

All Little Creatures

RE-Think Topics

Putting The RE Into Cross-Curricular Topics

Minibeasts

The Tiny Ants

Teeny Tiny Things

*Remember,
Remember*

In The Garden

Wriggle and Crawl

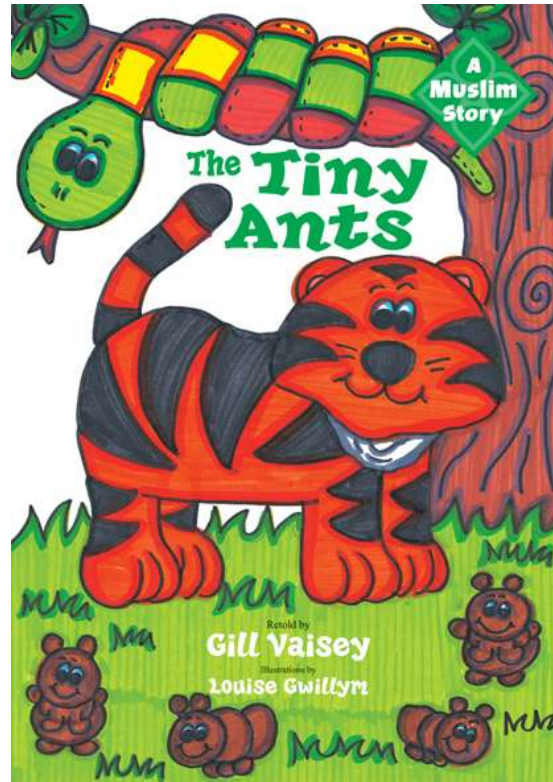
Dens and Dandelions

Imaginative Islam

Series Book 7 / Pack 1, from Books at Press

Curriculum for Excellence
Religious and Moral Education





Primary Religious Education Support Service
and
Books at Press

RE-Think Topics
Religious and Moral Education
and Cross-curricular
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 and moral education with early years pupils. Ideas and activities can be extended for children in the later stage of the Curriculum for Excellence. The stories provide the basis for cultural and religious and moral education together with the opportunity to explore a wide range of cross-curricular activities promoting a fully integrated curriculum appropriate for this age group.

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

About Us:

The author, Gill Vaisey provides a wide range of consultancy services to those concerned with children's religious education and spiritual development. Gill is a qualified teacher and a nationally recognised specialist in Early Years and Religious Education provision. Gill has over twenty years' experience in providing training for schools, colleges, education authorities, Church Dioceses and other religious bodies across England and Wales. She is known for her enthusiastic manner, her inspirational ideas and down to earth approach in sharing and demonstrating best practice in RE from Early Years to Key Stage 2.

In direct response to teachers' requests, Gill has produced resources for purchase - books, toys and cross-curricular activities which make RE fun for pupils and easy for teachers!

Gill further supports teachers by generously producing a wealth of free planning and classroom resources for teachers and pupils, all of which can be easily downloaded from the website www.booksatpress.co.uk

Her range of both published and free classroom resources are used extensively across the UK and have made a major contribution to the development of excellence in RE.

The Illustrator, Louise Gwilym, 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 Co-ordinator and has worked with early years pupils extensively throughout her career.

Using *Books at Press* resources for Early and First Levels

Books at Press resources have been specifically produced to be entirely appropriate for nursery and P1 children. They can also be used effectively with more able children and those working at P2 and P3.

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, Foundation Phase curriculum for Wales or Curriculum for Excellence in Scotland.

A wealth of 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, cultural and emotional development.

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

Gill Vaisey
Religious Education Consultant and Author



Resources supporting Religious and Moral Education across Nursery to P3.

