People and Communities & Religious Education

Support Material

Suggested Activities linked to the Early Years Foundation Stage 2012 Statutory Framework (England)

With opportunity to extend to Years 1 and 2

Author: Gill Vaisey, RE Consultant Primary Religious Education Support Service

www.booksatpress.co.uk

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Books at Press

Books at Press resources have been developed specifically to support teachers in addressing cultural and religious education with early years pupils. 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. 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 was to support practitioners in providing appropriate and meaningful Religious Education 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 since 1996 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 Gwillym, is a Nursery Nurse who has been working within the school environment for sixteen years. Through working with primary age children, Louise has developed her individual style of art which captures the interest and imagination of children of all ages, and in particular those in the early years phase of education.

Teacher Consultant: Melissa Griffiths has acted as our main teacher consultant and editor and her advice and expertise has been invaluable in producing the books and accompanying resources. Melissa has many years’ experience as an RE Coordinator and has worked with early years pupils extensively throughout her career.
Using Books at Press resources for Early Years and Key Stage 1

Books at Press resources have been specifically produced to be entirely appropriate for nursery and reception children. They can also be used effectively with more able children and those working at Year 1 and Year 2 level.

We believe in ‘a bottom up approach’ and therefore all of our stories and cross-curricular resource pack activities are tried and tested with the youngest children in nursery settings and we then create further activities and ideas to extend the knowledge, understanding and skills of more able children.

Each resource is fully supported by a cross-curricular topic web and detailed activity suggestions linked to the EYFS for England or Foundation Phase curriculum for Wales. Additional free accompanying classroom activities and resources can be downloaded from our website www.booksatpress.co.uk

Our resources provide a wealth of opportunity to support Literacy and Numeracy and also provide excellent support for the development of pupils’ spiritual, moral, social and cultural development.

Our aim in producing these resources is to support practitioners in providing appropriate and meaningful Religious Education for this age group, making RE fun for pupils and easy for teachers.

Gill Vaisey
Religious Education Consultant and Author

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**Books at Press** Resources supporting RE and SMSC across Nursery to Year 2.

All resources are suitable for Nursery and Reception children however can be used with Year 1 and 2 pupils also. The grid below is an example of how they might be used across four years although they may be used in any order with any age group.

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<td>Harvest for Puddles FREE Website Download</td>
<td>FREE website downloads</td>
<td>FREE Website Downloads</td>
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<td>Child's Eye DVD Wesak</td>
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<td>The Baby Birds What do we know about Muhammad? FREE Website Downloads</td>
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<td><strong>Resources:</strong> Mini-beasts, The Garden, Natural World, Animals, Our World</td>
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<td><strong>Possible</strong></td>
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Book titles shown in italics. Free downloads available from [www.booksatpress.co.uk](http://www.booksatpress.co.uk)
The following summarises our philosophy:

'Religious education must be meaningful and appropriate and therefore careful selection of resources and contexts for learning is essential. Provision of religious education should be consistent with good practice in the rest of the curriculum for this age group. 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 as 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
Statutory Requirement to provide Religious Education.

Legislation states that Religious Education must be provided for all registered pupils at a school except those in a nursery school and in nursery classes in a primary school.

Therefore, pupils in a reception class must be provided with Religious Education according to the LA Agreed Syllabus (for County and Voluntary Controlled schools) or the school’s trust deeds / Church Syllabus (for Church Aided Schools). Reception pupils will also cover the Early Learning Goals from the EYFS curriculum.

Pupils in a nursery school or nursery class in a primary school will be covering the Early Years Foundation Stage curriculum which contains some natural links with Religious Education.

Early Learning Goals associated with Beliefs and Culture:

Within the Statutory EYFS framework (September 2012), Religious Education links can be found primarily within the Understanding the World area of learning.

Understanding the world

People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: Children 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.

Links With Other Elements of Early Years Foundation Stage Curriculum

The following planning sheets illustrate the many elements of the EYFS which link naturally with the provision of Religious Education. In particular, there are excellent links in relation to an exploration of the natural world.
### Understanding The World: People and Communities

<table>
<thead>
<tr>
<th>A Unique Child: Observing what a child is learning</th>
<th>Positive Relationships: What an adult could do</th>
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<td>30 – 50 months</td>
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<tr>
<td>• Shows interest in the lives of people who are familiar to them.</td>
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<tr>
<td>• Remembers and talks about significant events in their own experience.</td>
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<tr>
<td>• Recognises and describes special times or events for family or friends.</td>
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<tr>
<td>• Shows interest in different occupations and ways of life.</td>
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<tr>
<td>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</td>
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<tr>
<td>40 – 60 months</td>
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<tr>
<td>• Enjoys joining in with family customs and routines.</td>
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<tr>
<td>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</td>
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<tr>
<td>• Encourage children to talk about their own home and community life, and to find out about other children’s experiences.</td>
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<td>• Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time.</td>
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<tr>
<td>• Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting.</td>
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<td>• Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.</td>
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<td>• Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</td>
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<td>• Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.</td>
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<tr>
<td>• Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</td>
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<tr>
<td>• Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented.</td>
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<tr>
<td>• Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Personas Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.</td>
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<td>• Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.</td>
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<td>• Provide role-play areas with a variety of resources reflecting diversity.</td>
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<td>• Make a display with the children, showing all the people who make up the community of the setting.</td>
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<tr>
<td>• Share stories that reflect the diversity of children’s experiences.</td>
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<tr>
<td>• Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.</td>
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Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.
Planning 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 / Church Syllabuses.
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 / Pwllyn is also available to accompany the series and is ideal to become the class pet! She has also been known to accompany individual children and adults to the church on weekends and report back to the class on her adventures! A fantastic soft toy of the Reverend Freddie Fisher with four sets of vestments is irresistible. An ideal resource to support children’s play - they will love to dress him up!
Cross-Curricular Topic Web based on the 2012 EYFS Framework plus Religious Education

