their own cultures and beliefs and those of others	Imagining	Expressing Ideas	Responding
Church visit to prepare/discuss features of church	What does the priest do? Why do we wear special clothes? Why do people go to church to be married?	Significance of: <ul style="list-style-type: none"> • symbols (ring) • father giving away bride • cutting cake 	we are: <ul style="list-style-type: none"> • at a wedding; • we all have a role; • we are celebrating. 	through: <ul style="list-style-type: none"> • observing; • art work; • dance; • drama; • role play. 	to: <ul style="list-style-type: none"> • the experience of wedding celebration

