

Exploring Our World

Journeys



Activity Resources
for learners and teachers

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**Activity Resources
for learners and teachers**

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Illustrated by Phillip Vernon



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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.

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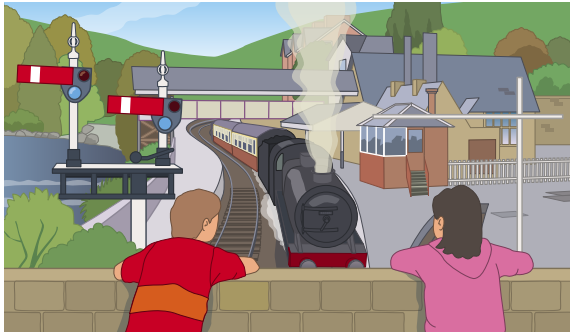
Libby Jones

The St Giles' Centre, Wrexham

Phillip Vernon

The St Mary's Centre, Wales

July 2016



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Page 5

Knowledge and understanding of the world

- Find out how water boils and turns into steam
- Explore why steam engines need coal and water

Language, literacy and communication skills

- Role play Aled and Siân's conversation with the man on the platform
- List all that Aled and Siân can see from the bridge

Welsh language development

- steam (stêm)
- smoke (mwig)

Physical development

- Mime the action and sounds of a steam engine
- Become trains and signals, stopping and starting

Creative development

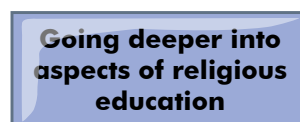
- Make a collage of a steam engine with smoke and steam (**Activity 1**)
- Make hats for the station master

Personal and social development, well being and cultural diversity

- Learn how coal was mined for the steam engine
- Find some pictures of different types of trains from around the world

Mathematical development

- A train leaves the station every 30 minutes between 10.30 and 4.30.
How many trains is that?
- How many wheels are there on the engine?

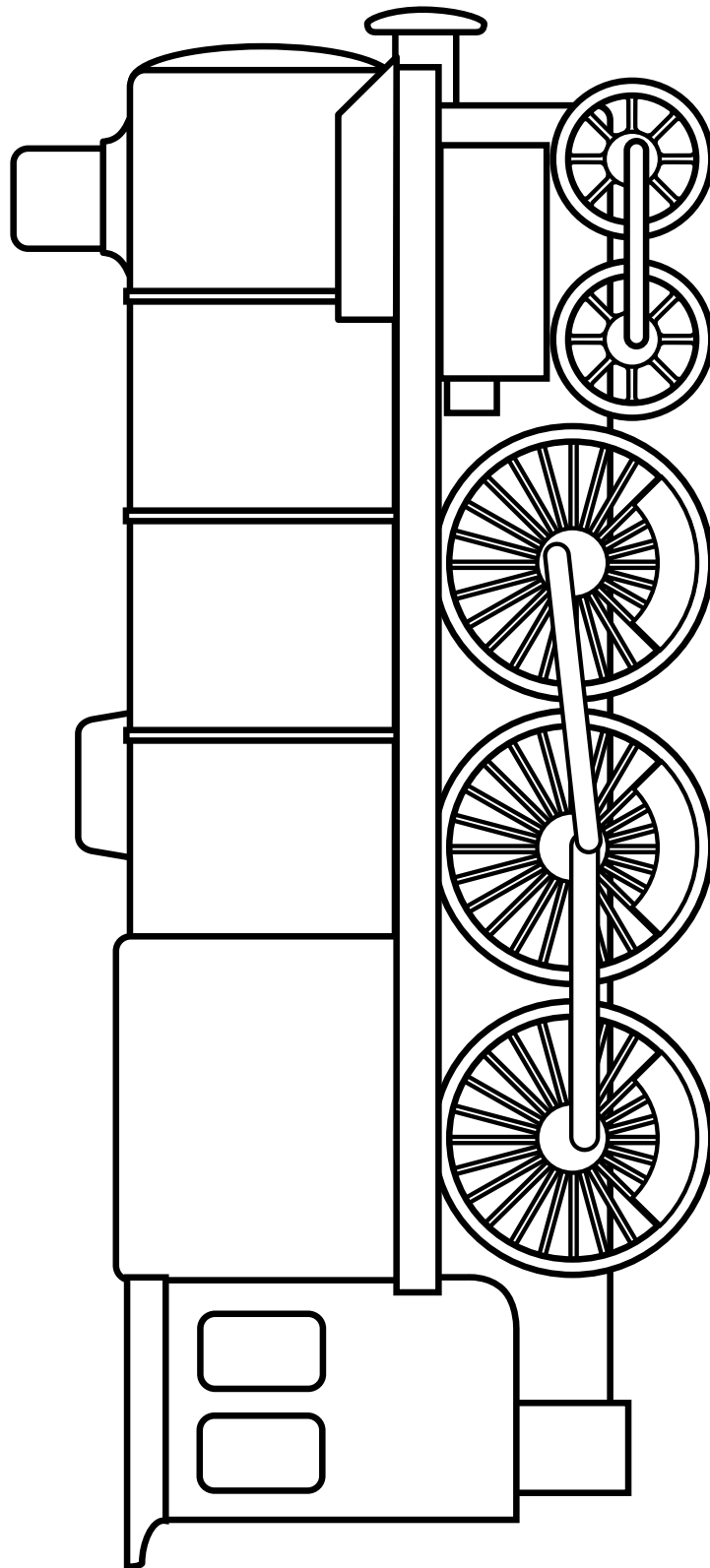




Activity 1

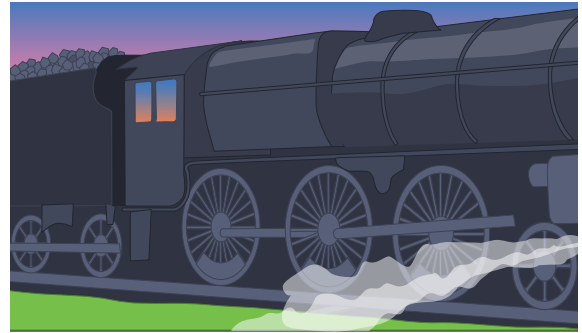
JOURNEYS

Make a collage of a steam engine, using the template.





