

RE-Think Topics

Putting The RE Into Cross-Curricular Topics

Puddles and the Christmas Play

Colour

Celebrations

Festivals

Winter

Light

Glow and Glitter

Electric Rainbow

Creative Christianity

Series Book 1 from Books at Press

People, Beliefs and Questions
and all Areas of the Foundation Phase Curriculum
with LNF links



Puddles and the Christmas Play



Gill Vaisey

Illustrations by
Louise Gwilym

Primary Religious Education Support Service

and
Books at Press

RE-Think Topics
People, Beliefs and Questions Religious 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 education with early years pupils. Ideas and activities can be extended for children in the later stage of the Foundation Phase. The stories provide the basis for cultural and religious education together with the opportunity to explore a wide range of cross-curricular activities promoting a fully integrated curriculum appropriate for this age group.

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

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 across the Foundation Phase

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!

'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

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 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)

Religious Education and Cultural Diversity In The Foundation Phase Curriculum

The Foundation Phase curriculum:

The 2015 Foundation Phase curriculum provides and strengthens many opportunities to include the development of religious and cultural awareness and understanding alongside other areas of learning.

Books at Press resources will fully support religious education provided according to the locally Agreed Syllabus and the following aspects of the Foundation Phase curriculum:

Personal and Social Development, Well-Being and Cultural Diversity

- Develop their personal beliefs and moral values
- Develop an understanding that others have differing views and beliefs
- Develop a sense of belonging as part of different communities
- Develop an awareness of different cultures
- Become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.
- Celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures.
- Become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales.

Links Between Religious Education and the Foundation Phase Curriculum

The following provides details of specific links between areas of Religious Education and the Areas of Learning in the 2015 Foundation Phase document.

<p style="text-align: center;">RE in the Foundation Phase</p> <p>Areas for exploration:</p>	<p style="text-align: center;">Main Link with FP Areas of Learning</p>
<p><i>Natural World – Responses and Beliefs</i> Develop a sense of awe and wonder of the natural world. Develop curiosity about the natural world. Have opportunity to become aware of a sense of mystery and spirituality connected with the natural world. Appreciate that some people believe God created the world. Appreciate that some people care for the natural world because of their belief that God created it and gave responsibility to mankind to care for it. Appreciate that some people care for the natural world because they are following the guidance of a religious / spiritual leader. Hear and become familiar with stories, messages, actions and thoughts about care for the natural world</p>	<p>Personal and Social Development, Well-Being and Cultural Diversity Develop their personal beliefs and moral values. Develop an understanding that others have differing views and beliefs. Develop positive attitudes for enjoying and caring for their environment.</p> <p>Knowledge and Understanding Of The World Demonstrate care, responsibility, concern and respect for all living things and the environment.</p>
<p>Festivals and Celebrations Hear and become familiar with stories, messages, actions and thoughts connected with secular celebrations and religious festivals. Explore and experience activities associated with festivals. Reflect on how they and others are involved in celebrations at home, school and places of worship. Develop knowledge of when celebrations occur. Have opportunity to respond creatively to the celebration of festivals. Express their feelings regarding festival celebrations.</p>	<p>Personal and Social Development, Well-Being and Cultural Diversity Develop a sense of belonging as part of different communities Develop an awareness of different cultures Become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales. Celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales.</p> <p>Creative Experience traditions and celebrations of different cultures.</p>

