

Primary Religious Education Support Service
and
Books @ Press

**Cultural and Religious Education
Support Material**

**Suggested Activities linked to
Foundation Phase Areas of Learning**

Curriculum 2008 Wales

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Books @ Press

Resources

Books @ 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.

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

The author, Gill Vaisey is a Religious Education Consultant specialising in primary and early years phases of education. After studying for her B.Ed. Hons. degree with Religious Studies as her specialist subject, she taught primary age pupils before taking up a post as an Advisory Teacher for Religious Education in Gwent. Since 1996, Gill has been a successful freelance consultant providing support and training for schools and has developed a passion for early years education through her most recent work with this age group.

The Illustrator, Louise Gwilym, is a Nursery Nurse who has been working within the school environment for ten 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 for many years.

Religious Education and Multi-Cultural Development 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 @ 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.

Books @ Press resources have been specifically produced to use with nursery and reception children or children in the early stage of the Foundation Phase. The stories and accompanying resources also provide opportunities to extend the knowledge, understanding and skills of more able children and children in the later stages of the Foundation Phase.

Our main aim in producing these resources was to support practitioners in providing **appropriate and meaningful Religious Education** for this age group.

The following summarises our philosophy:

‘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

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 2008 Foundation Phase document.

RE in the Foundation Phase	Main Link with FP Areas of Learning
<p>Areas for exploration:</p> <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

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.

The Baby Birds

The Baby Birds is a beautiful retelling of a traditional Muslim story which encourages children to think about their actions and responsibilities towards the natural world.

This resource is perfect to support topics on plants and animals, new life, gardens, forest school, our world.

The book is printed in standard size format in English. The accompanying CD contains visual and audio versions in English, and two versions in Welsh. Each version of *Yr Adar Bach* is written at a different level, providing an ideal resource for both Welsh medium schools and English medium schools to support Welsh Language Development in the Foundation Phase and Key Stage 2 curriculum. A Welsh / English teachers' support copy of the story is also included on the CD.

A beautiful set of mother and baby bird hand / finger puppets is also available with a nest that cleverly doubles up as a bag to store the birds.

Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

Make bird pictures, collages, masks etc:

Explore and experiment with a variety of techniques and materials (S)

Make choices when choosing materials and resources (S)

Religious Education

Explore the awe, wonder, mystery and spirituality of the world in which we live (R)

Explore religious stories and their messages about the natural world (R)

Enjoy the story The Baby Birds

Enjoy a range of stories and accounts from different faith traditions and cultures. Appreciate the messages that some of these stories may convey. Appreciate the importance of some of these stories to certain people (R)

Explore the way in which and reasons why they and others show care, concern and respect for living things, the environment and the natural world (R)

Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment (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)

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

Think about and ask questions about themselves and living things and listen to the answers of others (S)

Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures (S)

Physical

Personal, Social, Well-being and Cultural

Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)

Respond personally to simple imaginary moral situations giving reasons for decisions made (S)

Talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex (S)

Ask questions about how and why special things should be treated with respect and respond personally (S)

Demonstrate care and respect for their environment (S)

Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate (S)

Communicate and reflect on the decisions made in stories and suggest alternative responses (S)

Understand how they can protect the environment and become environmentally friendly in their everyday lives (R)

Communicate their ideas, values and beliefs about themselves, others and the world (R)

Context for Learning / Theme: **The Baby Birds book and CD resource pack By Gill Vaisey**

Mathematical

Sort images of birds by their different features

Develop their mathematical language ... (S)

Recognise patterns, sequences and relationships through practical activities (S)

Language, Literacy and Communication

Enjoy the story The Baby Birds:

Experience and respond to stories from a range of cultures (R) Discuss the story and its message (S).

Respond to the story with their own views and opinions about the action of Muhammad (S).

Communicate through structured activities – **retell the story with the bird puppets (R)**

Participate in role play and drama activities imaginative play (R) **NB Children should not role play the Prophet Muhammad.**

Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation (S)

Welsh

Use the audio-visual CD of Yr Adar Bach:

Use context to perceive the meaning of familiar words and decode new words by means of clues in pictures, letter sounds and word forms (S)

View and listen carefully to a variety of visual and audio-visual stimuli (S)

Knowledge and Understanding of the World

Compare the plants and animals in the book with those in the local environment:

Identify some animals and plants that live in the outdoor environment

Observe differences between animals in order to group them (R)

Listen to a visitor from the RSPB to find out about their work

Activity Suggestions for Foundation Phase focussing on Cultural and Religious Education

Possible General Themes: School grounds / Forest School, Gardens, Spring; Beginnings, Plants and Animals, Birds

RE Theme: Showing responsibility towards the natural world. Key Resource: The Baby Birds

RE Focus: Appreciate and experience the plants and animals in the natural world and think about our actions and consequences.

Text suitable for: all children in the Foundation Phase.

Activities	RE and Areas of Learning (2008)
Within the school grounds or nearest garden area, encourage children to listen to the sounds of nature and in particular bird song and sounds.	<u>Knowledge and Understanding of the World:</u> identify the effects the different seasons have on some animals and plants (R) <u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R)
Support children in making bird food to hang as feeders.	<u>Well-being:</u> Demonstrate care and respect for the environment (S) Develop a growing interest in the world around them (S)
Support children in setting up bird feeders so that they can watch and observe the birds that use it.	<u>Well-being:</u> Demonstrate care and respect for the environment (S) Develop a growing interest in the world around them (S) <u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R) Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment (S)
Provide binoculars and cameras for children to observe and photograph birds in the grounds.	<u>Well-being:</u> Demonstrate care and respect for the environment (S) Develop a growing interest in the world around them (S) <u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R)
Provide opportunity for children to look at books, videos, photographs of different types of British birds.	<u>Well-being:</u> Develop a growing interest in the world around them (S) <u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R)
Compare birds found in Britain with those in different parts of the world.	<u>Well-being:</u> Develop a growing interest in the world around them (S) <u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R)

<p>Provide bird puppets, toys and models for children to sort and classify according to their own criteria.</p>	<p>Mathematical: Develop their mathematical language ... (S) Recognise patterns, sequences and relationships through practical activities (S) Social: Form relationships and feel confident to play and work cooperatively (S) Welsh: Use appropriate language in spontaneous and structured play activities and when conveying meaning (S)</p>
<p>Enhance the art and craft area with materials for children to make pictures, collages, masks etc. of different birds.</p>	<p>Creative: Explore and experiment with a variety of techniques and materials (S) Make choices when choosing materials and resources (S)</p>
<p>Share the story <i>The Baby Birds</i>, by Gill Vaisey, from the printed book and / or from the CD for whiteboard use.</p>	<p>Language...: Experience and respond to stories from a range of cultures(R) RE: Explore religious stories and their messages about the natural world (R) Enjoy a range of stories and accounts from different faith traditions and cultures. Appreciate the messages that some of these stories may convey. Appreciate the importance of some of these stories to certain people (R) Explore the way in which and reasons why they and others show care, concern and respect for living things, the environment and the natural world (R) Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment (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) Think creatively and imaginatively about important human and religious questions (S) Think about and ask questions about themselves and living things and listen to the answers of others (S) Ask questions about how and why special things should be treated with respect and respond personally (S)</p>
<p>Encourage children to reflect on the message of the story and on their own actions and consequences in relation to the natural world.</p> <p>Encourage the children think about Muslim beliefs about the natural world (as illustrated by the story).</p> <p>Encourage children to think about their own beliefs and attitudes about and towards the natural world.</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) Consider the consequences of words and actions for themselves and others (S) Develop an understanding of what is fair and unfair (S) Moral and Spiritual: Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate (S) Communicate and reflect on the decisions made in stories, situations or personally , suggesting alternative responses (S) Respond personally to simple imaginary moral situations giving reasons for decisions made (S) Talk about the choices available to individuals and discuss whether the choices available</p>

