

Exploring Our World

Celebrations



Activity Resources
for learners and teachers

Exploring Our World

Celebrations

**Activity Resources
for learners and teachers**

Tania ap Siôn, Leslie J Francis and Libby Jones

Illustrated by Phillip Vernon



Bear Lands Publishing

Published 2016 by Bear Lands Publishing, The St Mary's Centre,
Llys Onnen, Abergwyngregyn, Gwynedd, LL33 0LD, Wales.

Copyright © Tania ap Siôn and Leslie J Francis (text), Phillip Vernon
(illustrations).

Tania ap Siôn, Leslie J Francis, and Phillip Vernon have asserted their right
under the Copyright, Design and Patents Act, 1988, to be identified as authors
of this Work.

All rights reserved. No part of this publication may be reproduced, stored in a
retrieval system, or transmitted, in any form or by any means, electronic,
electrostatic, magnetic tape, mechanical, photocopying, recording or otherwise,
without full acknowledgement of Bear Lands Publishing and Copyright holders.

First published 2016.

Sponsored by the Welsh Government.

ABOUT THE *EXPLORING OUR WORLD* SERIES

What is the series about?

Aled and Siân love doing exciting things and exploring the world around them. In the *Exploring Our World* series Aled and Siân share some of their experiences with their Christian, Hindu, Jewish and Muslim friends. Aled and Siân also enjoy listening to their friends' stories, and learn about how these relate to their own. This helps the friends get to know one another better. Together they explore the popular themes of celebrations, myself and others, times and seasons, journeys, special people, and signs and symbols.

The series takes seriously the social significance of religion and the spaces provided in education to question, to explore and to shape young people's growing understanding of their relationships with themselves, with others, and with the natural world. The series has been built on extensive research in the area of religions, young people and education, as well as on engagement with educational practice at regional and national levels. These foundations place the series in a unique position among the many educational resources currently available.

The resources in the series are intentionally non-prescriptive and flexible. This recognises the nature of learning inside and outside the classroom today for the under 7s, and also the importance of stimulating and supporting teachers' creativity and individuality in shaping their learning spaces.

The series has been sponsored by the Welsh Government and devised to support religious education in the Foundation Phase by an active learning through play approach. It explicitly draws on and relates to the *Framework for Children's Learning for 3 to 7-year-olds in Wales*, the *National Exemplar Framework for Religious Education for 3 to 19-year-olds in Wales*, and the *Literacy and Numeracy Framework* in Wales. Although the activity resources are located in this particular context, the research and pedagogical approaches that underpin them may be related easily to other contexts and to changing school curricula.

Who is the series for?

The storybooks and activities are devised for 3- to 5-year-olds and 5- to 7-year-olds, but the variety of storybook formats and activities makes the series relevant for younger and older learners as well.

The series is primarily designed for teachers and learners in schools; however, those within other formal and informal learning contexts, including the home, may also find the series interesting and relevant.

What resources are available?

There are six storybook titles in the *Exploring Our World* series, which investigate some of the important things that Aled and Siân find in their exploration of the world around them. These important things are explored first of all in the local secular environment before being explored through the eyes

of young people from within particular religious traditions (Christian, Hindu, Jewish and Muslim). The six storybook titles are:

- *3- to -5-year-olds*
 - Celebrations
 - Myself and Others
 - Times and Seasons
-
- *5- to -7-year-olds*
 - Journeys
 - Special People
 - Signs and Symbols

Each storybook title is available in four different formats, which can be used flexibly according to individual contexts. The four storybook formats comprise:

- short-text version (short, simple text with pictures)
- long-text version (longer, more complex text with pictures)
- key question version (key questions and pictures)
- pictures version (pictures only without text)

All the formats are available as .pdf downloads, which can be used on whiteboards and a range of electronic devices used regularly by schools, young people and their families today.

The short-text version of each title is also available as a B5 paperback book for school and class libraries, as well as for classroom use.

To support the storybooks, each storybook has its own pack of *Activity Resources for learners and teachers* in downloadable .pdf format. These Activity Resources follow the same structure as the storybooks. Therefore, for each double page of the storybook, there is:

- a page of ideas for activities for each of the seven areas of learning within the Foundation Phase;
- an activity sheet/s for learners to support one of these activity ideas;
- links 'going deeper into aspects of religious education'.

In total, for each storybook title there are 154 ideas for activities and 11 activity sheets for learners.

Accessing the *Exploring Our World* series resources

All these resources are available as free downloads at

hwb.wales.gov.uk/Resources and st-marys-centre.org.uk

The short-text version of each storybook title is also available for purchase as a B5 paperback book for school and class libraries, as well as for classroom use.

We hope that you enjoy reading the stories and exploring the resources creatively in your own learning contexts.

