

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, Beliefs and Questions
and all Areas of the Foundation Phase Curriculum
with LNF links





Primary Religious Education Support Service
and
Books at Press

**People, Beliefs and Questions Religious Education
and 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. Ideas and activities can be extended for children in the later stage of the Foundation Phase. 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.

Full details of the resources can be viewed at www.booksatpress.co.uk or telephone 01594 516490.

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

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.

Using *Books at Press* resources across the Foundation Phase

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

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!

'In all cases, RE 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 and should therefore be largely based on active involvement in first hand experiences. Good Religious Education focused 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 pupils' knowledge and understanding of the world and their personal and social development, good RE will also provide valuable opportunities to widen the pupils' cultural experiences and develop an awareness of a spiritual dimension to life.'

GMV 2002

Gill Vaisey
Religious Education Consultant and Author

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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

	Nursery	Reception	Year 1	Year 2
Possible Topics:	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,
Resources:	<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
Possible Topics:	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)
Resources:	<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
Possible Topics:	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
Resources:	<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	Available Resources 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	Available Resources 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)	Available Resources 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: Lends A Paw Snap Cards 3c: Photostory Puddles Visits Carlisle Cathedral

Think Topic	Think RE
Weddings Friendship Homes and Families Fairy Tales Happiness Family Album	Available Resources Book 5: A Wedding Day Wish for Puddles (big book) PLAN+3 Wedding Wish: Topic Web and Planning 5 Activity 5a: Wedding Dominoes 5b: Wedding Snap Cards 5c: Wedding Board Game
Spring New Life Beginnings Baby Animals Families Superheroes (non-fiction) Special People Family Album Happy and Sad	Available Resources 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	Available Resources 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 Teeney Tiny Things Wriggle and Crawl Dens and Dandelions Remember Remember Fire, Fire!	Available Resources 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	Available Resources 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	Available Resources 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	Available Resources DVD: Sian's Wesak (together with Christmas, Easter, Vaisakhi)
Family Album Orchestra Community Explorers	Available Resources DVD: Guneet's Vaisakhi (together with Christmas, Easter, Wesak)
Seasons Celebrations Festivals Light Glow and Glitter Electric Rainbow	Available Resources DVD: Shyam's Diwali (together with Eid, Chinese New Year, Hanukkah)
Winter Seasons Celebrations Festivals Light Glow and Glitter Electric Rainbow	Available Resources DVD: Jonathan's Hanukkah (together with Eid, Chinese New Year, Diwali)

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

Religious Education and Cultural Diversity In The Foundation Phase Curriculum

The Foundation Phase curriculum:

The 2008 Foundation Phase curriculum provides and strengthens many opportunities to include the development of religious and cultural awareness and understanding alongside other areas of learning.

Books at Press resources will fully support religious education provided according to the locally Agreed Syllabus and the following aspects of the Foundation Phase curriculum:

Personal and Social Development, Well-Being and Cultural Diversity

- Develop their personal beliefs and moral values
- Develop an understanding that others have differing views and beliefs
- Develop a sense of belonging as part of different communities
- Develop an awareness of different cultures
- Become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.
- Celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures.
- Become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales.

Links Between Religious Education and the Foundation Phase Curriculum

The following provides details of specific links between areas of Religious Education and the Areas of Learning in the 2015 Foundation Phase document.

RE in the Foundation Phase Areas for exploration:	Main Link with FP Areas of Learning
<p>Natural World – Responses and Beliefs</p> <p>Develop a sense of awe and wonder of the natural world. Develop curiosity about the natural world. Have opportunity to become aware of a sense of mystery and spirituality connected with the natural world.</p> <p>Appreciate that some people believe God created the world. Appreciate that some people care for the natural world because of their belief that God created it and gave responsibility to mankind to care for it. Appreciate that some people care for the natural world because they are following the guidance of a religious / spiritual leader. Hear and become familiar with stories, messages, actions and thoughts about care for the natural world</p>	<p>Personal and Social Development, Well-Being and Cultural Diversity Develop their personal beliefs and moral values.</p> <p>Develop an understanding that others have differing views and beliefs.</p> <p>Develop positive attitudes for enjoying and caring for their environment.</p> <p>Knowledge and Understanding Of The World Demonstrate care, responsibility, concern and respect for all living things and the environment.</p>
<p>Festivals and Celebrations</p> <p>Hear and become familiar with stories, messages, actions and thoughts connected with secular celebrations and religious festivals. Explore and experience activities associated with festivals. Reflect on how they and others are involved in celebrations at home, school and places of worship. Develop knowledge of when celebrations occur. Have opportunity to respond creatively to the celebration of festivals.</p> <p>Express their feelings regarding festival celebrations.</p>	<p>Personal and Social Development, Well-Being and Cultural Diversity Develop a sense of belonging as part of different communities Develop an awareness of different cultures Become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales. Celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales.</p> <p>Creative Experience traditions and celebrations of different cultures.</p>