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Page 7

Knowledge and understanding of the world

- Why is the viaduct there?
- Find out about railway bridges

Language, literacy and communication skills

- Tell the story about Aled and Siân's day out at Llangollen
- Talk about experiences of train journeys

Welsh language development

- railway carriage (cerbyd rheilffordd)
- train line (rheilffordd trên)

Physical development

- Form a long train and clatter over the viaduct
- Gather in the river valley and wave at the train above

Creative development

- Design a viaduct using lego
- Design name boards for a railway station

Personal and social development, well being and cultural diversity

- Learn about the people who built railway lines
- Consider the impact of railways on the environment

Mathematical development

- Find out how many children in the class have been on a train journey and present the information in chart form (**Activity 2**)
- The carriage has five windows on each side. How many windows are there in two carriages?

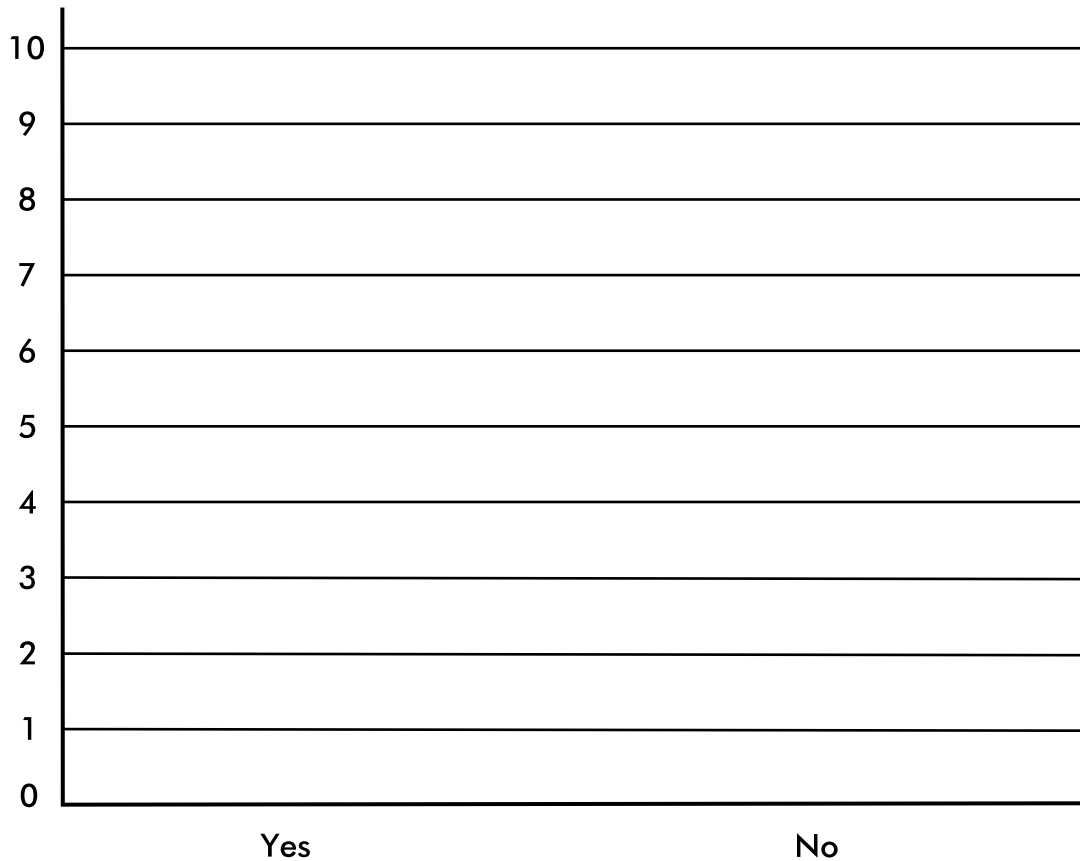
Going deeper into
aspects of religious
education



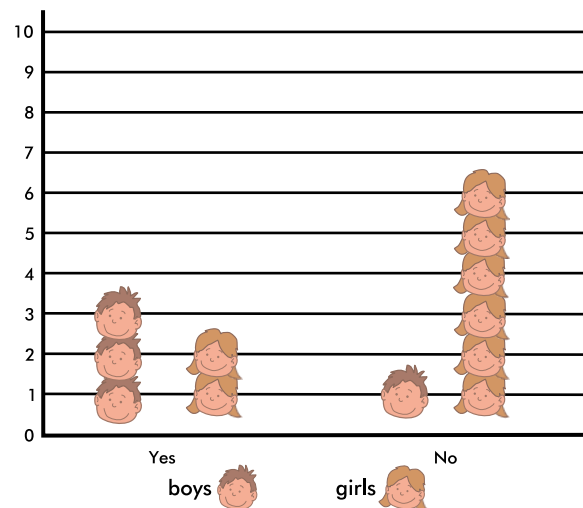
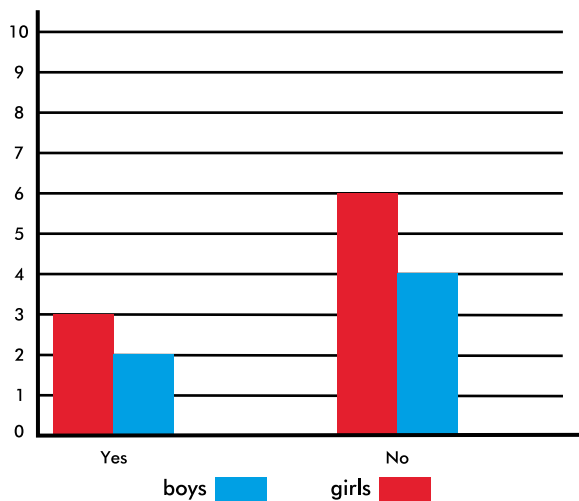


How many?

How many children have been on a train journey?



Examples





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Page 9

Knowledge and understanding of the world

- Discover where there are cathedrals (**Activity 3**)
- Find out what happens in a cathedral

Language, literacy and communication skills

- Describe what you see in the picture with the bishop
- What questions would you like to ask the bishop?