Dr Tania ap Siôn

The St Mary's Centre, Wales

Warwick Religions and Education Research Unit, University of Warwick

Professor Leslie J Francis

The St Mary's Centre, Wales

Warwick Religions and Education Research Unit, University of Warwick

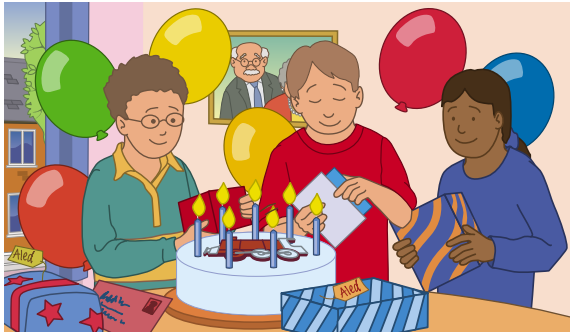
Libby Jones

The St Giles' Centre, Wrexham

Phillip Vernon

The St Mary's Centre, Wales

July 2016



Page 4



Page 5

Knowledge and understanding of the world

- Learn about your local area and where it is geographically
- Talk about who you know in your local area

Language, literacy and communication skills

- Practise singing 'Happy Birthday' together
- Make a birthday card for Aled and write 'Happy birthday' inside

Welsh language development

- happy birthday (penblwydd hapus)
- cake (cacen)

Physical development

- Pretend to blow out the candles on a birthday cake
- Pretend to be a balloon that is being blown up, starting very small and flat, then getting bigger and bigger

Creative development

- Look at some examples of birthday cards and design your own picture for the front of Aled's card
- Design a birthday cake for someone you know (**Activity 1**)

Personal and social development, well being and cultural diversity

- Talk about how it feels to receive presents and cards on your birthday
- Talk about why it is important to say 'thank you' when you receive a birthday present

Mathematical development

- Work out how old Aled is by counting the candles on his birthday cake
- How many candles will you need on your next birthday cake?

