

*Festivals*

# **RE-Think Topics**

Putting The RE Into Cross-Curricular Topics

*Spring*

## **Puddles and the Happy Easter Day**

*Baby Animals*

*Beginnings*

*New Life*

*Families*

*Superheroes (non-fiction)*

### **Creative Christianity**

Series Book 6, from Books at Press

People and Communities & Religious Education

**Supporting Ofsted Criteria for Promoting British Values**





*Primary Religious Education Support Service  
and  
Books at Press*

### **RE-Think Topics**

People and Communities / Religious Education / Cross-curricular  
Support Material

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# *Books at Press*

*Books at Press* resources have been developed specifically to support teachers in addressing cultural and religious education with early years pupils. The stories provide the basis for cultural and religious education together with the opportunity to explore a wide range of cross-curricular activities promoting a fully integrated curriculum appropriate for this age group. The stories and accompanying resources also provide opportunities to extend the knowledge, understanding and skills of more able children and children in Key Stage 1.

Our main aim in producing these resources was to support practitioners in providing **appropriate and meaningful** Religious Education and Spiritual, Moral, Social and Cultural development for this age group.

The 2015 Ofsted Inspection Framework **will inspect schools on the way in which the pupils show their**

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values (*spiritual development*)
- sense of enjoyment and fascination in learning about themselves, others and the world around them (*spiritual development*)
- **acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (*social development*)**
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities (*cultural development*)
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others (*cultural development*)
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain (*cultural development*)

Our resources explicitly address all of the above requirements.

## About Us:

**The author, Gill Vaisey** provides a wide range of consultancy services to those concerned with children's religious education and spiritual development. Gill is a qualified teacher and a nationally recognised specialist in Early Years and Religious Education provision. Gill has over twenty years' experience in providing training for schools, colleges, education authorities, Church Dioceses and other religious bodies across England and Wales. She is known for her enthusiastic manner, her inspirational ideas and down to earth approach in sharing and demonstrating best practice in RE from Early Years to Key Stage 2.

In direct response to teachers' requests, Gill has produced resources for purchase - books, toys and cross-curricular activities which make RE fun for pupils and easy for teachers!

Gill further supports teachers by generously producing a wealth of free planning and classroom resources for teachers and pupils, all of which can be easily downloaded from the website [www.booksatpress.co.uk](http://www.booksatpress.co.uk)

Her range of both published and free classroom resources are used extensively across the UK and have made a major contribution to the development of excellence in RE.

**The Illustrator**, Louise Gwilym, is a Nursery Nurse who has been working within the school environment for sixteen years. Through working with primary age children, Louise has developed her individual style of art which captures the interest and imagination of children of all ages, and in particular those in the early years phase of education.

**Teacher Consultant:** Melissa Griffiths has acted as our main teacher consultant and editor and her advice and expertise has been invaluable in producing the books and accompanying resources. Melissa has many years' experience as an RE Co-ordinator and has worked with early years pupils extensively throughout her career.

Full details of the resources can be viewed at [www.booksatpress.co.uk](http://www.booksatpress.co.uk) or telephone 01594 516490.

## Using *Books at Press* resources for Early Years and Key Stage 1

*Books at Press* resources have been specifically produced to be entirely appropriate for nursery and reception children. They can also be used effectively with more able children and those working at Year 1 and Year 2 level.

We believe in 'a bottom up approach' and therefore all of our stories and cross-curricular resource pack activities are tried and tested with the youngest children in nursery settings and we then create further activities and ideas to extend the knowledge, understanding and skills of more able children.

Each resource is fully supported by a cross-curricular topic web and detailed activity suggestions linked to the EYFS for England, Foundation Phase curriculum for Wales or Curriculum for Excellence in Scotland.

A wealth of additional free accompanying classroom activities and resources can be downloaded from our website [www.booksatpress.co.uk](http://www.booksatpress.co.uk)

Our resources provide a wealth of opportunity to support Literacy and Numeracy and also provide excellent support for the development of pupils' spiritual, moral, social and cultural development.

Our aim in producing these resources is to support practitioners in providing appropriate and meaningful Religious Education for this age group, making RE fun for pupils and easy for teachers!