	<p>make a decision easier or more complex (S)</p> <p>Ask questions about how and why special things should be treated with respect and respond personally (S)</p> <p>Ask questions about what is important in life from a personal perspective and from the perspective of others (S)</p> <p>Well-being: Demonstrate (care) respect (and affection) for other children and the environment (S)</p> <p>Develop a growing interest in the world around them (S)</p>
Encourage the children to talk about the feelings explored in the book: safe, worried, scared, frightened, sorry – and situations when they might feel this way	<p>Moral and Spiritual: Express ideas and feelings creatively, explaining why they are significant (S)</p> <p>Talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex (S)</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>
Provide opportunity for children to enjoy the audio version of the story.	<p>Language...: Experience and respond to stories from a range of cultures(R)</p> <p>RE: Explore religious stories and their messages about the natural world (R)</p> <p>Enjoy a range of stories and accounts from different faith traditions and cultures.</p> <p>Personal: Experiment with new learning opportunities including ICT (S)</p>
Encourage pupils to re-tell the story using the mother bird hand puppet and finger puppet baby birds and nest set.	<p>Language...: Experience and respond to stories from a range of cultures(R)</p> <p>RE: Explore religious stories and their messages about the natural world (R)</p> <p>Enjoy a range of stories and accounts from different faith traditions and cultures.</p>
Provide opportunity for children to use the CD of <i>The Baby Birds</i> on personal computers.	<p>Language...: Experience and respond to stories from a range of cultures(R)</p> <p>RE: Explore religious stories and their messages about the natural world (R)</p> <p>Enjoy a range of stories and accounts from different faith traditions and cultures.</p>
Through the CD and Whiteboard, share the Welsh (first or second language version) of <i>The Baby Birds – Yr Adar Bach</i> with the children.	<p>Welsh: Listen to others reading appropriate imaginative material (S)</p> <p>Listen to a story being read by following the print(S)</p> <p>Hear lively readings from a variety of sources (R)</p> <p>Appreciate books, stories and words around them (R)</p> <p>Read and respond to imaginative material including work written for learners, stories, patterned and predictable language (R)</p> <p>Join in with simple stories (R)</p>

<p>Provide children with opportunity to listen to the audio and visual <i>Yr Adar Bach</i> on personal computers</p>	<p>Welsh: Listen to others reading appropriate imaginative material (S) Listen to a story being read by following the print(S) Understand the significance of the printed word and the relationship between printed symbols and sound patterns(S) Use context to perceive the meaning of familiar words and decode new words by means of clues in pictures, letter sounds and word forms(S) View and listen carefully to a variety of visual and audio-visual stimuli(S)</p>
<p>Encourage children to show their understanding of the story <i>Yr Adar Bach</i> by using the birds puppet set to tell the story alongside the text.</p>	<p>Welsh: show an understanding of what they or others have read by responding orally or non-verbally to the content(S)</p>
<p>Provide opportunity for children to find out about the work of the RSPB by inviting a visitor into school / using the website and schools' materials.</p>	<p>Knowledge and Understanding of the World: Recognise how people's actions can improve or damage the environment Investigate how people and places are linked Identify some animals and plants that live in the outdoor environment</p>

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The Tiny Ants

The Tiny Ants is a delightful retelling of a traditional Muslim story which encourages children to think about the importance of caring for the natural world.

The big book and cross-curricular resource pack provides a wide range of activities which directly supports Language, Literacy and Communication, Mathematical development, Knowledge and Understanding of the World, and Personal and Social Development, Well-being and Cultural Diversity.

This resource is a perfect support to a topic on animals and mini-beasts.

The book is also produced in standard size format, providing the additional opportunity for children to handle the book easily and enjoy the story on an individual basis.

Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

Enjoy singing and use of percussion instruments with 'From The Tiny Ant' BBC Come And Praise 2 Songbook and CD.

Explore a range of sound sources and experiment with different ways of making and organizing sound (S)
Play simple rhythmic and melodic patterns on a variety of instruments (S)
Reflect on their own and others' music (S)

Religious Education

Explore religious stories and their messages about the natural world (R)

Enjoy a range of stories and accounts from different faith traditions and cultures. Appreciate the messages that some of these stories may convey. Appreciate the importance of some of these stories to certain people (R)

Explore the way in which and reasons why they and others show care, concern and respect for living things, the environment and the natural world (R)

Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment (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)
Think creatively and imaginatively about important human and religious questions (S)

Think about and ask questions about themselves and living things and listen to the answers of others (S)

Physical

Replicate the movement and actions of a variety of creatures e.g. ants, worms spiders

Improve their control and use of different shapes, levels and direction (S)

Personal, Social, Well-being and Cultural

Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)

Respond personally to simple imaginary moral situations giving reasons for decisions made (S)
Talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex (S)
Ask questions about how and why special things should be treated with respect and respond personally (S)

Demonstrate care and respect for their environment (S)

Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate (S)
Communicate and reflect on the decisions made in stories and suggest alternative responses
Form relationships and feel confident to play and work cooperatively (S)
Concentrate for lengthening periods (S)

Context for Learning / Theme:
The Tiny Ants
big book and resource pack
By Gill Vaisey

Mathematical

Sort animals into different size groups (R)
Play 'Care and Beware' large board game with counters and dice and develop an interest in number (R)
Use numbers naturally in their play (R)
Play 'Care for Creatures Game' in small groups
Represent collected data on the pictogram (R)
Develop their mathematical language ... (S)
Recognise patterns, sequences and relationships through practical activities (S)

Language, Literacy and Communication

Enjoy the story The Tiny Ants:

Experience and respond to stories from a range of cultures (R)
Discuss the story and its message (S).
Respond to the story with their own views and opinions about the action of the men and the response from Muhammad (S).
Communicate through structured activities – **retell the story with the storyboard cards (R)**

Welsh

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

Use the Welsh words for the various creatures featured in the book: ant, slug, worm, caterpillar, spider, snail

Use Welsh when playing the mathematical games associated with the book.

Use Welsh when talking about feelings – sad, happy, worried, scared, relieved

Knowledge and Understanding of the World

Observe and identify a variety of creatures

Observe differences between animals in order to group them (R)
Identify some animals that live in the outdoor environment (R)

Activity Suggestions for Foundation Phase Focussing on Cultural and Religious Education

Possible General Themes: Mini-beasts; In The Garden; The Natural World; Animals; Our World

RE Theme: Creation And The Natural World **Key Resource:** The Tiny Ants

RE Focus: To appreciate that creatures of all shapes and sizes are equally important and are worthy of care.
To become familiar with a traditional Muslim story.

The following activities relate to the book: ‘The Tiny Ants’ A Muslim story, Retold by Gill Vaisey, Illustrated by Louise Gwilym.

Activities	RE and Areas of Learning (2008)
Read the book and give pupils opportunity to identify the different creatures featured.	<p><u>Knowledge and Understanding Of The World:</u> Observe differences between different animals in order to group them (R) Identify some animals that live in the outdoor environment (R)</p>
Discuss the story and its message. Allow pupils to respond to the story with their own views and opinions about the action of the men and the response from Muhammad.	<p><u>Language...:</u> Experience and respond to stories from a range of cultures(R) <u>RE:</u> Explore religious stories and their messages about the natural world (R) Enjoy a range of stories and accounts from different faith traditions and cultures. Appreciate the messages that some of these stories may convey. Appreciate the importance of some of these stories to certain people (R) Explore the way in which and reasons why they and others show care, concern and respect for living things, the environment and the natural world (R) Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment (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) Think creatively and imaginatively about important human and religious questions (S) Think about and ask questions about themselves and living things and listen to the answers of others (S) <u>Social:</u> Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S) <u>Moral and Spiritual:</u> Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate (S)</p>
Provide opportunity for pupils to explore the school grounds or nearest	<p><u>RE:</u> Begin to ask questions about their own experiences and the world around</p>

