

Exploring Why

Bread



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 WHY* SERIES

What is the series about?

Aled and Siân love exploring the places where they live and the places they go to visit. They enjoy playing 'I Spy' to help them get to know these places better. In the *Exploring Why* series Aled and Siân are curious to find out why some of the things around them are important to their Christian, Jewish and Muslim friends. Together they explore bread, light, veil, cross, menorah and water, and then they participate in a Festival of Faiths where they remember and celebrate all these symbols of faith.

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 activity resources in the series are designed for 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 seven storybook titles in the *Exploring Why* 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 initially in the local secular environment before being explored through the eyes of young people

from within a particular religious tradition. The seven storybook titles and religious traditions are:

- Cross (Christian)
- Bread (Christian)
- Veil (Muslim)
- Water (Muslim)
- Menorah (Jewish)
- Light (Jewish)
- Symbols of Faith (brings together the three religious traditions in a celebration of faiths)

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 140 ideas for activities and 10 activity sheets for learners.

Accessing the *Exploring Why* 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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Knowledge and understanding of the world

- Experiment with bread and toast and what makes them different
- What happens if you leave a slice of bread and a slice of toast in separate containers for a week?

Language, literacy and communication skills

- Role play getting up in the morning and preparing, eating, and clearing up breakfast
- Make a breakfast shopping list using an online supermarket site
(Activity 1)

Welsh language development

- bread (bara)
- toast (tost)

Physical development

- Spread butter and jam on toast, taking care of health and safety
- Create a dance about a piece of bread becoming a piece of toast

Creative development

- Using a variety of breakfast objects, create some breakfast music
- Create a breakfast collage

Personal and social development, well being and cultural diversity

- Explore different breakfast foods and what they give to the body
- Research different traditional breakfasts from around the world

Mathematical development

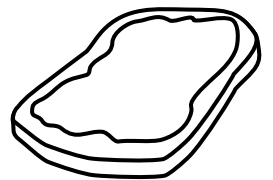
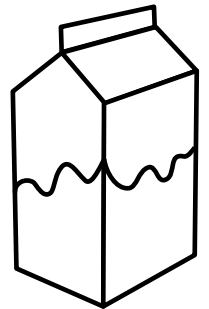
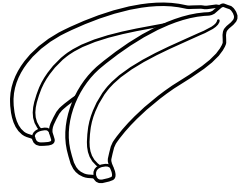
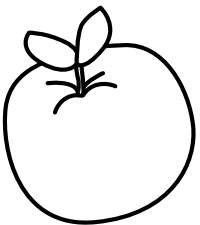
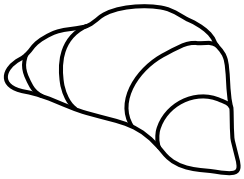
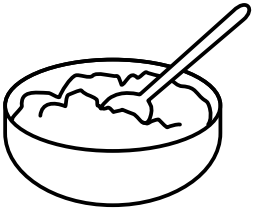
- Estimate how many slices there are in a loaf of sliced bread and how many loaves of bread you would need to feed the class
- Show how many children in the class had toast for breakfast in human and then block chart form

Going deeper into
aspects of religious
education





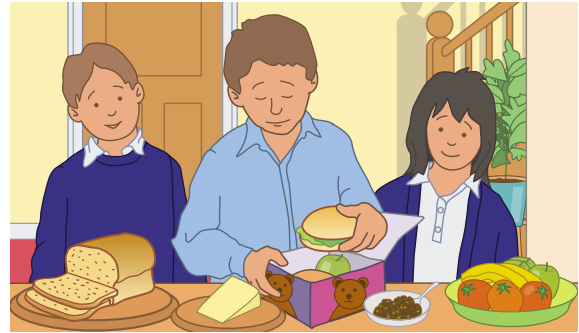
Breakfast Shopping List



Make a breakfast shopping list (use both words and pictures).



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Page 7

Knowledge and understanding of the world

- Find out about the history of bread
- Which shops sell bread where you live?

Language, literacy and communication skills

- Talk about the food on the kitchen table and what you have on your kitchen table
- Think about words to do with bread (**Activity 2**)

Welsh language development

- bread rolls (roliau bara)
- cheese (caws)

Physical development

- Mime passing a very hot 'bread roll' quickly from one person to another without dropping it
- Mime carefully cleaning teeth after a meal

Creative development

- Collect food and drink labels from lunch boxes and display them
- Create a lunch box collage

Personal and social development, well being and cultural diversity

- Learn about people who cannot eat wheat
- Find out about different types of bread from around the world

Mathematical development

- Investigate the most popular filling for rolls and sandwiches
- How many rolls are there in a baker's dozen?

Going deeper into
aspects of religious
education





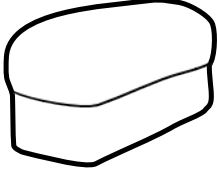


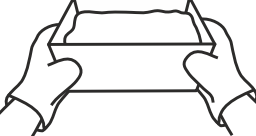
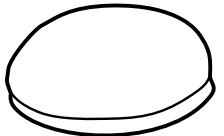
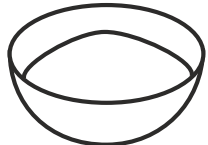
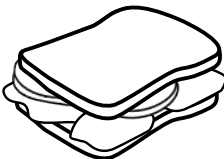

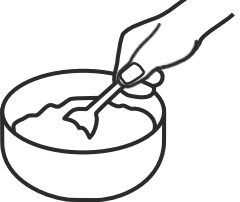

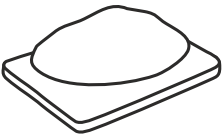
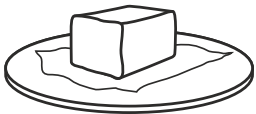
Activity 2

BREAD

Can you match these words?

Cut out the pictures below.