Going deeper into
aspects of religious
education

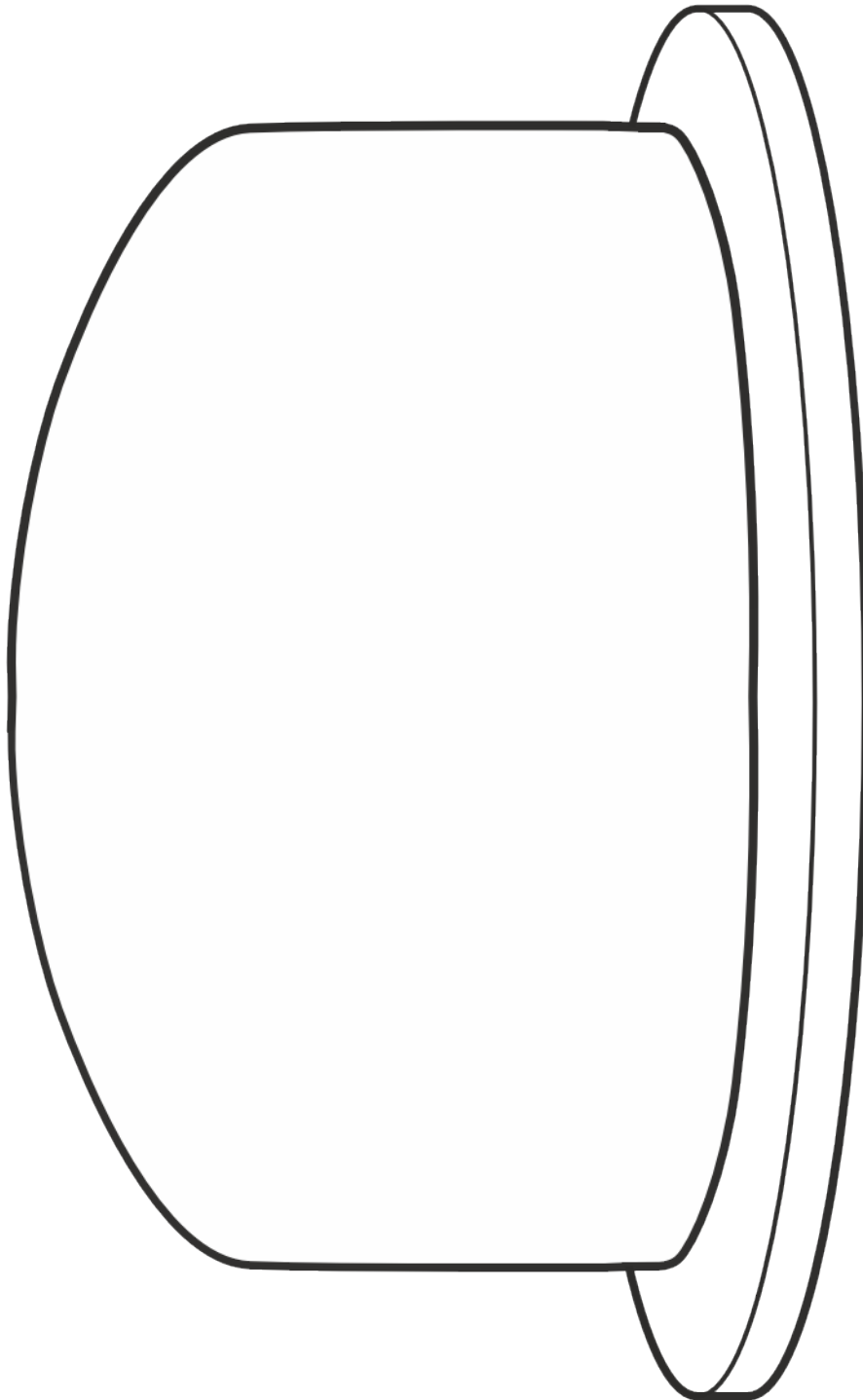


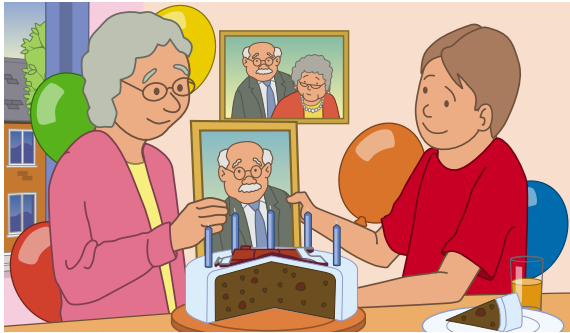


Activity 1

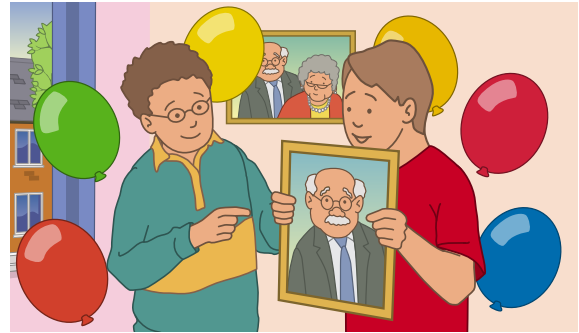
CELEBRATIONS

Design a birthday cake





Page 6



Page 7

Knowledge and understanding of the world

- Think about why names are important
- Ask at home how you got your name

Language, literacy and communication skills

- Tell each other your full name and explain how you got it
- Practise writing your name and the names of your friends

Welsh language development

- grandfather (tad-cu; taid)
- name (enw)

Physical development

- Try spelling out your name using your body to make the shape of each letter
- Play a game which makes use of names

Creative development

- Write your name in bold letters and decorate it beautifully for a classroom display
- Make a collage using the names of children in your class

Personal and social development, well being and cultural diversity

- Find examples of children's names from around the world and link these with religious traditions
- Practise pronouncing names correctly from around the world

Mathematical development

- Count the letters in your name and in the names of other children in your class
- Record the data in a block graph (**Activity 2**)

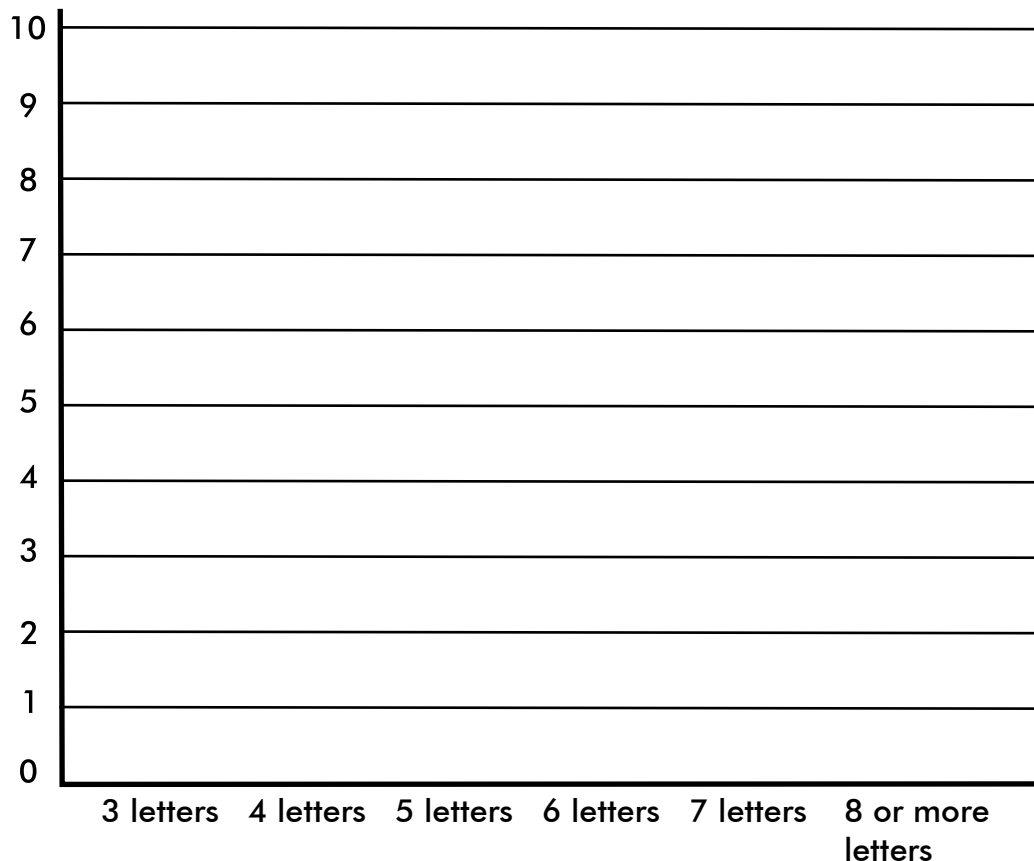
Going deeper into
aspects of religious
education