<p>‘green’ area to find different creatures in their natural habitat and match them to those found in the book. Provide a digital camera for children to take photographs of the creatures they observe. Introduce the pictogram as a focussed activity - pupils can record which creatures they observed during their exploration. Enhance the mathematical area with the pictogram so that pupils can spontaneously use it in their games and observation of creatures.</p>	<p>them (S) Explore and experiment with new learning opportunities using ICT (S) Knowledge and Understanding Of The World: Observe differences between different animals in order to group them (R) Identify some animals that live in the outdoor environment (R) Mathematical: represent collected data initially using real (objects), pictures (or diagrams), progressing to a variety of simple charts... (R)</p>
<p>Provide opportunity for pupils to re-visit the story. Encourage pupils to think about how they, or the ants, felt at different points in the story. Use a sequence board of the story to help focus on emotions.</p>	<p>Moral and Spiritual: Respond to ideas and questions enthusiastically, sensitively, creatively and intuitively (S) Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate Communicate and reflect on the decisions made in stories and suggest alternative responses (S) Mathematical: Develop their mathematical language ... (S) Recognise patterns, sequences and relationships through practical activities (S)</p>
<p>Enhance the language area with the storyboard images from the book to provide opportunity for children to sequence and retell the story.</p>	<p>Mathematical: Develop their mathematical language ... (S) Recognise patterns, sequences and relationships through practical activities (S) Language:... communicate through structured activities – retelling stories (R)</p>
<p>Introduce the ‘Care for Creatures Game’ as a focussed activity. Enhance the mathematical area with the ‘Care for Creatures Game’ providing opportunity for small groups to play the game. Each child has a card with four pictures on it showing a creature in potential danger. Each pupil takes a turn to draw a creature from a drawstring bag. If the creature matches their card they can claim it and talk about how we can be careful and avoid the creature being accidentally harmed. The number and type of creatures collected can then be shown on the pictogram. Encourage the pupils to refer to the names of the creatures in Welsh.</p>	<p>Moral and Spiritual: Respond personally to simple imaginary moral situations giving reasons for decisions made (S) Talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex (S) Ask questions about how and why special things should be treated with respect and respond personally (S) Knowledge and Understanding Of The World: Observe differences between different animals in order to group them (R) Mathematical: Develop their mathematical language ... (S) Represent collected data initially using real (objects), pictures (or diagrams), progressing to a variety of simple charts... (R) Well-being: Demonstrate care and respect for their environment (S) Social: Form relationships and feel confident to play and work cooperatively (S) Concentrate for lengthening periods (S) Welsh: Use appropriate language in spontaneous and structured play activities and when conveying meaning (S)</p>

<p>Introduce the ‘Care and Beware Game’ board game as a focussed activity for small groups of more able pupils. For more able pupils the mathematical area can be enhanced with the ‘Care and Beware Game’. The aim of the game is for pupils to collect cards of the creatures they have cared for in the game. The number and type of creatures can then be shown on the pictogram. As different groups play the game over a period of time an accumulative total can be recorded.</p>	<p><u>Mathematical:</u> Develop an interest in numbers (R) Develop their mathematical language ... (S) Represent collected data initially using real (objects), pictures (or diagrams), progressing to a variety of simple charts... (R) <u>Social:</u> form relationships and feel confident to play and work cooperatively (S) concentrate for lengthening periods (S)</p>
<p>Provide opportunity for pupils to sing and enjoy the song: ‘From The Tiny Ant’ BBC Come And Praise 2 Songbook and CD.</p>	<p><u>Creative:</u> Sing a range of songs with others (S)</p>
<p>Pupils could listen to the sound of instruments and choose an instrument to represent each of the animals mentioned in the song. Pupils can play the instrument when the animal occurs in the song.</p>	<p><u>Creative:</u> Explore a range of sound sources and experiment with different ways of making and organizing sound (S) Play simple rhythmic and melodic patterns on a variety of instruments (S) Reflect on their own and others’ music (S)</p>
<p>Provide pictures of big, medium size and small animals for pupils to sort into groups. (If possible, use pictures of animals mentioned in the song.) Encourage pupils to think about and discuss how we can help care for the different types of animals. Encourage them to conclude that they all need different types of care but they are all equally important, just as Muhammad had said in the story.</p>	<p><u>Knowledge and Understanding Of The World:</u> Observe differences between animals in order to group them (R) <u>Mathematical:</u> Sort and classify sets of objects using one or more criteria (R) <u>Well-being:</u> Demonstrate care and respect for their environment (S) <u>RE:</u> Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment (S)</p>

Seven New Kittens

Seven New Kittens is a traditional Muslim story which encourages children to reflect on the beauty and wonder of new life and the natural world.

Children delight in anticipating and counting the arrival of the seven kittens as they appear on the pages as the story unfolds.

The big book and cross-curricular resource pack provides a wide range of activities which directly supports Language, Literacy and Communication, Mathematical development, Knowledge and Understanding of the World, and Personal and Social Development, Well-being and Cultural Diversity.

There is lots of opportunity for counting and colour matching and the story particularly lends itself to a topic on new life and baby animals.

The book is also produced in standard size format, providing the additional opportunity for children to handle the book easily and enjoy the story on an individual basis.

Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

Create a role play area from the story:

Work on their own and with others to pretend, improvise and think imaginatively (S)

Develop their responses to pictures, words and ideas (S)

Experience traditions and celebrations of different cultures (R)

Religious Education

Explore the awe, wonder, mystery and spirituality of the world in which we live (R)

Explore religious stories and their messages about the natural world (R) Enjoy a range of stories and accounts from different faith traditions and cultures. Appreciate the messages that some of these stories may convey. Appreciate the importance of some of these stories to certain people (R)

Explore the way in which and reasons why they and others show care, concern and respect for living things, the environment and the natural world (R)

Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment (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)

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

Think about and ask questions about themselves and living things and listen to the answers of others (S)

Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures (S)

Physical

Personal, Social, Well-being and Cultural

Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)

Respond personally to simple imaginary moral situations giving reasons for decisions made (S)

Talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex (S)

Ask questions about how and why special things should be treated with respect and respond personally (S)

Demonstrate care and respect for their environment (S)

Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate (S)

Communicate and reflect on the decisions made in stories and suggest alternative responses

Form relationships and feel confident to play and work cooperatively (S)

Concentrate for lengthening periods (S)

Context for Learning / Theme:
Seven New Kittens
big book and resource pack
 By Gill Vaisey

Mathematical

Play 'Collect the Kittens' large board game with counters and dice and develop an interest in number (R)

Use numbers naturally in their play (R)

Play 'Match the Kittens Game' in small groups

Develop their mathematical language ... (S)

Recognise patterns, sequences and relationships through practical activities (S)

Language, Literacy and Communication

Enjoy the story Seven New Kittens:

Experience and respond to stories from a range of cultures (R) Discuss the story and its message (S).

Respond to the story with their own views and opinions about the action of Muhammad (S).

Communicate through structured activities – **retell the story with the storyboard cards (R)**

Participate in role play and drama activities

imaginative play (R) **NB Children should not role play the Prophet Muhammad.**

Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation (S)

Welsh

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

Use the Welsh words for the kittens and their colours as featured in the book

Use Welsh when playing the mathematical games associated with the book

Knowledge and Understanding of the World

Observe aspects of spring:

Identify the effects the different seasons have on some animals and plants (R)

Observe differences between animals in order to group them (R)

Identify some animals that live in the outdoor environment (R)

Activity Suggestions for Foundation Phase focussing on Cultural and Religious Education

Possible General Themes: New Life; Baby Animals; Pets; Spring; Beginnings

RE Theme: Awe and Wonder of New Life

Key Resource: Seven New Kittens

RE Focus: Appreciate and experience the awe and wonder of new life and consider the importance of valuing it.

Activities relate to the book: **Seven New Kittens** by Gill Vaisey.

