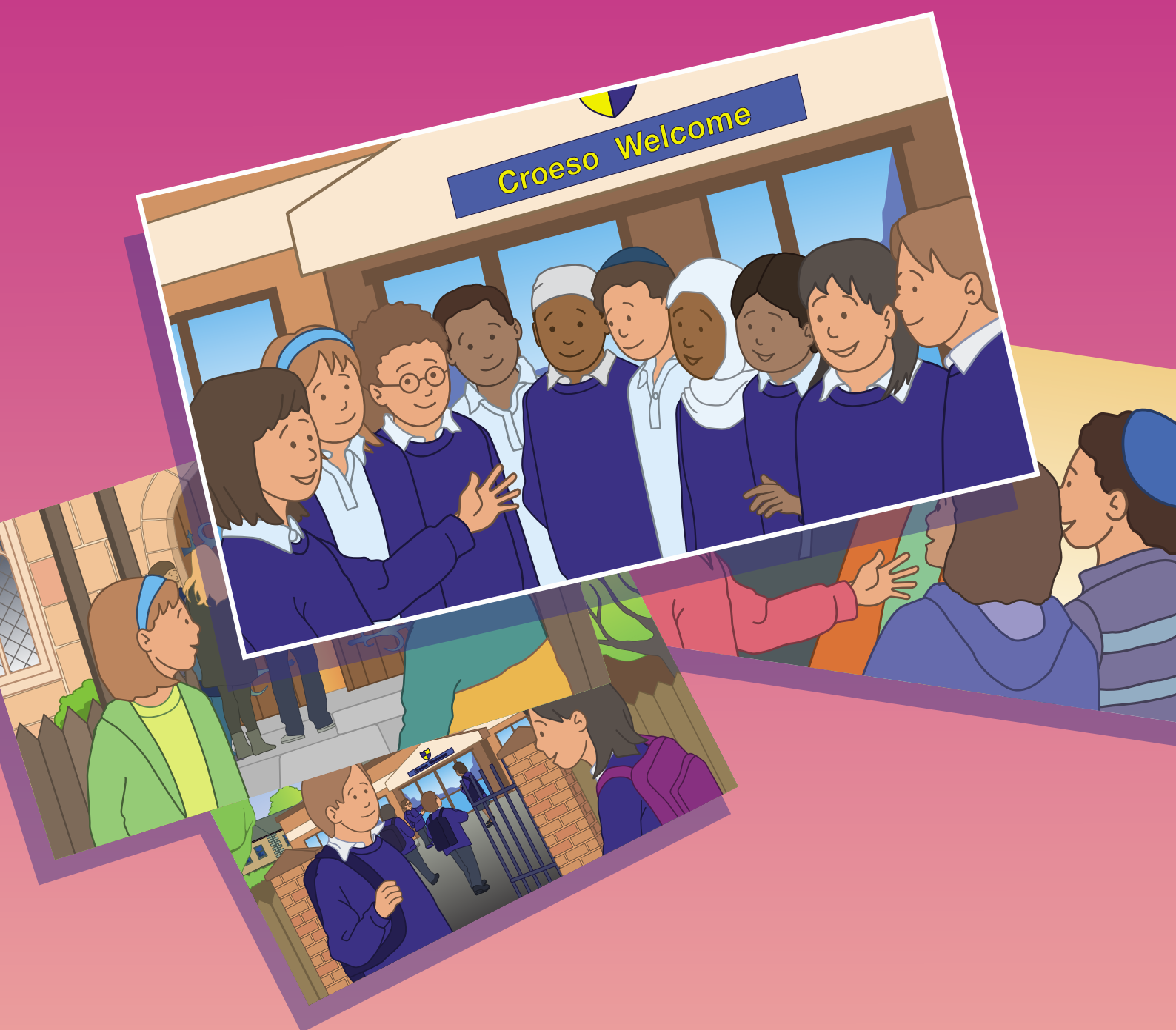


*Exploring Our World*

# Myself and Others



**Activity Resources**  
for learners and teachers

*Exploring Our World*

# **Myself and Others**

**Activity Resources  
for learners and teachers**

Tania ap Siôn, Leslie J Francis and Libby Jones

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](http://hwb.wales.gov.uk/Resources) and [st-marys-centre.org.uk](http://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*

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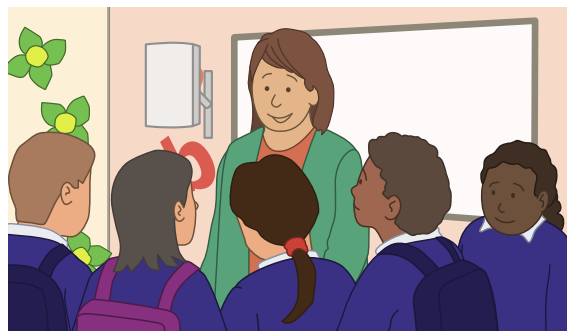
Phillip Vernon

*The St Mary's Centre, Wales*

July 2016



Page 4



Page 5

### **Knowledge and understanding of the world**

- Find out what happens in schools
- Why do children have to go to school?

### **Language, literacy and communication skills**

- Role play being the teacher and welcoming the children into school
- Talk about the entrance to your school and what things make it look friendly and welcoming

### **Welsh language development**

- welcome (croeso)
- school (ysgol)

### **Physical development**

- Walk up the path and through the gate of your school with your class – is it similar to Aled and Siân's school?
- Explore the playground of your school

### **Creative development**

- Make a welcome sign for your school or classroom
- Make a collage of friendly faces

### **Personal and social development, well being and cultural diversity**

- Practise saying hello to the other children in your class
- Tell each other what you enjoy about coming to school

### **Mathematical development**

- Estimate how many steps/strides it is from the school gate to the main entrance
- Now check your estimation by counting how many steps/strides it takes (**Activity 1**)