Can you match the words with the pictures?

loaf		cut	
slice		bake	
roll		yeast	
sandwich		flour	
mix		knead	
dough		butter	

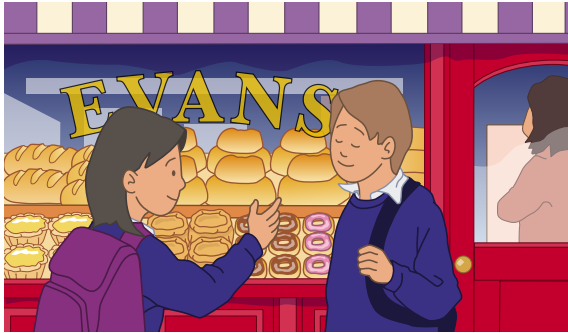
**Can you draw these words?**

loaf	cut
slice	bake
roll	yeast
sandwich	flour
mix	knead
dough	butter

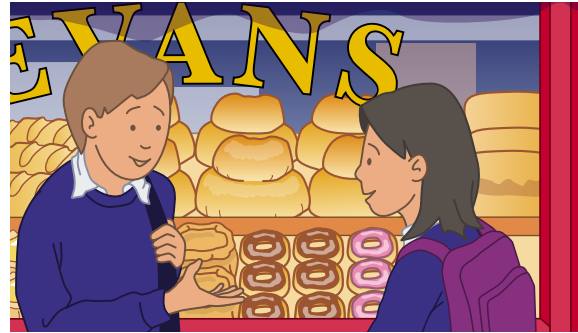


Can you write these words?

loaf	slice	roll
butter	sandwich	cut
bake	yeast	flour
mix	knead	dough



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Page 9

Knowledge and understanding of the world

- Make your own bread (**Activity 3**)
- Find out about different kinds of bread and which you have tried and enjoy

Language, literacy and communication skills

- Talk about the smells of the baker's shop
- Make a poem about the baker's shop

Welsh language development

- cottage loaf (torth Gron)
- oven (popty)

Physical development

- Walk to a baker's shop and use all your senses
- Make a trip to the supermarket

Creative development

- Bake some rolls
- Create a shop window display for Evans the Baker

Personal and social development, well being and cultural diversity

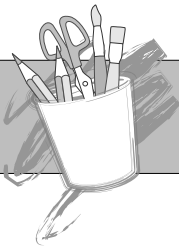
- Learn about the time of day when Evans the Baker starts work
- Learn how the new loaves are transported to a supermarket

Mathematical development

- How many children have seen a cottage loaf?
- How long does it take to bake a loaf?

Going deeper into
aspects of religious
education

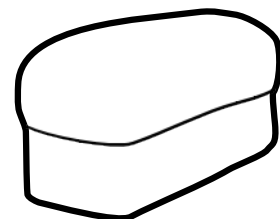


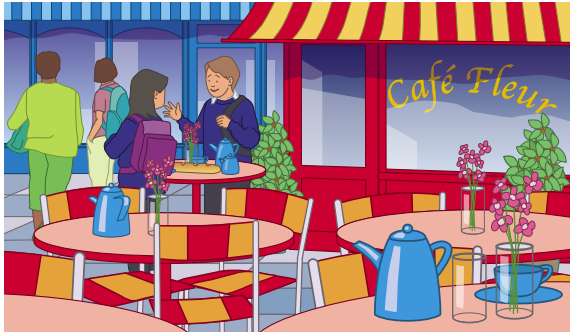


Can you follow this recipe?

Ingredients: (for 2 small loaves – 1 lb tins)
680g (1 ½ lb) strong white bread flour
1 level tablespoons sugar
2 level teaspoons salt
3 level teaspoons dried active yeast
14g (½ oz) butter, fat or oil (optional)
200 ml (14 fl oz) 'hand hot' water

1. Put the flour into large mixing bowl and stand somewhere warm.
2. Dissolve 1 teaspoon of the sugar in 1/3 of the water. Add the yeast and whisk. Stand in a warm place until frothy (this will take about 10 minutes).
3. Rub the butter or fat into the flour.
4. Dissolve the rest of the sugar and salt into the remaining water and add this and the yeast to the flour.
5. Mix to make a smooth dough. Knead the dough on a floured board until it is no longer sticky (this will take about 5 minutes).
6. Cover the dough and leave it in a warm place for 20 minutes.
7. Turn the dough onto a floured board and knead. Divide the dough in half. Make each piece into a ball and then shape and put into greased tins (now pre-heat your oven).
8. Cover the tins and leave them in a warm place until the dough is half an inch above the top of the tins (this will take about 20 minutes).
9. Bake at 450°F (230° C) or gas mark 8 for 30 to 35 minutes.





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Knowledge and understanding of the world

- Look at pictures of countries with an outdoor café culture
- Café Fleur comes from France – explore the different breads from countries around the world

Language, literacy and communication skills

- Learn some French words to use in the café
- Describe croissants and the long French stick, using all your senses

Welsh language development

- French stick (ffon fara Ffrengig)
- croissant (croissant)

Physical development

- Carry trays serving in the café
- Arrange flowers for the café tables

Creative development

- Set out chairs and tables to make a café
- Make a menu for the café (**Activity 4**)

Personal and social development, well being and cultural diversity

- Learn about life in warm places where they have outdoor cafés
- Learn about life in France

Mathematical development

- How long is a long French stick?
- How much do croissants weigh?

Going deeper into
aspects of religious
education





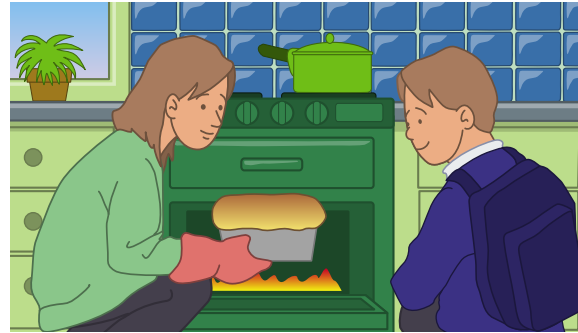
Café Fleur

Breakfast Menu

Design a Breakfast Menu for Café Fleur.



