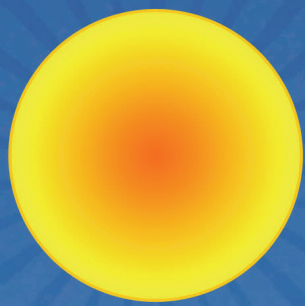




# Learning Activities

## Education for Sustainable Development and Global Citizenship within the Foundation Phase - ESDGC



**Climate  
Change**



**The Natural  
Environment**



**Choice and  
Decisions**



**Identity and  
Culture**



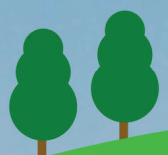
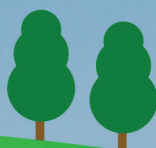
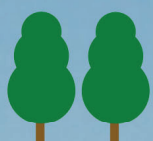
**Consumption  
and Waste**



**Health**



**Wealth &  
Poverty**



The publishers wish to thank Karen Mills for her dedication and commitment in developing the activities contained in this book. The publishers also thank Mark Lancett and the members of the monitoring panel Pam Mahoney, Clare Hardy, Hilary McConnell, Ann Evans and Bethan Parry Jones for their review and guidance.

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# Wealth and Poverty

Recognising that all human beings have certain needs, but that these needs are not always met in all places or in all societies. Understanding that inequalities can seriously affect people's lives, but our actions as individuals/groups can make a difference in combating poverty.

## Introduction

This teaching resource has been produced to encourage Foundation Phase children, aged 3 to 7 years old, to develop an awareness of their environment and promote an enjoyment of and willingness to care for their surroundings. The resource will enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales, and their role as a global citizen.

The resource is based on one of the seven interlinked ESDGC themes as identified in ESDGC 'A Common Understanding for Schools'. The themes are:

1. Wealth and Poverty
2. Consumption and Waste
3. Identity and Culture
4. Climate Change
5. Health
6. The Natural Environment
7. Choices and Decisions

Each theme has 3 activities. In each activity there are highlighted links to both the 'Framework for Children's Learning for 3 to 7-year-olds in Wales' and ESDGC 'A Common Understanding for Schools'. These highlighted links are only suggestions and practitioners will undoubtedly identify additional links to other areas of learning and the 'Skills framework for 3 to 19-year-olds in Wales'.

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# Theme 1: Wealth and Poverty

## Activity 1: Who helped me?

### Aim:

- To enable children to understand that they depend on other people's work for food and water.

### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Become independent thinkers and learners (PSDWBCD)
- Develop an understanding of the diversity of roles that people play in different groups and communities (PSDWBCD)

##### Range:

- Engage as individuals and in groups, talking to different audiences, including friends, the class, practitioners and other familiar adults and visitors (LLC)
- Learn about how and why people and places are linked' (KUW)
- Develop an awareness of, and be able to distinguish between, made and natural materials (KUW)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Understand that they depend on the work of other people for food and water

### Preparation

#### Suggested preparation

Discuss people who help us/what jobs people do.

#### Resources provided on the CD:

- 1.1 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about the ingredients of a cup of tea and how the ingredients are produced
- 1.2 Sequencing activity (interactive activity): In this activity the children are asked drag and drop pictures into a sequence to show a process. There are 4 processes with 3 pictures in each sequence

#### Additional resources required:

- Cup of tea (cold!), whiteboard, tea bags, loose tea, different types of sugar

#### Classroom management:

- Individual/pairs or small groups – focused and enhanced activity

#### Lesson introduction/background:

- Practitioner to take a cup of tea (cold) into the classroom and say s/he has made her/himself a cup of tea but then wondered how many other people had helped her/him to make the cup of tea



# Theme 1: Wealth and Poverty

## Activities

### Early/Emerging

- Children to work out the ingredients in a cup of tea – tea leaves, water, milk, sugar.
- Children to make a pot of cold tea and pour it into cups, discussing what they could add i.e. sugar, milk, lemon, sweetener.
- Children to look at loose tea and teabags. Tear open tea bags to see what is in them, look at the different shapes of teabags.
- Look at loose tea and tea from tea bags under the digital microscope and describe using all their senses.
- Look at different forms of sugar, white granulated, brown, sugar cubes.
- Children to develop vocabulary for describing the different components of a cup of tea.
- Role play area could be set up as a shop where the children can buy the ingredients or as a kitchen where children could make cold tea.
- Children to look at the photos (PDF activity 1.1) and match the product to where it comes from e.g. milk to cow, water to rain, tea to bush, sugar to sugar cane/sugar beet.
- Discuss the people involved e.g. farmer.
- Children to look at *Fairtrade* logo and discuss what it means.

### Emerging/Developing

- As Early/Emerging, but in addition children to discuss how the ingredients are made/where they come from.
- Children to use sequencing activity (interactive activity 1.2) to drag and drop pictures to show process for each ingredient of a cup of tea e.g. tea bush – leaves being picked – tea bag; rain – reservoir – tap; sugar cane – factory – sugar; cow – milking parlour – milk.
- Children discuss the people involved in all these processes.
- Discuss whether all the people live in this country.
- Children discuss logos on packaging that encourages people to buy produce produced in Britain e.g. Red Tractor, Buy British flag.

### Developing/Consolidating

- Sequencing activity as Emerging/Developing, but in addition children to discuss where in the world the ingredients might come from. Look on packets to see if they say where the ingredients were grown.
- Children to use the internet to see where tea and sugar is grown. Both are grown in Britain – tea in Cornwall and sugar beet in Norfolk.
- Children discuss the people involved in all these processes as well as the people involved in transporting the ingredients and finally selling them in shops.
- Discuss what *Fairtrade* means.
- Children visit supermarket/shop and record the number and variety of *Fairtrade* products.
- Discuss why *Fairtrade* products are sold.
- Children look for other logos e.g. Red Tractor, Buy British etc.

### Suggested Questions

- What is in my cup of tea?
- Where does tea come from? What is it?
- Where does water come from?
- How does it get to the tap?
- Where does milk come from?
- Have they ever seen a cow?
- What else produces milk?
- What else is made from milk?
- Where does the sugar come from?
- How do the ingredients of a cup of tea get to the shop?
- What jobs do people do in the shop so that we can buy the ingredients?
- What is *Fairtrade*?
- What do we mean by *Fairtrade*?
- Why choose *Fairtrade*?
- What do other product logos mean?



# Theme 1: Wealth and Poverty

## Activity 2: Richer or poorer?

### Aim:

- To enable children to explore and discuss what is important to them.

### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Build on previous experience, speak confidently, and make themselves clear by:
  - Relating their contributions in discussion to what has gone on before by taking similar/ different views into account, using the conventions of discussion and conversation (LLC)
- Value friends and families and show care and consideration (PSDWBCD)
- Ask questions about what is important in life from a personal perspective and from the perspective of others. (PSDWBCD)

##### Range:

- Talk/communicate, spontaneously and through structured activities, for a variety of purposes, including:
  - Talking of matters of immediate and personal interest
  - Asking and answering questions
  - Expressing thoughts, ideas and feelings, likes, dislikes and needs
  - Expressing opinions (LLC)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Some people are richer and some are poorer

### Preparation

#### Suggested preparation

Listen to stories about children from around the world and see what makes them happy or sad.

#### Resources provided on the CD:

- 2.1 Scalable Pictures (PDF activity): The pictures/images can be printed and used to stimulate discussion about which images are important to them and why
- 2.2 Diamond Ranking (PDF activity): The pictures/images can be arranged on a 9 Diamond Grid with the most important at the top and the least important at the bottom

#### Additional resources required:

- Story books of children around the world

#### Classroom management:

- Individual/pairs or small groups – focused activity

#### Lesson introduction/background:

- Discuss what things make the children really happy. Where they are and what are they doing? Who are they with?



# Theme 1: Wealth and Poverty

## Activities

### Early/Emerging

- Children to look at the images in the pictures (PDF activity 2.1) and discuss which ones are important to them e.g. are good friends more important than lots of toys?
- Children to discuss and decide as a group which 3 pictures are most important and say why.

### Developing/Consolidating

- Children look at the images in the pictures (PDF activity 2.1) and discuss which ones are more important and which ones are less important.
- Children as a group decide how they want to rank the images (PDF activity 2.2).
- Children explain why they ordered the pictures in the way they did.
- Children to discuss with the practitioner the concept of ‘richer and poorer’. Does rich mean lots of money and things or can you be ‘rich’ in other ways?

## Suggested Questions

- What do these pictures show?
- Which ones do you think are important? Why?
- Which ones do you think are not important? Why?
- Do you all agree? Why do you disagree?
- What things would we like to have?
- What things do we need?
- What do we mean by ‘richer or poorer’?
- Can you be ‘rich’ and have no money?