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education



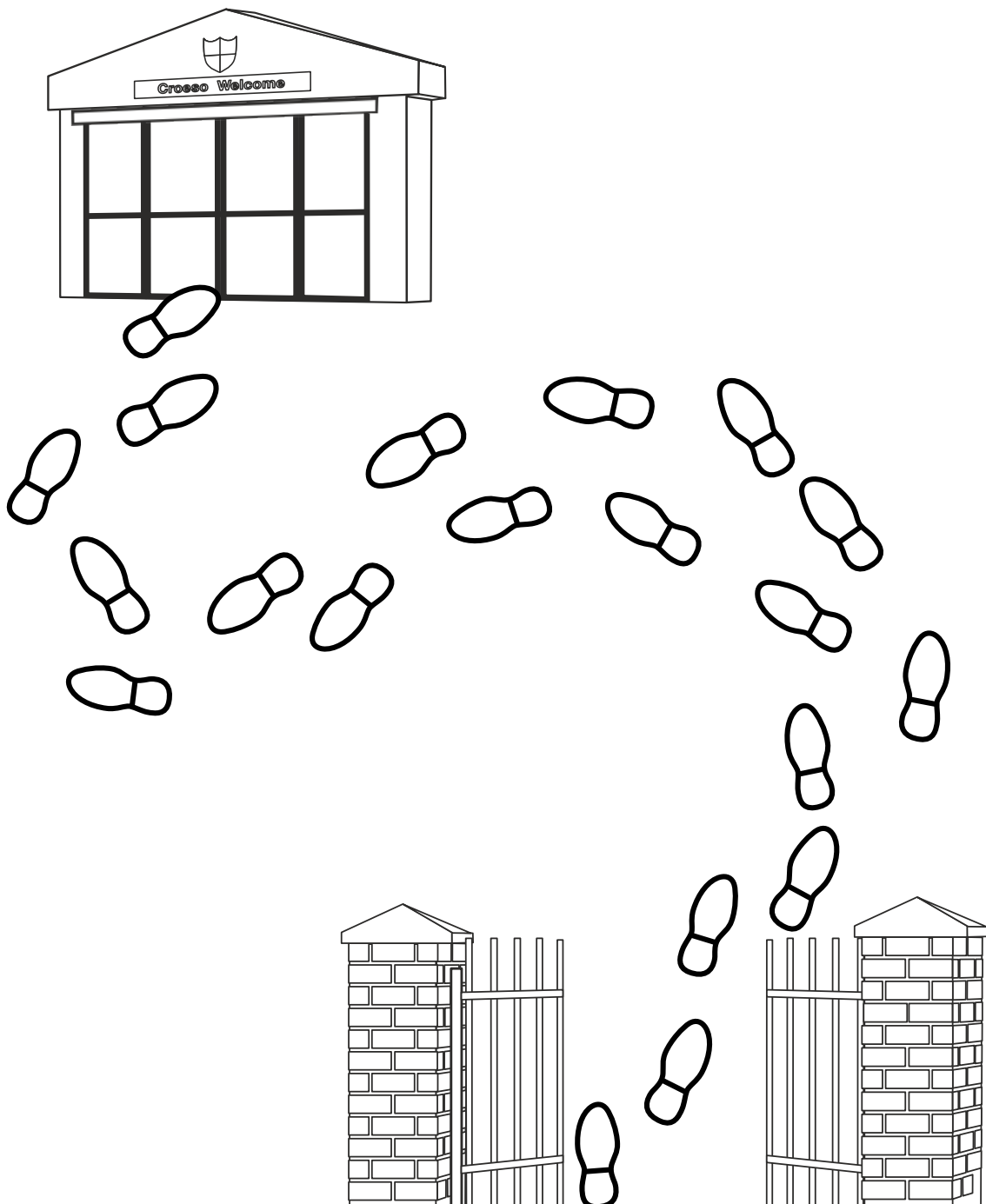


## Activity 1

## MYSELF AND OTHERS

### How many steps?

Use the sheet provided to record how many steps there are from your school gate to the main entrance by colouring in the correct number of footsteps. If you count more than 20 steps add the number of extra steps you need to the chart and colour them in too.







Page 6



Page 7

### **Knowledge and understanding of the world**

- Explore how your school works as a community or family
- Find out what the different people who work in your school do

### **Language, literacy and communication skills**

- Talk about how you feel when you are at school
- Choose some simple words to describe your feelings (**Activity 2**)

### **Welsh language development**

- friends (ffrindiau)
- family (teulu)

### **Physical development**

- Play a 'get to know you' game with your school friends like 'pass the hoop'
- Walk around your school to meet different people

### **Creative development**

- Draw a picture of yourself for a class display
- Write your name in a speech bubble to go next to your picture

### **Personal and social development, well being and cultural diversity**

- Discover the names of all the other children in your class
- Read a story together and talk about it

### **Mathematical development**

- Count how many children are in your class
- Count how many new people you have met today in school

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education





### How does school make you feel?

Colour in the words that describe how school makes you feel.  
Talk about your words with a friend.

**excited**

**nervous**

**sad**

**happy**

**afraid**

**tired**

**awake**

**safe**

**hungry**



Page 8



Page 9

### **Knowledge and understanding of the world**

- Find out what a church is and who goes there
- What does a church look like?

### **Language, literacy and communication skills**

- Tell each other what you can see in the picture on page 9
- Talk about what things might happen in a church

### **Welsh language development**

- vicar (ficer)
- church (eglwys)

### **Physical development**

- Walk to your local church
- Pretend to open the big, heavy church doors and mime what you think happens in a church

### **Creative development**

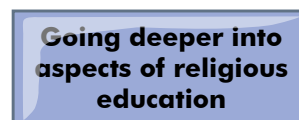
- Make crosses using different types of material
- Colour in a picture of the vicar in the story using paints or crayons  
**(Activity 3)**

### **Personal and social development, well being and cultural diversity**

- Think of a friendly welcome that you could say to visitors at your school
- Invite your local vicar to school and practise your friendly welcome on them

### **Mathematical development**

- Measure the crosses you have made
- Now put them in size order, smallest first





## A vicar





Page 10



Page 11

### **Knowledge and understanding of the world**

- Explore why people like to go to church
- Explore what different churches might look like on the inside and what they all have in common

### **Language, literacy and communication skills**

- Listen to a story from the Bible and talk about it
- Learn a popular children's hymn and sing it with your class

### **Welsh language development**

- Bible (Beibl)
- sing (canu)

### **Physical development**

- Make up actions for the song you are going to sing together
- Act out a Bible story to which you have listened

### **Creative development**

- Create masks of the characters in the Bible story
- Draw your own picture of one of the characters in the story

### **Personal and social development, well being and cultural diversity**

- Explore what is meant by 'feeling safe' (**Activity 4**)
- Talk about where you feel safe and happy

### **Mathematical development**

- How many people can you see in the picture on page 10?
- How many children in your class have been to church with their family?

