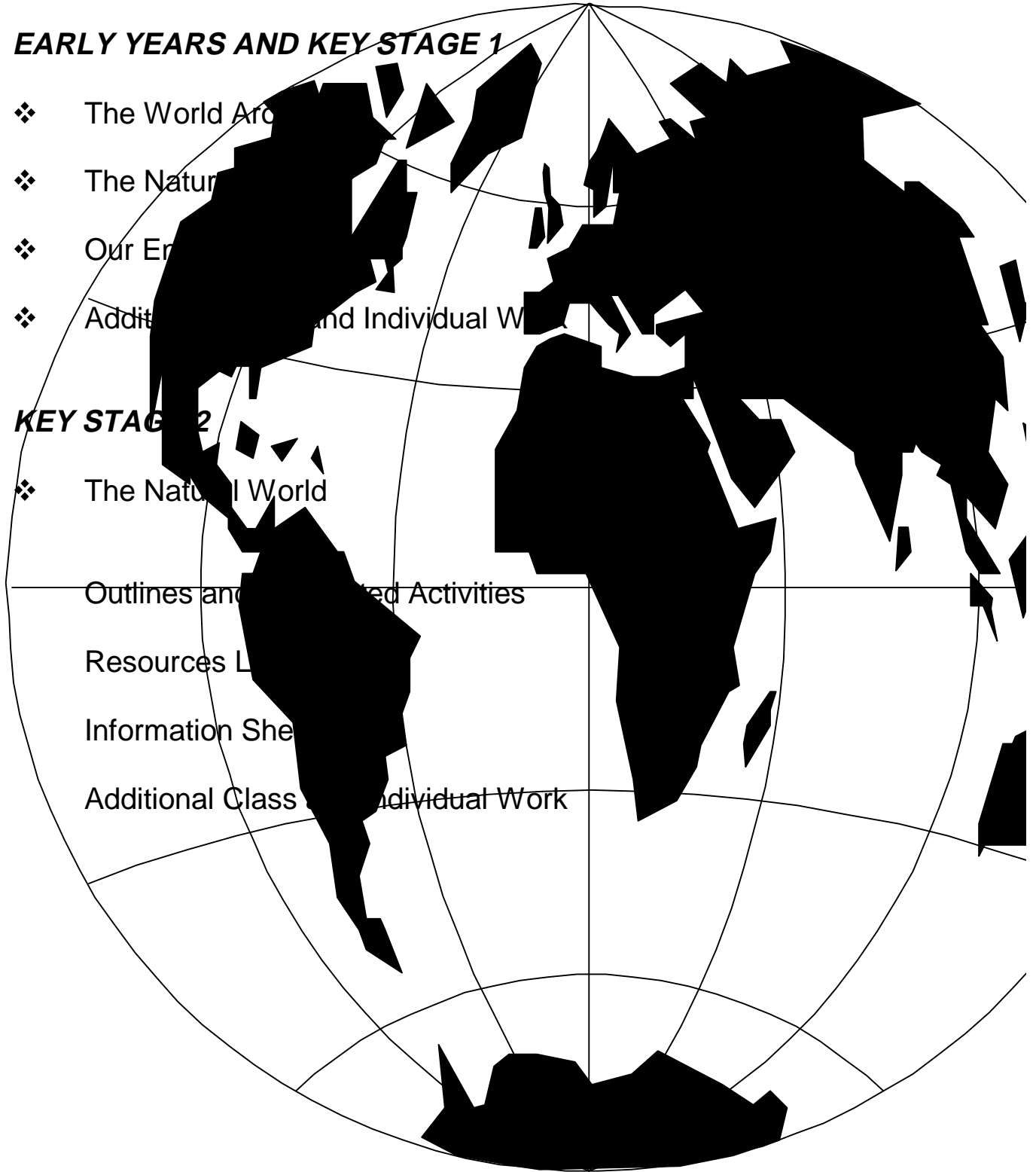

THE NATURAL WORLD

EARLY YEARS AND KEY STAGE 1

- ❖ The World Around Us
- ❖ The Natural World
- ❖ Our Environment
- ❖ Additional Class and Individual Work

