

I wonder if....? How can we....? What do you think of that?

What will you use? What will happen if....? How can we make it fit? How can you....?

THINK

O

P

I

C



What made this difficult? Could we change it? Why do you think that? How can we test it?

What else can we do? What do you think? What shall we use?

Thanks to all those from Blaenau-Gwent, Monmouthshire and Torfaen who were involved in the working party to produce this document:

Blaenau Gwent:

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Monmouthshire:

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Torfaen:

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Rachel Gould – Early Years Advisory Teacher
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Eve Rowlands – Henllys Church in Wales Primary School

And also many thanks to Gill Vaisey Religious Education Consultant for Blaenau Gwent and Monmouthshire, West End Infants School and Victoria Primary School for the illustrations and photographs and Staff from Monmouthshire Early Years Section for typing and collating the document.

The following materials have been produced to aid staff with topic planning:

“The practitioner will need to plan and resource a variety of learning opportunities and activities that cover all areas of learning and all types of play. Children’s ideas can be included when planning topics/ projects, for example by involving them in discussion and mind mapping. A theme or topic that interests the children will enable them to develop understanding through learning experiences that are meaningful to them”

Learning and Teaching Pedagogy Foundation Phase guidance document –
January 2008

All activities should start from what children know and can do. Personal and Social Development, Wellbeing and Cultural Diversity is at the heart of the Foundation Phase Curriculum and should be developed across all areas of learning.

The Way Forward – Early Steps and The Foundation Phase Skills Ladders documents, produced by Powys, Monmouthshire, Blaenau Gwent and Torfaen LEAs, will be useful to use alongside this document when planning across the curriculum and the whole phase.

Also, the 10 Foundation Phase guidance documents produced by WAG:

Observing Children
Play/Active Learning
Learning and Teaching Pedagogy
Skills Framework 3 – 19
Framework For Children’s Learning 3 – 7 years
Personal & Social Development, Well-being and Cultural Diversity
Language, Literacy and Communication
Mathematical Development
Welsh Language Development
Creative Development
Knowledge and Understanding of the World
Physical Development

Contents Page:

Skills across the Curriculum

Guidance on how to use the mind maps and topic webs

Sample questions

Observation as a tool to inform planning

Role of the Adult

Planning formats

Sample mind maps, topic webs and short term planning

Further selection of mind map ideas suitable for all ages.

R.E topics and ideas for Foundation Phase

Skills across The Curriculum:

“Children should acquire, develop, practise, apply and refine their skills through group and individual tasks in a variety of contents across the curriculum.”

Developing Thinking:

“Children develop their thinking across the curriculum through the processes of ***planning, developing and reflecting***, which helps them require deeper understanding and enables them to explore and make sense of their world.”

Developing Communication:

“Children develop their communication skills across the curriculum through the skills of ***oracy, reading, writing*** and wider communication.”

Developing I.C.T

“ICT should be holistic and integral across the curriculum. Children’s ICT skills, Knowledge and understanding should be developed through a range of experiences that involve them:

- ***Finding information and developing ideas***
- ***Creating and presenting information and ideas***”

Developing Number

“Children develop their number skills across the curriculum by using ***mathematical information, calculating and interpreting and presenting findings.***”

**Framework for Children’s Learning for 3 – 7 year olds in Wales –
January 2008**

Guidance on how to use mind maps/ topics:

- Setting the scene
- You may want to start with an exciting starting point – this may take several days to introduce to develop their interest and pertain what they already know: The starting point may include:
a visit, an artefact, music, a scenario, role-play, a picture etc.
- Start with the children – ideas from them – What do they want to learn – Draw up a mind map (examples included in file.) Contact your advisory staff if you would like further advice on this.
- Some of these topics could be used throughout the Foundation Phase with one umbrella topic with each class taking a different strand

Or

- Each topic could be used on its own
- It is important that the children's (**both genders**) interests guide the planning of activities. There should be **flexibility** to change planned activities to suit children's interests
- Not age specific
- Try to provide a range of activities from nursery to Yr 2 – differentiation
- Planning together as a phase and not in isolation i.e team meetings
- Activities should challenge
- Ensure a breadth of topics (some are more Knowledge and Understanding of the World based) across the year.
- This exemplar topic planning should be used alongside a medium term skills overview
- The topics may not fit neatly into a half term/ term. This will depend on the interests of the children. They could range from a week to several – be flexible!
- Sometimes you will need to follow the pathways that children lead you down

Types of Questions:-

Closed Questions

Used to gather information or Check facts, e.g.

- Where did you find this information?
- Have you used this before? (Can be followed by an open question)
- What did you think of it?

Open Questions

- Which part of the lesson did you enjoy most?
- How would you describe.....
- Why are you doing
- What would be the best way.....

Probing Questions

- How did you feel when.....
- What makes you feel that?
- In what way?
- What makes this so important?
- What helps you do that?

Reflective Questions

- So you are saying....
- Are you telling me....
- So I can summarise by saying.....

Multiple Questions

- What have you done best and what would you like to improve on?
 - What will you do next and how will you plan it?
- (Generally, avoid these – they can be confusing to pupils!).

Leading Questions

- Vegetables are good for you, aren't they?

Followed by:

- Why do you think that?

More examples:-

Some Exemplar Questions	Allows For
What colour is this? What is this? Can you describe what we have here? What do we call this?	Description Cumulative talk Development of language
Can you sort.....? Why did you.....? What were you thinking when....? I wonder if....?	Reasoning Explanation Disagreement Exploratory talk Investigation Hypothesis
Can you explain what she is doing? I'm not sure I understand, can you explain? Do you know what she means? Would you like to help us?	Reasoning Explanation Disagreement Exploratory talk
What helped you to? Can you tell us what you were thinking when....? When she said.... You had an idea, can you tell us what went on in your brain? What made this difficult? What was in your mind when...?	Explanation and discussion of thought processes
Does this remind you of anything we have done before? Can you remember....? How do you think this might help us when.....?	Linking to other aspects of life, curriculum.... Making connections Descriptions Explanation Cumulative talk Exploratory talk

OBSERVATION

We need to emphasise that:

Observation is the key part of the Foundation Phase

In the Foundation Phase you **must** take time to stand back and observe your children.

Observation tells you a great deal about young children's needs and their responses to the experiences provided. It is the root of planning, interaction, evaluation and record keeping. To teach effectively you need to watch, look and listen to children in a wide range of situations. It is important to have a focus for observation. This may be:

- An individual child (to observe general development or an area of concern)
- A group of children (to observe their interaction, a selection of their activities and their social relationships.)
- An activity (to observe how children respond to it.)
- An area of the classroom (How is the area being used? Which children visit it? Which equipment is used? How? Are there implications for future resources or the repositioning of equipment? Does one group or gender dominate the area? If so how can this be overcome?)

To begin implementing observations within your setting, you need to start considering the following;

- All staff need to be involved in the process of observing.
- You will need to find a way of managing the observations that suits your setting.
- Observations need to be embedded into your routine and planned for.
- Have note pads, post-it notes, and classroom diaries to record significant events. These notes will only be of use if you then take time to evaluate them and use the information they provide for future planning.
- REMEMBER don't put anything down on paper unless it is useful to you, useful to the child or useful to an outside agency.

There will be further guidance on assessment through observations from The Welsh Assembly Government at a later date. There will also be a progressive learning continuum from the same source.

Role of the Adults

All adults involved in the Foundation Phase should:

- Encourage children to actively explore all the space and resources.
- Encourage children to use all of their senses to learn about the world about them
- Acknowledge the importance of activities that promote self-motivation and independence.
- Know when to step back and observe and allow children to find out things for themselves.
- Know when to intervene to support and extend a child's learning.
- Understand that children learn best when they have time to work through their ideas.
- Attempt to understand children's perceptions and reasoning
- Encourage children to observe and ask questions and develop ideas.
- Recognise that children have preferred learning styles e.g. some children are very physical in their approach to exploration.
- Ensure there is a balance between adult directed and child led activities.

These need to be addressed throughout the planning, monitoring and evaluation process.

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All activities should be experienced both indoors and outdoors.

Language, Literacy and Communication

Mathematical Development

Religious Education

Personal and Social development, Well-being and Cultural Diversity

Welsh Language Development

Theme

Creative Development

Physical Development

Knowledge & Understanding of the World

Enhanced Provision

Darpariaeth wedi'I Gyfoethogi

Date/ Dyddiad: _____

 <p>Sand <i>Tywod</i></p>	 <p>Water <i>Dŵr</i></p>	 <p>Paint <i>Paent</i></p>	 <p>Dough <i>Toes</i></p>	 <p>Small World <i>Byd Bach</i></p>
 <p>Construction <i>Adeiladu</i></p>	 <p>Role Play <i>Chware Rôl</i></p>	 <p>Table top <i>Ben bwrdd</i></p>	 <p>Mark Making <i>Gwneud Marciau</i></p>	 <p>Make it table <i>Cornel Creu</i></p>
 <p>Book corner <i>Cornel Ddarllen</i></p>	 <p>Finding Out <i>Darganfod</i></p>	 <p>Number <i>Rhif</i></p>	 <p>Music <i>Cerdd</i></p>	 <p>Physical <i>Corfforol</i></p>

Additional Experiences:
Profiadau Ychwanegol:

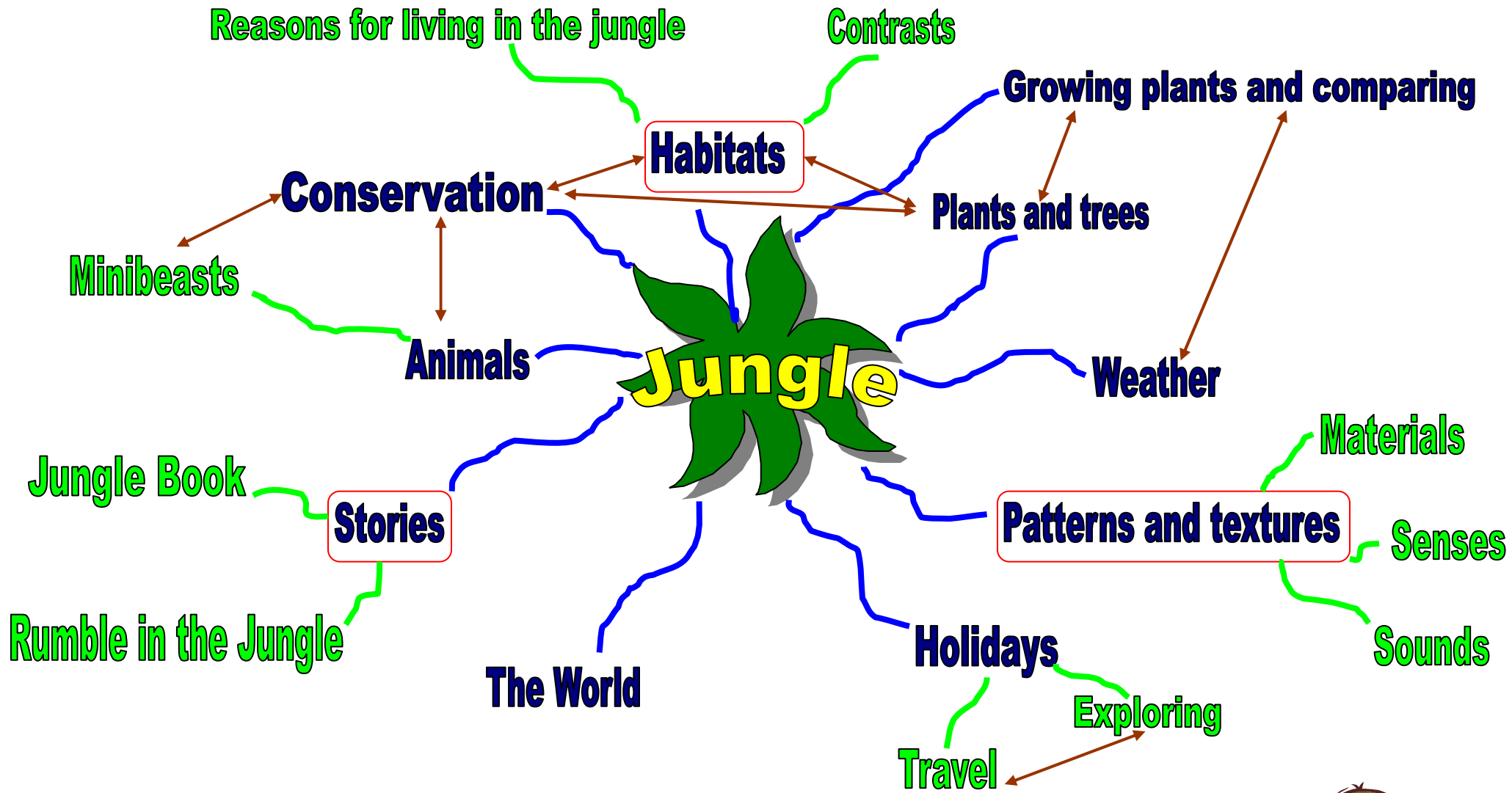
Jungle

The following topic strands are related to stage not age, so can be applied to any age group



The strand examples that are circled in red on the mind maps have been developed further on the topic web planners. You may choose to follow and develop any of the other ideas suggested by the mind map or your children.





JUNGLE/RAINFOREST - HABITATS

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- Create area within classroom effect of rainforest – garden netting, canopies, climbing vines, large leaves, different green shades occasional bright flower.
- Music – christiananswers.net – excellent sounds resource

Resources

- **Creative Development** – den materials – junk materials, paper, variety of materials, glue, scissors,
- Animals – paint, collage materials, curled paper, tissue paper, junk materials, milk cartons,
- Dance – Val Sabin – “Animals” and CD (music) instruments, voice.
- Shelters – tyres, building blocks, downpipes, materials (waterproof) ropes, guttering, cardboard boxes (large.)
- Leaf prints – paints, leaves of various sizes.
- Leaf mobiles – air drying, clay – make imprints, safety knife, string, punch,
- Instruments – containers, rice, seeds, buttons, glue, sellotape

- **Mathematical Development** – various size containers, containers with various number of holes.
- Counting – sand, sand tray, small world jungle animals/minibeasts. Number songs – 5 little monkeys, 1 elephant went out to play, Incey Wincey spider.
- Sorting/Matching – leaves/ small world animals/ mini beasts.

- **Language, Literacy and Communication Skills**– story books/ photographs, pictures, puppets, matching cards, jigsaws, computer programmes, animal pictures – jungle animals/ not jungle animals (comparison/sorting).

- **Knowledge and Understanding of the World** – photographs, computer, jungle music and sounds, 10 pictures of animals to hide in the jungle. Seeds, plants, bulbs to watch grow – compost, containers, areas to plant, spades, forks, wellies, outdoor clothing, bottles, water, oil, sequins

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.
Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Stories about the Jungle – “Rumble in the Jungle”, “Walking through the Jungle” – zig zag books
- Naming animals/ sounds/ characteristics – group discussions related to trees in the forest/ walk through the forest/ weather/ sounds – use info to make a puppet show.
- “Do I live here?” – obvious examples of cards showing animals that live in rainforest and animals quite obviously not from the rainforest – children can sort
- Describe chosen animals – which part of rainforest they live – community – ecosystem. How they communicate to each other.
- Bats, birds – fact files.

Mathematical Development

- Water play – floating/sinking, waterproof, absorbent, containers, bubbles – Venn diagrams
- Capacity – measurement – non-standard/standard
- Build into story
- Bottles – add waterfoil to green bottles or water with glitter
- Data handling
- Number songs/ rhymes/ finger play
- Sequencing/ordering – small world play jungle animals
- Sorting according to any criteria which presents itself as e.g leaves, animals – feed into database.

Religious Education

- Use the sounds/ images, role play area to create the opportunities for developing a sense of awe, wonder, mystery and spirituality, to appreciate that some people believe that God created the natural world.

Personal and Social development, Well-being and Cultural Diversity

- Find information related to people, how they live, their house, environment, food and lifestyle within the jungle.

Jungle/Rainforest - Habitats

- Care for plants which children are growing
- Discussions about looking after our world – recycling etc.

Welsh Language Development

- Language patterns – Pwy wyi ti?
- Movement directions – dance rhedwch fel teigr!
- Pa liw?
- Ble rwyf’in byw?
- Make masks

Creative Development

- Build a den – small world play – small scale/ full scale
- Create animals, painting, models, collages to place in the role play area/display
- Dance – Val Sebin – animal dances, rain dances
- Building shelters – Yano Mami Tribe – Amazon Rainforest
- Leaf prints/ leaf mobile/ animals mobiles
- Animal sounds – Music Express/ Sounds Around, recreate the sounds on instruments – make jungle music, rainmakers, shakers, guiros etc..
- No bake spider biscuits – use imagination

Physical Development

- Play a game – “Walking through the jungle” – use binoculars – find hiding animals – when e.g lion roars – children freeze
- Children devise own sequence games using principle
- Move like animals in the jungle – snake/elephant/tiger etc.

Knowledge & Understanding of the World

- Looking a photographs (junglewalk.com/ BBC – Science and nature/jungle) – videos/photos/ information of animals/jungle, landscape/ foliage, people and their homes
- Hide camouflaged animals/ pics within role play area
- Researching these animals – looking at warning signs/ colours / variation
- Research communities e.g Amazon, tropical rainforest
- Water cycles, rain gauges
- Visit Butterfly House – Symonds Yat
- “Tree story” – conservation of natural world – investigate how we look after trees - global warming – research ICT – (make posters)
- Plant seeds – vary the conditions - observations

JUNGLE/RAINFOREST - HABITATS

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Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Imaginary journey into the jungle i.e. using the role play/outside e.g. draw pictures and write words.
- Listening walk - using sounds of animals.
- Animal passports – children’s own descriptions of jungle animals.
- If I were a.....(name animal)/ Label animals.
- Who am I? Describe jungle animals or ask questions to find out about the animals.

