

Exploring Our World

Times and Seasons



Activity Resources
for learners and teachers

Exploring Our World

Times and Seasons

**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

- Find out about the signs of autumn and the signs of winter
- Discover which months are in autumn and winter (**Activity 1**)

Language, literacy and communication skills

- Listen to poems about autumn and winter
- Talk about your experiences of autumn and winter

Welsh language development

- autumn (hydref)
- winter (gaeaf)

Physical development

- Pretend to be a leaf falling from a tree and being blown by the wind
- Pretend to be a snowball being rolled to make you bigger and bigger

Creative development

- Make a collage reflecting the natural world during autumn or winter
- Design a snowman

Personal and social development, well being and cultural diversity

- Choose suitable clothes to wear in the autumn and in the winter
- Talk about why you have chosen your autumn clothes and winter clothes

Mathematical development

- Collect some fallen leaves and count them
- How many snowflakes can you count in the picture on page 5 of the storybook?

Going deeper into
aspects of religious
education



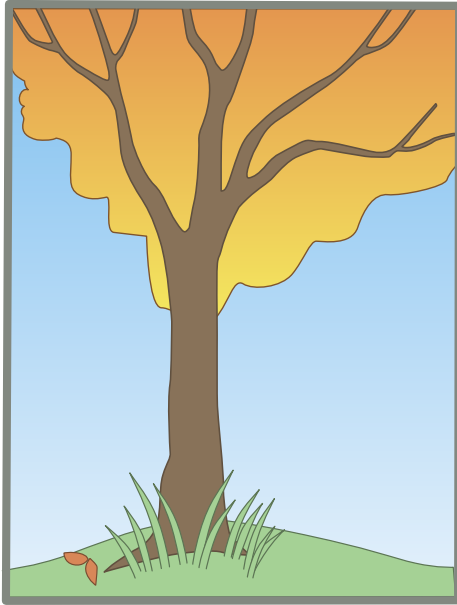


Activity 1

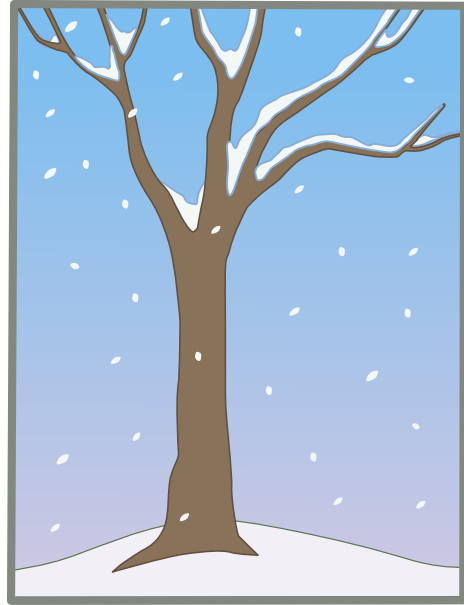
TIMES AND SEASONS

Months and seasons

Do you know which months are in autumn and winter?



autumn



winter

September

December

February

March

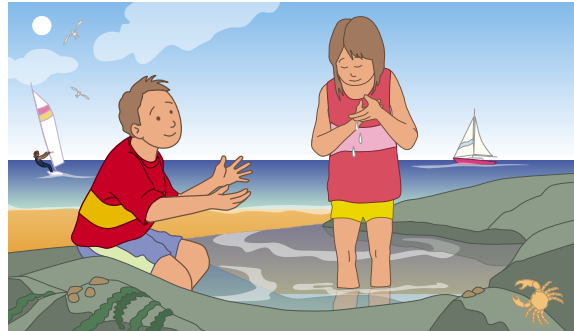
January

November

October



Page 6



Page 7

Knowledge and understanding of the world

- Find out about the signs of spring and the signs of summer
- Discover which months are in spring and summer

Language, literacy and communication skills

- Listen to poems about spring and summer
- Talk about your experiences of spring and summer

Welsh language development

- spring (gwanwyn)
- summer (haf)

Physical development

- Pretend to be a bluebell, starting life as a bulb and growing into a flower
- Plant spring bulbs in your school garden

Creative development

- Make a collage reflecting the natural world during spring or summer
- Make a sandcastle

Personal and social development, well being and cultural diversity

- Choose suitable clothes to wear in the spring and in the summer (**Activity 2**)
- Talk about why you have chosen your spring clothes and summer clothes

Mathematical development

- Collect an assortment of shells and pebbles and sort them into different types
- How many bluebell flowers can you count in the picture on page 6 of the storybook?

Going deeper into
aspects of religious
education



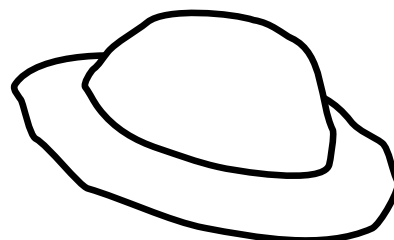
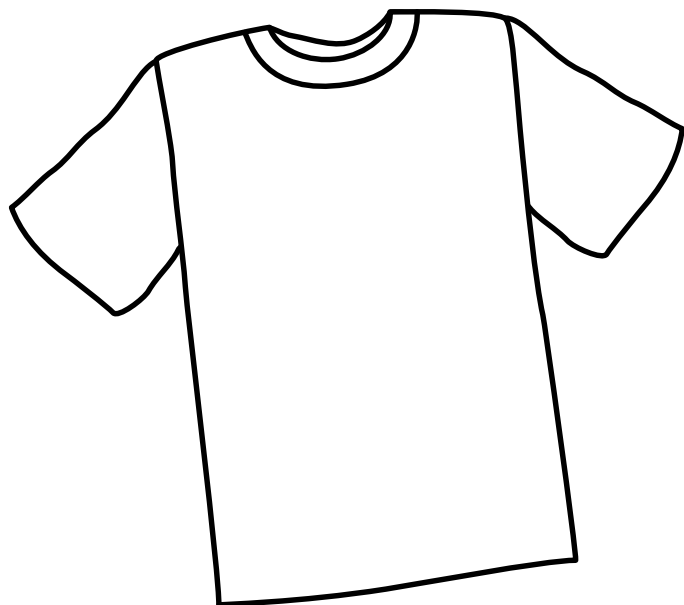


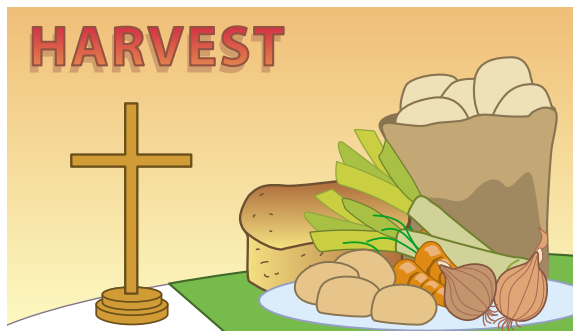
Activity 2

TIMES AND SEASONS

What do I wear in the summer?

Colour in the clothes for summer and talk about them.





