

## **Autumn 1: Staffordshire Agreed Syllabus statement 1.4b: 'Identify and ask questions about customs associated with particular religious communities'**

### **Key resource: A Wet and Windy Harvest for Puddles**

**RE Focus: Develop an awareness and enjoyment of church activities and the Christian Harvest festival.**

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.**

A beautiful soft toy Puddles 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!

With thanks to Gill Vaisey for her resources and ideas.

All books can be purchased from Books @ Press [www.booksatpress.co.uk](http://www.booksatpress.co.uk). (Tel: 01594 516490)

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

**Possible General Themes: Festivals; Food; Autumn; Colours**

**RE Theme: Special Places and Festivals**

**Key Resource: A Wet and Windy Harvest For Puddles**

**RE Focus: Develop an awareness and enjoyment of church activities and the Christian Harvest festival.**

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

Collect autumn leaves with the children. Look at the colours, shapes and textures.

Provide opportunities for the children to be creative with paints and crayons to produce their own leaves.  
Make an autumn display.

If possible, take the children outside on a windy day to have first hand experience of leaves blowing in the wind.  
Read the book *A Wet And Windy Harvest For Puddles*. 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).

**RE and Early Learning Goals (2012)**

**Mathematics:** Children use everyday language to talk about size, weight, to compare quantities and objects. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

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

**Expressive arts and design:** experiment with colour, design, texture, form and function.

**Expressive arts and design:** experiment with colour, design, texture, form and function.

**Understanding The World: The world** explain why some things occur, and talk about changes.

**Communication and Language:** listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**Personal, Social and Emotional:** They show sensitivity to others' needs and feelings

**Understanding the World:** People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.

**RE:** Explore similarities and differences in people's festivals.

If possible 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.

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 the Reverend Freddie Fisher so that the children can re-enact the story.

Learn and sing Harvest songs.

Make different types of bread that reflect different families and cultures.

Share some food with each other.

Encourage the children to say 'please' and 'thank you'.

Explore how and why people in the local community help others. Find out about what happens in places of worship and why people go to these places.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**RE:** Find out about what happens in places of worship and why people go to these places.

Show curiosity and develop positive attitudes when learning about people from other religions and cultures.

Explore and experiment with new learning opportunities.

**Expressive arts and design:** They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

**Expressive arts and design:** Sing songs, make music and dance.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Personal, Social and Emotional:** They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## **Autumn 2: Staffordshire Agreed Syllabus statement 1.1b: ‘Explore stories about the lives and teachings of key religious figures’**

### **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**

#### **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.

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

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

**RE Theme: The birth of Jesus**

**Key Resource: Puddles and the Christmas Play**

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

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

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

### **Activities**

Use photographs and pictures to illustrate aspects of different seasons. Encourage pupils to sort the pictures to identify the characteristics of different seasons.

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. 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.

### **RE and Early Learning Goals (2012)**

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

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

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

Think about and ask questions about themselves and other people and listen to answers.

Respond to their own ideas and the ideas of others including their hopes, dreams, opinions and ways they approach happy and sad times.

Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition.

Invite children to think of questions they would like to ask the characters.  
Ask the children to think about who helps them and how they can help others.

If possible visit a church and explore the special features noted in the book. Meet some of the people who help in the church.

Meet a local vicar / minister who can talk to the children about how he/ she helps other people.

Show curiosity and develop positive attitudes to new experiences when learning about people from other 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.

Describe what they have found out about people, beliefs and actions.

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.

**Understanding the World:** People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.

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

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

Develop a growing interest in the world around them.

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

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

**Understanding the World:** People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.

**RE:** Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.

Develop a growing interest in the world around them.

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

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

## **Spring 1: Staffordshire Agreed Syllabus statement 1.3b: 'Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies'**

**Key resource: A wedding Day Wish for Puddles**

**RE Focus: RE Focus: Relationships, promises and church wedding celebrations.**

### 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?

## Activity Suggestions for Foundation Stage focussing on People and Communities 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.**

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

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?

Talk about different types of families. How might other siblings feel when a new baby arrives or mum or dad have a new partner?  
Have you ever felt lonely and left out like Puddles?

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.

**RE and Early Learning Goals (2012)**

**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.

**Personal, Social and Emotional:**

They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Personal, Social and Emotional:**

They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Talk about how they and others show 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.

**Personal, Social and Emotional:**

They show sensitivity to others' needs and feelings, and form positive relationships

with adults and other children.

**Speaking:** children express themselves effectively

**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.



Explore partners in nature – e.g. chicken and cockerel, cow and bull, duck and drake, boar and sow  
Discuss the title: *A Wedding Day Wish for Puddles*. What do the children think Puddles might wish for? Read the story.

Discuss surprises. Have you ever had a 'wonderful surprise'?

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

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.

**Understanding The World: The world** know about similarities and differences in relation to places, objects, materials and living things.

**Communication and Language:** listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**Speaking:** children express themselves effectively.

They develop their own narratives and explanations by connecting ideas or events.

**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.

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.

**Speaking:** children express themselves effectively.

They develop their own narratives and explanations by connecting ideas or events.