KEY STAGE 2

- ❖ The Natural World
- Outlines and Suggested Activities
- Resources List
- Information Sheet
- Additional Class and Individual Work



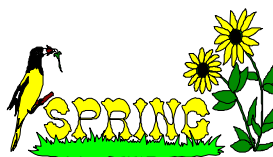
The World Around Us

IDEAS

- Earth as one planet among many in space.
- Earth as a complex life-support system.
- Earth as a shared home for all people.
- That God can help people to find out how to enjoy living together on the planet.
- That we all should be grateful for the way in which the world around us enriches and supports our lives.
- That worship is one important way to show that .

QUESTIONS

Is Earth the only planet? What is our planet made of? Do you think that our planet has always been here? How do you think it began? Will our planet ever disappear? What kinds of things do people need to live on our planet? What do plants and animals need to live on our planet? In what ways could our planet be made a better living place for people? What time of year is it? What do crows eat? Do all the people look the same? Do they all live in towns? Do all children go to school? etc.



The Natural World

1. Myself - talk about own pattern of growth changes from babyhood → now or end of primary school. Things they have learnt to do - talking, walking.
2. Explore environment - other living things eg environment area, pets in school or brought from home. Look at change/growth. Plant seeds to grow. Discuss wonder of nature.
3. Look at insect life/plant life - use magnifying glass. Draw/model insects/plants, look at detail, colour, variety.



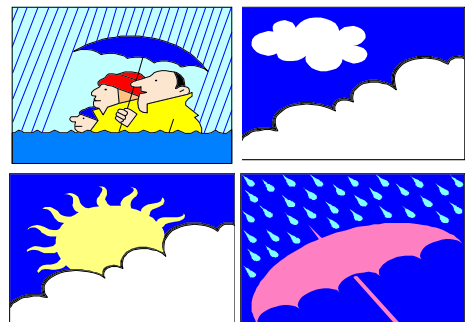
4. Need for water - why it is needed. Water as natural resource. Conservation of water - saving water. Reflect as wonder of nature. Listen to music.

OUR ENVIRONMENT

1. Earth as a planet, a system which provides for life.
2. How do we care for the planet?
3. Make posters dealing with issues raised.
4. Do you like/dislike walking? Is there too much litter? What can you do about it? Plan a litter campaign.
5. Natural influences - the weather - power of weather.

OTHER SUGGESTED TOPICS

The Weather
 Pets
 Water
 Seasons
 Fruits of the Earth



Additional Class and Individual Work

EARLY YEARS/KEY STAGE 1

DISPLAYS

Different types of baby's bottles, baby foods, toys, clothes.

Photographs - newborn baby with family.

Christening garments and artefacts.

THEME CORNERS/IMAGINATIVE PLAY

Hospital corner - incubator, gowns, cots, uniforms.

Baby corner - cot, bath, carrycot, nappies.

CRAFT ACTIVITIES

Box construction/modelling - baptismal font, candle.

Collage/embroidery/cut-outs - sorting pictures into age sequence. (This could be developed throughout the whole theme.)

MUSIC/DRAMA

Communication without language.

Imitation of babies/toddlers' movements.

Investigation of sounds/music which would please/frighten young children.

Interpretation of babies' "language".

STORIES

"Abdul Azim is given his name", from Muslims 1, The Westhill Project (Stanley Thornes).

Ben's Baby, Michael Foreman (Anderson).

Birth Customs, Jon Mayled (Wayland).

Emma's Baby Brother, Grunilla Wolde (Hodder and Stoughton).

It's Not Fair, Anita Harper (Puffin).

New Baby, Judith Baskerville (A and C Black).

Shakoor is Born, June Jones (Blackie).

"The Birth of Jesus", from Christians 1, The Westhill Project (Stanley Thornes).

You'll Soon Grow Into Them, Titch, Pat Hutchins (Bodley Head and Puffin).

KEY STAGE 2 - THE NATURAL WORLD - SUGGESTED ACTIVITIES

-
1. Earth as a Planet
 - How did it get there?
 - Why is it as it is
 - weather?
 - life systems?
 - etc?

