



Classroom Ideas Guide

EYFS





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These ideas have been gathered together by Debbie Helme (Diocese of Gloucester), with some additional ideas from Jane Kelly (Dioceses of Winchester and Portsmouth). They are not a comprehensive list of everything that a school could do to embed Global Neighbours in teaching and learning, but they do provide a great starting point for thinking about how to explore courageous advocacy across the curriculum.

Sharing & Caring

How can we care for others?

Areas of learning & development	Activity Ideas	Link to Global Neighbours
<ul style="list-style-type: none"> • Communication and language development • Literacy • Expressive arts and design • Understanding of the world (including RE) 	<p>Caring: start with a picture book such as <i>Have you filled a bucket today?</i> by Carol McCloud. What examples can they think of, where they've been kind to other people, or been shown kindness?</p> <p>Caring: Using a children's Bible (for example, <i>The Lion First Bible</i> by Pat Alexander or <i>The Lion Storyteller Bible</i> by Bob Hartman), tell a simple version of the parable of the Good Samaritan. Make sure they understand the unexpected person took care of the victim. Encourage pupils to role play, draw, retell and record the story as appropriate. Ask pupils to explain what the parable teaches.</p> <p>Sharing: Start by sharing a book such as <i>The Rainbow Fish</i>. Have you ever had a toy or something that you didn't want to share? If you were made to share it, how did you feel? Was the Rainbow Fish wrong when he wanted to keep his shiny scales? Why did he feel happy at the end of the story? Do we share with our friends? Do we share everything with them?</p> <p>Sharing: Tell a simple version of the biblical miracle story of the feeding of the five thousand. Talk about how the boy might have felt when he was asked to share his lunch. (Remind pupils about the school's policy on sharing lunch as appropriate!) Encourage pupils to role play, draw, retell and record the story as appropriate. Discuss with pupils about how the people who had no lunch might have felt when the food was shared out.</p> <p>Explore sharing and caring further using stories such as: <i>Why Should I Help?</i> and <i>Why Should I Share?</i> both by Claire Llewellyn, or <i>I can make a difference: A First Look at Setting a Good Example</i> by Pat Thomas. <i>The World Came to my Place Today</i> by Jo Readman could be used to introduce our reliance on our global neighbours for so many everyday objects at home and the need to share resources around the world.</p> <p>A good way to introduce this is to bring in a basket of breakfast items (orange juice, honey etc) and place them on a large world map to show that "Before you finish breakfast, you've depended on half the world" (Martin Luther King).</p>	<p>Bronze</p> <ul style="list-style-type: none"> • Exploring similarities and differences between their lives and the lives of people in various communities around the world • Identifying some ways in which their lives are connected with the lives of people in places across the globe • Exploring 'big questions' about suffering, inequality and justice • Encountering relevant voices and stories that aid understanding of poverty and injustice • Identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world <p>Silver</p> <ul style="list-style-type: none"> • Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world • Ask and explore 'big questions' about suffering, inequality and justice with refer to particular global issues • Explore Christian perspectives on poverty, disadvantage and injustice
<ul style="list-style-type: none"> • Physical development 	<p>Caring: Create an age appropriate, safe, outdoor obstacle course. Let pupils explore it in their own time then talk about which parts they found difficult. Ask if anyone needed help to get around. Who was happy to help? How does it feel to help and receive help? Should they only help their friends? Why? Why not? Introduce the idea that we are part of a global family and we depend upon one another.</p>	
<ul style="list-style-type: none"> • Mathematics 	<p>Sharing: Provide lots of opportunity for pupils to 'share' or divide small and large equipment in different groups. How do they know when they have shared things fairly?</p>	