Page 8



Page 9

Knowledge and understanding of the world

- Find out about autumn harvest by visiting a local farm or inviting a local farmer to school
- Collect an assortment of different autumn harvest vegetables and see how many you can name

Language, literacy and communication skills

- Talk about which vegetables you like eating and why
- Make up a poem to say thank you for the vegetables you eat

Welsh language development

- harvest (cynhaeaf)
- vegetables (llysiau)

Physical development

- Plant some vegetables and harvest them
- Play wheelbarrows with a friend

Creative development

- Sing a song about harvest
- Make music with percussion instruments to accompany your harvest song

Personal and social development, well being and cultural diversity

- Talk about different vegetables and how they help keep the body healthy
- Find out about harvest in other parts of the world and the importance of Fairtrade

Mathematical development

- Measure the distance you can travel playing wheelbarrows with a friend
- Compare the weight of different vegetables and say which is the heaviest and which is the lightest (**Activity 3**)

Going deeper into
aspects of religious
education



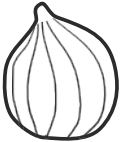
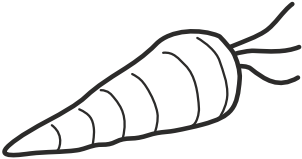




My heaviest and lightest vegetable

Which vegetable do you think is the heaviest?

Which vegetable do you think is the lightest?

Weigh your vegetables to see if you are right.

	onion	
	carrot	
	potato	
	brussel sprout	

heaviest =

lightest =





Page 10



Page 11

Knowledge and understanding of the world

- Find out how harvest is celebrated in a local church
- Hold a Harvest thanksgiving service for your class or school

Language, literacy and communication skills

- Make Harvest thanksgiving poems or prayers to say aloud in your Harvest service
- Ask a local vicar questions about their Harvest celebrations and listen to the answers

Welsh language development

- thanksgiving (diolchgarwch)
- Harvest service (gwasanaeth cynhaeaf)

Physical development

- Create a Harvest thanksgiving dance for your Harvest service
- Mime carrying vegetables to the altar

Creative development

- Make Harvest thanksgiving food to share after your Harvest service
(Activity 4)
- Make a Harvest thanksgiving poster or collage

Personal and social development, well being and cultural diversity

- Find out why people say thank you for the harvest
- Find out about other autumn celebrations

Mathematical development

- Role play sharing out food equally onto plates
- Carefully set a table with the right number of plates, cups and cutlery for you and your friends

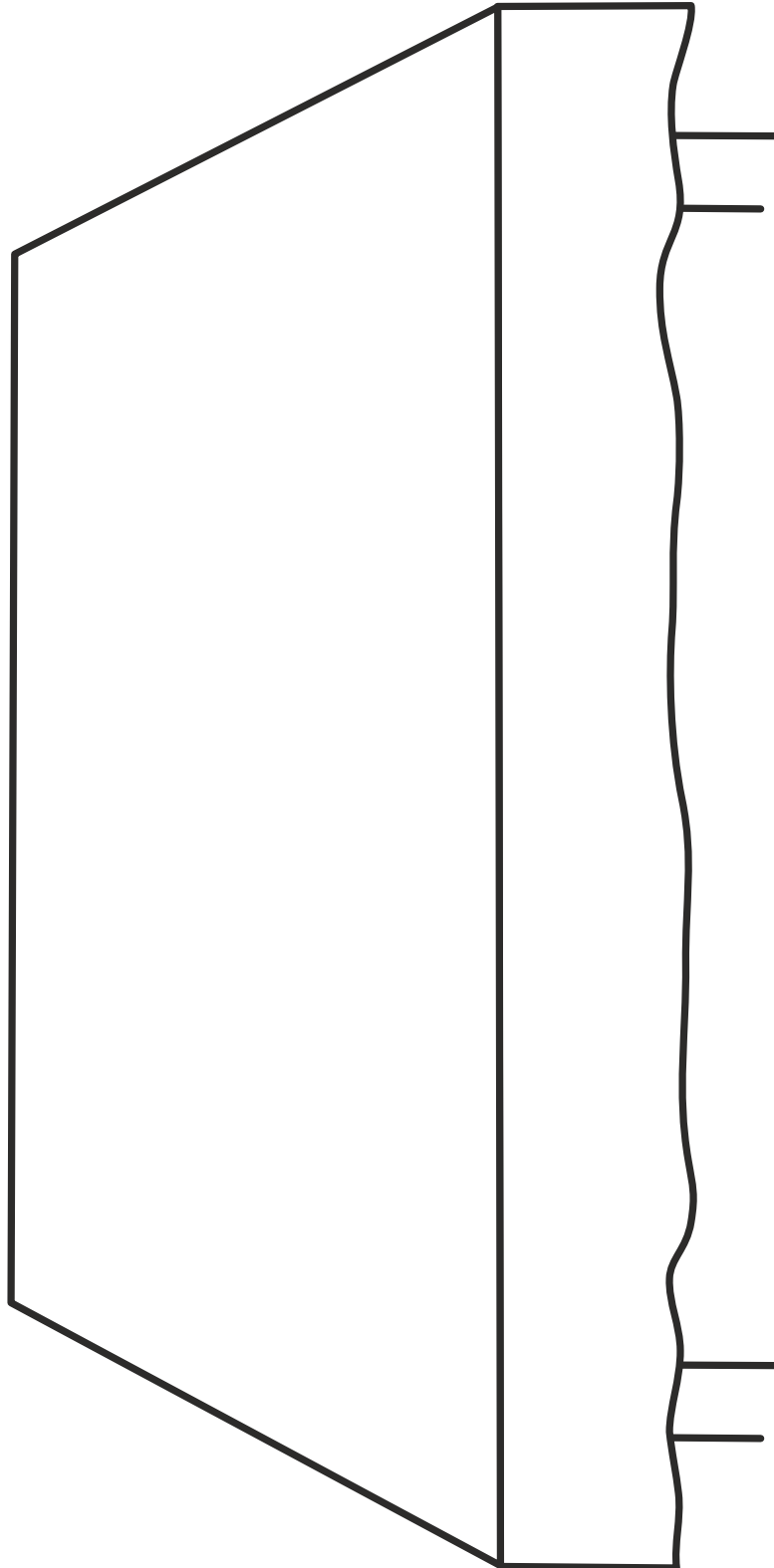
Going deeper into
aspects of religious
education





My Harvest table

Choose the food you want on your Harvest table.



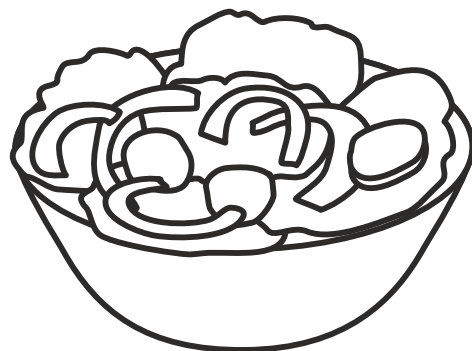
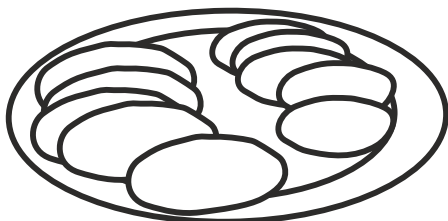
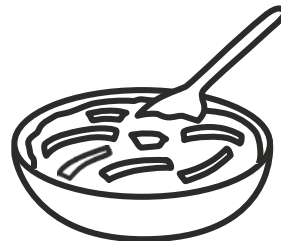
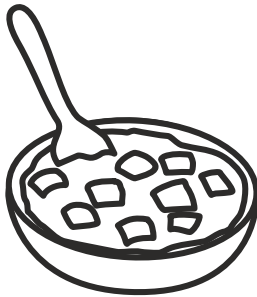
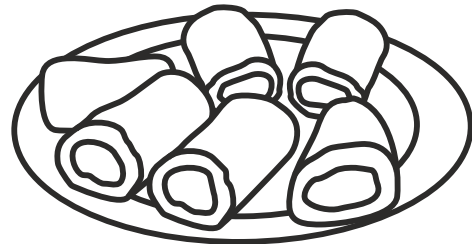
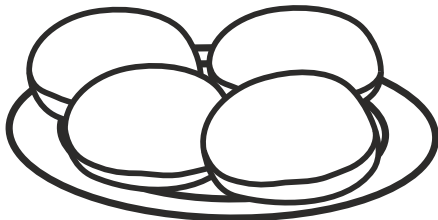
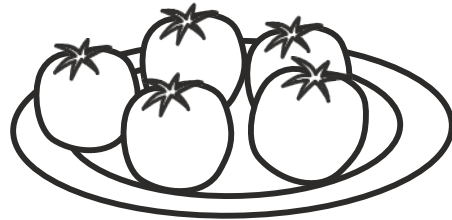