# Theme 1: Wealth and Poverty

## Activity 3: Feelings and emotions

### Aim:

- Begin to appreciate how others feel and understand what is fair and unfair

### Links

#### Framework for Children’s Learning for 3 to 7-year-olds in Wales

##### Skills:

- Express and communicate different feelings and emotions – their own and those of others (PSDWBCD)
- Be aware of and respect the needs of others (PSDWBCD)
- consider the consequences of words and actions for themselves and others (PSDWBCD)
- Be aware of their own feelings and develop the ability to express them in an appropriate way (PSDWBCD)
- Understand the relationship between feelings and actions and that other people have feelings (PSDWBCD)

##### Range:

- Talk/communicate, spontaneously and through structured activities, for a variety of purposes, including:
  - Talking of matters of immediate and personal interest
  - Asking and answering questions
  - Expressing thoughts, ideas and feelings, likes, dislikes and needs
  - Expressing opinions (LLC)

#### ESDGC ‘A Common Understanding for Schools’

##### Range:

- Treat others fairly
- Appreciate the different feelings of others
- Understand what is fair and what is unfair

### Preparation

#### Suggested preparation

Work with persona dolls, emotion paddles

#### Resources provided on the CD:

- 3.1 Scalable pictures (PDF activity): The emoticons can be printed and used to stimulate discussion about how it feels to be happy/sad etc
- 3.2 Matching Pairs (interactive activity): Children to select cards and match the correct pair (keep selecting until all pairs have been found). Once a correct pair has been found, cards will remain turned over and inactive

#### Additional resources required:

- Persona dolls, emotion paddles, whiteboard

#### Classroom management:

- Individual/pairs or small groups – focused and enhanced activity

#### Lesson introduction/background:

- Discuss with the children what they think is fair or unfair and how this makes them feel



# Theme 1: Wealth and Poverty

## Activities

### Developing/Consolidating

A focus on feelings may give rise to potentially sensitive issues. Practitioners should be conscious of the need to follow agreed child protection and safeguarding procedures if any of the activities prompt responses or personal disclosures from the pupils that give rise to concern.

Further guidance on the teaching of potentially sensitive issues is available from the personal and social education section on the Welsh Assembly Government website.

- Show the children the emoticon pictures (PDF activity 3.1) and discuss what emotion they depict.
- Discuss with the children how they show the four basic emotions - happiness/sadness/fear/anger.
- Discuss situations when they feel the emotions shown by the emotions.
- Role play situations when they experience these emotions.
- Discuss how they can help others who are experiencing these emotions.
- Use matching pairs activity (Interactive activity 3.2) to find matching emotions.
- Play fair/unfair game – read statements to the children and ask them to stand on either the 'fair' or 'unfair' side of the hall/classroom e.g. nobody would let me play with them; we shared the fruit; he took all the lego; he gave me half the play dough.
- Discuss why they think the statement is fair/unfair and how they would feel if it had happened to them.

### Suggested Questions

- What emotion do the pictures show?
- When have they felt happy/sad/angry/frightened?
- How does it make them feel inside?
- Has this been caused by other people/their friends/their family?
- Can it be nice to feel scared?
- When do they enjoy being scared?
- What can you do when you feel angry?
- Who should you tell when you are not happy?
- What should they do if their friend is unhappy or sad?

# Theme 1: Wealth and Poverty



**Notes...**



# Consumption and Waste

Sustainability; understanding that some resources are finite and that managing these resources has implications for people's lifestyles and for business.

## Introduction

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## Theme 2: Consumption and Waste

### Activity 1: Materials

#### Aims: To understand:

- Some materials can be reused and others recycled
- Enable children to identify, match and group familiar made and natural materials and sequence processes

#### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Become independent thinkers and learners (PSDWBCD)
- Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate (PSDWBCD)
- Making comparisons and identifying similarities and differences (KUW)
- Using and becoming familiar with common words and phrases for their world (KUW)

##### Range:

- Activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives (PSDWBCD)
- Experiment with different everyday objects and use their senses to sort them into groups according to simple features/properties (KUW)
- Develop an awareness of, and be able to distinguish between, made and natural materials (KUW)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Use resources carefully
- Dispose of used resources responsibly
- Understand some things can be recycled and others reused

#### Preparation

##### Suggested preparation

Play with and identify a wide range of made and natural materials both in the classroom and in the outdoor environment.

##### Resources provided on the CD:

- 1.1 Dice game (PDF Activity): The PDF can be printed out (A3 is preferable) and made into a dice. Children throw the dice and discuss what material the image is made from
- 1.2 Sequencing activity (interactive activity): In this activity the children are asked to drag and drop pictures into a sequence to show a process. There are 4 processes with 4 pictures in each sequence
- 1.3 Scalable pictures (PDF Activity): The pictures can be printed and used to stimulate discussion or inserted into the 'face pockets' on a large dice such as that often used in maths activities

##### Additional resources required:

- Examples of familiar materials, including fabrics; digital microscope; sorting hoops; whiteboard for drag and drop activity

##### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

##### Lesson introduction/background:

- Children to look at materials/fabrics both in the classroom and the outdoor environment.



## Theme 2: Consumption and Waste

### Activities

#### Early/Emerging

- Children to name materials and describe them e.g. colour, texture.
- Look at objects and identify what they are made from.
- Make rubbings of material/objects using paper and crayons both in the classroom and the outdoor environment.
- Observe materials under the digital microscope and describe observable features.
- Use picture dice game (PDF activity 1.1) and scalable pictures (PDF activity 1.3) to recognise and name familiar objects discussing the material they are made from.
- Discuss with the practitioner which materials they have in the classroom or at home that can be recycled.

#### Developing/Consolidating

- As Early/Emerging, but in addition children to discuss what they can do with the finished items when they no longer need them. Should they reduce, re-use or recycle them? Discuss how they might do this.
- Discuss whether these are man-made or are natural materials.
- Children to use observable features to group objects using their own simple criteria i.e. colour, texture, material etc.
- Use digital microscope to generate pictures of fabrics or natural materials that can be matched to actual materials/fabrics.
- Children to use sequencing activity (interactive activity 1.2) to drag and drop pictures to show process e.g. tree – sawmill - wood – paper; sheep – sheep being sheared - wool – knitted jumper; wheat – flour mill - flour – bread; rock – ore being processed - metal – can.

### Suggested Questions

- What is shown in the picture?
- What is it made from?
- What does it look like?
- How could you put these materials in groups?
- Why did you put them in those groups?
- Can you put them in a different group?
- Which pictures go together to tell a story?
- What can we do with things when we don't want them any more?
- What could we do in the classroom to reduce what we use?
- How could you reduce what you use?
- What happens to them if we put them in the bin?
- Is there something better we can do with them?



## Theme 2: Consumption and Waste

### Activity 2: Reuse/recycle

#### Aims: Children to:

- Collect and organise information
- Understand some materials can be reused and others recycled

#### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Become independent thinkers and learners (PSDWBCD)
- Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate (PSDWBCD)
- Identify, collect and organise information in purposeful contexts (MD)
- Use a variety of ways to represent collected data (MD)
- Using and becoming familiar with common words and phrases for their world (KUW)

##### Range:

- Activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives (PSDWBCD)
- Collect, represent and interpret data – represent collected data initially using real objects, pictures or diagrams, progressing to a variety of simple charts, graphs, diagrams, tables or databases (MD)
- Experiment with different everyday objects and use their senses to sort them into groups according to simple features/properties (KUW)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Use resources carefully
- Dispose of used resources responsibly
- Understand some things can be recycled and others reused

#### Preparation

##### Suggested preparation

Collect rubbish/litter in the classroom and in the outdoor environment.

##### Resources provided on the CD:

- 2.1 Grouping (Interactive activity): In this activity children are asked to place various items into two groups – re-use/re-cycle. In this activity children identify objects in a 'dustbin' that should not be there and suggest what could be done with them instead. For instance food items could be composted; clothing/household items could be given to charity shops; paper/cans could be recycled

##### Additional resources required:

- Whiteboard for drag and drop activity

##### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

##### Lesson introduction/background:

- Sort rubbish/litter found in the classroom or outdoor environment into that which can be recycled, reused or sent to landfill



## Theme 2: Consumption and Waste

### Activities

#### Early/Emerging

- Children to look at litter and rubbish collected to identify what material it is made from and discuss if it could have been recycled. If it can't be recycled discuss where the litter should have been put - *Litter picking can involve both hidden and obvious dangers and organisers should ensure that the litter pickers are properly equipped and aware of any health and safety procedures.*

#### Developing/Consolidating

- Construct pictogram or tally chart of what was found and ask the children to give sentences describing 'what the pictogram/tally chart tells me'
- Use grouping activity screen (interactive activity 2.1), either printed off as paper based or on whiteboard, for the children to find and sort objects that could be re-used or recycled
- Discuss how they have grouped the objects and why
- Discuss whether it is better to recycle, reduce or re-use
- Look at objects to find recycling logos and discuss what they mean

### Suggested Questions

- What can we do with things when we don't want them any more?
- What can you do at school or home to reduce/reuse/recycle?
- What happens to them if we put them in the bin?
- Is there something better we can do with them?



