

# Books @ Press

## People and Communities & Religious Education

### EXTRACTs from Support Material

Suggested Activities

linked to the

Early Years Foundation Stage

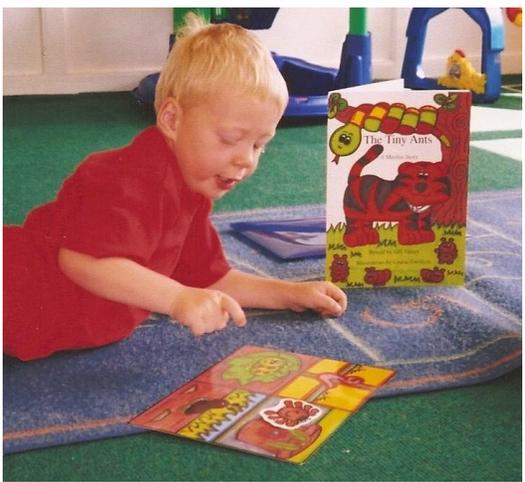
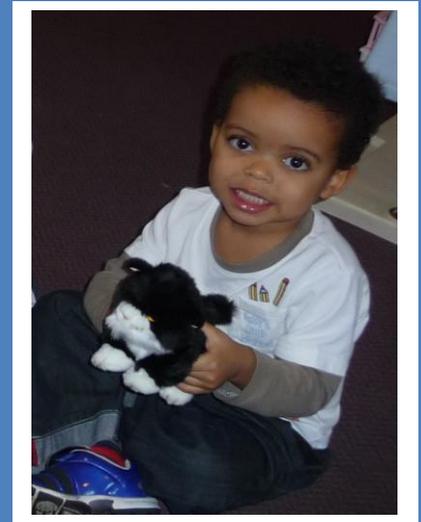
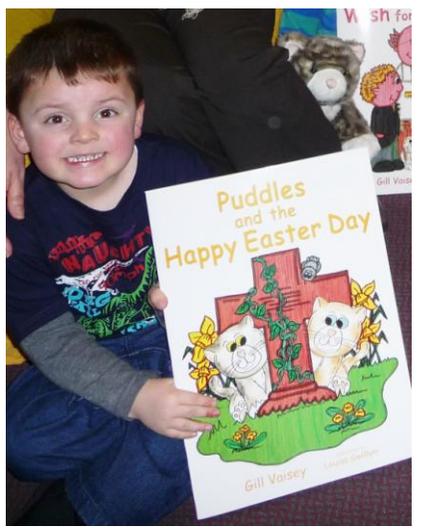
2012 Statutory Framework

(England)

Author: Gill Vaisey, RE Consultant

*Primary Religious Education Support Service*

[www.booksatpress.co.uk](http://www.booksatpress.co.uk)



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*Primary Religious Education Support Service*  
**and**  
*Books at Press*

**People and Communities**  
**/ Religious Education**  
Support Material

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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](http://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 Gwilym, is a Teaching Assistant 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 Co-ordinator and has worked with early years pupils extensively throughout her career.

The following summarises our philosophy:

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

GMV 2002

## **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 now 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.

## Extract from Development Matters in the Early Years Foundation Stage (EYFS) (p.38)

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

### Understanding The World: People and Communities

	A Unique Child: Observing what a child is learning	Positive Relationships: What an adult could do	Enabling Environments: What an adult could provide
 30 – 50 months	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to talk about their own home and community life, and to find out about other children's experiences.</li> <li>Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time.</li> <li>Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</li> <li>Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.</li> <li>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.</li> <li>Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented,</li> <li>Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona 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.</li> <li>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.</li> <li>Provide role-play areas with a variety of resources reflecting diversity.</li> <li>Make a display with the children, showing all the people who make up the community of the setting.</li> <li>Share stories that reflect the diversity of children's experiences.</li> <li>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.</li> </ul>
 40 – 60 months	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul> <p><b>Early Learning Goal</b>  <b>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.</b></p>	<ul style="list-style-type: none"> <li>Encourage children to share their feelings and talk about why they respond to experiences in particular ways.</li> <li>Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing.</li> <li><b>Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.</b></li> <li><b>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</b></li> </ul>	

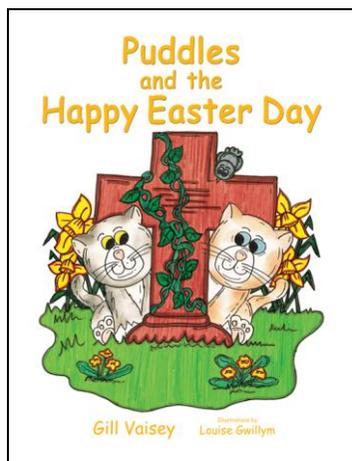
Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range 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.