Activity 4

TIMES AND SEASONS

My Harvest table

Choose the food you want on your Harvest table.





Page 12



Page 13

Knowledge and understanding of the world

- Explore what your life would be like without light
- Find out about different kinds of light around you

Language, literacy and communication skills

- Read the Jewish foundation story for Hanukkah
- Talk about the connections between the foundation story and Hanukkah celebrations today

Welsh language development

- potato pancakes (crempogau tatws)
- light (goleuni)

Physical development

- Carefully walk around a room blindfolded
- Mime different sources of light

Creative development

- Make potato pancakes (**Activity 5**)
- Make a collage of different pictures of Hanukkah candles

Personal and social development, well being and cultural diversity

- Find out about other winter festivals of light
- Explore the dangers of some kinds of light

Mathematical development

- Share out the potato pancakes you have made equally
- How many candles can you count on page 12 of the storybook?

Going deeper into
aspects of religious
education

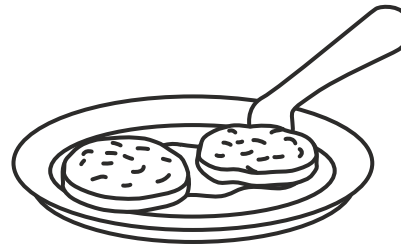




Make potato pancakes (latkes)

You will need

- 4 potatoes peeled and cubed
- 1 onion
- 2 eggs
- 2 teaspoons salt
- 2 tablespoons flour
- 1 teaspoon baking powder
- vegetable oil (for frying)



What to do

1. Wash your hands.
2. Apart from the vegetable oil, mix all the ingredients together in a bowl.
3. Whizz in a food processor until the vegetables are finely chopped.
4. Heat the oil in a frying pan. Shape into small pancakes and cook in the hot oil for 2-3 minutes each side.
5. Serve warm.

This recipe makes 10 potato pancakes.



Page 14



Page 15

Knowledge and understanding of the world

- Find out how Hanukkah is celebrated in a Jewish home
- Hold a Hanukkah or light celebration for your class or school

Language, literacy and communication skills

- Make Hanukkah or light poems to say aloud in your celebration (**Activity 6**)
- Invite a religious Jew to talk about their celebration of Hanukkah

Welsh language development

- candle (cannwyll)
- game (gêm)

Physical development

- Practise spinning dreidels
- Pretend to be a dreidel spinning round and round

Creative development

- Sing a Hanukkah song
- Make a Hanukkah display for the classroom

Personal and social development, well being and cultural diversity

- Practise taking turns to spin the dreidel
- Talk about what you enjoy when you celebrate a festival with others

Mathematical development

- Time how long a dreidel spins
- How many sides can you count on a dreidel?

Going deeper into
aspects of religious
education



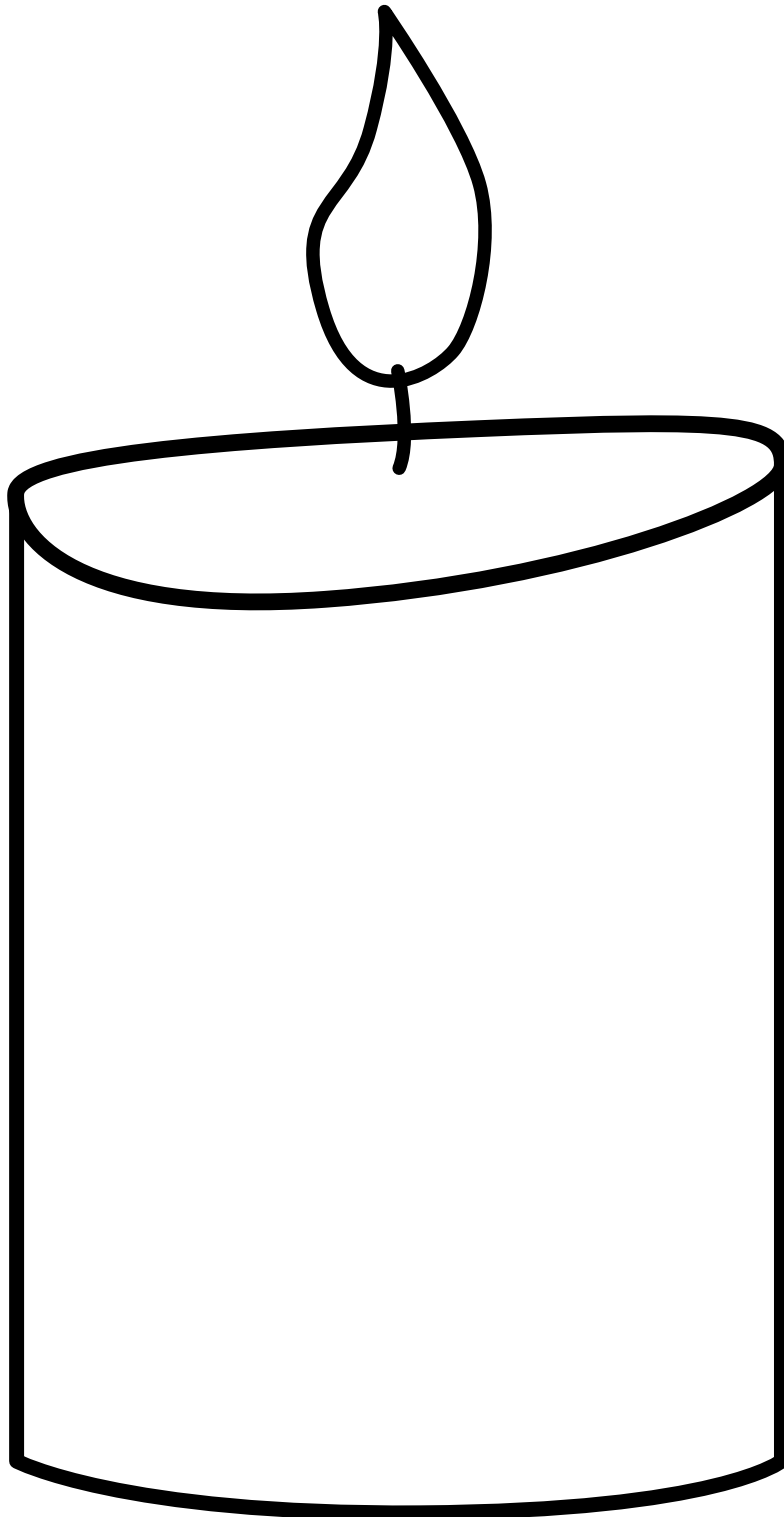


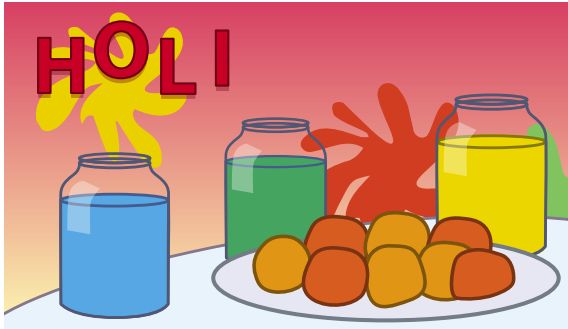
Activity 6

TIMES AND SEASONS

My Hanukkah poem

Write or draw your poem in the candle.