<p>People and Helping Others</p> <p>Hear and become familiar with stories and events about helping others. Consider who helps them and how they can help others at home, school and in the community. Identify the work of secular and religious people in school and in the community focusing on how they help others and their motives for doing so. Hear stories about people past and present who have influence on people's lives.</p>	<p>Personal and Social Development, Well-Being and Cultural Diversity Develop a sense of belonging as part of different communities Develop an awareness of different cultures Develop an understanding of the diversity of roles that people play in different groups and communities Value friends and families and show care and consideration. Treat people from all cultural backgrounds in a respectful manner.</p> <p>Knowledge and Understanding of the World Learn about people and places – where they work</p>
<p>Prayer and Places for Worship</p> <p>Experience times of stillness and quiet reflection. Enjoy being with others and expressing this during activities such as singing, dancing, playing games, listening to and participating in story telling. Consider to whom and what they belong. Reflect on times and activities they enjoy. Consider why some people enjoy going to a place of worship. Explore the variety of activities and events that happen in a place of worship. Consider how and why some people pray.</p>	<p>Personal and Social Development, Well-Being and Cultural Diversity Develop a sense of belonging as part of different communities Develop an awareness of different cultures Develop an understanding of the diversity of roles that people play in different groups and communities</p> <p>Creative Experience traditions and celebrations of different cultures Experience music from Wales and other cultures Sing a range of songs with others Recognise and describe sounds and listen and respond to music</p> <p>Knowledge and Understanding of the World Learn about people and places</p>
<p>Stories and Events</p> <p>Recognise that books contain stories and information that can influence people's lives. Handle and value books appropriately. Enjoy stories associated with religious events, activities and teachings. Appreciate that some books such as sacred texts are of particular importance to some people, that they contain guidance and rules for life, and are used and handled in special ways.</p>	<p>Language, Literacy and Communication Skills Hear lively readings from a variety of sources Be introduced extensively to books, stories and words around them Experience and respond to stories from Wales and a range of cultures</p> <p>Personal and Social Development, Well-Being and Cultural Diversity Use stories or situations to raise questions about why some things are special Develop an awareness of different cultures Develop their personal beliefs and moral values. Develop an understanding that others have differing views and beliefs.</p>

Support Sheets and Topic Webs

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 Foundation Phase curriculum. In addition, links have been made to areas of religious education that are commonly featured in locally Agreed 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!

Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

- 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.

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



Personal, Social, Well-being and Cultural

- 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



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

Language, Literacy and Communication

- 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



Welsh

- Use Welsh vocabulary associated with Easter

Knowledge and Understanding of 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

Focussed Activities / Enhanced Provision Cross-Curricular Web Skills (S) and Range (R)

Creative

Make Easter cards and decorate eggs

Make choices when choosing material and resources (S)
Develop and use their understanding of colour, line, tone, texture, pattern, shape and form (S)

Find out about Easter customs

Experience traditions and celebrations of different cultures (R)
Develop their responses to pictures, words and ideas (S)

Listen to Easter music and songs

Listen and respond to music (S)
Sing a range of songs with others (S)

Personal, Social, Well-being and Cultural

Develop an understanding of different types of friendship
Value friends and family and show care and consideration(S)

Appreciate what makes a good friend (S)

Develop an awareness of Easter customs in different cultures (S)

Develop a sense of belonging as part of different communities and have an understanding of their own identity (S)

Develop an understanding of the diversity of roles that people play in different groups and communities (S)

Language, Literacy and Communication

Enjoy the story Puddles and the Happy Easter Day

Access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors.

Recall details of a story or text by answering open-ended questions or referring to picture prompts.

Begin to make links to own experiences when listening to or exploring books/texts.

Talk about 'what might happen next'.

Show an interest in books and enjoy their content .

Follow picture books and texts read to them and respond appropriately.