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## Activity 4

## MYSELF AND OTHERS

Draw a picture of a place where you feel safe and happy.  
What is it about this place that makes you feel safe and happy?



Page 12



Page 13

### **Knowledge and understanding of the world**

- Find out what a synagogue is and who goes there
- What does a synagogue look like?

### **Language, literacy and communication skills**

- Tell each other what you can see in the picture on page 13
- What questions do you want to ask about the picture?

### **Welsh language development**

- rabbi (rabi)
- synagogue (synagog)

### **Physical development**

- Take turns pretending to be a rabbi showing people around a synagogue
- Mime walking up and down the synagogue steps

### **Creative development**

- Find pictures of different Star of David necklaces
- Make a collage of Star of David necklaces

### **Personal and social development, well being and cultural diversity**

- Think about why special things are kept in safe places on display (like the Torah scrolls)
- Talk about special things at home or in school that are safely displayed  
**(Activity 5)**

### **Mathematical development**

- Collect and sort pictures of Star of David necklaces into different types e.g. silver and gold
- Role play being a jeweller selling the necklaces using a price list and 'toy' money

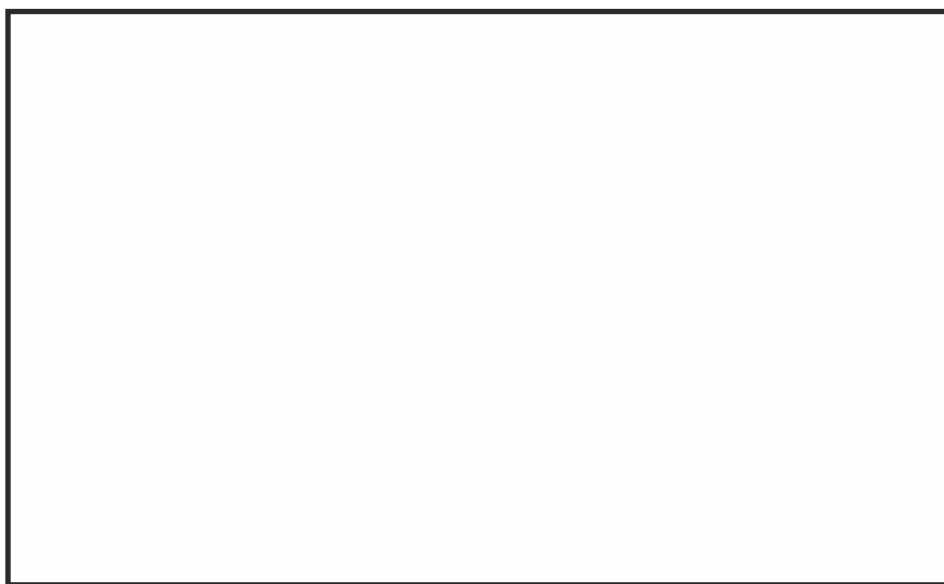
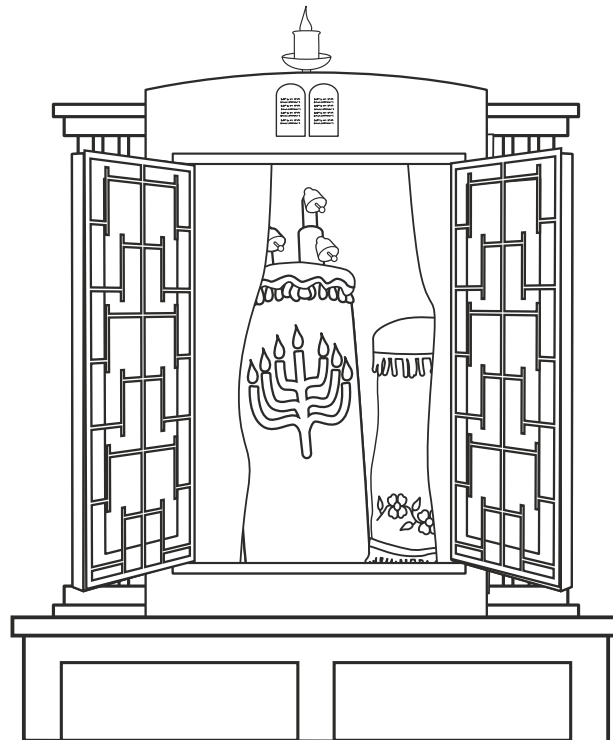
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education





### The Torah scrolls

The Torah scrolls are special for Jews.  
They are kept safe in a special cupboard in the synagogue.  
They are kept in a place where everyone can see them.  
Draw something else special that is safely displayed.







Page 14



Page 15

### **Knowledge and understanding of the world**

- Explore why people like to go to a synagogue
- Explore what different synagogues might look like on the inside and what they all have in common

### **Language, literacy and communication skills**

- Listen to a story from the Torah and talk about it
- Role play standing at the reading desk and pretend to read aloud the story from the Torah

### **Welsh language development**

- Torah (Torah)
- Jew (Iddew)

### **Physical development**

- Act out a story from the Torah
- Make up actions for a Jewish festival song that you can do together

### **Creative development**

- Learn a popular children's Jewish festival song and sing it with your class
- Draw your own picture of one of the characters in the story

### **Personal and social development, well being and cultural diversity**

- Explore why a pointer is used for reading the Torah scroll
- Talk about other things that you should not touch and the reasons why  
**(Activity 6)**

### **Mathematical development**

- How many people can you see in the picture on page 14?
- How many children in your class have been to a synagogue with their family?