Areas of learning & development	Activity Ideas	Link to Global Neighbours
<ul style="list-style-type: none"> Personal, social and emotional development 	<p>Caring: In circle time, talk about belonging. Ask pupils which school they belong to. How do they know? Who is in their family? How do they know they belong to it? What other groups do they belong to? Can they think of times when they have been taken care of by someone in one of those groups? And when they themselves have taken care of someone in one of those groups? What made them want to help? Discuss why it feels good to belong and the responsibilities that it can bring. Discuss the importance of caring for everyone, not just their friends. Role play scenarios to explore this idea further.</p> <p>Sharing: In circle time talk about how it feels when things are not fair. Demonstrate dividing snacks in an unfair way giving some pupils lots of treats and others nothing (don't let them start eating). Talk about how it feels to have more and less. Introduce the idea that some of our global neighbours around the world do not have a fair share.</p>	<p>Bronze</p> <ul style="list-style-type: none"> Exploring similarities and differences between their lives and the lives of people in various communities around the world Identifying some ways in which their lives are connected with the lives of people in places across the globe Exploring 'big questions' about suffering, inequality and justice Encountering relevant voices and stories that aid understanding of poverty and injustice Identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world
<ul style="list-style-type: none"> Understanding of the world (including RE) Also see ideas in the RE and EYFS 'Belonging' section 	<p>Continuing the discussion about belonging, consider how the class belongs to the school and gradually look outward: the school is part of the local community which is a part of the country and ultimately part of the wider world. Encourage pupils to think about how people in all of these groups take care of each other. Encourage them to think about who they can care for and whether they can show care to others they may not know or live near. Introduce the idea of 'global neighbours' (link to the parable of the Good Samaritan).</p> <p>Explain that around the world there are some people who have much more than others. Some people spend all their lives trying to work to make the world fairer. Christians try to follow Jesus' teaching and example of sharing and caring (see Communication and language development).</p> <p>Is there an age-appropriate local, regional, national or international campaign that pupils could find out about to reinforce this sense of being connected and being global neighbours to all? For example, a local Foodbank or, internationally, Toilet Twinning. Try to include stories of people directly affected by poverty to enhance pupils' understanding.</p>	<p>Silver</p> <ul style="list-style-type: none"> Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world Ask and explore 'big questions' about suffering, inequality and justice with refer to particular global issues Explore Christian perspectives on poverty, disadvantage and injustice
<ul style="list-style-type: none"> Literacy 	<p>In the literacy corner, have a selection of greeting cards available. Display caring messages such as, 'get well soon' or 'thinking of you today' for pupils to refer to and copy as appropriate. Ask them to think of someone to whom they think would like to send a card with a kind message to. Is there anyone they know who often helps them but they never remember to thank? Make thankyou cards for people in school or to take home.</p>	
<ul style="list-style-type: none"> Mathematics 	<p>Create some caring challenges using time and/ or measurement; for example, how quickly can they deliver their caring cards to a post box in the outdoor classroom? Can they measure how far it is to travel there using standard or non-standard measuring units?</p>	

Final discussion:

What have we learned about sharing and caring? Maybe link to a class reflective area where they could draw / write ideas - e.g. on a fish scale if you used the Rainbow Fish, a bucket or a star.

Wonderful World!

How can we look after our wonderful world?

Areas of learning & development	Activity Ideas	Link to Global Neighbours
<ul style="list-style-type: none"> • Communication and language development • Understanding of the world (including RE) 	<p>Start with a practical activity such as a welly walk, where children can explore God’s creation for themselves. E.g. give everyone an empty egg box and ask them to collect 6 amazing things, or use their senses: what can we hear? Smell etc?</p> <p>OR Explore the idea of creating with junk modelling (an opportunity to talk about recycling) or play dough or similar.</p> <p>Using a children’s Bible (for example, <i>The Lion First Bible</i> by Pat Alexander or <i>The Lion Storyteller Bible</i> by Bob Hartman), tell a simple version of the creation story.</p> <p>Re-enact the story with sound effects / instruments / actions.</p> <p>Talk to pupils about the message of the story for Jewish people and Christians, that the world is special and humans should look after it.</p> <p>Most people believe we should care for the world. <i>Wonderful Earth!</i> by Nick Butterworth combines the biblical creation story with ways to care for our world.</p> <p>Use story to explore the importance of caring for the world and the impact that our actions can have on others we share our planet with. For example, <i>Why Should I Recycle?</i> by Jen Green, <i>Charlie and Lola: Look After Your Planet</i> by Lauren Child or <i>Tidy</i> by Emily Gravett.</p>	<p>Bronze</p> <ul style="list-style-type: none"> • Identifying some ways in which their lives are connected with the lives of people in places across the globe • Discussing concepts and issues of injustice and disadvantage and exploitation of the natural world • Identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world
<ul style="list-style-type: none"> • Literacy 	<p>Order, retell and record a simple version of the creation story.</p>	<p>Silver</p> <ul style="list-style-type: none"> • Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world • Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage and exploitation of the natural world • Explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world
<ul style="list-style-type: none"> • Personal, social and emotional development • Understanding of the world (including RE) 	<p>In circle time talk about what they like to make. What have they been proud of? How do they feel when people spoil their work?</p> <p>Link to RE ideas by exploring some of the ways that people have spoiled the natural world and the fact that many Jewish people and Christians (and those of other faiths) want to look after the world because they believe God has made it.</p> <p>Consider what precious things pupils have and how they look after them. Using the creation story in Genesis, explain that Jewish people and Christians believe the world was made by God and a gift from God. Like God they believe it is ‘good’ and therefore they want to look after the world and the creatures and people in it.</p> <p>You could also explore the work of charities that care for the natural world and its creatures. For example, WWF or the RSPCA. Religious charities could also be explored, for example, A Rocha (Eco Church), The Anglican Society for the Welfare of Animals, Christian Aid.</p> <p>Talk about practical things the children can do to care for the world and choose an action – plant seeds (bee friendly plants?) / care for a class pet / organise a litter pick / build a bug hotel or hedgehog home.</p>	<p>Gold</p> <ul style="list-style-type: none"> • Explore perspectives within two or more faiths, on matters of poverty, inequality, charity and justice