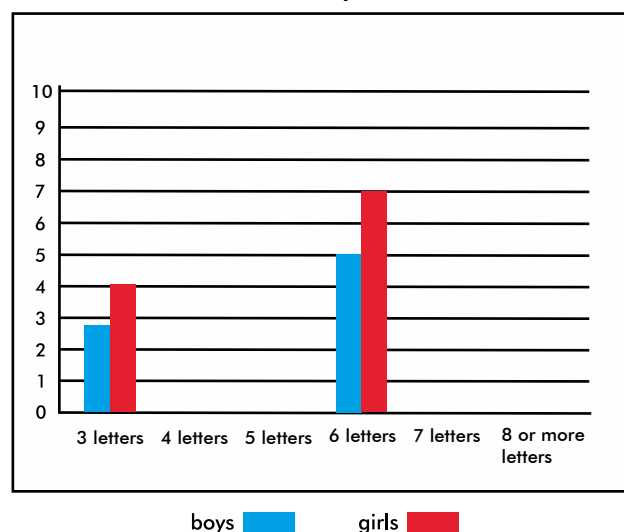


Counting the letters in our names

Using the template create your own block graph. Use colours or pictures to show how many children have names with different numbers of letters in them.



Example





Page 8



Page 9

Knowledge and understanding of the world

- Think about why people like to celebrate their birthdays
- Find out where there are churches in your area

Language, literacy and communication skills

- Talk about a birthday party that you have been to
- Tell each other about the family and friends you would like to invite to your birthday party

Welsh language development

- birthday (penblwydd)
- celebrate (dathlu)

Physical development

- Mime playing a game that you would usually play at a birthday party like 'Pass the Parcel'
- Play the party game 'Musical Statues'

Creative development

- Look for Christian symbols and use them in a birthday card for Peter
- Design an invitation for a birthday party (**Activity 3**)

Personal and social development, well being and cultural diversity

- Why do we give cards and presents to people on their birthdays?
- Explore ways in which people celebrate their birthdays in different countries using the internet

Mathematical development

- Find out the month in which each person in your class celebrates their birthday
- Organise the information appropriately for a class display

Going deeper into
aspects of religious
education



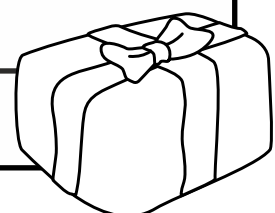
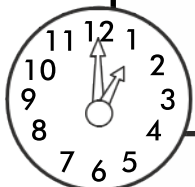
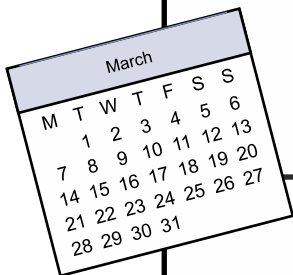


Design a birthday party invitation

It's my birthday!



Please come to my party on





Page 10



Page 11

Knowledge and understanding of the world

- Find out about what happens at an infant baptism (christening)
- Look at pictures of babies being baptised

Language, literacy and communication skills

- Role play a christening service, taking it in turns to be the vicar
- Using the activity sheet match the christening pictures with the correct word and sentence (**Activity 4**)

Welsh language development

- vicar (ficer)
- white robe (gwisg wen)

Physical development

- Practise pouring water carefully over a doll's head
- Practise carrying a jug of water to fill the font carefully without spilling any

Creative development

- Design and make christening cards
- Using pictures from magazines, make a collage to show all the different ways in which we use water

Personal and social development, well being and cultural diversity

- Find out if you or anyone in your class has been christened
- Learn about the significance of water in the christening service

Mathematical development

- Count the number of children in your class or year group who have been christened
- Estimate and then measure how many glasses of water are needed to fill the font sufficiently for a christening

Going deeper into
aspects of religious
education




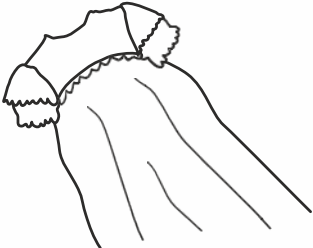
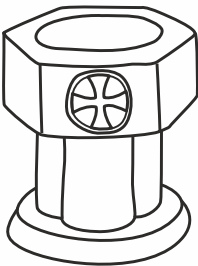
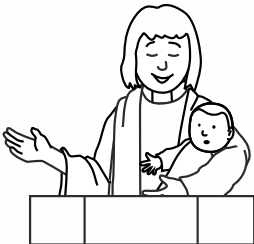



Activity 4

CELEBRATIONS

The christening matching game

Can you match the pictures with the correct words and sentences?

candle		Water is poured on the baby's head.
font		The parents are given a special candle for the baby.
white garment		The vicar says the name of the baby aloud.
water		The baby has a white garment.
name		The baby is baptised at the font.