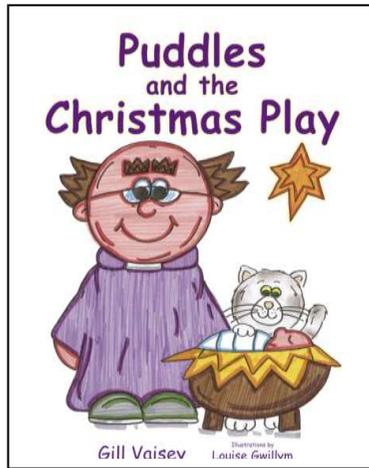
<p>People and Helping Others</p> <p>Hear and become familiar with stories and events about helping others. Consider who helps them and how they can help others at home, school and in the community.</p> <p>Identify the work of secular and religious people in school and in the community focusing on how they help others and their motives for doing so.</p> <p>Hear stories about people past and present who have influence on people's lives.</p>	<p>Personal and Social Development, Well-Being and Cultural Diversity</p> <p>Develop a sense of belonging as part of different communities</p> <p>Develop an awareness of different cultures</p> <p>Develop an understanding of the diversity of roles that people play in different groups and communities</p> <p>Value friends and families and show care and consideration.</p> <p>Treat people from all cultural backgrounds in a respectful manner.</p> <p>Knowledge and Understanding of the World</p> <p>Learn about people and places – where they work</p>
<p>Prayer and Places for Worship</p> <p>Experience times of stillness and quiet reflection.</p> <p>Enjoy being with others and expressing this during activities such as singing, dancing, playing games, listening to and participating in story telling.</p> <p>Consider to whom and what they belong.</p> <p>Reflect on times and activities they enjoy.</p> <p>Consider why some people enjoy going to a place of worship.</p> <p>Explore the variety of activities and events that happen in a place of worship.</p> <p>Consider how and why some people pray.</p>	<p>Personal and Social Development, Well-Being and Cultural Diversity</p> <p>Develop a sense of belonging as part of different communities</p> <p>Develop an awareness of different cultures</p> <p>Develop an understanding of the diversity of roles that people play in different groups and communities</p> <p>Creative</p> <p>Experience traditions and celebrations of different cultures</p> <p>Experience music from Wales and other cultures</p> <p>Sing a range of songs with others</p> <p>Recognise and describe sounds and listen and respond to music</p> <p>Knowledge and Understanding of the World</p> <p>Learn about people and places</p>
<p>Stories and Events</p> <p>Recognise that books contain stories and information that can influence people's lives.</p> <p>Handle and value books appropriately.</p> <p>Enjoy stories associated with religious events, activities and teachings.</p> <p>Appreciate that some books such as sacred texts are of particular importance to some people, that they contain guidance and rules for life, and are used and handled in special ways.</p>	<p>Language, Literacy and Communication Skills</p> <p>Show an interest in books and enjoy their content</p> <p>Follow picture books and texts read to them and respond appropriately.</p> <p>Access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world</p> <p>Personal and Social Development, Well-Being and Cultural Diversity</p> <p>Use stories or situations to raise questions about why some things are special</p> <p>Develop an awareness of different cultures</p> <p>Develop their personal beliefs and moral values. Develop an understanding that others have differing views and beliefs.</p>

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 areas of learning from the Foundation Phase curriculum. In addition, links have been made to areas of religious education that are commonly featured in locally Agreed 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.



Focussed Activities / Enhanced Provision Cross-Curricular Web

Creative

Explore colour, texture and shape.

- Make Christmas cards and decorations
- Make / eat Christmas foods

Sing a range of songs with others

- Listen to and sing songs about winter and Christmas

Use imagination in role-play and stories

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

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, Well-being and Cultural

Develop an awareness of different cultures

Develop a sense of belonging as part of different communities and have an understanding of their own identity

Develop an understanding of the diversity of roles that people play in different groups and communities

Begin to question stereotyping

- 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 and the Christmas Play By Gill Vaisey

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

Language, Literacy and Communication

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

Welsh

- Use Welsh words associated with Christmas
- Make a Christmas display and use Welsh vocabulary
- Encourage the use of Welsh in role-play

Physical

Knowledge and Understanding of the World

Develop awareness of the seasons

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

Begin to know about their own cultures and beliefs and those of other people

- 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

Focussed Activities / Enhanced Provision Cross-Curricular Web Skills (S) and Range (R)

Creative

Make Christmas cards: Make choices when choosing material and resources (S)

Develop and use their understanding of colour, line, tone, texture, pattern, shape and form (S)

Create a church / Nativity role-play area: Work on their own and with others to pretend, improvise and think imaginatively (S)

Experience traditions and celebrations of different cultures (R)

Listen to and sing Christmas songs: Sing a range of songs with others (S)

Listen and respond to music (S)

Make / eat Christmas foods

Religious Education

Enjoy the story Puddles and the Christmas Play
Hear the Nativity story

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

Find out how Christmas is celebrated in the church that Puddles goes to

Find out about what happens in places of worship in the local area and why people go to these places (R)

Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures (S)

Develop a growing interest in the world around them (S)

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

Describe what they have found out about people, beliefs and actions (S)

Understand the relationship between feelings, beliefs and actions (S)

Express their own opinions and feelings, and make decisions while considering the viewpoints of others (S)

Explore and experiment with new learning opportunities (S)

Explore similarities and differences in people's homes, families, dress, food, festivals and lifestyles

Personal, Social, Well-being and Cultural

Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)

Develop a sense of belonging as part of different communities and have an understanding of their own identity (S)

Develop an understanding of the diversity of roles that people play in different groups and communities (S)

Begin to question stereotyping (S)

Context for Learning / Theme: Puddles and the Christmas Play By Gill Vaisey

Mathematical

Sort and match sets of objects by recognising similarities.