All resources are suitable for Nursery and P1 children however can be used with P2 and P3 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. Book titles shown in italics. PLAN+3: Topic web, planning and three classroom activities. All resources available from www.booksatpress.co.uk

	Nursery	Reception	Year 1	Year 2
Possible Topics:	Festivals, Celebrations, Food, Colours, Seasons, Sharing, Electric Rainbow Being thankful, Giving Glow and Glitter, Winter, Scrumptious, Autumn	Celebrations, Festivals, Food, Autumn, Winter, Seasons, Light, Glow and Glitter, Electric Rainbow	People Who Help Us, Local Area, Helping Others, Special Places, Belonging, Special Days, Superheroes (in the community) Community Explorers	Belonging, Promises, Festivals, Happiness, Family Album, Orchestra, Community Explorers,
Resources:	<i>A Wet and Windy Harvest for Puddles</i> PLAN+3 Autumn / Harvest DVDs Christmas and Diwali	<i>Puddles and the Christmas Play</i> PLAN+3 Winter / Christmas DVD Hanukkah	<i>Puddles Lends A Paw</i> PLAN+3 Lending a 'Paw' DVD People Who Help Us / 2	DVD Vaisakhi
Possible Topics:	New Life, Animals, Babies, Pets, Spring, Beginnings, Caring for the Natural World Paws, Claws and Whiskers, Happiness, Mini Zoo	Beginnings, School Grounds, Gardens, Spring, Plants and Animals, Birds, Dens and Dandelions, Mini Zoo	Celebrations, Special People, Easter, New Beginnings, Carnival, Gifts and Giving, Scrumptious	Spring, Easter, New Life, Beginnings, Happy and Sad Times, Special People Family Album, Happiness, Superheroes(non-Fictional)
Resources:	<i>Seven New Kittens</i> and cross-curricular resource pack PLAN+3 Baby Animals/ Spring <i>Puddles and the St Francis Service</i> DVD Wesak	<i>The Baby Birds</i> CD Rom & puppets PLAN+3 Baby Birds / Spring <i>Puddles and the Happy Easter Day</i> PLAN+3 Spring / Easter	DVD Jamie and Megan's Easter DVD Chinese New Year	<i>Puddles and the Happy Easter Day</i> PLAN+3 Spring / Easter
Possible Topics:	Mini-beasts, The Garden, Natural World, Animals, Our World, Teeny Tiny Things, Wriggle and Crawl, Dens and Dandelions Remember Remember	Special Times, Festivals, Food, Giving, Being Thankful, Scrumptious	My Family, Friends, Homes and Families, Fairy Tales, Weddings, Happiness, Family Album	New Beginnings, My Family, Babies, Happiness, Pitter Patter Puddle Play, Family Album
Resources:	<i>The Tiny Ants</i> and cross-curricular resource pack PLAN+3 Minibeasts	DVD Eid-ul-Fitr	<i>A Wedding Day Wish for Puddles</i> PLAN+3 Wedding Wish	<i>Puddles and the Christening Splash</i> PLAN+3 Babies / Baptism

RE-Think your Topic and include RE. The following grids show you how:

Think Topic	Think RE
Festivals Celebrations Food Autumn Colour Seasons Sharing Being Thankful Gifts and Giving Scrumptious	Available Resources Book 2: A Wet and Windy Harvest for Puddles (big book) PLAN+3 Autumn / Harvest: Topic Web and Planning 2 Activity 2a: PowerPoint Harvest Jigsaw Activity 2b Harvest songs x 2 Activity 2c Puddles Harvest board game Toy character: The Reverend Freddie Fisher with vestments Toy character: Puddles cat
Winter Seasons Celebrations Christmas Light Glow and Glitter Electric Rainbow	Available Resources Book 1: Puddles and the Christmas Play (big book) PLAN+3 Winter / Christmas : Topic Web and Planning 1 Activities: 1a: PowerPoint Nativity Scene Jigsaw 1b: Advent Candles Board Game 1c: Advent and Nativity Dominoes DVD: Sam and Holly's Christmas (with Easter, Wesak, Vaisakhi)
People Who Help Us Helping Others Jobs Our Local Area Special Places Community Explorers Superheroes (in the community)	Available Resources Book 3: Puddles Lends a Paw (big book) Book 4: Puddles Lends a Paw (standard book) PLAN+3 Lending A 'Paw' : Topic Web and Planning 3/4 Activities: 3a: Church Helpers' Rota 3b: Puddles Snap Cards 3c: Photostory Puddles Visits Carlisle Cathedral