Welsh language development

- bishop (esgob)
- cathedral (eglwys gadeiriol)

Physical development

- Wrap up warm for a November journey
- Walk to see a church

Creative development

- Make a shrine for St David
- Make a cross for the bishop to wear

Personal and social development, well being and cultural diversity

- Why are Peter and Mary going to the cathedral on a Sunday?
- Why is the bishop wearing a purple shirt and bright cross?

Mathematical development

- How many windows are in the picture of the cathedral
- Identify the shapes that you can see in the shrine

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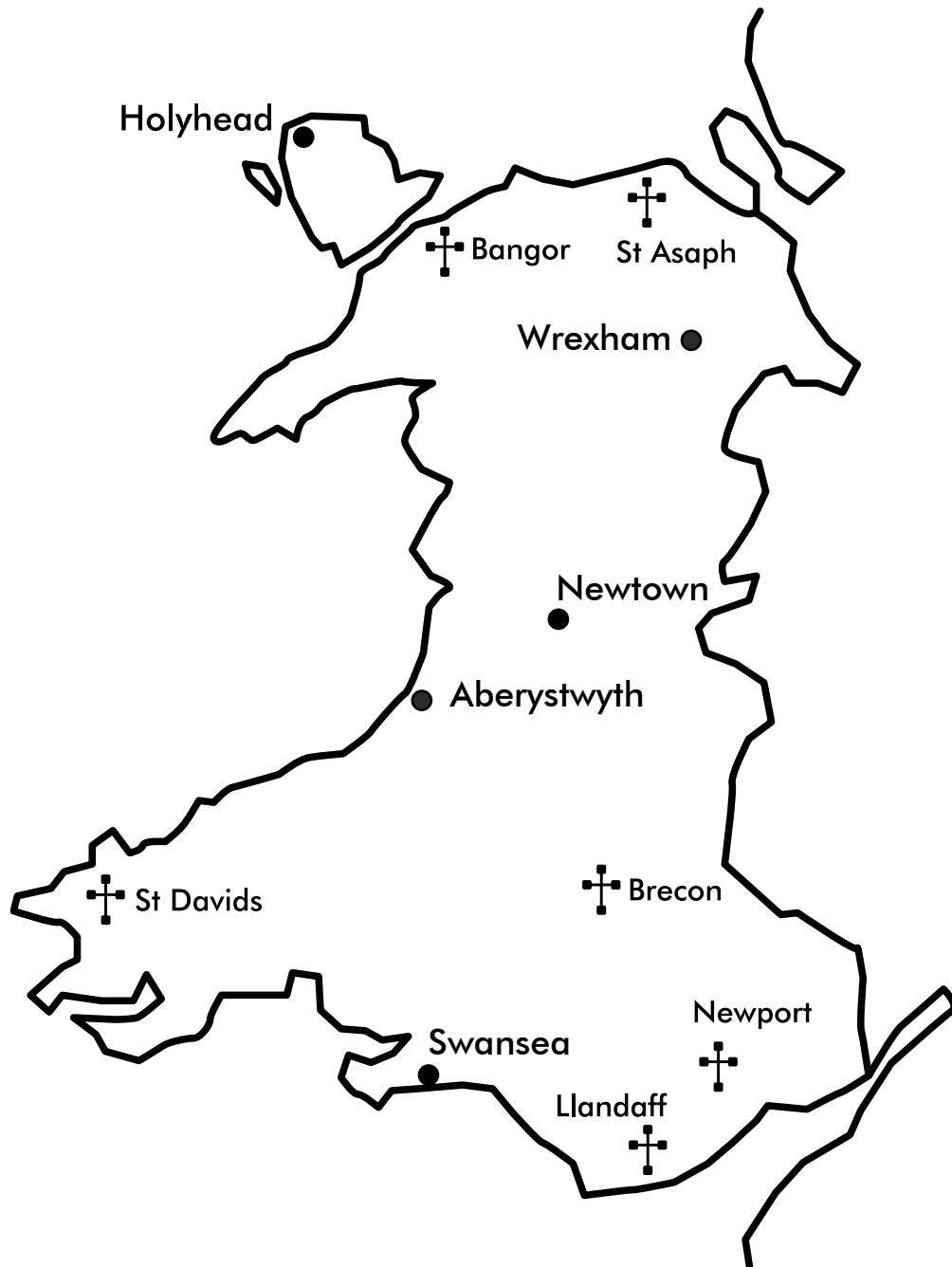


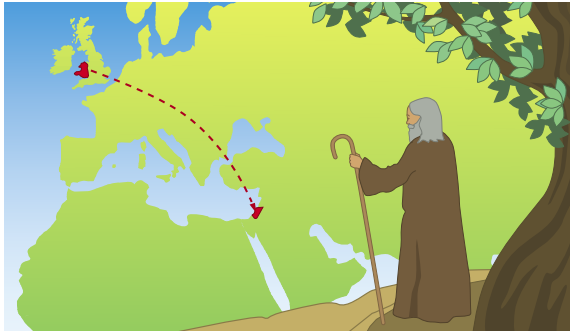


How far?

Mark your school on the map.

- How many centimetres (cm) are between your school and the furthest cathedral, if you travel in a straight line?
- How many miles is this?





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Page 11

Knowledge and understanding of the world

- Find out about Advent
- Where is Jerusalem?

Language, literacy and communication skills

- Talk about Peter and Mary's day at the cathedral
- Read the words of an Advent carol and talk about what they say about Advent (**Activity 4**)

Welsh language development

- candlelight (golau kannwyll)
- carols (carolau)

Physical development

- Form a choir and sing an Advent carol (**Activity 4**)
- Go on a pilgrimage to a local place

Creative development

- Make books for the choir to use
- Design candles for the service

Personal and social development, well being and cultural diversity

- Why was Jerusalem so important to St David?
- What is life like in Jerusalem today?

Mathematical development

- How many people are in the choir?
- How long does a candle burn for?