 2. Christian Creation eg - Build a frieze of 7 days creation.
 - Drama/assembly.
 - Musical composition.

 3. Hindu Creation eg
 - Importance of animals.
 - Showing respect for animals.
 - Cycle of rebirth - reincarnation.

 4. Scientific Outlook
 - Darwinism.
 - Frieze of growth and change.
 - Drama.
 - Illustrated by Music.

 5. Conservation - take part in initiative for human aid/charity, eg rainforest; food; recycling.

 6. If you could create/recreate your own world, what would you do?



Resources : The Natural World

Exploring a Theme : The Environment		CEM
Creation 5-7	P Emmett & S Hart	Folens
I Wonder	K O'Donnell	Hodder & Stoughton
Out and About with Teddy Horsley	L Francis & N Slee	Bible Society
Look What I've Found : An Acorn		Lion
	A Cocoon	Lion
Quest Series Creation Stories Teachers' Guide and Anthology	A Wood	Channel 4
Blueprints RE Key Stage 1		Stanley Thornes
Copymaster "RE First Topics"	P Costo & R Washford-Murphy	Folens
Creation Stories	J Mayled	Wayland
Caring for Planet Earth	B Hollard & H Lucas	Lion
World Studies 8 - 13	S Hicks	

**Council for the Protection of Rural England
(CPRE)**

Warwick House
25 Buckingham Palace Road
LONDON SW1W 0PP
Tel: 01-976 6433

Field Studies Council

Central Services
Preston Montford
Montford Bridge
SHREWSBURY SY4 1HW
Tel: Shrewsbury (0743) 850674 or 850997

Friends of the Earth (FoE)

26-28 Underwood Street
LONDON N1 7JU
Tel: 01-490 1555

Greenpeace UK

30-31 Islington Green
LONDON N1 8XE
Tel: 01-354 5100

Groundwork Foundation

Bennetts Court
6 Bennetts Hill
BIRMINGHAM B2 5ST
Tel: 021-236 8566

**Henry Doubleday Research Association
(HDRA)**

National Centre for Organic Gardening
Ryton-on-Dunsmore
COVENTRY CV8 3LG
Tel: 0203 303517

Marine Conservation Society

9 Gloucester Road
ROSS ON WYE
Herefordshire HR9 5BU
Tel: 0989 66017

Oxfam

272 Banbury Road
OXFORD OX2 7DZ
Tel: 0865 56777

Soil Association

86 Colston Street
BRISTOL BS1 5BB
Tel: 0272 290661

Young Ornithologists Club

(Junior Section of the Royal Society for the
Protection of Birds or RSPB)
The Lodge
SANDY
Bedfordshire SG19 2DL
Tel: 0767 80551

Young Tag Technology Action Group (YT)

Supported by Intermediate Technology
Development Group)
Myson House
Railway Terrace
RUGBY CV21 3HT
Tel: 0788 60631

Aluminium Can Recycling Association

I-Mex House
52 Blucher Street
BIRMINGHAM B1 1QU
Tel: 0121-633 4656

Ark Trust

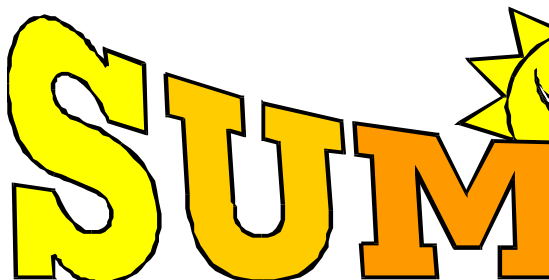
498-500 Harrow Road
LONDON W9 3QA
Tel: 01-968 6780

**British Trust for Conservation Volunteers
(BTCV)**

36 St Mary's Street
Wallingford
OXON OX10 0EU
Tel: 0491 39766

**Community Recycling Opportunities
Programme (CROP)**

7 Burner's Lane
Kiln Farm
MILTON KEYNES MK11 3HA
Tel: 0908 562466



Council for Environmental Education

School of Education
University of Reading
London Road
READING
Berks RG1 5AQ
Tel: 0734 875123