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Page 13

Knowledge and understanding of the world

- Find out about yeast
- Learn how to treat ovens with great care

Language, literacy and communication skills

- Develop a conversation between Aled and Siân and Peter and Mary's mother
- Talk about how Peter and Mary's mother made the bread

Welsh language development

- oven gloves (menig popty)
- baking tin (tun pobi)

Physical development

- Knead dough the proper way
- Dance the rising of bread in the oven

Creative development

- Make a poster of baking bread at home
- Design your own special loaf

Personal and social development, well being and cultural diversity

- Learn about home baking and farmers' markets
- Learn about people who bake at home

Mathematical development

- Play a bread 'Happy families' game for the Feeding of the Five Thousand
- Find out about different cooking temperatures (**Activity 5**)

Going deeper into
aspects of religious
education





Why is temperature important?

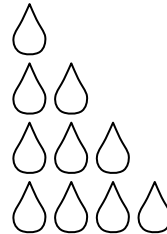
Find out the oven cooking temperature for the foods in the table. Use the temperature key to describe the temperatures as cool, moderate, hot, or very hot.

1 flame for cool 100 -130°C

2 flames for moderate 160 – 190°C

3 flames for hot 190 – 230°C

4 flames for very hot 230 – 260°C

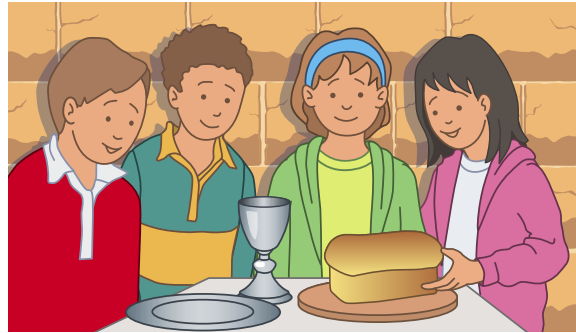


Cool, moderate, hot, or very hot?	Food
meringue	
pizza	
chicken	
fish	
bread	

Why do different foods need cooking at different temperatures?



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Knowledge and understanding of the world

- Explore different altars used in churches
- Explore different kinds of chalice

Language, literacy and communication skills

- Talk about the story of the Last Supper and the communion service (**Activity 6**)
- Find a picture of a chalice and describe it for someone else to draw

Welsh language development

- chalice (cwpan cymun)
- plate (plat)

Physical development

- Mime the procession carrying the silver cup and the silver plate to the altar
- Explore which speed for the procession feels the best

Creative development

- Make a silver cup and a silver plate
- Build an altar for the cup and plate

Personal and social development, well being and cultural diversity

- Learn how Christians take special care of the communion cup and the communion plate
- Learn how Christians value bread for the communion service

Mathematical development

- How tall is the cup?
- How wide is the plate?

Going deeper into
aspects of religious
education

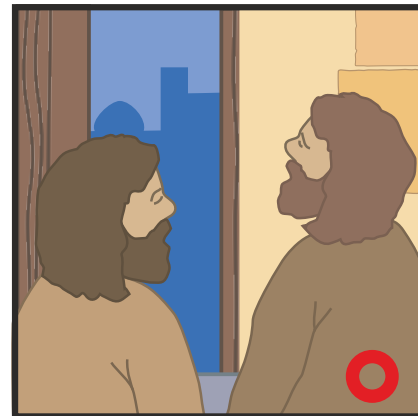
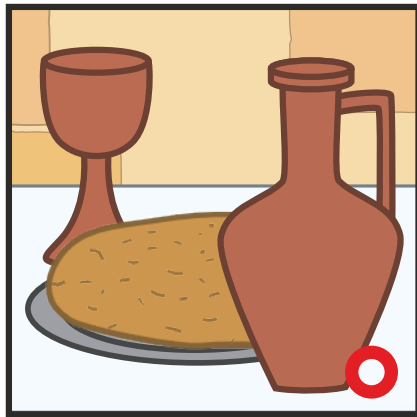


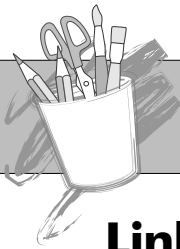


Tell the story of the Last Supper

Print these pictures of the Last Supper in colour (they all have a circle symbol on them).

- Can you put the pictures in the right order to tell the story of the Last Supper?

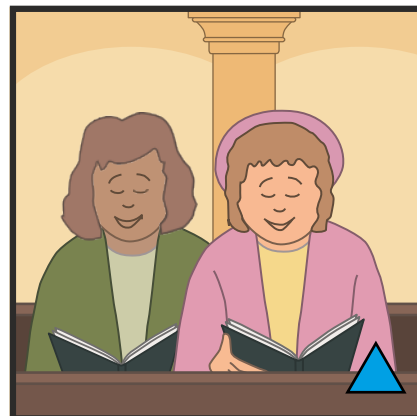
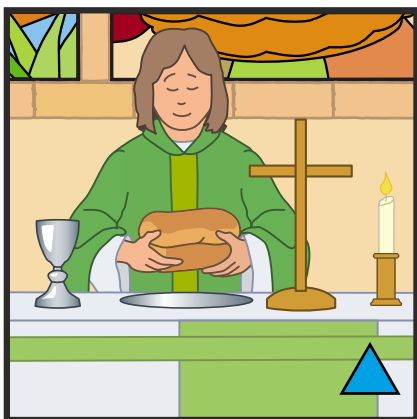
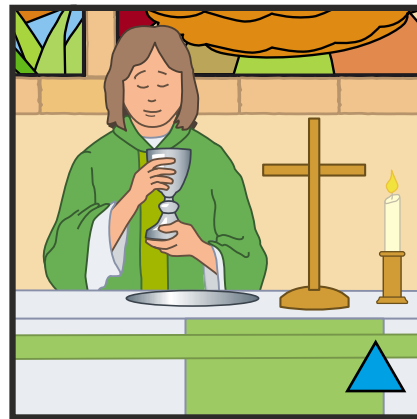
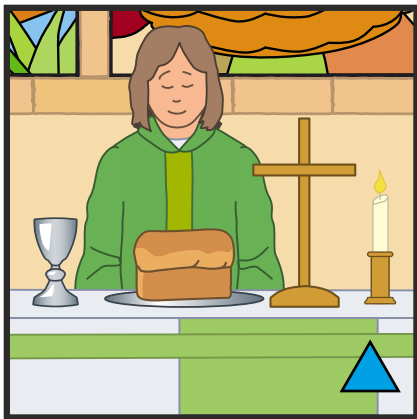




Linking the communion service and the Last Supper

Print these pictures of a communion service in colour (they all have a triangle symbol on them).