Page 16



Page 17

Knowledge and understanding of the world

- Look at black and white pictures and colour pictures of spring – talk about what your life would be like without colour
- How many colours can you recognise?

Language, literacy and communication skills

- Read the Hindu foundation story for Holi
- Talk about the connections between the foundation story and Holi celebrations today

Welsh language development

- red, blue, green, yellow, white, black (coch, glas, gwyrdd, melyn, gwyn, du) **(Activity 7)**
- bonfire (coelcert)

Physical development

- Using coloured scarves (or other clothing) dance the arrival of spring after winter
- Stand in a circle and name a colour as you throw a ball to someone

Creative development

- Experiment with musical instruments to make bonfire music
- Make a bonfire collage for a Holi display

Personal and social development, well being and cultural diversity

- Talk about your favourite colour
- Explore the use of colour in religious contexts

Mathematical development

- Find out and record the favourite colours of children in your class
- Which colours are the most popular and the least popular?

Going deeper into
aspects of religious
education

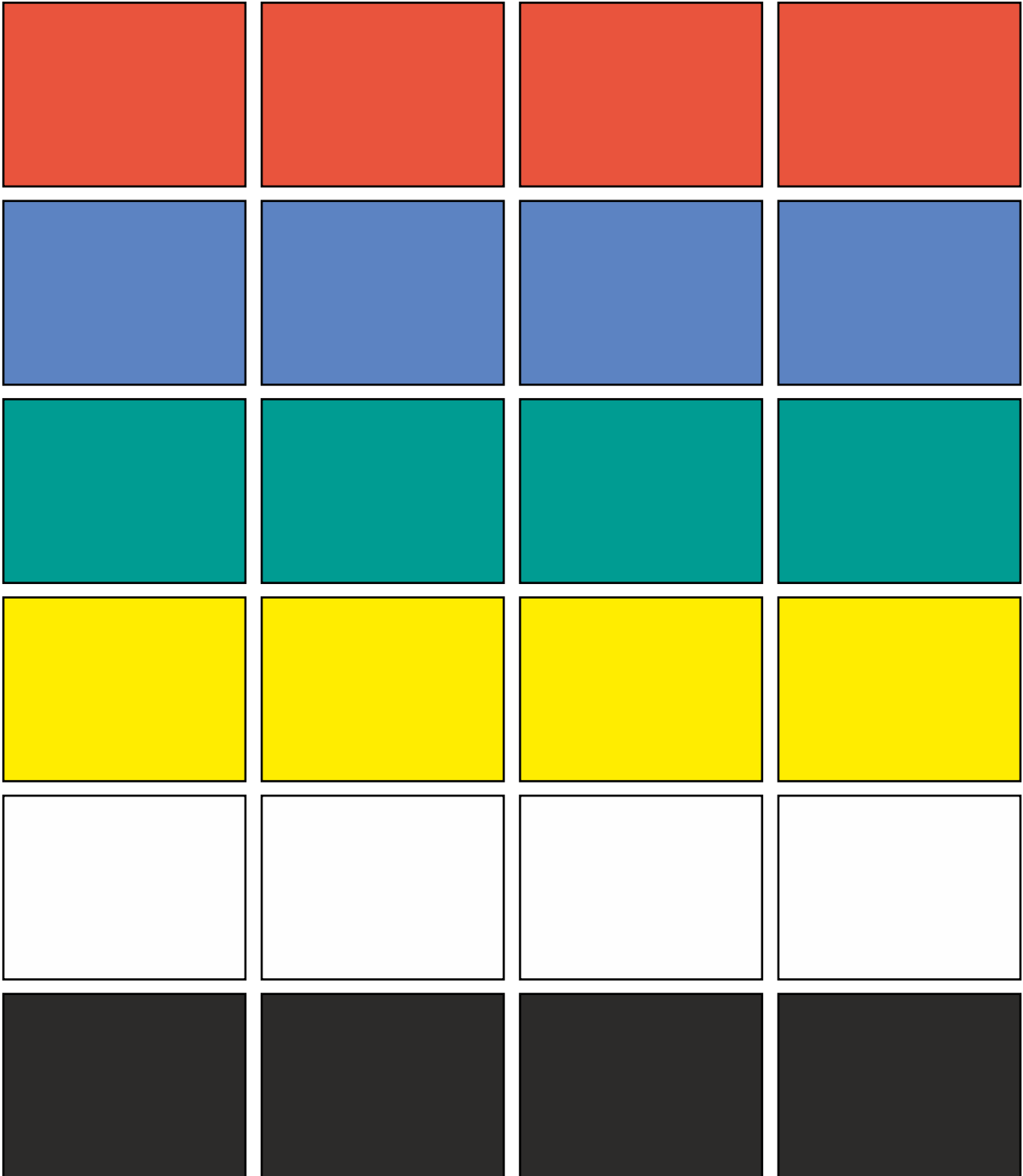




My colours

Cut out the colour cards. Mix them up.

- Can you say the colours in English and Welsh?





Page 18



Page 19

Knowledge and understanding of the world

- Find out how Holi is celebrated in a Hindu community
- Hold a Holi or spring celebration for your class or school

Language, literacy and communication skills

- Make Holi or colour poems to say aloud in your celebration
- Invite a Hindu to talk about their celebration of Holi

Welsh language development

- new life (bywyd newydd)
- coloured water (dŵr lliw)

Physical development

- Create a dance telling the foundation story of Holi for your celebration
- Re-enact the throwing of coloured water using coloured scarves instead of water

Creative development

- Make a coloured-water painting for a Holi display
- Make Indian sweets to share at your celebration

Personal and social development, well being and cultural diversity

- Talk about your experiences of fireworks
- Find out about fireworks in other celebrations

Mathematical development

- If the three people on page 19 share the sweets on the plate equally, how many sweets would each person have? **(Activity 8)**
- How many sweets are leftover and what would you do with the leftover sweet/s?

Going deeper into
aspects of religious
education





Sharing sweets

Share the sweets among the three people in the picture.

- Are there any sweets left over?
- What do you do with any leftover sweets?