Tidy Britain Group

The Pier
WIGAN
Lancs WN3 4EX
Tel: 0942 824620

Traidcraft Plc

Kingsway
Gateshead
TYNE AND WEAR
NE11 0NE
Tel: 091-491 0591

Transport 2000

Walkden House
10 Melton Street
LONDON NW1 2EJ
Tel: 01-388 8386

Waste Watch

National Council for Voluntary Organisations
26 Bedford Square
LONDON WC1B 3HU
Tel: 01-636 4066

Woodland Trust

Autumn Park
GRANTHAM
Lincolnshire NG31 6LL
Tel: 0496 74297

**Royal Society for the Prevention of Cruelty
to Animals (RSPCA)**

Causeway
HORSHAM
West Sussex RH12 1HG
Tel: 0403 64181

**WATCH Trust for Environmental Education
Ltd**

22 The Green
Nettelham
LINCOLN LN2 2NR
Tel: 0522 752326

World Wide Fund for Nature (WWF)

Panda House
Weyside Park
Godalming
SURREY GU7 1XR
Tel: 0483 426444

**The Association for the Protection of Rural
Scotland (APRS)**

14a Napier Road
EDINBURGH EH10 5AY
Tel: 031-229 1898

Living Earth Foundation

10 Upper Grosvenor Street
LONDON W1X 9PA
Tel: 01-499 0854

National Trust

36 Queen Anne's Gate
LONDON SW1H 9AS
Tel: 01-222 9251

Ramblers' Association

1-5 Wandsworth Road
LONDON SW8 2XX
Tel: 01-582 6878



EXAMPLES FOR TEACHING NATURAL WORLD

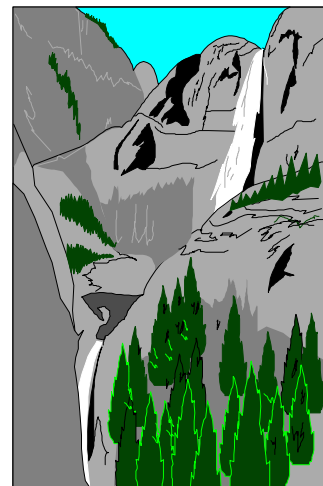
AWE AND WONDER

Where do you think the water comes from? Why do you think that?

- *Talk to children and encourage them to think about the large amount of water needed to keep a waterfall going and to recognise that as water flows downwards there must be even higher ground out of sight of the picture.*

Have you ever seen a waterfall or a reservoir or watched the waves pound on the sea? What was it like?

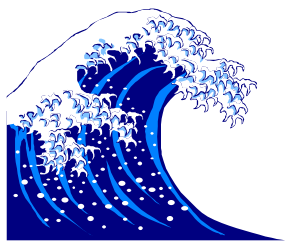
- *Encourage children to share their experiences with others, and to talk about how they felt as well as what they saw. It is important to emphasise the power and force of the water, together with the sounds or sights. Discuss with children what it would be like to be near the bottom of a waterfall or to look at the sea or a river flowing.*



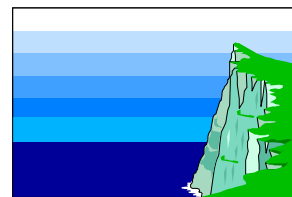
Would you like to visit the sea or a waterfall?
What makes you think that?

Waterfalls and seas are very beautiful. Why do you think we like them?

What things
you find
Why do you



in the world do
wonderful?
think that?



- *It is important that children are encouraged to think about the reasons underlying their responses. Children should explore their*

environment and be encouraged to look more closely, at common things eg a daisy, blade of grass, insect, butterfly, etc.

- Think of words to describe the sound of a waterfall. Arrange a display in a waterfall shape. Or, using musical instruments make the sounds of a waterfall.
- An assembly could be developed on the theme of “wonderful things”.
- Children could make a collection of things which they find wonderful, and display them appropriately.

BEING RESPONSIBLE

- *The unspoiled countryside should be emphasised, and children encouraged to think about the kind of things often seen in places where many people live, eg litter, roads.*



Do you think we should keep a place looking good? Why do you think so?