Expressive Arts and Design
Media and Materials
- Collect fallen leaves and twigs etc. and make an autumn display
- Paint leaf shapes
- Use leaves for printing with paint
- Make leaf rubbings using crayons
- Learn and sing songs about autumn and Harvest

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

Religious Education
Enjoy a range of stories and accounts from different faith traditions and cultures
- Hear the story A Wet and Windy Harvest for Puddles
- Find out about what happens in places of worship in the local area and why people go to these places
- If feasible visit the local church to see it decorated for Harvest
- Talk to a Christian (lay person or clergy) about what Harvest means to them
- Make a church role-play area and act out the Harvest service – include the characters from the book Puddles and Freddie

Develop curiosity and begin to ask questions about their own and other people’s home and community life
- Explore ways in which other religions celebrate harvest – e.g. Jewish Sukkot, Sikh Baisakhi
- Explore how and why religious people in the local community help others through the work that they do
- Invite someone from a charity or The Salvation Army to talk about how they care for the less fortunate - support others with food parcels etc.

Consider the rules and codes of conduct that they and others follow which guide them in everyday life at home and school
- Look at a Christian Bible and talk about how it tells people that they should care for one another
- Look at a Christian Bible and talk about how they care for the less fortunate
- Invite someone from a charity or The Salvation Army to talk
- Explore ways in which religious people in class might show thankfulness/appreciation for food and care for others (e.g. Jewish Sukkot, Muslim Eid-ul-Fitr)
- Explore how some people are kind to others by offering food and shelter (e.g. The Salvation Army)
- Think about what you say thank you for and to whom
- Think about how different people say thank you
- Consider the consequences of Puddles’ actions in the Harvest story
- Discuss – should Puddles climb up the pile of fruit and vegetables and drink from the vase of water?
- Think about what is right and wrong or mischievous

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

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

Literacy
- Read and write some words for the features of the church as mentioned in the story

Physical
- Select from a collection of foods to show healthy choices

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

People and Communities
- Explore ways in which religious communities celebrate harvest – e.g. Christian Harvest, Jewish Sukkot, Sikh Baisakhi,
- Grow seeds in pots e.g. mustard, cress, salad.

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

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

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>RE and Early Learning Goals (2012)</th>
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| Collect autumn leaves with the children. Look at the colours, shapes and textures. | **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. |
| Provide opportunities for the children to be creative with paints and crayons to produce their own leaves. | **Expressive arts and design:** experiment with colour, design, texture, form and function. |
| Make an autumn display. | **Expressive arts and design:** experiment with colour, design, texture, form and function. |
| If possible, take the children outside on a windy day to have first hand experience of leaves blowing in the wind. | **Understanding The World:** The world explain why some things occur, and talk about changes. |
| 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 | **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 |
down the fruit and vegetables and spilling the flowers (laughter rather than anger).

| Understanding the World: People and Communities | 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 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.

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.

| Understanding the World: People and Communities | 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.

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.

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

Learn and sing Harvest songs.

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

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’.

| Understanding the World: People and Communities | 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.
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.
Cross-Curricular Topic Web based on the 2012 EYFS Framework plus Religious Education

Expressive Arts and Design

Media and Materials
- Make Christmas cards and decorations
- Make / eat Christmas foods
- Listen to and sing songs about winter and Christmas

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

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

Religious Education

Enjoy a range of stories and accounts from different faith traditions and cultures
- Create a spider diagram with artefacts to identify what the children already know about Christmas
- Hear and enjoy the story Puddles and the Christmas Play
- Hear the Nativity story
- Listen to a Christian visitor to find out how Christmas is celebrated in their church and what Christmas means to them
- Visit the church to see how it is decorated for Christmas

Develop curiosity and begin to ask questions about their own and other people’s home and community life
- Talk to a Christian visitor or watch a DVD to find out how Christmas iscelebrated in the home
- Make Christmas cards that illustrate Christian symbols and images associated with the festival*
- Talk to a Christian visitor (e.g. member of The Salvation Army) to find out how and why they help others especially at Christmas time
- ‘Hot Seat’ The Reverend Freddie Fisher (doll) and ask him questions

Personal, Social and Emotional

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

Communication and Language

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

Literacy

- Read and write words associated with Christmas

Physical

Understanding the World

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

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

Context for Learning / Theme:

Puddles & the Christmas Play

Mathematical

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

**focusing on People and Communities and Religious Education**

**Possible General Themes:** Winter, Seasons, Celebrations, Christmas, Light, Festivals  
**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).

<table>
<thead>
<tr>
<th>Activities</th>
<th>RE and Early Learning Goals (2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use photographs and pictures to illustrate aspects of different seasons.</td>
<td><strong>Understanding The World:</strong> 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.</td>
</tr>
<tr>
<td>Encourage pupils to sort the pictures to identify the characteristics of</td>
<td><strong>Understanding the World:</strong> People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</td>
</tr>
<tr>
<td>different seasons.</td>
<td></td>
</tr>
<tr>
<td>Using a ‘celebrations chart’ showing all the months of the year, encourage</td>
<td><strong>Understanding the World:</strong> People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</td>
</tr>
<tr>
<td>pupils to identify special occasions and in which month(s) they may occur</td>
<td></td>
</tr>
<tr>
<td>e.g. birthdays, parents’ wedding anniversaries, festivals.</td>
<td></td>
</tr>
<tr>
<td>Discuss with the children and make a spider diagram of all the things they</td>
<td><strong>RE:</strong> Explore similarities and differences in people’s homes, families, dress, food, festivals and lifestyles.</td>
</tr>
<tr>
<td>know about what happens at Christmas. A variety of ‘artefacts’ can be used as a stimulus and sorting activity.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Introduce the story *Puddles and the Christmas Play* by Gill Vaisey, 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).