**Expressive arts and design:** They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

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.

Provide digital cameras for children to take own photos of the wedding role-play situations

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.

Encourage children to make up their own promises for a wedding ceremony based on their learning.

**Expressive arts and design:** They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**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.

**Understanding the World: Technology** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Understanding the World: Technology** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**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, Social and Emotional:**

They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**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.

**Speaking:** children express themselves effectively.

They develop their own narratives and explanations by connecting ideas or events.

**Communication and Language: Understanding:** They answer 'how' and 'why' questions about their experiences and in response to stories or events.

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

Describe what they have found out about people, beliefs and actions.

Express their own opinions and feelings, and make decisions while considering the viewpoints of others.  
Think creatively and imaginatively about important human and religious questions.  
Think about and ask questions about themselves and other people and listen to the answers of others.

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.

Dress Freddie in the vestments he would wear for the wedding service (white alb with white stole over).

Invite a local vicar into school to show children clerical vestments and in particular what he/she would wear for a wedding ceremony.

**RE:** Enjoy a range of stories and accounts from different faith traditions and cultures.

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

Develop a growing interest in the world around them.

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

Describe what they have found out about people, beliefs and actions.

Express their own opinions and feelings, and make decisions while considering the viewpoints of others.

Think creatively and imaginatively about important human and religious questions.

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

**Speaking:** children express themselves effectively.

They develop their own narratives and explanations by connecting ideas or events.

They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

**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.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families,

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).

Provide materials for children to make wedding invitations, acceptance cards and wedding cards.

Provide materials for children to wrap a variety of shapes as wedding presents.

Make wedding party food and a wedding cake.

Create a florist shop for role-play and encourage children to buy and sell flowers and make bouquets, posies and button holes

communities and traditions.

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

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

Develop a growing interest in the world around them.

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

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

**Expressive arts and design:** experiment with colour, design, texture, form and function.

**Expressive arts and design:** experiment with colour, design, texture, form and function.

**Mathematics:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Expressive arts and design:** experiment with colour, design, texture, form and function.

**Expressive arts and design:** They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

**Mathematics:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**RE:** Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.

Develop a growing interest in the world around them.

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

## **Spring 2: Staffordshire Agreed Syllabus statement 1.1c: 'Find out about ways in which sacred texts are regarded, read and handled by believers'**

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

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

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...

With thanks to Gill Vaisey for her resources and ideas.

All books can be purchased from Books @ Press [www.booksatpress.co.uk](http://www.booksatpress.co.uk). (Tel: 01594 516490)

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

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

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

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

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

**RE and Early Learning Goals (2012)**

**RE Related Activities**

Provide opportunity for children to explore features of the spring season – colours, textures, plants, blossom, animals, new life, parent and baby animals.

Provide materials and encourage children to bring things in to make a springtime display.

Read *Puddles and the Happy Easter Day*. Can children guess what Puddles wants to tell Arthur?

**Understanding The World: The world** know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Understanding The World: The world** know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Communication and Language:** listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**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.

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.

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?

Talk about how Puddles felt when she couldn't find Arthur and how she felt when he came back.  
When do the children feel happy and when do they feel sad? What or who helps them to be happy again after sadness?  
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?

Talk about Jesus (the special teacher) who had died. His friends were sad that he had died but because Christians believe that Jesus came back to life, they are happy and have a special celebration on Easter Sunday. They remember his kindness and all the wonderful things he said. Think of some of the things that people do at Easter to remember Jesus. (go to church, send cards, have Easter eggs,)

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.

**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.

**Personal, Social and Emotional:**

They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Speaking:** children express themselves effectively.

They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

**Communication and Language:** listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**Personal, Social and Emotional:** They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Personal, Social and Emotional:** They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Speaking:** children express themselves effectively.

They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

**Communication and Language:** listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**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.

**RE:** Enjoy a range of stories and accounts from different faith traditions and cultures.

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

Develop a growing interest in the world around them.

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

Describe what they have found out about people, beliefs and actions.

Express their own opinions and feelings, and make decisions while considering the

viewpoints of others.

Think creatively and imaginatively about important human and religious questions.

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

Dress Freddie in the vestments he would wear for the Easter service (white stole and chasuble).

Provide materials for the children to make an Easter Garden display.

Arrange support for children to boil eggs and dye or paint and decorate them.

Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds.

Provide materials for children to make Easter greeting cards.  
Set up a shop to sell Easter eggs / farm produce for imaginative play opportunities.

Learn and sing the song 'Easter Time (the world's waking up)' BBC Come And Praise Beginning Songbook and CD.

**RE:** Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.

Develop a growing interest in the world around them.

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

**Understanding the World:** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Expressive arts and design:** experiment with colour, design, texture, form and function.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Expressive arts and design:** experiment with colour, design, texture, form and function.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Physical:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

**Expressive arts and design:** experiment with colour, design, texture, form and function.

**Mathematics:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Expressive arts and design:** They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

**Expressive arts and design:** Sing songs, make music and dance.



## **Summer 1: Staffordshire Agreed Syllabus statement 1.5a: 'Ask and respond imaginatively to questions about things that are interesting or puzzling in the world'**

### **Key resource: The Tiny Ants**

**RE Focus: Caring for creation: To appreciate that creatures of all shapes and sizes are equally important and are worthy of care. Become familiar with the message of a traditional Muslim story about the natural world.**

#### 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.**

With thanks to Gill Vaisey for her resources and ideas.