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## Activity 6

## MYSELF AND OTHERS

### Do not touch!

What things are we **not** allowed to touch? Draw them in the circles, thinking about the reasons why.

sacred!



dangerous!

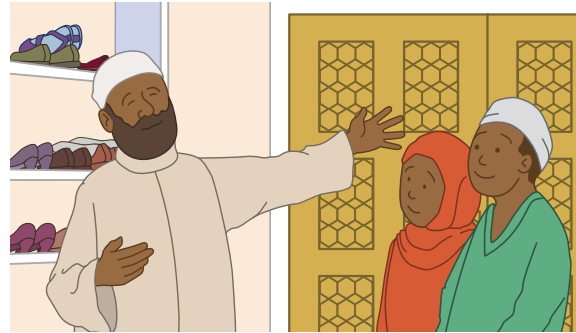


fragile!





Page 16



Page 17

### Knowledge and understanding of the world

- Find out what a mosque is and who goes there
- What does a mosque look like?

### Language, literacy and communication skills

- Tell each other what you can see in the picture on page 17
- Talk about why you wear shoes and times when you take off your shoes

### Welsh language development

- shoes (esgidiau)
- mosque (mosg)

### Physical development

- Talk about and do physical activities which are best done without shoes e.g. gymnastics, dance
- Talk about and do physical activities which are best done with shoes e.g. outdoor sports

### Creative development

- Collect pictures of different types of footwear and make a collage
- Design a pair of shoes for a particular purpose

### Personal and social development, well being and cultural diversity

- Talk about why people remove their shoes when entering some houses, places of worship or rooms
- Imagine you are entering a mosque or the home of a friend, practise taking your shoes off before you go in – how does it feel?

### Mathematical development

- Collect and sort pictures of footwear into different types e.g. sandals, trainers, slippers (**Activity 7**)
- Role play working in a shoe shop selling footwear

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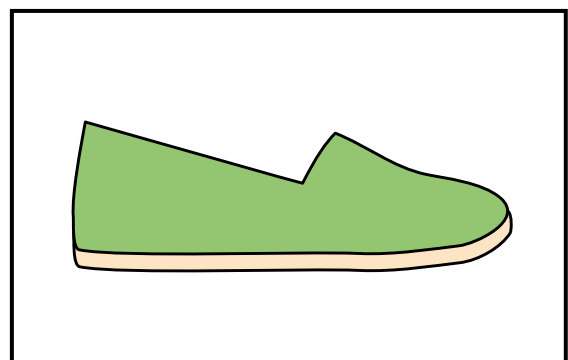
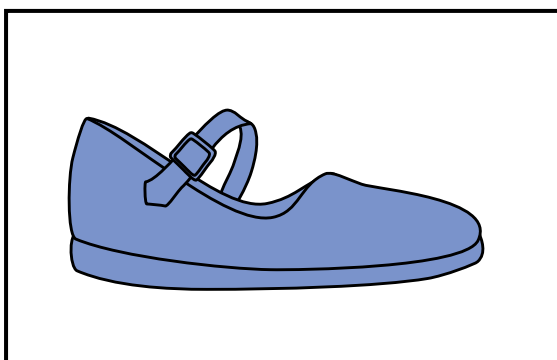
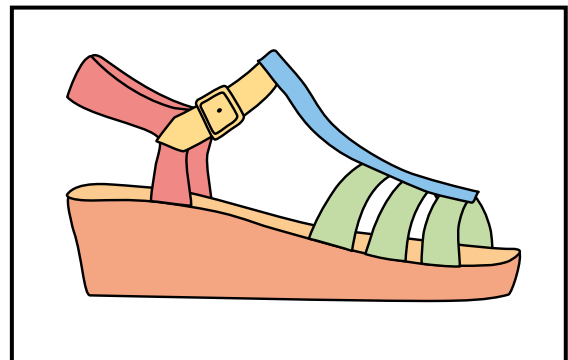
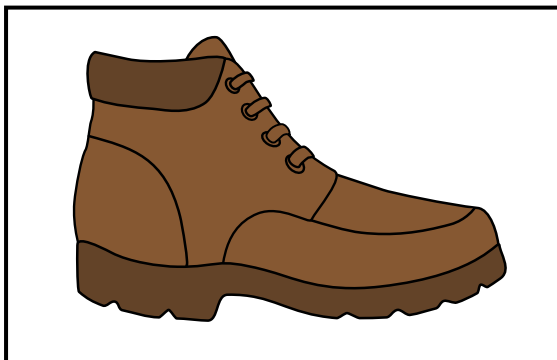
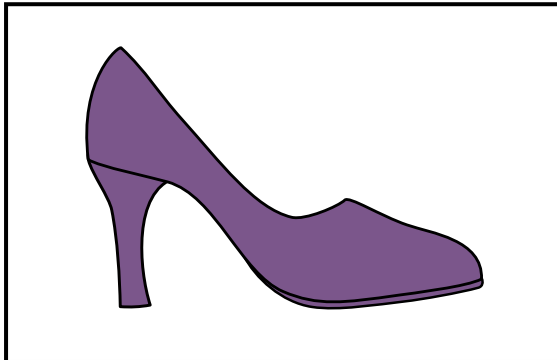
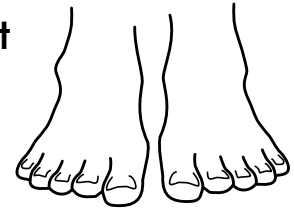


## Activity 7

## MYSELF AND OTHERS

### Exploring feet

Cut out the pictures and sort them into different types of footwear.