Many people believe that human beings have a responsibility to look after the world. In what ways could people take care of the world?

- *Talk about the responsibility of human beings to protect other living things and the practical ways this might be done. Issues such as vandalism and pollution should be included. The children should be made aware that for many people the reasons for caring for the world arise out of religious belief.*

What could we do to take care of the world? Make a list of things we could do.

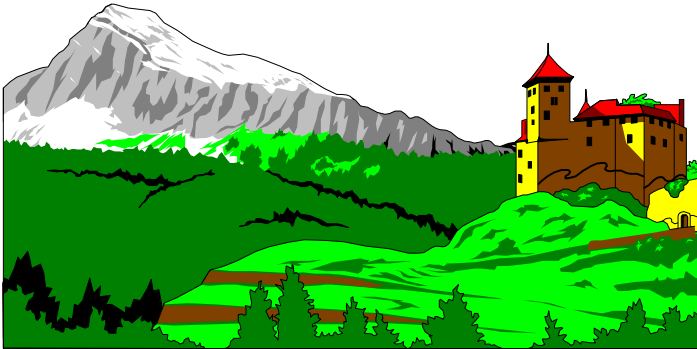
- *We should emphasise the children’s own responsibility and also of others in the school community, and should identify practical examples.*

Does it matter how we treat the world? What would happen if we did not care?

CREATION AND CREATORS

There are lots of beautiful places in the world. What beautiful places do you know?

- *Depending on children's experience, responses to this activity will vary. Collect pictures of the places suggested by the children, or arrange to visit places close by. Encourage children to think about what makes somewhere seem beautiful - quiet, space, lots of trees, no litter, unspoiled.*



When they see places like these, many people find themselves wondering about why the world is so beautiful. Has it just happened or has there been something, some power, making the world? Ask children questions.

- *Discussions should start with the picture and children's attention drawn to the trees, mountains, waterfall, the power in water, etc. These things themselves raise questions about creation, eg how did they get there? This activity provides a good opportunity to help children to appreciate that science and religion complement each other. Scientists offer theories about how the world came into existence, and when, and what made it happen; while religions are concerned with the question of purpose: what for? Why does the world exist?*