Think Topic	Think RE
Weddings Friendship Homes and Families Fairy Tales Happiness Family Album	Available Resources Book 5: A Wedding Day Wish for Puddles (big book) PLAN+3 Wedding Wish: Topic Web and Planning 5 Activities: 5a: Wedding Dominoes 5b: Wedding Snap Cards 5c: Wedding Board Game Toy character: Arthur cat:
Spring New Life Beginnings Baby Animals Families Superheroes (non-fiction) Special People Family Album Happy and Sad	Available Resources Book 6: Puddles and the Happy Easter Day (big book) PLAN+3 Spring / Easter : Topic Web and Planning 6 Activity 6a: PowerPoint Easter Garden Scene Jigsaw 6b: Easter Snap Cards 6c: Easter Board Game Toy characters: 4 x kittens DVD: Jamie and Megan's Easter (with Christmas, Wesak, Vaisakhi)
Families Babies Myself Names Special Times Growing Up New Life Beginnings Happiness Family Album Pitter Patter Puddle Play	Available Resources Book 10: Puddles and the Christening Splash! (big book) Book 11: Puddles and the Christening Splash! (standard book) PLAN+3 Babies / Baptism: Topic Web and Planning 10 / 11: Activity 10a: Christening Snap Cards 10b: Christening Board Game 10c: Christening Match and Memory Game

Think Topic	Think RE
Minibeasts In The Garden The Natural World Animals Our World Teeny Tiny Things Wiggle and Crawl Dens and Dandelions Remember Remember Fire, Fire!	Available Resources Book 7: The Tiny Ants Big Book Resource Pack 1: The Tiny Ants PLAN+3 Minibeasts: Topic Web and Planning 7 Activity 7a: Minibeasts dominoes 7b: Minibeasts song (lyrics and MP ₃) 7c: Minibeasts Powerpoint Jigsaw
School grounds Forest School Gardens Spring Beginnings Plants and Animals Birds Mini Zoo Dens and Dandelions	Available Resources Book with CD Rom 9: The Baby Birds Toy 5: Birds Puppet Set Resource Pack : Book, CD Rom & Puppet set PLAN+3 Birds / Spring New Life: Topic Web and Planning 9: Activity 9a: The Baby Birds Board Game Activity 9b: What Does The Story Tell Us About Muhammad? Activity 9c: Responding To The Story – How Did You Feel?
New Life Baby Animals Pets Spring Beginning Paws Claws and Whiskers Happiness Mini Zoo	Available Resources Book 8: Seven New Kittens Big Book Resource Pack 2: Seven New Kittens PLAN+3 Baby Animals / Spring New Life: Topic Web and Planning 8 Activity 8a: Seven New Kittens Snap Cards Activity 8b: Seven New Kittens Number Dominoes Activity 8c: Seven New Kittens Rhyme

Think Topic	Think RE
Celebrations Festivals Babies and Birth days Noisy and Quiet Kindness to Animals Special People Superheroes (non-fiction) Happiness	Available Resources DVD: Sian's Wesak (together with Christmas, Easter, Vaisakhi)
Family Album Orchestra Community Explorers	Available Resources DVD: Guneet's Vaisakhi (together with Christmas, Easter, Wesak)
Seasons Celebrations Festivals Light Glow and Glitter Electric Rainbow	Available Resources DVD: Shyam's Diwali (together with Eid, Chinese New Year, Hanukkah) Book: Diwali (Festivals Around The World series)
Winter Seasons Celebrations Festivals Light Glow and Glitter Electric Rainbow	Available Resources DVD: Jonathan's Hanukkah (together with Eid, Chinese New Year, Diwali) Book: Hanukkah (Festivals Around The World series)

Think Topic	Think RE
Festivals Celebrations Food Sharing Being Thankful Gifts and Giving Scrumptious	Available Resources DVD: Wafa's Eid-UI-Fitr (with Diwali, Chinese New Year, Hanukkah) Book: Eid-UI-Fitr (Festivals Around The World series)
Carnival Festivals Celebrations Food Sharing Being Thankful Gifts and Giving Scrumptious	Available Resources DVD: Ian's Chinese New Year (with Eid, Diwali, Hanukkah) Book: Chinese New Year (Festivals Around The World series)
Colour Festivals Celebrations	Available Resources Book: Holi (Festivals Around The World series)
	Book: Christianity (Your Faith series)
	Book: Islam (Your Faith series)

All resources above are available from www.booksatpress.co.uk Tel: 01594 516490

Books at Press resources have been specifically produced to use with playgroup, nursery and P1. The stories and accompanying resources also provide opportunities to extend the knowledge, understanding and skills of more able children and children in the later stages of the curriculum.

