

Early Years

DOMESTIC CHURCH – FAMILY

Teacher's page

EXPLORE

This is a sensitive theme. The experience of 'family' in society today is varied, with many joys and sorrows. Whatever the experience, family still remains the first place for growth and development, the basic social unit.

- Q What does the word 'family' mean to you?
- Q What people do you associate with 'family'?
- Q What joys and sorrows do you remember of family life?

REVEAL

For Christians, the pattern and ideal of family life is found in the Scriptures. God is the loving parent of the human family and Jesus was born and lived in a human family. While offering ideals for family life, it is important to acknowledge and respect the real experience of some children which is not ideal.

Word of God

"As God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness and patience. Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you must also forgive. Above all clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body." (*Colossians 3: 12-15*)

- Q In your daily life, how can you be 'clothed with compassion' or 'with love'?
- Q In practical terms, how can these be expressed?

Catechism of the Catholic Church

"In our own time, in a world often alien and even hostile to faith, believing families are of primary importance as centres of living, radiant faith. For this reason the Second Vatican Council, using an ancient expression, calls the family the *Ecclesia Domestica*: the Domestic Church. It is in the bosom of the family that parents are by word and example... the first heralds of the faith with regard to their children." (*CCC1656*)

RESPOND

- Q What positive message about the family of the school is put across in the classroom?
- Q How does the school ensure that when it welcomes a child, it welcomes that child's family?
- Q In what ways can the partnership between home and school be developed?

Prayer and Reflection

*Father, creator of all,
you 'ordered the earth' to bring forth life
and crowned its goodness by
creating family life.
Teach us the beauty of human love,
show us the value of family life
and help us to live in peace
with everyone. Amen.*

DOMESTIC CHURCH– FAMILY: MYSELF – TOPIC OVERVIEW

NURSERY & RECEPTION - 4 WEEKS | God knows and loves each one

TEACHERS' NOTES		
<p>Every person needs to come to an understanding of who they are to appreciate their value and uniqueness, the wonder and mystery of life. God creates each person in love, in his own image and likeness. Living in thanksgiving, acknowledges God who knows and loves each person – “me”</p> <p>Scripture: Psalm 139: 1-2 <i>Lord you have examined me and you know me. You know everything I do from afar. You understand all my thoughts.</i></p> <p>Catechism of the Catholic Church 225: Everyone is made in the image and likeness of God.</p>		
ABOUT THE TOPIC		
<p>Prior learning: children will have experience of being part of a family</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • The importance of my name – Explore • God knows and loves me and each one by name – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>		
SCRIPTURE	TRADITION	
<p>Isaiah 43: 1-2 <i>God's Story 1</i> Psalm 131 <i>God's Story 1</i></p>	<p>God knows and loves each person Prayer during the day <i>Church's Story 1</i> pages 20-21</p>	
SOME QUESTIONS OF MEANING & PURPOSE	CORE VOCABULARY	
<p>Why am I precious? How do I know God loves me?</p>	<p>myself, name, Christian, first name, family name, class name, precious, parent, God, love, loving parent, prayer</p>	
RESOURCES	AREAS OF LEARNING	
<p><i>God's Story 1</i> pages 22-23, 14-15 <i>Hairy Maclary from Donaldson's Dairy</i> by Lynley Dodd ISBN: 978-0670913503 Photos <i>Church's Story 1</i> page 21</p>	<p>Areas of Learning (England) Areas of Learning (Wales)</p> <p>Relationships and Sex Education (RSE)</p>	
COME & SEE WEBSITE	STANDARD INDICATOR	
<p>Park scene, playground equipment, movable figures – family members Phrase “God loves all of us!”</p>	<p>Learning about religion Beliefs, teaching & sources</p> <p>Learning from religion Engagement with own & others' beliefs & values Engagement with questions of meaning & purpose</p>	
RE CURRICULUM DIRECTORY	LITURGICAL/PRAVERS LINKS	SONGS/ HYMNS TO SING
<p>Area of Study 1: Knowing and loving God, the Trinity, Area of Study 2: What is the Church? Area of Study 3: Prayer Area of Study 4: The dignity of the human person, the human community, love of neighbour</p>	<p>Morning, night prayer. Prayer of thanksgiving for making me ‘me’. Introduction to grace before and after meals</p>	<p><i>If I were a butterfly</i> <i>My God Loves Me</i> <i>Good Morning Lord</i> <i>See John Burland Grid</i></p>
POINTS TO REMEMBER		
<p>Sensitivity towards any child who has difficulties at home. Not all children have <i>Christian</i> names.</p>		

EXPLORE

The importance of my name

AREAS OF LEARNING

Early Learning Goals (England/Wales)

STANDARD INDICATOR

Some children will be able to **talk about** their own feelings, experiences of being known and called by name.

KEY WORDS

myself, name, Christian/first name, family/surname, class name

RESOURCES

- Hairy Maclary from Donaldson's Dairy by Lynley Dodd ISBN: 978-0670913503
- Name cards, photographs
- Songs: Who's in the middle of the circle? If I were a butterfly

NURSERY FOCUS: Investigate the importance of my name.