- Can you match what Jesus did at the Last Supper with what Christians do at the communion service today?





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Knowledge and understanding of the world

- Find out what 'Gospel' means
- Look at a plan of a church and identify the vestry

Language, literacy and communication skills

- Tell the story of Jesus feeding 5,000 people
- Create a poem about five small loaves

Welsh language development

- Bible (Beibl)
- Gospel (Efengyl)

Physical development

- Mime Jesus' actions: taking bread, saying the blessing, breaking bread, sharing bread
- Dance 'the gathering' together of the leftover bread into baskets

Creative development

- Write and illuminate a verse from Mark 6
- Set out a picnic like Jesus' feeding

Personal and social development, well being and cultural diversity

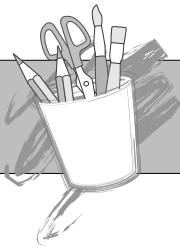
- Learn how Christians feed hungry people today across the world
- Learn about Christian Aid

Mathematical development

- How many loaves would you need to feed 5,000 people today?
- Play the five loaves and two fishes "Happy Families" card game
(Activity 7)

Going deeper into
aspects of religious
education



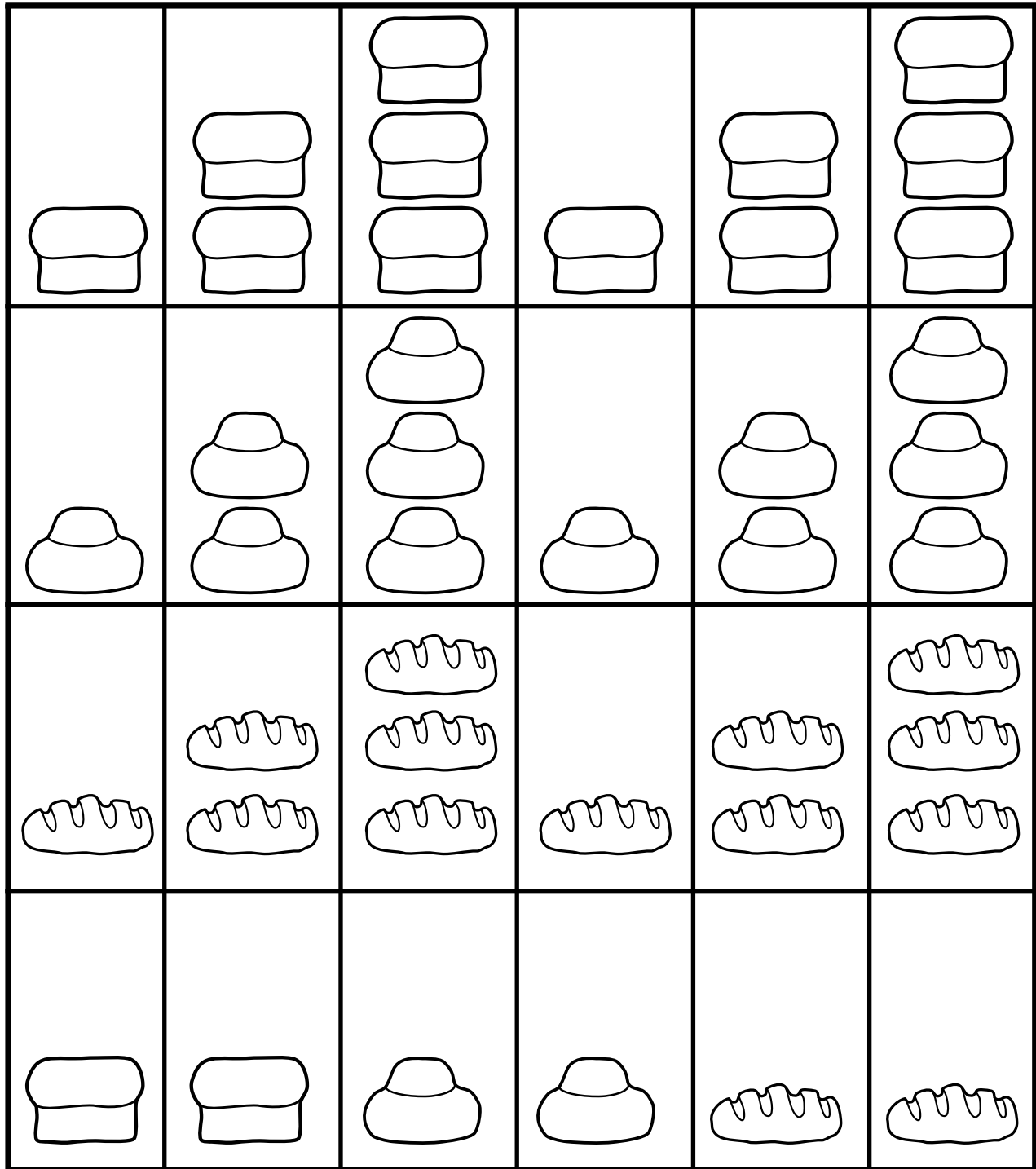


Activity 7

BREAD

Play the Happy Families card game

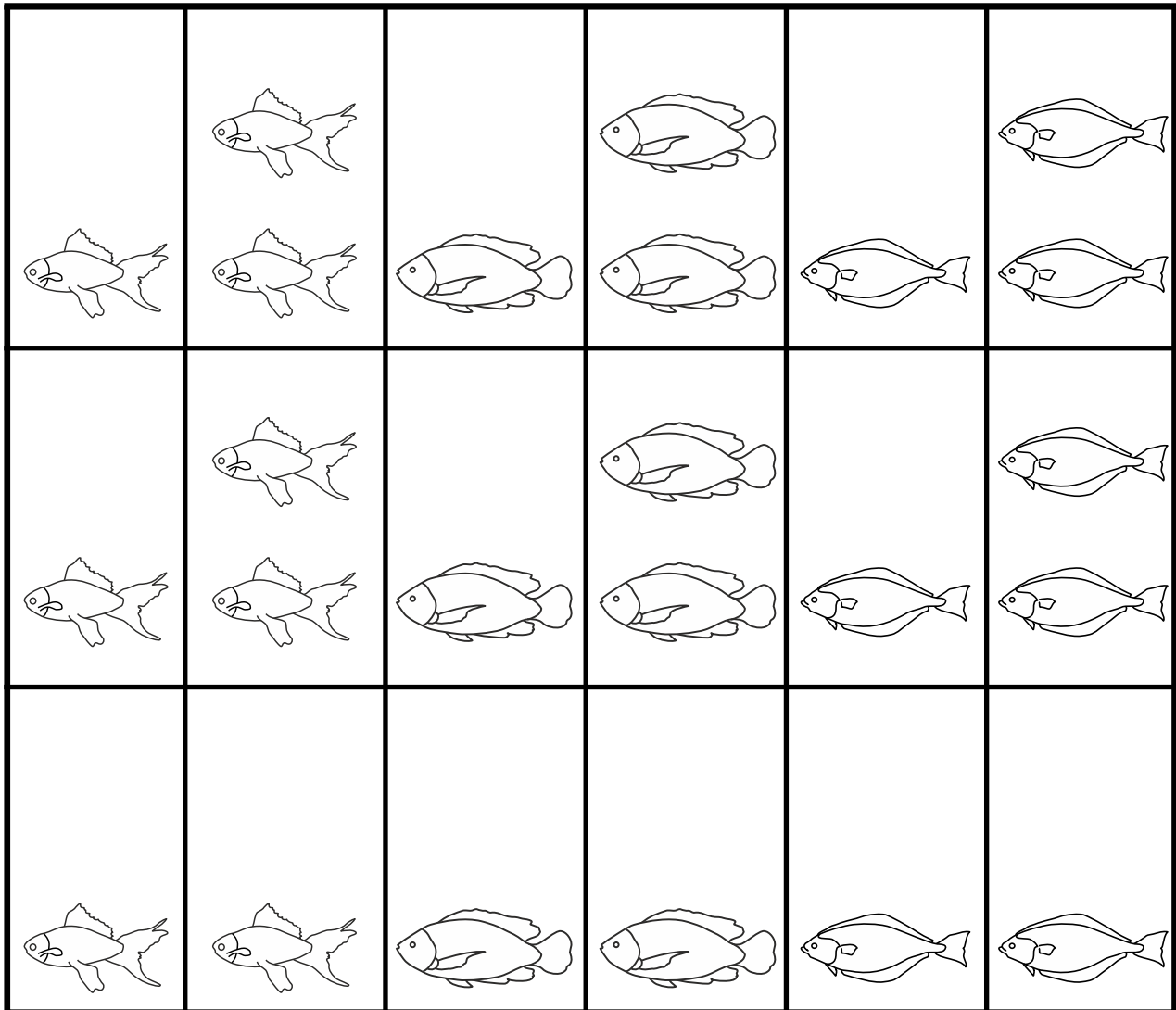
Print these images on card, and cut up for use for the game





Play the Happy Families card game

Print these images on card and cut up, and put with the other cards to play Happy Families.





Happy Families card game rules

