

Primary Religious Education Support Service
and
Books @ Press

**Cultural and Religious Education
Support Material
for Early Years Pupils in
Nursery and Reception Classes**

**Suggested Activities linked to the
Early Years Foundation Stage
Curriculum 2008 England**

Gill Vaisey, RE Consultant

Books @ Press

Resources

Books @ Press resources have been developed specifically to support teachers in addressing cultural and religious education with early years pupils. The stories provide the basis for cultural and religious education together with the opportunity to explore a wide range of cross-curricular activities promoting a fully integrated curriculum appropriate for this age group.

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

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

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

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

Books @ Press resources have been specifically produced to use with nursery and reception children. The stories and accompanying resources also provide opportunities to extend the knowledge, understanding and skills of more able children and children in Key Stage 1.

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

The following summarises our philosophy:

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

GMV 2002

Support Sheets

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

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

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

A Wet and Windy Harvest for Puddles

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

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

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

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

A beautiful soft toy Puddles / Pwlllyn 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!

Activity Suggestions for Foundation Stage focussing on Cultural 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	RE and Early Learning Goals (2008)
Collect autumn leaves with the children. Look at the colours, shapes and textures.	<u>Knowledge and Understanding Of The World:</u> Observe, find out about and identify features in the place they live and the natural world.
Provide opportunities for the children to be creative with paints and crayons to produce their own leaves.	<u>Creative:</u> Explore colour, texture and shape.
Make an autumn display.	<u>Creative:</u> Explore colour, texture and shape.
If possible, take the children outside on a windy day to have first hand experience of leaves blowing in the wind.	<u>Knowledge and Understanding Of The World:</u> Find out about and identify features in the place they live and the natural world.
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).	<p><u>Communication, language and literacy:</u> Listen with enjoyment and respond to stories. Show an understanding of the elements of stories, such as main character, sequence of events.</p> <p><u>Personal, Social and Emotional:</u> Understand that people have different cultures and beliefs.</p> <p><u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people.</p> <p><u>RE:</u> Explore similarities and differences in people's festivals. 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.</p>
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.	<p><u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people.</p> <p><u>RE:</u> 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.</p>
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	<u>Creative:</u> Use their imagination in imaginative play and stories.

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.	<u>Creative:</u> Sing simple songs from memory.
Make bread with the children and share some food with each other. Encourage the children to say 'please' and 'thank you'.	<u>Personal, Social and Emotional:</u> Be sensitive to the needs, views and feelings of others. Consider the consequences of their words and actions.

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Puddles Lends A Paw

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

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

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

Activity Suggestions for Foundation Stage focussing on Cultural and Religious Education

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

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	RE and Early Learning Goals (2008)
Talk about and explore helping situations, who helps the children, and how they might help one another.	<p><u>Personal, Social and Emotional:</u> Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</p> <p><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.</p>
Explore different ways in which people help others through the work they do.	<p><u>Knowledge and Understanding Of The World:</u> Find out about and identify features in the place they live.</p> <p><u>RE:</u> show curiosity and develop positive attitudes to new experiences when learning about people from other 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>Explore how and why religious people in the local community help others through the work that they do.</p>
<p>Read the book <i>Puddles Lends A Paw</i> and emphasise and enjoy the repetitive phrases in the book and encourage the pupils to join in.</p> <p>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>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 children to think of questions they would like to ask the characters.</p>	<p><u>Communication, language and literacy:</u> Listen with enjoyment and respond to stories.</p> <p>Show an understanding of the elements of stories, such as main character, sequence of events.</p> <p>Extend their vocabulary exploring the meaning of new words.</p> <p>Retell narratives in the correct sequence drawing on language patterns of stories.</p> <p><u>Personal, Social and Emotional:</u> Understand that people have different cultures and beliefs that need to be treated with respect.</p> <p><u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people.</p> <p><u>RE:</u> Enjoy a range of stories and accounts from different faith traditions and cultures.</p>