Retell, in simple terms, an event or experience.

Use newly learned vocabulary in and through play activities.

Respond, in simple terms, to drama they have watched and other creative stimuli.

Follow simple action words, *e.g. through games and songs.*

Listen and join in with songs, rhymes and stories.

In simple terms, retell a story or information that they have heard.

Answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events.

Speak clearly enough to be understood by adults and peers.

Religious Education

Enjoy the story Puddles and the Happy Easter Day

Enjoy a range of stories and accounts from different faith traditions and cultures (R)

Find out about what happens in places of worship in the local area and why people go to these places (R)

Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures (S) Develop a growing interest in the world around them (S) Develop curiosity and begin to ask questions about their own and other people's home and community life (R)

Describe what they have found out about people, beliefs and actions (S) Understand the relationship between feelings, beliefs and actions (S)

Express their own opinions and feelings, and make decisions while considering the viewpoints of others (S)

Explore and experiment with new learning opportunities (S)

Explore similarities and differences in people's homes, families, dress, food, festivals and lifestyles.

Think creatively and imaginatively about important human and religious questions.(S)

Think about and ask questions about themselves and other people and listen to the answers of others. (S)

Explore similarities and differences between Easter in a variety of cultures and religious traditions.

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

Mathematical

Demonstrate an awareness of the purpose of money through role play

Sort and match sets of objects by recognising similarities.

Knowledge and Understanding of the World

Identify the effects of the different seasons... (R)

Explore the role of the vicar in relation to an Easter service

Learn about how and why people and places are linked (R)

Physical

Welsh

Use appropriate language in spontaneous and structured play activities and when conveying meaning (S)

Activity Suggestions for Foundation Phase focussing on Cultural and Religious Education

Possible General Themes: Spring, New Life, Beginnings, Baby Animals, Families, Superheroes (non-fiction)

Key Resource: Puddles and the Happy Easter Day

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

SEAL links: FS Theme 'Relationships' **SEAL key vocabulary:** missing, sad, loss, alive, dead, lonely, worried, angry, happy

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

RE Related Activities	RE and Early Learning Goals (2015)
Provide opportunity for children to explore features of the spring season – colours, textures, plants, blossom, animals, new life, parent and baby animals.	<u>Knowledge and Understanding of the World:</u> Identify the effects of the different seasons... (R)
Provide materials and encourage children to bring things in to make a springtime display.	<u>Creative:</u> Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S)
Read <i>Puddles and the Happy Easter Day</i> . Can children guess what Puddles wants to tell Arthur?	<u>Language...:</u> access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors Talk about 'what might happen next' Show an interest in books and enjoy their content Follow picture books and texts read to them and respond appropriately. (Nursery) <u>RE:</u> Enjoy a range of stories and accounts from different faith traditions and cultures. (R) Find out about what happens in places of worship in the local area and why people go to these places. (R) Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures. (S) Develop a growing interest in the world around them. (S) Develop curiosity and begin to ask questions about their own and other people's home and community life. (S)