RE Related Activities	RE and Areas of Learning (2008)
Encourage the children to reflect on the spring season – the weather, growth of plants and bulbs, buds and spring blossom, baby animals.	<p><u>Knowledge and Understanding of the World:</u> identify the effects the different seasons have on some animals and plants (R)</p> <p><u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R)</p>
<p>Read the book Seven New Kittens. Before completing the story, ask the children what they think Muhammad might do about the kittens on his cloak.</p> <p>Encourage the children think about what type of person Muhammad showed he was in what he did for the kittens (kind and caring towards animals).</p>	<p><u>Language...:</u> Experience and respond to stories from a range of cultures(R)</p> <p><u>RE:</u> Explore religious stories and their messages about the natural world (R)</p> <p>Enjoy a range of stories and accounts from different faith traditions and cultures. Appreciate the messages that some of these stories may convey. Appreciate the importance of some of these stories to certain people (R)</p> <p>Explore the way in which and reasons why they and others show care, concern and respect for living things, the environment and the natural world (R)</p> <p>Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment (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 living things and listen to the answers of others (S)</p> <p><u>Social:</u> 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><u>Moral and Spiritual:</u> Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate</p> <p>Respond personally to simple imaginary moral situations giving reasons for decisions made (S)</p> <p>Talk about the choices available to individuals and discuss whether the choices available</p>

	<p>make a decision easier or more complex (S) Ask questions about how and why special things should be treated with respect and respond personally (S)</p>
<p>Enhance the language area with the story board cards and provide opportunity for pupils to sequence the story and the colours of kittens.</p>	<p>Mathematical: Develop their mathematical language ... (S) Recognise patterns, sequences and relationships through practical activities (S)</p>
<p>Enhance the mathematical area with the numbers and kittens to provide opportunity for pupils to sort, match and sequence corresponding coloured numbers and kittens.</p>	<p>Mathematical: Develop their mathematical language ... (S) Recognise patterns, sequences and relationships through practical activities (S)</p>
<p>Introduce the ‘Match and Count the Kittens’ game as a focused activity for small groups. Encourage the use of Welsh in referring to the numbers and colours of the kittens. Enhance the mathematical area with the ‘Match and Count the Kittens’ game cards for small groups to continue to develop their matching and social skills.</p>	<p>Mathematical: Develop their mathematical language ... (S) Recognise patterns, sequences and relationships through practical activities (S) Social: Form relationships and feel confident to play and work cooperatively (S) Welsh: Use appropriate language in spontaneous and structured play activities and when conveying meaning (S)</p>
<p>Introduce the large board game ‘Collect The Kittens’ to small groups of more able pupils. The mathematical area can then be enhanced with the game to encourage use of counters and dice.</p>	<p>Mathematical: Develop an interest in numbers (R) Develop their mathematical language ... (S) Social: Form relationships and feel confident to play and work cooperatively (S) Concentrate for lengthening periods (S)</p>
<p>Provide opportunities for children to explore the names of other baby animals, starting with cat and kittens. Encourage children to think about how we might help care for baby animals.</p>	<p>Knowledge and Understanding Of The World: Identify some animals that live in the outdoor environment Well-being: Demonstrate care and respect for their environment (S) RE: Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment (S) Explore the awe, wonder, mystery and spirituality of the world in which we live (R)</p>
<p>Enhance the craft area with material suitable (various different colours and types of fur) for the children to use to make kitten collages, pictures or models</p>	<p>Creative: Explore and experiment with a variety of techniques and materials (S) Make choices when choosing materials and resources (S)</p>
<p>Provide materials and props that children might use to create a play area based on the book. Include a red cloak, seven kittens and mother cat, a palm tree, a flannel board for the numbers and storyboard cards. NB Children should not role play the Prophet Muhammad.</p>	<p>Creative: Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S) Experience traditions and celebrations of different cultures (R) Language: Participate in role play and drama activities imaginative play (R) Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation (S) RE: Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures (S)</p>

A Wet and Windy Harvest for Puddles

A Wet and Windy Harvest for Puddles is the first in a series of books which introduce very young children to aspects of the Christian faith. They are designed to capture the interest and imagination of children through the adventures of Puddles - a very mischievous cat.

In this first book, Puddles is enjoying playing in the autumn leaves but not content to play outside, she joins the congregation of the Reverend Freddie Fisher's church for the Harvest service - and then the fun really begins...

This book is a must to support topic work on Harvest celebrations in school or nursery settings.

This book is available in English and Welsh in big book format.

A beautiful soft toy Puddles / Pwllyn is also available to accompany the series and is ideal to become the class pet! She has also been known to accompany individual children and adults to the church on weekends and report back to the class on her adventures!

A fantastic soft toy of the Reverend Freddie Fisher with four sets of vestments is irresistible. An ideal resource to support children's play - they will love to dress him up!

Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

Create images of autumn leaves: Make choices when choosing material and resources (S)

Develop and use their understanding of colour, line, tone, texture, pattern, shape and form (S)

Create a church role-play area: Work on their own and with others to pretend, improvise and think imaginatively (S)

Experience traditions and celebrations of different cultures (R)

Listen to and sing Harvest songs: Sing a range of songs with others (S)

Listen and respond to music (S)

Religious Education

Explore similarities and differences in people's festivals (R)

Explore how and why people in the local community help others (R)

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

Show curiosity and develop positive attitudes when learning about people from other religions and cultures (S)

Explore and experiment with new learning opportunities (S)

Physical

Personal, Social, Well-being and Cultural

Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)

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

Show curiosity and develop positive attitudes to new experiences and learning (S)

Ask questions about how and why special things should be treated with respect and respond personally (S)

Demonstrate care and respect for their environment (S)

Develop a growing interest in the world around them and understand what their environment has to offer (S)

Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate (S)

Communicate and reflect on the decisions made in stories and suggest alternative responses (S)

Form relationships and feel confident to play and work cooperatively (S)

Context for Learning / Theme:
A Wet and Windy Harvest for Puddles
By Gill Vaisey

Mathematical

Language, Literacy and Communication

Enjoy the story A Wet and Windy Harvest for Puddles:

Experience and respond to stories from a range of cultures(R)

Follow stories read to them and enjoy their content (S)

Respond being able to talk about the characters, events, language and information as they predict events and explore meaning (S)

Welsh

Listen to others reading appropriate imaginative material (S)

Listen to the story read in Welsh: Cynhaeaf Gwlyb A Gwyntog Pwllyn

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

Use the Welsh words for some of the features of the church as mentioned in the story

Encourage the use of Welsh in role-play

Knowledge and Understanding of the World

Collect natural autumn materials: Develop an awareness of, and be able to distinguish between, made and natural objects (R)

Experiment with different everyday objects and use their senses to sort them into different groups according to simple features (R)

Identify the effects that the different seasons have on some (animals) and plants (R)

Activity Suggestions for Foundation Phase focussing on Cultural and Religious Education

Possible General Themes: Festivals; Food; Autumn; Colours

RE Theme: Festivals and Special Places **Key Resource:** A Wet And Windy Harvest For Puddles

RE Focus: Develop an awareness and enjoyment of church activities and festivals.

Activities relate to the book: **A Wet And Windy Harvest For Puddles**, by Gill Vaisey

Activities	RE and Areas of Learning (2008)
Provide opportunity for children to collect autumn leaves. Encourage them to explore and sort colours, shapes and textures.	<u>Knowledge and Understanding Of The World:</u> Develop an awareness of, and be able to distinguish between, made and natural objects (R) Experiment with different everyday objects and use their senses to sort them into different groups according to simple features (R) <u>Well-being:</u> Demonstrate care and respect for their environment (S) Develop a growing interest in the world around them and understand what their environment has to offer (S)
Enhance the art and craft area with materials that provide opportunity for children to be creative and produce collages and paintings of leaves.	<u>Creative:</u> Make choices when choosing material and resources (S) Develop and use their understanding of colour, line, tone, texture, pattern, shape and form (S)
Encourage children to collect natural materials to create an autumn display.	<u>Creative:</u> Make choices when choosing material and resources Develop and use their understanding of colour, line, tone, texture, pattern, shape and form (S)
Provide opportunity for children to go outside on a windy day to have first hand experience of how the wind feels and to experience leaves blowing in the wind.	<u>Knowledge and Understanding Of The World:</u> Identify the effects that the different seasons have on some (animals) and plants (R)
Read the book <i>A Wet And Windy Harvest For Puddles</i> . Encourage the children to talk about the story and in particular the Reverend Freddie Fisher's explanation of Harvest. Encourage the children to reflect on why it is important to share food with others less fortunate. Encourage the children to think about how Freddie responded to Puddles knocking down the fruit and vegetables and spilling the flowers (laughter rather than anger)	<u>RE:</u> Explore similarities and differences in people's festivals (R) Explore how and why people in the local community help others (R) Find out about what happens in places of worship and why people go to these places (R) <u>Language...:</u> Experience and respond to stories from a range of cultures(R) Follow stories read to them and enjoy their content (S) Respond being able to talk about the characters, events, language and information as they predict events and explore meaning (S)