## Theme 2: Consumption and Waste

### Activity 3: Needs and wants

#### Aims: Children to:

- Recognise that there is a difference between needs and wants

#### Links

##### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Ask questions about what is important in life from a personal perspective and from the perspective of others (PSDWBCD)
- Listen and respond appropriately and effectively with growing attention and concentration (LLC)
- Sorting and grouping information using ICT on some occasions (KUW)

##### Range:

- Activities that allow them to begin to communicate their ideas, values and beliefs about themselves, others and the world (PSDWBCD)
- Talk/communicate spontaneously and through structured activities, for a variety of purposes, including: expressing thoughts, ideas and feelings, likes, dislikes and needs (LLC)

##### ESDGC 'A Common Understanding for Schools'

##### Range:

- Understand wants and needs are two different things

#### Preparation

##### Suggested preparation

Discuss with the children what they would like for their Birthday/Christmas/Eid

##### Resources provided on the CD:

- 3.1 Grouping (interactive activity): In this activity children are asked to place various items into two groups – wants and needs
- 3.2 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion on needs and wants

##### Additional resources required:

- Interactive whiteboard

##### Classroom management:

- Individual/pairs or small groups – focused activity

##### Lesson introduction/background:

- Previous work on what plants and animals need in order to live and grow



## Theme 2: Consumption and Waste

### Activities

#### Early/Emerging/Developing/Consolidating

- Talk to the children about what they think their pets need to live. Pets might be given water, food, care, toys, fancy cages, special food bowls, blankets, beds. Which ones do they need in order to survive?
- Show the children the pictures (PDF activity 3.2). Discuss the content of the pictures using the Suggested Questions.
- Using either the scalable pictures (PDF activity 3.2) or grouping (Interactive activity 3.1) decide whether the pictures could be grouped as needs or wants.
- Discuss sensitively whether they think all children in Wales/other countries have their needs met.
- Is there anything we can do to help others have their needs met?

#### Suggested Questions

- What do the pictures show?
- Do the children have any of these things?
- Would they like them? Why?
- Do they think all children in the world have these things?
- Are they special? Why?
- Do they cost a lot of money?
- Do they need them? Why?
- What do we mean by needs?
- Can they decide which things they need in order to live and which ones they would like but could live without?



## Theme 2: Consumption and Waste

**Notes...**



# Identity and Culture

Recognising we are all similar but different; recognising and respecting diverse views, values and beliefs and acknowledging their importance in shaping lives and communities.

## Introduction

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## Theme 3: Identity and Culture

### Activity 1: Similarities

#### Aims: To understand:

- Essential similarities between all human beings
- Everyone is special and different.

#### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Treat people from all cultural backgrounds in a respectful and tolerant manner (PSDWBCD)
- Build on previous experience, speak confidently, and make themselves clear by:
  - relating their contributions in discussion to what has gone on before by taking similar/different views into account, using the conventions of discussion and conversation (LLC)
- Identify, collect and organise information in purposeful contexts (MD)
- Use a variety of ways to represent collected data (MD)

##### Range:

- Activities that allow them to begin to communicate their ideas, values and beliefs about themselves, others and the world (PSDWBCD)
- Talk/communicate, spontaneously and through structured activities, for a variety of purposes, including: expressing thoughts, ideas and feelings, likes, dislikes and needs (LLC)
- Identify the similarities and differences between themselves and other children (KUW)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Understand essential similarities between all human beings
- Understand everyone is special and different

#### Preparation

##### Resources provided on the CD:

- 1.1 Matching pairs (interactive activity): Children to select cards and match the correct pair (keep selecting until all pairs have been found). Once a correct pair has been found, cards will remain turned over and inactive
- 1.2 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about children from around the world

##### Additional resources required:

- Large map of the world, whiteboard/computer for interactive activity

##### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

##### Lesson introduction/background:

- Discuss similarities and differences not only between different people but also people and other animals. Do all animals have the same features, senses, number of limbs? Children to draw self portraits showing features.



## Theme 3: Identity and Culture

### Activities

#### Early/Emerging

- Discuss with the children physical similarities and differences. Construct tally charts/pictograms on boy/girl, hair colour, eye colour etc for the children in the class. Emphasis that they are comparing physical similarities and differences not clothes or wearing of glasses etc.
- Children to use matching pairs (interactive activity 1.1) to find identical faces. Describe physical features of faces.

#### Developing/Consolidating

- As Early/Emerging, but in addition children to look at pictures of children from around the world (PDF activity 1.2 Scalable pictures).
- Discuss which columns on the tally charts/pictograms they could be added to regarding hair colour, eye colour etc.
- Discuss physical features of children in the pictures. Discuss how they are physically similar to the children in the class; how they are different.
- Find the countries the children come from on the map of the world and discuss how far away they are from Wales.
- Discuss whether:
  - Anyone comes from these countries
  - Has relatives living in these countries
  - Has visited any of these countries.
- Discuss whether:
  - There any clues in the pictures to show what the weather might be like
  - If any of the children are dressed in national costume
  - The children dress like this all the time
  - The children in the class dress in Welsh national costume and if they dress like this all the time.
- Discuss what they think the children in the pictures eat, where they live, what do they do as play.

### Suggested Questions

- What features do you have on your face?
- How many legs, arms, hands, and feet do you have?
- Do the children in the pictures have the same features?
- How are the children in the picture similar to you?
- What makes you special?
- Which country do you come from?
- Where were you born?
- Can you find it on the map?
- Which countries do the children in the pictures come from?
- Can you find these on the map?
- What colour is your skin?
- Do others have the same skin colour?
- Are the children in the pictures dressed like you?
- If they are dressed differently can you think why this might be?
- Do they come from hotter/colder countries?
- Do they dress like this everyday? Why?
- Do you dress the same everyday? Why?
- Do you dress differently in winter/summer? Why?
- Are there more similarities or more differences between children in your class?
- Are there more similarities or differences between your class and the children in the pictures?
- Should we treat everyone the same regardless of what country they come from? Why?



## Theme 3: Identity and Culture

### Activity 2: Cultures and beliefs

#### Aims: To understand:

- Everyone is special and different
- Others may celebrate different festivals

#### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Build on previous experience, speak confidently, and make themselves clear by:
  - relating their contributions in discussion to what has gone on before by taking similar/different views into account, using the conventions of discussion and conversation (LLC)
- Develop a positive self-image and a sense of belonging as part of different communities and have an understanding of their own Welsh identity (PSDWBCD)

##### Range:

- Activities that allow them to begin to communicate their ideas, values and beliefs about themselves, others and the world (PSDWBCD)
- Talk/communicate, spontaneously and through structured activities, for a variety of purposes, including: expressing thoughts, ideas and feelings, likes, dislikes and needs (LLC)
- Identify the similarities and differences between themselves and other children (KUW)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Understand everyone is special and different
- Understand others may celebrate different festivals

#### Preparation

##### Resources provided on the CD:

- 2.1 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about items associated with Wales
- 2.2 Grouping (interactive activity): In this activity children are asked to place pictures into two groups – those associated with Wales and those not

##### Additional resources required:

- Artefacts celebrating Wales and/or St David's Day, whiteboard/computer for interactive activity

##### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

##### Lesson introduction/background:

- Discuss what happens on special days like St David's Day, rugby/football internationals



## Theme 3: Identity and Culture

### Activities

#### Early/Emerging

- Look at scalable pictures (PDF activity 2.1) and discuss what each one shows.
- Discuss whether the children have special clothes for St David's Day and whether they wear them all the time. Discuss whether they wear them on any other occasions.
- Discuss whether children in the class have other special clothes that they wear for other special occasions e.g. other cultural festivals, weddings, christenings etc.

#### Developing/Consolidating

- As Early/Emerging, but in addition children to discuss which pictures are special to Wales and why.
- Discuss whether any of the pictures show items that are associated with another country.
- Sort and group (interactive activity 2.2) the pictures into those associated with Wales and those not.
- Discuss whether some people in Wales also celebrate other festivals and why.
- Discuss whether we should expect people from other countries to respect our culture and beliefs and whether we should respect the cultures and beliefs of others.

### Suggested Questions

- What is shown in the picture?
- Do you wear clothes like the ones shown in the picture? When?
- Do you wear these special clothes all the time? Why?
- Do you have or have you worn any other special clothes? When?
- Are any of these pictures special to Wales? Why?
- Are any of the pictures special to another country? Why?
- Which pictures are associated with Wales?
- Do people in Wales celebrate other festivals? Why?