<p>Ask the children to think about who helps them and how they can help others.</p>	<p>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. 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.</p>
<p>If possible visit a church and explore the special features noted in the book. Meet some of the people who help in the church.</p>	<p><u>Knowledge and Understanding Of The World:</u> Find out about and identify features in the place they live. <u>Communication, language and literacy:</u> Extend their vocabulary exploring the meanings and sounds of new words. <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>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> Find out about and identify features in the place they live. <u>Personal, Social and Emotional:</u> Understand that people have different cultures and beliefs that need to be treated with respect. <u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people. <u>RE:</u> 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>Explore how and why religious people in the local community help others through the work that they do.</p>
<p>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.</p> <p>Include the soft toy Puddles and the Reverend Freddie Fisher so that the children can role-play the story.</p>	<p><u>Creative:</u> Use their imagination in imaginative play and stories. Use their imagination in art and design, music, role play and stories.</p> <p><u>Communication, language and literacy:</u> Use language to imagine and recreate roles and experiences.</p> <p><u>Personal, Social and Emotional:</u> Understand that people have different cultures and beliefs.</p> <p><u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people.</p> <p><u>RE:</u> Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.</p>
<p>Learn and sing some simple songs about helping others.</p>	<p><u>Creative:</u> Sing simple songs from memory.</p>

Puddles and the Christmas Play

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

Puddles enjoys going to Sunday School with the children.

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

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

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

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

This title is available in English in big book format.

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

Activity Suggestions for Foundation Stage focussing on Cultural and Religious Education

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

RE Theme: The birth of Jesus

Key Resource: Puddles and the Christmas Play

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

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

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

Activities	RE and Early Learning Goals (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> Look closely at similarities, differences, patterns and change.
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>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people.
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.	<u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people. <u>RE:</u> 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. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures.
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).	<u>RE:</u> 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. Make comparisons and identify similarities and differences of identity, lifestyle,

	<p>community and tradition. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures.</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><u>Problem Solving, Reasoning and Numeracy:</u> Say and use number names in order... Recognise numerals ... <u>Communication, language and literacy:</u> Enjoy an increasing range of books. Show understanding of the elements of stories, such as main characters, sequence of events and openings... <u>RE:</u> Enjoy a range of stories and accounts from different faith traditions and cultures. Find out about what happens in places of worship and why people go to these places.</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><u>Communication, language and literacy:</u> Enjoy an increasing range of books. Show understanding of the elements of stories, such as main characters, sequence of events and openings... <u>RE:</u> Appreciate the importance of some stories for certain people. Enjoy a range of stories and accounts from different faith traditions and cultures. Find out about special people from the past and why they are remembered.</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><u>RE:</u> Appreciate the importance of some stories for certain people. 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. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures.</p>
<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>	<p><u>Problem Solving, Reasoning and Numeracy:</u> Use developing mathematical ideas and methods to solve practical problems. <u>RE:</u> Demonstrate what they have found out about Christmas and offer simple explanations.</p>
<p>Enhance the art and craft area with materials to allow pupils to design and create a Christmas card.</p>	<p><u>Creative:</u> Express and communicate their ideas by designing and making. Explore colour, texture, shape, form and space in two or three dimensions.</p>
<p>Provide materials for children to be creative and make their own advent wreath.</p>	<p><u>Creative:</u> Express and communicate their ideas by designing and making. Explore colour, texture, shape, form and space in two or three dimensions.</p>

Provide opportunity for children to hear Christmas carols.	<p><u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people.</p> <p><u>Personal, Social and Emotional:</u> Have a developing respect for their own cultures and beliefs and those of other people.</p>
Learn and sing Christmas songs suitable for the classroom situation (as opposed to collective worship).	<p><u>Creative:</u> Sing simple songs from memory.</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.</p> <p><u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people.</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> Use their imagination in imaginative and role-play and stories.</p> <p><u>Communication, language and literacy:</u> Use language to imagine and recreate roles and experiences.</p>

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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.

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 a topic on plants and animals.

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 developing bilingualism 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.