Gill Vaisey  
Religious Education Consultant and Author

 *Books at Press* Search our [catalogue](#)



### Resources supporting RE and SMSC across Nursery to Year 2.

All resources are suitable for Nursery and Reception children however can be used with Year 1 and 2 pupils also. The grid below is an example of how they might be used across four years although they may be used in any order with any age group. Book titles in italics. PLAN+3: Topic web, planning and three classroom activities. All resources available from [www.booksatpress.co.uk](http://www.booksatpress.co.uk)

	Nursery	Reception	Year 1	Year 2
<b>Possible Topics:</b>	Festivals, Celebrations, Food, Colours, Seasons, Sharing, Electric Rainbow Being thankful, Giving Glow and Glitter, Winter, Scrumptious, Autumn	Celebrations, Festivals, Food, Autumn, Winter, Seasons, Light, Glow and Glitter, Electric Rainbow	People Who Help Us, Local Area, Helping Others, Special Places, Belonging, Special Days, Superheroes (in the community) Community Explorers	Belonging, Promises, Festivals, Happiness, Family Album, Orchestra, Community Explorers,
<b>Resources:</b>	<i>A Wet and Windy Harvest for Puddles</i> PLAN+3 Autumn / Harvest DVDs Christmas and Diwali	<i>Puddles and the Christmas Play</i> PLAN+3 Winter / Christmas DVD Hanukkah	<i>Puddles Lends A Paw</i> PLAN+3 Lending a 'Paw' DVD People Who Help Us / 2	DVD Vaisakhi
<b>Possible Topics:</b>	New Life, Animals, Babies, Pets, Spring, Beginnings, Caring for the Natural World Paws, Claws and Whiskers, Happiness, Mini Zoo	Beginnings, School Grounds, Gardens, Spring, Plants and Animals, Birds, Dens and Dandelions, Mini Zoo	Celebrations, Special People, Easter, New Beginnings, Carnival, Gifts and Giving, Scrumptious	Spring, Easter, New Life, Beginnings, Happy and Sad Times, Special People Family Album, Happiness, Superheroes(non-Fictional)
<b>Resources:</b>	<i>Seven New Kittens</i> and cross-curricular resource pack PLAN+3 Baby Animals/ Spring <i>Puddles and the St Francis Service</i> DVD Wesak	<i>The Baby Birds</i> CD Rom & puppets PLAN+3 Baby Birds / Spring  <i>Puddles and the Happy Easter Day</i> PLAN+3 Spring / Easter	DVD Jamie and Megan's Easter DVD Chinese New Year	<i>Puddles and the Happy Easter Day</i> PLAN+3 Spring / Easter
<b>Possible Topics:</b>	Mini-beasts, The Garden, Natural World, Animals, Our World, Teeny Tiny Things, Wriggle and Crawl, Dens and Dandelions Remember Remember	Special Times, Festivals, Food, Giving, Being Thankful, Scrumptious	My Family, Friends, Homes and Families, Fairy Tales, Weddings, Happiness, Family Album	New Beginnings, My Family, Babies, Happiness, Pitter Patter Puddle Play, Family Album
<b>Resources:</b>	<i>The Tiny Ants</i> and cross-curricular resource pack PLAN+3 Minibeasts	DVD Eid-ul-Fitr	<i>A Wedding Day Wish for Puddles</i> PLAN+3 Wedding Wish	<i>Puddles and the Christening Splash</i> PLAN+3 Babies / Baptism

RE-Think your Topic and include RE. The following grids show you how:

Think Topic	Think RE
Festivals Celebrations Food Autumn Colour Seasons Sharing Being Thankful Gifts and Giving Scrumptious	<b>Available Resources</b> Book 2: A Wet and Windy Harvest for Puddles (big book) PLAN+3 Autumn / Harvest: Topic Web and Planning 2 Activity 2a: PowerPoint Harvest Jigsaw Activity 2b Harvest songs x 2 Activity 2c Puddles Harvest board game
Winter Seasons Celebrations Christmas Light Glow and Glitter Electric Rainbow	<b>Available Resources</b> Book 1: Puddles and the Christmas Play (big book) PLAN+3 Winter / Christmas : Topic Web and Planning 1 Activities: 1a: PowerPoint Nativity Scene Jigsaw 1b: Advent Candles Board Game 1c: Advent and Nativity Dominoes DVD: Sam and Holly's Christmas (with Easter, Wesak, Vaisakhi)
People Who Help Us Helping Others Jobs Our Local Area Special Places Community Explorers Superheroes (in the community)	<b>Available Resources</b> Book 3: Puddles Lends a Paw (big book) Book 4: Puddles Lends a Paw (standard book) PLAN+3 Lending A 'Paw' : Topic Web and Planning 3/4 Activities: 3a: Church Helpers' Rota 3b: Photostory Puddles Visits Llansteffan Church 3c: Photostory Puddles Visits Carlisle Cathedral

