

*Exploring Why*

# Water



**Activity Resources**  
**for learners and teachers**

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for learners and teachers**

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Illustrated by Phillip Vernon



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## **ABOUT THE *EXPLORING WHY* SERIES**

### **What is the series about?**

Aled and Siân love exploring the places where they live and the places they go to visit. They enjoy playing 'I Spy' to help them get to know these places better. In the *Exploring Why* series Aled and Siân are curious to find out why some of the things around them are important to their Christian, Jewish and Muslim friends. Together they explore bread, light, veil, cross, menorah and water, and then they participate in a Festival of Faiths where they remember and celebrate all these symbols of faith.

The series takes seriously the social significance of religion and the spaces provided in education to question, to explore and to shape young people's growing understanding of their relationships with themselves, with others, and with the natural world. The series has been built on extensive research in the area of religions, young people and education, as well as on engagement with educational practice at regional and national levels. These foundations place the series in a unique position among the many educational resources currently available.

The resources in the series are intentionally non-prescriptive and flexible. This recognises the nature of learning inside and outside the classroom today for the under 7s, and also the importance of stimulating and supporting teachers' creativity and individuality in shaping their learning spaces.

The series has been sponsored by the Welsh Government and devised to support religious education in the Foundation Phase by an active learning through play approach. It explicitly draws on and relates to the *Framework for Children's Learning for 3 to 7-year-olds in Wales*, the *National Exemplar Framework for Religious Education for 3 to 19-year-olds in Wales*, and the *Literacy and Numeracy Framework* in Wales. Although the activity resources are located in this particular context, the research and pedagogical approaches that underpin them may be related easily to other contexts and to changing school curricula.

### **Who is the series for?**

The storybooks and activity resources in the series are designed for 5- to 7-year-olds, but the variety of storybook formats and activities makes the series relevant for younger and older learners as well.

The series is primarily designed for teachers and learners in schools; however, those within other formal and informal learning contexts, including the home, may also find the series interesting and relevant.

### **What resources are available?**

There are seven storybook titles in the *Exploring Why* series, which investigate some of the important things that Aled and Siân find in their exploration of the world around them. These important things are explored initially in the local secular environment before being explored through the eyes of young people

from within a particular religious tradition. The seven storybook titles and religious traditions are:

- Cross (Christian)
- Bread (Christian)
- Veil (Muslim)
- Water (Muslim)
- Menorah (Jewish)
- Light (Jewish)
- Symbols of Faith (brings together the three religious traditions in a celebration of faiths)

Each storybook title is available in four different formats, which can be used flexibly according to individual contexts. The four storybook formats comprise:

- short-text version (short, simple text with pictures)
- long-text version (longer, more complex text with pictures)
- key question version (key questions and pictures)
- pictures version (pictures only without text)

All the formats are available as .pdf downloads, which can be used on whiteboards and a range of electronic devices used regularly by schools, young people and their families today.

The short-text version of each title is also available as a B5 paperback book for school and class libraries, as well as for classroom use.

To support the storybooks, each storybook has its own pack of *Activity Resources for learners and teachers* in downloadable .pdf format. These Activity Resources follow the same structure as the storybooks. Therefore, for each double page of the storybook, there is:

- a page of ideas for activities for each of the seven areas of learning within the Foundation Phase;
- an activity sheet/s for learners to support one of these activity ideas;
- links 'going deeper into aspects of religious education'.

In total, for each storybook title there are 140 ideas for activities and 10 activity sheets for learners.

### **Accessing the *Exploring Why* series resources**

All these resources are available as free downloads at

[hwb.wales.gov.uk/Resources](http://hwb.wales.gov.uk/Resources) and [st-marys-centre.org.uk](http://st-marys-centre.org.uk)

The short-text version of each storybook title is also available for purchase as a B5 paperback book for school and class libraries, as well as for classroom use.

We hope that you enjoy reading the stories and exploring the resources creatively in your own learning contexts.

Dr Tania ap Siôn

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July 2016



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Page 5

### Knowledge and understanding of the world

- Find out what floats and what sinks in water, and why
- How does the water wheel work?

### Language, literacy and communication skills

- Make a poem about the duck
- Tell each other about the swirling water

### Welsh Language development

- hot water (dŵr poeth)
- cold water (dŵr oer)

### Physical development

- Fill a cup with water and carry it without spilling any
- Make up a game about a duck or play one that you already know (e.g. Duck Duck Goose)

### Creative development

- Cut out and colour bath shapes, and make a bath pattern (**Activity 1**)
- Make up a song using water noises and sounds

### Personal and social development, well being and cultural diversity

- Learn about people who do not have running water
- Make a list of things you could do to help use less water

### Mathematical development

- Use the duck shapes to make a number chart to help you count in 2s, 5s or 10s (**Activity 1**)
- Estimate how many tablespoonful's of water fill the cup