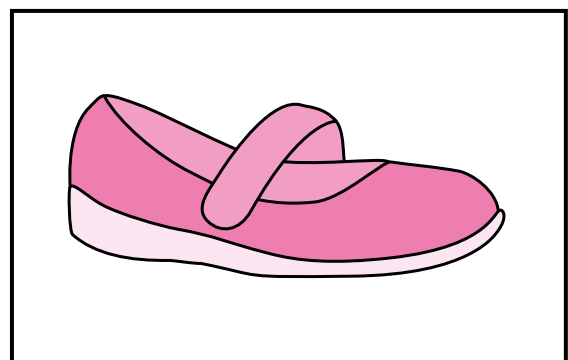
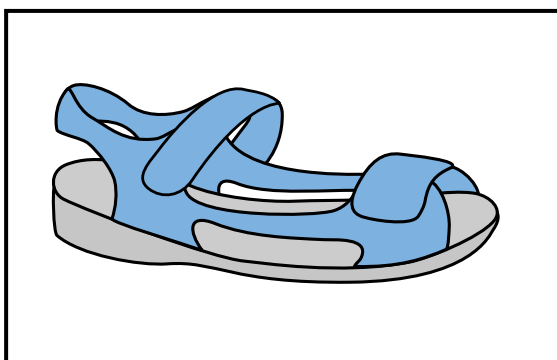
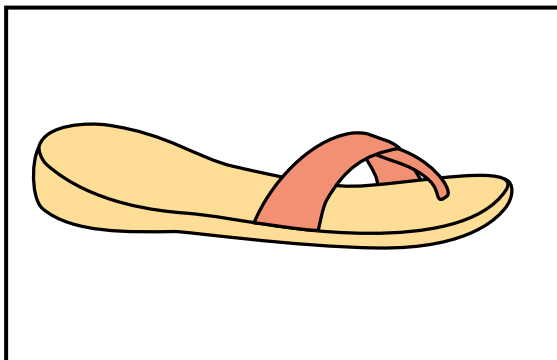
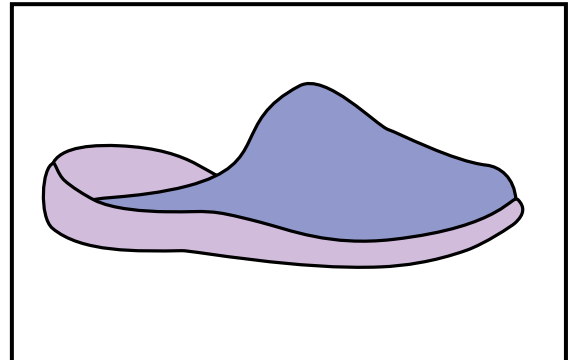
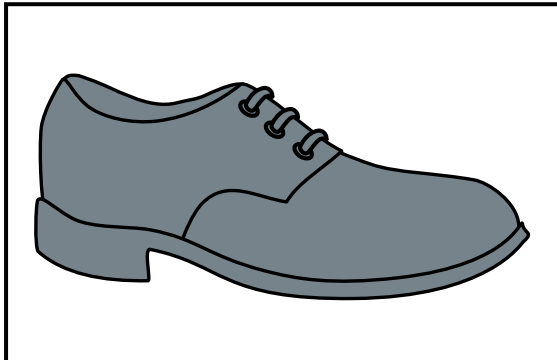
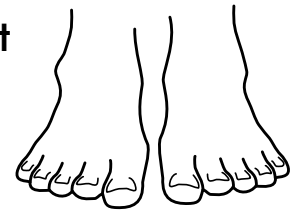


## Activity 7

## MYSELF AND OTHERS

### Exploring feet

Cut out the pictures and sort them into different types of footwear.





Page 18



Page 19

### **Knowledge and understanding of the world**

- Explore why people like to go to a mosque
- Explore what different mosques might look like on the inside and what they all have in common

### **Language, literacy and communication skills**

- Listen to a story from the Qur'an and talk about it
- Listen to a recording of someone reading from the Qur'an in Arabic

### **Welsh language development**

- Qur'an (Qur'an)
- pray (gweddio)

### **Physical development**

- Practise different ways of sitting comfortably on the floor
- Act out a Qur'an story you have listened to by mime

### **Creative development**

- Make a display of geometric patterns
- Draw your own picture of one of the characters in a story from the Qur'an (but do not draw the Prophet Muhammad)

### **Personal and social development, well being and cultural diversity**

- Explore cultures where people sit on the floor for particular activities like learning or eating, for example
- What kind of greeting might Ahmed and Salma say to their new friends in the mosque?

### **Mathematical development**

- Make a geometric pattern (**Activity 8**)
- How many children in your class have been to a mosque with their family?