Mathematical Development

- Co-ordinates / grids for jungle pictures.
- Sequence sizes of animals.
- Pictogram of jungle animals.
- Bee Bop – directional work.
- Estimation sizes / weights.
- Classification of animals.
- Number rhymes / number stories.
- Problem solving – use money during jungle tours

Religious Education

- Explore resources to appreciate that some people believe that God made the world.
- Use movement and music to enjoy the Steve Turner book ‘In the Beginning’.
- Consider how we can look after the world.
- Hear the Creation account from Lion First Bible and consider what is good and not so good in the world.
- Identify good things in the school grounds.

Personal and Social development, Well-being and Cultural Diversity

Through all activities:-

- Show curiosity and develop positive attitudes to new learning experiences.

Jungle / Rainforest - Stories

- Take risks
- Circle Times related to caring for environment and animals.
- Through stories, develop an awareness of different cultures and communicate and reflect on decisions made in stories.

Welsh Language Development

- Bore da.
- Prynawn Da.
- Sut yw ti?
- Ble ryw t'in byw?
- Ble mae.....?
- Jungle animals bingo.
- Commands linked to animals in PE e.g. Dringo tel mwnci.
- Tigr yn y Jungl story

Creative Development

- Children to design and devise ways to create jungle role.
- Masks, animals, weaving, printing.
- Outdoor jungle journey using materials of their choice e.g blocks, materials.
- Movements and patterns linked to a range of jungle music i.e. Lion King / Jungle Book.
- Problem solving / use different media of their choice e.g how will the monkey get home?
- Compose own music for jungle sounds.
- Perform music / movements to class.

Physical Development

- Fine motor skills developed through pictures of animals from story on paper and take your pencil for a walk to sequence/or join animals.
- Make models linked to story using play dough, paint, construction kit.
- Link to welsh-body movements i.e. snap like a crocodile, swing like a monkey.
- Develop movements into a sequence.
- Animal obstacle course.

Knowledge & Understanding of the World

- Make small world environments to reflect those from stories they have read.
- Make maps for jungle journey.
- Create a display of treasures collected on jungle walk.
- Use atlas / globes to find jungles.
- Make comparisons with zoo and jungle animals.

JUNGLES – TEXTURES AND PATTERNS

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- Treasure basket and exploring sack or Treasure Hunt/ find fabric match to animals
- Snake/leopard/zebra skins – fabrics
- Parrot on a swing with a message in a beak as a focus of the day
- Textured story book – related to jungle animals – The Mixed Up Chameleon and “Toucan Toucan”
- Coloured/furry fabrics

Resources

- A range of fabrics, paper and card of different animal prints
- Wrapping paper/ wallpaper
- Rubbings in the immediate environment
- The Lion King

Books to use

- The Zebra who lost its stripes
- The Leopard who lost its spots
- The Creation Story – retold by Steve Turner

Visits and Visitors

- Roath Park – Hot House
- Butterfly House
- Bristol Zoo
- Noah’s Ark
- Zoo Lab

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Label pattern names e.g spotty, zig zag etc
- Mark making – patterns/ colour using different tools and medium
- Repetitive stories – “Rumble in the Jungle”, “Animal Boogie” , “Elmer”
- Explore patterns in story and rhyme
- Oral stories using masks/ puppets
- Children to create patterns within their stories
- Record stories and appreciate works of others.

Mathematical Development

- Explore, extend and create repeating and random patterns – extend to stripes of zebra/tiger – link with measures – non standard and standard – e.g how wide is each shape etc.
- Use construction to explore different patterns – length and height
- Relate patterns to number – missing numbers – add 2, add 3 etc
- Roamer – card to follow pattern to monkey tree [2 go 2 simple] software

Religious Education

- Explore awe and wonder of the world.
- Explore awe and wonder of patterns
- Provide the children the opportunities to appreciate and reflect on the wonders of the world and the beliefs of some that God is responsible for patterns and textures.

Personal and Social development, Well-being and Cultural Diversity

- Compare, contrast, different music cultures with instruments, music and dance

Jungle/Rainforest – Textures and Patterns

- Dance – possible invitation to dance groups

Welsh Language Development

- Ble mae.....? (animal colours)
- Relevant incidental language
- Tigr yn y jJngl - story

Creative Development

- Weaving pattern using coloured ribbon
- Tie-dying – jungle colours – mixing colours
- Observe and identify patterns in nature
- Create patterns (animals/plants) to design their own textured jungle animal
- Create texture/patterns in dough/ clay or string blocks for painting patterns
- Design and plan camouflage dens
- Compose jungle sounds – percussion/untuned percussion – relate to stories
- Create and investigate jungle movements
- Create puppets using fabric – linking to performing – add music/ movement
- Leaf printing/footprints – relate to role play
- Bark rubbings – add to backdrop
- I am the Music Man – choose appropriate sounds
- Create and design musical/ animal masks

Physical Development

- Create pathways in zig zag, circular patterns etc

Knowledge & Understanding of the World

- Explore and investigate reasons and ways of camouflage - research camouflage – in contrasting environments.
- Explore “footprints”
- Feely boxes/bags – exploring textures
- Bark patterns – bumpy/smooth

ON THE



MOVE

The following topic strands are related to stage not age, so can be applied to any age group



The strand examples that are circled in red on the mind maps have been developed further on the topic web planners. You may choose to follow and develop any of the other ideas suggested by the mind map of your children.



ON THE MOVE - JOURNEYS

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- Read out act out “Going on a Bear Hunt”
- Children sitting in a boat made from boxes – The Journey
- The Lighthouse Keepers stories– act out story
- The Runaway Train

Resources

- A Place to Learn – Hilary Harriman
- Creative Development – Florence Beetlestone
- Barnaby Bear
- Foundation Themes – Scholastic
- Action Kids – Val Sabin
- Places around Us – Scholastic
- Look Out on the Road – Paul Humphry, Alex Ramsay
- Globes
- Maps
- Mr Gumpy’s Outing
- The Blue Balloon
- Rhymes/Songs

Books to use

- Going on a Bear Hunt
- The Journey – Neil Griffiths/Scott Man
- The Fantastic Flying Journey – Gerald Durrell
- The Path that Runs By the Church – Lion Publishing

Visits and Visitors

- Invite Visitor who has been on a special journey to talk to the children – use pictures/ artefacts.

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.
Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Recall journeys they have made
- Make a postcard and draw/write about their favourite place
- Talk about things found on a walk – shells, acorns, litter, key, letter – place on a tray and give them starters such as “Who do you think may have dropped this key?”
- Memory game – I went on a Journey and I saw
- Alphabet – Journey Frieze – label using initial sounds etc
- Hide secret messages indoor/outdoors – Give word/map for children to follow

Mathematical Development

- Tally charts of their favourite places – house, shop, seaside
- Problem solving – car ferry, use up to 20 cars – number bonds – language of maths – more/less, use dice for numbers
- Time – journeys long/short, hopping/skipping
- Money – costs of tickets/journey
- Shoe box garages numbered 1 – 10 – place in order. Number cars and park in appropriate garage

Religious Education

- Walk to the local church/ place of worship
- Look at the year of the church using “The Path that Runs” by the Church (book)
- Focus on the season appropriate to the term
- Story of Mary Jones
- Take photographs of the church and seasons/ decorations

Personal and Social development, Well-being and Cultural Diversity

- Create different forms of transport using different resources i.e construction, junk materials and work as a group – indoor/outdoor
- Discuss where we may travel and on what type of transport.
- Talk about an imaginary journey

On The Move - Journeys

- Road safety – staying safe in town or country
- Row, row your boat – partner work

Welsh Language Development

- Ble ryw t'in byw?
- Ble mae? Linked to transport
- Ble wyt ti'n mynd?
- Link transport/ colour/commands during Physical Development activities
- Dice games/bingo

Creative Development

- Role play ideas – use card board boxes to make boat/ train/ plane/ bus etc. Change these during the topic. Dress up boxes to go with each form of transport.
- Sound/musical journey – woods/seaside/ cities
- Make individual rocking boats – (folded paper plates) or train/ hot air balloon – take them on a journey
- Songs/listening to music/ body shapes.
- Creative dance – use scarves

Physical Development

- Parachute games
- Obstacle course
- Outdoor wheelie toys
- Using children’s ideas of transport – ask them to “move like a train” etc
- Traffic light games
- Different journeys following road signs - one way/go/stop/ no entry

Knowledge & Understanding of the World

- Make a map/island of their imaginary journey
- My journey to school – take your pencil for a walk and draw things they see on the way
- Locate where they live on a map/paces they have visited
- Animal journey – bird migration
- Journey of food
- Holidays – climates – travel agent
- Use a suitcase – different items – “Where am I going?”

ON THE MOVE – TOYS

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- Large toy positioned in classroom e.g Robot – asking the children about their favourite toys
- Teacher dress up as a puppet, Jack in the Box – cartoon character
- Possible Role Play – Garage, Fire Station, Toy Shop, Santa's Workshop/ Toy Workshop

Resources

- **Language, Literacy and Communication Skills** – Toy box with books, puppets, selection of toys
- Home link – make a moving toy
- The Toy Shop Game – Circle Time – to develop vocabulary and memory
- **Welsh Language Development**– Joi o Dan Pump
- **Physical Development** – Val Sabin Early Years, Class Moves, Music Express
- Religious Education – Sammy Spider's First Hanukkah (available for Religion in Evidence)
- Soft toy Hanukkah wall hanging (Religion in Evidence)
- Wooden Dreidles
- Festivals DVD – Child's Eye Media of Hanukkah

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Explore and identify language for different types of movement – possible display – large wheels with language positioned in and around the spokes.
- Create spinners with initial sounds for toys – match the toy to sound etc
- Circle time – The Toy Shop Game (available at ELC)
- Write thank you letters for their toys – (possible letter to Father Christmas depending on time of year.)
- Act out and re-create using children's ideas – a “toy” puppet story e.g Pinocchio.
- Show and tell – favourite toys

Mathematical Development

- Explore shapes through moving toys – use a real bicycle – find shapes to explore how it moves.
- Collect data on favourite toys
- Explore measures – how far a wind up toy moves
- Order toys in order of size
- Explore with children ideas for a toy shop – develop use of money.
- Use Roamer (or Bee Bot) – the programmable toy – to develop directions and positional language – plan routes/ maze for toys to travel

Religious Education

- Sammy Spider's First Hanukkah – play games using a spinning dreidel

Personal and Social development, Well-being and Cultural Diversity

- Bedtime Teddy etc.. – Why are they special, who is special and why? Link to create a bed time teddy – felt furry material etc.

On the Move - Toys

- Develop rules of tidying – toys, monitors
- Explore ideas for care and respect
- Hold a Teddy Bear's Picnic afternoon with the bears they have created.
- Work in groups to create a toy

Welsh Language Development

- Welsh commands – using vocabulary for toys
- Questions
- Joi o Dan Pump
- Welsh Pack Toys (Y1)

Creative Development

- Make a Jack in the Box
- Walk like a robot, Spin like a spinning top – songs related to dance and movement
- Make a moving toy using recycling material – vehicles – roundabouts
- Explore masks, stick people – moving eyes and ears
- Make moveable vehicles/ toys using construction
- Explore a large toy – car out of cardboard boxes – paying attention to the details
- Observe drawings using a range of medium – favourite toy or bicycle

Physical Development

- To explore songs and dance movements to represent toys and movement of toys
- Puppets on a string – copy cat movement, children sit on chairs and pretend they are puppets on a string, string to their hands, feet, head, back and bottom, teacher calls out the different parts of the body and children pretend the strings are pulling the parts of the body.
- Children to design an obstacle course for roamer/ remote control car.
- Use of play dough – create toys
















Knowledge & Understanding of the World

- Explore pushes and pulls – forces
- Using the bicycle – wheeled toys
- Explore old toys/ new toys - compare/contrast
- Encourage visitors–Grandfather, toy museum
- Explore how wind can move toys – make kites
- Explore and sort toys - bedroom, toys, garden toys, playground/bathroom toys, explore small world park, playground
- Open the box – to display moving toy – questioning – guess what it is – how does it move?– What is made of etc.
- Explore and list baby toys and how they change as they get older – design a toy for a baby, investigation, link to water

Enhanced Provision

Darpariaeth wedi'I Gyfoethogi

Date/ Dyddiad: _____ Toys from On The Move

 <p>Sand (wet&dry) <i>Tywod</i></p>	 <p>Water <i>Dŵr</i></p> <p>Investigate materials that absorb water and those that don't</p>	 <p>Art <i>Celf</i></p>	 <p>Dough <i>Toes</i></p> <p>Creating table decorations/ cakes/ food for a party</p>	 <p>Small World <i>Byd Bach</i></p>
 <p>Construction <i>Adeiladu</i></p>	 <p>Role Play <i>Chware Rôl</i></p> <p>Puppet theatre</p>	 <p>Mark Making <i>Gwneud Marciau</i></p>	 <p>Craft <i>Crefft</i></p> <p>Lollipop stick/ finger puppets</p>	 <p>Book corner <i>Cornel Ddarllen</i></p>
 <p>Let's Investigate <i>Darganfod</i></p>	 <p>Maths <i>Mathemategf</i></p>	 <p>Music <i>Cerdd</i></p> <p>Experiment/ compose puppet music</p>	 <p>Physical <i>Corfforol</i></p>	 <p>Welsh Area <i>Ardal Cymraegf</i></p> <p>Puppets Create their own story through puppets</p>

Additional Experiences:
Profiadau Ychwanegol:



Fairy Tales

The following topic strands are related to stage not age, so can be applied to any age group

The strand examples that are circled in red on the mind maps have been developed further on the topic web planners. You may choose to follow and develop any of the other ideas suggested by the mind map or your children.





FAIRY TALES – SNOW WHITE

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- Use a wand (home-made/ oversized) just “positioned” within the class
- Create interest –
 - a) picking up/ looking/ using with magic words to engage children
 - b) Perhaps older children could investigate/ explore the wand to “find” hidden magical object inside/ underneath e.g. feather/jewel (this will have been prepared)
- Development – movement/ music

Resources

- **Creative Development** – salt dough, variety of materials for wands (dowelling/thick paper, glitter, shiny paper, glue scissors, hairbands, card, shapes) paper, tea bags, water container, paper bags, buttons, card, paper, googly eyes, paper, pencils, clay, pipe cleaners, crayons, glue
- Wedding dressing up clothes, variety of music – happy, frightening, sad etc., musical instruments, water, flower petals, rice, sequins, flour, glitter, food colouring, vegetable oil
- **Welsh Language Development** – role play, fruit, colour cards, paper, crayons, pens, pencils, sellotape, glue, scissors, weather cards, weather wheel
- **Physical Development** – any type of treasure, spades, wheelbarrows, small world differs, all construction toys, Val Sabin
- **Language, Literacy and Communication Skills** – Variety of Snow White stories, variety of fairy stories, computer, glove puppets
- **Mathematical Development** – paper, clipboard, mirrors, computer, paints, paper and variety of objects, 2 large laminated outline of ladybirds, spots, water and sand trays, containers, fruit, fraction jigsaws, games, variety of objects for role play areas.
- **Knowledge and Understanding of the World** – mirrors, shiny things, water tray, sand tray, arrows, ropes, prepared maps of class/around school, soft toy animals, ICT resources, pictures, books, fruit.
- **ICT websites** – dltk-kids.com, sites4teachers.com, magicalfairytalemoments.com, learninggrids.com, btha.co.uk, museums4schools.com, enchantedlearning.com
- **Religious Education** – All resources for a “go for it” wedding day.