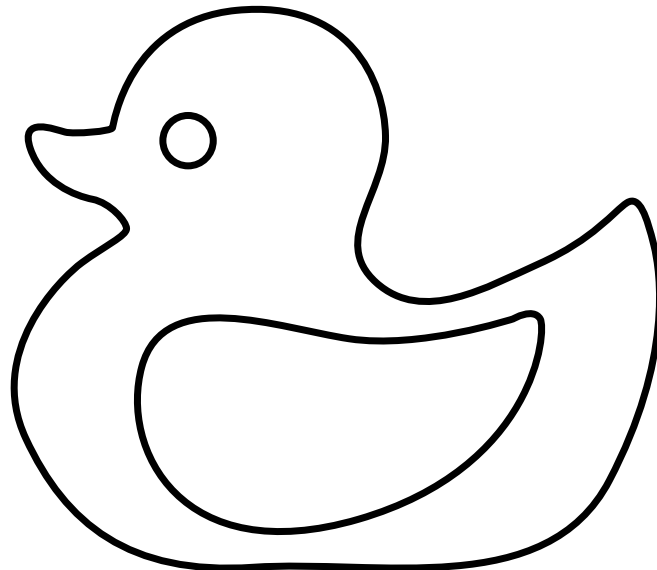
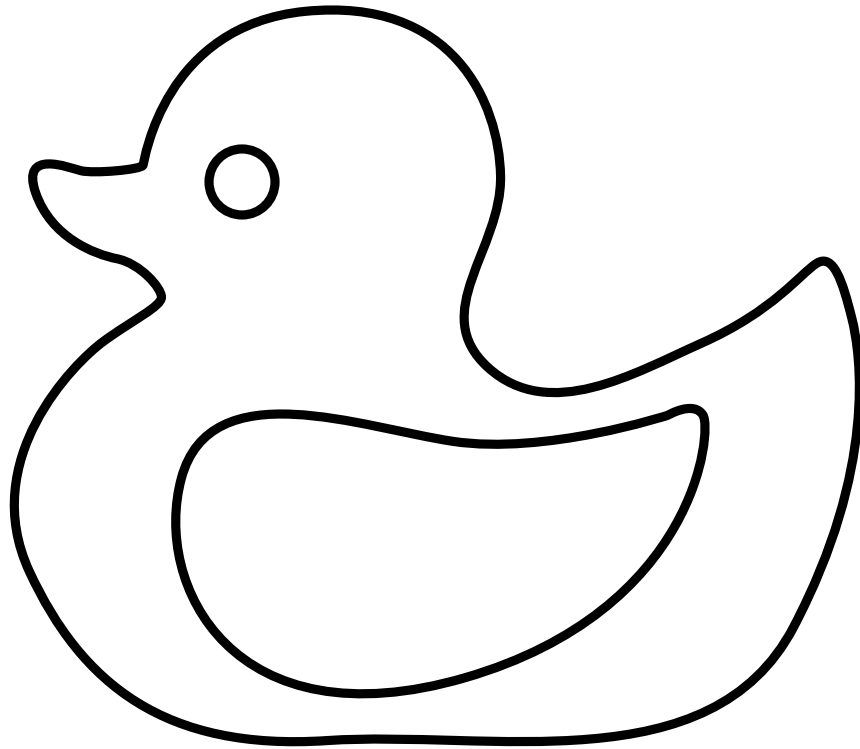
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## Activity 1

**WATER**

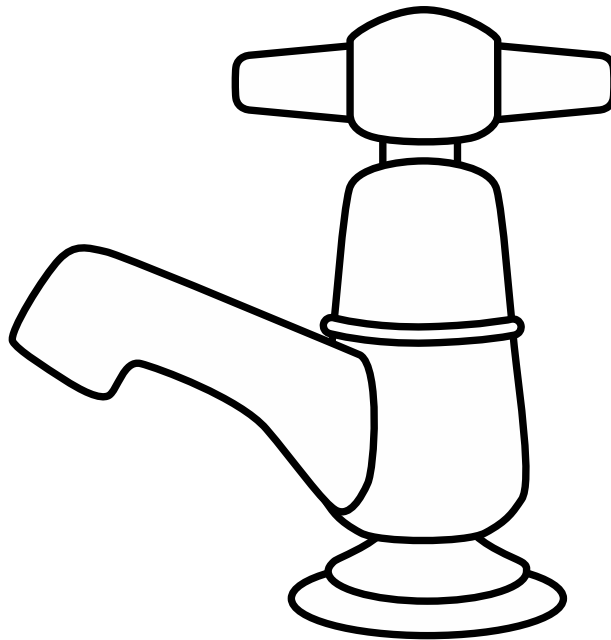
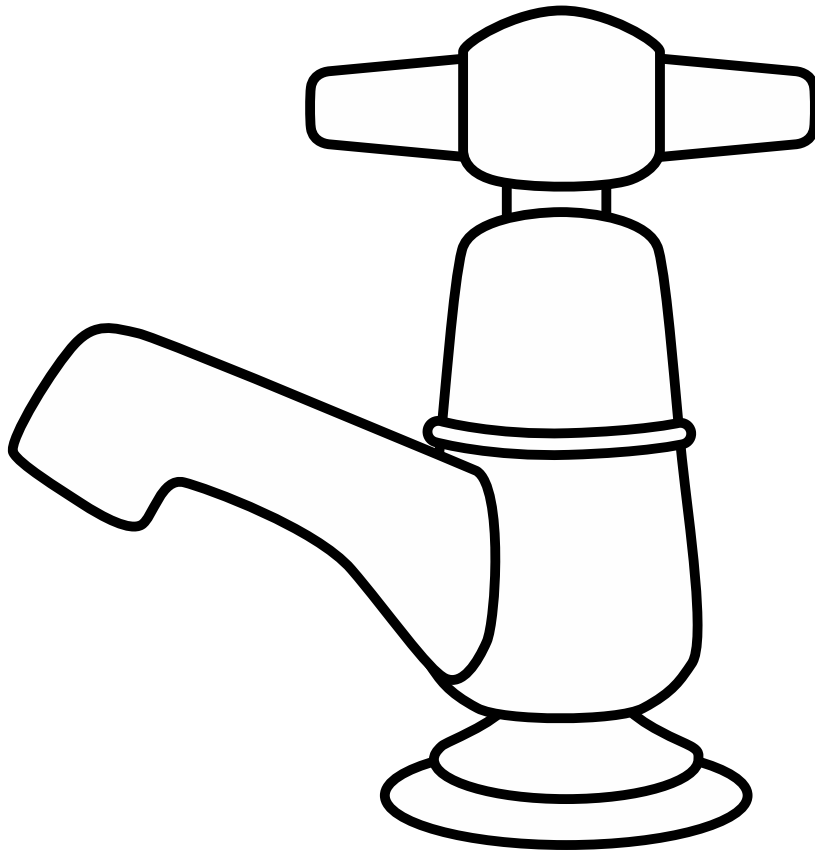