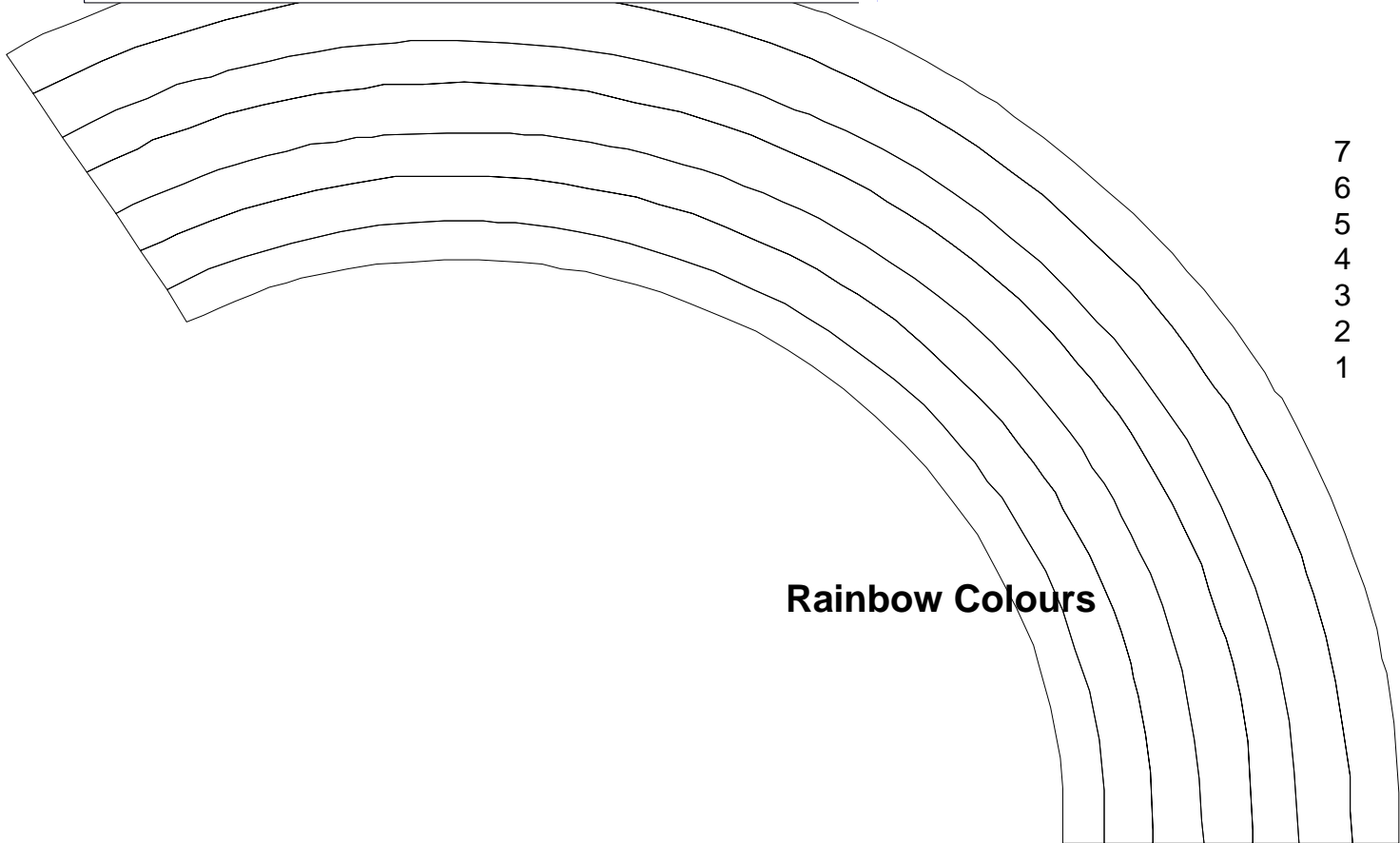
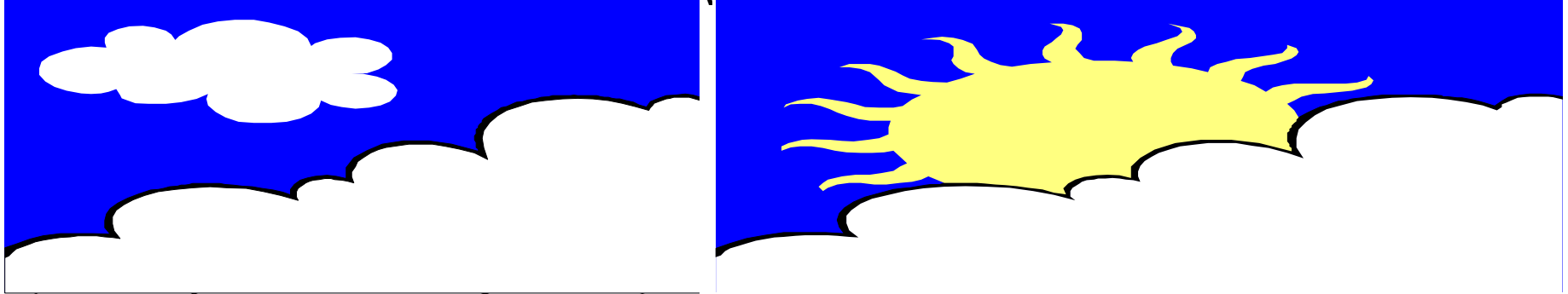
Some people believe the world exists because God created it. Have you any ideas about God? Why do you think that? Why would God create a world?