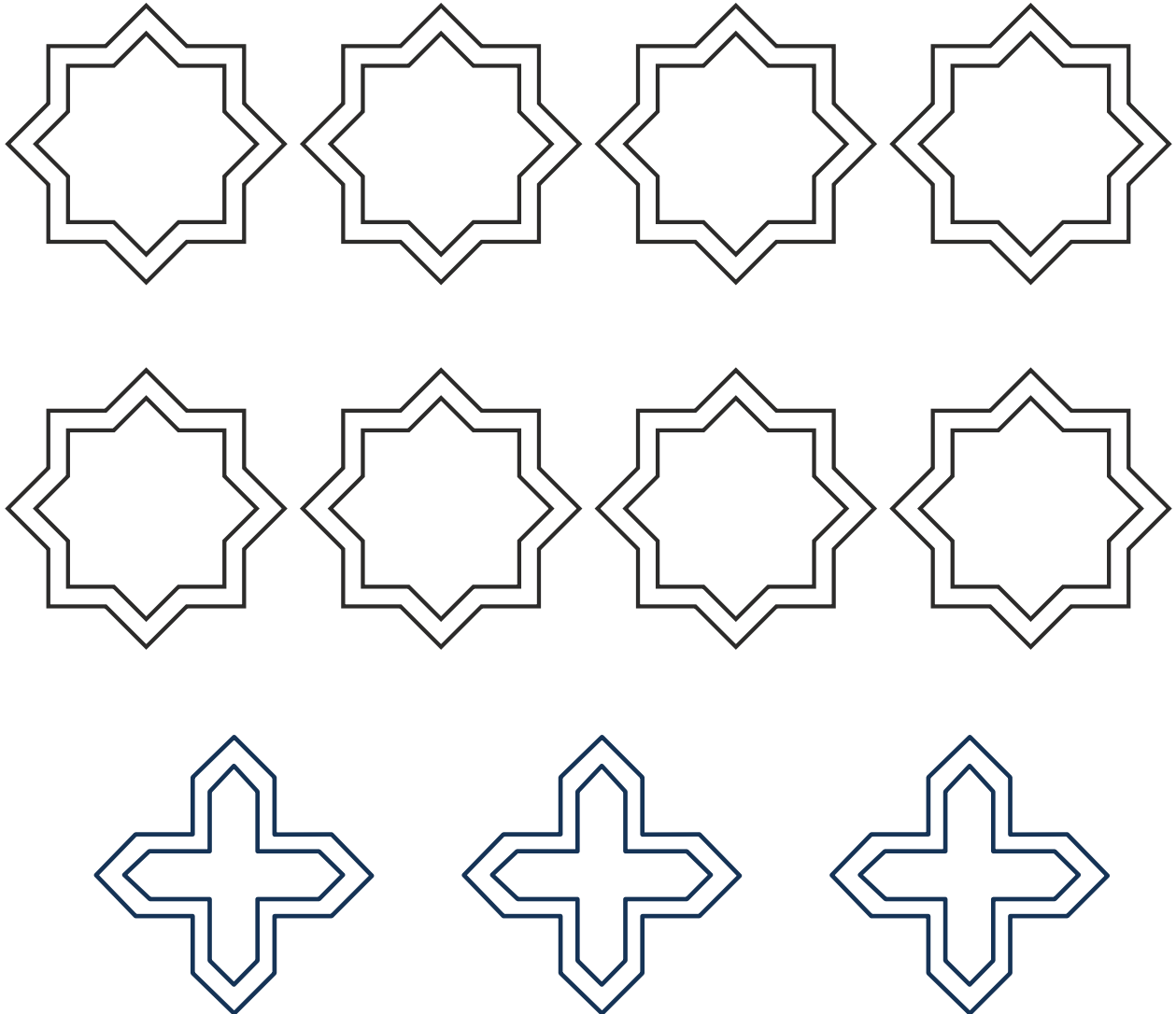
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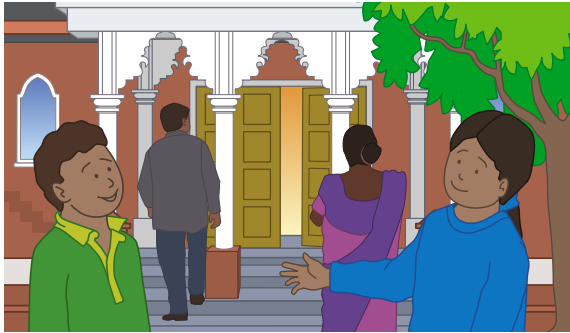




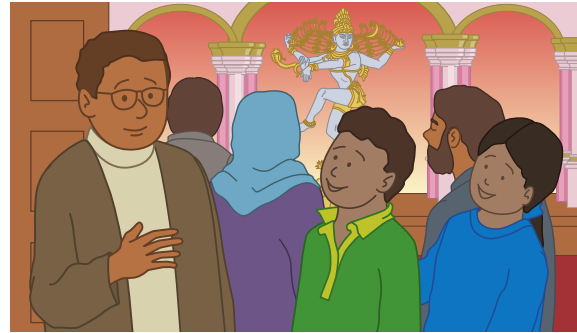
### Making a geometric pattern

Colour the cross shape in green and the star shape in blue.  
Ask an adult to help you cut the shapes out. Fit the shapes together to make a pattern.





Page 20



Page 21

### Knowledge and understanding of the world

- Find out what a Hindu temple is and who goes there
- What does a Hindu temple look like?

### Language, literacy and communication skills

- Tell each other what you can see in the picture on page 21
- What questions do you want to ask about the picture?

### Welsh language development

- priest (offeiriad)
- temple (templ)

### Physical development

- With a partner try to stand like the god Shiva on page 21
- Pretend to climb the steps to the temple door and meet the priest inside

### Creative development

- Experiment mixing paint to make some of the colours you see in a Hindu temple
- Colour a picture of Shiva using paints or crayons (**Activity 9**)

### Personal and social development, well being and cultural diversity

- Talk about and explore the kind of dress you see on page 20
- Talk about ways of behaving when meeting new people

### Mathematical development

- How many different Hindu gods and goddesses can you collect?
- Now divide them up into 'gods' and 'goddesses' and count them

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## The Hindu god Shiva





Page 22



Page 23

### **Knowledge and understanding of the world**

- Explore why people like to go to the Hindu temple
- Explore what different Hindu temples might look like on the inside and what they all have in common

### **Language, literacy and communication skills**

- Listen to a story from the Gita and talk about it
- Talk about your favourite songs and how you feel when you sing them  
**(Activity 10)**

### **Welsh language development**

- music (cerddoriaeth)
- Hindu (Hindŵ)

### **Physical development**

- Dance to some traditional 'Hindu' music
- Act out a Hindu story you have listened to from the Gita by mime

### **Creative development**

- Listen to some traditional 'Hindu' music
- Draw your own picture of one of the characters in the story

### **Personal and social development, well being and cultural diversity**

- Experience different kinds of music from a range of cultures
- What kind of greeting might Rajeev and Meena say to their new friends in the temple?

### **Mathematical development**

- How many people can you see in the picture on page 22?
- How many children in your class have been to a Hindu temple with their family?

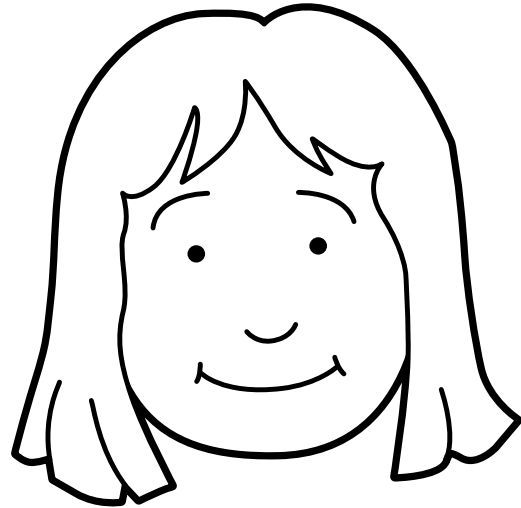
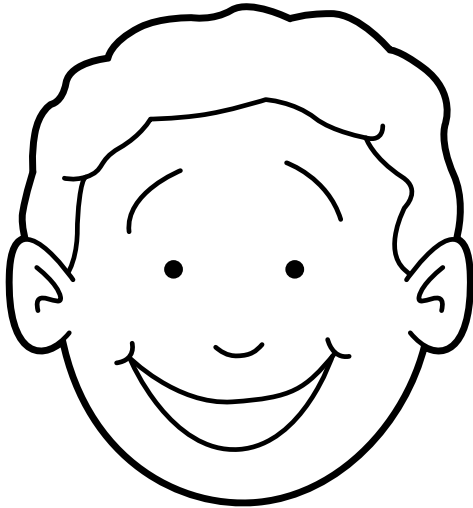
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### Music and feelings

Listen to different pieces of music and talk about how they make you feel. Use the pictures to help you.