Think Topic	Think RE
Weddings Friendship Homes and Families Fairy Tales Happiness Family Album	<b>Available Resources</b> Book 5: A Wedding Day Wish for Puddles (big book)  PLAN+3 Wedding Wish: Topic Web and Planning 5 Activity 5a: 5b: 5c:
Spring New Life Beginnings Baby Animals Families Superheroes (non-fiction) Special People Family Album Happy and Sad	<b>Available Resources</b> Book 6: Puddles and the Happy Easter Day (big book)  PLAN+3 Spring / Easter : Topic Web and Planning 6 Activity 6a: PowerPoint Easter Garden Scene Jigsaw 6b: Easter Snap Cards 6c: Easter Board Game DVD: Jamie and Megan's Easter (with Christmas, Wesak, Vaisakhi)
Families Babies Myself Names Special Times Growing Up New Life Beginnings Happiness Family Album Pitter Patter Puddle Play	<b>Available Resources</b> Book 10: Puddles and the Christening Splash! (big book) Book 11: Puddles and the Christening Splash! (standard book)  PLAN+3 Babies / Baptism: Topic Web and Planning 10 / 11: Activity 10a: Christening Snap Cards 10b: Christening Board Game 10c: Christening Match and Memory Game

Think Topic	Think RE
Minibeasts In The Garden The Natural World Animals Our World Teeny Tiny Things Wriggle and Crawl Dens and Dandelions Remember Remember Fire, Fire!	<b>Available Resources</b> Book 7: The Tiny Ants Big Book Resource Pack 1: The Tiny Ants PLAN+3 Minibeasts: Topic Web and Planning 7 Activity 7a: Minibeasts dominoes 7b: Minibeasts song (lyrics and MP3) 7c: Minibeasts Powerpoint Jigsaw
School grounds Forest School Gardens Spring Beginnings Plants and Animals Birds Mini Zoo Dens and Dandelions	<b>Available Resources</b> Book with CD Rom 9: The Baby Birds Toy 5: Birds Puppet Set Resource Pack : Book, CD Rom & Puppet set PLAN+3 Birds / Spring New Life: Topic Web and Planning 9: Activity 9a: The Baby Birds Board Game Activity 9b: What Does The Story Tell Us About Muhammad? Activity 9c: Responding To The Story – How Did You Feel?
New Life Baby Animals Pets Spring Beginning Paws Claws and Whiskers Happiness Mini Zoo	<b>Available Resources</b> Book 8: Seven New Kittens Big Book Resource Pack 2: Seven New Kittens PLAN+3 Baby Animals / Spring New Life: Topic Web and Planning 8 Activity 8a: Seven New Kittens Snap Cards Activity 8b: Seven New Kittens Number Dominoes Activity 8c: Seven New Kittens Rhyme

Think Topic	Think RE
Celebrations Festivals Babies and Birth days Noisy and Quiet Kindness to Animals Special People Superheroes (non-fiction) Happiness	<b>Available Resources</b> DVD: Sian's Wesak (together with Christmas, Easter, Vaisakhi)
Family Album Orchestra Community Explorers	<b>Available Resources</b> DVD: Guneet's Vaisakhi (together with Christmas, Easter, Wesak)
Seasons Celebrations Festivals Light Glow and Glitter Electric Rainbow	<b>Available Resources</b> DVD: Shyam's Diwali (together with Eid, Chinese New Year, Hanukkah)
Winter Seasons Celebrations Festivals Light Glow and Glitter Electric Rainbow	<b>Available Resources</b> DVD: Jonathan's Hanukkah (together with Eid, Chinese New Year, Diwali)