1. This 'Happy Families' activity is just like any Happy Families card game. There are 42 cards in the pack.
2. You need to make a family of cards:
5 loaves of exactly the same kind
2 fish of exactly the same kind
3. The 'counting' is not just getting 7 together, but also adding up because some cards have 1, 2 or 3 symbols of loaves on them and some of the fish cards have 2 fish on them. The correct combination is needed to make a 'family'.
4. Once these 7 have been collected, you place them face up on the table/floor in front of you.
5. The game continues until no cards are left. The winner is the one who has the highest number of families.



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Knowledge and understanding of the world

- Find out the different names Christians have for the Sunday service: communion, mass, eucharist
- Stained-glass windows tell stories in pictures

Language, literacy and communication skills

- Talk about the colours in the stained-glass window
- Talk about the basket of bread and fish

Welsh language development

- basket (basged)
- fish (pysgodyn/pysgod)

Physical development

- Go and see a stained-glass window
- Look round a local church

Creative development

- Make a stained-glass window
- Cut out shapes for bread and fish to make a mural

Personal and social development, well being and cultural diversity

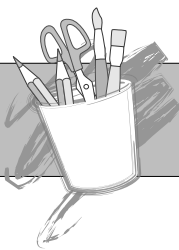
- Explore what is needed for a picnic (**Activity 8**)
- Learn about baking in the time of Jesus

Mathematical development

- How many people in the group like fish?
- How many different types of fish are there in the local shop?