Areas of learning & development	Activity Ideas	Link to Global Neighbours
<ul style="list-style-type: none"> Mathematics 	<p>Use the outdoor classroom to find natural objects that can be used for counting; for example, leaves, pebbles.</p>	<p>Bronze</p>
<ul style="list-style-type: none"> Understanding of the world (including RE) 	<p>Use a tool like Google Earth to demonstrate to the class how their city, town or village is linked to a region and a continent and ultimately the globe. Explain around the globe many things are similar and some things are different. Use aspects of the creation story to support this, for example, discover differences and similarities worldwide between fruit, animals, landscapes, weather. Discuss how our lives are connected with people around the world and how our actions locally can affect our global neighbours.</p> <p>Celebrate how wonderful the world is.</p> <p>Take class photos or collect pictures from magazines to create a class display of what pupils think is wonderful about their world. Spend time outside finding their favourite colour or tree or mini beast. Add photos or drawings of these to their display.</p> <p>Look carefully at a collection of seeds, before showing pictures of what the seeds will grow into, ask pupils to guess what they think they might become. What surprises them? How can something as small as a sunflower seed become so big? You may want to grow some of the seeds as a class.</p> <p>Explore stories from other faith traditions about caring for the earth's creatures. For example, the story of Siddhartha and the swan from the Buddhist tradition or Muslim stories about the Prophet's care for animals. See <i>The Tiny Ants: A Muslim Story</i>, <i>The Baby Birds: A Muslim Story</i> or <i>Seven New Kittens: A Muslim Story</i>, all by Gill Vaisey, for retellings aimed at EYFS pupils. Some of these stories are also included in the BBC Teach 'Religions of the World' animated films for 3 – 7s.</p> <p>Explain: your actions locally can affect our global neighbours.</p>	<ul style="list-style-type: none"> Exploring similarities and differences between their lives and the lives of people in various communities around the world Identifying some ways in which their lives are connected with the lives of people in places across the globe Exploring 'big questions' about suffering, inequality and justice Encountering relevant voices and stories that aid understanding of poverty and injustice Identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world <p>Silver</p> <ul style="list-style-type: none"> Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world Ask and explore 'big questions' about suffering, inequality and justice with refer to particular global issues Explore Christian perspectives on poverty, disadvantage and injustice
<ul style="list-style-type: none"> Expressive arts and design 	<p>Use a range of media to draw or create their favourite animal or flower or tree.</p>	<p>Gold</p> <ul style="list-style-type: none"> Explore perspectives within two or more faiths, on matters of poverty, inequality, charity and justice

Final discussion:

What have we learned about caring for the world? Why is this important to Christians and Jewish people? Is it important to us? Why? What are we going to do about it?

They could draw or write a promise or an action on a leaf or flower for a class reflective corner or display.