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

The following summarises our philosophy:

‘In all cases, RE 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 and should therefore be largely based on active involvement in first hand experiences. Good Religious Education focused 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 pupils’ knowledge and understanding of the world and their personal and social development, good RE will also provide valuable opportunities to widen the pupils’ cultural experiences and develop an awareness of a spiritual dimension to life.’

GMV 2002

Religious and Moral Education in the Curriculum for Excellence

Features of effective learning and teaching in religious and moral education.

In planning learning and teaching in religious and moral education, teachers will be able to:

- sensitively take account of and value the religious and cultural diversity within their own local communities, using relevant contexts which are familiar to young people
- actively encourage children and young people to participate in service to others
- develop, through knowledge and understanding and discussion and active debate, an ability to understand other people's beliefs
- draw upon a variety of approaches including active learning and planned, purposeful play
- encourage the development of enquiry and critical thinking skills
- create opportunities for the development of problem-solving skills
- build in time for personal reflection and encourage discussion in depth and debate
- provide opportunities for collaborative and independent learning
- take account of the faith background, circumstances and developmental stage of the children and young people and their capacity to engage with complex ideas
- recognise and build on the considerable scope for connections between themes and learning in religious and moral education and other areas of the curriculum
- make appropriate and imaginative use of technology
- build on the principles of Assessment is for Learning.

Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

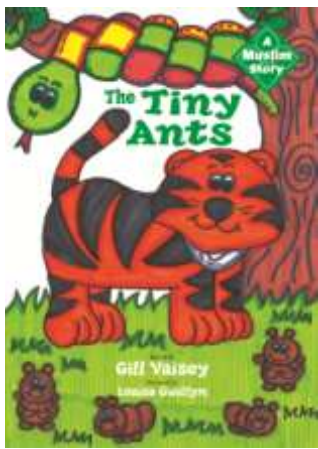
Religious and moral education is therefore an essential part of every child or young person's educational experience.

Support Sheets and Topic Webs

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

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

The suggested activities have been cross-referenced to particular elements of the eight curriculum areas of the Curriculum for Excellence.



The Tiny Ants

by Gill Vaisey

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 Literacy and English, Mathematics, Social Studies and Religious and Moral Education.

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 Curriculum for Excellence 2010



Expressive Arts

- I enjoy singing and playing along to music of different styles and cultures. **EXA 0-16a**
- I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. **EXA 0-17a**
- I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a**
- I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 0-04a**
- I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. **EXA 0-12a**

Religious and Moral Education

- As I explore stories, I am becoming familiar with the beliefs of the world religions I am learning about. **RME 0-04a**
- I am developing respect for others and my understanding of their beliefs and values. **RME 0-07a /**
- As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. **RME 0-05a**
- Through exploring stories from world religions, I can describe some of their key beliefs. **RME 1-04a**
- Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people's lives and communities. **RME 1-05a**
- I can describe the key features of the values of world religions which are expressed in stories. **RME 1-05b**
- I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. **RME 1-08a**

Technologies

- I enjoy taking photographs or recording sound and images to represent my experiences and the world around me. **TCH 0-04b**

Health and Wellbeing

- I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 0-13a**
- I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 0-14a**
- In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. **HWB 0-19a**
- I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. **HWB 0-21a**
- I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. **HWB 0-23a**
- By exploring and observing movement, I can describe what I have learned about it. **HWB 0-24a**

Context for Learning / Theme:

The Tiny Ants
big book and resource pack
By Gill Vaisey



Mathematics

- I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. **MNU 0-01a**
- I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a**
- I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. **MNU 0-03a**
- I can match objects, and sort using my own and others' criteria, sharing my ideas with others. **MNU 0-20b**

Literacy and English

- I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0-11b**
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c LIT 0-19a**
- I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a**
- To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a**
- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-09a**
- As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. **LIT 0-10a**

Social Studies

- I explore and discover the interesting features of my local environment to develop an awareness of the world around me. **SOC 0-07a**
- I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. **SOC 0-08a**

Sciences

- I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a**

Cross-Curricular Topic Web Activities based on Curriculum for Excellence 2010



Expressive Arts

- Learn and sing songs associated with mini-beasts such as 'From The Tiny Ant' BBC Come And Praise 2 Songbook and CD and The Minibeasts Song from Books at Press
- 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.
- Replicate the movement and actions of a variety of creatures e.g. ants, worms spiders

Religious and Moral 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

Technologies

- Take photographs of the mini-beasts and their habitats in the local grounds

Health and Wellbeing

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

Context for Learning / Theme:

The Tiny Ants big book and resource pack By Gill Vaisey



Sciences

- Look for mini-beasts in the local grounds and observe their behaviour including their habitats and what they eat
- Talk about ways in which during the course of their mini-beast hunt they can ensure that they do not harm any of the creatures

Literacy and English

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

NB Children should not draw or represent the Prophet Muhammad (in role-play for instance).

Social Studies

- Look for mini-beasts in the local grounds and observe their behaviour including their habitats and what they eat
- Talk about ways in which, during the course of their mini-beast hunt, they can ensure that they do not harm any of the creatures
- Carry out their mini-beast without causing harm or distress to any of the creatures

Mathematics

- Sort animals into different size groups
- Compare the different mini-beasts and find ways to group them
- 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
- Sing the Minibeast Song (Books at Press): Six Spiders, Five snails, etc.
- Play the minibeasts dominoes

Activity Suggestions for Early Stage focussing on Religious and Moral 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 at Press. (Tel: 01594 516490) www.booksatpress.co.uk

Suggested Activities	Experiences and Outcomes (2010)
Read the book and give pupils opportunity to identify the different creatures featured.	<p>Social Studies</p> <ul style="list-style-type: none"> I explore and appreciate the wonder of nature within different environments SOC 0-07a
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 (<i>pbuh</i>).	<p>Literacy and English</p> <ul style="list-style-type: none"> I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c / LIT 0-19a I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a <p>Religious and Moral Education</p> <ul style="list-style-type: none"> As I explore stories, I am becoming familiar with the beliefs of the world religions I am learning about. RME 0-04a I am developing respect for others and my understanding of their beliefs and values. RME 0-07a As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. RME 0-05a Through exploring stories from world religions, I can describe some of their key beliefs. RME 1-04a Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people's lives and communities. RME 1-05a I can describe the key features of the values of world religions which are expressed in stories. RME 1-05b I am developing an increasing awareness and understanding of my own beliefs RME 1-08a

<p>Provide opportunity for pupils to explore the school grounds or nearest 'green' area to find different creatures in their natural habitat and match them to those found in the book.</p> <p>Introduce the pictogram as a focussed activity - pupils can record which creatures they observed during their exploration.</p> <p>Enhance the mathematical area with the pictogram so that pupils can spontaneously use it in their games and observation of creatures.</p> <p>Pupils to record by drawing or writing what they saw and their response to their experience.</p>	<p>Social Studies</p> <ul style="list-style-type: none"> • Look for mini-beasts in the local grounds and observe their behaviour including their habitats and what they eat • Talk about ways in which, during the course of their mini-beast hunt, they can ensure that they do not harm any of the creatures • Carry out their mini-beast without causing harm or distress to any of the creatures <p>Sciences</p> <ul style="list-style-type: none"> • I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0-01a <p>Religious and Moral Education</p> <ul style="list-style-type: none"> • I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a <p>Mathematics</p> <ul style="list-style-type: none"> • I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a • I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a • I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. MNU 0-03a • I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b
<p>Provide opportunity for pupils to re-visit the story. Encourage pupils to think about how they, or the ants, felt at different points in the story. Use a sequence board of the story to help focus on emotions. Consider times when they themselves may have been in danger and / or felt scared.</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a <p>Literacy and English</p> <ul style="list-style-type: none"> • I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c LIT 0-19a
<p>Using a storyboard and the storyboard images from the book, children to sequence and retell the story.</p>	<p>Literacy and English</p> <ul style="list-style-type: none"> • I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c LIT 0-19a
<p>Use the book as the basis for a movement and drama lesson. Pupils to role play the tiny ants to emphasise the changing feelings throughout the story.</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a • I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. HWB 0-23a • By exploring and observing movement, I can describe what I have learned about it. HWB 0-24a <p>Expressive Arts</p> <ul style="list-style-type: none"> • I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a