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Tell story according to age of children – include activities to create interest – finger puppets/act out/ role play, scenes/ shopping – start telling next part etc.
- Integrate ICT activities, CBBC, dltk-kids.com etc
- Read, Listen and look at a variety of fairytale texts, look for “magic” parts etc
- Role play area – dwarves cottage, forest, Queen’s palace – story map using role play area – elements of story writing – cut up sentences
- Looking for treasure in the sand – extending to labelling activities
- Character descriptions –hot seating -likes/dislikes–extending book/story reviews
- Glove puppet magician makes object appear/disappear, Kim’s game

Mathematical Development

- Explore common elements of fairy tales using activities – e.g analysis grid/tally charts, recording/interpreting
- Symmetry– use mirrors to explore lines of symmetry using varied starting points
- Activities to sort and match crockery for 7 dwarves
- 2 ladybirds (big and laminated) to encourage any number activities- counting/ matching/ number sequences/ patterns – odds/evens, counting in 2s, number bonds, using dice to support addition. Filling and emptying water/sand trays
- Activities to problem solve – doubling/ halving – using dwarves! (Children!)
- Comparisons/capacity activities using bottles, water tray, filling/emptying, food colouring to make lighter/darker shades, – fractions using fruit, weighing

Religious Education

- Explore weddings/ celebrations – pretend wedding within classroom, reception – role play
- Dress up in wedding clothes – variety from different cultures
- Think about promises made at weddings
- Look at symbols used at weddings

Personal and Social development, Well-being and Cultural Diversity

- Weddings within different cultural contexts
- Safety aspects explored through relationships in the story – personal safety

Fairy Tales – Snow White

- Mrs Tufty – safety aspect
- Talk about emotions/ feelings – happy, sad, angry – “stranger danger”

Welsh Language Development

- Colours – language patterns
- Fruit names – oren, afal etc
- Names – Pwy wy ti? _ dwarf names/other characters – role play
- Zig Zag books for any activity, characters, likes/dislikes, weather in the forest
- Poems – listing character names –ar y carped etc

Creative Development

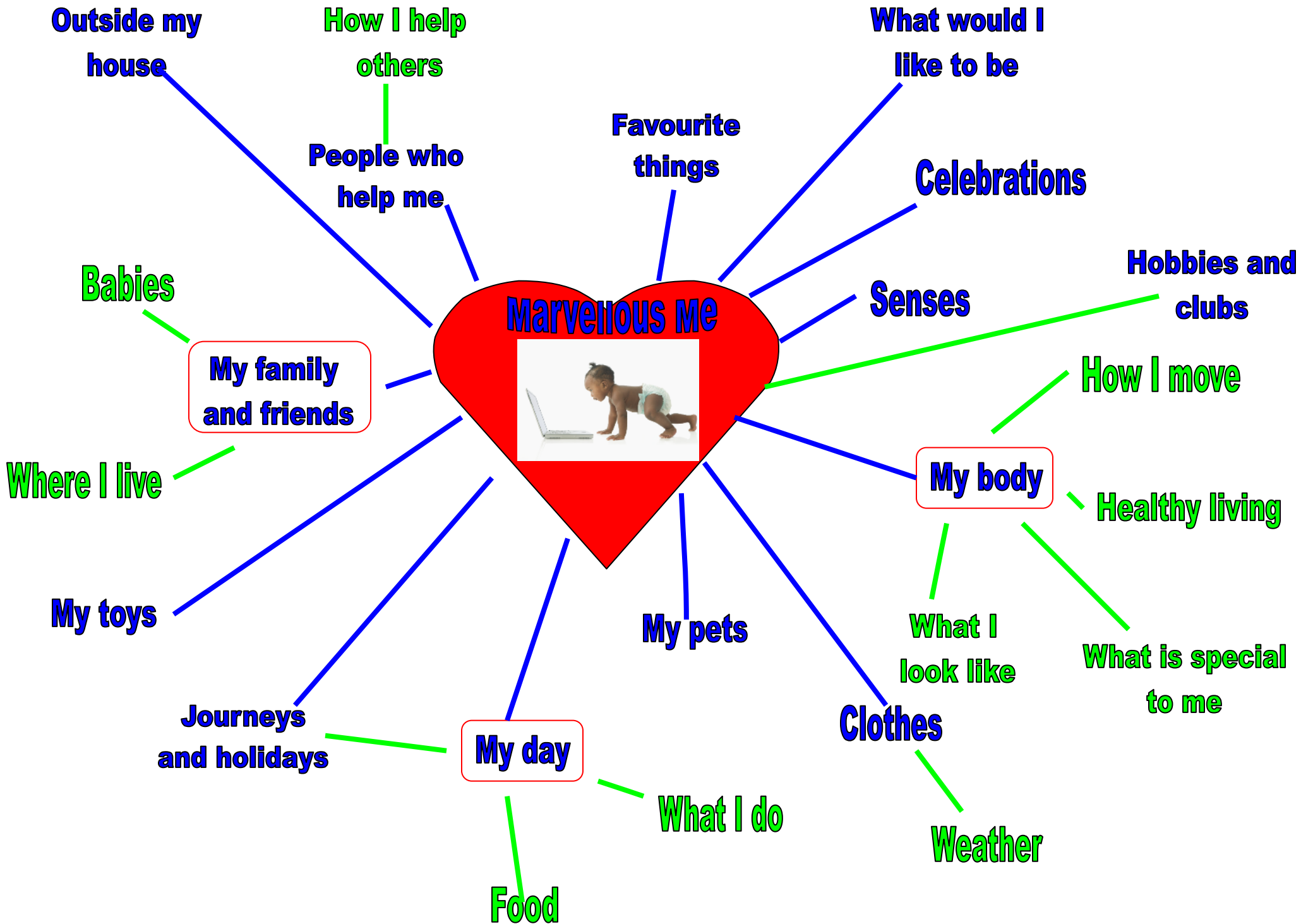
- Salt dough cottage/palace
- Make wands – junk material, designed by children
- Designing and making tiaras/crowns
- Alphabet activities/ number activities
- Make parchment to use for story writing activity/drawing activity/ design coat of arms/ shields
- Making maps/drawings
- Forest animals – paper bag, kitchen roll puppets – door knob hangers, creepy creatures, bunny ears
- Activities to role play weddings
- Listening to different types of music and responding with movement etc.
- Make magic music and ‘poisonous’ potions – mixing.
- Wooden spoon puppets

Physical Development

- Blocks, piping, roles, tyres etc to make buildings –dens, castles, palace – forest home etc ANY USE
- Digging for buried treasure etc
- Using construction to make castles/dens – smaller scale
- Activities – large space – children explore “stillness” – as trees, while others explore ways of travelling through/around – developing movement language

Knowledge & Understanding of the World

- Reflections – use of mirrors around the classroom – water tray/ role play etc for child led activities, shiny things – grouping materials
- Create/follow maps/routes to/from various starting points –palace –forest–through the forest
- Exploring the woodland – creatures/habitats, types of homes, Where do you like? Where does the Queen live?
- Fruit – naming/tasting/sorting/matching
- Activities based on features of the forest – landscape, weather, trees, plants
- Walk to nearby area with trees to give them experience of forest
- Visit to castle – explore/investigate



MARVELLOUS ME MY FAMILY AND FRIENDS - WHERE I LIVE

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- Plan a Party – Decorate room with banners, balloons. Ask what is happening, collect child's ideas for planning a party – using ideas collated on a mind map, make a topic web – these could include:
- Making invitations
- Designing their own placemat
- Playdough, clay, junk material, table decorations, banners – repeating patterns
- Bring in related items
- Wrapping presents (3D shapes)
- Make sandwiches, cup cakes, jelly
- Discuss their own party experiences
- Dressing up in party clothes
- Hold Party at the end of the week
- Send home request for information/photograph on the day they were born.

Resources

- The Outdoor Classroom – Hilary Harriman
- Ourselves – Foundation Themes – Scholastic
- Our World Series – Our Families from Baby to Grandma – Little Nippers Heinemann

Books to use

- That's My Mum – by Henriette Barkow and Derek Brazell
- New Baby – by Judith Baskerville, Celebrations series A and C Black

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Hot seat – Children given opportunity to talk about the day they were born from info/photos brought in (group activity)
- Learn rhymes and poems such as “ How many make a family?”, “How many people live in your house?”
- Instruction writing of how to make a puppet.
- Small world house play – label rooms
- Class friendship book
- Collage of their house plus written description

Mathematical Development

- Measuring and weighing dolls
- Time (time, day, month, year, season) they were born
- Graphs/pictograms of the month they were born
- Rhymes/pictures related to days, months and seasons
- Measurement of each other (standard/non standard)
- Compare group and order facts related to themselves i.e hair colour/height
- Problem solving: link to birthday party i.e number of items, needs, food costs etc.
- Estimating – draw around a friend’s hand/foot, estimate how many cubes/blocks etc will cover the hand/foot print

Religious Education

- Learn about stories of special babies and what became of them – Jesus, Prince Siddartha, Moses
- Role-play – Christening/Baptism
- Freeze frame activity and digital photos with role play. Watch BBC video
- Make Christening cards, wrap gifts
- Sikh naming ceremony – role-play
- Share a vegetarian Indian meal to celebrate the new (sikh) baby

Personal and Social development, Well-being and Cultural Diversity

- Look after a baby doll for times during the day. Follow up, discussion- What did the doll need? How did looking after the baby make you feel?

Marvellous Me - My Family and Friends (Where I live/Babies)

- Circle time sessions include my family, what makes a good friend, rules in my house, how do I help? How my family and friends help me?
- Look at different family groups from other cultures using books etc.
- Safe routes to school - Stranger/danger

Welsh Language Development

- Pwy wyt ti?
- Sut wyt ti?
- Y Teulu
- Teulu Tomos
- Class friendship/family book
- Pwy sy yn y’r dosbarth?
- Children can write written descriptions of their friends on the computer.

Creative Development

- Painting and models of family and friends
- Making clay, play dough, party food
- Compose party/dance music
- Sequence dance patterns including those from other cultures
- Play dough models of families
- People puppets (design, make, reflect)
- Role areas include: baby and clinic, home corner, a birthday party, family picnic, my kitchen
- Make a room from their house in a shoe box

Physical Development

- Team/partner games both indoor and outdoor, taking turns
- With a friend devise fitness and healthy activities
- How we keep safe at home and school
- Move like a baby – first get ideas from children then ask children to move like these using their own interpretation















Knowledge & Understanding of the World

- Use photos of families- sequence into timeline – make family tree
- Washing line activity to group objects, clothing that a baby//child needs (can also be done through cutting and sticking from pictures/catalogues)
- Journey to school – Introduce drawing maps, painting route on yard with water
- Outdoor role play areas- my garage, my garden
- Recognise home address through writing thank you notes and invitations to christening etc.
- Where they live in relation to world – map/atlas

Enhanced Provision

Darpariaeth wedi'I Gyfoethogi

Date/ Dyddiad: _____ Family and Friends – Marvellous Me

 <p>Sand (wet&dry) <i>Tywod</i></p> <p>Wet sand Making cakes, moulds, candles</p>	 <p>Water <i>Dŵr</i></p>	 <p>Paint <i>Paent</i></p> <p>Wrapping Paper Using Stamps Printing repeating patterns</p>	 <p>Dough <i>Toes</i></p> <p>Creating table decorations/ cakes/ food for a party</p>	 <p>Small World <i>Byd Bach</i></p>
 <p>Construction <i>Adeiladu</i></p>	 <p>Role Play <i>Chware Rôl</i></p> <p>Post box Shopping lists "Party house" to hold a party Party clothes</p>	 <p>Mark Making <i>Gwneud Marciau</i></p> <p>Party invitations Envelopes Stamps (1p) Menus</p>	 <p>Craft <i>Crefft</i></p> <p>Create table Decorations/ cakes/ food for a party</p>	 <p>Book corner <i>Cornel Ddarllen</i></p>
 <p>Let's Investigate <i>Darganfod</i></p>	 <p>Maths <i>Mathemategf</i></p>	 <p>Music <i>Cerdd</i></p>	 <p>Physical <i>Corfforol</i></p>	

Additional Experiences:
Profiadau Ychwanegol:

MARVELLOUS ME – MY DAY

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- Teacher to arrive in school in pyjamas carrying a wash bag
- All have breakfast together – tables laid for breakfast on arrival or children to lay up
- Set up a bed – Teacher asleep in bed when the children arrive
- Set up a role play

Resources

- Rhymes – I went to school one morning
Here we go round the Mulberry Bush
This is the way to
Lazy Town – ‘Wake up’
- Range of clocks and measuring devices
- Joi o Dan Pump
- Paent Gwlyb
- BBC – watch Places for Worship, Shabbat video
- Sammy Spider’s First Shabbat – the Shapro family’s special day of the week

Books to use

- This is the Bear
- Goldilocks and the Three Bears
- The Tiger Who Came to Tea
- The Bear Under the Stairs
- The Three Little Pigs
- The Snowman – Raymond Briggs

Visits and Visitors

- Local vicar/ minister with Puddles
- Pontypool Museum
- St Fagans
- Mrs Tricky – Healthy Eating
- Link with “People Who Help Us” and their day
- School cook, clerk, cleaner, Head Teacher

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.
Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Role play – ‘My Day’ or Teddy’s Day – developing language skills
- Make a class diary of the week
- Discuss bedtime stories & share together
- Compare/contrast fiction / non fiction texts
- Act out the day in the life of.... (children choose character) – record in a variety of ways
- Send a card to someone for their “Special Day”
- Class display board - sharing together their day
- Write a letter/postcard to tell someone about a day

Mathematical Development

- Sequence the day – pictorial cards, days of the week, months of the year
- Sequence today, yesterday, tomorrow, make a time line with a washing line
- Explore dates 1st, 2nd, 3rd (times) • Find the missing day
- Use of coins to pay for their lunch • Tally chart favourite day/favourite food
- How many pieces of toast for the class (counting)
- Make different shaped food (eg pizzas), develop & explore fractions
- Weigh out ingredients, breakfast cereal/lunch/tea/soup
- Shadow games using interactive whiteboard
- Capacity – how many drinks out of a bottle

Religious Education

- Ask the (child friendly) local vicar/minister to ‘adopt’ Puddles the Cat for a Sunday & return to school to recount with photos of her day
- Explore the importance of Sunday for Christians by interviewing people
- Use Sammy Spider’s 1st Shabbat to explore importance of Jews’ Saturdays
- Role play -Shabbat meal - watching video BBC Places for Worship
- Muslim day – praying five times a day
- Make clock to set the Muslim prayer times throughout the day

Personal and Social development, Well-being and Cultural Diversity

- Create a ‘naughty shadow story’ discuss antics/ how to solve the problem
- Role play – different rooms in the house different times of the day/night
- Devise role play boxes from stories

“Marvellous Me” - My Day

- Sharing & caring rules could be created e.g. rules for Goldilocks
- How do we care for ourselves at different times of the day
- Create pictures showing how to be safe in the classroom
- Compare & contrast day in life of someone in a different part of the world
- Create an enjoyment book – favourite activities & part of the day
- Build relationships with family – find out routines through questioning

Welsh Language Development

- Tedi, Beni & doli & their day
- Use Welsh numbers when exploring time
- Make books of Tedi, Buni’s and Doli’s day
- Sut wyt ti?
- Bora da, prynhawn da, nos da – songs and rhymes

Creative Development

- Make & create sand timers (choose recycled materials) on a large and small scale
- Explore a range of different sounds created by clocks & tapes & records
- Compose own sequence of sounds using clocks
- Sequence ‘My Day’ through movement
- Shadow games on whiteboard
- Ring games – exploring moving to a stimuli eg I went to school one morning....
- Paint/draw picture of favourite time
- Make own puzzles

Physical Development

- Lessonst indoors & outdoors
- Investigate movements associated with different times of the day
- Explore different travelling styles used at different times and events
- Devise own sequence of patterns and travelling styles
- Fill, pour, cut, join – fine motor skills developed through sand timers & cooking
- Health & fitness – how you feel at different times of the day

Knowledge & Understanding of the World

- Compare/contrast a day in ‘your’ (child) life with somebody else could be a grandparent or child living in another country (video conferencing), parents/visitors
- Plan a safe route to school – make simple maps/plans
- Take a class toy home – record in a diary
- Choose & select clothes to wear at appropriate times
- Observe & record how school changes at different times of the week/day
- Explore & research different measuring devises from today & the past (sun dials)
- Explore how sound travels e.g. using clock sounds
- Explore outdoors - shadow hunt
- Explore shadows outside through the use of sundials

MARVELLOUS ME – MY BODY

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- A movement lesson/activity using music of choice to engage children in dancing without ANY direction – they just go!
- Display/show a skeleton (which you just happen to have to hand! Made from paper, cardboard, plastic). Briefly discuss at childrens' level using open ended questions
- Move onto how would we move without our skeleton – perhaps showing jelly on a plate!
- Off we go – wobble wobbling!

Resources

- **Creative Development**– paper plates, collage materials for food/glue. Paper plates, collage materials for faces/glue/mirrors. Vanilla essence, cloves, flower petals, muslin/water container.
- **Welsh Language Development**– box with teddy, dolly, bunny, variety of toys, pretend birthday cake, birthday badge, prepared word cards with pictures on.
- **Physical Development** – Skittles, beanies, bowl, containers, balls, bats, cones etc. Streamers, equipment for obstacle course.
- **Personal and Social Development, Well-being and Cultural Diversity** – 2 large faces (happy and sad), name cards/photos, worry worms on small prepared cards.
- **Mathematical Development** – playdough, small birthday candles, candle holders, paper cake cases, small numbers, clipboards, paper, pens, pencils, collection of shoes, wellies and socks, paper, paint, crayons, scissors, paper clips, string, tape measures, metre rule
- **Language, Literacy and Communication Skills** – variety of story/ information books, photos of children/tape recorder, photos of children as babies, timeline – baby, toddler, child, grown up.
- **Knowledge and Understanding of the World** – black card, glue, art straws, chalk, paper, scissors, variety of hats, role play food, mirrors.

Books to use

- Child's Eye Media DVDs – Festivals 1 and Festivals 2
- Our World Series: Our Bides – Little Nippers Heinemann

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Use story and non-fiction as starting points for activities – New Star Science “Health and Growth”
- Play a game of “Who is that?” – matching their photos with the recording of their voice as they hear it – picking out name cards.
- Action songs – body parts – riddles about My body – I’m thinking of a glove – Where does it go – labelling/recording.
- Look at baby photos, discuss how children have changed/grown up – simple timeline hang on washing line – recording what they can do now/ what they couldn’t do as babies – extend to predicting what they will look like and be able to do as adults – Fact File

Mathematical Development

- Using play dough, candles, cake, cases, candle holders – make birthday cakes – develop and extend to number patterns/bonds/ recognitions
- Data collection activities – eye/ hair colour, likes/dislikes, food etc – recording/ interpreting
- Collections of shoes/wellies, mix up and match
- Measuring non standard units – hand span, footprint measurements, make a belt using string, rulers, tape measure etc..
- Shortest to tallest – wall height chart basic activities to develop maths language), ordering hand/feet
- Hands around the school – estimation activities/ healthy eating activities

Religious Education

- Celebrations, birthdays, special times – appropriate to culture

Personal and Social development, Well-being and Cultural Diversity

- Mood chart – smiley/happy face, sad face – children can put photo/name onto the chart depending on how they are feeling, coming into school – opportunity to chat if they wish.
- Extend – “worry worm”/ I’ve got something to say – children can discuss how they’re feeling after placing a worry worm/smiley face card into a box.