<b><i>Think Topic</i></b>	<b>Think RE</b>
Festivals Celebrations Food Sharing Being Thankful Gifts and Giving Scrumptious	<b>Available Resources</b> DVD: Wafa's Eid-UI-Fitr (with Diwali, Chinese New Year, Hanukkah)
Carnival Festivals Celebrations Food Sharing Being Thankful Gifts and Giving Scrumptious	<b>Available Resources</b> DVD: Ian's Chinese New Year (with Eid, Diwali, Hanukkah)

The following summarises our philosophy:

'Religious education must be meaningful and appropriate and therefore careful selection of resources and contexts for learning is essential. Provision of religious education should be consistent with good practice in the rest of the curriculum for this age group. It should therefore be largely based on active involvement in first hand experiences. Good religious education focussed activities will provide opportunities to develop imaginative play, language and mathematical skills, music making and creative artwork. As well as making a significant contribution to knowledge and understanding of the world, and their personal, social and emotional development, good religious education will also provide valuable opportunities to widen the pupils' cultural awareness and experiences and develop an awareness of a spiritual dimension to life.'

GMV 2002

## **Statutory Requirement to provide Religious Education.**

Legislation states that Religious Education must be provided for all registered pupils at a school except those in a nursery school and in nursery classes in a primary school.

Therefore, pupils in a reception class must be provided with Religious Education according to the LA Agreed Syllabus (for County and Voluntary Controlled schools) or the school's trust deeds / Church Syllabus (for Church Aided Schools). Reception pupils will also cover the Early Learning Goals from the EYFS curriculum.

Pupils in a nursery school or nursery class in a primary school will be covering the Early Years Foundation Stage curriculum which contains some natural links with Religious Education.

## **Early Learning Goals associated with Beliefs and Culture:**

Within the Statutory EYFS framework (**September 2014**), Religious Education links can be found primarily within the Understanding the World area of learning.

### **Understanding the world**

**People and Communities** : Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. **They know about similarities and differences between themselves and others, and among families, communities and traditions.**

**The world**: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.



## **Links With Other Elements of Early Years Foundation Stage Curriculum**

The following planning sheets illustrate the many elements of the EYFS which link naturally with the provision of Religious Education. In particular, there are excellent links in relation to an exploration of the natural world.

## Extract from Development Matters in the Early Years Foundation Stage (EYFS) (p.38)

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

### Understanding The World: People and Communities

	A Unique Child: Observing what a child is learning	Positive Relationships: What an adult could do	Enabling Environments: What an adult could provide
 30 – 50 months	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to talk about their own home and community life, and to find out about other children's experiences.</li> <li>Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time.</li> <li>Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting</li> </ul>	<ul style="list-style-type: none"> <li>Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.</li> <li>Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</li> <li>Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.</li> <li>Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</li> <li>Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented,</li> <li>Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.</li> <li>Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.</li> <li>Provide role-play areas with a variety of resources reflecting diversity.</li> <li>Make a display with the children, showing all the people who make up the community of the setting.</li> <li>Share stories that reflect the diversity of children's experiences.</li> <li>Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.</li> </ul>
 40 – 60 months	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p>	<ul style="list-style-type: none"> <li>Encourage children to share their feelings and talk about why they respond to experiences in particular ways.</li> <li>Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing.</li> <li><b>Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.</b></li> <li><b>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</b></li> </ul>	

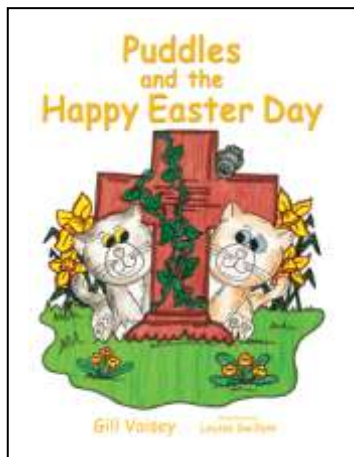
Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

# Planning Support Sheets

The following support sheets provide starting points and suggestions for a range of activities that can be explored in conjunction with the books and their accompanying resources.