Activity Suggestions for Foundation Stage focussing on Cultural and Religious Education

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

RE Theme: Showing responsibility towards the natural world.

Key Resource: The Baby Birds

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

Suggested Activities	RE and Early Learning Goals (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.	<p><u>Knowledge and Understanding of the World:</u> Observe, find out about and identify features in the place they live and the natural world. Identify some features of living things. Find out about their environment and talk about the features they like and dislike.</p> <p><u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live</p>
Support children in making bird food to hang as feeders.	<p><u>Knowledge and Understanding of the World:</u> Find out about, and identify some features of living things, objects and events they observe.</p>
Support children in setting up bird feeders so that they can watch and observe the birds that use it.	<p><u>Knowledge and Understanding of the World:</u> Find out about, and identify some features of living things, objects and events they observe.</p> <p><u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live. Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment.</p>
Provide binoculars and cameras for children to observe and photograph birds in the grounds.	<p><u>Knowledge and Understanding of the World:</u> Look closely at similarities, differences, patterns and change. Find out about and identify the uses of everyday technology and use information and communication technology to support their learning.</p> <p><u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R)</p>
Provide opportunity for children to look at books, videos, photographs of different types of British birds.	<p><u>Communication, language and literacy:</u> Show an understanding that information can be found in non-fiction texts...</p> <p><u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R)</p>
Compare birds found in Britain with those in different parts of the world.	<p><u>Communication, language and literacy:</u> Show an understanding that information can be found in non-fiction texts...</p>

	<u>RE:</u> 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.	<u>Problem Solving, Reasoning sand Numeracy:</u> Use developing mathematical ideas and methods to solve practical problems <u>Personal, Social and Emotional:</u> Work as part of a group ...
Enhance the art and craft area with materials for children to make pictures, collages, masks etc. of different birds.	<u>Creative:</u> Express and communicate their ideas by using a widening range of materials.
Share the story <i>The Baby Birds</i> , by Gill Vaisey, from the printed book and / or from the CD for whiteboard use.	<u>Communication, language and literacy:</u> Listen with enjoyment and respond to stories. Enjoy an increasing range of books. Show understanding of the elements of stories, such as main characters, sequence of events and openings... <u>RE:</u> 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. 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. Ask questions about how and why special things should be treated with respect and respond personally.
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 bout the natural world (as illustrated by the story). Encourage children to think about their own beliefs and attitudes about and towards the natural world.	<u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people. <u>Personal, Social and Emotional:</u> Have a developing respect for their own cultures and beliefs and those of other people. Consider the consequences of (their) words and actions for themselves and others. Understand what is right and wrong and why. Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
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	<u>Personal, Social and Emotional:</u> Be confident to speak in a familiar group Respond to significant experiences, showing a range of feelings when appropriate.

<p>Provide opportunity for children to enjoy the audio version of the story.</p>	<p><u>Communication, language and literacy:</u> Enjoy an increasing range of books. Show understanding of the elements of stories, such as main characters, sequence of events and openings... Find out about and identify the uses of everyday technology and use information and communication technology to support their learning. <u>RE:</u> Explore religious stories and their messages about the natural world. Enjoy a range of stories and accounts from different faith traditions and cultures.</p>
<p>Encourage pupils to re-tell the story using the finger puppet baby birds and nest set.</p>	<p><u>Communication, language and literacy:</u> Retell narratives in the correct sequence, drawing on language patterns of stories. <u>RE:</u> Explore religious stories and their messages about the natural world. Enjoy a range of stories and accounts from different faith traditions and cultures.</p>
<p>Provide opportunity for children to use the CD of <i>The Baby Birds</i> on personal computers.</p>	<p><u>Communication, language and literacy:</u> Enjoy an increasing range of books. Show understanding of the elements of stories, such as main characters, sequence of events and openings... Find out about and identify the uses of everyday technology and use information and communication technology to support their learning. <u>RE:</u> Explore religious stories and their messages about the natural world. Enjoy a range of stories and accounts from different faith traditions and cultures.</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><u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people.</p>

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 Communication, Language and Literacy, Mathematical development, Knowledge and Understanding of the World, and Personal and Social development.