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education





An Advent carol

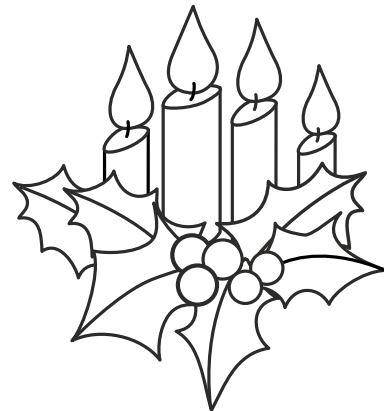
Try reading and singing three verses from this Advent carol or ask someone to read it for you.

- Does it tell you anything about Advent?

O come, O come, Emmanuel,
And ransom captive Israel,
That mourns in lonely exile here,
Until the Son of God appear.
Rejoice! Rejoice! Emmanuel
Shall come to thee, O Israel.

O come, Thou Dayspring, from on high,
And cheer us by Thy drawing nigh;
Disperse the gloomy clouds of night,
And death's dark shadows put to flight.
Rejoice! Rejoice! Emmanuel
Shall come to thee, O Israel.

O come, Adonai, Lord of might,
Who to Thy tribes, on Sinai's height,
In ancient times didst give the law
In cloud and majesty and awe.
Rejoice! Rejoice! Emmanuel
Shall come to thee, O Israel.





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Page 13

Knowledge and understanding of the world

- Discover where Cardiff is
- Find out what happens in a synagogue

Language, literacy and communication skills

- Describe what you see in the picture with the rabbi
- What questions would you like to ask the rabbi?

Welsh language development

- Saturday (dydd Sadwrn)
- synagogue (synagog)

Physical development

- Role play getting ready for a journey to Cardiff
- Imagine your classroom is a synagogue and take turns showing Nathan and Rachel around

Creative development

- Make the kippah
- Design the tallit

Personal and social development, well being and cultural diversity

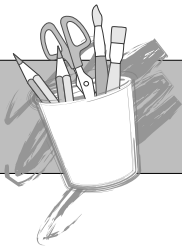
- Why are Nathan and Rachel going to the synagogue on Saturday? Find out which days in the week are special in other religions (**Activity 5**)
- Why is the rabbi wearing his kippah and tallit?

Mathematical development

- How many candle flames are in the picture?
- How many points are in the star? Try drawing a star using two triangle shapes

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education





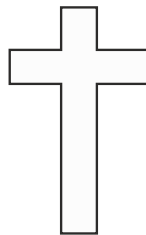
Special days

Find out the special day of the week for different religions.

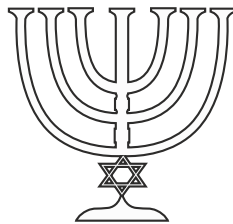
Religion

Special day

Christianity



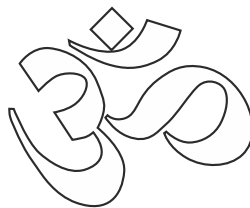
Judaism



Islam



Hinduism



Monday

Tuesday

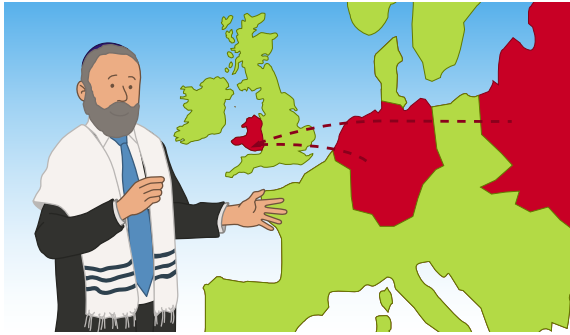
Wednesday

Thursday

Friday

Saturday

Sunday



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Knowledge and understanding of the world

- Find out about Shabbat
- What is the Torah?

Language, literacy and communication skills

- Talk about Nathan and Rachel's day at Cardiff
- Read a passage from the Torah (**Activity 6**)

Welsh language development

- Judaism (Iddewiaeth)
- scroll (sgrôl)

Physical development

- Carry the Torah scroll reverently to the desk
- Follow text with a pointer, carefully following the lines

Creative development

- Make a Torah scroll
- Make a collage backdrop for the reading desk

Personal and social development, well being and cultural diversity

- Why are people wearing head coverings in the synagogue?
- Why was Cardiff a centre for Jews?

Mathematical development

- How many people are in the picture listening to the rabbi?
- Which country on the map is the biggest and which is the smallest?