**Mathematics:** children count reliably with numbers

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

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

**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. 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.

Display an advent wreath whilst reading the story *Puddles and the Christmas Play*. One child can place a candle on the wreath in order as the story unfolds.

**Mathematics:** children count reliably with numbers

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

**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 and why people go to these places.

Share with the children a biblical account of the Nativity story e.g. The Very Special Baby from Lion First Bible

**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 and why people go to these places.

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).

**RE:** 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.

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

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.)

**RE:** Demonstrate what they have found out about Christmas and offer simple explanations.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Relevant Curriculum Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance the art and craft area with materials to allow pupils to design and create a Christmas card.</td>
<td><strong>Expressive arts and design:</strong> experiment with colour, design, texture, form and function.</td>
</tr>
<tr>
<td>Provide materials for children to be creative and make their own advent wreath.</td>
<td><strong>Expressive arts and design:</strong> experiment with colour, design, texture, form and function.</td>
</tr>
<tr>
<td>Provide opportunity for children to hear Christmas carols.</td>
<td><strong>Understanding the World:</strong> People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</td>
</tr>
<tr>
<td>Learn and sing Christmas songs suitable for the classroom situation (as opposed to collective worship).</td>
<td><strong>Expressive arts and design:</strong> Sing songs, make music and dance.</td>
</tr>
<tr>
<td>Make / share Christmas food – cake, mince pies.</td>
<td><strong>RE:</strong> Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures. <strong>Understanding the World:</strong> People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</td>
</tr>
<tr>
<td>Encourage the children to create a church role play based on the book / and / or a stage and costumes for a Nativity play.</td>
<td><strong>Expressive arts and design:</strong> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</td>
</tr>
</tbody>
</table>
Puddles Lends A Paw

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

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

This title is available in both English and Welsh in big book and standard book format. Don’t forget the soft toy Puddles / Pwllyn and the fantastic Freddie Fisher if you haven’t already got them!
Cross-Curricular Topic Web based on the 2012 EYFS Framework plus Religious Education

Expressive Arts and Design
**Being imaginative**
- Use imaginative play to recreate some elements of the story
- Make a church role-play area improvising to make all the parts of the church – pews, organ, pulpit, lectern etc.

**Media and Materials**
- Make stained glass window biscuits
- Enhance the craft area with equipment for children to make models of a church
- Listen to recordings of church bells
- Use bells to make their own music
- Learn and sing songs about helping others

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

Communication and Language
- Listen to and enjoy the story Puddles Lends A Paw
- ‘Hot Seat’ The Reverend Freddie Fisher to find out about his work

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

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

Literacy
- Read and write some of the words for the features of the church as mentioned in the story
- Provide the purpose for writing sheet for children to play the part of the different church helpers

Mathematical
- Look at different shapes of religious buildings

Physical

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

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>RE and Early Learning Goals (2012)</th>
</tr>
</thead>
</table>
| Talk about and explore helping situations, who helps the children, and how they might help one another. | **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. |
| Explore different ways in which people help others through the work 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 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. |
| 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. | **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 about people from other religions and cultures.
<table>
<thead>
<tr>
<th>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.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If possible visit a church and explore the special features noted in the book. Meet some of the people who help in the church.</td>
<td><strong>Understanding the World:</strong> People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions. <strong>RE:</strong> 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.</td>
</tr>
<tr>
<td>Meet a local vicar / minister who can talk to the children about how he/she helps other people.</td>
<td><strong>Understanding the World:</strong> People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions. <strong>RE:</strong> 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.</td>
</tr>
</tbody>
</table>
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.

| **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. |

Learn and sing some simple songs about helping others.
A Wedding Day Wish for Puddles

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

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

This title is available in English in big book format. In addition to the soft toy Puddles and the fantastic Freddie Fisher, children will just love the very handsome Arthur tom cat!
Cross-Curricular Topic Web based on the 2012 EYFS plus Religious Education

**Expressive Arts and Design**

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

**Being imaginative**
- Participate in a wedding role play

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

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

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

**Context for Learning / Theme:**

*A Wedding Day Wish for Puddles*

By Gill Vaisey

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

**Physical**

**Literacy**
- Read and write words associated with the church and weddings

**Understanding the World**

The World
- Find out about different pairs in nature

People and Communities
- Explore the role of the vicar in relation to a wedding
- Identify different places where people can get married in the local area
- Make a collection of wedding photos from different families and cultures
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.

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

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

<table>
<thead>
<tr>
<th>RE Related Activities</th>
<th>RE and Early Learning Goals (2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about friendship. What different types of friendship are there?</td>
<td><strong>RE:</strong> Express their own opinions and feelings, and make decisions while considering the viewpoints of others.</td>
</tr>
<tr>
<td>What makes a ‘best friend’? What makes a ‘special friend’? Who are your friends?</td>
<td>Think creatively and imaginatively about important human and religious questions.</td>
</tr>
<tr>
<td>How can we be good friends? Who do you like doing things with? How do we feel when</td>
<td>Think about and ask questions about themselves and other people and listen to the answers of others.</td>
</tr>
<tr>
<td>people are not friendly?</td>
<td><strong>Personal, Social and Emotional:</strong> They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</td>
</tr>
<tr>
<td>Talk about different types of families. How might other siblings feel when a new</td>
<td><strong>Personal, Social and Emotional:</strong> They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</td>
</tr>
<tr>
<td>baby arrives or mum or dad have a new partner? Have you ever felt lonely and left out</td>
<td><strong>RE:</strong> Express their own opinions and feelings, and make decisions while considering the viewpoints of others.</td>
</tr>
<tr>
<td>like Puddles?</td>
<td>Think creatively and imaginatively about important human and religious questions.</td>
</tr>
<tr>
<td>Talk about the ‘special friendship’ that people have when they love one another and</td>
<td>Think about and ask questions about themselves and other people and listen to the answers of others.</td>
</tr>
<tr>
<td>choose to live together (in marriage or not). Encourage</td>
<td><strong>Personal, Social and Emotional:</strong> They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</td>
</tr>
</tbody>
</table>


questions about why some people marry and some do not in order to reflect the variety of lifestyles and choices. 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.  
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.