## Theme 3: Identity and Culture

### Activity 3: Identifying differences and exploring stereotypes

#### Aims: To understand:

- Recognise that discrimination and exclusion are wrong
- Everyone is special and different

#### Links

##### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Be aware of and respect the needs of others (PSDWBCD)
- Take responsibility for their own actions (PSDWBCD)
- Begin to question stereotyping (PSDWBCD)
- Understand the relationship between feelings and actions and that other people have feelings (PSDWBCD)

##### Range:

- Activities that allow them to begin to communicate their ideas, values and beliefs about themselves, others and the world (PSDWBCD)
- Learn about the senses that humans and other animals have and use to enable them to be aware of the world around them (KUW)

##### ESDGC 'A Common Understanding for Schools'

##### Range:

- Recognise that discrimination and exclusion are wrong
- Understand everyone is special and different

#### Preparation

##### Resources provided on the CD:

- 3.1 Scalable pictures: The pictures can be printed and used to stimulate discussion about the impairments depicted in the pictures
- 3.2 Grouping (interactive activity): In this activity children are asked to place pictures into two groups – helpful to disabled people/not helpful to disabled people

##### Additional resources required:

- Persona dolls with glasses, hearing aids, physical disability

##### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

##### Lesson introduction/background:

- Identify and discuss senses and how these are important to humans and animals



## Theme 3: Identity and Culture

**Activities** - *these activities will need to be approached sensitively as they may directly affect children in the class.*

### Early/Emerging

- Use pictures 1 to 6 (PDF activity 3.1) and ask the group to describe the physical features of the children depicted.
- Taking pictures 1 to 3 in turn the practitioner tells the group that these children might have additional physical needs. Can they identify what they might be from the clues in the pictures?
- From pictures 1 to 3 discuss whether the children can identify what impairments are being shown.
- Discuss whether any of the children or practitioners in the class/setting have these impairments or know anyone who does.
- Discuss whether they have anything to help them with their physical needs e.g. glasses/hearing aids. How do they feel about wearing glasses/hearing aids etc? Discuss whether any of the other children wear sunglasses in the summer. Why?
- Discuss how people might feel if they were teased about their physical need. Discuss whether there are times when wearing glasses/hearing aids might cause a problem or stop them doing something and what can be done to make sure that it doesn't stop them doing things.
- If an adult wearing glasses/hearing aid/using a wheelchair is happy to take part, ask them to hot seat for the children so they can ask questions about how they feel; have they ever been teased, made unhappy by others? Otherwise use a persona doll for a question and answer session.
- The deaf/hearing impaired services and/or visually impaired services within each Local Authority will usually visit classes with different types of glasses/hearing aids which show children what it is like to have tunnel vision, impaired vision etc. look through opaque material to get an idea of what it is like to be blind or partially sighted.
- Discuss with the group what it might be like to be Blind/partially sighted or Deaf/hard of hearing and what people can use to assist them in their day-to-day lives. Charities such as Guide Dogs for the Blind/Hearing Dogs will often visit classes and tell them about their work.
- Use eye shades and ask them if they can use other senses to explore their environment<sup>1</sup>.
- Use ear plugs or ear muffs for the children to experience what it is like not to be able to hear properly<sup>1</sup>.
- Discuss how easy or difficult it would be to get around their school/class room if they were using a wheelchair, and what could be changed to make the difficult things easier.
- Sort and group (interactive activity 3.2) the pictures shown into those helpful if you have an impairment and those not helpful. Discuss how the children can help disabled people.
- Picture 4 - 6 shows people taking part in the Paralympics.
- Discuss with the group what the Paralympics are and how disabled people are able to take part.
- Discuss what activities are being shown the pictures and whether it is fair to discriminate or exclude disabled people from activities because they have an impairment.

### Developing/Consolidating

- As Early/Emerging, but in addition look at picture 7
- Discuss whether this child has an obvious impairment and whether these are always visible.
- Discuss what medical conditions/impairments they might have – diabetes, asthma, autism, heart condition, renal failure etc.
- Impairments can't always be seen and because they are not visible things are not changed around them. This means they are unable to do what they want to do easily, or people say things which might make the person unhappy. The school nurse will often visit classes to explain how hidden problems can affect people's lives.
- Discuss whether the group can think of any other ways in which people might be discriminated against.
- Discuss with the group what they should do if they know someone is being teased or made unhappy by others, excluding them or discriminating against them.

### Suggested Questions

- How would you describe the child in the photograph?
- How are they similar to /different from you?
- Do you know anyone who wears glasses, hearing aids, uses a wheelchair?
- What kinds of things can disabled people do?
- Does this stop them doing anything? Why?
- How can you help them?
- Is it fair to stop them doing things?
- What should you do if someone is being unkind to someone else?

### The Federation of Disability Sport Wales (FDSW)

The Federation of Disability Sport Wales (FDSW) is a pan-disability not-for-profit organisation which, through a network of disability sport development officers, aims to promote and develop quality sports participation and performance opportunities for disabled people throughout Wales.

For information about who to contact visit:

<http://www.disability-sport-wales.org/inyourarea.html>

or telephone: 0845 846 0021



<sup>1</sup> This activity aims to get them to think about their other senses, and whilst they might feel a bit nervous when using eye shades or with ear plugs in, it's important to remind them that people who are Deaf/hard of hearing or Blind/partially sighted are used to it, and they don't live every day feeling scared or nervous.



## Theme 3: Identity and Culture

**Notes...**



# Climate Change

Recognising that climate can be affected by many factors and that climate change affects humans and other living things.

## Introduction

This teaching resource has been produced to encourage Foundation Phase children, aged 3 to 7 years old, to develop an awareness of their environment and promote an enjoyment of and willingness to care for their surroundings. The resource will enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales, and their role as a global citizen.

The resource is based on one of the seven interlinked ESDGC themes as identified in ESDGC 'A Common Understanding for Schools'. The themes are:

1. Wealth and Poverty
2. Consumption and Waste
3. Identity and Culture
4. Climate Change
5. Health
6. The Natural Environment
7. Choices and Decisions

Each theme has 3 activities. In each activity there are highlighted links to both the 'Framework for Children's Learning for 3 to 7-year-olds in Wales' and ESDGC 'A Common Understanding for Schools'. These highlighted links are only suggestions and practitioners will undoubtedly identify additional links to other areas of learning and the 'Skills framework for 3 to 19-year-olds in Wales'.

Each activity is meant to be as flexible as possible. There is no suggested timescale, thus enabling the practitioner to monitor the engagement of the children in order to determine the duration of the activity.

The activities are designed to be used during focused tasks or enhanced learning opportunities as determined by the practitioner. It is expected that practitioners will use them appropriately for their children according to their stage of development. Any introductory and follow-up activities will be based on the children's development, expressed interests and suggestions and linked to any emerging and/or planned activities. Opportunities for creative development e.g. role play, drama, singing, dance, art should be woven throughout these activities.



## Activity 1: Weather and climate

### Aims: To understand:

- Weather changes with the seasons
- Different places have different weather patterns
- These weather patterns affect the way people live

### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others (PSDWBCD)
- Making comparisons and identifying similarities and differences (KUW)
- Using and becoming familiar with common words and phrases for their world (KUW)

##### Range:

- Activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world (PSDWBCD)
- Begin to recognise differences between their own locality, localities in other parts of Wales and different parts of the world (KUW)
- Investigate how places change e.g. the weather (KUW)
- Identify the effects the different seasons have on some animals and plants (KUW)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Understand weather changes with the seasons
- Understand different places have different weather patterns
- Understand weather patterns affect the way people live

### Preparation

#### Suggested preparation

Keep a diary of the weather over a period of time.

#### Resources provided on the CD:

- 1.1 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about the season shown.
- 1.2 Dice Game (PDF Activity): The PDF can be printed out (A3 is preferable) and made into a dice. Children throw the dice and discuss what material the image is made from.
- 1.3 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about the climate shown.

#### Additional resources required:

- Interactive whiteboard

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

#### Lesson introduction/background:

- Read stories about children living in different parts of the world



# Theme 4: Climate Change

## Activities

### Early/Emerging

- Children to go outside and observe the weather.
- Describe features of the current weather – is it hot/cold/cloudy/dry/wet/windy etc.
- Discuss if the weather is the same every day.
- Discuss what the weather has been like on other days the children can remember e.g. can they remember it snowing/stormy/very hot.
- Ask the children to bring in photographs of themselves outside in other types of weather e.g. on holiday, playing in the snow.
- Does the weather affect what they wear? How?
- Does the weather affect what they can do? How?
- Write a class/group poem based on the weather they have experienced.
- Paint pictures showing the weather.

### Emerging/Developing

- As Early/Emerging, but in addition, look at scalable pictures (PDF activity 1.1) and discuss different seasons shown.
- Discuss the main weather features of each season.
- Discuss what happens to the animals and plants in each season.
- Discuss whether everyone in the world has seasons like us.
- Use the picture dice game (PDF activity 1.2) to match season to season. to recognise the seasons.
- Follow a tree, in or near the school grounds, through the year recording photographically changes month to month, season to season.

