

The Church

The following activities assist in meeting the early learning goals:

- Personal, social and emotional development (PSE)
- Knowledge and understanding of the world (KUW)
- Communication, language and literacy (CLL)
- Creative development (CD)
- Mathematical development (MD)
- Physical development (PD)

Suggested teaching and learning activities

- visit the church (KUW)
- sit in silence (KUW, PSE, CD)
- talk about what they like about the church and what they think about there (CLL)
- talk about what they can see and what happens in the various parts of the building (KUW, CLL)
- hear some prayers and learn one (PSE, CLL)
- hear some religious songs / hymns (CLL)
- learn some words and actions to a religious song / hymn (PSE, CLL, PD)
- count the church windows (MD)
- make coloured windows (CD)
- meet the vicar and talk about his / her work (PSE, KUW, CLL)
- look at and talk about some of the items the vicar wears (KUW, CLL)
- (make and) colour in pictures of clerical wear (CD)
- play at being in a church with some church furniture in the classroom (PSE, KUW, CLL, CD, PD)
- dress up in vestments (KUW, CLL, CD, PD)

- play at being a vicar (PSE, KUW, CLL, CD)
- watch a re-enacted baptism (PSE, KUW, CLL)
- talk about babies and welcoming new babies (PSE, CLL)
- talk about other religious buildings the children are familiar with (PSE, KUW, CLL)
- visit other religious buildings (KUW)

Expectations at the end of the Foundation Stage

Pupils should:

- be familiar with the word 'God';
- begin to understand that God is important for some people;
- know that some buildings are sacred to some people and be able to remember some of them;
- recognise that some buildings and objects are used by some people to help them think about God;
- know that some people who believe in God want to talk to God;
- begin to talk about some religious people;
- begin to talk about some religious buildings;
- begin to use some religious words in an appropriate context;
- begin to talk about their own ideas about themselves and other people;
- begin to recognise their own and others' worth as individuals;
- be able to raise questions which show that they are beginning to develop an enquiring approach to life;
- begin to be aware of themselves in relationship with others;
- begin to respond to their own experiences;
- be aware of how they, and others, are feeling;
- begin to be able to express their feelings.