## Activity 1

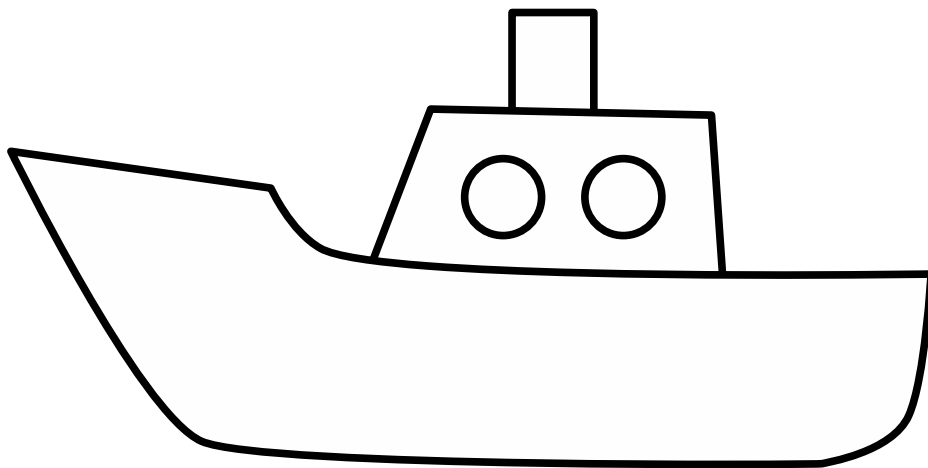
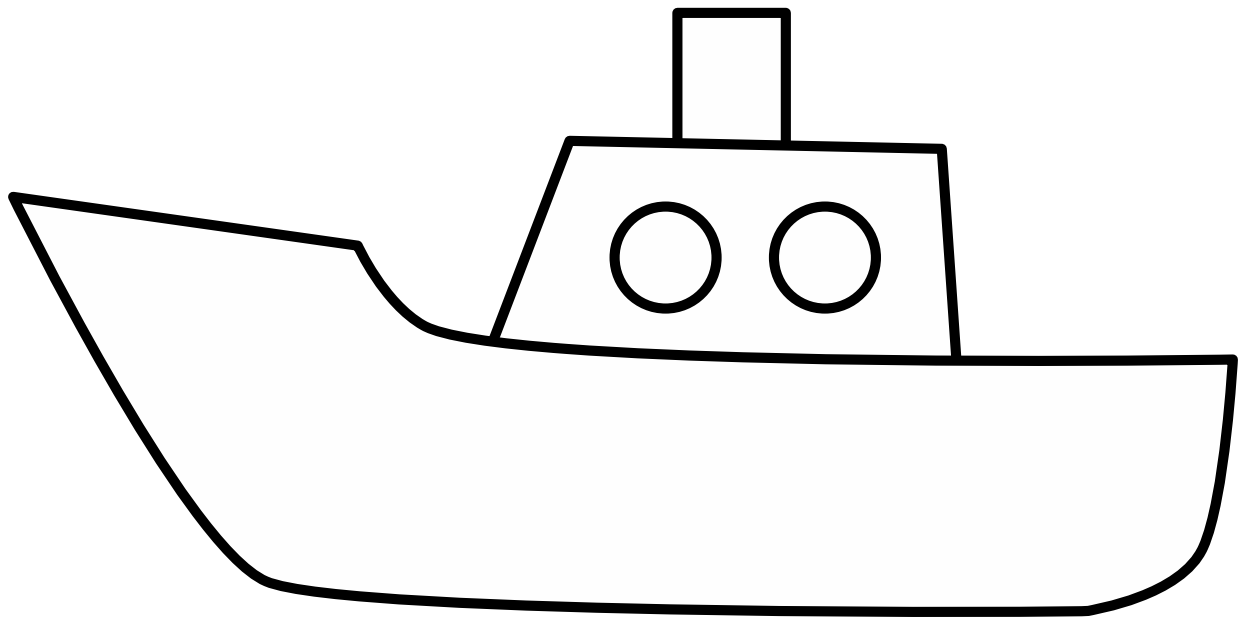
## WATER