<table>
<thead>
<tr>
<th><strong>Explore partners in nature</strong> – e.g. chicken and cockerel, cow and bull, duck and drake, boar and sow</th>
<th><strong>Understanding The World</strong>: The world know about similarities and differences in relation to places, objects, materials and living things.</th>
</tr>
</thead>
</table>

| **Discuss the title: *A Wedding Day Wish for Puddles*. What do the children think Puddles might wish for? Read the story.** | **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. |

| **Discuss surprises. Have you ever had a ‘wonderful surprise’?** | **Speaking**: children express themselves effectively.  
They develop their own narratives and explanations by connecting ideas or events. |

| **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** | **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.

<table>
<thead>
<tr>
<th>Expressive arts and design:</th>
<th>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the World: People and Communities</td>
<td>They know about similarities and differences between themselves and others, and among families, communities and traditions.</td>
</tr>
<tr>
<td>RE:</td>
<td>Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.</td>
</tr>
<tr>
<td>Explore and experiment with new learning opportunities, including role-play, making and using artefacts and using ICT.</td>
<td></td>
</tr>
</tbody>
</table>

| 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. |

<table>
<thead>
<tr>
<th>Provide digital cameras for children to take own photos of the wedding role-play situations</th>
</tr>
</thead>
</table>

| 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. |

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>

| 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. |

<table>
<thead>
<tr>
<th>Encourage children to make up their own promises for a wedding ceremony based on their learning.</th>
</tr>
</thead>
</table>

<p>| 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. |</p>
<table>
<thead>
<tr>
<th>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.</th>
<th>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.</th>
</tr>
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<tbody>
<tr>
<td>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. <strong>Speaking:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>Dress Freddie in the vestments he would wear for the wedding service (white alb with white stole over).</td>
<td>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. <strong>Understanding the World:</strong> People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</td>
</tr>
<tr>
<td>Invite a local vicar into school to show children clerical vestments and in particular what he/she would wear for a wedding ceremony.</td>
<td><strong>Understanding the World:</strong> People and Communities They know about similarities and differences between themselves and others, and among families,</td>
</tr>
<tr>
<td>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).</td>
<td>communities and traditions. <strong>RE:</strong> 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.</td>
</tr>
<tr>
<td>Provide materials for children to make wedding invitations, acceptance cards and wedding cards.</td>
<td>Expressive arts and design: experiment with colour, design, texture, form and function.</td>
</tr>
<tr>
<td>Provide materials for children to wrap a variety of shapes as wedding presents.</td>
<td>Expressive arts and design: experiment with colour, design, texture, form and function. <strong>Mathematics:</strong> 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.</td>
</tr>
<tr>
<td>Make wedding party food and a wedding cake.</td>
<td>Expressive arts and design: experiment with colour, design, texture, form and function.</td>
</tr>
<tr>
<td>Create a florist shop for role-play and encourage children to buy and sell flowers and make bouquets, posies and button holes</td>
<td>Expressive arts and design: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. <strong>Mathematics:</strong> 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. <strong>Understanding the World: People and Communities</strong> They know about similarities and differences between themselves and others, and among families, communities and traditions. <strong>RE:</strong> 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.</td>
</tr>
</tbody>
</table>
| Arrange a whole class role-play wedding and invite other pupils, staff and parents. Have roles also for the not so obvious characters such as the flower arranger, the cleaner and the gardener (links with *Puddles Lends A Paw* characters) | **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:** 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.  
**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. |
| Listen to different types of wedding music and (pop) songs often used at weddings. | **Expressive arts and design:** Sing songs, make music and dance. |
| Provide digital cameras for children to take photos of the ‘wedding’. | **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. |
| Look at a variety of wedding photos from different Christian traditions, other faith groups and secular wedding ceremonies. Look for similarities and differences. | **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 and lifestyles.  
Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.  
Develop a growing interest in the world around them.  
Develop curiosity and begin to ask questions about their own and other people’s home and community life. |
Puddles and the Happy Easter Day

*Puddles and the Happy Easter Day* is the fifth Puddles' adventure. It tackles the sensitive story of Easter and deals with issues of sadness and happiness.

Puddles and Arthur are very special friends. But in the week before Easter, Arthur goes missing. Worried and sad, each day, Puddles searches for Arthur. She has something important to tell him but he is nowhere to be seen.

On Sunday, as everyone enjoys the Easter celebrations, Puddles has her own reason to celebrate...