Page 20



Page 21

Knowledge and understanding of the world

- Explore what you know about the moon
- Find out about mosques and what they are for

Language, literacy and communication skills

- Read a Muslim foundation story for an Eid festival
- Talk about the connections between the foundation story and the selected Eid festival

Welsh language development

- moon (lleuad)
- Eid cards (cardiau Eid)

Physical development

- Choose special clothes and put them on to celebrate Eid
- Use your body to make the different phases of the moon

Creative development

- Explore an assortment of Eid cards and make your own
- Design a special outfit for an Eid celebration

Personal and social development, well being and cultural diversity

- Talk about the times when you wear special smart clothes (**Activity 9**)
- Explore special smart clothes from other cultures

Mathematical development

- How many crescent moons can you find on page 20 of the storybook?
- Organise an assortment of greetings cards into different groups

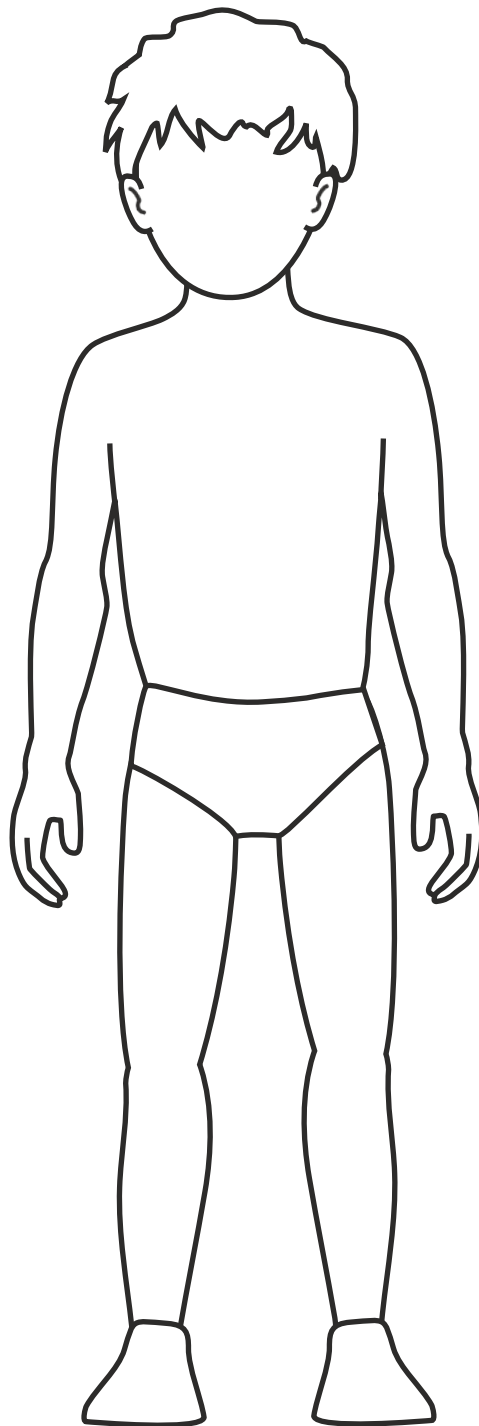
Going deeper into
aspects of religious
education





My special clothes

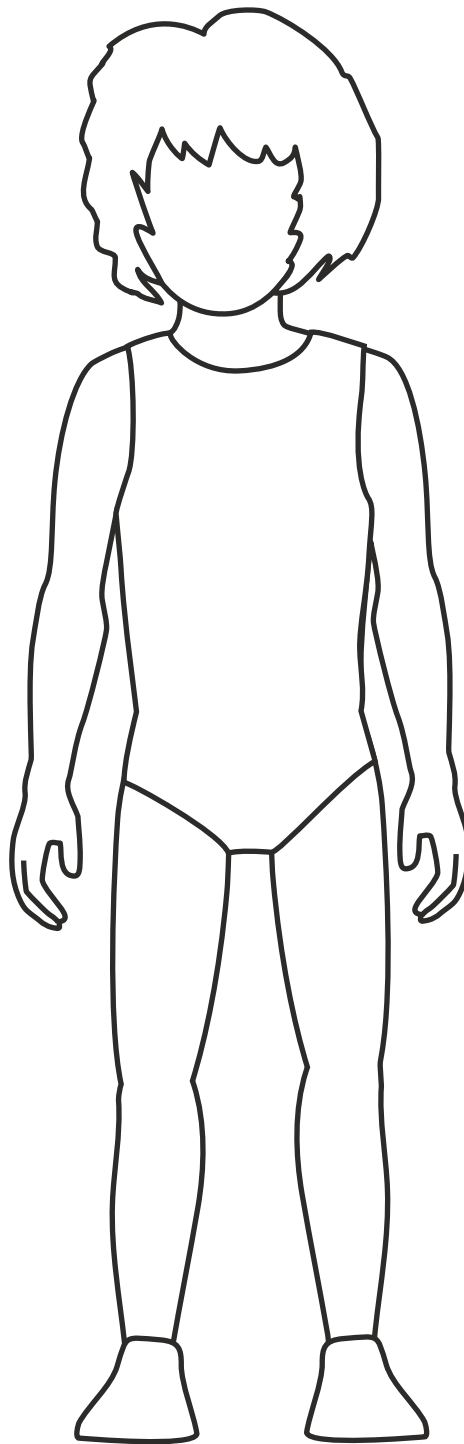
Draw and colour in your special clothes. Talk about when you wear them.





My special clothes

Draw and colour in your special clothes. Talk about when you wear them.





Page 22



Page 23

Knowledge and understanding of the world

- Find out about how an Eid festival is celebrated in a Muslim community
- Organise an Eid festival for your class or school

Language, literacy and communication skills

- Make Eid poems to say aloud in your celebration
- Invite a Muslim to talk about their celebration of Eid

Welsh language development

- pray (gweddio)
- Eid service (gwasanaeth Eid)

Physical development

- Create an Eid dance for your celebration
- Mime the good things that you have in your life

Creative development

- Design and make invitations for your celebration (**Activity 10**)
- Help lay a table with Eid food for your celebration

Personal and social development, well being and cultural diversity

- Talk about the food you have at festivals
- Taste festival food from different cultures (Eid food)

Mathematical development

- Muslims give money to charity at Eid – find out how many adults in your school give money to charity
- How many different charities do they support?

Going deeper into
aspects of religious
education





Design a party invitation

★ ★ ★

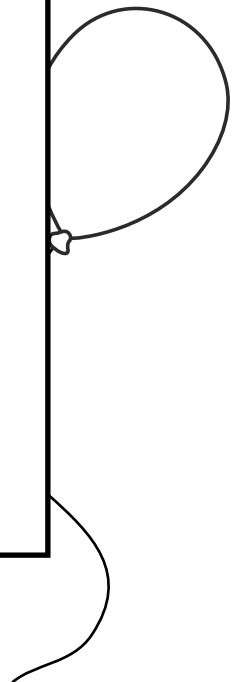
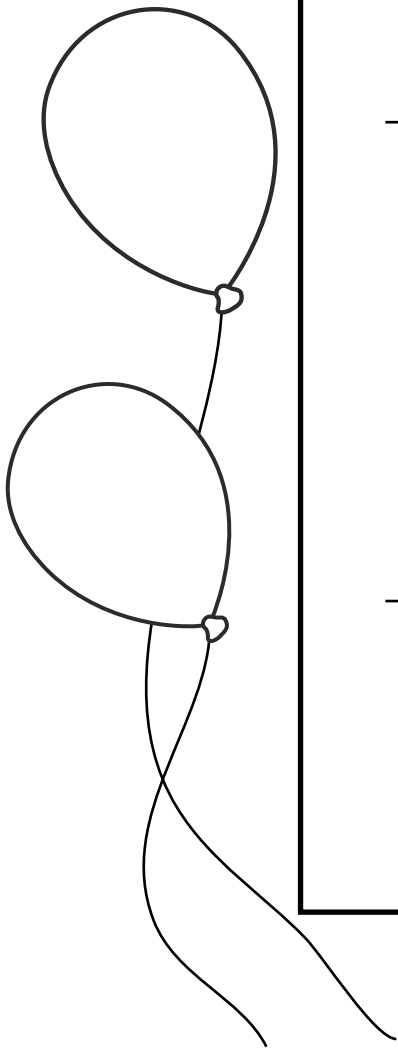
Come to our Eid
celebration!