## Activity 1

## WATER





Page 6



Page 7

### Knowledge and understanding of the world

- Find out what makes the ice in the freezer
- Find out what makes the steam in the kettle

### Language, literacy and communication skills

- Talk about the different things found in the fridge and why they are put in the fridge
- Tell a story about cold water from the fridge

### Welsh language development

- cold ice (iâ oer)
- hot steam (stêm poeth)

### Physical development

- Work together to make a dance of the kettle boiling
- Practise holding an ice cube still in the palm of your hand

### Creative development

- Make a sculpture using empty water bottles
- Fill glass bottles with different volumes of water and explore the sounds the bottles make when you tap them or blow into them (**Activity 2**)

### Personal and social development, well being and cultural diversity

- Learn how some people carry water from wells
- Imagine what it is like to be very thirsty

### Mathematical development

- How many cups can you fill from one bottle of water?
- Explore the temperature of a range of items (e.g. from an ice pack to a hot water bottle) and put them in order of coldest to hottest

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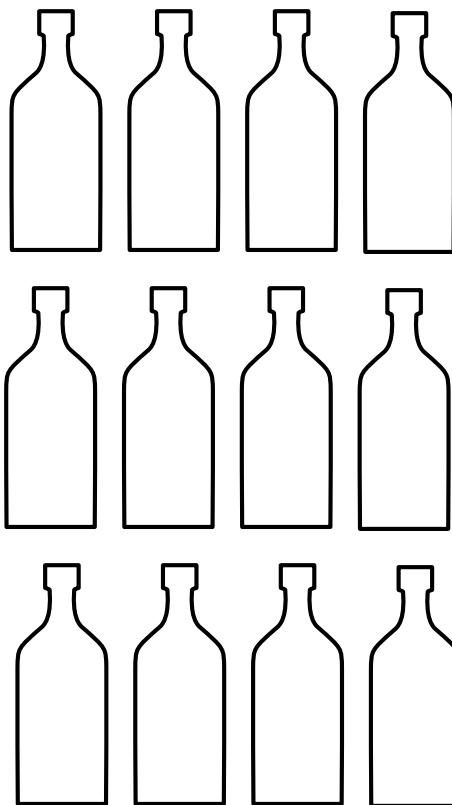
## Activity 2

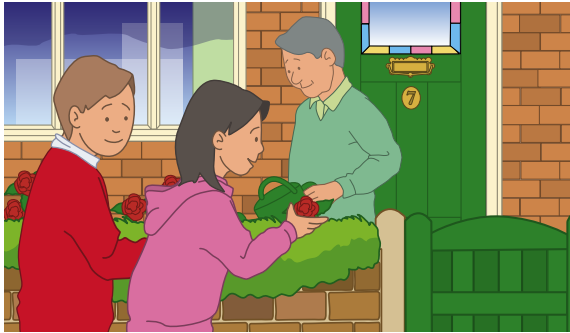
## WATER

Fill four glass bottles with water (like these four bottles). What sounds do the bottles make when you tap them?



Now compose and record a tune by marking water lines on each bottle. Ask a friend to try playing your tune.





Page 8



Page 9

### Knowledge and understanding of the world

- Find out which things need water to live and which do not (**Activity 3**)
- Plant some seeds, water them, and see them grow

### Language, literacy and communication skills

- Make up a story about Mr Robert's garden
- Explore different colours for watering cans and make a chart to show which colour is most popular in your class

### Welsh language development

- green (gwyrdd)
- red (coch)

### Physical development

- In pairs, take it in turns to pretend to be a watering can and a growing plant
- Go on a walk to look at some gardens or a park

### Creative development

- Create a miniature garden with soil, pebbles, twigs, leaves, and other materials
- Paint pictures of different coloured watering cans on wet paper and on dry paper

### Personal and social development, well being and cultural diversity

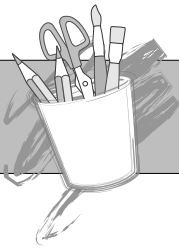
- Think of people who need help watering their gardens
- See how flowers and plants make your area more beautiful, and collect some pictures to make a display in your class

### Mathematical development

- Count the seeds in a packet
- How much water is needed to fill the watering can?