WHOLE CLASS CORE INPUT

Play circle games focusing on first/Christian names.

- Sing “*Who’s in the middle of the circle*” or a similar song that introduces each child by name.
- Use photographs of class to engage children in class activities and display.
- Introduce class name.
- Identify names on name cards and on children’s trays etc

RECEPTION FOCUS: Develop understanding of first and family names.

WHOLE CLASS CORE INPUT

Sing “*Who’s in the middle of the circle?*” or a similar song that introduces each child by name.

Tell or choose a story or song to include the following elements:

- Everyone has a name.
- We are called by our name e.g. *Hairy Maclary from Donaldson’s Dairy*.

Display photographs of significant adults in the school community. Discuss photographs and the importance of their names.

NURSERY & RECEPTION

ADULT DIRECTED GROUP ACTIVITY

- Make name cards of Christian/first name and family/surname of each child. Play games with both cards and match.
- Create a place mat for their table using either or both Christian/first and surname.
- Play a detective game, looking around the school to find class names and other names.
- Use malleable materials to create the letters in their name.

CONTINUOUS PROVISION

- Using Christian/first name cards only, play snap or match name to photo of child.
- Children write or copy own name.
- Children draw, paint or make a model of themselves.
- Put their names on cards which are placed on the outside equipment. Children could find and bring in the cards for the display.

REFLECTION ON SIGNIFICANCE

Core for both Nursery and Reception - F1 and F2

Gather round the display or prayer focus. Have a quiet moment together to reflect on and appreciate the names and photographs of all the children. Sing '*If I were a Butterfly.*' Each child to say "My name is... I am glad I have a special name."

REVEAL

God who knows and loves me
God who knows my name (Nursery)

plus

God who knows and loves each one
God who knows each person's name (Reception)

CONTENT: scripture – tradition – prayers

AREAS OF LEARNING

See Early Learning Goals (England/Wales)

KEY WORDS

God, love, precious, loving parent, prayer

STANDARD INDICATOR

Some children will be able to **recognise** some phrases from the Psalms which tell about God's love for them.

RESOURCES

- *God's Story 1* pages 22-23 and 14-15
- *Church's Story 1* page 21

NURSERY FOCUS WEEK 1: God knows and loves me. God knows my name.

WHOLE CLASS CORE INPUT

Isaiah 43: 1-2

God says:

You are precious to me. I love you.

I know you.

I know your name. You are my child.

Read this text to the children with picture from *God's Story 1* page 22.

SOME KEY QUESTIONS

- Q Who are the people in the picture? (mum, dad, brothers)
- Q Can they see daddy holding the baby name book?
- Q Why is he holding the book?
- Q What is your name?
- Q Who chose your name?

Gather in a circle. Create a prayerful atmosphere. Give God's message to each child, using their names: "*God says I know you (Chloe/Marco) you are precious to me.*"

Teach children a song which says something about praising God's name. e.g. John Burland song Early Years CD 1 Track 19 *Love God*.

ADULT DIRECTED GROUP ACTIVITY

- Sit in a circle and pass the class name card around. As the child receives the card, talk about why they are special and what they bring to the class. They can say why another child in their class is special/precious. All the children respond, 'Our class is special/precious.'
- Roll the ball in a circle towards each child in turn. When the child has the ball, they respond by recognising their name i.e., 'My name is ... I am precious to God.'

CONTINUOUS PROVISION

- Paint or draw a picture to add to class display entitled 'God says: "You are precious to me. I love you. I know your name."'
- Outside activity; draw round each other's hands on a board/wall/length of paper with the heading, 'We are precious to God.'

NURSERY FOCUS WEEK 2: God loves me.

WHOLE CLASS CORE INPUT

Psalm 131

*Dear God,
Just like a baby,
safe and snug,
being carried in a mum's/dad's arms.
So I can rest in your love.*

Read this text to the children with picture from *God's Story 1* pages 14-15.

Talk about prayers: talking and listening to God is prayer.

- People can pray at any time.
- They pray for their families, friends, themselves and what happens in their lives.

SOME KEY QUESTIONS

- Q What is happening in the picture?
- Q Who do you want to pray for?

ADULT DIRECTED GROUP ACTIVITY

- Create a quiet, prayerful atmosphere and read Psalm 131 again. Explain to the children how their names are going to be used as part of a prayer. Put all children's names in a bag. When a name is picked out, the child named stands up and the class are invited to say "God loves...please take care of..." Repeat this activity over several days.
- On class display, put the title "Please God take care of..." Add each child's name to compose a litany.
- In malleable materials, make individual impressions of the children's hands and carve their name on the impression of the palm. On your IWB use the Nursery/Reception activity from the website with its park scene and movable figures. Ask the children to move the figures where they want them. Drag in the names of the people. Finally insert the phrase: 'God loves all of us.' Talk about how they are showing love for each other. Some children might also add in some speech bubbles.
- Outside: have a banner saying 'God loves us when...'

CONTINUOUS PROVISION

- Create a bookmark, using the caption, "God loves me."