Marvellous Me – My Body

- Children bring in a small favourite item and give reasons/ discuss their choice at circle time – bring and show

Welsh Language Development

- Pen Blwydd Hapus – special days – foods for a party
- Tedi yn y bocs – use props for pretend birthday, teganau yn y bocs – What toy would you want for your birthday – Rwy’n eisiau...

Creative Development

- Make a collage “favourite meal”/ make a collage of a “healthy meal”
- Making a perfume – using various ingredients – vanilla, cinnamon, cloves and water/filter – flower blossoms – developing sense of smell
- Paper plates – make faces – features/details – bring in emotions (happy/sad)
- “I’m a dinosaur with 2 legs” song – add children until dinosaur has ten legs – extend to counting in 5s, 10s etc as required.
- Music Express – body music, sounds around vocal/body sounds – exploring how we make sounds
- Val Sebin – activities for dance

Physical Development

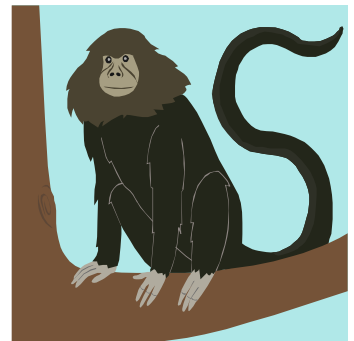
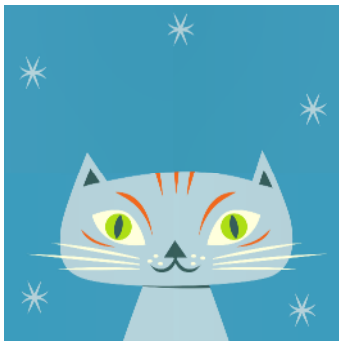
- Have a games day/session – skittles, beanies in the bowl, hit the spot, weaving activities – these will need to be prepared for the fun day – extending – put out equipment and children make up their own games.
- Give children streamers to “run around” and discuss “How do you feel?” after physical exercise – extend as appropriate e.g record with drawings, labels etc.
- Obstacle courses using variety of equipment – using instruction cards to develop knowledge of positional language

Knowledge & Understanding of the World

- Make skeletons using varied lengths of art straws – children choose, extending to children’s interest – e.g examine fish/ bones/skeleton – follow up with similar activity
- “What am I?” – use a variety of hats – ask children What job the people are doing? Extend role play
- Discuss healthy food using variety of role play food – extend to discussions relating to food groups – classifying opportunities
- Look at reflection – features – variation activities – how are people alike/different to other animals/ look for differences between children in the class “spot in one minute” game

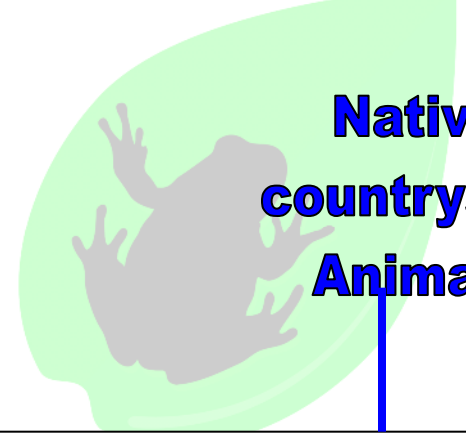
ALL CREATURES GREAT AND SMALL

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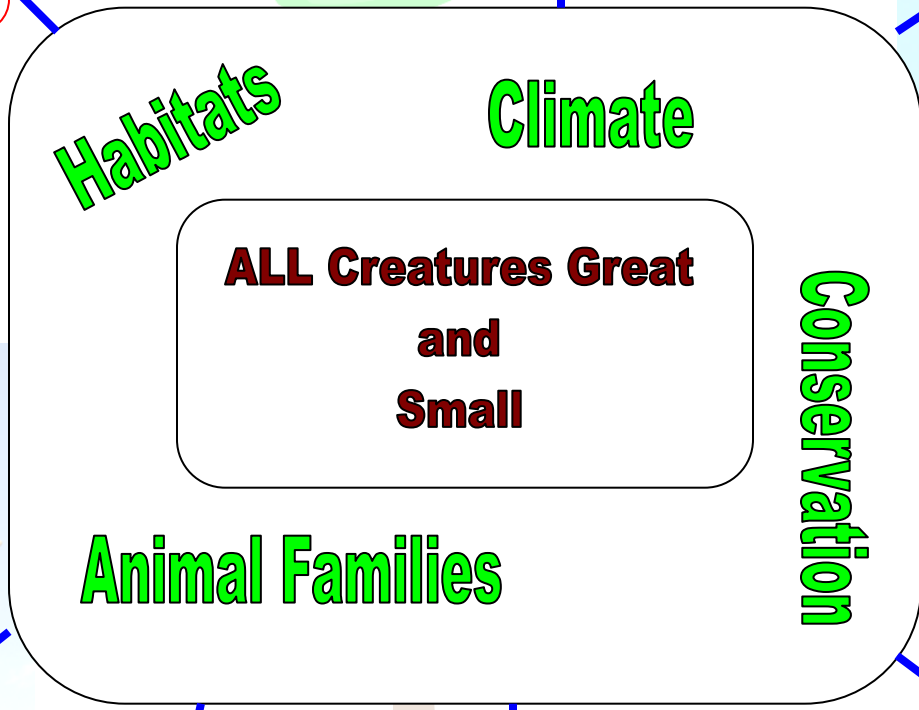


**Native
countryside
Animals**



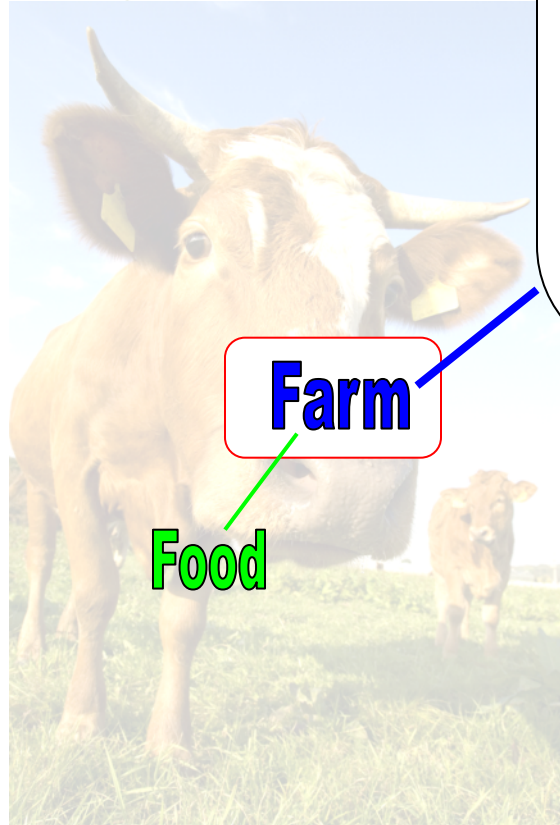
Pets

**Water, water
everywhere**



Garden

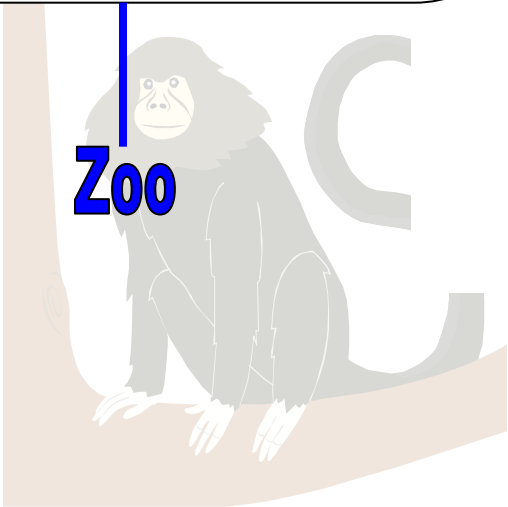
Minibeasts



Farm

Food

Wild



Zoo

**Safari
Park**

**Game
reserve**

ALL CREATURES GREAT AND SMALL - FARM/FOOD

Present ideas through challenging and creative beginnings

Resources

- **Creative Development** – Junk materials, air drying clay, variety of craft materials, playdough, variety of seeds/peas/rice, Val Sabin book and CD, Farm shop – boxes, containers, till, money, baskets, bags, farm vehicles, builders pod, sand, compost
- **Welsh Language Development** – pictures of farm animals/food, puppets, Bwyd, bwyd, bwyd, craft materials, paper plates
- **Physical Development** – Instruments, voice, variety of construction sets, paints, paper, crayons, felt pens
- **Personal and Social Development, Well-being and Cultural Diversity** – Vicar and Puddles (cat soft toy)
- **Language, Literacy and Communication Skills** – Variety of story books, ICT programmes, Farm and farm animals (small world play)
- **Mathematical Development** – Variety of boxes and containers of all shapes and sizes, small world farm animals, packets of seeds, 2D shapes, 3D shapes, money, farm mat, arrows, non standard measuring equipment, rulers, black cat.
- **Knowledge and Understanding of the World** – plants, veg, seeds to grow, compost, recipes for bread, biscuits, potatoes, strawberries, compost, containers.

Books to use

- Wet and Windy Harvest For Puddles – Gill Vaisey
- One Child, One Seed – by Kathryn Cave (Oxfam)
- Handa's Surprise
- Handa's Hen

Visits and Visitors

- Bring in an animal
- Visit to Farm
- Visit the Local Church/ Chapel

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication :

- Farm stories – Old Macdonald/Baaboom/Farmer's Duck/Sam's Duck/Fuzzbuzz/Animals on the farm
- Pictures/photographs/finger rhymes
- Variety of visual media/stimuli – spring watch/autumn watch > smart board research – composing pamphlets/leaflets/info text
- Small world play – farm animals, machinery – enhancing language , vocabulary
- A day in the life of a farmer...possible visit of a farmer
- Poems – animal riddles 'What am I?' – constructing listing poems using characteristics of animals, making up new animals – body parts
- Design seed packets

Mathematical Development

- Cereal boxes – ordering size / Measuring growth
- Capacity – milk containers
- Sorting/matching games – farm animals/small world
- Estimation – seeds in a packet
- Doubling animals in a field – computing numbers
- 2D shapes – put sheep in triangle field, use 3D cereal boxes to order for size
- Money – role play/ farm shop
- Bury animals in sand – name and counting
- Directions – simple movements / using farm vehicles
- Measuring growth
- Tally charts – favourite farm animal and Pictograms, animals favourite food

Religious Education

- Explore the story A Wet and Windy Harvest for Puddles to think about how Christians celebrate harvest
- Visit local church/chapel and see it decorated for harvest
- Think about farming community
- Credit to God – looking after world
- Explore less fortunate/ caring for less fortunate – visit from Charity organisation to show how they support less fortunate

Personal and Social development, Well-being and Cultural Diversity

- Looking after/caring for animals, plants (conditions) / Puddles the Cat

All Creatures Great and Small - Farm/Food - Through the Seasons

- Using Handas surprise/ Handa's hen to explore cultural differences
- One Child one seed – provides opportunities to devise activities and to explore growing/harvesting in South Africa

Welsh Language Development

- Farm animals / sing Old MacDonald, circle games, sorting/matching
- Food –sorting/naming/counting/matching
- Bwyd,bwyd,bwyd – lang. patterns, Sawl, Pa Liw, Oes....da ti?
- Animal masks – Pwy wy ti?

Creative Development

- Moulding – fruit, vegetables with clay
- Make cardboard tractor for role play
- Designing book covers / using a variety of materials
- Fruit printing /Seed heads- face / Play dough activities – bakers shop
- Shakers using seeds/rice/Music Express
- Val Sebin – dance activities/growing animals
- Any play – indoor/outdoor – tractors/diggers/farm
- Role play - farm shop
- Junk materials – animal heads, machinery (Belair-Early Years Design & Tech)

Physical Development

- Animal movements – hands/feet travelling – How do animals move?
- Follow-my-leader – sheep
- Construction / sets – lego etc
- Drawing/painting / animals, fine details, plans of farms
- Flowers/plants - sunflower

Knowledge & Understanding of the World

- Visit to a farm 'Greenmeadow, Cantref Nr Brecon
- Growing vegetables, plants, tomatoes
- Making bread (The Little Book of Dough), fruit salad, making smoothies/biscuits
- Grow potatoes/strawberries in a 'tub' – eventually eat
- 'My plant has died – aargh!' problem solving – keeping plants alive
- Farm mat – planning routes from farm delivering eggs
- Research – dairy/organic – ICT
- Materials – wool/waterproofing
- Visit local shop/Tesco/Asda
- Animal housing on the farm – animal needs

ALL CREATURES GREAT AND SMALL - MINIBEASTS

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- Teacher organize – Visitor to the classroom e.g Spider in Sink, Large Spider Web in corner, Snail Trail, Example of a real habitat – Who lives here?

Resources

- **Creative Development** – Music Express – “Chubby Caterpillar”, Flight of the Bumble Bee, Dance – The Hungry Caterpillar, There’s a worm at the bottom of the garden. Arabella Miller found a hairy Caterpillar, Children to devise rhymes and then use
- **Language ,Literacy and Communication Skills**– Use as many rhymes/ stories/ songs – The Hungry Caterpillar, The Big Sandwich, Squash the Spider, The Bad Tempered Ladybird, The Ugly Pong
- **Knowledge and Understanding of the World** – Life Cycle Kits, “Little Book of Living Things”

Books to use

- God’s quiet things – Nancy Sweetland (Lion Publisher)
- The Tiny Ants – Books @ Press (Big Book and Resource Pack)

Visits and Visitors

- Butterfly Farm
- Woodland
- Goytre Wharf

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Mind map with children e.g. existing of mini beasts and where they live
- Design role play/tuff spot/outdoor area
- Develop pathways for different mini beasts using sand, mud, bark, chippings etc
- Matching labels
- Children to use various resources to research and record information for class display
- Create and develop their own minibeast and their habitat – develop into sorting writing and poetry . Children to devise rhymes

Mathematical Development

- Create mini beast board games to include rules of number
- Investigate spots on ladybird to create pictorial number sentences
- Develop reflective/symmetrical shapes dots and progress to pattern (ICT link)
- Children to record date collected from minibeast hunt – encourage small group work to compare data – groups different days.
- Compare size – length of minibeast size of habitat?

Religious Education

- The Tiny Ants - books @Press Muslim Story – discuss the caring aspect. Who made the animals? Who cares?
- Play the “Care for Creatures” game to reinforce the message of the story.
- Design a sunshine tree – reflection
- “God’s Quiet Things” –Nancy Streetland
- Explore the school grounds, listen for quiet things. Children to take photographs of quiet things and make

Personal and Social development, Well-being and Cultural Diversity

- Brainstorm ways of looking after the different habitats – set up wormery – butterfly life cycle – children to dress up as carers.
- Devise a plan to care for the plants/ food
- Devise rules for catching the minibeast

All Creatures Great and Small - Minibeasts

- Children to devise rules to be safe and to care for the environment
- Create minibeast role play scenario –dressing up as minibeasts
- Children to undertake litter pick/ highlight litter harmful to minibeasts

Welsh Language Development

- Welsh vocabulary
- Welsh commands
- Games – use commands
- Incidental throughout activities
- Welsh stories
- Pwy wyt ti ?– circle time with masks/sounds

Creative Development

- Children to design and devise ways/activities to make large/small 3D mini-beasts using recycling materials/ clay/ mobiles/ masks/ papier mache
- Design patterns – honeycomb (bees), butterflies symmetry
- Design minibeast - biscuits/ jelly moulds
- Investigate and design habitats
- Tuff spots construction
- Music and Dance and Drama – explore rhymes and songs – The Hungry Caterpillar, The Flight of the Bumble Bee

Physical Development

- Investigate movements associated with different mini beasts
- Investigate spots on ladybird to create pictorial number sentences
- Develop reflective/symmetrical shapes, dots and progress to pattern (ICT link)
- Children to record data collected from minibeast hunt – encourage small group work to compare data – groups different days
- Compare size, length of minibeast – size of habitat

Knowledge & Understanding of the World

- Develop the role of explorers – children to devise explorer bag/boxes–think of equipment needed
- Children to map route for minibeast hunt before topic and after
- Create class discovery book based on knowledge and children’s photographs and sketches.
- Insect lore, class minibeasts – life cycle of butterfly and wormery
- Select/grow specific –ladybird/ butterfly plants
- Compare/contrast/ observations
- Children to develop descriptive observational vocabulary for observing minibeasts in class tank.

ALL CREATURES GREAT AND SMALL – WATER, WATER EVERYWHERE

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- After your intro, get children to brainstorm their own ideas of what they want to learn
- Background music of dolphin music – All sitting on a blue blanket. Where do you think we are? Then introduce the book – Commotion in the Ocean

Resources

- Possible Role Play areas may include: Under the Sea, Pond Dipping, Rock pools, Ship Wreck
- Outdoor Role Play – swamp, boxes, blankets and masks to create their own under the sea environment
- ESIS Physical Development Activity cards
- Scholastic Foundation Themes – The Seaside

Books to use

- Storm by Judy Hucker and Helen Villers
- Rockpool Rap by Roderick Hunt
- Our Whale Watching Trip by Vicky Graham
- The Journey – by Scott Mann and Neil Griffiths
- Sailor Bear by Martin Waddell
- Dolphella” by Kit Wright
- Over the Steamy Swamp – Paul Geraghty
- Picture a Poem – Gina Daithwaite

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Water/sound poems
- Make a list of describing words linked to water and creatures – re-order to make a poem
- Descriptions of animals that live in the water (report writing)
- Who am I? Ask questions to find out what water creature card a child is holding
- Read and response to Fiction/ non-fiction books related to water and creatures within it.

