

Festivals

RE-Think Topics

Putting The RE Into Cross-Curricular Topics

Winter

Puddles and the Christmas Play

Glow and Glitter

Light

Celebrations

Electric Rainbow

Creative Christianity

Series Book 1, from Books at Press

People and Communities & Religious Education

Supporting Ofsted Criteria for Promoting British Values





Primary Religious Education Support Service

and
Books at Press

RE-Think Topics

People and Communities / Religious Education / 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 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 and Spiritual, Moral, Social and Cultural development for this age group.

The 2015 Ofsted Inspection Framework will inspect schools on the way in which the pupils show their

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values (*spiritual development*)
- sense of enjoyment and fascination in learning about themselves, others and the world around them (*spiritual development*)
- **acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (*social development*)**
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities (*cultural development*)
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others (*cultural development*)
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain (*cultural development*)

Our resources explicitly address all of the above requirements.

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.

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

Using *Books at Press* resources for Early Years and Key Stage 1

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

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

Each resource is fully supported by a cross-curricular topic web and detailed activity suggestions linked to the EYFS for England, 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 and cultural development.

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

Gill Vaisey
Religious Education Consultant and Author



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Resources supporting RE and SMSC across Nursery to Year 2.

All resources are suitable for Nursery and Reception children however can be used with Year 1 and 2 pupils also. The grid below is an example of how they might be used across four years although they may be used in any order with any age group. Book titles 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
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: Lends A Paw 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 Activity 5a: Wedding Dominoes 5b: Wedding Snap Cards 5c: Wedding Board Game
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 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 MP3) 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)
Winter Seasons Celebrations Festivals Light Glow and Glitter Electric Rainbow	Available Resources DVD: Jonathan's Hanukkah (together with Eid, Chinese New Year, Diwali)

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)
Carnival Festivals Celebrations Food Sharing Being Thankful Gifts and Giving Scrumptious	Available Resources DVD: Ian's Chinese New Year (with Eid, Diwali, Hanukkah)

The following summarises our philosophy:

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

GMV 2002

Statutory Requirement to provide Religious Education.

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

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

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

Early Learning Goals associated with Beliefs and Culture:

Within the Statutory EYFS framework (**September 2014**), Religious Education links can be found primarily within the Understanding the World area of learning.

Understanding the world

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

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

Links With Other Elements of Early Years Foundation Stage Curriculum

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

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"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. 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. 	<ul style="list-style-type: none"> Encourage children to talk about their own home and community life, and to find out about other children's experiences. Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time. Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting 	<ul style="list-style-type: none"> 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. Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. 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. Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented, 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. 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. Provide role-play areas with a variety of resources reflecting diversity. Make a display with the children, showing all the people who make up the community of the setting. Share stories that reflect the diversity of children's experiences. 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.
 40 – 60 months	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> Encourage children to share their feelings and talk about why they respond to experiences in particular ways. Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing. Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. 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. 	

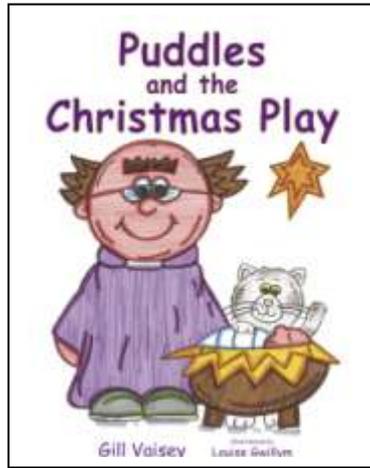
Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range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

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

Puddles enjoys going to Sunday School with the children.

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

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

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

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

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



Cross-Curricular Topic Web based on the 2014 EYFS Framework plus Religious Education

Expressive Arts and Design

Media and Materials

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



Being imaginative

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

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

Religious Education

Enjoy a range of stories and accounts from different faith traditions and cultures

- Create a spider diagram with artefacts to identify what the children already know about Christmas
- Hear and enjoy the story *Puddles and the Christmas Play*
- Hear the Nativity story
- Listen to a Christian visitor to find out how Christmas is celebrated in their church and what Christmas means to them
- Visit the church to see how it is decorated for Christmas

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

- Talk to a Christian visitor or watch a DVD to find out how Christmas is celebrated in the home
- Make Christmas cards that illustrate Christian symbols and images associated with the festival*
- Talk to a Christian visitor (e.g. member of The Salvation Army) to find out how and why they help others especially at Christmas time
- 'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions



Personal, Social and Emotional

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

Context for Learning / Theme:

Puddles & the Christmas Play



Mathematical

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



Communication and Language

Listen with enjoyment and respond to stories.