This title is available in English in big book format. In addition to the soft toy Puddles and the fantastic Freddie Fisher, children will just love playing with Arthur and the kittens!
### Cross-Curricular Topic Web based on the 2012 EYFS plus Religious Education

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

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

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

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

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

#### Physical

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

#### Literacy
- Read and write words associated with Easter

#### Understanding the World

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

**People and Communities**
- Visit a church to see it decorated for Easter
- Enjoy the story Puddles and the Happy Easter Day
- Think of some of the things that people do at Easter to remember Jesus (go to church, send cards, have Easter eggs)
- Talk about other festivals children in the class celebrate
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

<table>
<thead>
<tr>
<th>RE Related Activities</th>
<th>RE and Early Learning Goals (2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunity for children to explore features of the spring season – colours, textures, plants, blossom, animals, new life, parent and baby animals.</td>
<td><strong>Understanding The World:</strong> 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.</td>
</tr>
<tr>
<td>Provide materials and encourage children to bring things in to make a springtime display.</td>
<td><strong>Understanding The World:</strong> 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.</td>
</tr>
<tr>
<td>Read <em>Puddles and the Happy Easter Day</em>. Can children guess what Puddles wants to tell Arthur?</td>
<td><strong>Communication and Language:</strong> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <strong>RE:</strong> 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.</td>
</tr>
</tbody>
</table>
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?

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.

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?

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.
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.

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?

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.

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.)

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.

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: 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
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress Freddie</td>
<td>Dress Freddie in the vestments he would wear for the Easter service (white stole and chasuble).</td>
</tr>
<tr>
<td>Provide materials</td>
<td>Provide materials for the children to make an Easter Garden display.</td>
</tr>
<tr>
<td>Arrange support</td>
<td>Arrange support for children to boil eggs and dye or paint and decorate them.</td>
</tr>
<tr>
<td>Arrange an egg hunt</td>
<td>Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds.</td>
</tr>
<tr>
<td>Provide materials</td>
<td>Provide materials for children to make Easter greeting cards.</td>
</tr>
<tr>
<td>Set up a shop</td>
<td>Set up a shop to sell Easter eggs / farm produce for imaginative play opportunities.</td>
</tr>
<tr>
<td>Learn and sing</td>
<td>Learn and sing the song ‘Easter Time (the world’s waking up)’ BBC Come And Praise Beginning Songbook and CD.</td>
</tr>
</tbody>
</table>

**Understanding the World:**
- 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.

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

**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.

© Primary Religious Education Support Service GMV4 / 2012
Puddles and Arthur are the proud new parents of four little kittens. Ziggy, Mustard, Midnight... and one with no name!

As everyone celebrates the baptism service of Sally and Mike’s twins, Puddles and Arthur still can’t think of a name for the little white kitten. Then, as the baptism service unfolds, there is more than one surprise in store...

The soft toy Puddles, Arthur four fluffy kittens and the fantastic Freddie Fisher are a must to accompany the story.
Cross-Curricular Topic Web based on the 2012 EYFS Framework plus Religious Education

Expressive Arts and Design
Media and Materials
- Make Christening cards and invitations
- Make / eat Christening party foods
- Listen to church organ music

Being imaginative
- Create a church / Christening role-play area and include Puddles the cat, the four kittens and The Reverend Freddie Fisher for imaginative play

Religious Education
Enjoy a range of stories and accounts from different faith traditions and cultures
- Create a spider diagram with artefacts to identify what the children might already know about an infant baptism
- Hear and enjoy the story Puddles and the Christening Splash!
- Listen to a visitor talk about their personal experience of a Christening (parent, godparent) and what it means to them
- Create a church / Christening role-play area and include Puddles the cat, the four kittens and The Reverend Freddie Fisher for imaginative play and use of special vocabulary

Personal, Social and Emotional
- Talk about different types of families, how families can be made up of different members and what it might feel like to have a new family member
- Talk about the needs of babies (practical, material and emotional)
- Identify what other baby ceremonies children have experienced or know about
- Talk about different names of children in the class and who chose their name
- Talk about why Puddles called the kittens to come away from the pond and the dangers of being near water
- Talk about the meaning of words such as proud, nervous

Communication and Language
Listen with enjoyment and respond to stories.
- Hear the story Puddles and the Christening Splash!
- Anticipate what might happen to the ‘kitten with no name’ as she climbs up the font
- Anticipate what names Sally and Mike might finally choose for their twins
- Talk about the story and the characters
- Talk about their feelings during parts of the story – e.g. how they felt when the kitten was wobbling on the font
- Talk about what ‘the right way to live’ might mean
- Listen to a visitor talk about a Christening they have attended and what joining the church family means to them
- ‘Hot Seat’ The Reverend Freddie Fisher (doll) and ask him questions (about the baptism service, why he is a vicar, what Jesus taught)

Language
- Read and write words associated with the baptism service

Physical
Health and self-care
- Talk about the needs of babies (practical, material and emotional)
- Talk about the dangers of being near water

Understanding the World
People and Communities
- Talk about different family groups
- Identify the number of the children who had a special celebration as a baby (religious, cultural or secular)
- Display pictures of a variety of different religious ceremonies that mark the birth of a baby

Mathematical
- Make a celebration chart based on the baby ceremonies represented in the class
- Make a chart of names of children in the class / school – what are the most popular names, how many pupils have the same name?

Context for Learning / Theme:
Puddles and the Christening Splash!
By Gill Vaisey
Activity Suggestions for Foundation Stage
focussing on People and Communities and Religious Education

Possible General Themes:  Families, Babies, Myself, Names, Special Times, Growing Up, New Life, Beginnings

**RE Theme:** Welcome Into The Church Family  
**Key Resource:** Puddles and the Christening Splash!

**RE Focus:** Become familiar with an infant baptism ceremony and what it means for a Christian family

Activities relate to the book: *Puddles and the Christening Splash!*, by Gill Vaisey