Mathematical Development

- Number rhymes
- Devise competition for sea creature models – timed, ordinal numbers
- 2D and 3D shapes linked to boat models
- Problem solving – How to cross the river?
- Capacity – problem solving, Who needs the most water in the tank, the fish or the octopus? How many cups fill the tank?
- Sorting sea creatures/pond life.
- Rainfall measuring – non-standard/ standard units of measure
- Data handling of results

Religious Education

- Charity work - Christian Aid, Water for Life, Water Aid.
- Possible opportunity for fund raising
- Explore how some people are affected by a lack of water and how others help them through charity aid
- Use Christian Aid series.....lives in.....

Personal and Social development, Well-being and Cultural Diversity

- Discussion on the need to care for animals – i.e. fish
- Personal hygiene

All Creatures Great and Small - Water, Water Everywhere

- Problem solving - team work
- How to transfer water from one place to another (add gradient for more able) .Links to water pumps in Africa.
- Possible sense spirituality explored in “The Whale’s Song”
- Pollution – effects on the creatures who live in the water

Welsh Language Development

- Pwy wyt ti?
- Key words of water creatures
- Pa lliw? Point at water creature
- Ble mae? Book
- Ble mae pysgod?
- Ble rwy ti’n byw? Pond, sea, river
- Role play with puppets/ masks

Creative Development

- Create water creatures through a variety of materials – junk, clay, masks
- Collage of water pictures
- Create own sounds based on ponds, rivers, waterfall, sea, storms etc.
- Listen to water music and songs linked to water
- Dance stimulus – Octopus’s Garden, Life of a Storm, Commotion in the Ocean
- Rain dances/ movement – linked to water

Physical Development

- Make comparisons to how their bodies moves to that of sea creatures – crabs, dolphins and eels
- Water safety
- Crossing the River – using stepping stone spots to travel in different ways across the river – hopping and jumping
- Sharks game – Children are fishes in ocean, hoops are the island and teacher is the shark. When music stops, fish not on island are out.

Knowledge & Understanding of the World

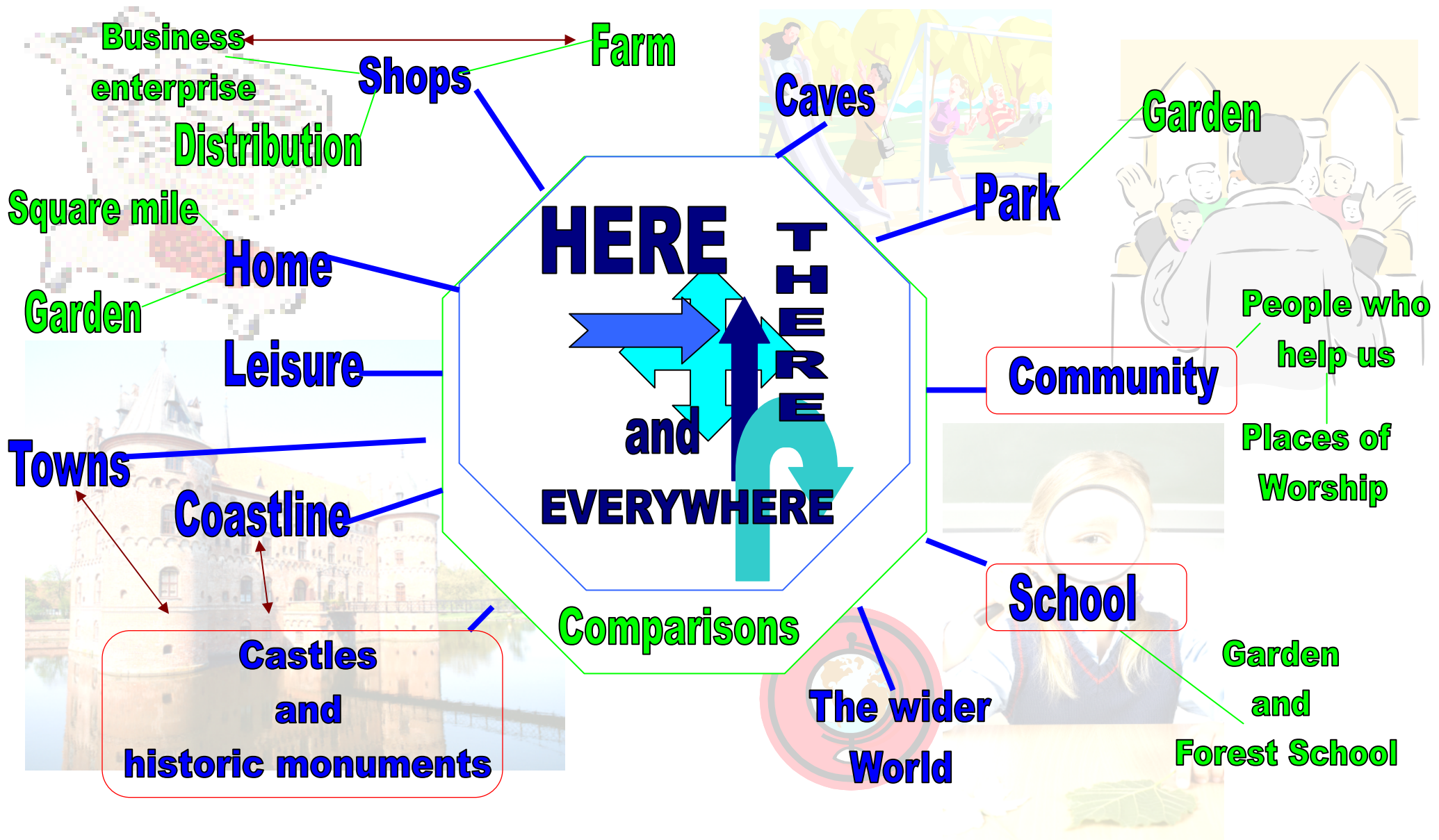
- Investigating best material for sea creatures - floating and sinking
- Life cycle of a frog – keep tadpoles
- To think about what would happen if it didn’t rain
- Becoming aware of environmental issues – floods
- Similarities and differences between animals/land/ air/ water
- Pond dipping – digital microscope
- Sparkle box website



The following topic strands are related to stage not age, so can be applied to any age group



The strand examples that are circled in red on the mind maps have been developed further on the topic web planners. You may choose to follow and develop any of the other ideas suggested by the mind map or your children.



HERE, THERE AND EVERYWHERE – COMMUNITY – PEOPLE WHO HELP US/ PLACES OF WORSHIP

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- Arrange of visit to give children a first hand experience e.g Vets, Post Office, Shops, Police, Postman, Fireman
- Use this as an idea for role play area

Resources

- DVD Early Vision
- Child's Eye Media – People who Help Us pack
- Active Learning – WAG
- RNLI Resource Pack
- BBC Watch Places for Worship video for child at the mosque

Books to use

- Puddles Lends a Paw (big book, soft toy cat and Vicar with vestments) – Books @Press
- People who Help Us – Jenni Tavener

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Identify signs and symbols linked to people who help us
- Create their own questionnaires for our visitors
- Visit local library – talk about the job of librarians and how they help us find books – what their day involves.
- Listen to sounds linked to people who help us
- Learn relevant songs and rhymes
- Interview the people who help us in school
- Helping hands wheel which identifies class job – spin to see who will do the jobs.

Mathematical Development

- Rhymes and songs
- Develop mathematical language such as longer/shorter, more/less, heavier/lighter
- Problem solving linked to service – which shape paper is need to wrap parcel (use 3D shapes for parcels)
- Pattern making linked to church/mosque visit (link to ICT)
- Problem solving – use box as a removal van. How will you fit the blocks in the van? Can you add 2, take away 3? etc
- Deliver parcels – making addresses with odd and even numbers and ask questions such as deliver the letter to an odd number bigger than 5 etc.

Religious Education

- Listen to “Puddle lends a paw” and use cat/ vicar as props to enhance story
- Take photos of the different aspects of the church that Puddles encounters
- Explore how people help in the church
- How people use the mosque.
- BBC Watch video – make models and recognise the distinct shapes of the mosque and compare with church. Role play area of church – explore through video

Personal and Social development, Well-being and Cultural Diversity

- Circle times may include – who helps you? (At home, school, community)
- Learn about 999 – Visits from Policeman/woman on stranger danger

Here, There and Everywhere - Community – People who Help Us/ Places of Worship

- Mrs Tufty – Road Safety, Dentist – cleaning teeth, healthy eating
- Find out about who uses a mosque – possible visit
- Extended activities- animals who help us – hearing dogs, mountain rescue
- Play pass the parcel.

Welsh Language Development

- Pwy wyt ti? – using flashcards of people who help us
- Role play – puppets
- Sut wyt ti?
- Beth sy’n bod?
- Ga i ...? – Dyma ti
- Ble mae...?
- Welsh books- Sam Tan

Creative Development

- Role play area linked to visit
- Outdoor role play
- Boxes and blankets creating vehicles – ambulance, fire engine, police car etc - relate this to scenarios to encourage use of problem solving
- Create models using clay, play dough, junk, construction kits, linked to service chosen - fire service, post office
- Listen and respond to music related to places of worship – church bells, organ music
- Action songs linked to theme – Bob the Builder, Postman Pat

Physical Development

- Investigate ways of travelling linked to transport – from services such as Fire/Police/ Ambulance
- Listen to sounds - linked to and respond to people who help us

Knowledge & Understanding of the World

- Outdoor role play – road safety
- Learn about the jobs of people who help us including Rescue Services, Doctors and Surgeons, Hairdresser, Refuse Collectors, Vicar etc. – Role Play through dressing up, make life size models and dress them in the clothes (could make role play sacks)
- Role play situations such as the accident on the zebra crossing (see WAG resources)
- Learn about the life of Alexander Graham Bell – link to 999 emergency
- Learning about the work of the RNLI

HERE, THERE AND EVERYWHERE – SCHOOLS

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- Somebody has delivered a letter to your class “Where is Teddy?” – look at the enclosed treasure map (outside/ around the school/ within classroom) to find him!

Resources

- **Physical Development** – large/small equipment, construction sets, world play, balls, bean bags, skittles
- **Mathematical Development** – pens, paper, boxes for treasure, treasure items – toys, skittles, bean bags, washing line
- **Language, Literacy and Communication Skills** – photographs, cameras, pens, paper, folders, recording equipment, appropriate fiction/non fiction texts, craft materials
- **Knowledge and Understanding of the World** – cameras, photographs, seeds, bedding plants, bulbs, compost, gardening tools, prepared “arrows” for directions, treasure items, prepared plan/sketch of classroom, school, school grounds

Books to use

- R.E – The Baby Birds – Books @Priess
- St Francis and the Birds – Books @Press

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Using photographs of everyone – teachers, helpers etc.. within the school, children compile a profile – interviews to obtain information and recording their findings in the profile.
- Visitors – lollipop person etc to the classroom for similar activities
- Using outdoor environment to listen to/ read relevant fiction/ non fiction texts related to the school/ classroom/ children
- Compile posters/ information pack of areas/ classroom within the school – collating information collected.
- Design a mini garden – discussions, ICT, pictures, photographs – stories, rhymes

Mathematical Development

- Getting to school – How long does it take? What time do you start out/ get there? Who takes the shortest/longest time? Collect and record data.
- School grounds walk – estimations – How many steps might/would you take?
- Treasure hunt games – link to matching, counting, sorting – have 5 (or as appropriate) treasure boxes, labelled, Give children set time to find objects – counting, putting into correct boxes.
- Capacity, maths language, ordering whilst engaged in gardening activities
- Tallying games – keeping score – skittles, bean bag games.
- Outdoor washing lines – activities for sorting/ matching etc.

Religious Education

- Listen for birds in the school grounds
- “Hear the Baby Birds” – a Muslim story about showing responsibility towards creatures.
- Play with the baby birds puppets to re-cap the message of the story – listen to the book on CD and in welsh.
- Hear the story of “Francis and the Birds”

Personal and Social development, Well-being and Cultural Diversity

- Circle time activities – turn-taking, sharing, classroom rules, school rules

Here, There and Everywhere - School

Welsh Language Development

- Language patterns within classroom – registration, lunch register
- Instructions for physical activities

Creative Development

- Make a mini garden
- Design own role play area – own classroom – secretary’s office, store room etc
- Create a “classroom in a box” using junk materials, indoors/outdoors
- Make wind catchers
- Walk around school grounds – noting sounds, drawings – produce a poster
- Create a sound garden – using junk material
- Val Sebin – growth etc. circle games outdoors,
- Use classroom items to create a soundscape – e.g tapping, shaking – pens, tables, radiators, rulers

Physical Development

- Play “ring” games – “Ring-a-Ring-of-Roses” and In and out of the Dusty Bluebells”
- Outdoor large/smaller equipment, wheeled etc to incorporate within activities, large construction toys, small world play
- Any team games developing spatial awareness

Knowledge & Understanding of the World

- Take photos of all the teachers, helpers, within the school to display the children to recognise.
- Take photos of school grounds – extend by talking about how to make improvements – what they would like – recording if appropriate.
- Plant seeds, bulbs etc – take photos before/after.
- Outdoor areas for seasonal walks/ activities – observations, collections of leaves, signs of...
- Play with compost, equipment, pretend flowers.
- Follow arrows around the school finding a variety of treasures
- Devise symbols to add to a prepared sketch/ plan of classroom/school – labelling a “key” to explain the symbols – Can you find these places?

HERE, THERE AND EVERYWHERE – CASTLES/ HISTORIC MONUMENTS

Present ideas through challenging and creative beginnings

POSSIBLE STARTING POINT

- Letter arrives to school with a wax seal (parchment paper in a scroll with red ribbon)
- Letter hidden in treasure chest – letter announcing the arrival of a fictional king to a banquet to be held in the school

Resources

- **Welsh Language Development** – Raglan Castle – little boy in wheelchair
- Hairy Scary Castle (Black-Cat poems)
- William Tell
- Coins/ clothes from long ago
- Clothes that monks wear then and now
- Clothes that the vicar wears (vestments) – The Reverend Freddie Fisher soft toy
- The Life of St. David - Heinemann

Visits and Visitors

- Raglan/ Caerphilly Castle
- St. Fagans
- Cardiff Castle
- Caldicot Castle
- Llanciach Fawr
- Archery Group

Foundation Phase Planning Medium Term Planning Focused tasks and Ideas to Enhance Continuous provision.

Starting date.....

All Activities to be child led – Emphasis on Thinking skills, Investigating and Enquiry Skills.

Language, Literacy and Communication

- Write with quills – stain paper
- Devise and create menus and invitations for banquet
- Make world chain mail – 3 letter words, chain, 1 letter
- Create “jokes” to share at banquet, make a jester’s joke book
- Re-tell A Knight’s Story using puppets and props
- Create news names for knights/princesses, invent characters
- Sequence a favourite story linked to castles
- Tell a story through tapestry – make a pictorial story
- Look at paintings to stimulate discussion about castles in past/present
- Act out life in painting

Mathematical Development

- Sand play – make castles/flags, group and re-group, odds and evens
- Make castles with 3D shapes, make hats using shapes
- Create patterns for shield (coat of arms)
- Shields – develop fractions
- Number chains – complete the pattern, fill in the missing number
- Barrier games and Target games – measure distance
- Weighing ingredients for banquet
- Budget for the banquet
- Compare coins – look at value of money – What can we buy for banquet?
- Problem solving activities – How do I get to the castle?