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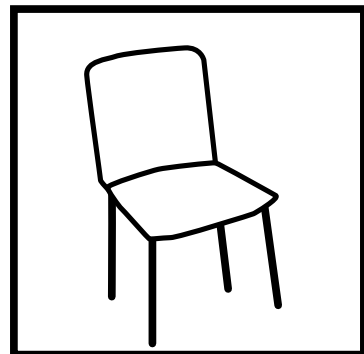
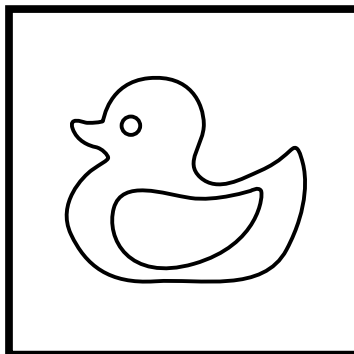
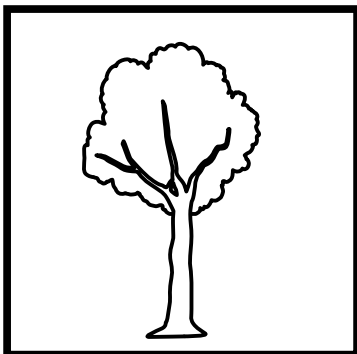
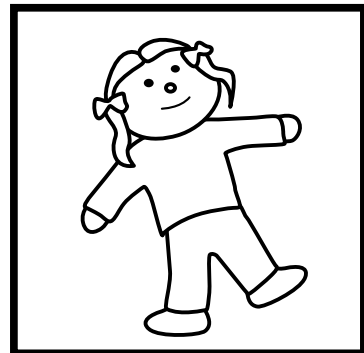
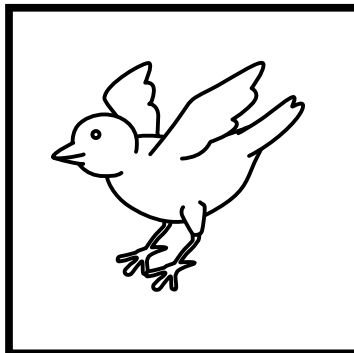
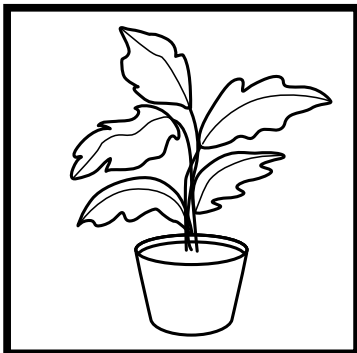
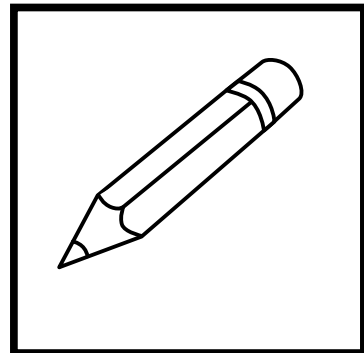
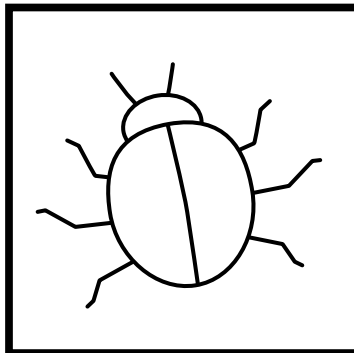
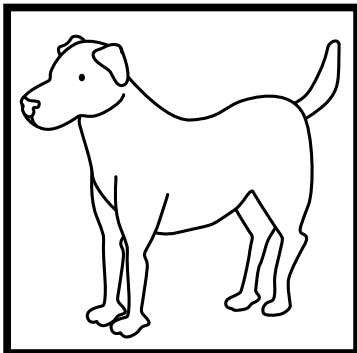
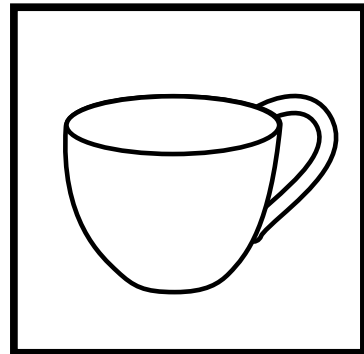
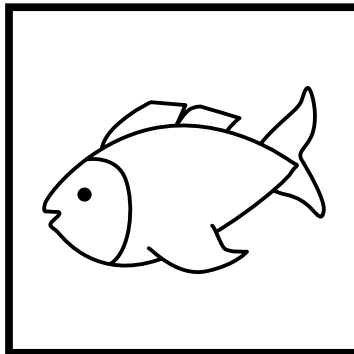
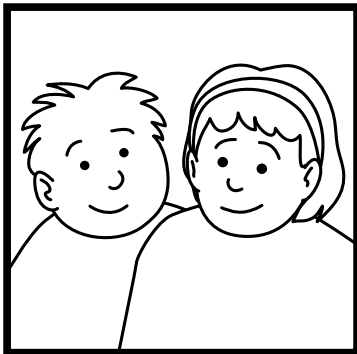




### What needs water?

Cut out the pictures and the words.

- Make one group of things that need water to live.
- Make another group of things that do not need water.
- Can you match the right word to each picture?





## Activity 3

## WATER

children

fish

cup

dog

insect

pencil

plant

bird

doll

tree

duck

chair



Page 10



Page 11

### Knowledge and understanding of the world

- Can you think of any towns or cities that are built by rivers, and why?
- Talk about and find out what kind of water fish need

### Language, literacy and communication skills

- Make a rhyme about the sailing boat
- Choose a person from the picture and say what they are thinking  
(Activity 4)

### Welsh language development

- boat (cwch)
- fish (pysgodyn/pysgod)

### Physical development

- Pretend to row in a boat on the river and cast your net into the water
- Pretend to hold a fishing rod very still

### Creative development

- Make a paper boat and sail it on the water
- Design and draw your own special fish

### Personal and social development, well being and cultural diversity

- Talk about how to be safe around water
- Learn about people who go fishing at sea