### Developing/Consolidating

- As in Emerging/Developing, but in addition, look at scalable pictures (PDF activity 1.3) and discuss the pictures.
- Discuss the weather shown in the picture.
- Discuss how this might have affected the children shown in the pictures. What are they wearing and is there a reason for this?
- How might the weather affect what games the children play, what they eat, the types of houses they live in.
- Discuss which parts of the world have similar climate patterns to us.

### Suggested Questions

- What is the weather like today?
- Is the weather always the same?
- Is it cold/hot/windy/wet/dry/cloudy?
- What clothes you do wear when it is hot/cold?
- Does the weather affect the games you can play? Why?
- Do you wear the same clothes all the time?
- What season is shown in the picture?
- How do you know?
- What happens to the plants in winter?
- What happens to animals in winter?
- How might the weather affect plants and animals?
- What can we do to help them?
- What are the children in the pictures doing?
- What is the weather like where these children live?
- Is it like that all the time?
- Do they have seasons like us?
- What are they wearing?
- How does the weather affect what they are wearing?
- How does the weather affect what they can do?



## Activity 2: What uses energy?

### Aims: To understand:

- Understand that energy is needed to power lighting, heating and transport
- Recognise the importance of saving energy
- Understand there are alternative sources of energy from wind and sun

### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Take responsibility for their own actions (PSDWBCD)
- Making comparisons and identifying similarities and differences (KUW)
- Using and becoming familiar with common words and phrases for their world (KUW)

##### Range:

- Activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives (PSDWBCD)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Recognise the importance of saving energy
- Understand energy is needed to power lighting, heating and transport
- Understand there are alternative sources of energy from wind and sun

### Preparation

#### Resources provided on the CD:

- 2.1 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about whether the items use energy
- 2.2 Grouping (interactive activity): In this activity children are asked to place pictures into two groups – uses energy/ doesn't use energy

#### Additional resources required:

- Interactive whiteboard for drag and drop activity

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

#### Lesson introduction/background:

- Find all the things in the classroom and outdoor environment that use energy



## Theme 4: Climate Change

### Activities

#### Early/Emerging

- Children to look at scalable pictures (PDF activity 2.1) and discuss whether the item shown uses energy or not.
- Discuss whether using energy just means ‘things with a plug’.
- Children to group images (interactive activity 2.2) according to whether they use energy or not.
- Discuss whether we can save any of this energy and if so how e.g. turn off lights when they are not needed.

#### Developing/Consolidating

- Children to make a list of all the things they can think of that use energy to power them.
- Children to sort objects around the classroom and outdoor environment into those that use energy and those that do not.
- Discuss whether we can save any of this energy and if so how e.g. walk to school.
- Look at items using renewable energy e.g. solar panels, wind energy, water energy and discuss where the energy comes from in these objects.
- Make things that work using solar cells.
- Look at windmills and watermills and discuss where the energy to grind the corn comes from.

### Suggested Questions

- What things in this room need energy to make them work?
- Where does the energy come from?
- What makes the light come on?
- What makes the computer work?
- What makes the car go?
- What are the objects in these pictures?
- Do they all need energy to make them work?
- Where does the energy come from?
- Should we save the energy if we are not using something? Why?
- How can we save the energy?



## Activity 3: Saving it!

### Aims:

- To enable children to recognise the importance of saving energy and believe they can make a difference through their actions and behaviour

### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Take responsibility for their own actions (PSDWBCD)

##### Range:

- Begin to understand how they can protect the environment and become environmentally friendly in their everyday lives (PSDWBCD)
- Recognise how people's actions can improve or damage the environment (KUW)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Recognise the importance of saving energy
- Believe they can make a difference through their actions and behaviour

### Preparation

#### Suggested preparation

Previous lesson on 'What uses energy?'

#### Resources provided on the CD:

- 3.1 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about whether the activity shown is saving energy or using energy
- 3.2 Grouping (Interactive activity): In this activity children are asked to place pictures into two groups – saves energy/ uses energy

#### Additional resources required:

- Interactive whiteboard for drag and drop activity

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

#### Lesson introduction/background:

- Recap previous lesson on 'What uses energy?'



## Theme 4: Climate Change

### Activities

#### Developing/Consolidating

- Look at the pictures (PDF activity 2.1) from 'What uses energy?' lesson.
- Discuss why we should save energy when we can.
- Ask the children what they can do to save energy over the course of a day/week.
- Look at an energy meter and turn off lights/computer to see if it makes a difference to energy consumption.
- Look at the pictures (PDF activity 3.1) and discuss whether activity shown is saving energy or not.
- Children to group (interactive activity 3.2) pictures according to whether they are saving energy or not.
- Children to decide what they can do in school and at home to save energy.

#### Suggested Questions

- Do you remember these pictures?
- What did we decide they showed?
- Which items used energy to make them work?
- Why is energy precious?
- What can we do to stop wasting it?
- Look at these pictures? What do they show?
- Which pictures show people using energy?
- Which pictures show people saving energy?
- Can you sort them?
- How could you save energy?



## Theme 4: Climate Change

Notes...



# Health

Understanding the essential features of 'good health' and recognising the impact of choices about health issues on the quality of life for all people

## Introduction

This teaching resource has been produced to encourage Foundation Phase children, aged 3 to 7 years old, to develop an awareness of their environment and promote an enjoyment of and willingness to care for their surroundings. The resource will enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales, and their role as a global citizen.

The resource is based on one of the seven interlinked ESDGC themes as identified in ESDGC 'A Common Understanding for Schools'. The themes are:

1. Wealth and Poverty
2. Consumption and Waste
3. Identity and Culture
4. Climate Change
5. Health
6. The Natural Environment
7. Choices and Decisions

Each theme has 3 activities. In each activity there are highlighted links to both the 'Framework for Children's Learning for 3 to 7-year-olds in Wales' and ESDGC 'A Common Understanding for Schools'. These highlighted links are only suggestions and practitioners will undoubtedly identify additional links to other areas of learning and the 'Skills framework for 3 to 19-year-olds in Wales'.

Each activity is meant to be as flexible as possible. There is no suggested timescale, thus enabling the practitioner to monitor the engagement of the children in order to determine the duration of the activity.

The activities are designed to be used during focused tasks or enhanced learning opportunities as determined by the practitioner. It is expected that practitioners will use them appropriately for their children according to their stage of development. Any introductory and follow-up activities will be based on the children's development, expressed interests and suggestions and linked to any emerging and/or planned activities. Opportunities for creative development e.g. role play, drama, singing, dance, art should be woven throughout these activities.



## Activity 1: Where does it come from?

### Aim:

- To enable children to understand that all food comes from animals or plants

### Links

#### Framework for Children’s Learning for 3 to 7-year-olds in Wales

##### Skills:

- Take responsibility for their own actions
- Experiment with new learning opportunities, including ICT (PSDWBCD)
- Sorting and grouping information using ICT on some occasions (KUW)

##### Range:

- Talk/communicate, spontaneously and through structured activities, for a variety of purposes, including: expressing thoughts, ideas and feelings, likes, dislikes and needs (LLC)
- Collect, represent and interpret data: - sort and classify sets of objects using one or more criteria (MD)

#### ESDGC ‘A Common Understanding for Schools’

##### Range:

- Understand that all food comes from animals or plants

### Preparation

#### Suggested preparation

Discuss what food the children like/don’t like.

#### Resources provided on the CD:

- 1.1 Scalable Pictures (PDF activity): The pictures can be printed and used to stimulate discussion about different foods and where they come from
- 1.2 Grouping (interactive activity): In this activity children are asked to place food items into two groups – plant or animal. NB this activity is not self correcting
- 1.3 Domino game (PDF): The PDF can be printed out and laminated to make dominos for the children to play with. These can then be used indoor and outdoor as an enhanced activity. A3 printed would make bigger pieces which young children may find easier to handle. Children to match food to origin

#### Additional resources required:

- Real life/plastic examples of the foods shown in the scalable pictures plus others for further discussion

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

#### Lesson introduction/background:

- Group to discuss food likes and dislikes. Do they know where the food comes from?



# Theme 5: Health

## Activities

### Early/Emerging

- Children to look at pictures (PDF activity 1.1) and match them to real/plastic objects available.
- Children discuss whether they eat these things, like/dislike them.
- Children discuss how they eat them e.g. eggs boiled/fried/cold etc, as part of a meal e.g. roast dinner, raw or cooked.
- Discuss where we buy our food, maybe links to history here and how food was sold in the past.
- Discuss where the children think the food items come from.
- Children to produce paintings of the foods or where they come from.
- Discuss the differences between plants and animals, how they are kept, who keeps them/grows them.
- Children to plant food crops in school garden.