# 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 celebration 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

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

## Mathematical

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

## Physical

## 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

<b>RE Related Activities</b>	<b>RE and Early Learning Goals (2012)</b>
Provide opportunity for children to explore features of the spring season – colours, textures, plants, blossom, animals, new life, parent and baby animals.	<b><u>Understanding The World:</u></b> 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.
Provide materials and encourage children to bring things in to make a springtime display.	<b><u>Understanding The World:</u></b> 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.
Read <i>Puddles and the Happy Easter Day</i> . Can children guess what Puddles wants to tell Arthur?	<p><b><u>Communication and Language:</u></b> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><b><u>RE:</u></b> 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.</p> <p>Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.</p> <p>Develop a growing interest in the world around them.</p> <p>Develop curiosity and begin to ask questions about their own and other people’s home and community life.</p> <p>Describe what they have found out about people, beliefs and actions.</p> <p>Understand the relationship between feelings, beliefs and actions.</p> <p>Express their own opinions and feelings, and make decisions while considering the viewpoints of others.</p> <p>Think creatively and imaginatively about important human and religious questions.</p> <p>Think about and ask questions about themselves and other people and listen to the answers of others.</p>
Talk about what makes a ‘special friend’ (as Puddles and Arthur are	<b><u>RE:</u></b> Express their own opinions and feelings, and make decisions while considering

<p>special friends). Who are your friends? How can we be good friends? Who do you want to tell important news to?</p>	<p>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. <b>Personal, Social and Emotional:</b> They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <b>Speaking:</b> 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.</p>
<p>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?</p>	<p><b>Communication and Language:</b> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <b>Personal, Social and Emotional:</b> They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<p>Encourage the children to think about and give their suggestions about where Arthur might have been. Who has got a cat? Do they go missing from time to time? Where do you think they go?</p>	<p><b>Personal, Social and Emotional:</b> They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <b>Speaking:</b> 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.</p>
<p>Talk about Jesus (the special teacher) who had died. His friends were sad that he had died but because Christians believe that Jesus came back to life, they are happy and have a special celebration on Easter Sunday. They remember his kindness and all the wonderful things he said. Think of some of the things that people do at Easter to remember Jesus. (go to church, send cards, have Easter eggs,)</p>	<p><b>Communication and Language:</b> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <b>Understanding the World: People and Communities</b> They know about similarities and differences between themselves and others, and among families, communities and traditions. <b>RE:</b> Explore similarities and differences in people's festivals. Explore the importance of key religious figures. Find out about what happens in places of worship and why people go to these places.</p>
<p>Find the story of Easter in an adult Bible and a children's Bible. Talk about the Bible as a special book for Christians. Note that Freddie reads the Bible in church to help people know more about God and Jesus.</p>	<p><b>RE:</b> 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.</p>

	Think creatively and imaginatively about important human and religious questions. Think about and ask questions about themselves and other people and listen to the answers of others.
Dress Freddie in the vestments he would wear for the Easter service (white stole and chasuble).	<b>RE:</b> 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. <b>Understanding the World:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.
Provide materials for the children to make an Easter Garden display.	<b>Expressive arts and design:</b> experiment with colour, design, texture, form and function. <b>Understanding the World: People and Communities</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.
Arrange support for children to boil eggs and dye or paint and decorate them.	<b>Expressive arts and design:</b> experiment with colour, design, texture, form and function. <b>Understanding the World: People and Communities</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.
Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds.	<b>Understanding the World: People and Communities</b> They know about similarities and differences between themselves and others, and among families, communities and traditions. <b>Physical:</b> children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
Provide materials for children to make Easter greeting cards.	<b>Expressive arts and design:</b> experiment with colour, design, texture, form and function.
Set up a shop to sell Easter eggs / farm produce for imaginative play opportunities.	<b>Mathematics:</b> 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. <b>Expressive arts and design:</b> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.
Learn and sing the song 'Easter Time (the world's waking up)' BBC Come And Praise Beginning Songbook and CD.	<b>Expressive arts and design:</b> Sing songs, make music and dance.

