

Title: The Church Building and its Furnishings	Year: Reception	Timing: any half term
Links: QCA1F, 2D Cambs. CPE1, CWO1, CPL1, CPL2, CPL3, P'borough CPE1, CWO1, CPL1, CPL2, CPL3, N'folk: CC, CP, CLS		
Learning objectives: <ul style="list-style-type: none"> • To visit a Christian place of worship in the locality • To find out about some aspects of the local church • To be able to ask questions about the church and to explore some answers 		
Questions for reflection: Why was the church built in this way? Is the shape of the building important? Why are all these items in the church and who decides how to use them? Can anyone go into a church?		
Activities and experiences: Start in school by talking in pairs about places that are special to you and read a book about special places, like Hughes S. ~ Sally's Secret (pub. Viking Children's Books, ISBN: 0140501606). The first visit will be to the outside of the church only. Use pictures of the outside of a church to familiarise the children with the building they are going to see, find out whether they have ever visited a church before and what they can tell you about it. Note some of their comments for future reference. Explain that the place you are going to visit is not simply special, but to many people it is holy, given to God, which means that everyone needs to be quieter and more careful (respectful) about their behaviour than usual. Divide children into groups and give each adult a worksheet (see following resources pages) to guide them. The children need clipboards and something to draw on. After the visit, return to school to talk about what has been learnt. Can we add to our initial notes? For the second visit to the inside of the church you will find a set of photocopiable cards at the very end of this booklet (they will also be available on www.ely.anglican.org/education/schools from Summer 2005). Adult helpers are needed to support the children as they use the cards to match the picture to an object in the church. Start with one adult at each of several places in the church, so that the adults stay still and the children are sent to find the next object. (This may be better done over two visits, to reduce the number of items that each adult has to show.) Once they have found the object, children will need help in finding out about it from the adult, who uses questions on a sheet to guide the children's thinking (see resources pages). At some point the class teacher will decide that the children should stop and draw one of the objects in as much detail as possible, and the adults at that object can help by scribing labels. It is very helpful to take digital photographs (don't forget to ask specific permission) to use for display purposes back in school, together with the children's drawings. A good assessment task is to ask the children to help to caption the display; add questions and leave room for the children's own answers too, perhaps by adding blank laminated ovals to add their comments. Exceptionally good resources: Religion in Evidence lift and look jigsaw with explanatory pages, available from the Diocesan library or History in Evidence Catalogue T.T.S. Visit the website www.request.org.uk/infants/churchbuildings and choose an icon.		

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