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Personal
responses

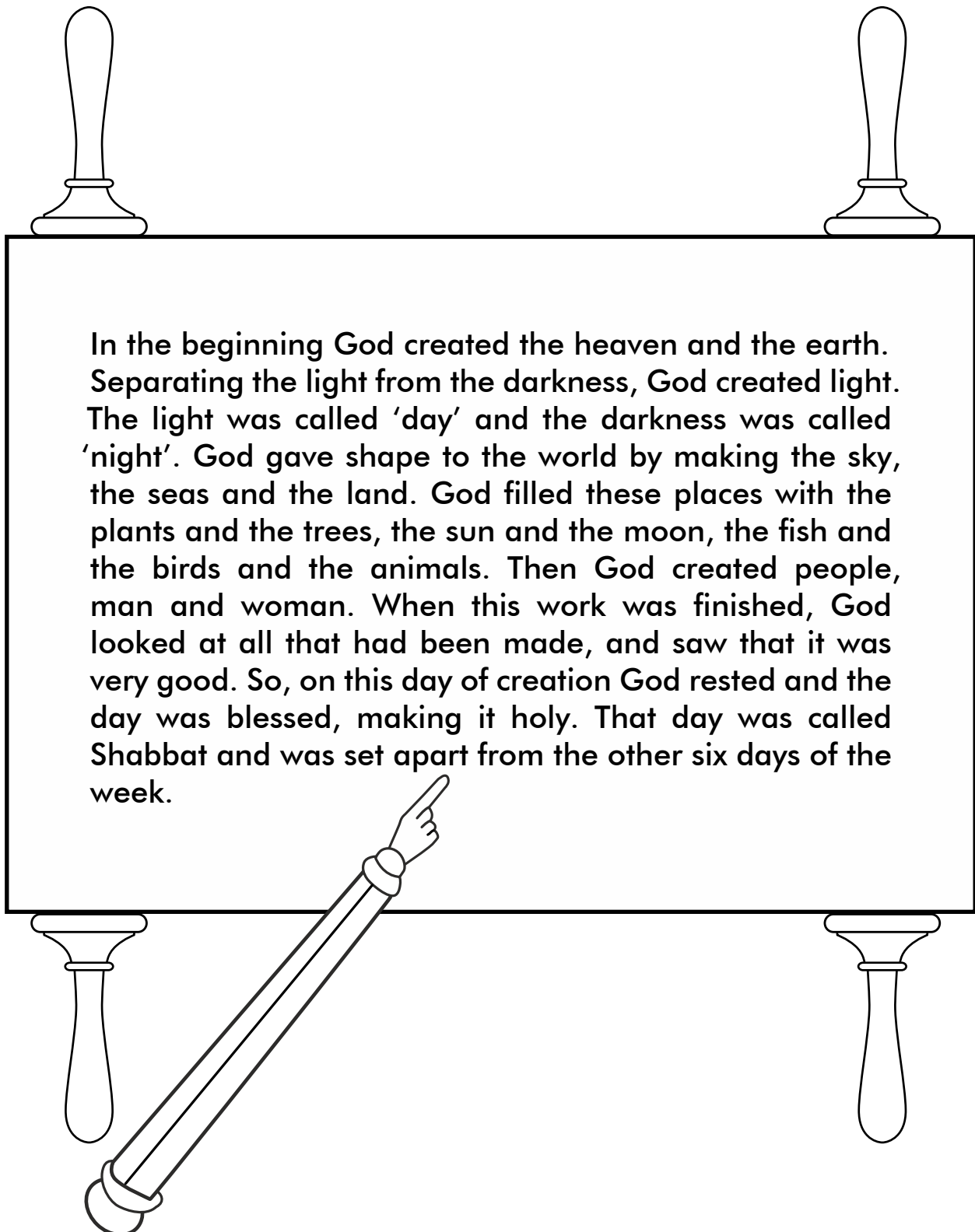
Questions



Reading the Torah

Read aloud part of the Torah.

Follow the words carefully with a pointer.





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Page 17

Knowledge and understanding of the world

- Discover where there are mosques
- Find out what happens in a mosque

Language, literacy and communication skills

- Describe what you see in the picture with the imam
- What questions would you like to ask the imam?

Welsh language development

- Islam (Islam)
- Friday (dydd Gwener)

Physical development

- Role play getting ready for a journey to the mosque
- Remove shoes to enter the prayer room

Creative development

- Make a cap
- Make a veil (**Activity 7**)

Personal and social development, well being and cultural diversity

- Why are Ahmed and Salma going to the mosque on a Friday?
- Why is the imam wearing a cap?

Mathematical development

- How many books can you see in the bookcase?
- How many Fridays are there in this month?

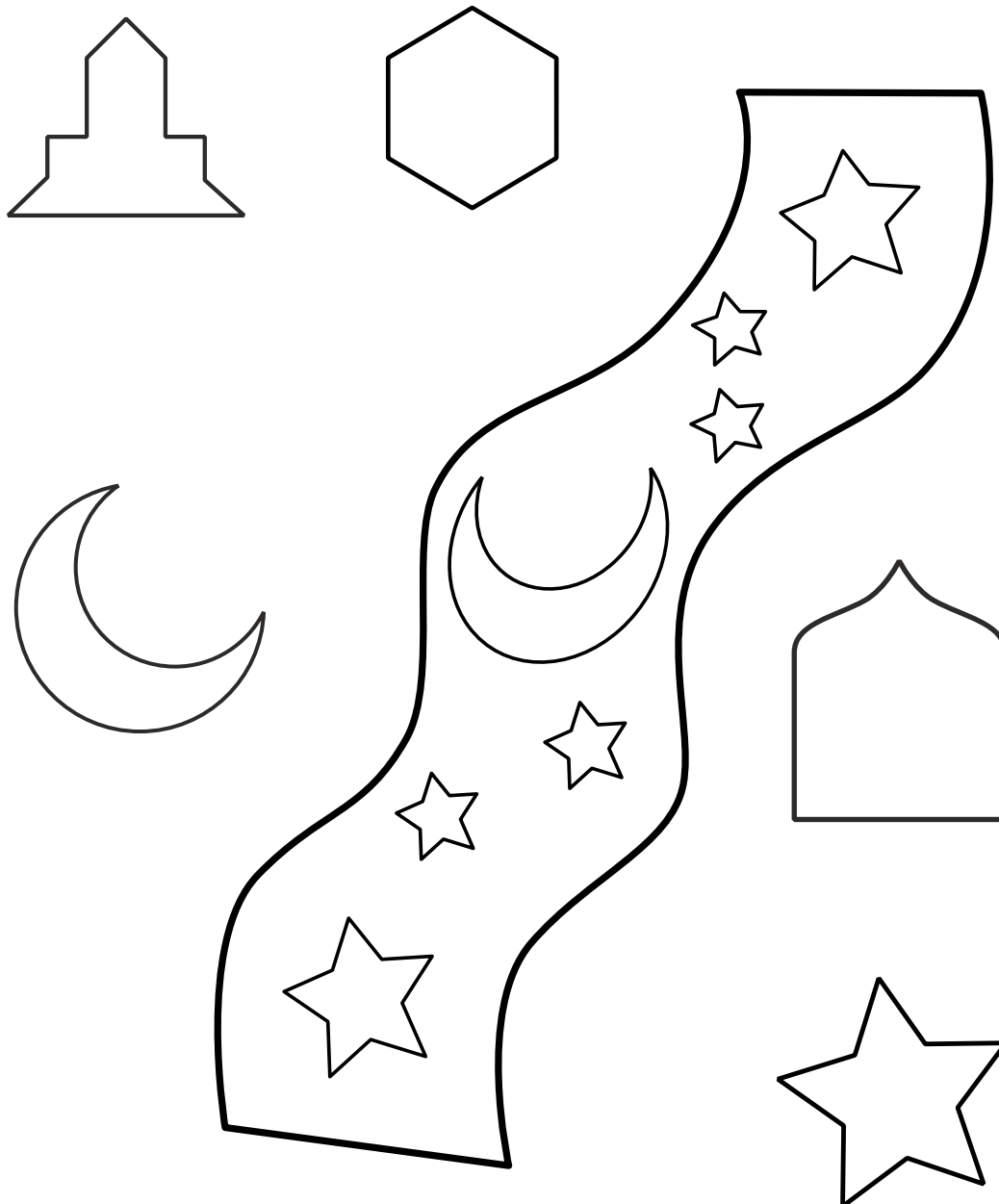
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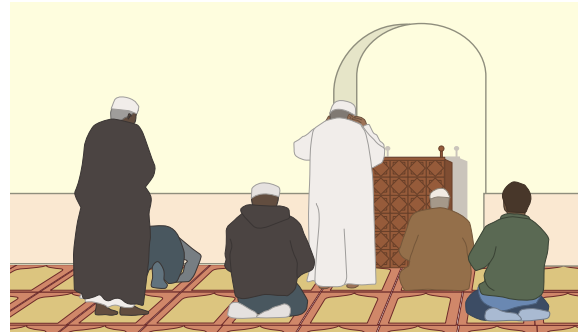
Make a veil