Page 24



Page 25

### Knowledge and understanding of the world

- Talk about different kinds of family
- What do the families in the story all have in common?

### Language, literacy and communication skills

- Listen to each others' stories about the families they belong to
- Talk about how belonging to a family makes you feel (both good and bad parts)

### Welsh language development

- belonging (perthyn)
- stories (storïau)

### Physical development

- In pairs mime what happens in the families you have heard about in the book
- Create a dance to celebrate all the different families in your school family

### Creative development

- Make a class display about the different families found in your class
- Take photographs for your display

### Personal and social development, well being and cultural diversity

- Talk about the different 'families' you and your friends belong to
- Draw a picture of one of your families to share with your class or group  
(Activity 11)

### Mathematical development

- Count how many families you have met in the story altogether
- How many families do you think are in your school family?

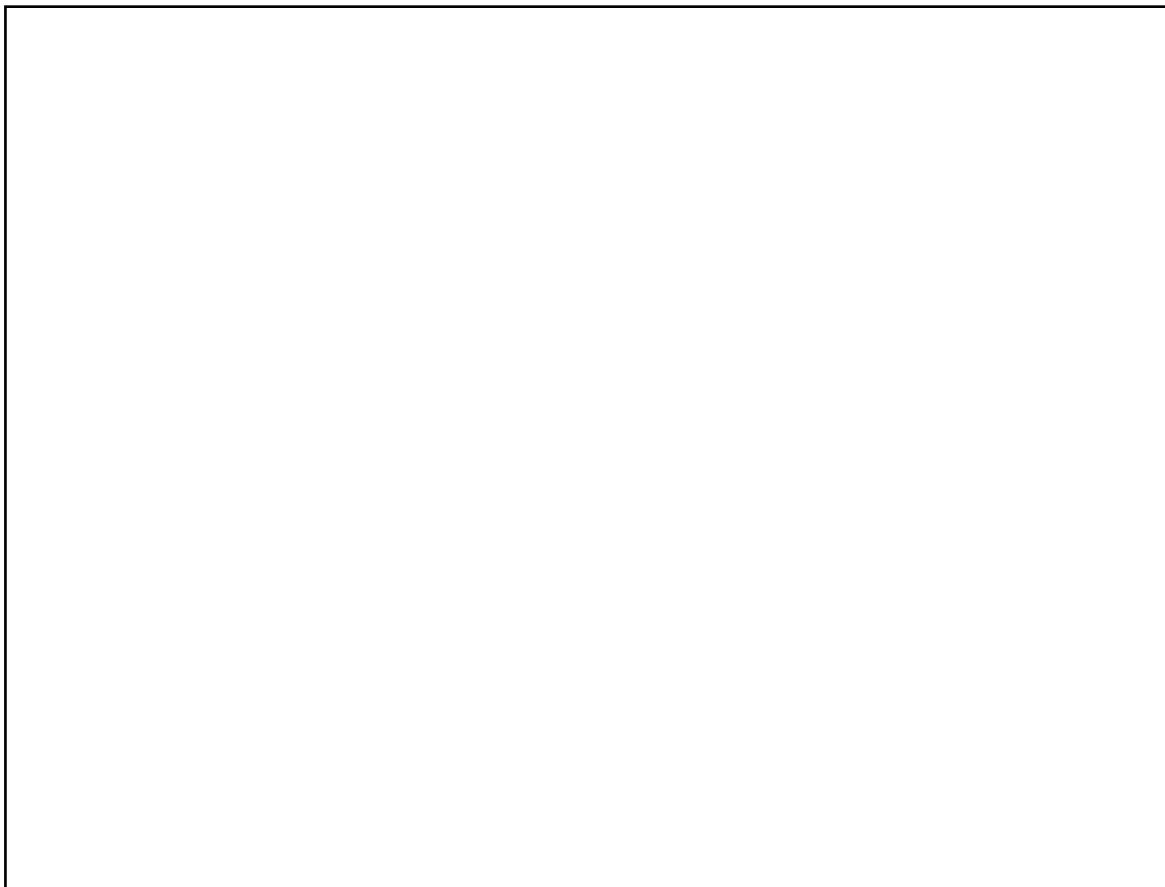
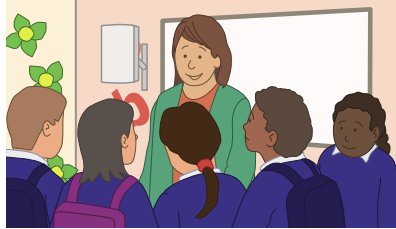
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### Families

Here are some pictures of the families in the story.  
Draw a picture of a family you belong to.





