



Puddles and the Happy Easter Day

Puddles and the Happy Easter Day is the fifth Puddles' adventure. It tackles the sensitive story of Easter and deals with issues of sadness and happiness.

Puddles and Arthur are very special friends. But in the week before Easter, Arthur goes missing. Worried and sad, each day, Puddles searches for Arthur. She has something important to tell him but he is nowhere to be seen.

On Sunday, as everyone enjoys the Easter celebrations, Puddles has her own reason to celebrate...



This title is available in English in big book format.

In addition to the soft toy Puddles and the fantastic Freddie Fisher, children will just love playing with Arthur and the kittens!

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

Expressive Arts and Design

- Create a spring time display table
- Enhance the craft area with a variety of materials to make Easter cards
- Enhance the craft area with a variety of materials to decorate Easter eggs
- Provide materials for children to make an Easter garden
- Learn and sing Easter and Spring time songs such as 'Easter Time (the world's waking up)' BBC Come And Praise Beginning Songbook and CD.

Personal, Social and Emotional

- Talk about different types of friendship
- Talk about what it is like to have a good friend
- Encourage the children to think of situations when they have been worried, sad, and / or happy
- Talk about who they turn to when they are sad
- Talk about who they like to share happy times with

Communication and Language

- Enjoy the story Puddles and the Happy Easter Day
- Talk about the characters and their different parts in the story
- Talk about sad and happy times
- Try to predict what Puddles wants to tell Arthur

Literacy

- Read and write words associated with Easter

Religious Education

- Enjoy the story Puddles and the Happy Easter Day
- Dress Freddie in the vestments he would wear at an Easter service
- Find the accounts of Easter in an adult Bible
- Read an account of the Easter events from a children's Bible
- Talk about the Bible as a special book for Christians. Note that Freddie reads the Bible in church to help people know more about God and Jesus.
- Visit a church to see it decorated for Easter
- Think about friendship and what it is like to have a special friend
- Think of some of the things that people do at Easter to remember Jesus (go to church, send cards, have Easter eggs)
- Talk to a Christian to find out why Easter is important time for them
- Provide materials for children to make an Easter garden



Context for Learning / Theme: Puddles and the Happy Easter Day By Gill Vaisey

Mathematical

- Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds.
- Use money in a role-play Easter egg shop



Physical

Understanding the World The World

- Work outside to explore features of the spring season – colours, textures plants, blossom, animals, new life, parent and baby animals
- Find out about cats through books and DVDs
- Visit an animal rescue centre

People and Communities

- Visit a church to see it decorated for Easter
- Enjoy the story Puddles and the Happy Easter Day
- Think of some of the things that people do at Easter to remember Jesus (go to church, send cards, have Easter eggs)
- Talk about other festivals children in the class celebrate



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

Possible General Themes: Spring and New Life

Key Resource: Puddles and the Happy Easter Day

RE Focus: Easter celebrations: Remembering Jesus the teacher; sad times and happy times.

Activities relate to the book: **Puddles and the Happy Easter Day**, by Gill Vaisey

RE Related Activities	RE and Early Learning Goals (2012)
Provide opportunity for children to explore features of the spring season – colours, textures, plants, blossom, animals, new life, parent and baby animals.	<u>Understanding The World:</u> The world know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.
Provide materials and encourage children to bring things in to make a springtime display.	<u>Understanding The World:</u> The world know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.
Read <i>Puddles and the Happy Easter Day</i> . Can children guess what Puddles wants to tell Arthur?	<p><u>Communication and Language:</u> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><u>RE:</u> Enjoy a range of stories and accounts from different faith traditions and cultures. Find out about what happens in places of worship in the local area and why people go to these places.</p> <p>Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures.</p> <p>Develop a growing interest in the world around them.</p> <p>Develop curiosity and begin to ask questions about their own and other people's home and community life.</p> <p>Describe what they have found out about people, beliefs and actions.</p> <p>Understand the relationship between feelings, beliefs and actions.</p> <p>Express their own opinions and feelings, and make decisions while considering the viewpoints of others.</p> <p>Think creatively and imaginatively about important human and religious questions.</p> <p>Think about and ask questions about themselves and other people and listen to the answers of others.</p>

<p>Talk about what makes a ‘special friend’ (as Puddles and Arthur are special friends). Who are your friends? How can we be good friends? Who do you want to tell important news to?</p>	<p>RE: Express their own opinions and feelings, and make decisions while considering the viewpoints of others. Think creatively and imaginatively about important human and religious questions. Think about and ask questions about themselves and other people and listen to the answers of others. Personal, Social and Emotional: They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. Speaking: children express themselves effectively. They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>
<p>Talk about how Puddles felt when she couldn’t find Arthur and how she felt when he came back. When do the children feel happy and when do they feel sad? What or who helps them to be happy again after sadness?</p>	<p>Communication and Language: listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Personal, Social and Emotional: They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>
<p>Encourage the children to think about and give their suggestions about where Arthur might have been. Who has got a cat? Do they go missing from time to time? Where do you think they go?</p>	<p>Personal, Social and Emotional: They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. Speaking: children express themselves effectively. They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>
<p>Talk about Jesus (the special teacher) who had died. His friends were sad that he had died but because Christians believe that Jesus came back to life, they are happy and have a special celebration on Easter Sunday. They remember his kindness and all the wonderful things he said. Think of some of the things that people do at Easter to remember Jesus. (go to church, send cards, have Easter eggs,)</p>	<p>Communication and Language: listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions. RE: Explore similarities and differences in people’s festivals. Explore the importance of key religious figures. Find out about what happens in places of worship and why people go to these places.</p>
<p>Find the story of Easter in an adult Bible and a children’s Bible. Talk about the Bible as a special book for Christians. Note that Freddie reads the Bible in church to help people know more about God and Jesus.</p>	<p>RE: Enjoy a range of stories and accounts from different faith traditions and cultures. Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures. Develop a growing interest in the world around them. Develop curiosity and begin to ask questions about their own and other people’s home and community life. Describe what they have found out about people, beliefs and actions. Express their own opinions and feelings, and make decisions while considering the</p>

	<p>viewpoints of others. Think creatively and imaginatively about important human and religious questions. Think about and ask questions about themselves and other people and listen to the answers of others.</p>
Dress Freddie in the vestments he would wear for the Easter service (white stole and chasuble).	<p>RE: Show curiosity and develop positive attitudes to new experiences when learning about people from religions and cultures. Develop a growing interest in the world around them. Develop curiosity and begin to ask questions about their own and other people's home and community life. Understanding the World: They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
Provide materials for the children to make an Easter Garden display.	<p>Expressive arts and design: experiment with colour, design, texture, form and function. Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
Arrange support for children to boil eggs and dye or paint and decorate them.	<p>Expressive arts and design: experiment with colour, design, texture, form and function. Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds.	<p>Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions. Physical: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>
Provide materials for children to make Easter greeting cards.	<p>Expressive arts and design: experiment with colour, design, texture, form and function.</p>
Set up a shop to sell Easter eggs / farm produce for imaginative play opportunities.	<p>Mathematics: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Expressive arts and design: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>
Learn and sing the song 'Easter Time (the world's waking up)' BBC Come And Praise Beginning Songbook and CD.	<p>Expressive arts and design: Sing songs, make music and dance.</p>