- *Children should be allowed to freely express their ideas.*

Tell the story : "Creation"

- *The story expresses the belief that the world and everything in it was created by God. Children should be encouraged to explore creation around them and to consider what might be understood as signs of God's work. Questions should also focus on how creation expresses and reflects harmony and order, eg the rain enables plants to grow. Children should be made aware that not everybody holds these beliefs.*

THE NATURAL WORLD



- 7 red
- 6 orange
- 5 yellow
- 4 green
- 3 blue
- 2 indigo
- 1 violet

Rainbow Colours

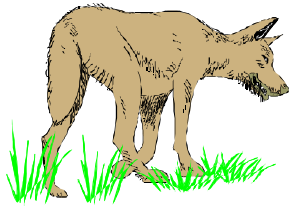
Religious Stories About Caring for the World

A Christian Story

The Christian Saint, Francis of Assisi, lived from 1182-1226CE. He was known as a man of deep peace and holiness who was thought to be very close to God. A story is told about him meeting a fierce wolf in Gubbio, Italy.

The wolf had attacked and killed many people, and the citizens were afraid to leave their city unarmed. Francis went outside the city with a companion and the wolf ran to attack them with its jaws open.

Francis stood his ground and made the sign of the cross. The wolf closed its jaws and stopped its charge. Francis spoke to the wolf: *"Come to me, brother wolf and in Christ's name I command you not to harm me or anybody."*



The wolf lay down at the saint's feet, meekly. He agreed to ask the townspeople to protect it if it promised never to

hurt anyone again, and he walked back into the city with the wolf. Everyone was astounded! They fed the wolf until it died of old age, and remembered their visit from the holy man.

Another story tells that the saint stopped a boy from selling some doves he had caught in a net. Fearing for their lives, Francis persuaded him to hand them over and he built nests for them so they could live among the friars, the companions of Francis.

A Muslim Story

A story is told about a boy in Medina, Arabia, who loved to throw stones at the palm trees to knock the dates to the

ground. He found clusters of trees around the oasis and he ate the delicious dates without sparing a thought for the damage he was doing to the trees. The owners of the trees caught him and brought him before the Prophet Muhammad. The prophet saw that he was only a child and so he gently told him off. He said, "Don't throw stones at the trees. For if the trees are damaged, they will not bring forth new fruit. Eat the dates that have already fallen to the ground."

A Hindu Story

An Indian holy man, Narada Muni, saw a deer lying half dead, with an arrow through it. Further along the path he saw a boar and a rabbit shot by an arrow and in great pain. He went on and found the hunter, who admitted that he enjoyed inflicting pain upon animals before they died. The holy man pleaded with him to stop this cruelty and the hunter was ashamed and convinced he had done wrong. He asked Narada Muni how he could find forgiveness. The holy man told him to break his bow and to become one of his disciples. He was sent to live with his wife by the river, in peace, and the holy man helped to provide them with food.

Draw a large tree and write in it what you think the moral of the Muslim story is.

The Hindu story tells us about animals suffering unnecessary pain at our hands. We experiment on animals to test medicines and cosmetics. Do you think it is right for people to do this? Write down some reasons for and against these experiments.

The Natural World - Life

IDEAS

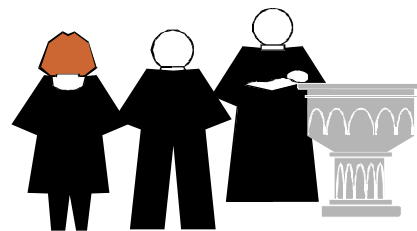
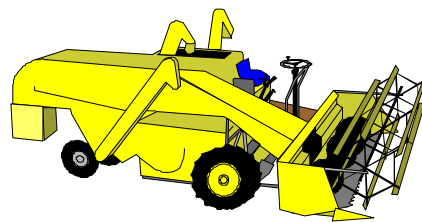
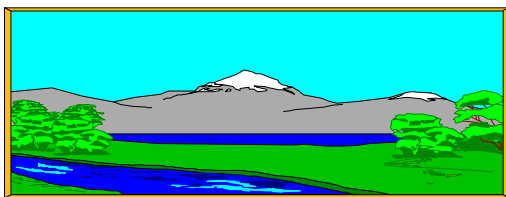
- The wonder and mystery surrounding the beginning of all living things.

- The ways in which different newborn creatures need their own kind of environment in which to survive.
- The human baby's special needs for food, warmth, love and protection.
- Most religious communities have special ceremonies to welcome babies into their community.
- Many people believe that coming to know and love God is one of the most important things for children to learn.
- Most religious people want to say "thank you" to God for each newborn baby.