★ ★ ★

on

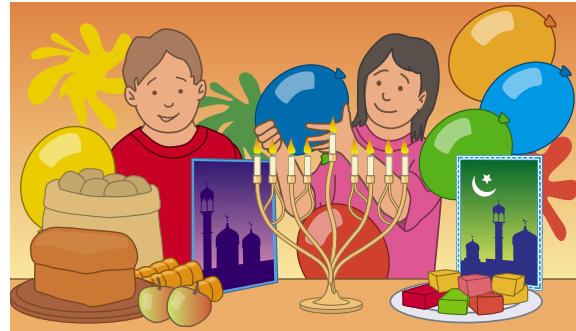
★ ★ ★

at





Page 24



Page 25

Knowledge and understanding of the world

- Find out and talk about your favourite season
- Find out about the festivals you celebrate

Language, literacy and communication skills

- Practise saying the names of all the seasons and festivals in the story
- Talk about which festival in the story is your favourite and try to explain why

Welsh language development

- festivals (gwyliau)
- see, smell, feel, hear, taste (gweld, arogl, teimlo, clywed, blasu)

Physical development

- Imagine that you are having one big celebration and dance together to music
- Mime something you do in autumn, winter, spring or summer (**Activity 11**)

Creative development

- Make a class display about seasons and festivals
- Take some photographs for your display

Personal and social development, well being and cultural diversity

- Explore what you can see, smell, feel, hear and taste in your favourite festival in the storybook
- Think about a festival you celebrate and draw a picture of it

Mathematical development

- Find out which festivals are celebrated in your class
- Which festival do most children celebrate?

Going deeper into
aspects of religious
education



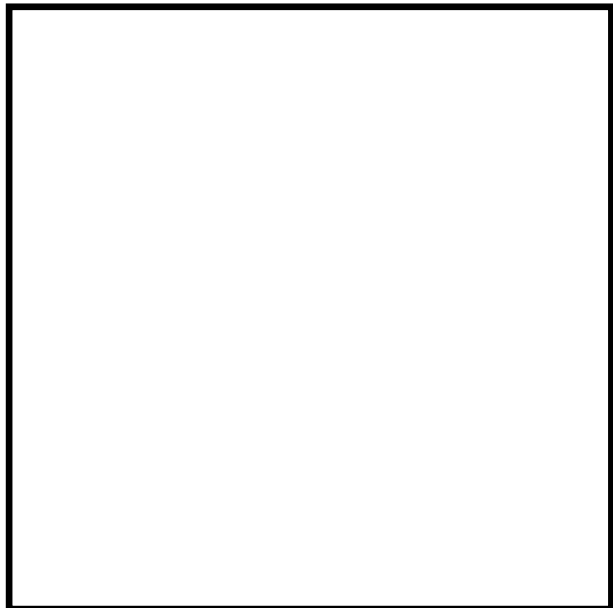
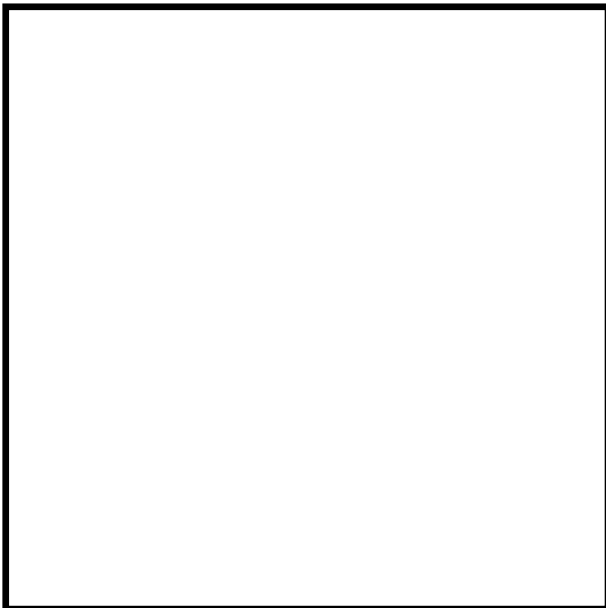
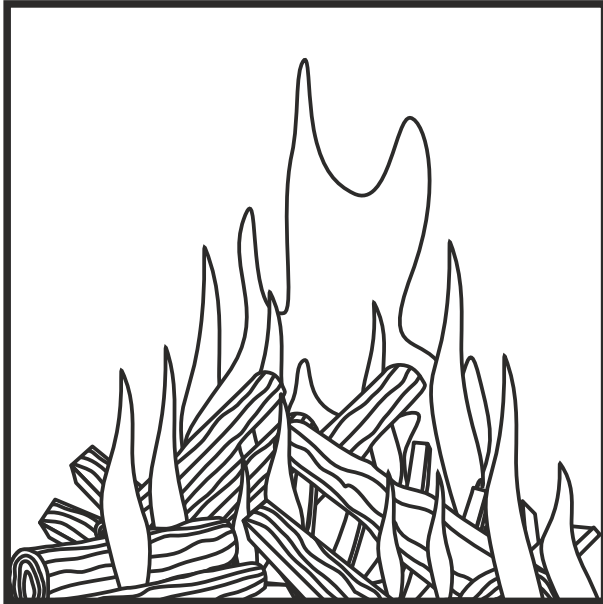


Activity 11

TIMES AND SEASONS

What can I do in autumn?

Mime one of these activities (or make up your own). Can your friend guess what you are doing?



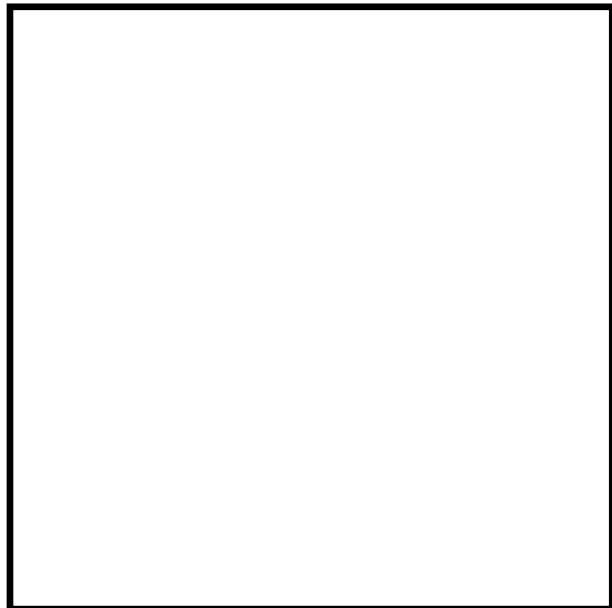
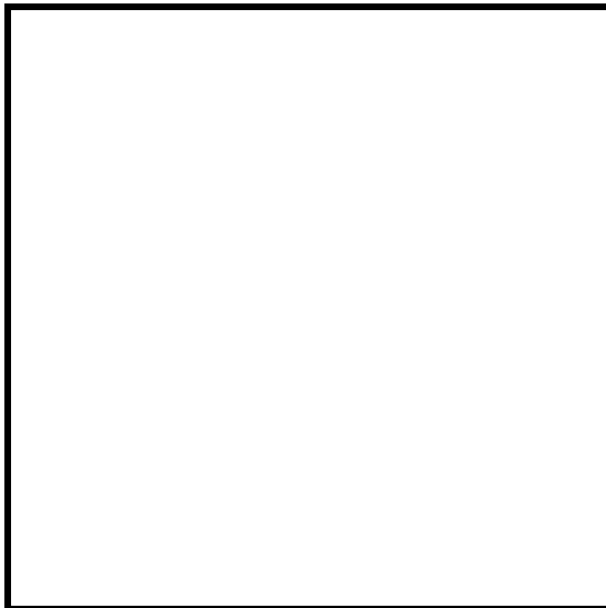


Activity 11

TIMES AND SEASONS

What can I do in winter?