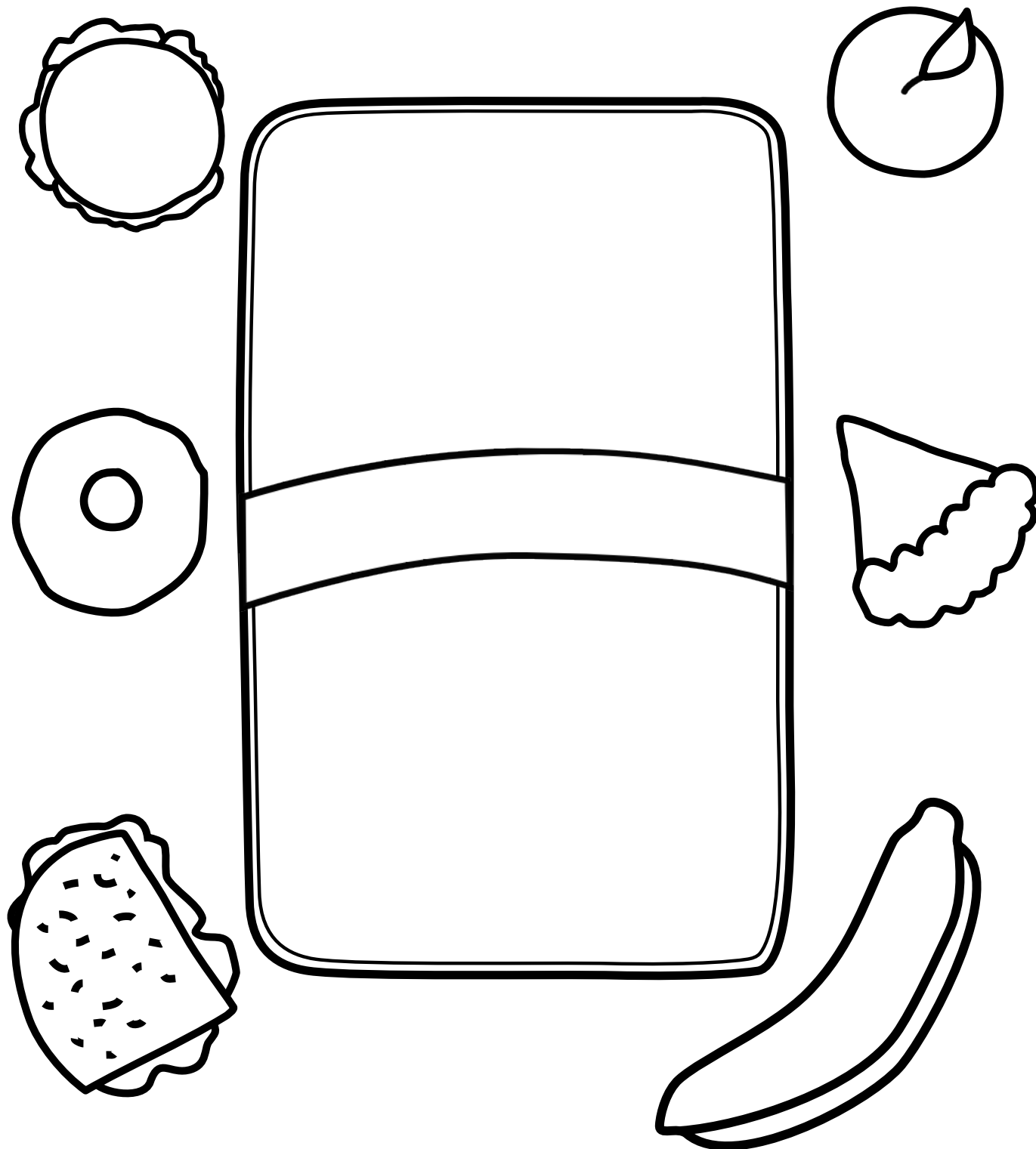
Going deeper into
aspects of religious
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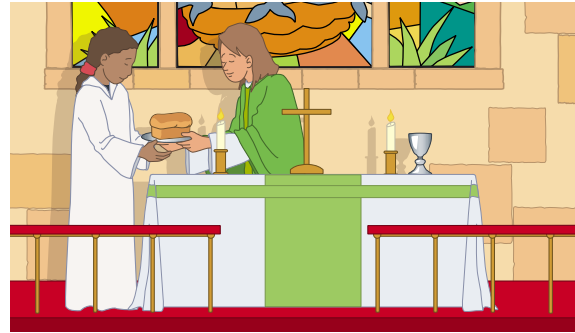
What do I need for a picnic?

Think about good things to eat and drink for a picnic. Draw what you would like in your picnic basket.





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Knowledge and understanding of the world

- Learn that in the communion service the bread is carried by the people to the priest, the priest blesses the bread and it is shared with the people
- Explore the clothes worn by the priest and the server

Language, literacy and communication skills

- Learn a hymn about communion (Alleluia, Sing to Jesus)
- Design bubble thoughts for the people sitting in the church

Welsh language development

- candles (canhwyllau)
- carry (cario)

Physical development

- Practise carrying the bread carefully, slowly and reverently
- In groups use your bodies to model shapes connected with the service
(Activity 9)

Creative development

- Wear white robes to feel like the young person carrying the bread
- Wear robes like the vicar is wearing

Personal and social development, well being and cultural diversity

- Find out about Christians sharing communion like this across the world
- Ask some Christians what they believe about Jesus being with them in the communion service

Mathematical development

- How many people can you see in the picture of the congregation?
- How many people can sit in your local church?

Going deeper into
aspects of religious
education



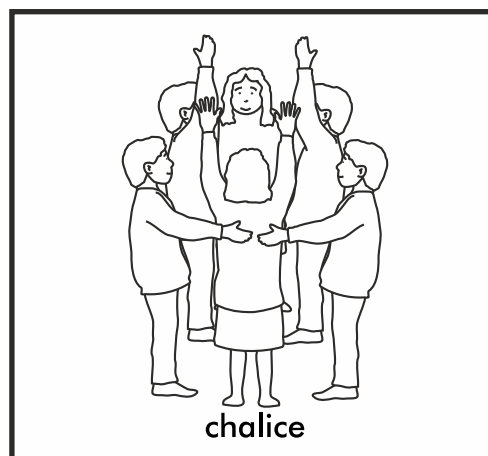
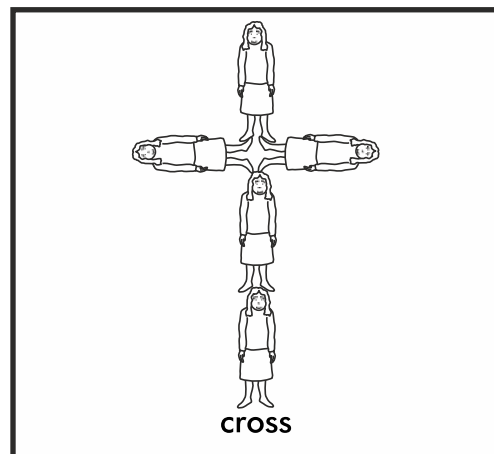
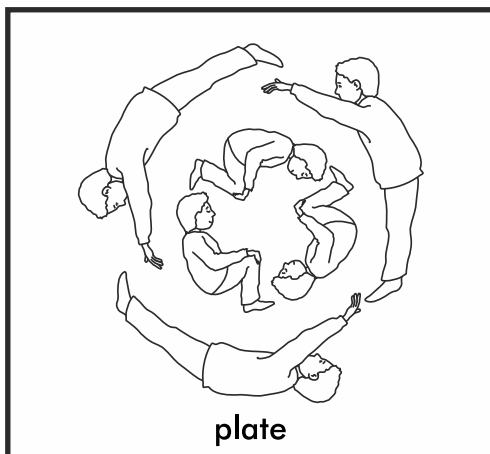
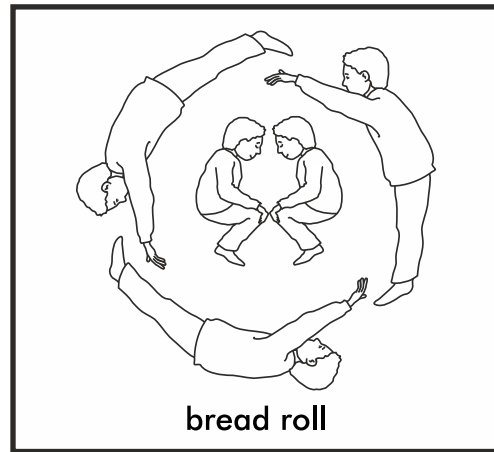
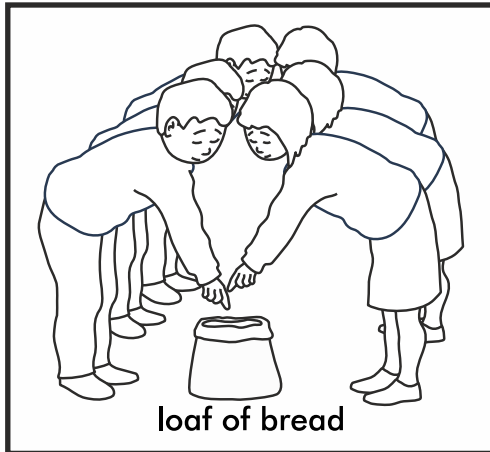