All books can be purchased from Books @ Press [www.booksatpress.co.uk](http://www.booksatpress.co.uk). (Tel: 01594 516490)

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

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

**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.**

**Become familiar with the message of a traditional Muslim story about the natural world.**

The following activities relate to the book: **The Tiny Ants** by Gill Vaisey, Books @ Press. (Tel: 01594 516490)

### **Suggested Activities:**

Read the book and give pupils opportunity to identify the different creatures featured.

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 (*pbuh*).

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 living things and listen to the answers of others.

### **RE and Early Learning Goals (2012)**

**Understanding The World: The world** know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Communication and Language:** listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**Communication and Language: Understanding** They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively.

They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**RE:** Explore religious stories and their messages about the natural world.

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.

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.

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

Understand the relationship between feelings, beliefs and actions.

Provide opportunity for pupils to explore the school grounds or nearest 'green' area to find different creatures in their natural habitat and match them to those found in the book.

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.

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.

Using a storyboard and the storyboard images from the book, children to sequence and retell the story.

Use the book as the basis for a movement and drama lesson. Pupils to role play the tiny ants to emphasise the changing feelings throughout the story.

Recreate the book as a wall frieze. Pupils to use art and craft material to create images from the book. **NB Children should not draw or represent the Prophet Muhammad.**

Focus on a variety of creatures which we may need to be aware of inside and outside to avoid accidentally harming them. Play the 'Care for Creatures Game' in small groups. 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. More able pupils can play the 'Care and Beware Game'. Using the board and dice, 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.

Learn and sing the song: 'From The Tiny Ant' BBC Come And Praise 2 Songbook and CD.

**Understanding The World:** know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

**RE:** Begin to ask questions about their own experiences and the world around them.

**Mathematics: Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Communication and Language:** listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**Speaking:** children express themselves effectively. They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

**Expressive arts and design:** They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

**Expressive arts and design:** They represent their own ideas, thoughts and feelings through design and technology, art,

**Understanding The World:** know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Speaking:** children express themselves effectively. They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have

happened or are to happen in the future.

**Mathematics: Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.

**Personal, Social and Emotional:** They work as part of a group or class, and understand and follow the rules.

**Expressive arts and design:** Sing songs, make music and dance.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

Pupils to listen to the sound of instruments and choose an instrument to represent each of the animals mentioned in the song. Pupils to play the instrument when the animal occurs in the song.

Sort pictures of big, medium size and small animals into groups. (If possible, use pictures of animals mentioned in the song.)

Think about and discuss how we can help care for the different types of animals.

Conclude that they all need different types of care but they are all equally important, just as Mohammad (*pbuh*) had said in the story.

**Expressive arts and design:** make music.

**Mathematics: Shape, space and measures:** children use everyday language to talk about size, to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Understanding The World:** know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

**RE:** Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment.

## **Summer 2: Staffordshire Agreed Syllabus statement 1.1b: 'Explore stories about the lives and teachings of key religious figures**

### **Key resource: Puddles Lends a Paw**

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

#### **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?

With thanks to Gill Vaisey for her resources and ideas.

All books can be purchased from Books @ Press [www.booksatpress.co.uk](http://www.booksatpress.co.uk). (Tel: 01594 516490)

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

**Theme: People Who Help Us**

**Key Resource: Puddles Lends A Paw**

**RE Focus: Develop an awareness of a variety of ways in which 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

### **Suggested Activities**

Talk about and explore helping situations, who helps the children, and how they might help one another.

Explore different ways in which people help others through the work they do.

Read the book *Puddles Lends A Paw* and emphasise and enjoy the repetitive phrases in the book and encourage the pupils to join in. Talk about the story and how Puddles managed to help the various characters.

Talk about the Reverend Freddie Fisher's reading from the Bible about helping others.

Identify the different ways the characters in the book helped out in the church.

Talk about how the Reverend Freddie Fisher helps people know more about how God wants them to live.

### **RE and Early Learning Goals (2012)**

**Personal, Social and Emotional:** They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

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

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**RE:** show curiosity and develop positive attitudes to new experiences when learning about people from other 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.

**Communication and Language:** listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**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

Invite children to think of questions they would like to ask the characters. Ask the children to think about who helps them and how they can help others.

If possible visit a church and explore the special features noted in the book. Meet some of the people who help in the church.

Meet a local vicar / minister who can talk to the children about how he/ she helps other people.

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.

Describe what they have found out about people, beliefs and actions.

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.

**Understanding the World:** People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.

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

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

Develop a growing interest in the world around them.

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

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

**Understanding the World:** People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.

**RE:** Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.

Develop a growing interest in the world around them.

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

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

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. Learn and sing some simple songs about helping others.

**Expressive arts and design:** They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions.

**RE:** Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.

**Expressive arts and design:** Sing songs, make music and dance.