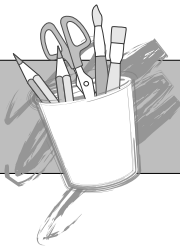
### Mathematical development

- Discover how many children in the class have taken part in each of the waterside activities shown on page 11, and present this information clearly to others
- Estimate the height of the boat

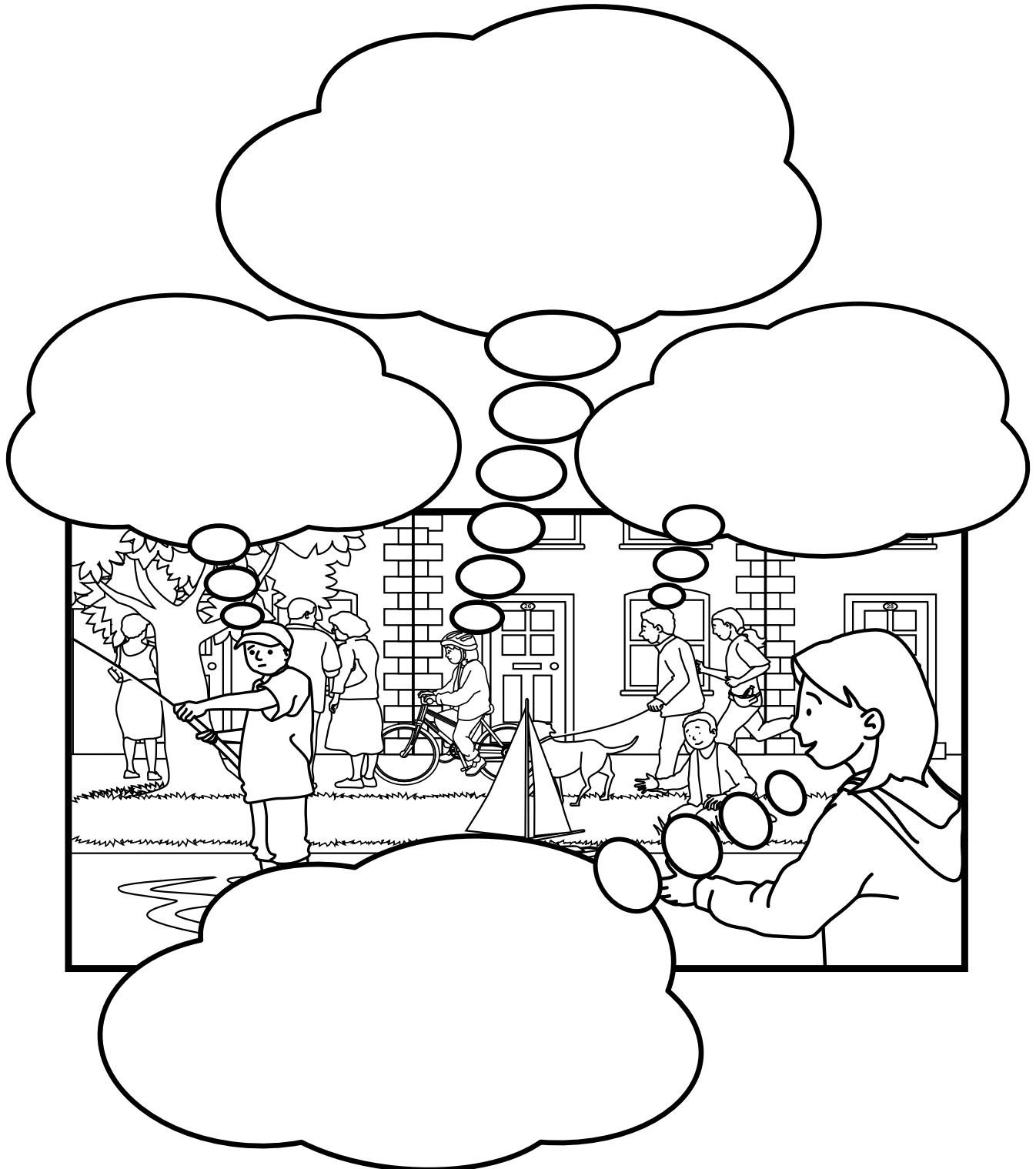
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## What are we thinking?





Page 12



Page 13

### **Knowledge and understanding of the world**

- Talk about why people wash their hands and face
- What is the best way to wash your hands?

### **Language, literacy and communication skills**

- Experiment with and talk about the different sounds water makes (**Activity 5**)
- Make a poem about water using your 'watery' words

### **Welsh language development**

- soap (sebon)
- wash (ymolchi)

### **Physical development**

- Practise washing your hands in the best way
- Make up a dance to show how germs on your hands multiply

### **Creative development**

- Collect adverts for soap to make a collage
- Make a poster about washing

### **Personal and social development, well being and cultural diversity**

- Explore the importance of washing before meals
- Explore how washing refreshes people