Religious Education

- Why do they have a chapel in the castle? – Explore the local chapel today.
- May pole dancing celebrations
- Research St. David’s Day and his monasteries – Look at the clothes that the monks wear today and in the past. Compare with clothes the vicar wears for different occasions

Personal and Social development, Well-being and Cultural Diversity

- Compare rulers – knights, code of conduct – link to school rules and discuss why we need rules

Here, There and Everywhere - Castles/Historic Monuments

- Investigate ways to keep food fresh.
- Name and create role play – castle and characters – give/share scenarios
- Search for castles in other parts of the world.
- Give children pretend food – discuss how to eat it.
- Discuss feelings of people in castle –hot seating–roles of different workers.
- Compare diet of past/present–sort into healthy/unhealthy food, food diaries

Welsh Language Development

- Visit a welsh castle
- Welsh stories and songs
- Make welsh food for banquet
- Act out welsh stories
- Traditional dance (welsh folk music)
- Bwyd, Pwy sy eisiau....?
- Basic patterns–Dyma...Rwy’n hoffi...
- Develop on awareness of the welsh flag and stories behind it.
- New welsh vocabulary, mead, cawel

Creative Development

- Make perfume and own welsh seal
- Design and make a money pouch
- Use recyclable material to make own props for role play (large and small scale)
- Create a tapestry/ weave different materials
- Design a coat of arms/flags
- Create junk model castles and dragons
- Embossed patterns
- Learn welsh folk dance–devise own to perform
- Make sound effects for spooky characters
- Listen to old traditional music, create entertainment for banquet – jester, juggling

Physical Development

- Processions in and around the school (class carnival)
- Target games (archery), throwing
- Obstacle course
- Skittles – explore traditional games
- Learning how to bow and courtesy
- Acrobatics to perform for king.
- Explore different ways of carrying – working in pairs and small groups
- Make knots, fastening and weaving
- Use laces to join things together – lacing cards

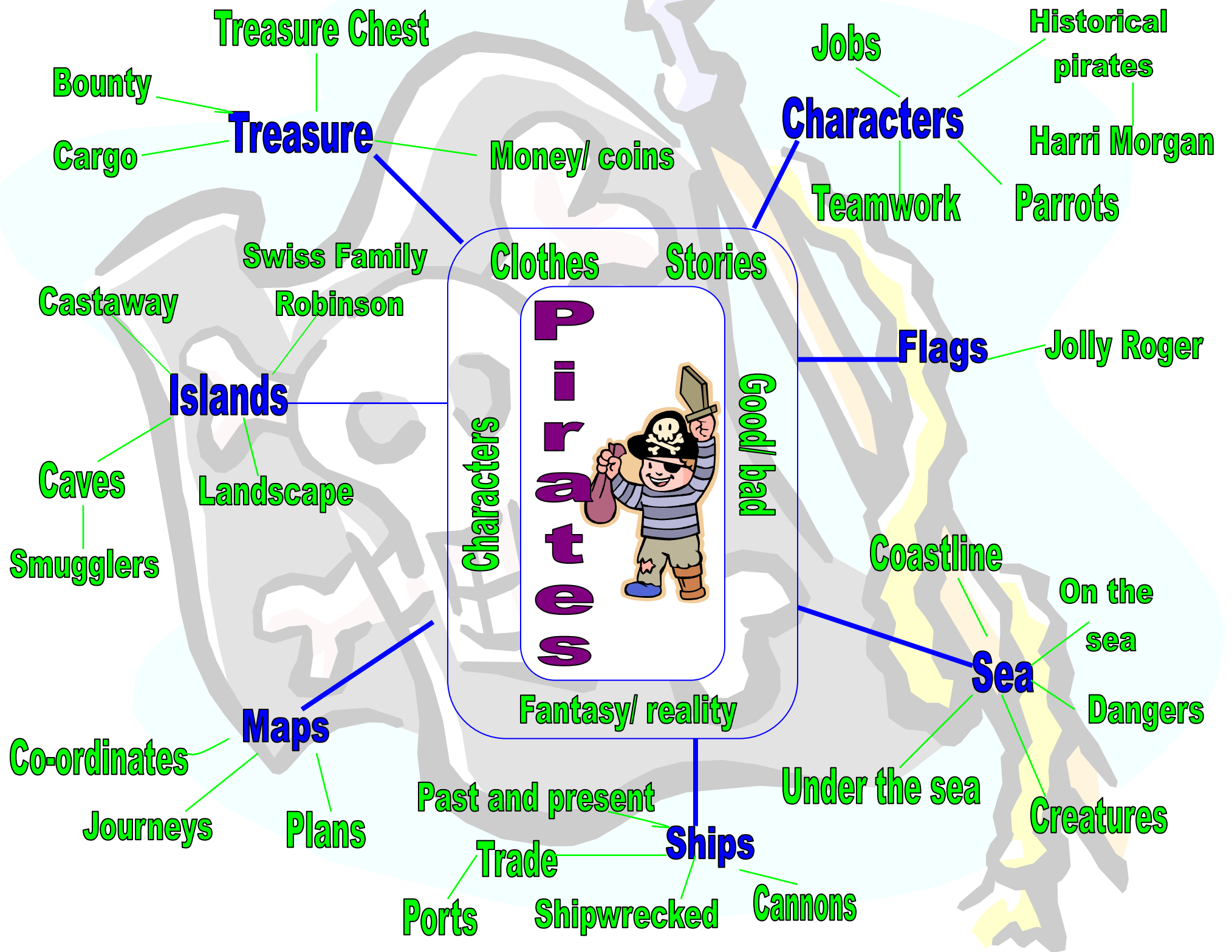
Knowledge & Understanding of the World

- Compare effects of time/historical events on castles (weather/fights)
- Research using ICT and visits –record information
- Grow herbs and use in cooking
- Compare and contrast old and new coins (coin rubbings) – sorting activity
- Compare/contrast clothes from today/past, what clothes shall we wear? Children to make a robe/crown
- Features of a castle – research, make own castle and label. Describe reasons for features.
- Look at pulley system in castle, make own drawbridge
- Investigate locations of castles using simple map/ key
- Design own place for castle – Tuff spot activity
- Investigate materials

OTHER MIND MAP IDEAS:









Stream
Ponds/ water

Life in the water

Washing line

Camping

Garden Party

Digging-

Things to do
in the garden

Playing mud
Make
perfume

Playing mud

Visitors

Pets

Chat to neighbours

Picnic

Paddling pool

Animals

Food

Plants

Trees

Books-

Furniture
BBQ
Shed

Surfaces
Gates

Lifecycles

Machines

Garden features

Tools

Play area equipment

GARDENS

fact and fiction

Nursery rhymes

Feeders

Conservatory

Scarecrows

Garden ornaments

Minibeasts

Herb

Greenhouse

Weather /seasons

Watching

Boundaries fences,walls

Sounds

senses

Vegetable

Different types
of gardens

Hanging baskets

Compost

Recycling

Conservation

Clothing

Sun safety

Shadows

Garden Centre

Eden/
in Wales

Sensory

Botanical garden

Allotments

Flower

Jack and the
Beanstalk

Florist

Birds

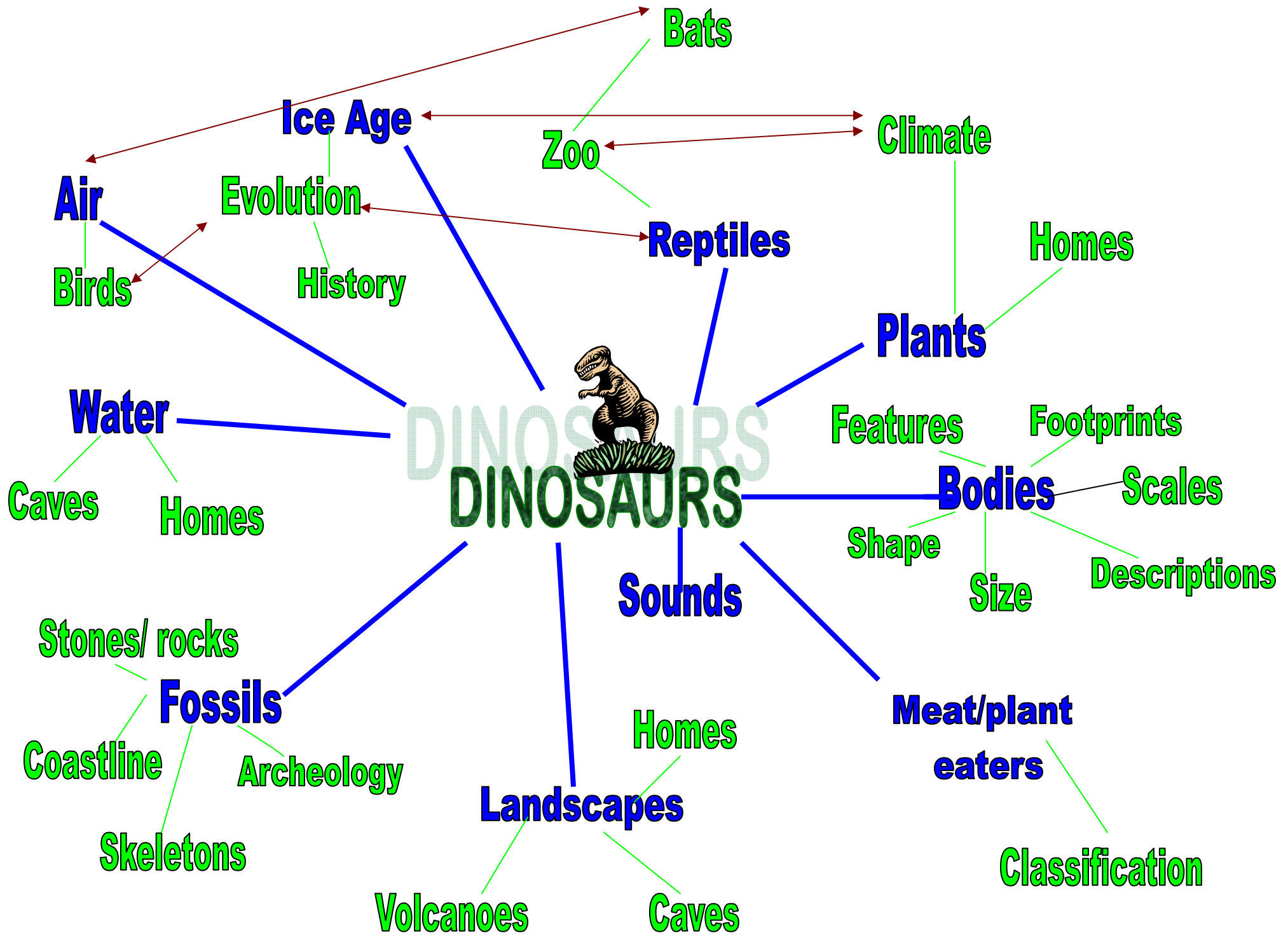
Watching

Watching

Sun safety

Garden Centre

Florist









Primary Religious Education Support Service

Think Topic



Cultural and Religious Education Additional Support Material



Suggested Activities linked to Foundation Phase Areas of Learning

Curriculum 2008 Wales

Gill Vaisey, RE Consultant



Updated January 2012

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Religious Education and Cultural Diversity In The Foundation Phase Curriculum

The Foundation Phase curriculum:

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

The resources referenced in this document will fully support religious education provided according to the locally Agreed Syllabus and the following aspects of the Foundation Phase curriculum:

Personal and Social Development, Well-Being and Cultural Diversity

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

Links Between Religious Education and the Foundation Phase Curriculum

The following provides details of specific links between areas of Religious Education and the Areas of Learning in the 2008 Foundation Phase document.

<p style="text-align: center;">RE in the Foundation Phase</p> <p>Areas for exploration:</p>	<p style="text-align: center;">Main Link with FP Areas of Learning</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>

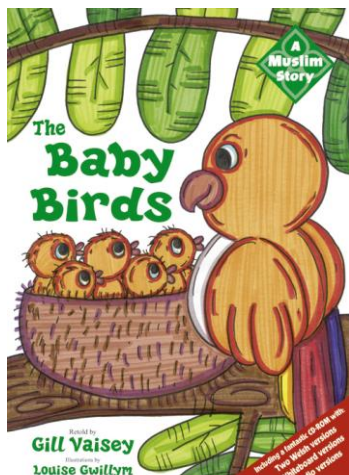
Support Sheets and Topic Webs

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

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

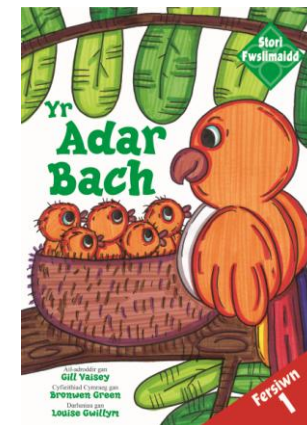
The suggested activities have been cross-referenced to particular elements of the areas of learning from the Foundation Phase curriculum. In addition, links have been made to areas of religious education that are commonly featured in locally Agreed Syllabuses.

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

- Enhance the craft area to make bird pictures, collages, masks etc using a variety of materials
- NB Children should not draw or represent the Prophet Muhammad.**
- Listen to and record the sounds of nature including bird song
 - Make bird food to hang in feeders in the school grounds
 - Use the accompanying mother bird hand puppet, the baby birds finger puppets and nest set in creative play

Religious Education

- Listen to and enjoy the story The Baby Birds
- Think about their own actions and consequences in relation to the natural world.
- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story).
- Encourage children to think about their own beliefs and attitudes about and towards the natural world
- Talk about why the story of the baby birds is important to Muslims and what it teaches them.

Physical

Personal, Social, Well-being and Cultural

- Talk about the choices the man in the story had in relation to catching the baby bird
- Ask questions and give responses about how and why special things should be treated with respect
- Demonstrate care and respect for their environment when working and playing outside
- Talk about what they think is good and bad, right and wrong, fair and unfair, caring and inconsiderate in the story
- Talk about and reflect on the decisions made in story and suggest alternative responses
- Encourage children to think about what they would have done if they were either the man catching the bird or someone seeing him do so.
- Use circle time to 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
- Discuss with the children issues relating to safety and danger.

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

Mathematical

- Sort images of birds by their different features
- Record sightings of birds on a tally chart or pictogram

Language, Literacy and Communication

- Listen to the story The Baby Birds
- Discuss the story and its message
- Respond to the story with their own views and opinions about the action of Muhammad
- Encourage pupils to re-tell the story using the accompanying mother bird hand puppet, the baby birds finger puppets and nest set
- Enjoy role play and imaginative play **NB Children should not role play the Prophet Muhammad.**
- Look at books, DVDs, photographs, websites to find out about different types of birds

Welsh

- Use the audio-visual CD of Yr Adar Bach
- Listen to the story from the CD and follow the book
- Learn the key vocabulary from the CD

Knowledge and Understanding of the World

- Compare the plants and animals in the book with those in the local environment – explore the school grounds, local park etc.
- Use digital cameras, binoculars, reference books
- Join the RSPB Bird watch scheme
- Create a bird hide and record sightings
- Listen to a visitor from the RSPB to find out about their work

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

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*, by Gill Vaisey, Books@Press

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.

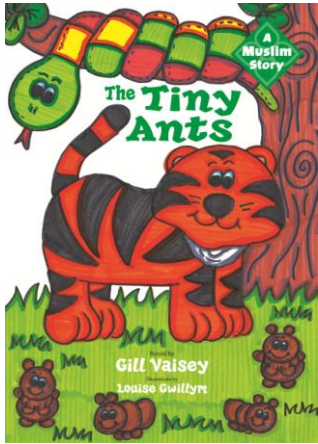
Activities	RE and Areas of Learning (2008)
Within the school grounds or nearest garden area, encourage children to listen to the sounds of nature and in particular bird song and sounds.	<u>Knowledge and Understanding of the World:</u> identify the effects the different seasons have on some animals and 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	<u>Well-being:</u> Develop a growing interest in the world around them (S)

world.	RE: Explore the awe, wonder, mystery and spirituality of the world in which we live (R)
Provide bird puppets, toys and models for children to sort and classify according to their own criteria.	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)
Enhance the art and craft area with materials for children to make pictures, collages, masks etc. of different birds.	Creative: Explore and experiment with a variety of techniques and materials (S) Make choices when choosing materials and resources (S)
Share the story <i>The Baby Birds</i> , by Gill Vaisey, from the printed book and / or from the CD for whiteboard use.	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)
Encourage children to reflect on the message of the story and on their own actions and consequences in relation to the natural world. Encourage the children think about Muslim beliefs about the natural world (as illustrated by the story). Encourage children to think about their own beliefs and attitudes about and towards the natural world.	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

	<p>made (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>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,</p>

	<p>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)</p> <p>Listen to a story being read by following the print(S)</p> <p>Understand the significance of the printed word and the relationship between printed symbols and sound patterns(S)</p> <p>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)</p> <p>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</p> <p>Investigate how people and places are linked</p> <p>Identify some animals and plants that live in the outdoor environment</p>

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The Tiny Ants

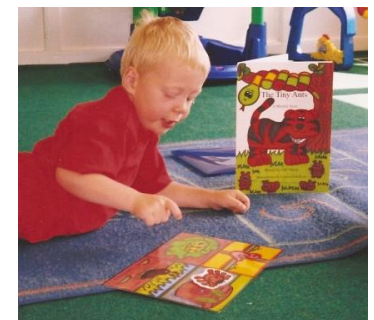


The Tiny Ants is a delightful retelling of a traditional Muslim story which encourages children to think about the importance of caring for the natural world.

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

- Learn and sing songs associated with mini-beasts Such as 'From The Tiny Ant' BBC Come And Praise 2 Songbook and CD.
- Use percussion instruments to symbolise the sound of different creatures
- Enhance the craft area with a variety of material to make mini-beast pictures, collages, puppet etc.

Religious Education

- Listen to and enjoy the story The Tiny Ants
- Think about their own actions and consequences in relation to the natural world
- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story)
- Encourage children to think about their own beliefs and attitudes about and towards the natural world
- Talk about why the story of The Tiny Ants is important to Muslims and what it teaches them.
- Encourage children to think about what they can learn from the story
- Talk about what qualities and beliefs Muhammad showed in the story

Physical

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

Personal, Social, Well-being and Cultural

- Play the 'Care for Creatures Game' and respond personally to simple imaginary moral situations giving reasons for decisions made about the different creatures
- Talk about the choices available in relation to mini-beasts they encounter
- Ask questions in relation to the story about how and why creatures of all sizes should be treated with respect and respond personally
- Demonstrate care and respect for their environment when out on a mini-beast hunt
- Think about the actions of the men in the story and what would have happened if they had not put out the fire
- Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate in the story

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

Mathematical

- Sort animals into different size groups (R)
- Play the 'Care and Beware' large board game with counters and dice
- Play the 'Care for Creatures Game' in small groups
- Record findings from a mini-beast hunt on the pictogram

Language, Literacy and Communication

- Listen to and enjoy the story The Tiny Ants
- Discuss the story and its message
- Respond to the story with their own views and opinions about the action of the men and the response from Muhammad
- Retell the story with the storyboard cards

Welsh

- 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

- Look for mini-beasts in the local grounds and observe their behaviour
- Compare the different mini-beasts and find ways to group them

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

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

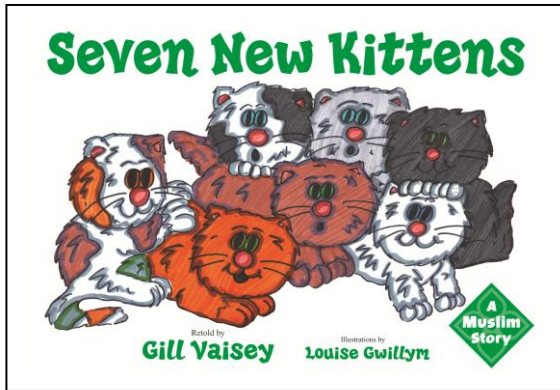
**RE Focus: To appreciate that creatures of all shapes and sizes are equally important and are worthy of care.
To become familiar with a traditional Muslim story.**

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

Activities	RE and Areas of Learning (2008)
Read the book and give pupils opportunity to identify the different creatures featured.	<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)
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.	<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)
Provide opportunity for pupils to explore the school grounds or nearest	<u>RE:</u> Begin to ask questions about their own experiences and the world around

<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) <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) <u>Mathematical:</u> 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><u>Moral and Spiritual:</u> 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) <u>Mathematical:</u> 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><u>Mathematical:</u> Develop their mathematical language ... (S) Recognise patterns, sequences and relationships through practical activities (S) <u>Language:</u>... 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><u>Moral and Spiritual:</u> 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) <u>Knowledge and Understanding Of The World:</u> Observe differences between different animals in order to group them (R) <u>Mathematical:</u> Develop their mathematical language ... (S) Represent collected data initially using real (objects), pictures (or diagrams), progressing to a variety of simple charts... (R) <u>Well-being:</u> Demonstrate care and respect for their environment (S) <u>Social:</u> Form relationships and feel confident to play and work cooperatively (S) Concentrate for lengthening periods (S) <u>Welsh:</u> 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.</p> <p>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
- NB Children should not role play the Prophet Muhammad.**
- Enhance the craft area with a variety of material to make cats and kittens pictures, collages, puppet etc.