Design and colour material for a veil.
Here are some ideas.





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Page 19

Knowledge and understanding of the world

- Find out about Yemen
- Look up Somalia on a map

Language, literacy and communication skills

- Talk about Ahmed and Salma's day at the mosque
- Read an Islamic prayer

Welsh language development

- sailors (morwyr)
- boats (cychod)

Physical development

- Practise the prayer positions (**Activity 8**)
- People pray in different ways – try different activities and think about how someone would pray while doing them e.g. kneeling, sitting cross legged, walking, running, gardening

Creative development

- Make prayer mats
- Write out an Islamic prayer very carefully

Personal and social development, well being and cultural diversity

- Why do people pray?
- Find out about the different ways people pray

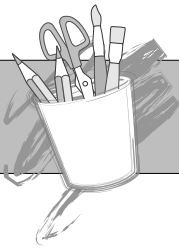
Mathematical development

- Estimate how many cm Somalia and Yemen are from Cardiff on the map and check your answer by using a ruler
- Find out how many children pray on their own (outside collective worship time) in your class or year group

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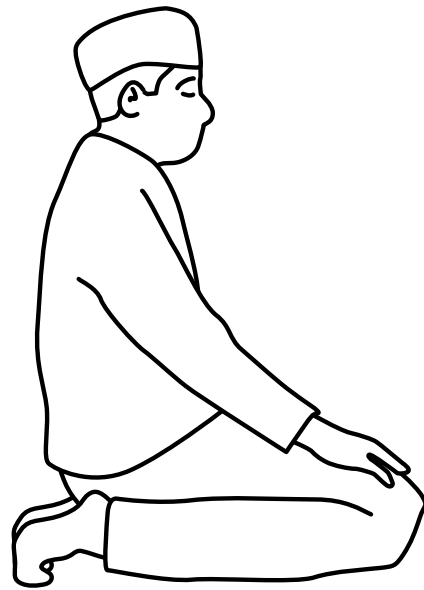
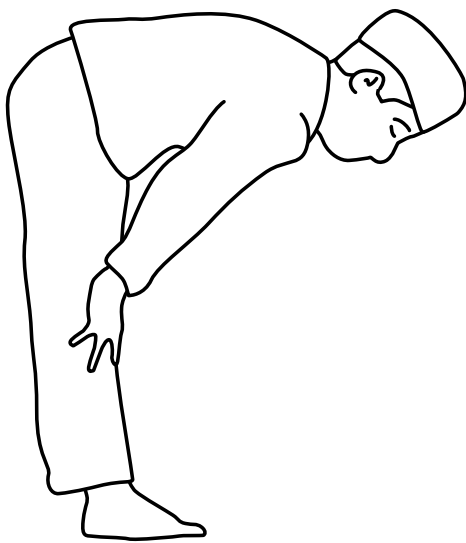
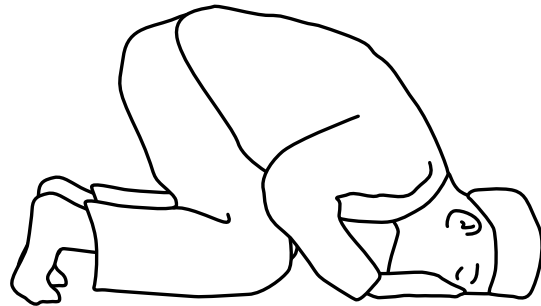
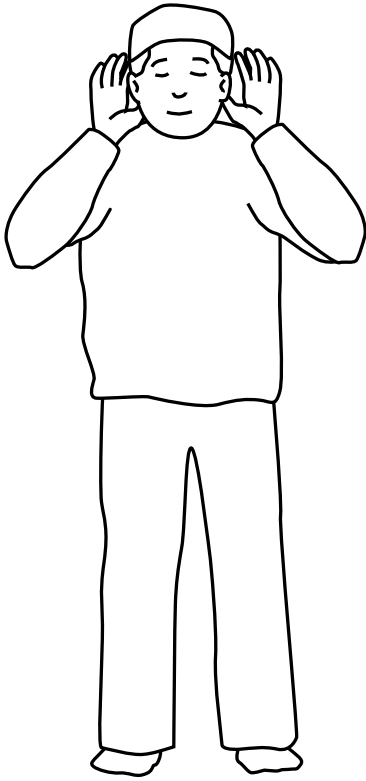
Personal
responses

Meaning



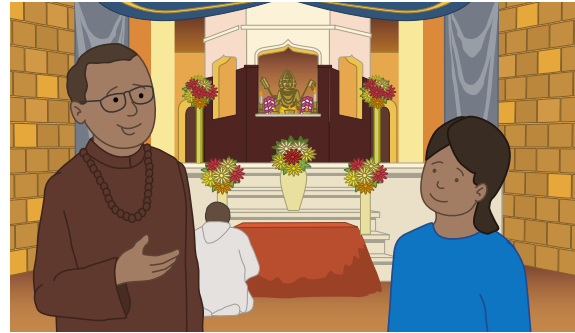
Islamic prayer

Try each Islamic prayer position.





