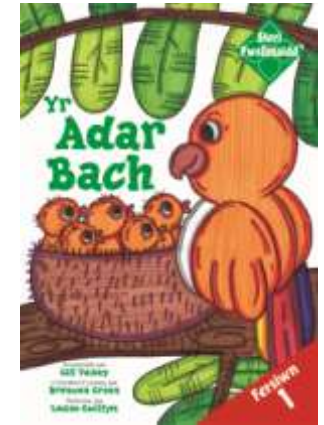


The Baby Birds



The Baby Birds is a beautiful retelling of a traditional Muslim story which encourages children to think about their actions and responsibilities towards the natural world.

This resource is perfect to support topics on plants and animals, new life, gardens, forest school, our world.

The book is printed in standard size format in English. The accompanying CD contains visual and audio versions in English, and two versions in Welsh. Each version of *Yr Adar Bach* is written at a different level, providing an ideal resource for both Welsh medium schools and English medium schools to support Welsh Language Development in the Foundation Phase and Key Stage 2 curriculum. A Welsh / English teachers' support copy of the story is also included on the CD.

A beautiful set of mother and baby bird hand / finger puppets is also available with a nest that cleverly doubles up as a bag to store the birds



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

Expressive Arts and Design

- Enhance the craft area to make bird pictures, collages, masks etc using a variety of materials

NB Children should not draw or represent the Prophet Muhammad.

- Listen to and record the sounds of nature including bird song
- Make bird food to hang in feeders in the school grounds
- Use the accompanying mother bird hand puppet, the baby birds finger puppets and nest set in creative play



Personal, Social and Emotional

- Talk about the choices the man in the story had in relation to catching the baby bird
- Ask questions and give responses about how and why special things should be treated with respect
- Demonstrate care and respect for their environment when working and playing outside
- Talk about what they think is good and bad, right and wrong, fair and unfair, caring and inconsiderate in the story
- Talk about and reflect on the decisions made in story and suggest alternative responses
- Encourage children to think about what they would have done if they were either the man catching the bird or someone seeing him do so.
- Use circle time to encourage the children to talk about the feelings explored in the book: safe, worried, scared, frightened, sorry – and situations when they might feel this way
- Discuss with the children issues relating to safety and danger.

Communication and Language and

- Listen to the story The Baby Birds
- Discuss the story and its message
- Respond to the story with their own views and opinions about the action of Muhammad (*pbuh*)
- Encourage pupils to re-tell the story using the accompanying mother bird hand puppet, the baby birds finger puppets and nest set
- Enjoy role play and imaginative play **NB Children should not role play the Prophet Muhammad.**
- Look at books, DVDs, photographs, websites to find out about different types of birds

Literacy

- Read and write some of the key words from the story

Religious Education

- Listen to and enjoy the story The Baby Birds
- Think about their own actions and consequences in relation to the natural world.
- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story).
- Encourage children to think about their own beliefs and attitudes about and towards the natural world
- Talk about why the story of the baby birds is important to Muslims and what it teaches them.

Context for Learning / Theme:
The Baby Birds
book and CD resource pack
By Gill Vaisey

Mathematical

- Sort images of birds by their different features
- Record sightings of birds on a tally chart or pictogram



Understanding the World

The World

- Compare the plants and animals in the book with those in the local environment – explore the school grounds, local park etc.
- Use digital cameras, binoculars, reference books
- Join the RSPB Bird watch scheme
- Create a bird hide and record sightings
- Listen to a visitor from the RSPB to find out about their work

People and Communities

- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story).
- Encourage children to think about their own beliefs and attitudes about and towards the natural world.

Physical

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

Possible General Themes: School grounds / Forest School, Gardens, Spring; Beginnings, Plants and Animals, Birds

RE Theme: Showing responsibility towards the natural world. **Key Resource:** The Baby Birds

RE Focus: Appreciate and experience the plants and animals in the natural world and think about our actions and consequences.

Suggested Activities	RE and Early Learning Goals (2012)
Within the school grounds or nearest garden area, encourage children to listen to the sounds of nature and in particular bird song and sounds.	<u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live <u>Understanding The World:</u> know about similarities and differences in relation to places, and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.
Support children in making bird food to hang as feeders.	<u>Understanding The World:</u> 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.
Support children in setting up bird feeders so that they can watch and observe the birds that use it.	<u>Understanding The World:</u> 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. <u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live. Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment.
Provide binoculars and cameras for children to observe and photograph birds in the grounds.	<u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R) <u>Understanding the World: Technology:</u> children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Provide opportunity for children to look at books, videos, photographs of different types of British birds.	<u>Communication and Language: Understanding:</u> They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. <u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R)
Compare birds found in Britain with those in different parts of the world.	<u>RE:</u> Explore the awe, wonder, mystery and spirituality of the world in which we live (R) <u>Communication and Language: Understanding:</u> They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

<p>Provide bird puppets, toys and models for children to sort and classify according to their own criteria.</p>	<p><u>Mathematics:</u> They explore characteristics of everyday objects and shapes and use mathematical language to describe them. <u>Personal, Social and Emotional:</u> They work as part of a group or class, and understand and follow the rules.</p>
<p>Enhance the art and craft area with materials for children to make pictures, collages, masks etc. of different birds.</p>	<p><u>Expressive arts and design:</u> experiment with colour, design, texture, form and function.</p>
<p>Share the story <i>The Baby Birds</i>, by Gill Vaisey, from the printed book and / or from the CD for whiteboard use.</p>	<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. <u>RE:</u> Explore religious stories and their messages about the natural world Enjoy a range of stories and accounts from different faith traditions and cultures. Appreciate the messages that some of these stories may convey. Appreciate the importance of some of these stories to certain people. Explore the way in which and reasons why they and others show care, concern and respect for living things, the environment and the natural world. Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment. Understand the relationship between feelings, beliefs and actions. 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 living things and listen to the answers of others. Ask questions about how and why special things should be treated with respect and respond personally.</p>
<p>Encourage children to reflect on the message of the story and on their own actions and consequences in relation to the natural world. Encourage the children think about Muslim beliefs about the natural world (as illustrated by the story). Encourage children to think about their own beliefs and attitudes about and towards the natural world.</p>	<p><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>Personal, Social and Emotional: Managing feelings and behaviour</u> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. <u>Communication and Language: Understanding:</u> They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
<p>Encourage the children to talk about the feelings explored in the book: safe, worried, scared, frightened, sorry – and situations when they might feel this way</p>	<p><u>Personal, Social and Emotional: Self-confidence and self-awareness</u> They are confident to speak in a familiar group, will talk about their ideas... They say when they do or don't need help.</p>
<p>Provide opportunity for children to enjoy the audio version of the story.</p>	<p><u>Understanding the World: Technology</u> children recognise that a range of technology is</p>

	<p>used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Communication and Language: Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>RE: Explore religious stories and their messages about the natural world. Enjoy a range of stories and accounts from different faith traditions and cultures.</p>
<p>Encourage pupils to re-tell the story using the finger puppet baby birds and nest set.</p>	<p>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>RE: Explore religious stories and their messages about the natural world. Enjoy a range of stories and accounts from different faith traditions and cultures.</p>
<p>Provide opportunity for children to use the CD of <i>The Baby Birds</i> on personal computers.</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>Understanding the World: Technology children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>RE: Explore religious stories and their messages about the natural world. Enjoy a range of stories and accounts from different faith traditions and cultures.</p>
<p>Provide opportunity for children to find out about the work of the RSPB by inviting a visitor into school / using the website and schools' materials.</p>	<p>Understanding the World: People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>