Activity 9

BREAD

Can you make these shapes?

Try to make these shapes in groups of five or six.





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Page 23

Knowledge and understanding of the world

- Find out about different ways people receive communion, for example, standing and kneeling
- Explore how communion is celebrated in different churches

Language, literacy and communication skills

- Make a poem about breaking and sharing bread
- Listen to a short piece from the communion service

Welsh language development

- altar (allor)
- Body of Christ (Corff Crist)

Physical development

- Experience kneeling at the altar rail
- Role play the vicar giving bread and saying “The Body of Christ”

Creative development

- Set out an altar in the classroom
- Decorate and cut out shapes of chalice and plate to make a mural
(Activity 10)

Personal and social development, well being and cultural diversity

- Listen to some Christians talk about their experiences of communion
- Experience Christian reflective music on communion (the hymn tune Picardy ‘Let all mortal flesh keep silence’)

Mathematical development

- Discover how many people received communion in your local church last Sunday (see the service register)
- How many people can kneel at the altar rail at your local church?

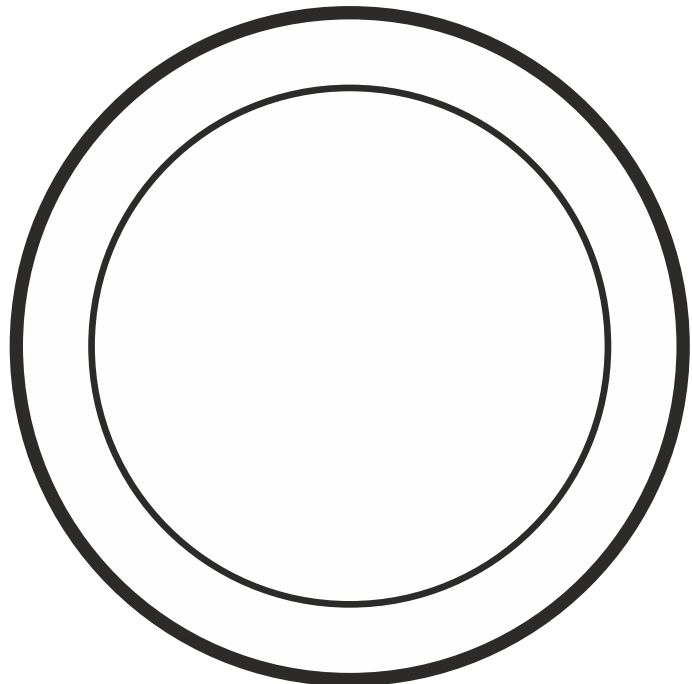
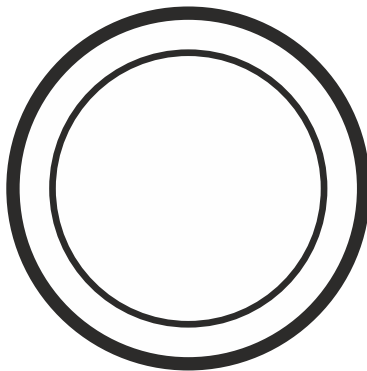
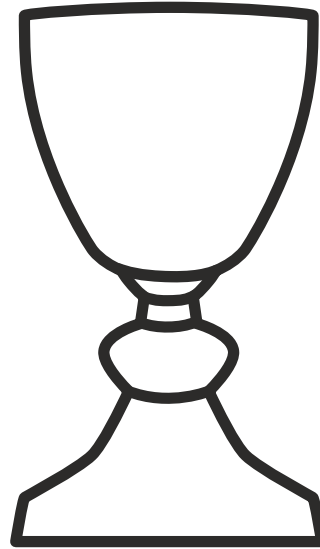
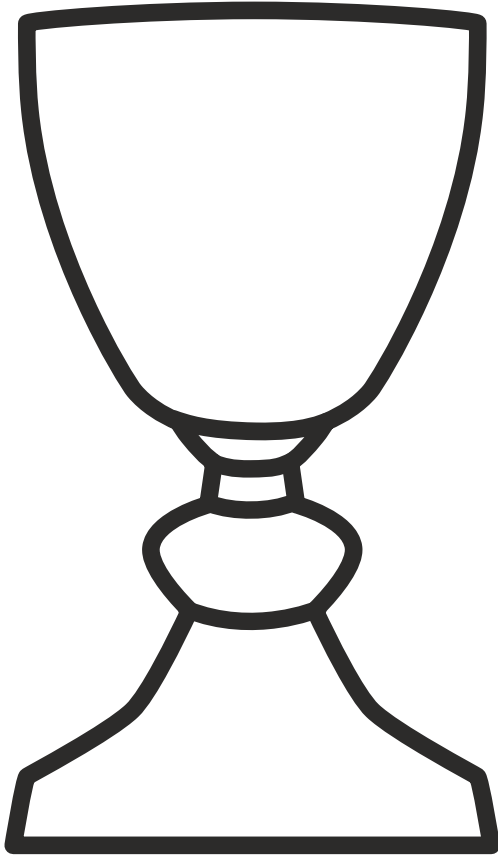
Going deeper into
aspects of religious
education