	<p><u>Moral and Spiritual:</u> Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate (S) Communicate and reflect on the decisions made in stories and suggest alternative responses (S) <u>Social:</u> 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>If possible provide the children with the opportunity to visit a church and explore the special features noted in the book. Encourage them to appreciate that some objects in the church are special and should be treated with respect.</p>	<p><u>RE:</u> Find out about what happens in places of worship and why people go to these places (R) Show curiosity and develop positive attitudes when learning about people from other religions and cultures (S) Explore and experiment with new learning opportunities (S) <u>Personal:</u> Show curiosity and develop positive attitudes to new experiences and learning (S) <u>Social:</u> Develop a sense of belonging as part of different communities and have an understanding of their own identity (S) Develop an awareness of different cultures and the differing needs, views and beliefs of people in their own and in other cultures (S) <u>Moral and Spiritual:</u> Ask questions about how and why special things should be treated with respect and respond personally (S)</p>
<p>Listen to the story read in Welsh: <i>Cynhaeaf Gwlyb A Gwyntog Pwlllyn</i></p>	<p><u>Welsh:</u> Listen to others reading appropriate imaginative material (S)</p>
<p>Provide materials and props for the children to create a church role-play area which includes some of the features mentioned in the story e.g. a 'lectern' for the Bible, a pulpit, a harvest display. Include the soft toy Puddles and vicar so that the children can role play the story. Encourage the children to use Welsh terms for some of the features of the church used in their role-play.</p>	<p><u>RE:</u> Explore and experiment with new learning opportunities (S) <u>Creative:</u> Work on their own and with others to pretend, improvise and think imaginatively (S) Experience traditions and celebrations of different cultures (R) <u>Personal:</u> Show curiosity and develop positive attitudes to new experiences and learning (S) <u>Social:</u> Form relationships and feel confident to play and work cooperatively (S) <u>Welsh:</u> Use appropriate language in spontaneous and structured play activities and when conveying meaning (S)</p>
<p>Provide opportunity for the children to listen to, sing and enjoy Harvest songs. Enhance the music area with Harvest music.</p>	<p><u>Creative:</u> Sing a range of songs with others (S) Listen and respond to music (S)</p>
<p>Provide opportunity for the children to make bread and share some food with each other. Encourage the children to say 'please' and 'thank you' and be considerate towards one another. Encourage children to be appreciative of the food they have to eat.</p>	<p><u>Moral and Spiritual:</u> Ask questions about what is important in life from a personal perspective and from the perspective of others (S)</p>

Puddles Lends A Paw

Puddles Lends A Paw is the second in this series which introduces pupils to aspects of the Christian faith. **This book is simply *purrfect* to support a 'People Who Help Us' topic.**

In this story we find our furry friend finishing her favourite lunch. *Always* looking for an adventure, Puddles decides to go to church. There she meets the various church helpers who are busy getting ready for the Sunday service... Will Puddles lend a paw or will her mischievous nature prove to be a hindrance?

This title is available in both English and Welsh in big book and standard book format. Don't forget the soft toy Puddles / Pwllyn and the fantastic Freddie Fisher if you haven't already got them!

Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

Create a church role-play area: Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S) Experience traditions and celebrations of different cultures (R) **Sing a range of songs with others**

Religious Education

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)

Explore how and why religious people in the local community help others through the work that they do (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)

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 and experiment with new learning opportunities (S)

Consider the rules and codes of conduct that they and others follow which guide them in everyday life at home and school (R)

Physical

Personal, Social, Well-being and Cultural

Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)

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

Be aware of and respect the needs of others

Take responsibility for their own actions(S)

Consider the consequences of words and actions for themselves and others(S)

Develop and understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community(S)

Develop and understanding of what is fair and unfair and be willing to compromise(S)

Form relationships and feel confident to play and work cooperatively(S)

Value friends and family and show care and consideration(S) Appreciate what makes a good friend (S)

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

Begin to question stereotyping (S)

Context for Learning / Theme:

Puddles Lends A Paw

By Gill Vaisey

Mathematical

Language, Literacy and Communication

Enjoy the story Puddles Lends A Paw

Experience and respond to stories from a range of cultures(R)

Follow stories read to them and enjoy their content (S)

Respond being able to talk about the characters, events, language and information as they predict events and explore meaning (S)

Participate in role play and drama activities and imaginative play (R)

Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation (S)

Welsh

Listen to others reading appropriate imaginative material (S)

Listen to the story read in Welsh: Pwllyn Yn Rhoi Help Llaw

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

Use the Welsh words for some of the features of the church as mentioned in the story

Knowledge and Understanding of the World

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

Activity Suggestions for Foundation Phase focussing on Cultural and Religious Education

Possible General Themes: People Who Help Us, Helping Others; Jobs; Our Local Area; Special Places

RE Theme: People Who Help Us

Key Resource: Puddles Lends A Paw

RE Focus: Develop an awareness of a variety of ways people might help in a church and of the Christian teaching to help others.

Activities relate to the book: **Puddles Lends A Paw**, by Gill Vaisey

Activities	RE and Areas of Learning (2008)
Encourage the children to talk about and explore helping situations, who helps the children, and how they might help one another.	<p><u>Social:</u> Be aware of and respect the needs of others Take responsibility for their own actions(S) Consider the consequences of words and actions for themselves and others(S) Develop and understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community(S) Develop and understanding of what is fair and unfair and be willing to compromise(S) Form relationships and feel confident to play and work cooperatively(S) Value friends and family and show care and consideration(S) Appreciate what makes a good friend (S) <u>RE:</u> Consider the rules and codes of conduct that they and others follow which guide them in everyday life at home and school (R)</p>
Explore different ways in which people help others through the work they do.	<p><u>Social:</u> Develop and understanding of the diversity of roles that people play in different groups and communities (S) Begin to question stereotyping (S) <u>RE:</u> show curiosity and develop positive attitudes to new experiences when learning about people from other 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) Explore how and why religious people in the local community help others through the work that they do (R) <u>Knowledge and Understanding Of The World:</u> Learn about how and why people and places are linked (R)</p>

<p>Read the book <i>Puddles Lends A Paw</i> Emphasise and encourage enjoyment of the repetitive phrases in the book Encourage the children to talk about the story and how Puddles managed to help the various characters. Talk about the Reverend Freddie Fisher’s reading from the Bible about helping others. Encourage the children to identify the different ways the characters in the book helped out in the church. Talk about how the Reverend Freddie Fisher helps people know more about how God wants them to live. Invite the children to think of questions they would like to ask the characters in the book. Ask the children to think about who helps them and how they can help others.</p>	<p><u>Language...</u>: Experience and respond to stories from a range of cultures(R) <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 (R) Explore how and why religious people in the local community help others through the work that they do (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) 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) <u>Social:</u> Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S) <u>Moral and Spiritual:</u> Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate <u>Knowledge and Understanding Of The World:</u> Learn about how and why people and places are linked (R)</p>
<p>If possible visit a church and explore the special features noted in the book. Meet some of the people who help in the church.</p>	<p><u>RE:</u> 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) Explore how and why religious people in the local community help others through the work that they do (R) <u>Knowledge and Understanding Of The World:</u> Learn about how and why people and places are linked (R) <u>Social:</u> Develop an awareness of different cultures and the differing (needs), views</p>