<table>
<thead>
<tr>
<th>Activities</th>
<th><strong>RE and Early Learning Goals (2012/14)</strong></th>
</tr>
</thead>
</table>
| Make a chart of the names of all the children in the class.  
Talk about who gave the children their names. | **Mathematics:** talk about and compare quantities  
**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions. |
| Using a ‘celebrations chart’ show different baby ceremonies and identify (with the help of parents) if any of the children had a baby celebration | **Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions. |
| Discuss with the children and make a spider diagram of all the things they might know about what happens at an infant baptism. A variety of ‘artefacts’ can be used as a stimulus and sorting activity. | **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.  
Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures. |
| Introduce and read the story *Puddles and the Christening Splash!* using the characters from the book (Puddles, Arthur, four kittens and Freddie Fisher) | **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.  
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. |
|---|---|
| Talk about the story and the characters.  
Encourage the children to anticipate what might happen to the ‘kitten with no name’ as she climbs up the font.  
Anticipate what names Sally and Mike might finally choose for their twins  
Talk about their feelings during parts of the story – e.g. how they felt when the kitten was wobbling on the font. | **Communication and Language:** listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. |
| Talk about what ‘the right way to live’ might mean. (‘The candles reminded everyone that Jesus is like a shining light who teaches them the right way to live’) | **RE:** Think about and ask questions about themselves and other people and listen to answers.  
Respond to their own ideas and the ideas of others. |
| Listen to a visitor talk about a Christening they have attended and what joining the church family means to them | **RE:** Think about and ask questions about themselves and other people and listen to answers.  
Respond to their own ideas and the ideas of others. 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. |
| ‘Hot Seat’ The Reverend Freddie Fisher (doll) and ask him questions (about the baptism service, why he is a vicar, what Jesus taught) | **RE:** Think about and ask questions about other people and listen to answers.  
Respond to their own ideas and the ideas of others. 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.  
**Understanding the World: People and Communities** They know about similarities and differences between themselves and others, and among families, communities and traditions. |
Enhance the art and craft area with materials to allow pupils to design and create a Christening card.  

<table>
<thead>
<tr>
<th><strong>Enhance the art and craft area with materials to allow pupils to design and create a Christening card.</strong></th>
<th><strong>Expressive arts and design:</strong> experiment with colour, design, texture, form and function. <strong>RE:</strong> Demonstrate what they have found out about infant baptism and offer simple explanations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide materials for children to be creative and make their own Christening invitations.</td>
<td><strong>Expressive arts and design:</strong> experiment with colour, design, texture, form and function. <strong>RE:</strong> Demonstrate what they have found out about infant baptism and offer simple explanations.</td>
</tr>
<tr>
<td>Make / share foods for a Christening celebration.</td>
<td><strong>RE:</strong> Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures. <strong>Understanding the World: People and Communities</strong> They know about similarities and differences between themselves and others, and among families, communities and traditions.</td>
</tr>
<tr>
<td>Encourage the children to create a church/ christening role play area.</td>
<td><strong>Expressive arts and design:</strong> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</td>
</tr>
</tbody>
</table>
Books at Press

Religious Education Resources

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

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

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

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

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

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

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

**Hot Seating:** Use the Reverend Freddie Fisher as a ‘hot seat’ character. Pupils to think of questions they would like to ask Freddie. One child could be the voice of Freddie answering questions from the other pupils.
The Tiny Ants is a delightful retelling of a traditional Muslim story which encourages children to think about the importance of caring for the natural world.

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

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

The book is also produced in standard size format, providing the additional opportunity for children to handle the book easily and enjoy the story on an individual basis.
Cross-Curricular Topic Web based on the 2012 EYFS plus Religious Education

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

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

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

NB Children should not draw or represent the Prophet Muhammad.

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

Literacy
- Read and write some of the words for the various creatures featured in the book: ant, slug, worm, caterpillar, spider, snail

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

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

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

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

People and Communities
- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story)
- Encourage children to think about their own beliefs and attitudes about and towards the natural world
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)

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>RE and Early Learning Goals (2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the book and give pupils opportunity to identify the different creatures featured.</td>
<td><strong>Understanding The World: The world</strong> 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.</td>
</tr>
</tbody>
</table>
| 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). | **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 focused 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. | **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. |
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<td>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.</td>
<td><strong>Communication and Language:</strong> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</td>
</tr>
<tr>
<td>Using a storyboard and the storyboard images from the book, children to sequence and retell the story.</td>
<td><strong>Speaking:</strong> 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.</td>
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<tr>
<td>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.</td>
<td><strong>Expressive arts and design:</strong> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</td>
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<tr>
<td>Recreate the book as a wall frieze. Pupils to use art and craft material to create images from the book. <strong>NB Children should not draw or represent the Prophet Muhammad.</strong></td>
<td><strong>Expressive arts and design:</strong> They represent their own ideas, thoughts and feelings through design and technology, art,</td>
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</table>
| 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. | **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. |
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<th>The number and type of creatures collected can then be shown on the pictogram.</th>
<th>happened or are to happen in the future.</th>
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<tr>
<td>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.</td>
<td><strong>Mathematics:</strong> 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. <strong>Personal, Social and Emotional:</strong> They work as part of a group or class, and understand and follow the rules.</td>
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<tr>
<td>Learn and sing the song: ‘From The Tiny Ant’ BBC Come And Praise 2 Songbook and CD.</td>
<td><strong>Expressive arts and design:</strong> Sing songs, make music and dance. <strong>Understanding the World:</strong> People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</td>
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<tr>
<td>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.</td>
<td><strong>Expressive arts and design:</strong> make music.</td>
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<tr>
<td>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.</td>
<td><strong>Mathematics:</strong> 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. <strong>Understanding the World:</strong> People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions. <strong>Understanding The World:</strong> 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. <strong>RE:</strong> Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment.</td>
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The Baby Birds

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

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

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

A beautiful set of mother and baby bird hand / finger puppets is also available with a nest that cleverly doubles up as a bag to store the birds.
Expressive Arts and Design
- Enhance the craft area to make bird pictures, collages, masks etc using a variety of materials