# *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.

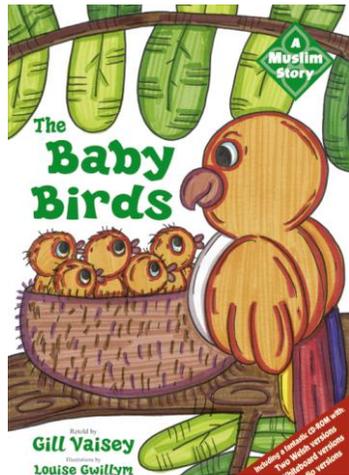
**Visit a church:** Take Puddles with the class to visit a local church. Children can explore with Puddles the features which are mentioned in the books – the big arched door she walks through, the pulpit she climbs up, the pews she sits in, the organ she helps to play, the bell ropes she swings on etc. 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.

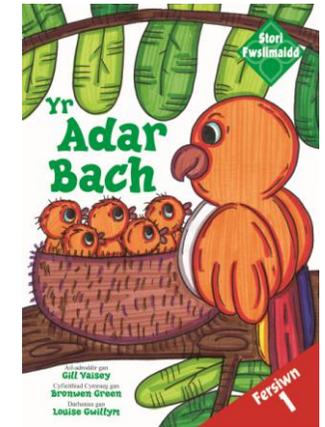
**Dressing Freddie:** Allow the children to dress Freddie in his vestments encouraging matching of the colours of the chasubles and stoles.

**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 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.



## Cross-Curricular Topic Web based on the 2012 EYFS plus Religious Education

### 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

### Religious Education

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

### Physical

### Personal, Social 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.

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

### 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

### Literacy

- Read and write some of the key words from the story

### 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.

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

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

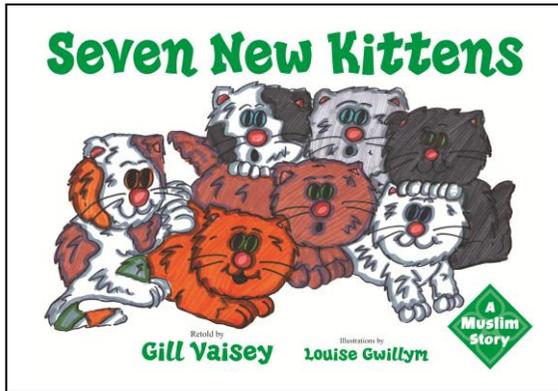
**RE Theme: Showing responsibility towards the natural world.      Key Resource: The Baby Birds**

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

Suggested Activities	RE and Early Learning Goals (2012)
Within the school grounds or nearest garden area, encourage children to listen to the sounds of nature and in particular bird song and sounds.	<b><u>RE:</u></b> Explore the awe, wonder, mystery and spirituality of the world in which we live <b><u>Understanding The World:</u></b> 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.	<b><u>Understanding The World:</u></b> 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.	<b><u>Understanding The World:</u></b> 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. <b><u>RE:</u></b> 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.	<b><u>RE:</u></b> Explore the awe, wonder, mystery and spirituality of the world in which we live (R) <b><u>Understanding the World: Technology:</u></b> 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.	<b><u>Communication and Language: Understanding:</u></b> They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. <b><u>RE:</u></b> Explore the awe, wonder, mystery and spirituality of the world in which we live (R)

<p>Compare birds found in Britain with those in different parts of the world.</p>	<p><b>RE:</b> Explore the awe, wonder, mystery and spirituality of the world in which we live (R)  <b>Communication and Language: Understanding:</b> They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>
<p>Provide bird puppets, toys and models for children to sort and classify according to their own criteria.</p>	<p><b>Mathematics:</b> They explore characteristics of everyday objects and shapes and use mathematical language to describe them.  <b>Personal, Social and Emotional:</b> They work as part of a group or class, and understand and follow the rules.</p>
<p>Enhance the art and craft area with materials for children to make pictures, collages, masks etc. of different birds.</p>	<p><b>Expressive arts and design:</b> experiment with colour, design, texture, form and function.</p>
<p>Share the story <i>The Baby Birds</i>, by Gill Vaisey, from the printed book and / or from the CD for whiteboard use.</p>	<p><b>Communication and Language:</b> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  <b>RE:</b> 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.</p>
<p>Encourage children to reflect on the message of the story and on their own actions and consequences in relation to the natural world.  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.</p>	<p><b>Understanding the World: People and Communities</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.  <b>Personal, Social and Emotional: Managing feelings and behaviour</b> 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.  <b>Communication and Language: Understanding:</b> They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>