QUESTIONS

In the picture with mountains what are growing on the trees and bushes? What happens if you plant a conker? What would be happening if you saw a combined harvester? Where do new trees, swans and babies come from? What would happen to our world if no more new things were made? What would you do to care for a newborn baby, swan or tree? Who has a new little baby brother or sister at home?

Look at the picture of the church service. Have you seen anything like this before? What are they doing? Who are the most important people in this picture? Do you think people should be thankful for babies? If so, who should they thank?



Additional Class and Individual Work

KEY STAGE 2

DISPLAYS

Space - toys, pictures, models.

Nature - rocks, sand, soil, wood, clay, plants, animals.

People - different sizes, ages, sexes, colours, cultures.

Worship - different places of worship.

THEME CORNERS/IMAGINATIVE PLAY

Rocket - Tardis with dials, costumes, two-way radios, solar system charts, breathing apparatus, space buggy.

CRAFT ACTIVITIES

Box modelling - rockets, planets, space stations, buggies, radios.

Clay pottery/*papier mâché* - planet surfaces, mobiles.

Mobiles - solar system, stars.

Construction toys - rockets, space stations.

MUSIC/DRAMA

Jean-Michel Jarre's electronic music.

Holst's "Planet Suite", "Dr Who" theme, "Star Trek" theme, Star Wars.

Movement exploring weightlessness.

Exploring a new environment.

STORIES

Dinosaurs and All That Rubbish, Michael Foreman (Puffin).

Hanuman, A Ramachandra (A and C Black).

Meg on the Moon, Helen Nicholl and Jan Pienkowski (Puffin).

Moon Legends from Indonesia/Malaysia/Nigeria/Papua New Guinea, ed Anang (Nile and McKenzie).

Owl Who Was Afraid of the Dark, Jill Tomlinson (Methuen).

Sky At Night, Patrick Moore (Harrap).

To the Temple for Arti, June Jones (Blackie).

TITLE OF UNIT: _____

KEY STAGE: _____ **AIMS:** _____

YEAR: _____

Programme of Study	Key Questions	Key Words	Activities	Resources	AT

An Outline of Basic Beliefs and Practices of Major Religions

	PLACES OF WORSHIP	SPECIAL DAY	NAME(S) OF GOD	PROPHETS	FESTIVALS	HOLY BOOK
CHRISTIANITY	Church	Sunday	GOD - The Father; The Son (Jesus); The Holy Spirit	Old Testament Prophets + John the Baptist	Easter - New Life Christmas - Light Whitsun - Holy Spirit Harvest	Bible - Old Testament New Testament
HINDUISM	Manhir (Temple)	No special day Prayers in temple every day	One God in many forms eg Brahma Vishnu, Shiva etc	No Prophets but recognises religious teachers/gurus as providing guidance to people	Diwali - Light; Good Evil; New Year Navaratri - Mother Earth Holl - Spring Raksha Bandhan - Brother/Sister	Vedas Upanishads Mahabharata (which includes the Bhagavadgta)
ISLAM	Mosque	Friday - Day of Special Prayer	Allah	Old Testament; Prophets; Jesus; Muhammad	Ramadan - Fasting Eid-UI-Fltr - End of Fasting Haji - Pilgrimage	Gu'ran
JUDAISM	Synagogue	Friday evening to Saturday evening	Yhwh (Yahweh)	Old Testament Prophets (Moses most important)	Passover (Pesach) - Deliverance Succot - Harvest Rosh Hashanah - New Year Yom Kippur - Atonement Chanukkah - Light Purim - Story of Esther	Torah (First 5 books of Old Testament) Talmud (interpretations)
SIKHISM	Gurdwara	Sunday in Britain but variable elsewhere	One God (Sat Naam - Truth)	10 Gurus Guru-Nanak; Angad; Amar Das; Ram Das; Arjan; Hargobind Singh; Har Rai; Tegh Bahadur; Gobind Singh	Valsakhi - New year Diswal - As Hindu + release of Hargobind Singh from prison Holl - Spring	Guru Granth Sahib
BUDDISM	Temple			Buddah		Vedas