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 easily handle and enjoy the book on an individual basis.

Activity Suggestions for Foundation Stage 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.
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	RE and Early Learning Goals (2008)
Read the book and give pupils opportunity to identify the different creatures featured.	<p><u>Knowledge and Understanding of the World:</u> Look closely at similarities and differences, patterns and change. Observe, find out about and identify features in the natural world. Find out about their environment and talk about features they like and dislike. Find out about and identify some features of living things.</p>
Discuss the story and its message. Allow pupils to respond to the story with their own views and opinions about the action of the men and the response from Muhammad.	<p><u>Communication, language and literacy:</u> Listen with enjoyment and respond to stories. Enjoy an increasing range of books. Show an understanding of the elements of stories, such as main character, sequence of events. Use vocabulary and form of speech that are influenced by their experience of books.</p> <p><u>Personal, Social and Emotional:</u> Have a developing respect for their own cultures and beliefs and those of other people. Respond to significant experiences, showing a range of feelings when appropriate.</p> <p><u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people. Find out about and identify some features of living things.</p> <p><u>RE:</u> 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.</p>

	<p>Express their own opinions and feelings, and make decisions while considering the viewpoints of others.</p> <p>Think creatively and imaginatively about important human and religious questions.</p> <p>Think about and ask questions about themselves and living things and listen to the answers of others.</p>
<p>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.</p> <p>Introduce the pictogram as a focussed activity - pupils can record which creatures they observed during their exploration.</p> <p>Enhance the mathematical area with the pictogram so that pupils can spontaneously use it in their games and observation of creatures.</p>	<p><u>Knowledge and Understanding of the World:</u> Look closely at similarities and differences, patterns and change.</p> <p>Observe, find out about and identify features in the natural world. Find out about their environment and talk about features they like and dislike.</p> <p>Find out about and identify some features of living things.</p> <p><u>RE:</u> Begin to ask questions about their own experiences and the world around them.</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>Communication, language and literacy:</u> Listen with enjoyment and respond to stories. Enjoy an increasing range of books.</p> <p>Show an understanding of the elements of stories, such as main character, sequence of events.</p> <p>Use vocabulary and form of speech that are influenced by their experience of books.</p> <p><u>Personal, Social and Emotional:</u> Respond to significant experiences, showing a range of feelings when appropriate.</p>
<p>Using a storyboard and the storyboard images from the book, children to sequence and retell the story.</p>	<p><u>Communication, language and literacy:</u> Retell narratives in the correct sequence, drawing on language patterns of stories.</p>
<p>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.</p>	<p><u>Creative:</u> Use their imagination in imaginative and role-play and stories.</p> <p><u>Communication, language and literacy:</u> Use language to imagine and recreate roles and experiences.</p>
<p>Recreate the book as a wall frieze. Pupils to use art and craft material to create images from the book.</p>	<p><u>Creative:</u> Express and communicate their ideas by using a widening range of materials</p>
<p>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.</p>	<p><u>Knowledge and Understanding of the World:</u> Look closely at similarities and differences, patterns and change.</p> <p>Observe, find out about and identify features in the natural world. Find out about their environment and talk about features they like and dislike.</p> <p>Find out about and identify some features of living things.</p> <p><u>Problem Solving, Reasoning and Numeracy:</u> Match some shapes by recognising similarities and orientation.</p> <p><u>Personal, Social and Emotional:</u> Have a developing respect for their own cultures and</p>