Page 12



Page 13

Knowledge and understanding of the world

- Find out where there are synagogues in your area
- Learn about the people who go to the synagogue and what they do there

Language, literacy and communication skills

- In pairs take it in turns to choose a card from the pile and then talk with your partner about what is on the card that you have chosen (**Activity 5**)
- Talk about what you can see in the storybook pictures

Welsh language development

- party (parti)
- synagogue (synagog)

Physical development

- Imagine you are getting ready to go to Rachel's birthday party – pretend to change into your party clothes, do your hair, and carefully wrap the present
- Play an outdoor game that you could play at a party

Creative development

- Make some cupcakes for the birthday party and decorate them with coloured icing
- Find out about the cap (kippah) Nathan is wearing in the picture and make one to try on

Personal and social development, well being and cultural diversity

- Visit your local synagogue and meet the rabbi there
- Ask the rabbi about other celebrations that take place in the synagogue

Mathematical development

- Count the people in the picture on page 13 – If they all had one cupcake each, how many cupcakes would you need altogether? If they all had two cupcakes each how many would you need altogether?
- Measure out the ingredients needed to make cupcakes

Going deeper into
aspects of religious
education





Activity 5

CELEBRATIONS

The birthday party

Use this sheet to make individual cards about a birthday party.
Take it in turns to pick up a card and talk about it with a partner.

games		party food
		
		balloons
birthday cards		party bags



Page 14



Page 15

Knowledge and understanding of the world

- Find out about the Jewish naming ceremony for girls
- Find out if your name was chosen and kept a secret before you were born. Why do you think some people do this?

Language, literacy and communication skills

- Taking it in turns, practise saying each other's names aloud like Rachel's father did when she was a baby
- Make up your own blessing for a baby and say it aloud to the group you are working with (**Activity 6**)

Welsh language development

- blessing (bendith)
- God (Duw)

Physical development

- Practise sitting very still and quietly while you listen to your group reading out their blessings
- Practise rolling and unrolling a Torah with respect

Creative development

- Design a decorative border for your blessing with appropriate patterns and pictures for a baby
- Collect and display pictures of children in the class as babies

Personal and social development, well being and cultural diversity

- Learn about the Torah and why it is important to Jews
- Think about a book that is important to you, and why

Mathematical development

- Count how many pages there are in your special book. Find out whose book has the most pages and whose book has the least pages in your class
- Find out which babies' names are currently the most popular in Wales or England, and compare these with the names of children in your class

Going deeper into
aspects of religious
education





A baby's blessing

Write a blessing for a baby. Use the pictures to help you design a decorative border for your baby's blessing.

Thank you for baby

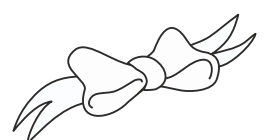
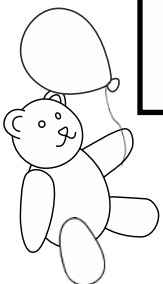
God bless her / him

and keep her / him

May her/ his life be

and

We love you baby





Page 16



Page 17

Knowledge and understanding of the world

- Find out where there are mosques in your area
- Learn about some of the things that people do in a mosque

Language, literacy and communication skills

- Look at different examples of birthday greetings from a selection of birthday cards and then make up some of your own
- Choose one greeting and write it out neatly like you would in a birthday card and/or imagine you are at Salma's party and practise saying the greeting to her when you walk in

Welsh language development

- food (bwyd)
- mosque (mosg)

Physical development

- Imagine you are at Salma's birthday party. Pretend to bounce up and down on the bouncy castle, without bumping into each other
- Pretend to be a balloon being blown around by the wind

Creative development

- Design and make some decorations to hang on the wall at Salma's party
- Find out about the headscarves worn by the women in the pictures and make one to try on

Personal and social development, well being and cultural diversity

- Explore different ways that people celebrate their birthdays in different countries
- Explore the different types of food that people have at their parties

Mathematical development

- Sort the different foods in the picture on the activity sheet according to type (**Activity 7**)
- Count how many plates of food there are altogether

Going deeper into
aspects of religious
education





Party food

Sort the different foods in the picture according to their type (for example, by colour, savoury, sweet).



How many plates of food can you count?

How many lollipops are there?



Page 18



Page 19

Knowledge and understanding of the world

- Find out what giving money to charity means and learn about different types of charities (**Activity 8**)
- Talk about which charities you would give money to and why

Language, literacy and communication skills

- Think about some questions you would like to ask Salma's father
- Talk about how you think he might answer them

Welsh language development

- home (cartref)
- head (pen)

Physical development

- Act out Salma's naming ceremony. Think about how careful you will need to be when pretending to shave baby Salma's head
- Dig a small hole in the school grounds and pretend to bury Salma's baby hair

Creative development

- Make up a song or rhyme to help you remember what happens at a Muslim naming ceremony
- Decorate the name 'Salma' to make it look beautiful

Personal and social development, well being and cultural diversity

- Learn more about Muslim naming customs and find out why the baby's head is shaved
- Did your family follow any special customs when you were named?

Mathematical development

- Collect a number of different baby items and find out how much each one weighs
- Which is the lightest and which is the heaviest?

Going deeper into
aspects of religious
education





Find out about charities

People donate money to our charities so that we can help as many people and animals as we can. We do this by giving them food, shelter and protection, which all cost money.