Mime one of these activities (or make up your own). Can your friend guess what you are doing?



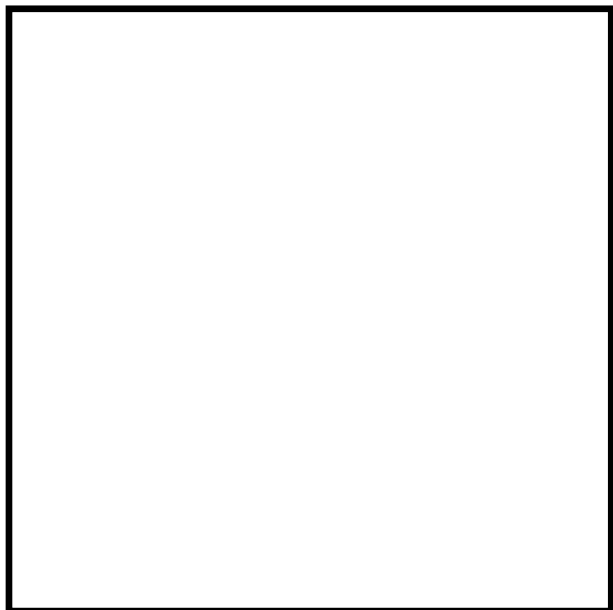
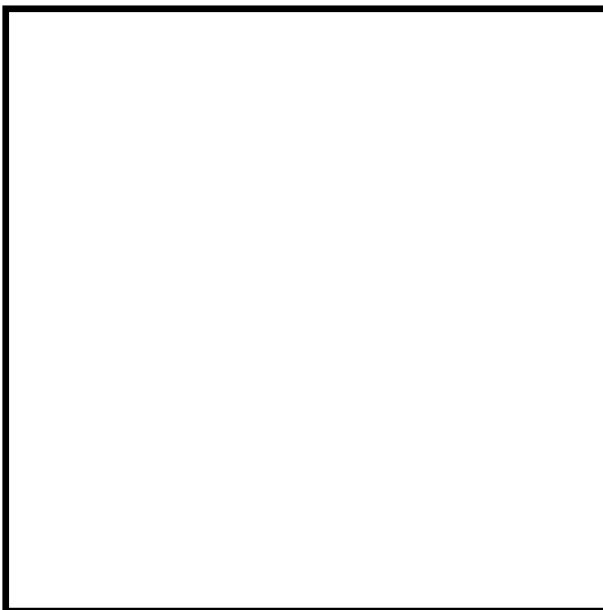
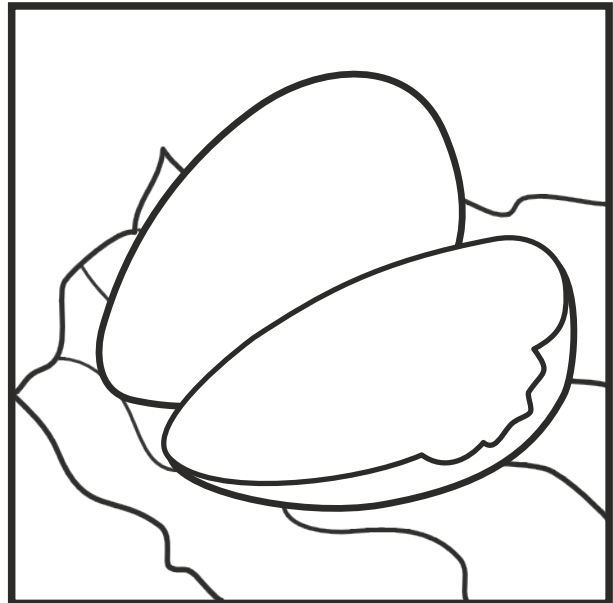


Activity 11

TIMES AND SEASONS

What can I do in spring?

Mime one of these activities (or make up your own). Can your friend guess what you are doing?



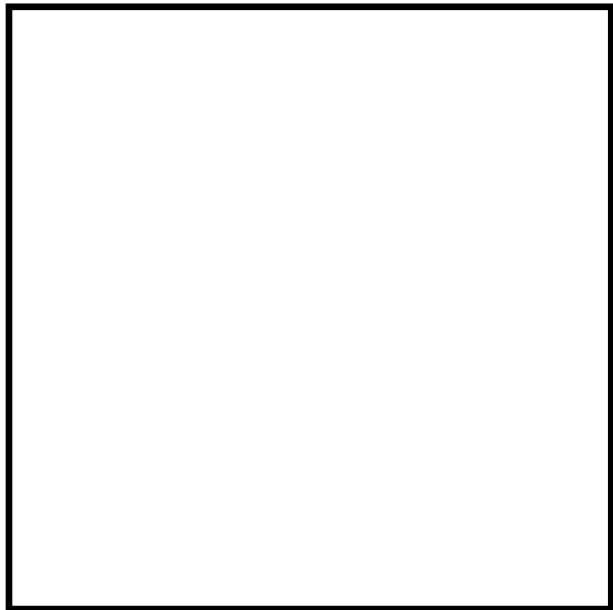
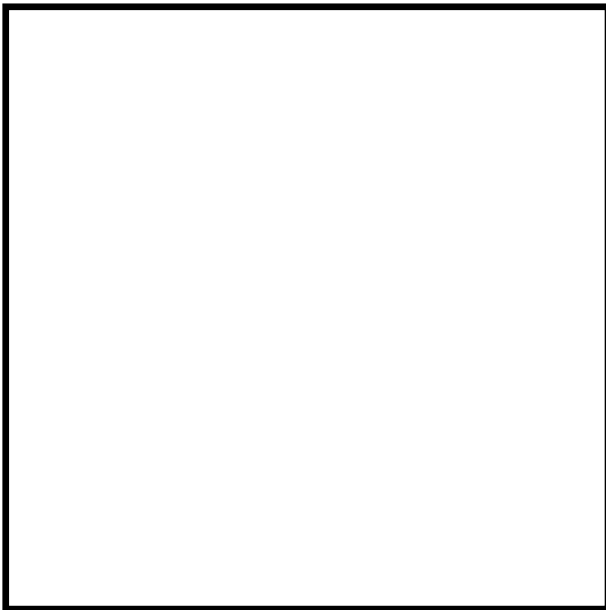
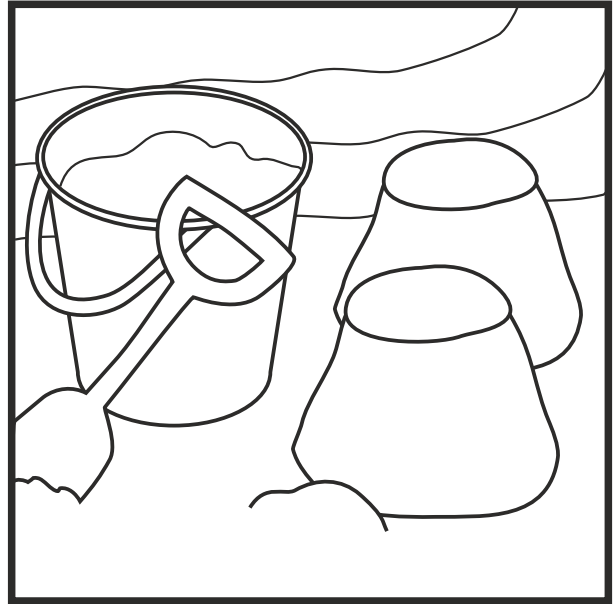