	<p>and beliefs of people in their own and in other cultures (S)</p> <p>Develop and understanding of the diversity of roles that people play in different groups and communities (S)</p> <p>Begin to question stereotyping (S)</p>
<p>If possible, provide opportunity for children to meet a local vicar / minister who can talk to the children about how he / she helps other people.</p>	<p><u>Knowledge and Understanding Of The World:</u> Learn about how and why people and places are linked (R)</p> <p><u>RE:</u> Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures (S)</p> <p>Develop a growing interest in the world around them (S)</p> <p>Develop curiosity and begin to ask questions about their own and other people's home and community life (R)</p> <p>Explore how and why religious people in the local community help others through the work that they do (R)</p> <p><u>Social:</u> Develop and understanding of the diversity of roles that people play in different groups and communities (S)</p> <p>Begin to question stereotyping (S)</p>
<p>Listen to the story read in Welsh: Pwllyn Yn Rhoi Help Llaw</p>	<p><u>Welsh:</u> Listen to others reading appropriate imaginative material (S)</p>
<p>Provide opportunity for children to create a church role-play area which includes some of the features mentioned in the story e.g. a lectern for the Bible, a pulpit, an organ, hymn board, pews. Include an audio recording of church bells and some hymns. Include a tin of polish and cloth; some flowers, a vase and some ribbon; some music sheets and (toy) organ / keyboard; some bells and a toy lawnmower for the churchyard. Include the soft toy Puddles and the Reverend Freddie Fisher so that the children can role-play the story. Use the 'Church Helpers' Rota' for children to write or stick their name against the role they wish to take on. Encourage the children to use Welsh terms for some of the features of the church used in their role-play.</p>	<p><u>Creative:</u> 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>Experience traditions and celebrations of different cultures</p> <p><u>Language:</u> Participate in role play and drama activities imaginative play (R)</p> <p>Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation (S)</p> <p><u>RE:</u> Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures (S)</p> <p><u>Welsh:</u> Use appropriate language in spontaneous and structured play activities and when conveying meaning (S)</p>
<p>Provide opportunity for children to learn and sing some simple songs about helping others.</p>	<p><u>Creative:</u> Sing a range of songs with others (S)</p>

Puddles and the Christmas Play

Puddles and the Christmas Play is the third delightful adventure with the mischievous Puddles. A fantastic story to share during Advent, as each week in the story another candle is lit on the advent wreath.

Puddles enjoys going to Sunday School with the children.

When they decide they are going to put on a Christmas play for the adults,

Puddles is excited and wonders which part she will have in the play.

When the Sunday School teacher tells her "but there are no cats in the Christmas play," Puddles feels sad and disappointed.

But not all goes to plan and Puddles sees her chance to come to the rescue...

This title is available in English in big book format.

The soft toy Puddles and the fantastic Freddie Fisher are a must to accompany the story.

Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

Make Christmas cards

Make choices when choosing material and resources (S)

Develop and use their understanding of colour, line, tone, texture, pattern, shape and form (S)

Create a church / Nativity role-play area: Work on their own and with others to pretend, improvise and think imaginatively (S)

Experience traditions and celebrations of different cultures (R)

Listen to and sing Christmas songs: Sing a range of songs with others (S)

Listen and respond to music (S)

Make / eat Christmas foods

Personal, Social, Well-being and Cultural

Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other 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)

Begin to question stereotyping (S)

Language, Literacy and Communication

Enjoy the story Puddles and the Christmas Play

Listen to a biblical account of the Nativity

Experience and respond to stories from a range of cultures (R)

Follow stories read to them and enjoy their content (S)

Respond being able to talk about the characters, events, language and information as they predict events and explore meaning (S)

Participate in role play and drama activities and imaginative play (R)

Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation (S)

Religious Education

Enjoy the story Puddles and the Christmas Play

Hear the Nativity story

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

Find out how Christmas is celebrated in the church that Puddles goes to

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

Context for Learning / Theme:
Puddles and the Christmas Play
By Gill Vaisey

Mathematical

Make / use a celebration chart

Represent collected data (S)

Sort a range of Christmas cards

Physical

Welsh

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

Knowledge and Understanding of the World

Sort the pictures to identify the characteristics of different seasons.

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

Recognise that (some) Christians go to church

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

Activity Suggestions for Foundation Phase focussing on Cultural and Religious Education

Possible General Themes: Winter, Seasons, Celebrations, Christmas, Light

RE Theme: The birth of Jesus

Key Resource: Puddles and the Christmas Play

RE Focus: Become familiar with the Nativity story and the way in which some churches celebrate the birth of Jesus

Activities relate to the book: **Puddles and the Christmas Play**, by Gill Vaisey

(NB Some of the activities that closely link with celebrating Christmas (e.g. making cards, Advent wreaths etc.) may not be appropriate for all children depending of their religious background – activities that acknowledge and celebrate the value of family life may be an acceptable alternative).

Activities	RE and Areas of Learning (2008)
Use photographs and pictures to illustrate aspects of different seasons. Encourage pupils to sort the pictures to identify the characteristics of different seasons.	<u>Knowledge and Understanding of the World:</u> Identify the effects of the different seasons... (R)
Using a ‘celebrations chart’ showing all the months of the year, encourage pupils to identify special occasions and in which month(s) they may occur e.g. birthdays, parents’ wedding anniversaries, festivals	<u>Mathematical:</u> Represent collected data initially using real (objects), pictures (or diagrams), progressing to a variety of simple charts... (R)
Discuss with the children and make a spider diagram of all the things they know about what happens at Christmas. A variety of ‘artefacts’ can be used as a stimulus and sorting activity.	<p><u>Mathematical:</u> Represent collected data initially using real objects, pictures or diagrams, progressing to a variety of simple charts... (R)</p> <p><u>RE:</u> Explore similarities and differences in people’s homes, families, dress, food, festivals and lifestyles (R)</p> <p>Think about and ask questions about themselves and other people and listen to answers (S)</p> <p>Respond to their own ideas and the ideas of others including their hopes, dreams, opinions and ways they approach happy and sad times (S)</p> <p>Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition (S)</p> <p>Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures (S)</p>
Introduce the story <i>Puddles and the Christmas Play</i> noting which season	<u>RE:</u> Explore similarities and differences in people’s homes, families, dress, food,

<p>and which month Christmas is celebrated. Help the children identify to which group of people the religious significance of Christmas is important (Christians).</p>	<p>festivals and lifestyles (R) Think about and ask questions about themselves and other people and listen to answers (S) Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition (S) Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures 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>Display an advent wreath whilst reading the story <i>Puddles and the Christmas Play</i>. One child can place a candle on the wreath in order as the story unfolds.</p>	<p>Mathematical: Develop an interest in numbers (R) Develop their mathematical language ... (S) Language...: Experience and respond to stories from a range of cultures(R) RE: Enjoy a range of stories and accounts from different faith traditions and cultures (R) Find out about what happens in places of worship and why people go to these places (R) 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>Share with the children a biblical account of the Nativity story e.g. The Very Special Baby from Lion First Bible</p>	<p>RE: Appreciate the importance of some stories for certain people (R) Enjoy a range of stories and accounts from different faith traditions and cultures (R) Find out about special people from the past and why they are remembered (R) 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>Discuss with the children the importance of Christmas for Christians (a time to remember when their special teacher Jesus, who they believe is God's son, was born).</p>	<p>RE: Appreciate the importance of some stories for certain people (R) Think about and ask questions about themselves and other people and listen to answers (S) Respond to their own ideas and the ideas of others including their hopes, dreams, opinions and ways they approach happy and sad times (S) Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition (S) Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures 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>