<p>Encourage the children to talk about the feelings explored in the book: safe, worried, scared, frightened, sorry – and situations when they might feel this way</p>	<p><b><u>Personal, Social and Emotional: Self-confidence and self-awareness</u></b> They are confident to speak in a familiar group, will talk about their ideas... They say when they do or don't need help.</p>
<p>Provide opportunity for children to enjoy the audio version of the story.</p>	<p><b><u>Understanding the World: Technology</u></b> children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.  <b><u>Communication and Language: Listening and attention:</u></b> 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.  <b><u>RE:</u></b> Explore religious stories and their messages about the natural world.  Enjoy a range of stories and accounts from different faith traditions and cultures.</p>
<p>Encourage pupils to re-tell the story using the finger puppet baby birds and nest set.</p>	<p><b><u>Speaking:</u></b> 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.  <b><u>RE:</u></b> Explore religious stories and their messages about the natural world.  Enjoy a range of stories and accounts from different faith traditions and cultures.</p>
<p>Provide opportunity for children to use the CD of <i>The Baby Birds</i> on personal computers.</p>	<p><b><u>Communication and Language:</u></b> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  <b><u>Understanding the World: Technology</u></b> children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.  <b><u>RE:</u></b> Explore religious stories and their messages about the natural world.  Enjoy a range of stories and accounts from different faith traditions and cultures.</p>
<p>Provide opportunity for children to find out about the work of the RSPB by inviting a visitor into school / using the website and schools' materials.</p>	<p><b><u>Understanding the World: People and Communities</u></b> They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>



# Seven New Kittens

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



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

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

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

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



# 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

## Physical

## 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

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

## Mathematical

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

## 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

## 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

## 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)

Suggested Activities	RE and Early Learning Goals (2012)
<p>Explore elements of the spring season – the weather, growth of plants and bulbs, new life: buds and spring blossom, baby animals.</p>	<p><b><u>Understanding The World:</u></b> 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. <b><u>RE:</u></b> Explore the awe, wonder, mystery and spirituality of the world in which we live.</p>
<p>Read the book <i>Seven New Kittens</i>. Talk about what Mohammad (<i>pbuh</i>) might do about the kittens. Talk about what type of person Mohammad (<i>pbuh</i>) showed he was in what he did for the kittens (kind and caring towards animals). Ask the pupils for their ideas about caring for animals.</p>	<p><b><u>Communication and Language:</u></b> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <b><u>Understanding the World: People and Communities</u></b> They know about similarities and differences between themselves and others, and among families, communities and traditions. <b><u>RE:</u></b> 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.</p>

<p>Use the story board cards for the pupils to sequence the story, numbers and colours of kittens.</p>	<p><b><u>Mathematics</u> Numbers:</b> 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.  <b><u>Speaking:</u></b> 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.</p>
<p>In small groups, sort, match and sequence corresponding coloured numbers and kittens.</p>	<p><b><u>Mathematics</u> Numbers:</b> 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.  <b><u>Speaking:</u></b> 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.  <b><u>Understanding The World: The world</u></b> 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.</p>
<p>In small groups, use the ‘Collect The Kittens’ game cards to encourage matching and social skills.</p>	<p><b><u>Personal, Social and Emotional: Self-confidence and self-awareness:</u></b> 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.  <b><u>Managing feelings and behaviour:</u></b> They work as part of a group or class, and understand and follow the rules.  <b><u>Making relationships:</u></b> 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.</p>
<p>More able pupils can play the large kitten board game using dice and counters.</p>	<p><b><u>Personal, Social and Emotional: Self-confidence and self-awareness:</u></b> children are confident to try new activities, and say why they like some activities more than others.  <b><u>Managing feelings and behaviour:</u></b> They work as part of a group or class, and understand and follow the rules.  <b><u>Making relationships:</u></b> children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity.  <b><u>Mathematics</u> Numbers:</b> 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.</p>
<p>Explore the names of other baby animals, starting with cat and kittens and think about how we might help care for them.</p>	<p><b><u>Understanding The World: The world</u></b> 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.  <b><u>RE:</u></b> Develop a growing interest in the world around them and develop understanding and</p>