Physical

Knowledge and Understanding of the World

Sort the pictures to identify the characteristics of different seasons: Identify the effects of the different seasons... (R)

Recognise that (some) Christians go to church

Learn about how and why people and places are linked (R)

Language, Literacy and Communication

Enjoy the story Puddles and the Christmas Play
Listen to a biblical account of the Nativity

Access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors.

Recall details of a story or text by answering open-ended questions or referring to picture prompts.

Begin to make links to own experiences when listening to or exploring books/texts.

Talk about 'what might happen next'.

Show an interest in books and enjoy their content .

Follow picture books and texts read to them and respond appropriately.

Retell, in simple terms, an event or experience.

Use newly learned vocabulary in and through play activities.

Imitate real-life and make believe experiences within role play.

Respond, in simple terms, to drama they have watched and other creative stimuli.

Follow simple action words, *e.g. through games and songs.*

Listen and join in with songs, rhymes and stories.

In simple terms, retell a story or information that they have heard.

Answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events.

Speak clearly enough to be understood by adults and peers.

Welsh

Use appropriate language in spontaneous and structured play activities and when conveying meaning (S)

Activity Suggestions for Foundation Phase focussing on Cultural 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 Areas of Learning (2015)
Use photographs and pictures to illustrate aspects of different seasons. Encourage pupils to sort the pictures to identify the characteristics of different seasons.	<u>Knowledge and Understanding of the World:</u> Identify the effects of the different seasons... (R)
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>Mathematical:</u> Sort and match sets of objects by recognising similarities
Discuss with the children and make a spider diagram of all the things they know about what happens at Christmas. A variety of ‘artefacts’ can be used as a stimulus and sorting activity.	<p><u>RE:</u> Explore similarities and differences in people’s homes, families, dress, food, festivals and lifestyles (R) Think about and ask questions about themselves and other people and listen to answers (S) Respond to their own ideas and the ideas of others including their hopes, dreams, opinions and ways they approach happy and sad times (S) Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition (S) Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures (S)</p> <p><u>Language...</u> Retell, in simple terms, an event or experience. Speak clearly enough to be understood by adults and peers.</p>
Introduce the story <i>Puddles and the Christmas Play</i> noting which season and which month Christmas is celebrated. Help the children identify to which group of people the religious significance of Christmas is important (Christians).	<p><u>Language...</u>: access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors Talk about ‘what might happen next’ Show an interest in books and enjoy their content</p>

	<p>Follow picture books and texts read to them and respond appropriately. (Nursery) RE: Explore similarities and differences in people's homes, families, dress, food, festivals and lifestyles (R) Think about and ask questions about themselves and other people and listen to answers (S) Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition (S) Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures Social: Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)</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>Mathematical: listen to and join in with rhymes, songs, stories and games that have a mathematical theme (Nursery) Recognise numbers 0 to 5 and relate a number 0 to 5 to its respective quantity (Nursery) RE: Enjoy a range of stories and accounts from different faith traditions and cultures (R) Find out about what happens in places of worship and why people go to these places (R) Social: Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)</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>RE: Appreciate the importance of some stories for certain people (R) Enjoy a range of stories and accounts from different faith traditions and cultures (R) Find out about special people from the past and why they are remembered (R) Social: Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)</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 (R) Think about and ask questions about themselves and other people and listen to answers (S) Respond to their own ideas and the ideas of others including their hopes, dreams, opinions and ways they approach happy and sad times (S) Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition (S) Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures Social: Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)</p>

