



Puddles and the Christmas Play

Puddles and the Christmas Play is the third delightful adventure with the mischievous Puddles. A fantastic story to share during Advent, as each week in the story another candle is lit on the advent wreath.

Puddles enjoys going to Sunday School with the children.

When they decide they are going to put on a Christmas play for the adults,

Puddles is excited and wonders which part she will have in the play.

When the Sunday School teacher tells her "but there are no cats in the Christmas play," Puddles feels sad and disappointed.

But not all goes to plan and Puddles sees her chance to come to the rescue...

The soft toy Puddles 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 Christmas cards and decorations
- Make / eat Christmas foods
- Listen to and sing songs about winter and Christmas



Being imaginative

- Create a church / Nativity role-play area * and include Puddles the cat and The Reverend Freddie Fisher characters for imaginative play

*NB This may not be appropriate for all children in the setting / class as some faith communities do not support role-play of religious figures

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 already know about Christmas
- Hear and enjoy the story *Puddles and the Christmas Play*
- Hear the Nativity story
- Listen to a Christian visitor to find out how Christmas is celebrated in their church and what Christmas means to them
- Visit the church to see how it is decorated for Christmas

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

- Talk to a Christian visitor or watch a DVD to find out how Christmas is celebrated in the home
- Make Christmas cards that illustrate Christian symbols and images associated with the festival*
- Talk to a Christian visitor (e.g. member of The Salvation Army) to find out how and why they help others especially at Christmas time
- 'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions



Personal, Social and Emotional

- Think of ways in which they could help those less fortunate at Christmas time – e.g. raise money for charity, make up food parcels and donate to The Salvation Army, give toys to the local charity shop
- Write thank you letters to anyone in the school, home or community who has helped with Christmas preparations and for making it a special time for the children
- Identify what other religious festivals are celebrated at this time of the year and by whom
- Talk about what it means to be nervous and how others might help in that situation
- Talk about how it feels to be left out of games and activities and how we can be considerate to others to avoid this

Context for Learning / Theme:

Puddles & the Christmas Play



Mathematical

- Sort pictures to identify the characteristics of different seasons
- Make a celebration chart based on the festivals that pupils in the class celebrate within their faith communities
- Sort a range of Christmas cards into different categories e.g. Christian and secular
- Count the candles on the advent wreath as the story of Puddles and the Christmas Play unfolds



Communication and Language

Listen with enjoyment and respond to stories.

- Hear the story Puddles and the Christmas Play
- Listen to a biblical account of the Nativity
- Talk about the story and the characters
- Talk about their feelings during parts of the story – e.g. how they felt when Puddles did not get a part in the play; when Puddles came to Ben's rescue
- Talk about what it means to be nervous (as was Ben in the story)
- 'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions

Literacy

- Read and write words associated with Christmas



Physical

Understanding the World

The World

- Sort pictures to identify the characteristics of different seasons
- Use the outdoor environment to experience characteristics of winter – rain, cold, frost, snow

People and Communities

- Identify the number of the children in the class who celebrate Christmas at home and the number of children who celebrate other festivals
- Make and share Christmas foods and find out about the origins of the customs



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

Possible General Themes: Winter, Seasons, Celebrations, Christmas, Light, Festivals

RE Theme: The birth of Jesus

Key Resource: Puddles and the Christmas Play

RE Focus: Become familiar with the Nativity story and the way in which some churches celebrate the birth of Jesus

Activities relate to the book: **Puddles and the Christmas Play**, by Gill Vaisey

(NB Some of the activities that closely link with *celebrating* Christmas (e.g. making cards, Advent wreaths etc.) may not be appropriate for all children depending of their religious background – activities that acknowledge and celebrate the value of family life may be an acceptable alternative).

Activities	RE and Early Learning Goals (2012)
Use photographs and pictures to illustrate aspects of different seasons. Encourage pupils to sort the pictures to identify the characteristics of different seasons.	<u>Understanding The World:</u> know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Using a ‘celebrations chart’ showing all the months of the year, encourage pupils to identify special occasions and in which month(s) they may occur e.g. birthdays, parents’ wedding anniversaries, festivals.	<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 know about what happens at Christmas. 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.
Introduce the story <i>Puddles and the Christmas Play</i> by Gill Vaisey, noting	<u>RE:</u> Explore similarities and differences in people’s homes, families, dress, food,

<p>which season and which month Christmas is celebrated. Help the children identify to which group of people the religious significance of Christmas is important (Christians).</p>	<p>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>Display an advent wreath whilst reading the story <i>Puddles and the Christmas Play</i>. One child can place a candle on the wreath in order as the story unfolds.</p>	<p>Mathematics: children count reliably with numbers Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions. Communication and Language: listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. RE: Enjoy a range of stories and accounts from different faith traditions and cultures. Find out about what happens in places of worship and why people go to these places.</p>
<p>Share with the children a biblical account of the Nativity story e.g. The Very Special Baby from Lion First Bible</p>	<p>Communication and Language: listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. RE: Appreciate the importance of some stories for certain people. Enjoy a range of stories and accounts from different faith traditions and cultures. Find out about special people from the past and why they are remembered.</p>
<p>Discuss with the children the importance of Christmas for Christians (a time to remember when their special teacher Jesus, who they believe is God's son, was born).</p>	<p>RE: Appreciate the importance of some stories for certain people. 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. Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>Provide opportunity for children to sort a range of Christmas cards to identify those that display a religious aspect of Christmas (as opposed to snowmen, trees etc.)</p>	<p>RE: Demonstrate what they have found out about Christmas and offer simple explanations.</p>
<p>Enhance the art and craft area with materials to allow pupils to design and create a Christmas card.</p>	<p>Expressive arts and design: experiment with colour, design, texture, form and function.</p>
<p>Provide materials for children to be creative and make their own advent</p>	<p>Expressive arts and design: experiment with colour, design, texture, form and function.</p>

wreath.	
Provide opportunity for children to hear Christmas carols.	<u>Understanding the World: People and Communities</u> They know about similarities and differences between themselves and others, and among families, communities and traditions.
Learn and sing Christmas songs suitable for the classroom situation (as opposed to collective worship).	<u>Expressive arts and design:</u> Sing songs, make music and dance.
Make / share Christmas food – cake, mince pies.	<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 role play based on the book / and / or a stage and costumes for a Nativity play.	<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.