

What times/stories are special and why?

End of Unit Goal – Children will understand that people have different beliefs and celebrate special times in different ways.

Date	Objective (s)	Task/activity	Resources	Key Vocabulary
Lesson 1	I can share some examples of special occasions.	<u>Main Teaching/Differentiated Activities/Challenges</u> Sit on the floor in a circle. Present pupils with a celebration tub. Inside have a range of pictures and 3D objects related to festivals and celebrations. items linked to Diwali – e.g. rangoli powder, puppets or murtis of Rama and Sita, Diwali cards Items linked to Christmas – e.g. cards showing images from the nativity story, advent candles, a pretend gift that has been wrapped up. Other items include - - Cards relating to special occasions (eg birthdays, mother's/father's day, new baby) - Candles that are used in celebrations (eg birthday candles, Christingle candles, Chanukah candles) - Different types of wrapping paper (eg birthday, wedding, Christmas) - Photos of children and families celebrating together - An item of new born baby clothing and images of clothes worn on special occasions - Photos and recipes of food eaten at different times of celebration. Allow children the chance to explore the objects and pictures within the box. Ask children to choose 1 which takes their interest – why do they like it so much? Ask them to choose 1 that they think they know lots about – what can they say about it? Explain to children that everything in the box is linked to special	A range of celebration objects, celebration tub	Christmas, easter, Diwali, celebration, happy, joy, special

		times. Introduce the word 'celebration'. Have pupils heard it before? What does it mean? Remind pupils of some special times and celebrations they might know about eg birthdays, Christmas, weddings. If pupils have experienced a significant time in school or class such as a harvest festival, end of term party or a graduation ceremony from Nursery, these are good examples of special times for pupils to think about and it is especially helpful if you have any images of these times to show the class. Ask the pupils to think of a special occasion they particularly enjoy celebrating. What do they do? Where do they go? What do they need? What clothes do they wear? Do they sing any special songs? Do they eat special food? Mime some of the actions and if appropriate, join in some of the songs together. Look together at some pictures showing emotions, eg happy, excited, loved, sad, worried. Ask pupils to pick an emotion they might feel at a special time. Can they show it on their face? Can they talk about a time when they have felt this way at a special time?		
Lesson 2	I can begin to know about the Jewish festival of Sukkot.	<u>Main Teaching/Differentiated Activities/Challenges</u> Have a range of fruit and vegetables in the middle of the circle for the children to explore. Ask the children to think about where these come from. Explain that Sukkot is a time when Jewish people think about all the food that has been harvested and thank God for it. Get out the celebration tub and show pupils the greenery, images of fruit/veg growing, shiny stars and Sukkot cards, explaining that they are all linked to the festival of Sukkot. Pupils think, pair, share how the images of fruit and veg are linked to Sukkot. Look together at some images of sukkot (NB sukkah is the singular form of the word, and means 'booth', sukkot is plural, meaning 'booths'). Explain to pupils that these look like the huts that the Children of Israel would have built in the desert years and years ago. Nowadays, Jewish people build them for the festival of Sukkot. Ask pupils to talk about what they can see. If necessary, draw their attention to features such as the fruit hanging from the ceiling as decoration, the greenery covering their roofs with gaps in it so that		

		stars can be seen through the green etc. Allow children to work in teams and experiment with range of materials and build a sukkah big enough for every team member to sit inside. Pupils should include features of sukkot that they saw on the images. Some examples of sukkot made by pupils: Ask pupils whether any of them have ever slept outside? Been camping? Ask them to tell the others about their experiences and what sleeping out of doors feels like. Explain that Sukkot is a celebration that lasts for eight whole days. During this celebration, lots of Jewish people eat meals and sleep in a sukkah.		
Lesson 3	I can begin to know about the Hindu festival, Diwali.	<u>Main Teaching/Differentiated Activities/Challenges</u> Watch the video of Rama and Sita - https://www.youtube.com/watch?v=uRpNNF4fB4g This is a festival when Hindus celebrate Diwali – link back to our Diwali workshop in Autumn 1. Think together about good and bad characters in known stories eg Jack and the Beanstalk, the Three Billy Goats Gruff. Children to sort pictures of different characters. Explain that Diwali is a time when many Hindus think about how good won and bad did not. Look back at the photos of our Diwali workshop. Show the children other photos of Diwali celebrations. - https://www.youtube.com/watch?v=KZU6M4EisyA	Rama and Sita video, Diwali video	Rama, Sita, Diwali, celebration,
Lesson 4	I can talk about my favourite story.	<u>Main Teaching/Differentiated Activities/Challenges</u> Children to bring in their favourite story. Children to talk it in turns to go around the circle and explain what their book is called and why it is their favourite. T to model “my favourite book is...it is special because...” Show the children a Bible and a Quran. Explain that a Bible is a holy book for Christians made up of lots of stories about Jesus and God. Show the children a Quran. Explain that the Quran must be kept at	Bible, Quran, favourite books.	Bible, Quran, holy, special, Allah, god, Jesus

		the highest point in the room, to signify being close to Allah.		
Lesson 5	I can begin to explore special stories for Christians.	<u>Main Teaching/Differentiated Activities/Challenges</u> Ask the children to think back to the last session. What is the holy book for Christians called? What is the holy book for Muslims called? Explain that today we are going to have a look at a special story from the Bible, that portrays a key message to Christians and influences their faith. Start by asking the children – Do you like to share? Do you always share? What kinds of things do you share? How does it feel when other people share? Are some things too small to share? Explain that today's story is about a young boy who gave Jesus everything he had. Everyone was very excited about going to listen to Jesus. They had all heard about the amazing things that Jesus did; about the blind people who could now see and the lame people who had been healed. On this occasion, there were thousands of people who had come to see Jesus and they had been listening to him all day without eating. Everyone was beginning to get hungry, and there were no shops or takeaways where they could pop in and buy something to eat. Jesus felt sorry for all the people in the crowd and asked one of his disciples where they could buy food to feed everybody. His disciple pointed out that it would cost them more money than they could earn in a month to feed so many people! Even though the boy only had a small amount of food, he decided that he would like to share it with the crowds of people and gave his lunch to one of the disciples. Jesus took the food in his hands and said thank you to God for the food. Jesus then told everybody to sit down and asked his disciples to begin to hand the food round. The boy was amazed. Not only did his lunch feed the thousands of people in the crowd, there were 12	Role play items	Sharing, kindness

		baskets of food left over! Have role play items available, so that children understand the value. How do you think the boy felt, knowing his small lunch fed all of those people? Nothing is too small to be shared. Whatever we have to share can make a difference to those around us. Nothing is too small to be shared with others. Ask each of these questions in turn, giving the children time to consider their response. - What could you share? - How could you be more generous with what you have? - How could you think of others more? - What will you do today that is a special act of sharing?		
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