	responsibility for living things and the environment. Explore the awe, wonder, mystery and spirituality of the world in which we live.
Make kitten collages and pictures using various different colours and types of fur.	<b><u>Expressive arts and design:</u></b> experiment with colour, design, texture, form and function.
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. <b>NB Children should not role play the Prophet Muhammad.</b>	<b><u>Expressive arts and design:</u></b> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. <b><u>Speaking:</u></b> 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. <b><u>RE:</u></b> Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.

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## ORDER FORM

Post, email, fax or telephone your order. *Books at Press* 7, Butlers Mead, Millend, Blakeney, Gloucestershire. GL15 4EH Tel: / Fax: 01594 516490 orders@booksatpress.co.uk

Resource	Qty	Price	Total
<b>Puddles and Freddie series:</b>			
<b>Puddles and the Christmas Play</b> Big book		£13.99	
<b>A Wet and Windy Harvest for Puddles</b> Big book		£13.99	
<b>Puddles Lends A Paw</b> Big book		£13.99	
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<b>Puddles and the Christening Splash</b> Big book		£14.99	
<b>Puddles Soft Toy</b> (30cm) Soft Toy Cat		£9.99	
<b>Arthur Soft Toy</b> (30cm) Soft Toy Cat		£9.99	
<b>Kittens Set</b> 4 x Soft toy kittens		£29.99	
<b>The Reverend Freddie Fisher</b> (43cm standing vicar, 1alb, 4 sets of different coloured stoles and chasubles, FREE teachers' notes)		£39.99	
<b>Set of Puddles resources:</b> 5 big books, 1 standard book, Puddles cat, Arthur cat, 4 Kittens and Freddie Fisher <b>(save £8.89!)</b> NB Welsh titles as available can be substituted on request.		<b>£175</b>	

Resource	Qty	Price	Total
<b>Welsh titles and resources</b>			
<b>Cynhaeaf Gwlyb a Gwyntog Pwllyn:</b> Big book		£7.00	
<b>Pwllyn Yn Rhoi Help Llaw:</b> Big book		£7.00	
<b>Pwllyn Yn Rhoi Help Llaw:</b> Standard size book		£3.50	
<b>Pwllyn Soft Toy</b> (30cm) Soft Toy Cat		£9.99	
<b>Y Parchedig Pedr Puw and vestments:</b> (43cm standing vicar, 1alb, 4 sets of different coloured stoles and chasubles, FREE teachers' notes)		£39.99	
<b>Set of Pwllyn resources:</b> 2 big books, 1 standard book, Pwllyn cat, and Pedr Puw <b>(save £6.95!)</b>		<b>£62</b>	
<b>The Baby Birds</b> Standard size book and CD Rom with two versions of <b>Yr Adar Bach</b>		£12.99	
<b>Yr Adar Bach Puppets</b> mother hand puppet and 5 baby finger puppets with nest storage bag		£25.99	

Resource	Qty	Price	Total
<b>Traditional Muslim Stories:</b>			
<b>The Tiny Ants:</b> Big book and cross-curricular resource pack		£32.99	
<b>The Tiny Ants:</b> standard book <b>NEW edition</b>		£7.99	
<b>Seven New Kittens:</b> Big Book and cross-curricular resource pack		£32.99	
<b>Seven New Kittens:</b> standard book <b>NEW edition</b>		£7.99	
<b>The Baby Birds</b> Standard size book and CD Rom with two versions of <b>Yr Adar Bach</b>		£12.99	
<b>The Baby Birds Puppets</b> mother hand puppet and 5 baby finger puppets with nest storage bag		£25.99	
<b>Full set of Muslim resources as above (save £10.94!)</b>		<b>£110</b>	
<b>The Baby Birds</b> cross-curricular resource pack: Standard size book, Audio/Visual CD Rom and Puppet set		£32.99	

Resource	Qty	Price	Total
<b>DVDs</b> by Child's Eye Media and Early Vision to complement our own resources			
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<b>Weddings</b> Film of Christian wedding, handbook, notes on 7 other faiths		£9.99	
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