



Puddles and the Christening Splash!



Puddles and Arthur are the proud new parents of four little kittens.

Ziggy, Mustard, Midnight... and one with no name!

As everyone celebrates the baptism service of Sally and Mike's twins, Puddles and Arthur still can't think of a name for the little white kitten. Then, as the baptism service unfolds, there is more than one surprise in store...

The soft toy Puddles, Arthur four fluffy kittens and the fantastic Freddie Fisher are a must to accompany the story.



Cross-Curricular Topic Web based on the 2012 EYFS Framework plus Religious Education

Expressive Arts and Design

Media and Materials

- Make Christening cards and invitations
- Make / eat Christening party foods
- Listen to church organ music



Being imaginative

- Create a church / Christening role-play area and include Puddles the cat, the four kittens and The Reverend Freddie Fisher for imaginative play

Religious Education

Enjoy a range of stories and accounts from different faith traditions and cultures

- Create a spider diagram with artefacts to identify what the children might already know about an infant baptism
- Hear and enjoy the story *Puddles and the Christening Splash!*
- Listen to a visitor talk about their personal experience of a Christening (parent, godparent) and what it means to them
- Create a church / Christening role-play area and include Puddles the cat, the four kittens and The Reverend Freddie Fisher for imaginative play and use of special vocabulary

Develop curiosity and begin to ask questions about their own and other people's home and community life

- Watch a DVD to understand more about how Christians welcome new babies to the church family (Child's Eye Media Festivals Easter has useful baptism footage)
- Make Christening cards that illustrate Christian symbols and images associated with the ceremony (candles, shell, font, Bible, cross)
- 'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions (about the baptism service, why he is a vicar, what Jesus taught)
- Talk about the role of godparents (as explained in the story)
- Handle and talk about some of the baptism artefacts e.g. candles, shell, certificates, clothes

Personal, Social and Emotional

- Talk about different types of families, how families can be made up of different members and what it might feel like to have a new family member
- Talk about the needs of babies (practical, material and emotional)
- Identify what other baby ceremonies children have experienced or know about
- Talk about different names of children in the class and who chose their name
- Talk about why Puddles called the kittens to come away from the pond and the dangers of being near water
- Talk about the meaning of words such as proud, nervous



Context for Learning / Theme:

Puddles and the Christening Splash!

By Gill Vaisey

Mathematical

- Make a celebration chart based on the baby ceremonies represented in the class
- Make a chart of names of children in the class / school – what are the most popular names, how many pupils have the same name?

Communication and Language

Listen with enjoyment and respond to stories.

- Hear the story *Puddles and the Christening Splash!*
- Anticipate what might happen to the 'kitten with no name' as she climbs up the font
- Anticipate what names Sally and Mike might finally choose for their twins
- Talk about the story and the characters
- Talk about their feelings during parts of the story – e.g. how they felt when the kitten was wobbling on the font
- Talk about what 'the right way to live' might mean
- Listen to a visitor talk about a Christening they have attended and what joining the church family means to them
- 'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions (about the baptism service, why he is a vicar, what Jesus taught)

Literacy

- Read and write words associated with the baptism service

Physical

Health and self-care

- Talk about the needs of babies (practical, material and emotional)
- Talk about the dangers of being near water

Understanding the World

People and Communities

- Talk about different family groups
- Identify the number of the children who had a special celebration as a baby (religious, cultural or secular)
- Display pictures of a variety of different religious ceremonies that mark the birth of a baby



Activity Suggestions for Foundation Stage focussing on People and Communities and Religious Education

Possible General Themes: Families, Babies, Myself, Names, Special Times, Growing Up, New Life, Beginnings

RE Theme: Welcome Into The Church Family

Key Resource: Puddles and the Christening Splash!

RE Focus: Become familiar with an infant baptism ceremony and what it means for a Christian family

Activities relate to the book: *Puddles and the Christening Splash!*, by Gill Vaisey

Activities	RE and Early Learning Goals (2012/ 14)
Make a chart of the names of all the children in the class. Talk about who gave the children their names.	<u>Mathematics:</u> talk about and compare quantities <u>Understanding the World: People and Communities</u> They know about similarities and differences between themselves and others, and among families, communities and traditions.
Using a 'celebrations chart' show different baby ceremonies and identify (with the help of parents) if any of the children had a baby celebration	<u>Understanding the World: People and Communities</u> They know about similarities and differences between themselves and others, and among families, communities and traditions.
Discuss with the children and make a spider diagram of all the things they might know about what happens at an infant baptism. A variety of 'artefacts' can be used as a stimulus and sorting activity.	<u>Understanding the World: People and Communities</u> They know about similarities and differences between themselves and others, and among families, communities and traditions. <u>RE:</u> Explore similarities and differences in people's homes, families, dress, food, festivals and lifestyles. Think about and ask questions about themselves and other people and listen to answers. Respond to their own ideas and the ideas of others including their hopes, dreams, opinions and ways they approach happy and sad times. Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures.

<p>Introduce and read the story <i>Puddles and the Christening Splash!</i> using the characters from the book (Puddles, Arthur, four kittens and Freddie Fisher)</p>	<p>RE: Explore similarities and differences in people’s homes, families, dress, food, festivals and lifestyles. Think about and ask questions about themselves and other people and listen to answers. Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures.</p>
<p>Talk about the story and the characters. Encourage the children to anticipate what might happen to the ‘kitten with no name’ as she climbs up the font.. Anticipate what names Sally and Mike might finally choose for their twins Talk about their feelings during parts of the story – e.g. how they felt when the kitten was wobbling on the font.</p>	<p>Communication and Language: listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>
<p>Talk about what ‘the right way to live’ might mean. (‘The candles reminded everyone that Jesus is like a shining light who teaches them the right way to live’)</p>	<p>RE: Think about and ask questions about themselves and other people and listen to answers. Respond to their own ideas and the ideas of others.</p>
<p>Listen to a visitor talk about a Christening they have attended and what joining the church family means to them</p>	<p>RE: Think about and ask questions about themselves and other people and listen to answers. Respond to their own ideas and the ideas of others. Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures. Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>‘Hot Seat’ The Reverend Freddie Fisher (doll) and ask him questions (about the baptism service, why he is a vicar, what Jesus taught)</p>	<p>RE: Think about and ask questions about other people and listen to answers. Respond to their own ideas and the ideas of others. Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures. Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>

Enhance the art and craft area with materials to allow pupils to design and create a Christening card.	<u>Expressive arts and design:</u> experiment with colour, design, texture, form and function. <u>RE:</u> Demonstrate what they have found out about infant baptism and offer simple explanations.
Provide materials for children to be creative and make their own Christening invitations.	<u>Expressive arts and design:</u> experiment with colour, design, texture, form and function.
Make / share foods for a Christening celebration.	<u>RE:</u> Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures. <u>Understanding the World: People and Communities</u> They know about similarities and differences between themselves and others, and among families, communities and traditions.
Encourage the children to create a church/ christening role play area.	<u>Expressive arts and design:</u> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.