Provide opportunity for children to sort a range of Christmas cards to identify those that display a religious aspect of Christmas (as opposed to snowmen, trees etc.)	<p>Mathematical: sort and match sets of objects by recognising similarities (Nursery)</p> <p>RE: ‘Describe’ what they have found out about (Christmas) and offer simple explanations (S)</p> <p>Social: Develop an awareness of different cultures and the differing (needs), views and beliefs of people in their own and in other cultures (S)</p>
Enhance the art and craft area with materials to allow pupils to design and create a Christmas card.	<p>Creative: Make choices when choosing material and resources (S)</p> <p>Develop and use their understanding of colour, line, tone, texture, pattern, shape and form (S)</p> <p>Creative: Experience traditions and celebrations of different cultures</p>
Provide materials for children to be creative and make their own advent wreath	<p>Creative: Experience traditions and celebrations of different cultures</p> <p>Experience art, craft design from Wales and other cultures (R)</p>
Provide opportunity for children to hear Christmas carols.	<p>Creative: Listen and respond to music (S)</p> <p>Experience traditions and celebrations of different cultures (R)</p> <p>Experience music from Wales and other cultures (R)</p>
Learn and sing Christmas songs suitable for the classroom situation (as opposed to collective worship).	<p>Creative: Sing a range of songs with others (S)</p> <p>Experience traditions and celebrations of different cultures (R)</p> <p>Language... Listen and join in with songs, rhymes and stories.</p>
Make / share Christmas food – cake, mince pies	<p>RE: Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures (S)</p> <p>Creative: Experience traditions and celebrations of different cultures</p>
Encourage the children to create a church role play based on the book / and / or a stage and costumes for a Nativity play	<p>Creative: Work on their own and with others to pretend, improvise and think imaginatively (S)</p> <p>Develop their responses to pictures, words and ideas (S)</p> <p>Language... Recall details of a story or text by answering open-ended questions or referring to picture prompts</p> <p>Begin to make links to own experiences when listening to or exploring books/texts (Nursery)</p>

Puddles and the Christmas Play by Gill Vaisey

Activities linked to Literacy and Numeracy Framework

Language, Literacy and Communication Skills

Range of Experiences:

Children should be given opportunities to:

- access and share a variety of non-fiction texts, stories and **traditional tales from** Wales and **around the world** including those written by significant authors

Mathematical Development

Range of Experiences:

Children should be given opportunities to:

- experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language
- develop practical mathematical skills in a range of contexts
- communicate in a range of mathematical contexts for a variety of purposes and audiences
- practise, develop and refine their mathematical skills within all aspects of provision, including continuous provision, and through all AoL
- experience and use a range of media and stimuli including emerging technologies
- understand and use a range of measures and recognise and use shapes within play and structured activities.

Strand	Activity	Nursery	Reception	Year 1	Year 2
Reading Comprehension 	Read the book <i>Puddles and the Christmas Play</i> . Encourage the children to consider whether they think Puddles will get a part in the play.	talk about 'what might happen next' ❖	predict an end to stories ❖	use prediction in stories, adding more detail ❖	refine and revise predictions in fiction and non-fiction texts ❖
Reading Response and analysis 	Read the book <i>Puddles and the Christmas Play</i> . Ask questions throughout the story to allow pupils to think and talk about the story and the characters.	show an interest in books and enjoy their content	show an interest in books and other reading materials and respond to their content	express a view about the information in a text	express views about information and details in a text, considering content, ideas, presentation, organisation and the language used ▲
Reading Response and analysis 	<i>As above</i>	follow picture books and texts read to them and respond appropriately.	follow texts read to them and respond appropriately.	explore language, information and events in texts	show understanding and express opinions about language, information and events in texts
Oracy Speaking 	Ask and respond to questions throughout the story to allow pupils to consider why Puddles couldn't have part in the Nativity play and how she might get one.	understand and use simple questions, e.g. 'Why?', 'How?' and 'Can I?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖	prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖

Strand	Activity	Nursery	Reception	Year 1	Year 2
Oracy Listening 	Encourage pupils to talk about their experiences of being nervous (like Ben). Encourage pupils to talk about their part in a nativity play and their experiences of celebrating Christmas or other celebrations if applicable (NB not all pupils celebrate festivals e.g. Jehovah's Witnesses).	answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events ❖	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events ❖	answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events ❖	answer more complex questions relating to own experiences, stories or events ❖
Reading Comprehension 	<i>As above</i>	begin to make links to own experiences when listening to or exploring books/texts	relate information and ideas from a text to personal experience	use personal experience to support understanding of texts	draw upon relevant personal experience and prior knowledge to support understanding of texts
Reading Comprehension 	Recall the story and which characters had a part in the Christmas Play.	recall details of a story or text by answering open-ended questions or referring to picture prompts	retell familiar stories in a simple way, using pictures to support ▲	retell events from a narrative in the right order	recall and retell narratives and information from texts with some
Oracy Speaking 	Talk about they liked and didn't like about the story. 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; when she did get a part in the play. Talk about what it means to be nervous (as was Ben in the story). Talk about their experience of being in a Nativity play.	express some enjoyment or interest	express what they like and dislike	express an opinion on familiar subjects	express opinions, giving reasons, and provide appropriate answers to questions