A children's charity



An animal charity



A Muslim charity



A Christian charity





Page 20



Page 21

Knowledge and understanding of the world

- Learn about the country where the Hindu religion began
- Find out where there are Hindu temples in your area

Language, literacy and communication skills

- Practise saying the names Rajeev and Meena
- Write neatly the names Rajeev and Meena

Welsh language development

- friends (ffrindiau)
- templ (temple)

Physical development

- Hindu temples often have domes on the top. Try to form a dome shape with your body
- Hindu temples usually have a bell for people to ring when they enter. Pretend to ring a bell to let people know you are here

Creative development

- Look at some pictures of Hindu temples and then colour in the temple picture on the activity sheet. Think carefully about the colours you will use and why (**Activity 9**)
- Look for Hindu symbols and use them in a birthday card for Rajeev

Personal and social development, well being and cultural diversity

- Learn about people who go to a Hindu temple
- Look at pictures of how they dress – find out how people dress in different countries and compare it with how you dress

Mathematical development

- Count the number of full star shapes on the birthday present on page 20
- Design a repeating pattern on paper that could be used to wrap a present (you could try potato or sponge printing, using brightly coloured paints)

Going deeper into
aspects of religious
education

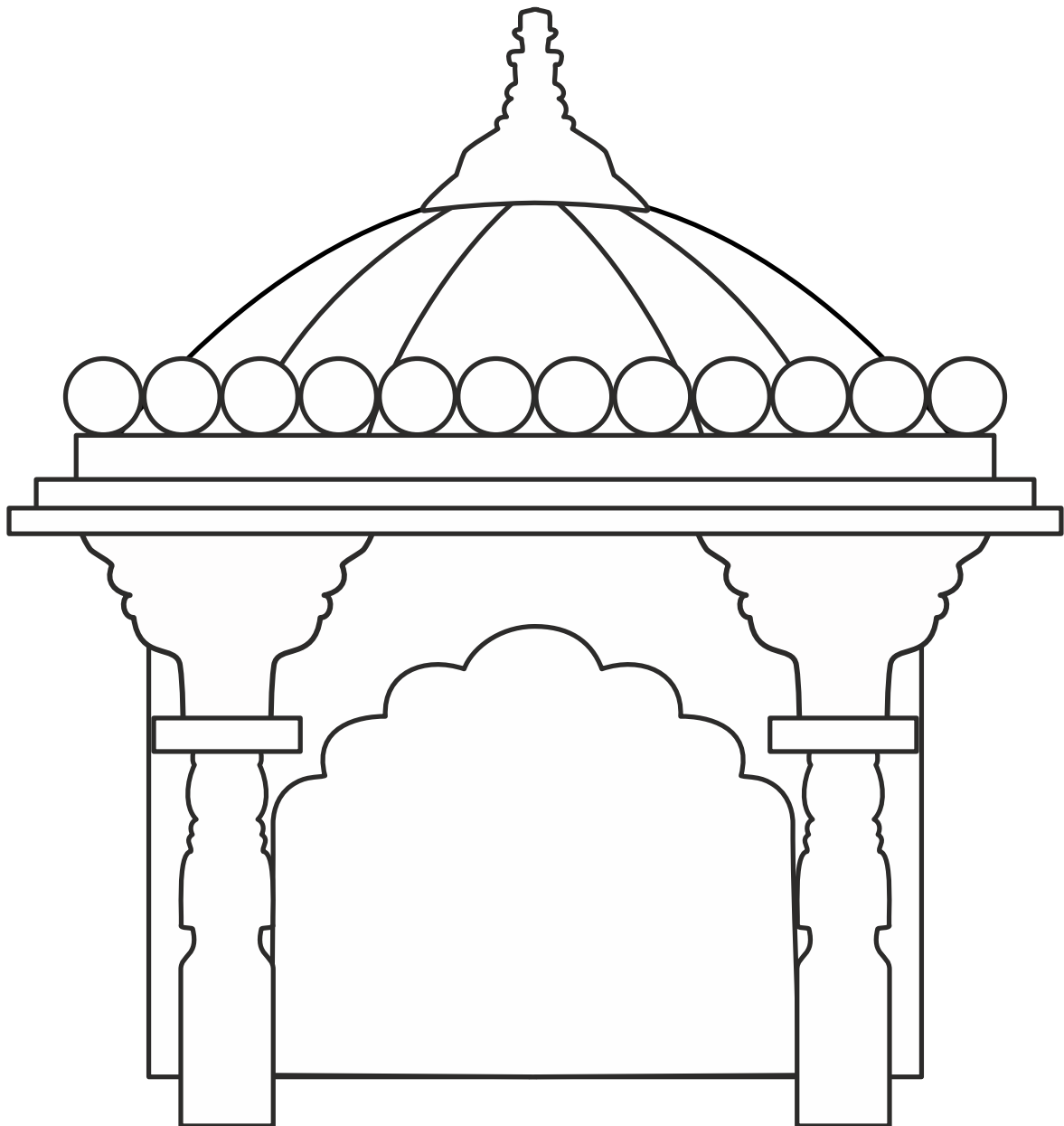




A Hindu temple

Look at pictures of Hindu temples.

- Colour in this temple picture.
- What colours will you use and why?