Religious Education

- 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.
- 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).
- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story)
- Encourage children to think about their own beliefs and attitudes about and towards the natural world
- Talk about the needs of animals and how we can help them

Physical

Personal, Social, Well-being and Cultural

- Develop an awareness of different cultures** and the
- Talk about the choices available to Muhammad in the story
 - Encourage children to think about what they would have done with the kittens
 - Ask questions in relation to the story about why cats and kittens should be treated with respect and think about why some people might be unkind to animals
 - Demonstrate care and respect for their own and classroom pets
 - Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate in the story and in the work of the Cat's Protection Society

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
- Play 'Match the Kittens Game' in small groups
- Sequence the colours and numbers of the kittens

Language, Literacy and Communication

- Listen to and enjoy the story Seven New Kittens
- Discuss the story and its message
- Respond to the story with their own views and opinions about the action of Muhammad .
- Retell the story with the storyboard cards
- Sequence the colours and numbers of the kittens

Welsh

- 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

- Use books, DVDs, pictures and the outdoors to identify signs of spring
- Explore the names of mother and baby animals
- Encourage children to think about how we might care for baby animals
- Find out about the work of the Cat's Protection Society

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

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)

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

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

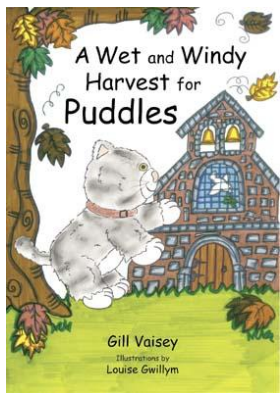
Key Resource: Seven New Kittens

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

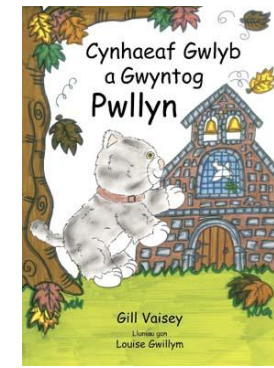
Activities relate to the book: **Seven New Kittens** by Gill Vaisey, Books @ Press

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



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

Explore colour, texture and shape

- Collect fallen leaves and twigs etc. and make an autumn display
- Paint leaf shapes
- Use leaves for printing with paint
- Make leaf rubbings using crayons

Sing a range of songs with others

- Learn and sing songs about autumn and Harvest

Create a church role-play area

- Use imaginative play to recreate some elements of the story
- Make a church role-play area and act out the Harvest service – include the characters Puddles and Freddie
- Dress Freddie in his clothes that he wears for the Harvest service (green chasuble and stole)

Religious Education

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

- Hear the story A Wet and Windy Harvest for Puddles

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

- If feasible visit the local church to see it decorated for Harvest
- Talk to a Christian (lay person or clergy) about what Harvest means to them
- Make a church role-play area and act out the Harvest service – include the characters from the book Puddles and Freddie

Develop curiosity and begin to ask questions about their own and other people's home and community life

- Explore ways in which other religions celebrate harvest – e.g. Jewish Sukkot, Sikh Baisakhi,

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

- Invite someone from a charity or The Salvation Army to talk about how they care for the less fortunate - support others with food parcels etc.

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

- Look at a Christian Bible and talk about how it tells people that they should care for one another

Personal, Social, Well-being and Cultural

Develop an awareness of different cultures

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

- Talk about how and why Christians say thank you to God for food / harvest
- Talk about how other people in class might show thankfulness/ appreciation for food and care for others (e.g. Jewish Sukkot, Muslim Eid-ul-Fitr)
- Explore how some people are kind to others by offering food and shelter (e.g. The Salvation Army)
- Think about what you say thank you for and to whom
- Think about how different people say thank you
- Consider the consequences of Puddles' actions in the Harvest story
- Discuss – should Puddles climb up the pile of fruit and vegetables and drink from the vase of water?
- Think about what is right and wrong or mischievous

Context for Learning / Theme:

A Wet and Windy Harvest for Puddles

By Gill Vaisey

Mathematical

- Sort autumn leaves by colour / shape /size
- Create a pictogram for leaves found in the school grounds or local park
- Make a graph / tally chart of how many children go to church, mosque, synagogue etc.
- Create a role-play shop to sell Harvest produce
- Count and sort fruits and vegetables
- Sort size of Harvest fruits and vegetables – smallest, biggest

Language, Literacy and Communication

Listen with enjoyment and respond to stories.

- Hear the story A Wet and Windy Harvest for Puddles
- Explore the meaning of new words to extend religious vocabulary– match words to pictures in the book.
- Recall the story to show an understanding of the main elements, such as main character, sequence of events.
- Learn the names of different fruits and vegetables – match names to pictures and real produce

Welsh

- Listen to the story read in Welsh: Cynhaeaf Gwlyb A Gwyntog Pwlllyn
- Use the Welsh words for some of the features of the church as mentioned in the story
- Make a display of the features of the church using Welsh vocabulary
- Encourage the use of Welsh in role-play

Physical

Knowledge and Understanding of the World

Collect natural autumn materials:

- Explore the schools grounds or local park to note seasonal changes / signs of autumn
- If possible, take the children outside on a windy day to have first-hand experience of leaves blowing in the wind.
- Collect autumn leaves and note colour, shape and textures
- Make an autumn display.
- Make an autumn vegetable soup
- Make a harvest loaf or mini rolls
- Grow seeds in pots e.g. mustard, cress, salad,

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

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

Represent collected data (S)

Develop their mathematical language ... (S)

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

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

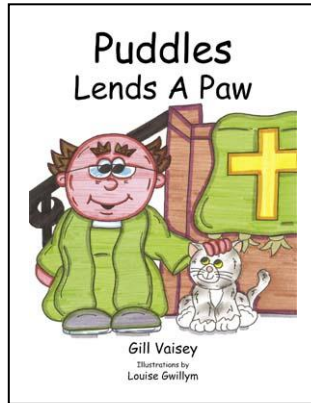
RE Theme: Festivals and Special Places **Key Resource:** A Wet And Windy Harvest For Puddles

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, Books @ Press

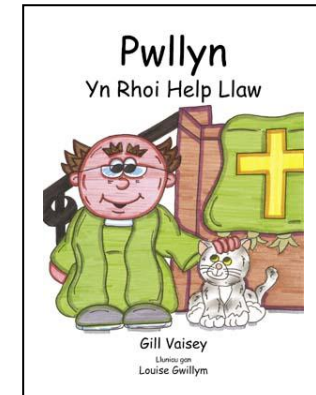
Activities	RE and Areas of Learning (2008)
Provide opportunity for children to collect autumn leaves. Encourage them to explore and sort colours, shapes and textures.	<u>Knowledge and Understanding Of The World:</u> Develop an awareness of, and be able to distinguish between, made and natural objects (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 Pwllyn</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

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

- Use imaginative play to recreate some elements of the story
- Make a church role-play area improvising to make all the parts of the church – pews, organ, pulpit, lectern etc.
- Provide the purpose writing sheet for children to play the part of the different church helpers
- Make stained glass window biscuits
- Enhance the craft area with equipment for children to make models of a church
- Listen to recordings of church bells
- Use bells to make their own music
- Learn and sing songs about helping others

Religious Education

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

- Listen to the story Puddles Lends A Paw and find out who helps in the church
- Talk to the local vicar about how they help others
- Talk to a visitor about why they go to the local church and find out why it is special to them
- Watch some of the photo-stories of Puddles visiting a church at www.booksatpress.co.uk
- Visit a church to find some of the features that Puddles sees in the story
- Look at different styles of Bibles
- Listen to stories from the Bible about helping others
- Think about ways in which they can be helpful towards one another

Physical

Personal, Social, Well-being and Cultural

- Think about to what and whom they belong – family, school, class, etc.
- Talk about how they can be kind and help to others and what actions would not be kind and helpful
- Identify the variety of different roles people play in making up the school and local village / town community
- Identify the different places of worship that are in the local community and meet some people who belong to these communities

Context for Learning / Theme: Puddles Lends A Paw By Gill Vaisey

Mathematical

- Look at different shapes of religious buildings

Language, Literacy and Communication

- Listen to and enjoy the story Puddles Lends A Paw
- ‘Hot Seat’ The Reverend Freddie Fisher to find out about his work
- Participate in role play and drama activities and imaginative play

Welsh

- Listen to the story read in Welsh: Pwllyn Yn Rhoi Help Llaw
- Use the Welsh words for some of the features of the church as mentioned in the story

Knowledge and Understanding of the World

- Identify different places and buildings in the local area and find out how they are used
- Identify different places of worship in the local community and find out what happens there

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

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

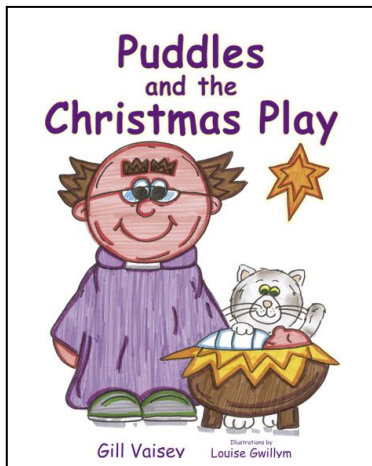
RE Focus: Develop an awareness of a variety of ways people might help in a church and of the Christian teaching to help others.

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

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></p> <p>Emphasise and encourage enjoyment of the repetitive phrases in the book</p> <p>Encourage the children to talk about the story and how Puddles managed to help the various characters.</p> <p>Talk about the Reverend Freddie Fisher’s reading from the Bible about helping others.</p> <p>Encourage the children to identify the different ways the characters in the book helped out in the church.</p> <p>Talk about how the Reverend Freddie Fisher helps people know more about how God wants them to live.</p> <p>Invite the children to think of questions they would like to ask the characters in the book.</p> <p>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)</p> <p><u>RE:</u> Enjoy a range of stories and accounts from different faith traditions and cultures (R)</p> <p>Find out about what happens in places of worship in the local area and why people go to these places (R)</p> <p>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>Describe what they have found out about people, beliefs and actions (S)</p> <p>Understand the relationship between feelings, beliefs and actions (S)</p> <p>Express their own opinions and feelings, and make decisions while considering the viewpoints of others (S)</p> <p>Think creatively and imaginatively about important human and religious questions (S)</p> <p>Think about and ask questions about themselves and other people and listen to the answers of others (S)</p> <p><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><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.</p> <p>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)</p> <p>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>Knowledge and Understanding Of The World:</u> Learn about how and why people and places are linked (R)</p> <p><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...

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



Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

Explore colour, texture and shape.

- Make Christmas cards and decorations
- Make / eat Christmas foods

Sing a range of songs with others

- Listen to and sing songs about winter and Christmas

Use imagination in role-play and stories

- Create a church / Nativity role-play area * and include Puddles the cat and The Reverend Freddie Fisher for imaginative play

*NB This may not be appropriate for all children in the setting / class as some faith communities do not support role-play of religious figures

Religious Education

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

- Create a spider diagram with artefacts to identify what the children already know about Christmas
- Hear and enjoy the story *Puddles and the Christmas Play*
- Hear the Nativity story
- Listen to a Christian visitor to find out how Christmas is celebrated in their church and what Christmas means to them

- Visit the church to see how it is decorated for Christmas

Develop curiosity and begin to ask questions about their own and other people's home and community life

- Talk to a Christian visitor or watch a DVD to find out how Christmas is celebrated in the home
- Make Christmas cards that illustrate Christian symbols and images associated with the festival*
- Talk to a Christian visitor (e.g. member of The Salvation Army) to find out how and why they help others especially at Christmas time
- 'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions

Personal, Social, Well-being and Cultural

Develop an awareness of different cultures

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

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

Begin to question stereotyping

- Think of ways in which they could help those less fortunate at Christmas time – e.g. raise money for charity, make up food parcels and donate to The Salvation Army, give toys to the local charity shop
- Write thank you letters to anyone in the school, home or community who has helped with Christmas preparations and for making it a special time for the children
- Identify what other religious festivals are celebrated at this time of the year and by whom
- Talk about what it means to be nervous and how others might help in that situation
- Talk about how it feels to be left out of games and activities and how we can be considerate to others to avoid this

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

Mathematical

- Sort pictures to identify the characteristics of different seasons
- Make a celebration chart based on the festivals that pupils in the class celebrate within their faith communities
- Sort a range of Christmas cards into different categories e.g. Christian and secular
- Count the candles on the advent wreath as the story of Puddles and the Christmas Play unfolds

Language, Literacy and Communication

Listen with enjoyment and respond to stories.

- Hear the story Puddles and the Christmas Play
- Listen to a biblical account of the Nativity
- Talk about the story and the characters
- Talk about their feelings during parts of the story – e.g. how they felt when Puddles did not get a part in the play; when Puddles came to Ben's rescue
- Talk about what it means to be nervous (as was Ben in the story)
- 'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions

Welsh

- Use Welsh words associated with Christmas
- Make a Christmas display and use Welsh vocabulary
- Encourage the use of Welsh in role-play

Physical

Knowledge and Understanding of the World

Develop awareness of the seasons

- Sort pictures to identify the characteristics of different seasons
- Use the outdoor environment to experience characteristics of winter – rain, cold, frost, snow

Begin to know about their own cultures and beliefs and those of other people

- Identify the number of the children in the class who celebrate Christmas at home and the number of children who celebrate other festivals
- Make and share Christmas foods and find out about the origins of the customs

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

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

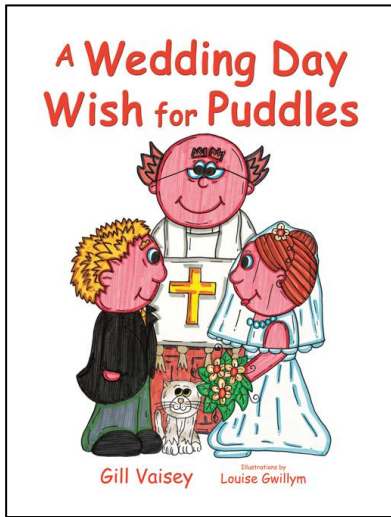
Activities relate to the book: **Puddles and the Christmas Play**, by Gill Vaisey, Books @ Press

(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>

<p>Introduce the story <i>Puddles and the Christmas Play</i> noting which season 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>RE: Explore similarities and differences in people's homes, families, dress, food, 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

- Enhance the craft area with a variety of materials to make wedding cards, invitations and acceptance cards.
- Create a wedding role-play area
- Listen to wedding music, church bells and wedding songs
- Make and eat wedding party foods
- Enhance the dressing up area with wedding outfits from a variety of different cultures
- Make a 'wish tree'

Religious Education

- Enjoy the story A Wedding Day Wish For Puddles
- Hear readings from the Bible suitable for a wedding.
- Explore what happens at a traditional Christian wedding and what is important about the ceremony.
- Watch the wedding role-play at www.booksatpress.co.uk
- Think about friendship and what it is like to have a special friend
- Talk about the 'special friendship' that people have when they love one another and choose to live together (in marriage or not)
- Talk about promises that people might make to one another
- Invite the local vicar to talk about church weddings and about why some people get married in church
- Explore similarities and differences between weddings in a variety of cultures and religious traditions
- Make a collection of wedding photos from different families and cultures

Personal, Social, Well-being and Cultural

- Talk about different types of friendship
- Talk about what it is like to have a good friend
- Think about what it is like to be lonely and feeling left out
- Talk about promises and how it is sometimes difficult to keep them
- Talk about wishes and what the children might wish for
- Explore the variety of different family situations
- Find out about the similarities and differences of wedding ceremonies in different cultures
- Make a collection of wedding photos from different families and cultures
- Explore the feelings of sad, proud, happy, excited that are experienced by the various characters in the book
- Encourage the children to think of situations when they feel either sad, proud, happy, excited

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

Mathematical

- Use money in a role-play florist shop / clothes shop
- Make a tally chart of how many children have been to a wedding and record where it took place

Physical

Language, Literacy and Communication

- Enjoy the story A Wedding Day Wish for Puddles
- Talk about the characters and their different parts in the wedding
- Listen to biblical wedding readings
- Participate in a wedding role play
- Talk about the title of the book and any wishes the children might have

Welsh

- Use Welsh vocabulary associated with the church and weddings

Knowledge and Understanding of the World

- Find out about different pairs in nature
- Explore the role of the vicar in relation to a wedding
- Identify different places where people can get married in the local area

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

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.