Provide opportunity for children to sort a range of Christmas cards to identify those that display a religious aspect of Christmas (as opposed to snowmen, trees etc.)	<p><u>Mathematical:</u> Develop their mathematical language ... (S)</p> <p><u>RE:</u> 'Describe' what they have found out about (Christmas) and offer simple explanations (S)</p> <p><u>Social:</u> Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)</p>
Enhance the art and craft area with materials to allow pupils to design and create a Christmas card.	<p><u>Creative:</u> Make choices when choosing material and resources (S)</p> <p>Develop and use their understanding of colour, line, tone, texture, pattern, shape and form (S)</p> <p><u>Creative:</u> Experience traditions and celebrations of different cultures</p>
Provide materials for children to be creative and make their own advent wreath	<p><u>Creative:</u> Experience traditions and celebrations of different cultures</p> <p>Experience art, craft design from Wales and other cultures (R)</p>
Provide opportunity for children to hear Christmas carols.	<p><u>Creative:</u> Listen and respond to music (S)</p> <p>Experience traditions and celebrations of different cultures (R)</p> <p>Experience music from Wales and other cultures (R)</p>
Learn and sing Christmas songs suitable for the classroom situation (as opposed to collective worship).	<p><u>Creative:</u> Sing a range of songs with others (S)</p> <p>Experience traditions and celebrations of different cultures (R)</p>
Make / share Christmas food – cake, mince pies	<p><u>RE:</u> Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures (S)</p> <p><u>Creative:</u> Experience traditions and celebrations of different cultures</p>
Encourage the children to create a church role play based on the book / and / or a stage and costumes for a Nativity play	<p><u>Creative:</u> 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><u>Language:</u> Participate in role play and drama activities imaginative play (R)</p> <p>Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation (S)</p>

A Wedding Day Wish for Puddles

A Wedding Day Wish for Puddles is the fourth Puddles' adventure. It explores the theme of friendship and provides the perfect resource to support a role-play wedding.

Puddles and Freddie are best friends.
But when Freddie finds a new special friend Puddles begins to feel lonely.
Then, as Sally and Mike plan their wedding,
Puddles wishes she had a special friend all of her own.
And then the day of the wedding arrives and Puddles gets a surprise.
Do all of her wishes come true?

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 the very handsome Arthur tom cat!

Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

Make wedding cards, invitation and acceptance cards.

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

Create a wedding role-play area: Work on their own and with others to pretend, improvise and think imaginatively (S)

Experience traditions and celebrations of different cultures (R)

Listen to wedding music and songs

Listen and respond to music (S)

Make / eat wedding party foods

Personal, Social, Well-being and Cultural

Develop an understanding of different types of friendship

Develop an awareness of wedding ceremonies 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)

Begin to question stereotyping (S)

Language, Literacy and Communication

Enjoy the story A Wedding Day Wish for Puddles

Listen to a biblical wedding readings

Experience and respond to stories from a range of cultures (R)

Follow stories read to them and enjoy their content (S)

Respond being able to talk about the characters, events, language and information as they predict events and explore meaning (S)

Participate in a wedding role play

Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation (S)

Religious Education

Enjoy the story A Wedding Day Wish For Puddles

Hear reading from the Bible suitable for a wedding.

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

Explore what happens at a traditional Christian wedding and what is important about the ceremony.

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.

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

Context for Learning / Theme:
A Wedding Day Wish for Puddles
By Gill Vaisey

Mathematical

Use money in a role-play florist shop.

Physical

Welsh

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

Knowledge and Understanding of the World

Explore the role of the vicar in relation to a wedding

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

Activity Suggestions for Foundation Phase focussing on Cultural and Religious Education

Possible General Themes: Weddings, Friendship, Homes and Families, Fairy Tales

Key Resource: A Wedding Day Wish for Puddles

RE Focus: Relationships, promises and church wedding celebrations.

SEAL links: FS Theme ‘Good To Be Me’ **SEAL key vocabulary:** sad, proud, happy, excited

Activities relate to the book: **A Wedding Day Wish for Puddles**, by Gill Vaisey

RE Related Activities	RE and Early Learning Goals (2008)
<p>Talk about friendship. What different types of friendship are there? What makes a ‘best friend’? What makes a ‘special friend’? Who are your friends? How can we be good friends? Who do you like doing things with? How do we feel when people are not friendly?</p>	<p>RE: 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. Social: Be aware of and respect the needs of others Take responsibility for their own actions. Consider the consequences of words and actions for themselves and others. Develop and understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community. Develop and understanding of what is fair and unfair and be willing to compromise. Form relationships and feel confident to play and work cooperatively. Value friends and family and show care and consideration Appreciate what makes a good friend. Moral and Spiritual: communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate. Ask questions about what is important in life from a personal perspective and from the perspective of others.</p>
<p>Talk about different types of families. How might other siblings feel when a new baby arrives or mum or dad have a new partner?</p>	<p>Social: Value friends and family and show care and consideration. Appreciate what makes a good friend.</p>

<p>Have you ever felt lonely and left out like Puddles?</p>	<p><u>Well-being:</u> Be aware of their own feelings and develop the ability to express them in an appropriate way. Understand the relationship between feelings and actions and that other people have feelings. <u>RE:</u> 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>Talk about the ‘special friendship’ that people have when they love one another and choose to live together (in marriage or not). Encourage questions about why some people marry and some do not in order to reflect the variety of lifestyles and choices.</p>	<p><u>Social:</u> Develop an understanding of the diversity of roles people play in different groups and communities. Begin to question stereotyping. <u>RE:</u> 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. Explore similarities and differences in people’s homes, families, and lifestyles.</p>
<p>Explore partners in nature – e.g. chicken and cockerel, cow and bull, duck and drake, boar and sow</p>	<p><u>Knowledge and Understanding of the World:</u> Identify some animals that live in the outdoor environment. Observe differences between different animals in order to group them.</p>
<p>Discuss the title: <i>A Wedding Day Wish for Puddles</i>. What do the children think Puddles might wish for? Read the story.</p>	<p><u>Language...:</u> Show an interest in books and enjoy their content. Follow stories read to them and respond as appropriate. Hear lively readings from a variety of sources. Experience and respond to stories from a range of cultures. <u>Social:</u> Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures. <u>RE:</u> 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. 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.</p>

	<p>Understand the relationship between feelings, beliefs and actions. 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>
Discuss surprises. Have you ever had a ‘wonderful surprise’?	<p>Language...: Respond appropriately to books, considering ideas and language used. Speak confidently and make themselves clear.</p>
<p>Create a church role-play area which includes some of the features illustrated in the story e.g. a lectern for the Bible, a pulpit, an organ, hymn board, pews. Include an audio recording of church wedding bells, wedding music, wedding readings and some hymns. Include items to support role-play of a wedding e.g. wedding dress and veil, bridesmaids dresses, groom, best man and pageboy suits, hats, handbags and jewellery, flowers to arrange and bouquets to hold... Provide opportunity for role-play of the not so obvious characters such as the flower arranger, the cleaner and the gardener (links with Puddles Lends a Paw characters). Include the soft toys of Puddles, Arthur and the Reverend Freddie Fisher so that the children can role-play the story.</p>	<p>Creative: Work on their own and with others to pretend, improvise and think imaginatively Develop their responses to pictures, words and ideas Experience traditions and celebrations of different cultures Language: Participate in role play and drama activities imaginative play Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation RE: Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures Welsh: Use appropriate language in spontaneous and structured play activities and when conveying meaning. Social: Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures.</p>
Provide digital cameras for children to take own photos of the wedding role-play situations	<p>RE: Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures. Explore and experiment with new learning opportunities, including role-play, making and using artefacts and using ICT. Personal: Experiment with new learning opportunities including ICT.</p>
Talk about promises and the promise that Mike and Sally made to try their best to love one another forever. Talk about the fact that not everyone stays married forever, being sensitive to children’s backgrounds and different family situations.	<p>Moral and Spiritual: Respond to ideas and questions sensitively Communicate and reflect on decisions made Use stories and situations to raise questions about why some things are special Ask questions about what is important in life from a personal perspective and from the perspective of others. RE: 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.</p>

	<p>Think about and ask questions about themselves and other people and listen to the answers of others.</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.</p>
<p>Encourage children to make up their own promises for a wedding ceremony based on their learning.</p>	<p>Moral and Spiritual: Respond to ideas and questions sensitively, creatively and intuitively. Use stories and situations to raise questions about why some things are special</p> <p>RE: 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. 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>Provide opportunity for children to hear suitable wedding readings from the Bible. (e.g. I Corinthians 13:1-13; Ruth 1:16-17; Ecclesiastes 4:9-12) Which one do we think Freddie might be reading? 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>Language: Be aware of different types of books.</p> <p>RE: 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. 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>Social: Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures.</p>
<p>Dress Freddie in the vestments he would wear for the wedding service (white alb with white stole over).</p>	<p>RE: 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.</p>