**NB Children should not draw or represent the Prophet Muhammad.**
- Listen to and record the sounds of nature including bird song
- Make bird food to hang in feeders in the school grounds
- Use the accompanying mother bird hand puppet, the baby birds finger puppets and nest set in creative play

Personal, Social and Emotional
- Talk about the choices the man in the story had in relation to catching the baby bird
- Ask questions and give responses about how and why special things should be treated with respect
- Demonstrate care and respect for their environment when working and playing outside
- Talk about what they think is good and bad, right and wrong, fair and unfair, caring and inconsiderate in the story
- Talk about and reflect on the decisions made in story and suggest alternative responses
- Encourage children to think about what they would have done if they were either the man catching the bird or someone seeing him do so.
- Use circle time to encourage the children to talk about the feelings explored in the book: safe, worried, scared, frightened, sorry – and situations when they might feel this way
- Discuss with the children issues relating to safety and danger.

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

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

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

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

Physical

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

**People and Communities**
- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story).
- Encourage children to think about their own beliefs and attitudes about and towards the natural world.

**Literacy**
- Read and write some of the key words from the story
**Activity Suggestions for Foundation Stage**  
focus on People and Communities 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.

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<tr>
<th>Suggested Activities</th>
<th>RE and Early Learning Goals (2012)</th>
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| Within the school grounds or nearest garden area, encourage children to listen to the sounds of nature and in particular bird song and sounds. | **RE:** Explore the awe, wonder, mystery and spirituality of the world in which we live  
**Understanding The World:** know about similarities and differences in relation to places, and living things. They make observations of animals and plants and explain why some things occur, and talk about changes. |
| Support children in making bird food to hang as feeders. | **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. |
| Support children in setting up bird feeders so that they can watch and observe the birds that use it. | **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:** 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. |
| Provide binoculars and cameras for children to observe and photograph birds in the grounds. | **RE:** Explore the awe, wonder, mystery and spirituality of the world in which we live (R)  
**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. |
| Provide opportunity for children to look at books, videos, photographs of different types of British birds. | **Communication and Language:** Understanding: They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  
**RE:** Explore the awe, wonder, mystery and spirituality of the world in which we live (R) |
Compare birds found in Britain with those in different parts of the world.

RE: Explore the awe, wonder, mystery and spirituality of the world in which we live (R)
Communication and Language: Understanding: They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

Provide bird puppets, toys and models for children to sort and classify according to their own criteria.

Mathematics: They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Personal, Social and Emotional: They work as part of a group or class, and understand and follow the rules.

Enhance the art and craft area with materials for children to make pictures, collages, masks etc. of different birds.

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

Share the story The Baby Birds, by Gill Vaisey, from the printed book and / or from the CD for whiteboard use.

Communication and Language: listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
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.
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 about the natural world (as illustrated by the story).
Encourage children to think about their own beliefs and attitudes about and towards the natural world.

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: Managing feelings and behaviour children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.
Communication and Language: Understanding: They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
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<tr>
<th>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.</th>
<th><strong>Personal, Social and Emotional: Self-confidence and self-awareness</strong> They are confident to speak in a familiar group, will talk about their ideas... They say when they do or don’t need help.</th>
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<tr>
<td>Provide opportunity for children to enjoy the audio version of the story.</td>
<td><strong>Understanding the World: Technology</strong> children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <strong>Communication and Language: Listening and attention:</strong> children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <strong>RE:</strong> Explore religious stories and their messages about the natural world. Enjoy a range of stories and accounts from different faith traditions and cultures.</td>
</tr>
<tr>
<td>Encourage pupils to re-tell the story using the finger puppet baby birds and nest set.</td>
<td><strong>Speaking:</strong> 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. <strong>RE:</strong> Explore religious stories and their messages about the natural world. Enjoy a range of stories and accounts from different faith traditions and cultures.</td>
</tr>
<tr>
<td>Provide opportunity for children to use the CD of <em>The Baby Birds</em> on personal computers.</td>
<td><strong>Communication and Language:</strong> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <strong>Understanding the World: Technology</strong> children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <strong>RE:</strong> Explore religious stories and their messages about the natural world. Enjoy a range of stories and accounts from different faith traditions and cultures.</td>
</tr>
<tr>
<td>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.</td>
<td><strong>Understanding the World: People and Communities</strong> They know about similarities and differences between themselves and others, and among families, communities and traditions.</td>
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Seven New Kittens

Seven New Kittens is a traditional Muslim story which encourages children to reflect on the beauty and wonder of new life and the natural world. Children delight in anticipating and counting the arrival of the seven kittens as they appear on the pages as the story unfolds.

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

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

The book is also produced in standard size format, providing the additional opportunity for children to handle the book easily and enjoy the story on an individual basis.
Cross-Curricular Topic Web based on the 2012 EYFS plus Religious Education

Expressive Arts and Design
Being imaginative
- Create a role play area from the story
NB Children should not role play the Prophet Muhammad.
Media and Materials
- Enhance the craft area with a variety of material to make cats and kittens pictures, collages, puppet etc.