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Page 21

Knowledge and understanding of the world

- Discover where there are Hindu temples
- Find out what happens in a Hindu temple

Language, literacy and communication skills

- Describe what you see in the picture with the monk
- What questions would you like to ask the Hindu monk?

Welsh language development

- food (bwyd)
- drink (diod)

Physical development

- Role play getting ready for a journey to the Hindu temple
- Practise kneeling quietly before the shrine

Creative development

- Make offerings for the puja service (for example food and paper flowers)
- Make a shrine (**Activity 9**)

Personal and social development, well being and cultural diversity

- Why is the monk wearing a string of beads?
- Why is the puja service important?

Mathematical development

- Make a string of beads and count the beads
- Try kneeling quietly for 20 seconds

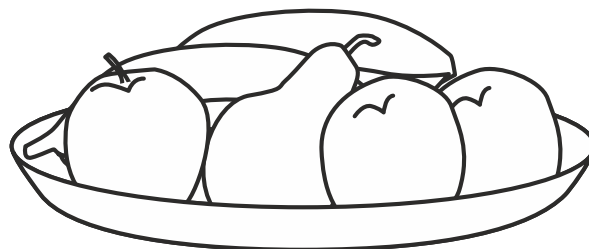
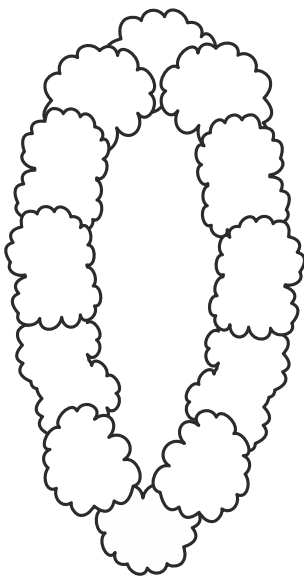
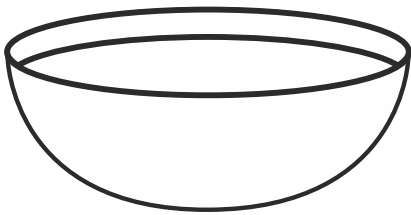
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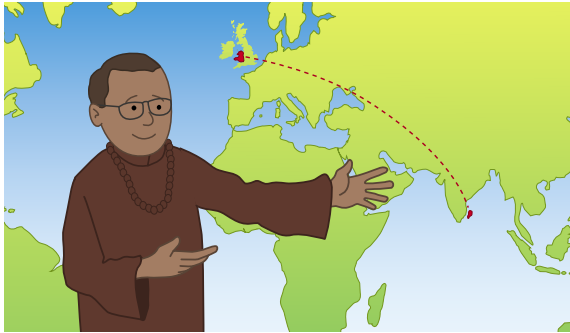




Make a Hindu shrine

Choose what you want to put on the shrine.
Think carefully about where you put things and why.





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Page 23

Knowledge and understanding of the world

- Find out about prashad
- Where is Sri Lanka?

Language, literacy and communication skills

- Talk about Rajeev and Meena's day at the Hindu temple
- Identify the sights, sounds and smells of a puja service (**Activity 10**)

Welsh language development

- bell (cloch)
- incense (arogldarth)

Physical development

- Ring a bell and burn incense to create atmosphere
- Role play offering food, water and fire like the monks

Creative development

- Make a shrine for offering the food, water and fire
- Make a collage for the shrine to Lord Murugan

Personal and social development, well being and cultural diversity

- Invite a Hindu to talk about their home shrine
- Compare the Hindu shrine with the Muslim prayer room

Mathematical development

- Estimate how many cm Sri Lanka is from Wales on the map and check your answer by using a ruler
- How many things can you see on the Hindu shrine and how many things can you see in the Muslim prayer room?

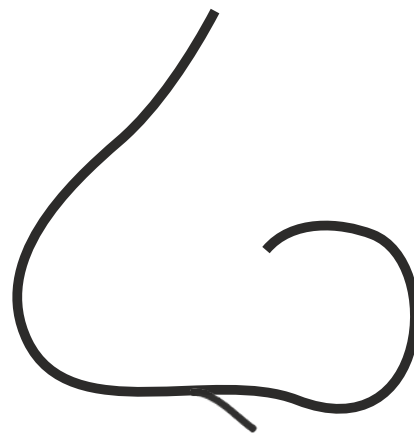
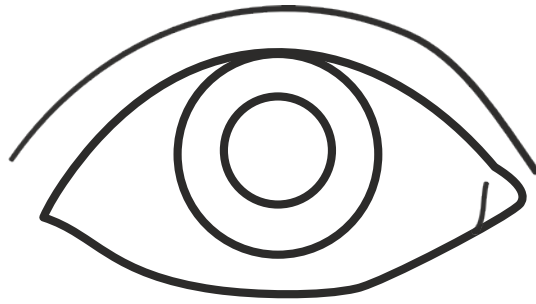
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A puja service

What are the sights, sounds and smells of a puja service?
Write or draw what you see, hear and smell.





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Knowledge and understanding of the world

- Discover where your friends have been and locate on a map (**Activity 11**)
- Discover how your friends have travelled (car, train, etc.)

Language, literacy and communication skills

- Talk about your special journey
- Listen to your friends' special journeys

Welsh language development

- journey (taith)
- aeroplane (awyren)

Physical development

- Mime your special journey
- Make a dance of a special journey

Creative development

- Make a map to show where your friends have been
- Draw a picture of where you have been

Personal and social development, well being and cultural diversity

- Listen to your friends' names and find out where they come from
- Discover if your friends' families belong to a religion

Mathematical development

- Make a bar chart of ways your friends have travelled (car, train, etc.)
- Make a chart of how long their journeys took

Going deeper into
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education





Where have my friends visited?

Mark on the map where your friends have visited.





The National Exemplar Framework for Religious Education in Wales

Range: People, beliefs and questions (5-7 year olds)

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

- gain **insight** into religion, religious people and religious aspects of life;
- explore how religion has **influenced** and **guided people's lives**, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world;
- pose **questions** about beliefs, values and actions that arise from exploration;
- investigate and express **meaning** (including religious meaning) through signs, symbols, artefacts and imagery;
- express **personal responses** to personal religious and moral questions;
- explore our **responsibility** and the responsibility of religion for living things and for the natural world.