### Developing/Consolidating

- As Early/Emerging, but in addition children to discuss how some of the original plant or animal produce can be made into more than one thing e.g. cow/goat produces milk which can then be turned into butter, cheese, yogurt etc, potato can be boiled, mashed, roasted, chipped, made into crisps, waffles.
- Children to use grouping activity (interactive activity 1.2) to drag and drop pictures into groups showing the food coming from either plant or animal.
- Children to discuss other foods and whether they come from plants or animals. Trace processed foods back through the process to origin e.g. pasta made from flour – flour originates from grain, part of a plant.
- Children discuss the people involved in all these processes.
- Use (PDF activity 1.3) and match the food to origin dominos e.g. egg to chicken.

## Suggested Questions

- What are these foods?
- Do you like/dislike them? Why?
- Where do they come from?
- Does someone grow them?
- Where do we usually buy them?
- Can we buy them all from the supermarket?
- What else can be made from potatoes, milk?



## Activity 2: Fit and healthy

### Aim:

- To enable children to understand and recognise the importance of exercising

### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Understand and recognise the changes that happen to their bodies as they exercise ; describe the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings (PSDWBCD)
- Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies (PSDWBCD)
- Recognise the effects exercise has on their bodies as they move (PD)
- Describe what happens to their breathing and how they look and feel after exercise (PD)
- Begin to understand that regular exercise improves health and fitness and that it helps body parts to work well (PD)

##### Range:

- Activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy (PSDWBCD)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Recognise the importance of eating properly and exercising

### Preparation

#### Suggested preparation

After PE lessons discuss how they feel and what changes they notice in each other.

#### Resources provided on the CD:

- 2.1 Scalable pictures (PDF activity): The pictures/images can be printed and used to stimulate discussion about which images are of passive or energetic activities.
- 2.2 Diamond ranking (PDF activity): The pictures/images can be arranged on a 9 Diamond Grid with the most active at the top and the most passive at the bottom

#### Additional resources required:

- Interactive whiteboard

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

#### Lesson introduction/background:

- Discuss what exercise they do both in school and outside

**Activities****Emerging/Developing/Consolidating**

- Children to look at the images in the pictures (PDF activity 2.1) and discuss what the pictures show. Discuss whether they are activities that the children do regularly; discuss how many of them go to out of school activities such as dancing/karate/football/swimming.
- Produce a class pictogram showing the activities the children do outside of school.
- Discuss how they feel after each of the activities; discuss whether they all make them feel hot, out of breath, sweaty, make their heart beat faster.
- Discuss what hygiene rules we need to follow after exercise and why.
- Discuss whether the children in the pictures do the activities on their own or as a group.
- Discuss why it is important to do things as a group as well as on their own.
- Children to discuss and decide as a group which pictures show things that are active i.e. make them hot, sweaty, breathless and which things are passive. Discuss what we mean by active and passive activities.
- Ask the children to rank the pictures (PDF activity 2.2) from those that are most active down to those that are most passive.
- Discuss why we need both active and passive activities in the day or week.

**Suggested Questions**

- What do these pictures show?
- Which activities do you do either in school or outside of school?
- Which are passive activities? Can you think of any more?
- Which are energetic activities? Can you think of any more?
- How do you feel during exercise?
- How do you feel after exercise?
- Which activities are more energetic?
- Why do we need to exercise?
- What do you need to do after exercise?
- Which activity do you think is the most passive/active?
- Which activities can you do with your friends/family?
- Which ones do you tend to do on your own?



## Activity 3: Healthy eating

### Aim:

- To enable children to begin to understand that people need a combination of foods and that not everyone has enough food, clean water, a safe environment and good relationships

### Links

#### Framework for Children’s Learning for 3 to 7-year-olds in Wales

##### Skills:

- Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies (PSDWBCD)
- See links between cause and effect (KUW)

##### Range:

- Activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy (PSDWBCD)

#### ESDGC ‘A Common Understanding for Schools’

##### Range:

- Understand people need a combination of foods
- Understand that not everyone has enough food, clean water, safe environment and good relationships

### Preparation

#### Suggested preparation

Set up role play area as a café.

#### Resources provided on the CD:

- 3.1 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about which foods and drinks are ‘healthy’
- 3.2 Grouping (interactive activity): In this activity children are asked to place food and drink items into two groups – have lots of/have less of.

#### Additional resources required:

- Interactive whiteboard
- Plastic food and drinks

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

#### Lesson introduction/background:

- Discuss with the children what they would sell in a ‘healthy’ café

**Activities****Developing/Consolidating**

- Show the children pictures of food and drink (PDF activity 3.1) and discuss the food and drinks shown.
- Construct a pictogram of children’s favourite foods and drinks.
- What do we mean by ‘healthy’? Discuss whether any of the foods are ‘healthy’.
- Discuss whether this means we should never eat or drink other things. Emphasise that it is the quantity and quality of what we eat and drink that is important. Some foods we can eat a lot of whilst others should be eaten in moderation.
- Discuss with the children which foods they think we can eat a lot of and which ones we should eat less of.
- Discuss why our bodies need a variety of foods – bread/sugar/pasta give us energy, meat/fish/dairy make us grow, fruit and vegetables keep us healthy.
- Use grouping activity (interactive activity 3.2) to sort food and drink pictures into ‘have lots of’ and ‘have less of’.
- Discuss whether everyone in the world eats the same food. Taste foods from different countries. If the school has children from other countries or cultures, ask the children’s families if they would come into school and tell/show the children the traditional foods from their countries.
- Discuss whether every child in the world has enough to eat or clean water to drink. Many charities will have an education officer who will come into school to talk about the work they do in other countries. It is important to give a balanced view of a country or area so that stereotypes are not re-enforced. It may be for many children the lack of food and clean water is because of war, natural disaster, and environmental factors such as famine, it is not always because of poverty. Organisations such as Water Aid and Welsh Water have resources explaining how important clean water is – this is often an area missed by the children who tend to concentrate on food.

**Suggested Questions**

- Which of these foods do you like/dislike?
- Which of these foods do you think are ‘healthy’?
- What do we mean by ‘healthy’?
- Is it good to eat a lot of all these foods?
- Why does our body need a variety of foods?
- Which foods give us energy?
- Which foods make us grow?
- Which foods keep our bodies healthy?
- What else does our body need?
- Is food more important than water?
- Does everyone in the world have enough food? Why not?
- Does everyone in the world have clean water? Why not?
- Does everyone in the world eat the same food as us? Why not?
- Why do they eat different foods?



## Theme 5: Health

**Notes...**



# Natural Environment

Recognising the wealth, diversity and value of natural environments and how these can affect, and be affected by the actions of human communities.

## Introduction

This teaching resource has been produced to encourage Foundation Phase children, aged 3 to 7 years old, to develop an awareness of their environment and promote an enjoyment of and willingness to care for their surroundings. The resource will enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales, and their role as a global citizen.

The resource is based on one of the seven interlinked ESDGC themes as identified in ESDGC 'A Common Understanding for Schools'. The themes are:

1. Wealth and Poverty
2. Consumption and Waste
3. Identity and Culture
4. Climate Change
5. Health
6. The Natural Environment
7. Choices and Decisions

Each theme has 3 activities. In each activity there are highlighted links to both the 'Framework for Children's Learning for 3 to 7-year-olds in Wales' and ESDGC 'A Common Understanding for Schools'. These highlighted links are only suggestions and practitioners will undoubtedly identify additional links to other areas of learning and the 'Skills framework for 3 to 19-year-olds in Wales'.

Each activity is meant to be as flexible as possible. There is no suggested timescale, thus enabling the practitioner to monitor the engagement of the children in order to determine the duration of the activity.

The activities are designed to be used during focused tasks or enhanced learning opportunities as determined by the practitioner. It is expected that practitioners will use them appropriately for their children according to their stage of development. Any introductory and follow-up activities will be based on the children's development, expressed interests and suggestions and linked to any emerging and/or planned activities. Opportunities for creative development e.g. role play, drama, singing, dance, art should be woven throughout these activities.

# Theme 6: The Natural Environment



## Activity 1: What am I?

### Aim:

- To understand the variety of living things and enable children to identify, match and group familiar animals and plants in their local environment

### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others (PSDWBCD)
- Making comparisons and identifying similarities and differences (KUW)
- Using and becoming familiar with common words and phrases for their world (KUW)

##### Range:

- Identify some animals and plants that live in the outdoor environment (KUW)
- Observe differences between animals and plants, different animals and different plants in order to group them (KUW)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Understand the variety of living things

### Preparation

#### Suggested preparation

Walk in the local environment (Foundation Phase outdoor area/school grounds/wider environment) to observe plants and animals. Mini-beast hunt.