Religious Education
- Read the book Seven New Kittens. Before completing the story, ask the children what they think Muhammad (pbuh) might do about the kittens on his cloak.
- Encourage the children think about what type of person the prophet Muhammad (pbuh) showed he was in what he did for the kittens (kind and caring towards animals).
- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story)
- Encourage children to think about their own beliefs and attitudes about and towards the natural world
- Talk about the needs of animals and how we can help them

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

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

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

Literacy
- Read and write words for the kittens and their colours as featured in the book

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

People and Communities
- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story)
- Encourage children to think about their own beliefs and attitudes about and towards the natural world

Mathematical
- Play ‘Collect the Kittens’ large board game with counters and dice
- Play ‘Match the Kittens Game’ in small groups
- Sequence the colours and numbers of the kittens

Physical
**Activity Suggestions for Foundation Stage**

**focussing on People and Communities and Religious Education**

**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)

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>RE and Early Learning Goals (2012)</th>
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| Explore elements of the spring season – the weather, growth of plants and bulbs, new life: buds and spring blossom, baby animals. | **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.  
**RE:** Explore the awe, wonder, mystery and spirituality of the world in which we live. |
| Read the book Seven New Kittens. Talk about what Mohammad (pbuh) might do about the kittens. Talk about what type of person Mohammad (pbuh) 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. | **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 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 others’ answers. |
| Use the story board cards for the pupils to sequence the story, numbers and colours of kittens. | **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.  
**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. |
|---|---|
| In small groups, sort, match and sequence corresponding coloured numbers and kittens. | **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.  
**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:** The world know about similarities and differences in relation to objects, and living things. They make observations of animals and plants and explain why some things occur, and talk about changes. |
| In small groups, use the ‘Collect The Kittens’ game cards to encourage matching and social skills. | **Personal, Social and Emotional:** Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.  
**Managing feelings and behaviour:** They work as part of a group or class, and understand and follow the rules.  
**Making relationships:** children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. |
| More able pupils can play the large kitten board game using dice and counters. | **Personal, Social and Emotional:** Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others.  
**Managing feelings and behaviour:** They work as part of a group or class, and understand and follow the rules.  
**Making relationships:** children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity.  
**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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. |
| Explore the names of other baby animals, starting with cat and kittens and think about how we might help care for them. | **Understanding The World:** The world know about similarities and differences in relation to objects, 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 |
| Make kitten collages and pictures using various different colours and types of fur. | responsibility for living things and the environment. Explore the awe, wonder, mystery and spirituality of the world in which we live. |
| 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.** | **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. **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:** Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures. |
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<th>Resource</th>
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<td><strong>Puddles and Freddie series:</strong></td>
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<td>Puddles and the Christmas Play Big book</td>
<td></td>
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<td>Puddles and the Christening Splash Big book</td>
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<td>£14.99</td>
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<td>Puddles and the Christening Splash Standard size special edition</td>
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<td>A Wet and Windy Harvest for Puddles Big book</td>
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<td>Puddles Soft Toy (30cm) Soft Toy Cat</td>
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<td>Arthur Soft Toy (30cm) Soft Toy Cat</td>
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<td>Kittens Set 4 x Soft toy kittens</td>
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<td>The Reverend Freddie Fisher (43cm standing vicar, 1alb, 4 sets of different coloured stoles and chasubles, FREE teachers’ notes)</td>
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<td><strong>Set of Puddles resources:</strong> 6 big books, 2 standard books, Puddles cat, Arthur cat, 4 Kittens and Freddie Fisher (save £10.88!)</td>
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<td><strong>Welsh titles and resources</strong></td>
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<td>Cynhaeaf Gwlyb a Gwyntog Pwllyn: Big book</td>
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<td>Pwllyn Yn Rhoi Help Llaw: Big book</td>
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<td>Pwllyn Yn Rhoi Help Llaw: Standard size book</td>
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<td>Pwllyn Soft Toy (30cm) Soft Toy Cat</td>
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<td>Y Parchedig Pedr Puw and vestments: (43cm standing vicar, 1alb, 4 sets of different coloured stoles and chasubles, FREE notes)</td>
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<td><strong>Set of Pwllyn resources:</strong> 2 big books, 1 standard book, Pwllyn cat, and Pedr Puw (save £6.95!)</td>
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<tr>
<td>The Baby Birds Standard size book and CD Rom with two versions of Yr Adar Bach</td>
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<td>Yr Adar Bach Puppets’ mother puppet and 5 baby finger puppets</td>
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<td>The Tiny Ants: Big book and cross-curricular resource pack</td>
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<tr>
<td>Seven New Kittens: Big Book and cross-curricular resource pack</td>
<td></td>
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<tr>
<td><strong>Full set of Muslim resources as above (save £4.95)</strong></td>
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<tr>
<td>The Baby Birds Standard size book and CD Rom with two versions of Yr Adar Bach</td>
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<tr>
<td>The Baby Birds Puppets mother hand puppet and 5 baby finger puppets with nest storage bag</td>
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<th>Resource</th>
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<td><strong>DVDs</strong> by Child’s Eye Media and Early Vision to complement our own resources</td>
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<td>Festivals Diwali, Eid, Chinese New Year, Hanukkah</td>
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<td>Festivals 2 Christmas, Easter, Wesak, Vaisakhi</td>
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<td>People Who Help Us Police, Fire Fighters, Recyclers, Post Office</td>
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<tr>
<td>People Who Help Us 2 Vets, Nurses+Doctors, Dentists, Car rescuers</td>
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<tr>
<td><strong>Set of DVDs as above:</strong> (save £4.96)</td>
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<tr>
<td><strong>COMPLETE SET OF ALL OUR RESOURCES</strong> (Excluding Welsh titles) (save £25.79!)</td>
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**Total Order Cost**

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<td>P&amp;P: The most economical cost of P&amp;P will be added to your invoice. (To enclose a cheque, please check P&amp;P by phone or see website).</td>
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<td>Sub Total</td>
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<td>VAT (on soft toys, DVDs and P&amp;P only)</td>
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<td>Cheque enclosed made payable to Books @ Press / Please invoice for total.</td>
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Address: …………………………………………………………………………………
Post Code: …………………… Tel: …………………
Email:…………………………………………………………………………………………

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Web planning December 2014