Teachers should select activities appropriate to the needs and abilities of the children. Teachers and pupils will naturally develop a range of other activities as they explore and enjoy the resources.

The suggested activities have been cross-referenced to particular elements of the areas of learning from the Early Years Foundation Stage curriculum. In addition, links have been made to areas of religious education that are commonly featured in locally Agreed Syllabuses / Church Syllabuses.



# Puddles and the Happy Easter Day

*Puddles and the Happy Easter Day* is the fifth Puddles' adventure. It tackles the sensitive story of Easter and deals with issues of sadness and happiness.

Puddles and Arthur are very special friends. But in the week before Easter, Arthur goes missing. Worried and sad, each day, Puddles searches for Arthur. She has something important to tell him but he is nowhere to be seen.



On Sunday, as everyone enjoys the Easter celebrations Puddles has her own reason to celebrate...



This title is available in English in big book format.

In addition to the soft toy Puddles and the fantastic Freddie Fisher, children will just love playing with Arthur and the kittens!

## Cross-Curricular Topic Web based on the 2014 EYFS plus Religious Education

### Expressive Arts and Design

- Create a spring time display table
- Enhance the craft area with a variety of materials to make Easter cards
- Enhance the craft area with a variety of materials to decorate Easter eggs
- Provide materials for children to make an Easter garden
- Learn and sing Easter and Spring time songs such as 'Easter Time (the world's waking up)' BBC Come And Praise Beginning Songbook and CD.

### Personal, Social and Emotional

- Talk about different types of friendship
- Talk about what it is like to have a good friend
- Encourage the children to think of situations when they have been worried, sad, and / or happy
- Talk about who they turn to when they are sad
- Talk about who they like to share happy times with

### Communication and Language

- Enjoy the story Puddles and the Happy Easter Day
- Talk about the characters and their different parts in the story
- Talk about sad and happy times
- Try to predict what Puddles wants to tell Arthur

### Literacy

- Read and write words associated with Easter

### Religious Education

- Enjoy the story Puddles and the Happy Easter Day
- Dress Freddie in the vestments he would wear at an Easter service
- Find the accounts of Easter in an adult Bible
- Read an account of the Easter events from a children's Bible
- Talk about the Bible as a special book for Christians. Note that Freddie reads the Bible in church to help people know more about God and Jesus.
- Visit a church to see it decorated for Easter
- Think about friendship and what it is like to have a special friend
- Think of some of the things that people do at Easter to remember Jesus (go to church, send cards, have Easter eggs)
- Talk to a Christian to find out why Easter is important time for them
- Provide materials for children to make an Easter garden



### Context for Learning / Theme: **Puddles and the Happy Easter Day** By Gill Vaisey

#### Mathematical

- Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds.
- Use money in a role-play Easter egg shop



#### Physical

### Understanding the World The World

- Work outside to explore features of the spring season – colours, textures plants, blossom, animals, new life, parent and baby animals
- Find out about cats through books and DVDs
- Visit an animal rescue centre

#### People and Communities

- Visit a church to see it decorated for Easter
- Enjoy the story Puddles and the Happy Easter Day
- Think of some of the things that people do at Easter to remember Jesus (go to church, send cards, have Easter eggs)
- Talk about other festivals children in the class celebrate



## Activity Suggestions for Foundation Stage focussing on People and Communities and Religious Education

**Possible General Themes:** Spring and New Life

**Key Resource:** Puddles and the Happy Easter Day

**RE Focus:** Easter celebrations: Remembering Jesus the teacher; sad times and happy times.

Activities relate to the book: **Puddles and the Happy Easter Day**, by Gill Vaisey

RE Related Activities	RE and Early Learning Goals (2014)
Provide opportunity for children to explore features of the spring season – colours, textures, plants, blossom, animals, new life, parent and baby animals.	<b><u>Understanding The World:</u></b> The world know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.
Provide materials and encourage children to bring things in to make a springtime display.	<b><u>Understanding The World:</u></b> The world know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.
Read <i>Puddles and the Happy Easter Day</i> . Can children guess what Puddles wants to tell Arthur?	<p><b><u>Communication and Language:</u></b> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><b><u>RE:</u></b> Enjoy a range of stories and accounts from different faith traditions and cultures. Find out about what happens in places of worship in the local area and why people go to these places.</p> <p>Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.</p> <p>Develop a growing interest in the world around them.</p> <p>Develop curiosity and begin to ask questions about their own and other people's home and community life.</p> <p>Describe what they have found out about people, beliefs and actions.</p> <p>Understand the relationship between feelings, beliefs and actions.</p> <p>Express their own opinions and feelings, and make decisions while considering the viewpoints of others.</p> <p>Think creatively and imaginatively about important human and religious questions.</p> <p>Think about and ask questions about themselves and other people and listen to the answers of others.</p>