### **Mathematical development**

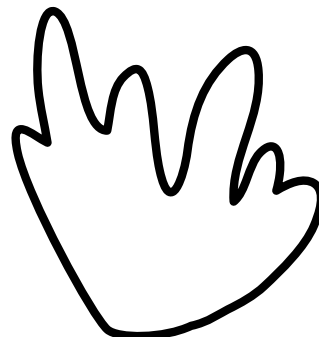
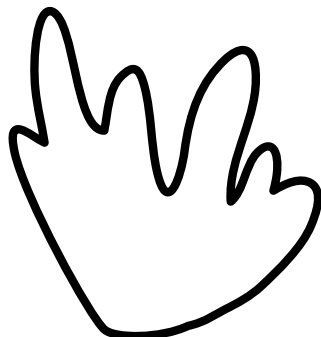
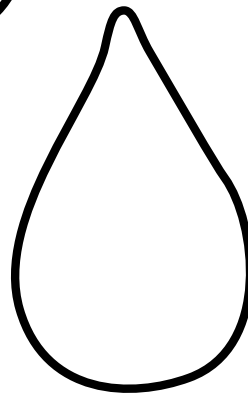
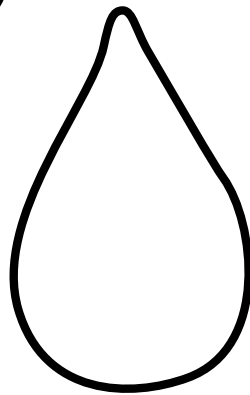
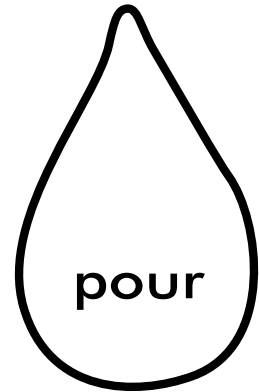
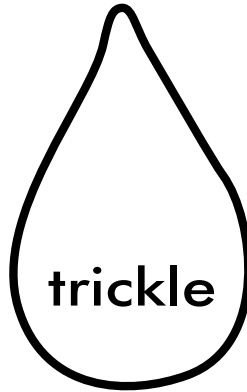
- How many times a day do children in your class wash their hands?
- How many times a day do children in your class clean their teeth?

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### Watery words



Can you add some more watery sounds?



Page 14



Page 15

### **Knowledge and understanding of the world**

- Talk about why people spend time getting ready to do special things
- Learn why Muslims take off their shoes before entering the mosque

### **Language, literacy and communication skills**

- Make a list of different kinds of footwear and talk about their purpose
- Talk about the importance of going without shoes

### **Welsh language development**

- shoes (esgidiau)
- sandals (sandalau)

### **Physical development**

- Learn to tie other people's shoelaces
- Role play walking and moving in different types of shoes

### **Creative development**

- Listen to some classical music linked to water and respond to it
- Design a shoe for your favourite activity

### **Personal and social development, well being and cultural diversity**

- Find out about different customs for removing shoes
- Research traditional footwear from around the world (**Activity 6**)

### **Mathematical development**

- Measure the size of your feet using a standard measure
- How many different types of shoes do you see in the classroom?

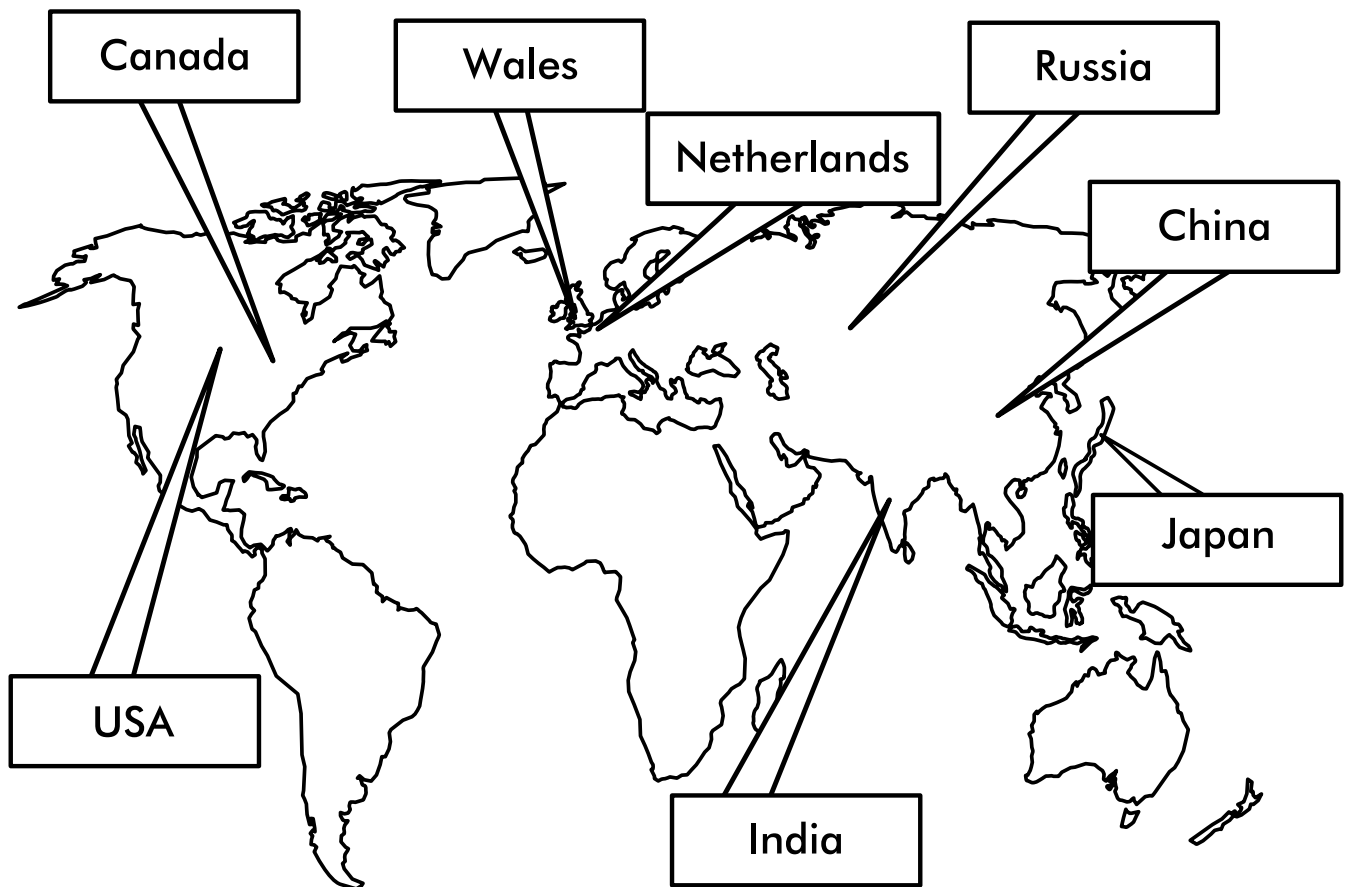
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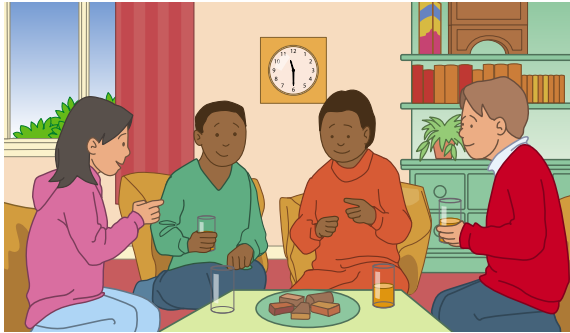