	<p>beliefs and those of other people. Consider the consequences of their words and actions for themselves and others. Understand what is right and wrong and why. Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</p>
<p>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.</p>	<p><u>Problem Solving, Reasoning and Numeracy:</u> Use everyday words to describe position. Recognise numerals. Use language such as 'greater' and 'smaller'.</p>
<p>Learn and sing the song: 'From The Tiny Ant' BBC Come And Praise 2 Songbook and CD.</p>	<p><u>Creative:</u> Sing simple songs from memory. <u>Personal, Social and Emotional:</u> Have a developing respect for their own cultures and beliefs and those of other people. <u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people.</p>
<p>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.</p>	<p><u>Creative:</u> Recognise and explore how sounds can be changed, recognize repeated sounds and sound patterns and match movements to music. Explore the different sounds of instruments.</p>
<p>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 had said in the story.</p>	<p><u>Problem Solving, Reasoning and Numeracy:</u> Use language such as 'smaller' and 'bigger'. <u>Personal, Social and Emotional:</u> Have a developing respect for their own cultures and beliefs and those of other people. Show care and concern for living things and the environment. <u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people. Find out about and identify some features of living things. <u>RE:</u> Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment.</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 will 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 Communication Language and Literacy, Mathematical development, Knowledge and Understanding of the World, and Personal and Social development.

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 easily handle and enjoy the book on an individual basis.

Activity Suggestions for Foundation Stage focussing on Cultural and Religious Education

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

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

Activities relate to the book and resource pack: **Seven New Kittens** by Gill Vaisey, *Books @ Press*. (Tel: 01594 516490)

Suggested Activities	RE and Early Learning Goals (2008)
Explore elements of the spring season – the weather, growth of plants and bulbs, new life: buds and spring blossom, baby animals.	<p><u>Knowledge and Understanding of the World:</u> Look closely at similarities and differences, patterns and change. Observe, find out about and identify features in the natural world. Find out about their environment and talk about features they like and dislike. <u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live.</p>
Read the book <i>Seven New Kittens</i> . Talk about what Mohammad might do about the kittens. Talk about what type of person Mohammad showed he was in what he did for the kittens (kind and caring towards animals). Ask the pupils for their ideas about caring for animals.	<p><u>Communication, language and literacy:</u> Listen with enjoyment and respond to stories. Show an understanding of the elements of stories, such as main character, sequence of events. <u>Personal, Social and Emotional:</u> Have a developing respect for their own cultures and beliefs and those of other people. <u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people. <u>RE:</u> 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. 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>

	Think about and ask questions about themselves and living things and listen to others' answers.
Use the story board cards for the pupils to sequence the story, numbers and colours of kittens.	<u>Problem Solving, Reasoning and Numeracy:</u> Say and use number in order in familiar contexts. Recognise numerals. <u>Communication, language and literacy:</u> Use vocabulary and form of speech that are influenced by their experience of books.
In small groups, sort, match and sequence corresponding coloured numbers and kittens.	<u>Problem Solving, Reasoning and Numeracy:</u> Say and use number in order in familiar contexts. Recognise numerals. <u>Knowledge and Understanding of the World:</u> Look closely at similarities and differences, patterns and change.
In small groups, use the 'Collect The Kittens' game cards to encourage matching and social skills.	<u>Problem Solving, Reasoning and Numeracy:</u> Look closely at similarities and differences, patterns and change. Use language such as 'more' and 'less'. Recognise numerals. <u>Personal, Social and Emotional:</u> Be confident to try new activities, initiate ideas and speak in a familiar group.
More able pupils can play the large kitten board game using dice and counters.	<u>Personal, Social and Emotional:</u> Be confident to try new activities, initiate ideas and speak in a familiar group. <u>Problem Solving, Reasoning and Numeracy:</u> Say and use number in order in familiar contexts. Recognise numerals.
Explore the names of other baby animals, starting with cat and kittens and think about how we might help care for them.	<u>Knowledge and Understanding Of The World:</u> Find out about and identify some features of living things. <u>RE:</u> Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment. Explore the awe, wonder, mystery and spirituality of the world in which we live.
Make kitten collages and pictures using various different colours and types of fur.	<u>Creative:</u> Explore colour, texture, shape and form.
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.	<u>Communication, language and literacy:</u> Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning. Listen with enjoyment and respond to stories. <u>Knowledge and Understanding of the World:</u> Begin to know about their own cultures and beliefs and those of other people. <u>Creative:</u> Use their imagination in role play, imaginative play and stories. <u>RE:</u> Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.

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