	<p>Describe what they have found out about people, beliefs and actions. (S)</p> <p>Understand the relationship between feelings, beliefs and actions. (S)</p> <p>Express their own opinions and feelings, and make decisions while considering the viewpoints of others. (S)</p> <p>Think creatively and imaginatively about important human and religious questions.(S)</p> <p>Think about and ask questions about themselves and other people and listen to the answers of others. (S)</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>RE: Express their own opinions and feelings, and make decisions while considering the viewpoints of others. (S)</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. (S)</p> <p>Consider the rules and codes of conduct that they and others follow which guide them in everyday life at home and school (R)</p> <p>Social: Be aware of and respect the needs of others</p> <p>Take responsibility for their own actions(S)</p> <p>Consider the consequences of words and actions for themselves and others(S)</p> <p>Develop and understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community(S)</p> <p>Develop and understanding of what is fair and unfair and be willing to compromise(S)</p> <p>Form relationships and feel confident to play and work cooperatively(S)</p> <p>Value friends and family and show care and consideration(S)</p> <p>Appreciate what makes a good friend (S)</p>
<p>Talk about how Puddles felt when she couldn't find Arthur and how she felt when he came back.</p> <p>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>Language...: understand and use simple questions, e.g. 'Why?', 'How?' and 'Can I?', to establish why things happen and to clarify understanding. (Nursery)</p> <p>Well-being: Be aware of their own feelings and develop the ability to express them in an appropriate way (S)</p> <p>Understand the relationship between feelings and actions and that other people have feelings (S)</p> <p>RE: Respond to their own ideas and the ideas of others about ways in which they approach happy and sad times</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>Language... understand and use simple questions, e.g. 'Why?', 'How?' and 'Can I?', to establish why things happen and to clarify understanding. (Nursery)</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.</p> <p>Think of some of the things that people do at Easter to remember Jesus. (go to church, send cards, receive Easter eggs)</p>	<p>Language...: understand and use simple questions, e.g. 'Why?', 'How?' and 'Can I?', to establish why things happen and to clarify understanding. (Nursery)</p> <p>Social: Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)</p> <p>RE: 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>RE: Enjoy a range of stories and accounts from different faith traditions and cultures.</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>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>Dress Freddie in the vestments he would wear for the Easter service (white stole and chasuble).</p>	<p>RE: Enjoy a range of stories and accounts from different faith traditions and cultures.</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>Provide materials for the children to make an Easter Garden display.</p>	<p>Creative: Work on their own and with others to pretend, improvise and think imaginatively (S)</p> <p>Develop their responses to pictures, words and ideas (S)</p> <p>Social: Develop an awareness of different cultures</p>
<p>Arrange support for children to boil eggs and dye or paint and decorate them.</p>	<p>Creative: Work on their own and with others to pretend, improvise and think imaginatively (S)</p> <p>Develop their responses to pictures, words and ideas (S)</p> <p>Social: Develop an awareness of different cultures</p>
<p>Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds.</p>	<p>Creative: Work on their own and with others to pretend, improvise and think imaginatively (S)</p> <p>Develop their responses to pictures, words and ideas (S)</p>

	<u>Social:</u> Develop an awareness of different cultures
Sort the Easter eggs according to different colours	<u>Mathematical:</u> sort and match sets of objects by recognising similarities. (Nursery)
Provide materials for children to make Easter greeting cards.	<u>Creative:</u> Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S) <u>Social:</u> Develop an awareness of different cultures
Set up a shop to sell Easter eggs / farm produce for imaginative play opportunities.	<u>Mathematical:</u> demonstrate an awareness of the purpose of money through role play (Nursery) <u>Creative:</u> Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S) <u>Language...</u> Imitate real-life and make believe experiences within role play. (Nursery)
Learn and sing the song 'Easter Time (the world's waking up)' BBC Come And Praise Beginning Songbook and CD.	<u>Creative:</u> Sing a range of songs with others (S) <u>Language...</u> listen and join in with songs, rhymes and stories

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Puddles and the Happy Easter Day by Gill Vaisey

Activities linked to Literacy and Numeracy Framework

Language, Literacy and Communication Skills

Range of Experiences:

Children should be given opportunities to:





- access and share a variety of non-fiction texts, stories and **traditional tales from** Wales and **around the world** including those written by significant authors





Mathematical Development






Range of Experiences:




Children should be given opportunities to:



- experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language
- develop practical mathematical skills in a range of contexts
- communicate in a range of mathematical contexts for a variety of purposes and audiences
- practise, develop and refine their mathematical skills within all aspects of provision, including continuous provision, and through all AoL
- experience and use a range of media and stimuli including emerging technologies
- understand and use a range of measures and recognise and use shapes within play and structured activities.

Strand	Activity	Nursery	Reception	Year 1	Year 2
Reading Comprehension 	Read the book <i>Puddles and the Happy Easter Day</i> . Encourage the children to consider where Arthur might be and whether Puddles will find him. Ask the children to guess what it is that Puddles wants to tell Arthur.	talk about 'what might happen next' ❖	predict an end to stories ❖	use prediction in stories, adding more detail ❖	refine and revise predictions in fiction and non-fiction texts ❖
Reading Response and analysis 	Read the book <i>Puddles and the Happy Easter Day</i> . Ask questions throughout the story to allow pupils to think and talk about the story and the characters.	show an interest in books and enjoy their content	show an interest in books and other reading materials and respond to their content	express a view about the information in a text	express views about information and details in a text, considering content, ideas, presentation, organisation and the language used ▲
Reading Response and analysis 	<i>As above</i>	follow picture books and texts read to them and respond appropriately.	follow texts read to them and respond appropriately.	explore language, information and events in texts	show understanding and express opinions about language, information and events in texts
Oracy Speaking 	Ask and respond to questions throughout the story to allow pupils to consider why Puddles couldn't find Arthur and where he might be.	understand and use simple questions, e.g. 'Why?', 'How?' and 'Can I?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖	prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖

Strand	Activity	Nursery	Reception	Year 1	Year 2
Oracy Listening 	Encourage children to talk about when they have felt happy and when they have felt sad.	answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events ❖	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events ❖	answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events ❖	answer more complex questions relating to own experiences, stories or events ❖
Reading Comprehension 	<i>As above</i>	begin to make links to own experiences when listening to or exploring books/texts	relate information and ideas from a text to personal experience	use personal experience to support understanding of texts	draw upon relevant personal experience and prior knowledge to support understanding of texts
Reading Comprehension 	Recall the story and where Puddles looked for Arthur and on which days.	recall details of a story or text by answering open-ended questions or referring to picture prompts	retell familiar stories in a simple way, using pictures to support ▲	retell events from a narrative in the right order	recall and retell narratives and information from texts with some
Oracy Speaking 	Talk about they liked and didn't like about the story. Talk about their feelings during parts of the story – e.g. how they felt when Puddles couldn't find Arthur; how they felt when he came back; how they felt when they saw the kittens.	express some enjoyment or interest	express what they like and dislike	express an opinion on familiar subjects	express opinions, giving reasons, and provide appropriate answers to questions

Strand	Activity	Nursery	Reception	Year 1	Year 2
Reading Response and analysis 	Ask pupils to think about what they already know about the life of Jesus.			make links between texts read and other information about the topic.	make links between texts read and new information about the topic.
Reading 	Recall the story of Jesus as told by Miss Lewis from the Bible within the <i>Puddles and the Happy Easter Day</i> story.	recall details of a story or text by answering open-ended questions or referring to picture prompts	retell familiar stories in a simple way, using pictures to support ▲	retell events from a narrative in the right order	recall and retell narratives and information from texts with some details
Oracy Listening 	<i>As above</i>	in simple terms, retell a story or information that they have heard	in simple terms, retell narratives or information that they have heard ❖	retell narratives or information that they have heard using simple connectives ▲	retell narratives or information that they have heard, sequencing events correctly
Reading Comprehension 	<i>As above</i>	recall details of a story or text by answering open-ended questions or referring to picture prompts	retell familiar stories in a simple way, using pictures to support ▲	retell events from a narrative in the right order	recall and retell narratives and information from texts with some details
Oracy Collaboration and discussion 	Talk about the events of Jesus' life and death focussing on the account within the story <i>Puddles and the Happy Easter Day</i> .	participate in discussions with other children and/or adults	exchange ideas in one-to-one and small group discussions, e.g. <i>with friends</i>	contribute to conversations and respond to others, taking turns when prompted	contribute to discussion, keeping a focus on the topic and taking turns to speak

Strand	Activity	Nursery	Reception	Year 1	Year 2
Oracy Speaking 	Encourage children to talk about how Jesus' friends felt when he died and when they believed he was alive again. Allow pupils to talk about any experiences of death they have had.	understand and use simple questions, e.g. 'Why?', 'How?' and 'Can I?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖	prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖
Oracy Listening 	Listen to and sing songs about Easter and other celebrations.	listen and join in with songs, rhymes and stories	join in, repeat or memorise rhymes, songs and stories with some support	join in, repeat or memorise rhymes, songs, poems and stories ▲	join in with, repeat or memorise a range of stimuli including rhymes, songs and poems, including nonsense verse ❖
Mathematical Use number skills 	Set up a shop to sell Easter eggs / farm produce for imaginative play opportunities.	demonstrate an awareness of the purpose of money through role play	use 1p, 2p, 5p and 10p coins to pay for items	use different combinations of money to pay for items up to 20p	use different combinations of money to pay for items up to £1

Grand	Activity	Nursery	Reception	Year 1	Year 2
Mathematical Collect and record data Present and analyse data Interpret results 	Provide a variety of different coloured Easter eggs so that children can sort using different criteria e.g. colour, size, material	sort and match sets of objects by recognising similarities	sort and classify objects using one criterion	sort and classify objects using more than one criterion	sort and classify objects using more than two criterion ❖
Oracy Collaboration and discussion 	<i>As above</i>	take part in activities alongside others	take part in activities alongside others, with some interaction	take part in activities with others and talk about what they are doing	share activities and information to complete a task

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