Activity 11

TIMES AND SEASONS

What can I do in summer?

Mime one of these activities (or make up your own). Can your friend guess what you are doing?





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

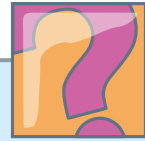
Aspect of range RE development Areas of learning	 <p>Gain insight into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.</p> <p>Explore how religions mark the seasons.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">Find out about the signs of autumn and the signs of winter.
---	--

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 the beauty of the natural world in autumn and winter.</p> <p>Language, literacy and communication skill</p> <ul style="list-style-type: none">Talk about your experiences of autumn and winter.
---	--

[Return](#)



Pages 6-7



Aspect of range	Ask questions about their own and other people's beliefs, actions and viewpoints.
RE development	Explore why creation stories are important in religious traditions.
Areas of learning	Mathematical development <ul style="list-style-type: none">Collect an assortment of shells and pebbles and sort them into different types.





Aspect of range	Consider the influence of the spiritual, moral and cultural aspects of life that have guided people's lives, past and present, locally in Wales.
RE development	Explore the influence of religious traditions on the clothes people wear.
Areas of learning	Personal and social development, well being and cultural diversity <ul style="list-style-type: none">Choose suitable clothes to wear in the spring and in the summer.

[Return](#)



Pages 8-9


Aspect of range RE development Areas of learning	 <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> <p>Explore why supporting Fairtrade is important to many Christians.</p> <p><i>Personal and social development, well being and cultural diversity</i></p> <ul style="list-style-type: none">Find out about harvest in other parts of the world and the importance of Fairtrade.
---	--

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 different kinds of singing in Christian traditions.</p> <p><i>Creative development</i></p> <ul style="list-style-type: none">Sing a song about harvest.
---	--

[Return](#)



Pages 10-11


Aspect of range RE development Areas of learning	 <p>Explore and express meaning in creative ways (through art, dance, ritual, artefacts).</p> <p>Explore why prayers of thanksgiving are important to Christians.</p> <p>Language, literacy and communication skills</p> <ul style="list-style-type: none">• Make Harvest thanksgiving poems or prayers to say aloud in your Harvest service.
---	--


Aspect of range RE development Areas of learning	 <p>Share their personal responses to important personal, spiritual and moral questions.</p> <p>Explore how you feel sharing Harvest food with your friends.</p> <p>Creative development</p> <ul style="list-style-type: none">• Make Harvest thanksgiving food to share after your Harvest service.
---	---

[Return](#)



Pages 12-13


Aspect of range RE development Areas of learning	 <p>Explore and express meaning in creative ways (through art, dance, ritual, artefacts).</p> <p>Explore how light and darkness is used in Jewish rituals.</p> <p>Physical development</p> <ul style="list-style-type: none">Carefully walk around a room blindfolded.
---	---


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 why food and eating together are important for many Jews.</p> <p>Creative development</p> <ul style="list-style-type: none">Make potato pancakes.
---	---

[Return](#)



Pages 14-15

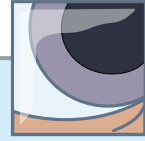
Aspect of range RE development Areas of learning	 Ask questions about their own and other people's beliefs, actions and viewpoints. Explore what Hanukkah means to a Jew. Language, literacy and communication skills <ul style="list-style-type: none">• Invite a religious Jew to talk about their celebration of Hanukkah.
---	--

Aspect of range RE development Areas of learning	 Explore and express meaning in creative ways (through art, dance, ritual, artefacts). Explore why the dreidel is popular at Hanukkah. Mathematical development <ul style="list-style-type: none">• Time how long a dreidel spins.
---	---

[Return](#)



Pages 16-17



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 what the arrival of spring looks like in the Hindu country of India.
Areas of learning	<i>Physical development</i> <ul style="list-style-type: none">Using coloured scarves (or other clothing) dance the arrival of spring after winter.




Aspect of range	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.
RE development	Explore why foundation stories are important for religious festivals.
Areas of learning	<i>Language, literacy and communication skills</i> <ul style="list-style-type: none">Read the Hindu foundation story for Holi.

[Return](#)



Pages 18-19


Aspect of range RE development Areas of learning	 <p>Explore and express meaning in creative ways (through art, dance, ritual, artefacts).</p> <p>Explore Hindu dance as a form of worship and story telling.</p> <p>Physical development</p> <ul style="list-style-type: none">• Create a dance telling the foundation story of Holi for your celebration.
---	---


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 foods are so popular in Hindu celebrations.</p> <p>Creative development</p> <ul style="list-style-type: none">• Make Indian sweets to share at your celebration.
---	---

[Return](#)



Pages 20-21

Aspect of range	Share their personal responses to important personal, spiritual and moral questions.	
RE development	Explore how the moon makes you and others feel.	
Areas of learning	Knowledge and understanding of the world	

Aspect of range	Explore and express meaning in creative ways (through art, dance, ritual, artefacts).	
RE development	Explore symbols that are important for Muslims.	
Areas of learning	Creative development <ul style="list-style-type: none">• Explore an assortment of Eid cards and make your own.	

[Return](#)



Pages 22-23

Aspect of range	Share their personal responses to important personal, spiritual and moral questions.	
RE development	Explore why a Muslim may want to give thanks at Eid.	
Areas of learning	Language, literacy and communication skills <ul style="list-style-type: none">• Invite a Muslim to talk about their celebration of Eid.	

Aspect of range	Consider the influence of the spiritual, moral and cultural aspects of life that have guided people's lives, past and present, locally in Wales.	
RE development	Explore why giving to charity is important for Muslims at Eid.	
Areas of learning	Mathematical development <ul style="list-style-type: none">• Muslims give money to charity at Eid – find out how many adults in your school give money to charity.	

[Return](#)



Pages 24-25



Aspect of range	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.
RE development	Explore how Christianity, Judaism, Islam and Hinduism have influenced the lives of Aled and Siân's friends.
Areas of learning	<i>Language, literacy and communication skills</i> <ul style="list-style-type: none">• Talk about which festival in the story is your favourite and try to explain why.



Aspect of range	Show <i>responsibility</i> , care and/or concern for living things and for the natural world.
RE development	Explore our responsibility for respecting religious diversity.
Areas of learning	<i>Physical development</i> <ul style="list-style-type: none">• Imagine that you are having one big celebration and dance together to music.

[Return](#)