RECEPTION FOCUS WEEK 1:

God knows and loves each one. God knows each person's name.

WHOLE CLASS CORE INPUT

Isaiah 43: 1-2

God says:

You are precious to me. I love you.

I know you.

I know your name.

I call you by your name. You are my child.

Read this text to the children with the pictures from *God's Story 1* pages 22 and 23.

SOME KEY QUESTIONS

- Q Who are the people in the picture on page 22?
- Q What are they doing?
- Q Who chose your name?
- Q What are the children doing in the pictures on page 23? (writing their name and recognising their name)

Gather in a circle. Create a prayerful atmosphere. Share God's message with each child, using their names: God says 'I know you (Chloe/Marco) you are precious to me.'

Read the scripture text again. Children listen and choose a favourite phrase. On the interactive whiteboard the teacher will highlight the phrase chosen.

Teach children a song which says something about praising God's name. e.g. John Burland song Early Years CD 1 Track 16 *God Loves Me*.

Sing, "Good morning, Lord, (and add additional verses with children's names e.g. Chloe Steele/Harry Fisher) here, thank you for giving me this lovely new day."

Introduce a prayer that could be said at the end of the day. Display the picture from *Church's Story 1* page 21.

ADULT DIRECTED GROUP ACTIVITY

- Reinforce self-registration activities e.g dinners and sandwiches, coloured groups, key worker groups.

CONTINUOUS PROVISION

- Children write their own names inside a 'God loves me' heart template.
- Provide various opportunities for children to write their own name.

RECEPTION FOCUS WEEK 2: God knows and loves each person.

WHOLE CLASS CORE INPUT

Psalm 131

*I trust you God. Just like a baby, safe and snug,
being carried in a mum's arms. So I can rest in your love.
So gently held. So lovingly held.
So good to be in your care.
I will rest in your love for me.*

Read this text to the children with the pictures from *God's Story 1* pages 14-15.

SOME KEY QUESTIONS

- Q What is happening in the picture?
- Q What is the daddy doing?
- Q What is the mummy doing?

See Nursery re. prayer: talking and listening to God is prayer. People pray at any time. They can pray for their families, friends, themselves and what happens in their lives. Display a picture of a child being held safe and snug or invite children to bring in their own pictures showing themselves being safe and snug in their parent's arms. Discuss feelings. Demonstrate how this is done with a doll. Create a prayerful atmosphere. Light a candle, play some quiet music. Invite children to close their eyes and imagine they are being safely held. Read the Psalm 131 again.

ADULT DIRECTED GROUP ACTIVITY

- Create a quiet prayerful atmosphere, read Psalm 131 again. Explain to the children how their names are going to be used as part of a prayer. Put all children's names in a bag, when a name is picked out, the child named stands and the class are invited to say "Please God, take care of..." Repeat this activity over several sessions.
- In the malleable area or paint area make individual impressions of the children's hands and write their name on the impression on the palm.
- Make a treasure chest and put a mirror in the bottom of it. Pass it around the circle and invite the children to look inside, saying, God says, 'I have called you by your name ..., you are precious to me.'
- With the children talk about prayers. Compose a class prayer book asking God to take care of each person. Use some of the children's favourite vocabulary from Psalm 131.

CONTINUOUS PROVISION

- Print out a class prayer. Ask children to decorate it to take home and share with their family.
- In home/role play area, provide dolls' blankets etc. so that children can act out how a child can be held 'safe and snug' in a parent's arms.
- Invite children to draw a person who is precious to them.
- Place drawings in a basket or precious box with the caption: God says, 'You are precious to me.'

RESPOND

Remembering, celebrating and responding to the importance of names, and to God who knows each one by name and loves them

Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to 'Myself.'

Using the display, children may be able to contribute to the following through discussion, role-play, drama, art, cue cards etc.

Ask the children if there is anything they wonder about

- Each one's name is important.
- I am special and have a special name.
- God loves me and knows my name.
- God loves everyone.

Provide the opportunity, possibly by one of the means above, for the children to remember

- I have a family name.
- God knows everyone by name.
- Everyone is precious to God.

Rejoice

Remember to plan an end of topic class celebration. (*Download the Rejoice and Gather Form from the Come and See website.*)

Renew

The teacher helps each child to make an individual response, to what they have understood and celebrated from their own experience and the experience of the Church community.

Apply their learning

Next time I see or hear my name, how will I feel?

Some suggested ideas

- Each child to look at their name card and think about their name.
- Draw on a circular sticker what their facial expression would be when they hear or see their name.

Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

STANDARD SUMMARY

Some children will be able to **talk about** their own feelings, experiences of being known and called by name.

Some children will be able to **recognise** some phrases from the Psalms which tell about God's love for them.

CHURCH TEACHING

This is an outline of the teaching of the Church covered in **MYSELF**:

- God knows and loves us.
- We are precious to God.
- God has called us by name.
- Prayer is talking and listening to God.
- It is possible to pray at any time.
- Introduction to a litany.
- Some Scripture from Isaiah and a psalm.