### 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


<b>Aspect of the range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b><i>insight</i></b> into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore why welcoming people is important to religious traditions.</p> <p><b><i>Language, literacy and communication skills</i></b></p> <ul style="list-style-type: none"><li>• Role play being the teacher and welcoming the children into school.</li></ul>
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<b>Aspect of the range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Share their <b><i>personal responses</i></b> to important personal, spiritual and moral questions.</p> <p>Explore how you feel when others welcome you.</p> <p><b><i>Personal and social, well being and cultural diversity</i></b></p> <ul style="list-style-type: none"><li>• Tell each other what you enjoy about coming to school.</li></ul>
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[Return](#)



## Pages 6-7

<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Ask <b>questions</b> about their own and other people's beliefs, actions and viewpoints.</p> <p>Explore why community or family are so important to religious tradition.</p> <p><b>Knowledge and understanding of the world</b></p> <ul style="list-style-type: none"><li>• Explore how your school works as a community or family.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Show <b>responsibility</b>, care and/or concern for living things and for the natural world.</p> <p>Explore your responsibility for welcoming other people.</p> <p><b>Physical development</b></p> <ul style="list-style-type: none"><li>• Play a 'get to know you' game with your school friends like 'pass the hoop'.</li></ul>
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## Pages 8-9


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b><i>insight</i></b> into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore the Christian family and church.</p> <p><b><i>Knowledge and understanding of the world</i></b></p> <ul style="list-style-type: none"><li>Find out what a church is and who goes there.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Consider the <b><i>influence</i></b> of the spiritual, moral and cultural aspects of life that have <i>guided people's lives</i>, past and present, locally in Wales.</p> <p>Explore how the vicar is influenced by the Christian story.</p> <p><b><i>Creative development</i></b></p> <ul style="list-style-type: none"><li>Colour in a picture of the vicar in the story using paints or crayons.</li></ul>
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## Pages 10-11


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Ask <b>questions</b> about their own and other people's beliefs, actions and viewpoints.</p> <p>Explore what the Bible means to Christians.</p> <p><b>Physical development</b></p> <ul style="list-style-type: none"><li>• Act out a Bible story to which you have listened.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Share their <b>personal responses</b> to important personal, spiritual and moral questions.</p> <p>Explore how it feels to 'feel safe'.</p> <p><b>Personal and social development, well being and cultural diversity</b></p> <ul style="list-style-type: none"><li>• Talk about where you feel safe and happy.</li></ul>
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## Pages 12-13


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b><i>insight</i></b> into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore the Jewish family and the synagogue.</p> <p><b><i>Language, literacy and communication skills</i></b></p> <ul style="list-style-type: none"><li>• Tell each other what you can see in the picture on page 13.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Consider the <b><i>influence</i></b> of the spiritual, moral and cultural aspects of life that have <i>guided people's lives</i>, past and present, locally in Wales.</p> <p>Explore how the rabbi is influenced by the Jewish story.</p> <p><b><i>Physical development</i></b></p> <ul style="list-style-type: none"><li>• Take turns pretending to be a rabbi showing people around a synagogue.</li></ul>
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## Pages 14-15


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Ask <b>questions</b> about their own and other people's beliefs, actions and viewpoints.</p> <p>Explore what the Torah means to Jews.</p> <p><b>Language, literacy and communication skills</b></p> <ul style="list-style-type: none"><li>• Listen to a story from the Torah and talk about it.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Share their <b>personal responses</b> to important personal, spiritual and moral questions.</p> <p>Explore your response to the melody and mood of Jewish song.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>• Learn a popular children's Jewish festival song and sing it with your class.</li></ul>
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## Pages 16-17

<b>Aspect of the range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b>insight</b> into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore the Islamic family and the mosque.</p> <p><b>Knowledge and understanding of the world</b></p> <ul style="list-style-type: none"><li>• Find out what a mosque is and who goes there.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Consider the <b>influence</b> of the spiritual, moral and cultural aspects of life that have <i>guided people's lives</i>, past and present, locally in Wales.</p> <p>Explore why the imam removes his shoes in the mosque.</p> <p><b>Personal and social development, well being and cultural diversity</b></p> <ul style="list-style-type: none"><li>• Talk about why people remove their shoes when entering some houses, places of worship, or rooms.</li></ul>
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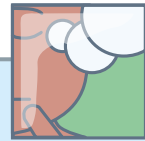
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## Pages 18-19



<b>Aspect of range</b>	Ask <b>questions</b> about their own and other people's beliefs, actions and viewpoints.
<b>RE development</b>	Explore what the Qur'an means to Muslims.
<b>Areas of learning</b>	<b>Creative development.</b> <ul style="list-style-type: none"><li>• Draw your own picture of one of the characters in a story from the Qur'an (but do not draw the Prophet Muhammad).</li></ul>




<b>Aspect of range</b>	Explore and express <b>meaning</b> in creative ways (through art, dance, ritual, artefacts).
<b>RE development</b>	Explore how religious faith is expressed through geometric pattern.
<b>Areas of learning</b>	<b>Mathematical development</b> <ul style="list-style-type: none"><li>• Make a geometric pattern.</li></ul>

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## Pages 20-21


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b>insight</b> into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore the Hindu family and the temple.</p> <p><b>Knowledge and understanding of the world</b></p> <ul style="list-style-type: none"><li>Find out what a Hindu temple is and who goes there.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Explore and express <b>meaning</b> in creative ways (through art, dance, ritual, artefacts).</p> <p>Explore how the god Shiva expresses divine power.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>Colour a picture of Shiva using paint or crayons.</li></ul>
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## Pages 22-23

<b>Aspect of range</b>	Ask <b>questions</b> about their own and other people's beliefs, actions and viewpoints.	
<b>RE development</b>	Explore what the Gita means to Hindus.	
<b>Area of learning</b>	<b>Language, literacy and communication skills</b> <ul style="list-style-type: none"><li>Listen to a story from the Gita and talk about it.</li></ul>	

<b>Aspect of range</b>	Share their <b>personal responses</b> to important personal, spiritual and moral questions.	
<b>RE development</b>	Explore your response to traditional Hindu music.	
<b>Areas of learning</b>	<b>Physical development</b> <ul style="list-style-type: none"><li>Dance to some traditional 'Hindu' music.</li></ul>	

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## Pages 24-25



<b>Aspect of range</b>	Ask <b>questions</b> about their own and other people's beliefs, actions and viewpoints.
<b>RE development</b>	Explore what the different religious traditions have in common.
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>What do the families in the story all have in common?</li></ul>



<b>Aspect of range</b>	Show <b>responsibility</b> , care and/or concern for living things and for the natural world.
<b>RE development</b>	Explore respect for different religious traditions.
<b>Areas of learning</b>	<b>Physical development</b> <ul style="list-style-type: none"><li>In pairs mime what happens in the families you have heard about in the book.</li></ul>

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