Activity 10

BREAD





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 range RE development Areas of learning	 <p>Gain insight into religion, religious people and religious aspects of life.</p> <p>Explore how food is central to religious practices.</p> <p><i>Personal and social development, well being and cultural diversity</i></p> <ul style="list-style-type: none">• Explore different breakfast foods and what they give to the body.
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Aspect of range RE development Areas of learning	 <p>Explore our responsibility and the responsibility of religion for living things and for the natural world.</p> <p>Explore how eating properly is core to human well being.</p> <p><i>Language, literacy and communication skills</i></p> <ul style="list-style-type: none">• Role play getting up in the morning and preparing, eating and clearing up breakfast.
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Pages 6-7


Aspect of range RE development Areas of learning	 <p>Pose questions about beliefs, values and actions that arise from exploration.</p> <p>Explore how different breads are used in different religions.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">Find out about the history of bread.
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Aspect of range RE development Areas of learning	 <p>Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore how bread prompts religious questions.</p> <p>Language, literacy and communication skills</p> <ul style="list-style-type: none">Think about words to do with bread.
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Pages 8-9

Aspect of range	Express personal responses to personal religious and moral questions.	
RE development	Explore the wonder of flour and yeast turning into bread.	
Areas of learning	Creative development <ul style="list-style-type: none">• Bake some rolls.	


Aspect of range	Pose questions about beliefs, values and actions that arise from exploration.	
RE development	Explore how human work collaborates with nature to produce bread.	
Areas of learning	Physical development <ul style="list-style-type: none">• Walk to a baker's shop and use all your senses.	

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Pages 10-11


Aspect of range RE development Areas of learning	 <p>Explore our responsibility and the responsibility of religion for living things and for the natural world.</p> <p>Explore and report how bread is shaped and used differently in different countries.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">• Explore the different breads from countries around the world.
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Aspect of range RE development Areas of learning	 <p>Gain insight into religion, religious people and religious aspects of life.</p> <p>Explore how people live differently in different climates and cultures.</p> <p>Personal and social development, well being and cultural diversity</p> <ul style="list-style-type: none">• Learn about life in warm places where they have outdoor cafés.
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Pages 12-13


Aspect of range	Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.	
RE development	Explore how bread has a place in Christian rituals.	
Areas of learning	Language, literacy and communication skills <ul style="list-style-type: none">Develop a conversation between Aled and Siân and Peter and Mary's mother.	

Aspect of range	Express personal responses to personal religious and moral questions.	
RE development	Explore the creativity of making bread.	
Areas of learning	Physical development <ul style="list-style-type: none">Knead dough the proper way.	

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Pages 14-15


Aspect of range	 Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.
RE development	Explore how Christians value and respect the chalice and plate.
Areas of learning	Mathematical development <ul style="list-style-type: none">• How tall is the cup, how wide is the plate?

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 how Christians build their lives around the <i>communion service</i> and the story of the last supper.
Areas of learning	Language, literacy and communication skills <ul style="list-style-type: none">• Talk about the story of the Last Supper and the communion service.

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Pages 16-17


Aspect of range RE development Areas of learning	 <p>Gain insight into religion, religious people and religious aspects of life.</p> <p>Explore the religious significance of the story of Jesus feeding 5,000 people.</p> <p>Language, literacy and communication skills</p> <ul style="list-style-type: none">• Tell the story of Jesus feeding 5,000 people.
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Aspect of range RE development Areas of learning	 <p>Explore our responsibility and the responsibility of religion for living things and for the natural world.</p> <p>Explore how Christians express responsibility for feeding the hungry.</p> <p>Creative development</p> <ul style="list-style-type: none">• Write and illuminate a verse from Mark 6.
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Pages 18-19

Aspect of range RE development Areas of learning	 <p>Pose questions about beliefs, values and actions that arise from exploration.</p> <p>Explore the significance of the different names Christians have for the communion service.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">Find out the different names Christians have for the Sunday service.
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Aspect of range RE development Areas of learning	 <p>Express personal responses to personal religious and moral questions.</p> <p>Explore personal responses to visiting a church.</p> <p>Physical development</p> <ul style="list-style-type: none">Look round a local church.
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Pages 20-21



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 the influence on people's lives of participating in the communion service.
Areas of learning	<i>Personal and social development, well being and cultural diversity</i> <ul style="list-style-type: none">• Ask some Christians what they believe about Jesus being with them in the communion service.





Aspect of range	Investigate and express <i>meaning</i> (including religious meaning) through signs, symbols, artefacts and imagery.
RE development	Explore the religious significance of the language used about communion.
Areas of learning	<i>Language, literacy and communication skills</i> <ul style="list-style-type: none">• Learn a hymn about communion (Alleluia, Sing to Jesus).

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Pages 22-23

Aspect of range RE development Areas of learning	 <p>Express personal responses to personal religious and moral questions.</p> <p>Explore 'reverence' by kneeling to receive communion.</p> <p>Physical development</p> <ul style="list-style-type: none">• Experience kneeling at the altar rail.
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Aspect of range RE development Areas of learning	 <p>Gain insight into religion, religious people and religious aspects of life.</p> <p>Explore the atmosphere of mystery around the Christian celebration of communion.</p> <p>Personal and social development, well being and cultural diversity</p> <ul style="list-style-type: none">• Experience Christian reflective music on communion (the hymn tune Picardy).
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