#### Resources provided on the CD:

- 1.1 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about the mini-beasts and their habitat. The same images will be used in interactive and PDF activities: tree, dandelion, buttercup, snail, slug, woodlouse, worm and spider
- 1.2 Dice game (PDF activity): The PDF can be printed out (A3 is preferable) and made into a dice or the pictures could be cut up and inserted into the 'face pockets' on a large dice such as that often used in maths activities. Children sit in a circle and throw the dice. Children then discuss whatever image the dice has landed on
- 1.3 Grouping (interactive activity): In this activity children are asked to place various plants/mini-beasts into groups determining their own criteria. There is no right or wrong answer – if the child's answer makes sense it is right, for example they might sort them because they like or dislike the plants/mini-beasts

#### Additional resources required:

- Leaves, flowers and mini-beasts found in the environment (leaves can be laminated from fresh and will keep for a number of years); digital microscope; plastic mini-beasts; sorting hoops; whiteboard for drag and drop activity

#### Lesson introduction/background:

- Outdoor activities** - children to go for a seasonal walk/mini-beast hunt and observe/collect/take pictures of leaves, flowers and mini-beasts. It may help to set mini-beast traps the day before (yoghurt pots sunk in the ground with tops level with the surrounding soil) so that nocturnal animals fall in the traps overnight and can be observed the next day. This can be done in the outdoor area or school grounds. Schools with very limited grounds could put a sheet down and brush the walls or shake a tree or bush (you will be amazed at what is there). Even in tarmac areas a pile of logs or stones will attract mini-beasts of all kinds. A baby bath or washing up bowl can be used as a temporary pond area (use water from a local pond/canal/stream).

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

# Theme 6: The Natural Environment



## Activities

### Early/Emerging

- Children to name mini-beasts and plants.
- Look at leaves, flowers and mini-beasts.
- Describe observable features (colour, shape, number of legs).
- Look at leaves, flowers and plants under the digital microscope.
- If available, match plastic play mini-beasts to real ones.
- Use picture dice game (PDF activity 1.2) to recognise and name pictures of plants and animals.

### Emerging/Developing

- As Early/Emerging, but in addition, look at photos (PDF activity 1.1) to see if the children can match the pictures to what they have found. If no picture supplied for leaf/flower/mini-beast found then take a digital picture and add to gallery.
- Discuss where in the environment they were found.
- Use observable features to group by simple criteria i.e. colour, shape, number of legs. (Interactive activity 1.3)
- Use digital microscope to generate pictures of flower, leaf and mini-beast parts which can be matched to real/plastic mini-beasts.

### Developing/Consolidating

- Use picture dice and word dice (PDF activity 1.2). Throw both and say whether word matches picture or not.
- Use observable features to group by simple criteria i.e. colour, shape, and number of legs. (Interactive activity 1.3) and in addition give reason for grouping.
- Give possible reason for where the plant/minibeast was found i.e. woodlouse under stone, only spring flowering plants under trees in woodland.

### Suggested Questions

- Do you know what this is called?
- Did we find one on our seasonal walk?
- Where was it? Is it a plant or animal?
- How do we know that?
- Describe what it looks like?
- Did we find it anywhere else?
- Have you seen one at home/ in the garden?
- Can you put them in groups?
- Why did you put them in those groups?
- Could you put them in different groups?

# Theme 6: The Natural Environment



## Activity 2: Jigsaw

### Aim:

- To enable children to understand the variety of living things; identify and match familiar animals and plants in their local environment

### Links

#### Framework for children's learning for 3 to 7-year-olds in Wales

##### Skills:

- Develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others (PSDWBCD)
- Making comparisons and identifying similarities and differences (KUW)
- Using and becoming familiar with common words and phrases for their world (KUW)

##### Range:

- Identify some animals and plants that live in the outdoor environment (KUW)
- Observe differences between animals and plants, different animals and different plants in order to group them (KUW)

#### ESDGC 'A common understanding for Schools'

##### Range:

- Understand the variety of living things

### Preparation

#### Resources provided on the CD:

- 2.1 Jigsaw (interactive activity): This is a 'drag and drop' activity but could be printed off and laminated to create physical jigsaw pieces. In this activity there are 2 levels (4 pairs and 8 pairs). For Early/Emerging the children have to link the same 2 images to complete a jigsaw and for Developing/Consolidating children have to link an image to a word to complete the jigsaw
- 2.2 Scalable pictures (PDF activity); The pictures can be printed and used to stimulate discussion about the mini-beasts, their habitat etc
- 2.3 Domino Game (PDF activity): The PDF can be printed out and laminated to make dominos for the children to play with. These can then be used indoor and outdoor as an enhanced activity. A3 printed would make bigger pieces which young children may find easier to handle. Early/Emerging can match image to image whilst Developing/Consolidating can match image to word

#### Additional resources required:

- Interactive whiteboard for drag and drop activity

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

#### Lesson introduction/background:

- Recap previous activity. Use pictures (PDF activity 2.2) to see how many leaves/flowers/mini-beasts the children can name.



## Theme 6: The Natural Environment

### Activities

#### Early/Emerging

- Children match jigsaw pieces together using image to image (Interactive activity 2.1).
- Children to match dominoes together using image to image (PDF activity 2.3).

#### Developing/Consolidating

- Children match jigsaw pieces together using image to name (Interactive activity 2.1).
- Children to match dominoes together using image to name (PDF activity 2.3).

### Suggested Questions

- Do you remember these from last time?
- Do you know what this is called?
- Did we find one on our seasonal walk?
- Where was it? Is it a plant or animal?
- How do we know that?
- Did we find any anywhere else?
- Have you seen one at home/ in the garden?
- Can you find the 2 pieces to make a jigsaw?
- Can you find the next domino to continue the line?



# Theme 6: The Natural Environment

## Activity 3: Search and find

### Aim:

- Discuss what they can do to damage or improve the environment.

### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Demonstrate care, respect and affection for other children, adults and their environment (PSDWBCD)

##### Range:

- Begin to understand how they can protect the environment and become environmentally friendly in their everyday lives (PSDWBCD)
- Recognise how people's actions can improve or damage the environment (KUW)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Care for the environment and recognise its importance
- Understand people's actions can improve or damage the environment

### Preparation

#### Suggested preparation

Walk around school grounds or wider area looking at what should/should not be there. In schools with no litter problem some may have to be planted! Items could be collected and photographed in situ to show where they were found.

#### Resources provided on the CD:

- 3.1 Search and find (interactive activity); In this activity children identify objects that should not be in that environment and drag them to a drop area. The environment shown is a woodland scene and some of the objects are animals not found there such a shark whilst others are litter/manmade objects which should not be found there.

#### Additional resources required:

- Interactive whiteboard for drag and drop activity

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

#### Lesson introduction/background:

- Discuss mini-beasts and plants found in previous activities. Where were they found? Explain that this is their habitat or home. You may want to make a 'mess' of the home corner and drop 'clean' litter throughout it. How does this make them feel? Are they angry/upset? Is it dangerous? Is this how mini-beasts and plants might 'feel' when their habitats/homes are not looked after.



## Theme 6: The Natural Environment

### Activities

#### Developing/Consolidating

- Discuss what they found on their grounds walk that should not have been there and where it came from.
- Use search and find activity screen (3.1), either printed off as a paper based or on whiteboard, for the children to find and remove objects that should not be in the environment.
- Discuss what they have removed and why.
- Children to suggest where the removed objects could be put.

#### Suggested Questions

- Is there anything in this picture that should not be there?
- Why do you think it shouldn't be there?
- Where do you think it should be?
- How do you think it got there?
- How could we improve the habitat/home for the animals and plants?



## Theme 6: The Natural Environment

**Notes...**



Developing respect for self and others, accepting responsibility for personal actions and participating in group decisions. Understanding how our actions can have consequences for others.

## Introduction

This teaching resource has been produced to encourage Foundation Phase children, aged 3 to 7 years old, to develop an awareness of their environment and promote an enjoyment of and willingness to care for their surroundings. The resource will enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales, and their role as a global citizen.

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7. Choices and Decisions

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# Theme 7: Choices and Decisions

## Activity 1: Rules

### Aim:

- To enable children to have their views listened to and to listen to the views of others and see that rules can help everyone

### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community (PSDWBCD)
- Understand rules and elements of games (PD)
- Begin to understand how important it is to lift, carry, place and use equipment safely (PD)

##### Range:

- Activities that contribute to their own safety (PSDWBCD))

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Have their views listened to and listen to the views of others
- See that rules can help everyone

### Preparation

#### Suggested preparation

Look for examples of rules e.g. games, religions, crossing the road.