Strand	Activity	Nursery	Reception	Year 1	Year 2
Oracy Collaboration and discussion 	'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions	participate in discussions with other children and/or adults	exchange ideas in one-to-one and small group discussions, <i>e.g. with friends</i>	contribute to conversations and respond to others, taking turns when prompted	contribute to discussion, keeping a focus on the topic and taking turns to speak
Reading Response and analysis 	Ask pupils to think about what they already know about the birth and life of Jesus.			make links between texts read and other information about the topic.	make links between texts read and new information about the topic.
Reading 	Enhance the language area with Nativity scene characters to provide opportunity for children to sequence and retell the story of Jesus' birth.	recall details of a story or text by answering open-ended questions or referring to picture prompts	retell familiar stories in a simple way, using pictures to support ▲	retell events from a narrative in the right order	recall and retell narratives and information from texts with some details
Oracy Listening 	<i>As above</i>	in simple terms, retell a story or information that they have heard	in simple terms, retell narratives or information that they have heard ❖	retell narratives or information that they have heard using simple connectives ▲	retell narratives or information that they have heard, sequencing events correctly
Reading Comprehension 	<i>As above</i>	recall details of a story or text by answering open-ended questions or referring to picture prompts	retell familiar stories in a simple way, using pictures to support ▲	retell events from a narrative in the right order	recall and retell narratives and information from texts with some details

Strand	Activity	Nursery	Reception	Year 1	Year 2
Oracy Listening 	Listen to and sing songs about Christmas and other celebrations.	listen and join in with songs, rhymes and stories	join in, repeat or memorise rhymes, songs and stories with some support	join in, repeat or memorise rhymes, songs, poems and stories ▲	join in with, repeat or memorise a range of stimuli including rhymes, songs and poems, including nonsense verse ❖
Mathematical Use number facts and relationships 	Make and or use an advent wreath and count the number of candles.	recognise numbers 0 to 5 and relate a number 0 to 5 to its respective quantity			
Mathematical Use number facts and relationships 	Talk about the order in which the candles are lit on the advent wreath.	use the terms 'first', 'second', 'third' and 'last' in daily activities and play			
Mathematical Use number facts and relationships 	Play the Puddles and the Christmas Play board game.	count reliably up to 5 objects	count reliably up to 10 objects		

Strand	Activity	Nursery	Reception	Year 1	Year 2
Mathematical Calculate using mental and written methods 	<i>As above</i>	understand and use the concept of 'one more' in their play understand and use the concept of 'one less' in their play.			
Mathematical Collect and record data Present and analyse data Interpret results 	Provide a variety of Christmas cards that children can sort using different criteria e.g. religious and non-religious, those showing Father Christmas, those showing snow, those showing a star,	sort and match sets of objects by recognising similarities	sort and classify objects using one criterion	sort and classify objects using more than one criterion	sort and classify objects using more than two criterion ❖
Oracy Collaboration and discussion 	<i>As above</i>	take part in activities alongside others	take part in activities alongside others, with some interaction	take part in activities with others and talk about what they are doing	share activities and information to complete a task
Mathematical Use number facts and relationships 	Play the Puddles and the Christmas Play dominoes.	demonstrate an understanding of one-to-one correspondence by matching pairs of objects or pictures			

Strand	Activity	Nursery	Reception	Year 1	Year 2
Writing Meaning, purposes, readers 	Provide material for children to design a Christmas card showing aspects of the Christian significance of Christmas e.g. baby Jesus, Nativity characters, a star, angels NB this may not be an appropriate activity for some children whose faith does not support the portrayal of key religious figures / prophets in art or drama	experiment with a range of mark-making instruments and materials across a range of contexts	mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences ❖	write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences ❖	extend their response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences ❖
Writing Meaning, purposes, readers 	<i>As above</i>	communicate by using symbols and pictures	convey meaning through pictures and mark making	use pictures, symbols, letters in sequence and familiar words to communicate meaning	write text which makes sense to another reader, which may include details and pictures
Writing Structure and organisation 	Pupils to choose a character from the story and retell it from that character's perspective e.g. the cow or sheep			develop the use of a storyline within imaginative writing ❖	refine the use of a storyline within imaginative writing ❖
Writing Structure and organisation 	<i>As above</i>			use a simple plan to support and organise writing, e.g. <i>story boards, thinking maps</i> ❖	organise writing with a beginning, middle and end