	<p><u>Social:</u> Develop an awareness of different cultures and the differing views and beliefs of people in their own and in other cultures.</p>
<p>Invite a local vicar into school to show children clerical vestments and in particular what he/she would wear for a wedding ceremony. Encourage children to ask questions and the ceremony and about how the vicar helps people get ready for marriage (as in Freddie talking to Sally and Mike).</p>	<p><u>Knowledge and Understanding Of The World:</u> Learn about how and why people and places are linked. <u>Social:</u> Develop an awareness of different cultures and the differing views and beliefs of people in their own and in other cultures. Develop and understanding of the diversity of roles that people play in different groups and communities. <u>RE:</u> Find out about what happens in places of worship in the local area and why people go to these places. 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. Explore how and why religious people in the local community help others through the work that they do.</p>
<p>Provide materials for children to make wedding invitations, acceptance cards and wedding cards.</p>	<p><u>Creative:</u> Make choices when choosing material and resources. Develop and use their understanding of colour, line, tone, texture, pattern, shape and form. Experience traditions and celebrations of different cultures.</p>
<p>Provide materials for children to wrap a variety of shapes as wedding presents.</p>	<p><u>Creative:</u> Make choices when choosing material and resources. Develop and use their understanding of colour, line, tone, texture, pattern, shape and form. Experience traditions and celebrations of different cultures.</p>
<p>Make wedding party food and a wedding cake.</p>	<p><u>Creative:</u> Make choices when choosing material and resources. Develop and use their understanding of colour, line, tone, texture, pattern, shape and form. Experience traditions and celebrations of different cultures.</p>
<p>Create a florist shop for role-play and encourage children to buy and sell flowers and make bouquets, posies and button holes</p>	<p><u>Creative:</u> Work on their own and with others to pretend, improvise and think imaginatively. Develop their responses to pictures, words and ideas. Experience traditions and celebrations of different cultures. <u>Language:</u> Participate in role play and drama activities imaginative play. Adopt a role, making a conscious use of movement, gesture and speech using</p>

	<p>language appropriate to a role or situation. Welsh: Use appropriate language in spontaneous and structured play activities and when conveying meaning. cultures and beliefs and those of other people. RE: 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.</p>
<p>Arrange a whole class role-play wedding and invite other pupils, staff and parents. Have roles also for the not so obvious characters such as the flower arranger, the cleaner and the gardener (links with <i>Puddles Lends A Paw</i> characters)</p>	<p>Creative: Work on their own and with others to pretend, improvise and think imaginatively. Develop their responses to pictures, words and ideas. Experience traditions and celebrations of different cultures. Language: Participate in role play and drama activities imaginative play. Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation. Welsh: Use appropriate language in spontaneous and structured play activities and when conveying meaning. cultures and beliefs and those of other people. RE: Find out about what happens in places of worship in the local area and why people go to these places. 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. Social: Develop an awareness of different cultures and the differing views and beliefs of people in their own and in other cultures.</p>
<p>Listen to different types of wedding music and (pop) songs often used at weddings.</p>	<p>Creative: Listen and respond to music. Experience traditions and celebrations of different cultures. Experience music from Wales and other cultures.</p>
<p>Provide digital cameras for children to take photos of the ‘wedding’.</p>	<p>RE: Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures. Explore and experiment with new learning opportunities, including role-play, making and using artefacts and using ICT.</p>

	<p>Personal: Experiment with new learning opportunities including ICT.</p>
<p>Look at a variety of wedding photos from different Christian traditions, other faith groups and secular wedding ceremonies. Look for similarities and differences.</p>	<p>Creative: Experience traditions and celebrations of different cultures. RE: Explore similarities and differences in people's homes, families, dress, food and lifestyles. 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. Social: Develop an awareness of different cultures and the differing views and beliefs of people in their own and in other cultures.</p>

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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!

Activity Suggestions for Foundation Phase focussing on Cultural 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.

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 (2008)
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> Experience and respond to stories from a range of cultures(R) <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) 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) 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. (S)

<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) 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. (S) Consider the rules and codes of conduct that they and others follow which guide them in everyday life at home and school (R) Social: Be aware of and respect the needs of others Take responsibility for their own actions(S) Consider the consequences of words and actions for themselves and others(S) Develop and understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community(S) Develop and understanding of what is fair and unfair and be willing to compromise(S) Form relationships and feel confident to play and work cooperatively(S) Value friends and family and show care and consideration(S) 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...: Experience and respond to stories from a range of cultures(R) Well-being: Be aware of their own feelings and develop the ability to express them in an appropriate way (S) Understand the relationship between feelings and actions and that other people have feelings (S) 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...: Experience and respond to stories from a range of cultures(R) Respond being able to talk about the characters, events, language and information as they predict events and explore meaning (S)</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, have Easter eggs,)</p>	<p>Language...: Experience and respond to stories from a range of cultures(R) Social: Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S) 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. 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</p>

	<p>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. 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>
Dress Freddie in the vestments he would wear for the Easter service (white stole and chasuble).	<p>RE: 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.</p>
Provide materials for the children to make an Easter Garden display.	<p>Creative: Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S) Social: Develop an awareness of different cultures</p>
Arrange support for children to boil eggs and dye or paint and decorate them.	<p>Creative: Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S) Social: Develop an awareness of different cultures</p>
Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds.	<p>Creative: Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S) Social: Develop an awareness of different cultures Mathematical: Develop their mathematical language ... (S)</p>
Provide materials for children to make Easter greeting cards.	<p>Creative: Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S) Social: Develop an awareness of different cultures</p>
Set up a shop to sell Easter eggs / farm produce for imaginative play opportunities.	<p>Mathematical: Develop their mathematical language ... (S) Creative: Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S)</p>
Learn and sing the song 'Easter Time (the world's waking up)' BBC Come And Praise Beginning Songbook and CD.	<p>Creative: Sing a range of songs with others (S)</p>

Books @ Press

Religious Education Resources

Using the Reverend Freddie Fisher and Puddles soft toys with younger pupils

Puddles as the 'class pet': Give children responsibility to make sure she has food and water each day. Provide a cat basket for her. Make sure she has lots of cuddles throughout the day. Children could be offered Puddles as a comforter if appropriate.

Weekend visits: Allow Puddles to go home with children at the weekends. She can then come back into school and tell the rest of the class of her adventures. It would be particularly useful if Puddles could accompany any of the children or members of staff who are attending a church service or wedding, baptism etc. Puddles could then return to school to recount her experiences supported by any photographs taken.

Visit a church: Take Puddles with the class to visit a local church. Children can explore with Puddles the features which are mentioned in the books – the big arched door she walks through, the pulpit she climbs up, the pews she sits in, the organ she helps to play, the bell ropes she swings on etc. Puddles can act as a stimulus to explore other features and how they are used – 'what do we think she would like to find out about?'

Role-play corner: Allow the children to work with the teacher in preparing a church role play area. Explore the books to establish what features might go in the 'church' e.g. pews, organ (child's keyboard), pulpit, Bible, hymn books, audio tape / CD of church bells. Create 'a big arched door' as the entrance. Add the Reverend Freddie Fisher and Puddles the cat so that the children can role play the stories and enjoy creative play.

Dressing Freddie: Allow the children to dress Freddie in his vestments encouraging matching of the colours of the chasubles and stoles.

Visit from the local vicar: Invite the local vicar to talk to the children about his/her own experiences of the themes explored in the books. He/she could also bring his/her special clothes (vestments) to show the children and to talk about his/her favourite colours and seasons.

Hot Seating: Use the Reverend Freddie Fisher as a 'hot seat' character. Pupils to think of questions they would like to ask Freddie. One child could be the voice of Freddie answering questions from the other pupils.

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