Page 22



Page 23

Knowledge and understanding of the world

- Think of all the different ways we use water
- Why do you think water is so important?

Language, literacy and communication skills

- Practise making appropriate sounds for each of the different ways that we use water
- Make up a song or rhyme containing these sounds

Welsh language development

- water (dŵr)
- tongue (tafod)

Physical development

- Make up a dance to celebrate the different forms of water
- Make up a dance for Ganesh using your arms

Creative development

- Make a watery picture with paints and different types of paper
- Make some amrit

Personal and social development, well being and cultural diversity

- Find out what sweet amrit is and why it is put on the baby's tongue
- Taste some other sweet things and try to guess what they are, or try a number of different foods and say whether you think they are sweet or sour
(Activity 10)

Mathematical development

- How many arms does the statue of Ganesh have?
- How many arms do you have? Count how many children there are in your class and how many arms they have all together

Going deeper into
aspects of religious
education



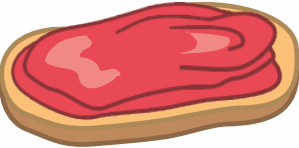
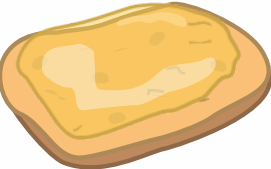
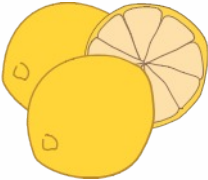




Activity 10

CELEBRATIONS

Sweet or sour?

Try different foods and say whether you think they are sweet or sour.

	Sweet	Sour
jam 		
honey 		
lemon juice 		
chocolate spread 		
marmite 		



Page 24



Page 25

Knowledge and understanding of the world

- Talk about different types of celebrations
- Why do you think people like to celebrate together?

Language, literacy and communication skills

- Practise saying all the names of all the characters in this story
- Talk about which name is your favourite and try to explain why
(Activity 11)

Welsh language development

- celebrations (dathliadau)
- customs (arferion)

Physical development

- In pairs practise miming what happens in each naming ceremony discovered by Aled and Siân
- Imagine you are having one big celebration and dance together to music

Creative development

- Paint pictures of the different characters
- Make a class display about naming ceremonies. You could paint pictures of the different characters in the story for your display and say how they got their names

Personal and social development, well being and cultural diversity

- Talk about different types of families
- Think about who is in your family and draw a picture of them

Mathematical development

- Count how many children you have met in the story altogether
- How many aunts are there in the story? How many aunts do you have?

Going deeper into
aspects of religious
education





My favourite name

Practise saying all the names in the story.

- Which name is your favourite and why?

Aled

Siân

Bethan

Peter

Mary

Sally

Nathan

Rachel

Esther

Ahmed

Salma

Fatima

Rajeev

Meena

Sita

My favourite name is



The National Exemplar Framework for Religious Education in Wales


Range: People, beliefs and questions (3-5 year olds)


Children should (through stories, activities and experiences) be given opportunities to:

- gain **insight** into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions;
- Consider the **influence** of the spiritual, moral and cultural aspects of life that have **guided people's lives** past and present, locally in Wales;
- ask **questions** about their own and other people's beliefs, actions and viewpoints;
- explore and **express meaning** in creative ways (through art, dance, ritual, artefacts);
- Share their **personal responses** to important personal, spiritual and moral questions;
- show **responsibility**, care and/or concern for living things and for the natural world.



Pages 4-5


Aspect of range RE development Areas of learning	 <p>Show responsibility, care and/or concern for living things and for the natural world.</p> <p>Explore why religions teach about giving to others.</p> <p>Creative development</p> <ul style="list-style-type: none">• Design a birthday cake for someone you know.
---	--


Aspect of range RE development Areas of learning	 <p>Share their personal responses to important personal, spiritual and moral questions.</p> <p>Explore why religions teach about gratitude.</p> <p>Personal and social development, well being and cultural diversity</p> <ul style="list-style-type: none">• Talk about why it is important to say 'thank you' when you receive a birthday present.
---	---

[Return](#)



Pages 6-7


Aspect of range RE development Areas of learning	 <p>Ask questions about their own and other people's beliefs, actions and viewpoints.</p> <p>Explore why giving names is important in religious traditions.</p> <p>Language, literacy and communication skills</p> <ul style="list-style-type: none">• Practise writing your name and the names of your friends.
---	---


Aspect of range RE development Areas of learning	 <p>Consider the influence of the spiritual, moral and cultural aspects of life that have guided people's lives, past and present, locally in Wales.</p> <p>Explore how religious traditions influence the names people are given.</p> <p>Personal and social development, well being and cultural diversity</p> <ul style="list-style-type: none">• Find examples of children's names from around the world and link these with religious traditions.
---	---

[Return](#)



Pages 8-9


Aspect of range RE development Areas of learning	 <p>Gain <i>insight</i> into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore the importance of the church for Christians.</p> <p><i>Knowledge and understanding of the world</i></p> <ul style="list-style-type: none">Find out where there are churches in your area.
---	---


Aspect of range RE development Areas of learning	 <p>Explore and express <i>meaning</i> in creative ways (through art, dance, ritual, artefacts).</p> <p>Explore symbols that are important to Christians.</p> <p><i>Creative development</i></p> <ul style="list-style-type: none">Look for Christian symbols and use them in a birthday card for Peter.
---	---

[Return](#)



Pages 10-11


Aspect of range	Gain <i>insight</i> into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.	
RE development	Explore the significance of water in Christian baptism.	
Area of learning	<i>Physical development</i> <ul style="list-style-type: none">• Practise pouring water carefully over a doll's head.	


