|  | Objective/Learning intent | Disciplinary Approach /Way of Knowing  + Possible Questions | Whole Class Input | Possible Small Group Teaching Activities |
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| Week 1 | Know that they have a birthday which is their own special day.  Identify the ways in which birthdays are celebrated | Human/Social Sciences  What is this item?  When is it used?  Why is it used?  Who would use it/wear it/have it? | Mystery box with birthday cake, candles, badge etc | Selection of birthday items, pictures of food (possibly play dough to make birthday food?), pictures of things you might do for your birthday (soft play area, party…)  Design a party for a doll? What would you include? What did you do for your birthday? Could put items to show this onto a space which could be photographed and annotated  Make a birthday card. What design will be on the card? What else needs to go on the card?  Set up indoor/outdoor role play spaces for a party- plan what we need to have for the party |
| Week 2 | Learn about ways in which religion is an ordinary part of life for some people- Christians | Human/Social Sciences  What is this item?  When is it used?  Why is it used?  Who would use it/wear it/have it? | Persona doll- introductory visit-, photos of church, cross necklace, children’s book of prayers, maybe dice with prayer… (need a story) | Use play dough to make food- think about Christians saying grace before meals, what might they be saying thank you for, persona doll can be involved in this  Use small world characters in dolls house to retell the story |
| Week 3 | Learn about ways in which religion is an ordinary part of life for some people- Muslims | Human/Social Sciences  What is this item?  When is it used?  Why is it used?  Who would use it/wear it/have it? | Persona doll- introductory visit- brings prayer mat, photos of mosque, hijab, story of The Swirling Hijab…  CBeebies - what’s on your head video clips | Headscarves/suitable pieces of fabric, head to tie scarves on- children can explore ways of tying scarf (videos to show different ways of wearing headscarf)  Design a prayer mat using repeating/symmetrical patterns (print/use workshop items) and then doll can use it to pray (could add one to the persona dolls bag of items) |
| Week 4 | Learn about ways in which a Christian family might welcome a baby into the family/community | Human/social Sciences  What is this item?  When is it used?  Why is it used?  Who would use it/wear it/have it? | Persona doll- brings photos of christening/blessing, baptismal candle, certificate etc  Video clip of baby being baptised | Look at the baptismal candle and the designs on it.  Design your own candle for a baptism/naming ceremony  Talk about what the persona doll told them about the gifts they were given. Make a gift for the baby- talk about why they would give the gift. |
| Week 5 | Learn about the ways in which a Muslim family might welcome a baby into the family/community | Human/Social Sciences  What is this?  When does it happen?  Why does it happen?  Who would it happen to? | Persona doll tells story of new sibling/cousin, whispering of Adhan (call to prayer) in baby’s ear, sweet taste on tongue  Video clip  <https://www.youtube.com/watch?v=lU3ywwtUSeI>  <http://www.primaryresources.co.uk/re/pdfs/islamicbirthrites.pdf> | What would you whisper into a baby’s ear? Have the baby doll and say what they think should be the first words a baby would hear |
| Week 6 | Could be an opportunity for a short P4C style activity using the Little Philosopher Happiness with Aristotle book | Philosophy  What do I think about this?  Why do I think this?  Do I think the same thing as others? (If not, why not?) | Listen to Happiness with Aristotle or watch at  <https://www.youtube.com/watch?v=r-ZUu8TsWRA>  Adults model talking about things that make them happy and why. Model not agreeing about what makes you happy.  The pig of happiness | Look together at the ‘What makes you happy page’ Have pictures/items ready that link to the ideas on the page.  Encourage the children to choose an item that would make them happy and say why.  Compare their choices- are they the same? Why not? |