#### Resources provided on the CD:

- 1.1 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about rules printed on them.
- 1.2 Diamond ranking (PDF activity): The rules can be arranged on a 9 Diamond Grid with the most important at the top and the least important at the bottom

#### Additional resources required:

- Class rules, school rules, games rules

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

#### Lesson introduction/background:

- Discuss the different types of rules around the school



# Theme 7: Choices and Decisions

## Activities

### Early/Emerging

- Children to find as many different examples of rules as they can around the classroom.
- These might include rules about how many are allowed to take part in activities at any one time e.g. how many children may use the sand/water tray.
- Discuss why we have rules.
- During PE discuss rules and elements of games as well as rules for using/moving equipment safely.
- Discuss whether these are different to rules on how to cross the road, wearing seatbelts, not going in the sea when the red flag is flying.
- Children to look at rules on the scalable pictures (PDF activity 1.1) and discuss why these rules might be important
- Children to decide whether they are rules to tell us what to do or to keep us safe.
- Children to discuss who makes the rules.

### Developing/Consolidating

- As Early/Emerging, but in addition children to discuss whether some rules are more important than others.
- Ask the children to rank the rules (PDF activity 1.2) from those that are most important down to those that are least important. Children to give reasons for their choices.
- Children to look around the school for other examples of rules.
- Discuss whether there are rules outside school and who makes sure people keep them.
- Invite the local community policeman to talk to the children about why laws are necessary.
- Invite local religious leaders to talk to the children about religious rules and where they come from.

## Suggested Questions

- Why do we have rules?
- Are some more important than others? Which ones?
- Who makes the rules?
- Have you had the chance to make any rules? What are they?
- Do we agree with them?
- Who makes sure we keep to the rules?



# Theme 7: Choices and Decisions

## Activity 2: Is this fair?

### Aim:

- To enable children to understand choices and decisions have consequences
- To enable children to develop ways of avoiding and resolving conflicts
- To enable children to explore social and moral dilemmas through group enquiry

### Links

#### Framework for Children's Learning for 3 to 7-year-olds in Wales

##### Skills:

- Take responsibility for their own actions (PSDWBCD)
- Consider the consequences of words and actions for themselves and others (PSDWBCD)
- Develop an understanding of what is fair and unfair and to be willing to compromise (PSDWBCD)

##### Range:

- Activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world (PSDWBCD)
- Activities that allow them to solve problems and discuss outcomes (PSDWBCD)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Understand that choices and decisions have consequences
- Understand ways of avoiding and resolving conflicts
- Understand that they can explore social and moral dilemmas through group enquiry

### Preparation

#### Resources provided on the CD:

- 2.1 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about different situations and what the children could/should do in each case
- 2.2 Grouping (Interactive activity): In this activity children are asked to place pictures into two groups – those where children are helping others and those where they are not

#### Additional resources required:

- Interactive whiteboard

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

#### Lesson introduction/background:

- Recap previous activity on rules and discuss whether, when there are no rules, do we still know what to do



## Theme 7: Choices and Decisions

### Activities

#### Early/Emerging

- Discuss the previous activity on rules and whether there are rules for everything in life.
- Discuss how we need to know what we should do even if there are no rules.
- Look at the pictures (PDF activity 2.1) and discuss what the children think is happening in the picture.
- Discuss whether the children in the picture are being helpful or unhelpful.
- Discuss whether it is fair or unfair, if it is unfair why and how it could be made fairer.
- Discuss what you can do to improve the situation.

#### Developing/Consolidating

- As Early/Emerging, but in addition discuss how the children in the pictures might have felt.
- Hot seat the various roles and get the children to ask questions to explore how other children might have felt in these situations.
- Get the children to group the situations (Interactive activity 2.2) into those that are fair and those that are unfair.
- Ask the children if they think there are examples of unfairness in their setting and if there are how these might be made fairer.

### Suggested Questions

- Why do we have rules?
- Are there rules for everything?
- What is happening in the pictures?
- Is this fair?
- What can we do to make it fairer?
- What can we do to help?
- Can you think of any examples of unfairness that you could help to improve?



# Theme 7: Choices and Decisions

## Activity 3: Endings

### Aim:

- To enable children to understand that choices and decisions have consequences and that they can explore social and moral dilemmas through group enquiry

### Links

#### Framework for children's learning for 3 to 7 year olds in Wales

##### Skills:

- Respond personally to simple imaginary moral situations giving reasons for decisions made (PSDWBCD)
- Talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex (PSDWBCD)

##### Range:

- Activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world (PSDWBCD)
- Activities that allow them to solve problems and discuss outcomes (PSDWBCD)

#### ESDGC 'A Common Understanding for Schools'

##### Range:

- Understand that choices and decisions have consequences
- Understand that they can explore social and moral dilemmas through group enquiry

### Preparation

#### Suggested preparation

Recap previous activity on scenarios.

#### Resources provided on the CD:

- 2.1 Scalable pictures (PDF activity): The pictures can be printed and used to stimulate discussion about different situations and what the children could/should do in each case
- 3.1 Sequencing activity (interactive activity): In this activity the children are asked to drag and drop pictures into a sequence to show a scenario and outcome. There are 4 scenarios with 4 pictures in each. The children are given the starter scenario and then have to pick one picture from 3 to give it an 'ending'

#### Additional resources required:

- Interactive whiteboard

#### Classroom management:

- Individual/pairs or small groups – focused or enhanced activity

#### Lesson introduction/background:

- Recap previous activity on scenarios



## Theme 7: Choices and Decisions

### Activities

#### Developing/Consolidating

- Discuss the previous activity and how the children have a choice in what they do.
- Look at the starter scenario (Interactive activity 3.1) and discuss what is going on in the picture.
- Look at the 3 alternative endings and discuss the consequences of choosing each one.
- Hot seat the choices and get the children to ask questions to explore how other children might feel in each of these situations.
- Discuss whether it is as simple as a right or wrong answer or whether it is more complex.

#### Suggested Questions

- What is happening in this picture?
- Is this the right thing to do or not?
- Which picture would give a happy ending?
- Would any of the endings hurt anyone?



## Theme 7: Choices and Decisions

**Notes...**

## Other Tinopolis Foundation Phase resources you may be interested in...



### Fflic a Fflac Pack 1

The first of four vivid multimedia packs aimed at assisting Welsh language development in the Foundation Phase.

- 18 colourful A4 books suitable for group reading and later by children independently.
- 3 DVDs comprising of over 4 hours of video introducing a presenter and two friendly puppets that help learners to speak Welsh.
- An interactive CD ROM with a comprehensive handbook for adults. Prepared in Welsh and English it includes all the songs heard on the DVDs and an electronic version of the books. There are also a range of interactive Welsh activities.



### Fflic a Fflac Pack 2

Pack 2 develops the learning introduced in Pack 1 with more language patterns, new vocabulary and new songs and activities, continuing the fun of learning Welsh.

- 18 A4 books with new stories and slightly expanded sentence structures.
- 3 DVDs, there is a new presenter and the puppets have fun doing a range of new activities.
- 1 CD ROM following a similar format to the one in Pack 1, the guidelines are expanded and show the development between the content in Pack 1 and Pack 2 plus all the interactive games, songs and story reading.



### Fflic a Fflac Pack 3

Pack 3 is a comprehensive resource that develops on the previous two packs. Pack 3 introduces the new adventures of *Fflic a Fflac* with their new friends Lyn and Ceri.

- 15 books, some A4 and others A5 plus 3 activity packs that help develop children's interest in playing and reading in Welsh.
- 3 DVDs with approximately 6 hours of video that is not only fun to watch, it reuses previous sentence structures with new vocabulary and develops the language to the next level.
- 1 CD ROM with new games and new layout to appeal to the children as they progress through the Foundation Phase without being too familiar.



### Fflic a Fflac Pack 4

This is the last in the series and introduces new situations and strengthens the listener's confidence in using the learnt language patterns in new situations, Lyn meets up with another friend Alys and they both share new activities and adventures with *Fflic a Fflac*.

- 18 A5 books suitable for independent reading or reading in a group. Some of the books can be used in role playing and others introduce rhymes. In addition to the usual story books, some factual books are introduced.
- 3 DVDs that introduce the language patterns and vocabulary in an entertaining format.
- 1 CD ROM that develops on the format used in Pack 3, the content being more challenging and entertaining.



### Fflic a Fflac puppets

Capture the minds of the children and bring the adventures of *Fflic a Fflac* to life with these two engaging hand puppets. With working mouths, they provide an exciting accompaniment to the books and DVDs. Learning Welsh will soon become the highlight of the school day!

- Puppets size - approx 355mm high.



### Amser Canu

Capture the imagination of nursery school children across Wales. This CD is a fantastic introduction to the Welsh songs in Packs 1 & 2. With catchy tunes soon the whole school, playgroup or nursery will be singing these new Welsh songs.



### People, Beliefs and Questions

This pack contains resources and guidance to provide teachers with appropriate materials to develop religious education within the Foundation Phase. It will help develop pupils' knowledge and understanding of religion and religious issues as well as their thinking skills.

- The pack comprises four highly illustrated and colourful A3 books with both teacher and student sections.
- A CD containing teachers' notes with suggestions for classroom based activities and discussions, printable versions of all four books and a game card activity.

To purchase or for more information:

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