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

Literacy

- Read and write words associated with Christmas



Physical

Understanding the World

The World

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

People and Communities

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



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

Possible General Themes: Winter, Seasons, Celebrations, Christmas, Light, Glow and Glitter, Electric Rainbow

RE Theme: The birth of Jesus

Key Resource: Puddles and the Christmas Play

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

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

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

Activities	RE and Early Learning Goals (2014)
Use photographs and pictures to illustrate aspects of different seasons. Encourage pupils to sort the pictures to identify the characteristics of different seasons.	<u>Understanding The World:</u> 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.
Using a 'celebrations chart' showing all the months of the year, encourage pupils to identify special occasions and in which month(s) they may occur e.g. birthdays, parents' wedding anniversaries, festivals.	<u>Understanding the World: People and Communities</u> They know about similarities and differences between themselves and others, and among families, communities and traditions.
Discuss with the children and make a spider diagram of all the things they know about what happens at	<u>Understanding the World: People and Communities</u> They know about similarities and differences between themselves

<p>Christmas. A variety of ‘artefacts’ can be used as a stimulus and sorting activity.</p>	<p>and others, and among families, communities and traditions. RE: Explore similarities and differences in people’s homes, families, dress, food, festivals and lifestyles. Think about and ask questions about themselves and other people and listen to answers. Respond to their own ideas and the ideas of others including their hopes, dreams, opinions and ways they approach happy and sad times. Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures.</p>
<p>Introduce the story <i>Puddles and the Christmas Play</i> by Gill Vaisey, noting which season and which month Christmas is celebrated. Help the children identify to which group of people the religious significance of Christmas is important (Christians).</p>	<p>RE: Explore similarities and differences in people’s homes, families, dress, food, festivals and lifestyles. Think about and ask questions about themselves and other people and listen to answers. Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures.</p>
<p>Display an advent wreath whilst reading the story <i>Puddles and the Christmas Play</i>. One child can place a candle on the wreath in order as the story unfolds.</p>	<p>Mathematics: children count reliably with numbers Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions. Communication and Language: listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. RE: Enjoy a range of stories and accounts from different faith</p>

	<p>traditions and cultures. Find out about what happens in places of worship and why people go to these places.</p>
<p>Share with the children a biblical account of the Nativity story e.g. The Very Special Baby from Lion First Bible</p>	<p>Communication and Language: listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. RE: Appreciate the importance of some stories for certain people. Enjoy a range of stories and accounts from different faith traditions and cultures. Find out about special people from the past and why they are remembered.</p>
<p>Discuss with the children the importance of Christmas for Christians (a time to remember when their special teacher Jesus, who they believe is God's son, was born).</p>	<p>RE: Appreciate the importance of some stories for certain people. Think about and ask questions about themselves and other people and listen to answers. Respond to their own ideas and the ideas of others including their hopes, dreams, opinions and ways they approach happy and sad times. Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures. Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>

Provide opportunity for children to sort a range of Christmas cards to identify those that display a religious aspect of Christmas (as opposed to snowmen, trees etc.)	RE: Demonstrate what they have found out about Christmas and offer simple explanations.
Enhance the art and craft area with materials to allow pupils to design and create a Christmas card.	Expressive arts and design: experiment with colour, design, texture, form and function.
Provide materials for children to be creative and make their own advent wreath.	Expressive arts and design: experiment with colour, design, texture, form and function.
Provide opportunity for children to hear Christmas carols.	Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.
Learn and sing Christmas songs suitable for the classroom situation (as opposed to collective worship).	Expressive arts and design: Sing songs, make music and dance.
Make / share Christmas food – cake, mince pies.	RE: Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures. Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.
Encourage the children to create a church role play based on the book / and / or a stage and costumes for a Nativity play.	Expressive arts and design: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

SAMPLE