<p>Recreate the book as a wall frieze. Pupils to use art and craft material to create images from the book.</p> <p>NB Children should not draw or represent the Prophet Muhammad.</p>	<p>Expressive Arts</p> <ul style="list-style-type: none"> • I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a • I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a
<p>Encourage children to invent their own stories about caring for creatures.</p>	<p>Literacy and English</p> <ul style="list-style-type: none"> • I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a
<p>Focus on a variety of creatures which we may need to be aware of inside and outside to avoid accidentally harming them. Play the 'Care for Creatures Game' in small groups. Each child has a card with four pictures on it showing a creature in potential danger. Each pupil takes a turn to draw a creature from a drawstring bag. If the creature matches their card they can claim it and talk about how we can be careful and avoid the creature being accidentally harmed. The number and type of creatures collected can then be shown on the pictogram.</p>	<p>Social Studies</p> <ul style="list-style-type: none"> • I explore and appreciate the wonder of nature within different environments SOC 0-07a <p>Mathematics</p> <ul style="list-style-type: none"> • I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a • I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a • I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. MNU 0-03a • I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b <p>Literacy and English</p> <ul style="list-style-type: none"> • As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a
<p>More able pupils can play the 'Care and Beware Game'. Using the board and dice, the aim of the game is for pupils to collect cards of the creatures they have cared for in the game. The number and type of creatures can then be shown on the pictogram. As different groups play the game over a period of time an accumulative total can be recorded.</p>	<p>Mathematics</p> <ul style="list-style-type: none"> • I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a • I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a • I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. MNU 0-03a • I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b <p>Literacy and English</p> <ul style="list-style-type: none"> • As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a

<p>Learn and sing the song: 'From The Tiny Ant' BBC Come And Praise 2 Songbook and CD. Learn and sing the Books at Press Minibeasts song.</p>	<p>Expressive Arts</p> <ul style="list-style-type: none"> • I enjoy singing to music of different styles and cultures. EXA 0-16a • I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a
<p>Pupils to listen to the sound of instruments and choose an instrument to represent each of the animals mentioned in the song. Pupils to play the instrument when the animal occurs in the song.</p>	<p>Expressive Arts</p> <ul style="list-style-type: none"> • I enjoy playing along to music of different styles and cultures. EXA 0-16a • I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a
<p>Sort pictures of big, medium size and small animals into groups. (If possible, use pictures of animals mentioned in the song.) Think about and discuss how we can help care for the different types of animals. Encourage the children to form their own views about how creatures and other animals should be treated and how they themselves can play a part in this. Conclude that they all need different types of care but they are all equally important, just as Mohammad (<i>pbuh</i>) had said in the story.</p>	<p>Mathematics</p> <ul style="list-style-type: none"> • I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a <p>Religious and Moral Education</p> <ul style="list-style-type: none"> • As I explore stories, I am becoming familiar with the beliefs of the world religions I am learning about. RME 0-04a • I am developing respect for others and my understanding of their beliefs and values. RME 0-07a / • As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. RME 0-05a • Through exploring stories from world religions, I can describe some of their key beliefs. RME 1-04a • Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people's lives and communities. RME 1-05a • I can describe the key features of the values of world religions which are expressed in stories. RME 1-05b • I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a <p>Social Studies</p> <ul style="list-style-type: none"> • I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a • I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. SOC 0-08a



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