Pages 4-5



Aspect of the range	Explore our responsibility and the responsibility of religion for living things and for the natural world.
RE development	Explore the religious dimension of natural resources like coal.
Areas of learning	Personal and social, well being and cultural diversity <ul style="list-style-type: none">Learn how coal was mined for the steam engine.



Aspect of the range	Gain insight into religion, religious people and religious aspects of life.
RE development	Explore the religious dimension of connecting with the past.
Areas of learning	Language, literacy and communication skills <ul style="list-style-type: none">Role play Aled and Siân's conversation with the man on the platform.

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Pages 6-7



Aspect of range

Pose **questions** about beliefs, values and actions that arise from exploration.

RE development

Explore why telling stories is such an important aspect of religious traditions.

Areas of learning

Language, literacy and communication skills

- Tell the story about Aled and Siân's day out at Llangollen.



Aspect of range

Explore how religion has **influenced** and *guided people's lives*, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.

RE development

Explore how religion has influenced place names.

Areas of learning

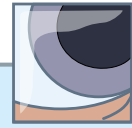
Creative development

- Design name boards for a railway station.

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Aspect of range

Gain ***insight*** into religion, religious people and religious aspects of life.

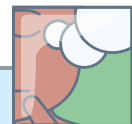
RE development

Explore the different roles people have in a cathedral.

Areas of learning

Knowledge and understanding of the world

- Find out what happens in a cathedral.



Aspect of range

Investigate and express ***meaning*** (including religious meaning) through signs, symbols, artefacts and imagery.

RE development

Explore why the cross is important to the bishop.

Areas of learning


Creative development


- Make a cross for the bishop to wear.

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Pages 10-11

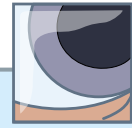
Aspect of range	Express <i>personal responses</i> to personal religious and moral questions.	
RE development	Explore your feelings forming a choir and singing an Advent carol.	
Areas of learning	Physical development <ul style="list-style-type: none">Form a choir and sing an Advent carol.	

Aspect of range	Pose <i>questions</i> about beliefs, values and actions that arise from exploration.	
RE development	Explore what Advent means to Christians.	
Areas of learning	<i>Language, literacy and communication skills</i> <ul style="list-style-type: none">Read the words of an Advent carol and talk about what they say about Advent.	

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Pages 12-13



Aspect of range

Gain ***insight*** into religion, religious people and religious aspects of life.

RE development

Explore the different roles people have in a synagogue.

Areas of learning

Knowledge and understanding of the world

- Find out what happens in a synagogue.



Aspect of range

Investigate and express ***meaning*** (including religious meaning) through signs, symbols, artefacts and imagery.

RE development

Explore different styles of kippah and tallit.

Areas of learning


Personal and social development, well being and cultural diversity


- Why is the rabbi wearing his kippah and tallit?

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Pages 14-15

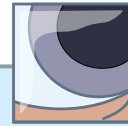
Aspect of range RE development Areas of learning	 <p>Express personal responses to personal religious and moral questions.</p> <p>Explore your feelings carrying the Torah scroll reverently to the reading desk.</p> <p>Physical development</p> <ul style="list-style-type: none">• Carry the Torah scroll reverently to the reading desk.
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Aspect of range RE development Areas of learning	 <p>Pose questions about beliefs, values and actions that arise from exploration.</p> <p>Explore what the Shabbat means to Jews.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">• Find out about Shabbat.
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Pages 16-17



Aspect of the range

Gain ***insight*** into religion, religious people and religious aspects of life.

RE development

Explore the different roles people have in a mosque.

Areas of learning

Knowledge and understanding of the world

- Find out what happens in a mosque.



Aspect of range

Investigate and express ***meaning*** (including religious meaning) through signs, symbols, artefacts and imagery.

RE development

Explore why the cap is important to Ahmed and the veil to Salma.

Areas of learning


Creative development


- Make a cap or a veil.

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Pages 18-19


Aspect of range	Express personal responses to personal religious and moral questions.	
RE development	Explore your feelings practising the prayer positions.	
Areas of learning	Physical development <ul style="list-style-type: none">• Practise the prayer positions.	


Aspect of range	Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.	
RE development	Explore what prayer mats mean to Muslims.	
Areas of learning	Creative development <ul style="list-style-type: none">• Make prayer mats.	

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Pages 20-21

Aspect of range	Gain <i>insight</i> into religion, religious people and religious aspects of life.	
RE development	Explore what roles people have in a Hindu temple.	
Areas of learning	<i>Knowledge and understanding of the world</i> <ul style="list-style-type: none">Find out what happens in a Hindu temple.	

Aspect of range	Express <i>personal responses</i> to personal religious and moral questions.	
RE development	Explore your feelings kneeling quietly before the shrine.	
Areas of learning	<i>Physical development</i> <ul style="list-style-type: none">Practise kneeling quietly before the shrine.	

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Pages 22-23



Aspect of range	Explore how religion has <i>influenced</i> and <i>guided people's lives</i> , past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.
RE development	Explore what influence shrines have on Hindus.
Area of learning link	<i>Personal and social development, well being and cultural diversity</i> <ul style="list-style-type: none">• Invite a Hindu to talk about their home shrine.



Aspect of range	Pose <i>questions</i> about beliefs, values and actions that arise from exploration.
RE development	Explore why Hindus offer food, water and fire at the shrine.
Areas of learning	<i>Physical development</i> <ul style="list-style-type: none">• Role play offering food, water and fire like the monks.

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Pages 24-25



Aspect of range	Explore our responsibility and the responsibility of religion for living things and for the natural world.
RE development	Explore the religious significance of listening carefully to your friends' stories.
Areas of learning	Mathematical development <ul style="list-style-type: none">• Make a bar chart of ways your friends have travelled on their special journey (car, train, etc.).



Aspect of range	Explore how religion has influenced and <i>guided people's lives</i> , past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.
RE development	Explore the religious diversity among your friends.
Areas of learning	Personal and social development, well being and cultural diversity <ul style="list-style-type: none">• Discover if your friends' families belong to a religion.

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