Aspect of range	Share their <i>personal responses</i> to important personal, spiritual and moral questions.	
RE development	Explore how you feel seeing an infant baptised.	
Areas of learning	<i>Language, literacy and communication skills</i> <ul style="list-style-type: none">• Role play a christening service, taking it in turns to be the vicar.	

[Return](#)



Pages 12-13


Aspect of range RE development Areas of learning	 <p>Gain insight into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore the importance of the synagogue for Jews.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">Find out where there are synagogues in your area.
---	--


Aspect of range RE development Areas of learning	 <p>Ask questions about their own and other people's beliefs, actions and viewpoints.</p> <p>Explore why some Jewish boys wear a cap like Nathan.</p> <p>Creative development</p> <ul style="list-style-type: none">Find out about the cap Nathan is wearing and make one to try on.
---	---

[Return](#)



Pages 14-15


Aspect of range RE development Areas of learning	 <p>Ask questions about their own and other people's beliefs, actions and viewpoints.</p> <p>Explore why the Torah is read in the synagogue.</p> <p>Physical development</p> <ul style="list-style-type: none">• Practise rolling and unrolling a Torah 'scroll' with respect.
---	---


Aspect of the range RE development Area of learning link	 <p>Gain insight into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore what happens in the Jewish naming ceremony for girls.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">• Find out about the Jewish naming ceremony for girls.
---	--

[Return](#)



Pages 16-17

Aspect of range RE development Areas of learning	 <p>Gain insight into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore the importance of the mosque for Muslims.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">Find out where there are mosques in your area.
---	---


Aspect of range RE development Areas of learning	 <p>Ask questions about their own and other people's beliefs, actions and viewpoints.</p> <p>Explore why some Muslim women wear headscarves.</p> <p>Creative development</p> <ul style="list-style-type: none">Find out about the headscarves worn by the women in the pictures and make one to try on.
---	--

[Return](#)



Pages 18-19


Aspect of range RE development Areas of learning	 <p>Gain insight into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore what happens at a Muslim naming ceremony and why the baby's head is shaved.</p> <p><i>Personal and social development, well being and cultural diversity</i></p> <ul style="list-style-type: none">• Learn more about Muslim naming customs and find out why the baby's head is shaved.
---	--


Aspect of range RE development Areas of learning	 <p>Show responsibility, care and/or concern for living things and for the natural world.</p> <p>Explore why religions teach about giving to charity.</p> <p><i>Knowledge and understanding of the world</i></p> <ul style="list-style-type: none">• Find out what giving money to charity means and learn about different types of charities.
---	---

[Return](#)



Pages 20-21


Aspect of range RE development Area of learning link	 <p>Gain <i>insight</i> into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore the importance of the temple for Hindus.</p> <p><i>Knowledge and understanding of the world</i></p> <ul style="list-style-type: none">Find out where there are Hindu temples in your area.
---	--


Aspect of range RE development Areas of learning	 <p>Explore and express <i>meaning</i> in creative ways (through art, dance, ritual, artefacts).</p> <p>Explore symbols that are important for Hindus.</p> <p><i>Creative development</i></p> <ul style="list-style-type: none">Look for Hindu symbols and use them in a birthday card for Rajeev.
---	---

[Return](#)



Pages 22-23


Aspect of range RE development Areas of learning	 <p>Ask questions about their own and other people's beliefs, actions and viewpoints.</p> <p>Explore why sweet amrit is put on the baby's tongue.</p> <p><i>Personal and social development, well being and cultural diversity</i></p> <ul style="list-style-type: none">Find out what sweet amrit is and why it is put on the baby's tongue.
---	--


Aspect of range RE development Areas of learning	 <p>Explore and express meaning in creative ways (through art, dance, ritual, artefacts).</p> <p>Explore the significance of Ganesh for Hindus.</p> <p><i>Mathematical development</i></p> <ul style="list-style-type: none">How many arms does the statue of Ganesh have?
---	---

[Return](#)



Pages 24-25

Aspect of range	 <p>Consider the <i>influence</i> of the spiritual, moral and cultural aspects of life that have guided people's lives, past and present, locally in Wales.</p>
RE development	<p>Explore how Christianity, Judaism, Islam and Hinduism have influenced the lives of Aled and Siân's friends.</p>
Areas of learning	<p><i>Mathematical development</i></p> <ul style="list-style-type: none">• Count how many children you have met in the story altogether.

Aspect of range	 <p>Show <i>responsibility</i>, care and/or concern for living things and for the natural world.</p>
RE development	<p>Explore our responsibility for respecting religious diversity.</p>
Areas of learning	<p><i>Physical development</i></p> <ul style="list-style-type: none">• In pairs practise miming what happens in each naming ceremony discovered by Aled and Siân.

[Return](#)