

Christian living

Helping each other

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

- invite the school caretaker / site manager to talk about and show some of his / her work (PSE, KUW, CLL);
- talk about the work of other helpers in school (PSE, KUW, CLL);
- play at being some of these people at work (PSE, CD)
- invite the vicar to talk about and show some of his / her work, both in church and outside (PSE, KUW, CLL);
- play at being a vicar (PSE, CD)
- hear the story of the rainbow fish (CLL, CD) and talk about how it helps other fish (PSE, CLL)
- hear a fairy tale in which there is a helper e.g. Cinderella, Little Red Riding Hood, Snow White and the Seven Dwarfs, etc (PSE, CLL)
- act out parts of the fairy tale (PSE, CD)
- learn a nursery rhyme in which there is a helper e.g. Jack and Jill, Ding, dong, bell, Baa, baa, black Sheep, Humpty Dumpty (PSE, CLL)
- make black woolly sheep and / or decorate eggs with faces and bodies (CD)
- hear the story of the Good Samaritan (PSE, CLL)
- act out the story (CD)
- hear Prophet Muhammad's story of the thirsty dog (CLL)

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 stories are sacred to some people and be able to remember some of them;
- recognise that some stories 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 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.