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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, Books @ Press

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>Well-being: 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. 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.</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>Social: Develop an understanding of the diversity of roles people play in different groups and communities. Begin to question stereotyping. 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. 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>Knowledge and Understanding of the World: 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>Language...: 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. Social: Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures. RE: 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>

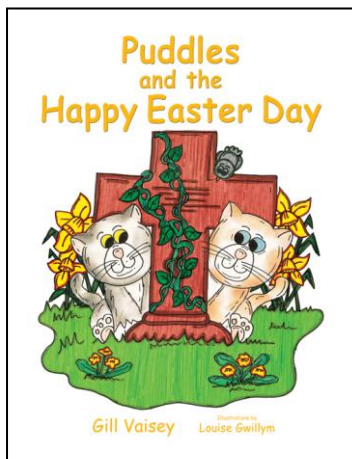
	<p>Think about and ask questions about themselves and other people and listen to the answers of others.</p> <p><u>Social:</u> Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures.</p>
<p>Encourage children to make up their own promises for a wedding ceremony based on their learning.</p>	<p><u>Moral and Spiritual:</u> Respond to ideas and questions sensitively, creatively and intuitively. Use stories and situations to raise questions about why some things are special</p> <p><u>RE:</u> 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><u>Language:</u> Be aware of different types of books.</p> <p><u>RE:</u> 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><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.</p>
<p>Dress Freddie in the vestments he would wear for the wedding service (white alb with white stole over).</p>	<p><u>RE:</u> 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.</p> <p>Welsh: Use appropriate language in spontaneous and structured play activities and when conveying meaning.</p> <p>cultures and beliefs and those of other people.</p> <p>RE:</p> <p>Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.</p> <p>Develop a growing interest in the world around them.</p> <p>Develop curiosity and begin to ask questions about their own and other people's home and community life.</p>
<p>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.</p> <p>Develop their responses to pictures, words and ideas.</p> <p>Experience traditions and celebrations of different cultures.</p> <p>Language: Participate in role play and drama activities imaginative play.</p> <p>Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation.</p> <p>Welsh: Use appropriate language in spontaneous and structured play activities and when conveying meaning.</p> <p>cultures and beliefs and those of other people.</p> <p>RE: Find out about what happens in places of worship in the local area and why people go to these places.</p> <p>Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.</p> <p>Develop a growing interest in the world around them.</p> <p>Develop curiosity and begin to ask questions about their own and other people's home and community life.</p> <p>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.</p> <p>Experience traditions and celebrations of different cultures.</p> <p>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.</p> <p>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!

Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

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

Personal, Social, Well-being and Cultural

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

Language, Literacy and Communication

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

Religious Education

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

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

Mathematical

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

Physical

Welsh

- Use Welsh vocabulary associated with Easter

Knowledge and Understanding of the World

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

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

Creative

Make Easter cards and decorate eggs

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

Find out about Easter customs

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

Listen to Easter music and songs

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

Personal, Social, Well-being and Cultural

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

Appreciate what makes a good friend (S)

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

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

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

Language, Literacy and Communication

Enjoy the story Puddles and the Happy Easter Day

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)

Religious Education

Enjoy the story Puddles and the Happy Easter Day

Enjoy a range of stories and accounts from different faith traditions and cultures (R)
Find out about what happens in places of worship in the local area and why people go to these places (R)
Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures (S) Develop a growing interest in the world around them (S) Develop curiosity and begin to ask questions about their own and other people's home and community life (R) Describe what they have found out about people, beliefs and actions (S) Understand the relationship between feelings, beliefs and actions (S) Express their own opinions and feelings, and make decisions while considering the viewpoints of others (S) Explore and experiment with new learning opportunities (S)

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

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

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

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

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

Mathematical

Use money in an Easter egg role-play shop.

Develop their mathematical language ... (S)

Physical

Welsh

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

Knowledge and Understanding of the World

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

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

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

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, Books @ Press

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.(S) 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.

Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

Make Hanukkah 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 Hanukkah 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 Hanukkah songs: Sing a range of songs with others (S)

Listen and respond to music (S)

Religious Education

Explore similarities and differences in people's homes, families, dress, food, festivals and lifestyles (R)

Make comparisons and identify similarities and differences between their own festival celebrations and those of Josh / Sammy (in the book) and Jonathan (in the DVD) (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)

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

Concentrate for lengthening periods (S)

Context for Learning / Theme:

Hanukkah

Mathematical

Play with the numbers, coloured candles and soft Hanukkah wall hanging

Develop an interest in number (R)

Use numbers naturally in their play (R)

Develop their mathematical language ... (S)

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

Language, Literacy and Communication

Enjoy the story Sammy Spider's First Hanukkah

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

Encourage the use of Welsh in role-play and in playing games

Knowledge and Understanding of the World

Activity Suggestions for Foundation Phase Focussing on Cultural and Religious Education

Possible General Themes: Autumn Festivals; Light; Food; Winter

RE Theme: Autumn Celebrations Key Resource: Sammy Spider’s First Hanukkah / Festivals Hanukkah DVD

RE Focus: Appreciate the variety of ways in which religious festivals are enjoyed and in particular the joy of Hanukkah celebrations for Jewish children.

Activities relate to the book: **Sammy Spider’s First Hanukkah**, by Sylvia A. Rouss, KAR BEN Copies Publishing (from Religion In Evidence).

Child’s Eye Media DVD Festivals: Hanukkah is an excellent resource and provides many ideas for classroom activities

Activities	RE and Areas of Learning (2008)
Watch Child’s Eye Media DVD festivals: Hannukah	<u>RE:</u> Explore similarities and differences in people’s homes, families, dress, food, festivals and lifestyles (R)
Share the book with the pupils using a cloth Hanukkah wall hanging and coloured cloth candles. Use the coloured dreidels. At the appropriate stages of the book, one child can pick out and place the correct candle on the Hanukkiah and one child can pick out the corresponding colour dreidel and spin it on a tray.	<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)
Encourage the children to join in with some of the repeated phrases and naming the numbers and colours.	<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)
Encourage the children to talk about the things that Josh does to make Hanukkah a special time. (Lighting candles, eating special food, playing with the dreidels, singing songs). Discuss: would the children like to do these things? When do they do some of these things? How does it make them feel?	<u>RE:</u> Explore similarities and differences in people’s homes, families, dress, food, festivals and lifestyles (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 Understand the relationship between feelings, beliefs and actions (S)
Provide opportunity for children to sort, match and sequence corresponding	<u>Mathematical:</u> Develop an interest in numbers (R)

coloured candles, dreidels and numbers.	Develop their mathematical language ... (S) Represent collected data initially using real (objects), pictures (or diagrams), progressing to a variety of simple charts... (R)
'Dramatize' the story by each of eight pupils holding a different colour candle and lining up in order as the story unfolds. Other pupils could give the correct colour dreidel to 'Josh' and others could hold up the correct number.	<u>Creative:</u> Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S) <u>Language:</u> 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)
Enhance the maths area with pieces for games to play using a spinning dreidel.	<u>Mathematical:</u> Develop an interest in numbers (R) Develop their mathematical language ... (S) <u>Social:</u> Form relationships and feel confident to play and work cooperatively (S) Concentrate for lengthening periods (S) <u>Creative:</u> Experience traditions and celebrations of different cultures
Learn and sing Hanukkah songs with actions.	<u>Creative:</u> Sing a range of songs with others (S) Work on their own and with others to pretend, improvise and think imaginatively (S) Experience traditions and celebrations of different cultures
Enhance the art and craft area with materials for children to make a painting and / or a model of a Hanukkah, choosing a different colour or coloured materials for each of the eight candles.	<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)
Talk to the children about what time of year Hanukkah is celebrated. Encourage them to look for clues in the book (snowflakes, Sammy has cold feet, fire lit, dark sky with stars). Talk about other special times that occur in the winter – anyone's birthday, Harvest, Christmas.	<u>Knowledge and Understanding of the World:</u> Identify the effects of the different seasons... (R)
Provide materials and examples so that children can make Hanukkah greeting cards.	<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)
Make / share potato latkes and / or doughnuts as special Hanukkah food.	<u>RE:</u> Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures (S) <u>Creative:</u> Experience traditions and celebrations of different cultures
Provide opportunity for children to help create a role play area based on Sammy Spider's house. Include Sammy and his mother, webs, soft Hanukkah wall hanging, dreidels, toy cooker and frying pan to make latkes, snowflakes on windows etc.	<u>Creative:</u> Work on their own and with others to pretend, improvise and think imaginatively (S) Develop their responses to pictures, words and ideas (S) <u>Language:</u> 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)

Activity Suggestions for Foundation Phase Focussing on Cultural and Religious Education

Possible General Themes: The Natural World; Animals; Our World

RE Theme: Creation And The Natural World Key Resource: In The Beginning

**RE Focus: To appreciate that some people care for the world because they believe God created it.
To become familiar with the Christian / Jewish story of creation.**

Activities 2 to 7 relate to the book: **In The Beginning**, by Steve Turner, Lion Publishing.

Activities	RE and Areas of Learning (2008)
Allow the children to explore the natural environment using all their senses	<u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R)
Read the book to the class or group. Re-read the book with the class joining in with the main capital letter words.	<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. Appreciate the messages that some of these stories may convey. Appreciate the importance of some of these stories to certain people (R)
Sitting in a circle, read the book with the class. Re-read and ask the pupils to put actions to each page, using mainly their hands and voices.	<u>Language...</u> : Experience and respond to stories from a range of cultures(R) <u>Creative:</u> Develop their responses to pictures, words and ideas (S) Explore a range of sound sources and experiment with different ways of making and organizing sound (S)
Use the book as the basis for movement and drama sessions. Using as much space as available children to illustrate each page with actions and movement	<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)
Use the book as the basis for music sessions. Pupils to choose from a range of instruments and their voices to illustrate each page of the book.	<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)
Using images from the book ask pupils to sequence them in the correct order on a flannel board.	<u>Mathematical:</u> Develop their mathematical language ... (S) Recognise patterns, sequences and relationships through practical activities (S)
Allow children to choose a page and make their own representation of it. With the necessary degree of teacher support, label the painting 'God said'. Create a wall frieze.	<u>Creative:</u> Explore and experiment with a variety of techniques and materials (S) Make choices when choosing materials and resources (S)
Use a parachute in a variety of ways alongside the book – focus on the shape and colours of the parachute to represent the spinning world, use torches shining through the parachute to represent the beams of light	<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)
Show the pupils a Bible and explain that the story of creation is recorded in the Bible which is a special book for Christians. Read the creation story p.11 – 18 The Lion First Bible. Explain that the creation story tells people that God made the world and that everyone should look after it. Ask the pupils to say how they do / might look after the world and whether they think they have a responsibility to do so.	<u>RE:</u> 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) 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) 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) Begin to ask questions about their own experiences and the world around them (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

Additional general topics and appropriate RE links:

Topic /Theme	Key Resource and suitability	RE Focus / Notes for teachers
Clothes	<p><i>The Swirling Hijaab</i> by Na'ima bint Robert Published by Mantra Lingua (Available in dual text - English plus a variety of other languages).</p> <p>Text suitable for: all children in the Foundation Phase.</p>	<p>Explore clothes worn for different reasons and occasions. Some clothes are cultural (saris) and some may have religious significance. Focus on why these clothes are special to the people who wear them. Some are outward symbols of faith (kippah, 5Ks), and others may serve the purpose of accommodating religious codes of modesty (shalwar kameez, hijab). The topic 'clothes' could be a springboard into an exploration of, for example, weddings. If this is the case, the religious significance of the ceremony (making promises before God) should be explored in order to fulfill RE requirements.</p>
Pets	<p><i>Seven New Kittens</i> by Gill Vaisey Published by Books @ Press Big book and cross-curricular resource pack.</p> <p>Text suitable for: all children in the Foundation Phase.</p>	<p>Responsibilities and respect for animals. Appreciation of the awe and wonder of new life. Muslim teaching to care for all of Allah's creatures.</p>
Animals	<p><i>Prince Siddhartha and the Swan</i> by Adiccabandu and Padmasri Published by Windhorse / Clear Vision Trust</p> <p>Text suitable for: middle and later stage of the Foundation Phase.</p>	<p>Responsibilities and care for all animals / respect for wild animals. The child Prince Siddhartha rescues a swan and nurtures it back to health before setting it free. Not to harm any living thing is a key Buddhist teaching.</p> <p>The Child's Eye DVD Festivals 'Wesak' programme is an excellent resource to develop understanding of Buddhist beliefs and practices relating to the natural world. It also offers a wealth of ideas for Foundation Phase appropriate activities.</p>
Food	<p>Sammy Spider's First Passover, by Sylvia A. Rouss Published by Kar-Ben Copies, Inc. (obtainable from Religion In Evidence)</p> <p>Text suitable for: middle and later stage of the Foundation Phase.</p>	<p>The Jewish festival of Passover celebrates the Israelites' escape from Egypt led by Moses. The festival celebrates Jewish freedom. Symbolic food is placed on a Seder plate and the family enjoys a special meal together. Activities can include spring cleaning the classroom and looking for chametz (pieces of leavened bread), preparing some of the foods to eat, laying the table and singing songs. The focus for young children can be on family times, special food and celebrations.</p>

<p>Hobbies and Clubs</p>	<p><i>Joanna Goes To Gospel Gang</i>, by Gill Vaisey Published by The Centre for Educational Studies, Aberystwyth</p> <p>Text suitable for: later stage of the Foundation Phase.</p>	<p>Faith groups for young people e.g. Christian Sunday School, Jewish Cheder, Muslim Madrassa. Joanna is a member of the Salvation Army and tries to follow the example of William Booth and the teachings of Jesus. The book explores what it means to belong to the Salvation Army and how the young people in the ‘Gospel Gang’ (Sunday School) are involved in helping others. Accompanied by two other titles: <i>Jesus, A Very Special Teacher</i> and <i>William Booth, A Very Special Christian</i>.</p>
<p>Kings and Queens</p>	<p><i>Esther A Very Brave Queen</i> by Gill Vaisey Published by The Centre for Educational Studies, Aberystwyth</p> <p>Text suitable for: later stage of the Foundation Phase.</p>	<p>The story of Esther focuses on the loyalty she showed to her Jewish people. She was prepared to risk her own life to save her people from being killed because of their faith. This focus on friendship and loyalty could be explored with the children. The book is also supported by <i>Ruth, A Very Loyal Friend</i> (the story of Ruth’s friendship and loyalty to Naomi) and <i>Dorian, Celebrates Purim</i> (the Jewish festival associated with the story of Queen Esther).</p>
<p>Books and Stories</p>	<p><i>Awen’s Special Books</i> by Mary Parry Published by Ceredigion and Carmarthenshire LEAs <i>Jesus, A Very Special Teacher</i> by Gill Vaisey Published by The Centre for Educational Studies, Aberystwyth Mary Jones by Published by the Bible Society</p> <p>Text suitable for: later stage of the Foundation Phase.</p>	<p>These resources will provide a focus on the importance of the Bible for Christians. The ‘Awen’ series are an excellent resource written by the RE Adviser for Ceredigion and Carmarthenshire. They are accompanied by a CD and comprehensive teachers’ notes. <i>Jesus, A Very Special Teacher</i>, provides an outline of the life story of Jesus. It is important that children have this overview of the ‘big picture’ of the Christian faith rather than only hearing Biblical stories told in isolation.</p>
<p>On The Move (Past and present / Moving house)</p>	<p><i>The Big Adventure</i> from the <i>Lion First Bible</i> by Pat Alexander Published by Lion</p> <p>Text suitable for: middle stage of the Foundation Phase.</p>	<p>This tells the story of the people of Israel leaving Egypt and traveling to ‘the promised land’. During their journey. The Israelites had to make temporary shelters each time they stopped. Jewish people today remember this time and celebrate their belief that God provided for the people on their journey. They make a temporary shelter in their home or garden (called a sukkah) and decorate it with harvest produce and eat their meals there during the period of the Sukkot festivities. Building a sukkah is a lovely activity for children.</p>

Resource List

Resource	Supplier
<p>The Baby Birds The Tiny Ants Seven New Kittens Puddles Lends A Paw A Wet and Windy Harvest for Puddles Puddles and the Christmas Play A Wedding Day Wish for Puddles Puddles and the Happy Easter Day The Reverend Freddie Fisher Puddles cat Arthur cat 4 Kittens with sound Cynhaeaf Gwlyb a Gwntog Pwlllyn Pwlllyn Yn Rhoi Help Llaw Yr Adar Bach Free Downloadable classroom resources</p>	<p><i>Books @ Press</i> 7, Butlers Mead, Millend, Blakeney, Gloucestershire. GL15 4EH Tel: / Fax: 01594 516490 Email: orders@booksatpress.co.uk www.booksatpress.co.uk</p>
<p>Sammy Spider's First Hannukah (plus other titles in series: Passover, Shabbat, Rosh Hashana, Sukkot)</p>	<p>KAR BEN Copies Publishing (see Amazon)</p>
<p>Festivals DVDs: Hannkah Plus: Diwali, Eid-ul-Fitr, Chinese New Year, Easter, Christmas, Baiskhi, Wesak</p>	<p>Child's Eye Media www.childseyemedia.com</p>
<p>Wedding Role-Play Pack: DVD and handbook Off To The Wedding</p>	<p>Early Vision www.earlyvision.com</p>