<p>Talk about what makes a ‘special friend’ (as Puddles and Arthur are special friends). Who are your friends? How can we be good friends? Who do you want to tell important news to?</p>	<p><b>RE:</b> Express their own opinions and feelings, and make decisions while considering the viewpoints of others. Think creatively and imaginatively about important human and religious questions. Think about and ask questions about themselves and other people and listen to the answers of others.</p> <p><b><u>Personal, Social and Emotional:</u></b> They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><b><u>Speaking:</u></b> children express themselves effectively. They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>
<p>Talk about how Puddles felt when she couldn’t find Arthur and how she felt when he came back. When do the children feel happy and when do they feel sad? What or who helps them to be happy again after sadness?</p>	<p><b><u>Communication and Language:</u></b> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><b><u>Personal, Social and Emotional:</u></b> They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>
<p>Encourage the children to think about and give their suggestions about where Arthur might have been. Who has got a cat? Do they go missing from time to time? Where do you think they go?</p>	<p><b><u>Personal, Social and Emotional:</u></b> They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><b><u>Speaking:</u></b> children express themselves effectively. They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>
<p>Talk about Jesus (the special teacher) who had died. His friends were sad that he had died but because Christians believe that Jesus came back to life, they are happy and have a special celebration on Easter Sunday. They remember his kindness and all the wonderful things he said. Think of some of the things that people do at Easter to remember Jesus. (go to church, send cards, have Easter eggs,)</p>	<p><b><u>Communication and Language:</u></b> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><b><u>Understanding the World: People and Communities</u></b> They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b><u>RE:</u></b> Explore similarities and differences in people’s festivals. Explore the importance of key religious figures. Find out about what happens in places of worship and why people go to these places.</p>
<p>Find the story of Easter in an adult Bible and a children’s Bible. Talk about the Bible as a special book for Christians. Note that Freddie reads the Bible in church to help people know more about God and Jesus.</p>	<p><b><u>RE:</u></b> Enjoy a range of stories and accounts from different faith traditions and cultures. Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures. Develop a growing interest in the world around them. Develop curiosity and begin to ask questions about their own and other people’s home and community life. Describe what they have found out about people, beliefs and actions. Express their own opinions and feelings, and make decisions while considering the viewpoints of others.</p>

	Think creatively and imaginatively about important human and religious questions. Think about and ask questions about themselves and other people and listen to the answers of others.
Dress Freddie in the vestments he would wear for the Easter service (white stole and chasuble).	<b>RE:</b> Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures. Develop a growing interest in the world around them. Develop curiosity and begin to ask questions about their own and other people's home and community life. <b>Understanding the World:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.
Provide materials for the children to make an Easter Garden display.	<b>Expressive arts and design:</b> experiment with colour, design, texture, form and function. <b>Understanding the World: People and Communities</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.
Arrange support for children to boil eggs and dye or paint and decorate them.	<b>Expressive arts and design:</b> experiment with colour, design, texture, form and function. <b>Understanding the World: People and Communities</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.
Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds.	<b>Understanding the World: People and Communities</b> They know about similarities and differences between themselves and others, and among families, communities and traditions. <b>Physical:</b> children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
Provide materials for children to make Easter greeting cards.	<b>Expressive arts and design:</b> experiment with colour, design, texture, form and function.
Set up a shop to sell Easter eggs / farm produce for imaginative play opportunities.	<b>Mathematics:</b> children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. <b>Expressive arts and design:</b> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.
Learn and sing the song 'Easter Time (the world's waking up)' BBC Come And Praise Beginning Songbook and CD.	<b>Expressive arts and design:</b> Sing songs, make music and dance.