### Shoes from around the world

Find out about different kinds of footwear from around the world.  
Add a picture or name of footwear beside the countries on the map.





Page 16



Page 17

### **Knowledge and understanding of the world**

- Explore different types of books
- Find out how and why people use books

### **Language, literacy and communication skills**

- Read surah 5 from the Qur'an about washing before prayer (**Activity 7**)
- Write your own prayer

### **Welsh language development**

- wash (ymolchi)
- pray (gweddio)

### **Physical development**

- How quickly can you sit down and jump up when told to do so
- Explore different ways of sitting

### **Creative development**

- Make a drink (using water) for Ahmed and Salma to share
- Make a special cover for the Qur'an

### **Personal and social development, well being and cultural diversity**

- Looking carefully at the pictures, work out how Ahmed and Salma show their respect for the Qur'an
- What do you respect and how do you show it?

### **Mathematical development**

- Find out about Muslim prayer times and record them on clock templates
- Make a record of the things you do everyday on clock templates

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## Activity 7

## WATER

Read and decorate these words from surah 5 in the Qur'an.  
What does this tell you about Muslim prayer?

**The Qur'an surah 5**

O you who have believed,  
when you rise to prayer, wash  
your faces and your forearms  
to the elbows and wipe over  
your heads and wash your  
feet to the ankles.



Page 18



Page 19

### Knowledge and understanding of the world

- Find out what Muslims do if there is no water available to wash before prayer
- Find out about the driest places on earth

### Language, literacy and communication skills

- What does the Bismillah tell you about Allah?
- Identify the pattern of Muslim washing before prayer (**Activity 8**)

### Welsh language development

- hands, mouth, nose, face, arm, head, feet (dwylo, ceg, trwyn, gwyneb, braich, pen, traed)

### Physical development

- Role play Aled and Siân washing, describing to others what you are doing
- Pretend to clean the sink after using it

### Creative development

- Draw around your hands and feet and make a frieze of them
- Write out the Bismillah and make it look beautiful on a poster

### Personal and social development, well being and cultural diversity

- How does it feel to wash in this special way?
- Talk about what it means to be clean on the 'inside' as well as on the 'outside'

### Mathematical development

- How long does it take to wash in this way?
- Talk about how you could measure the amount of water used during the washing ritual

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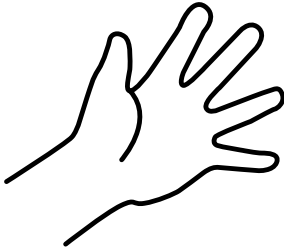
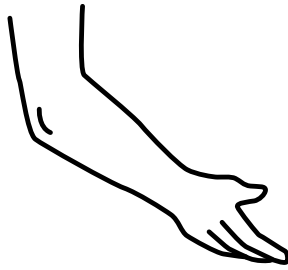
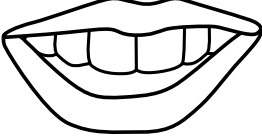
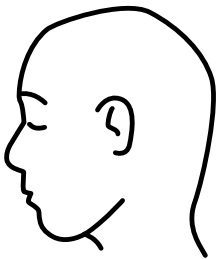
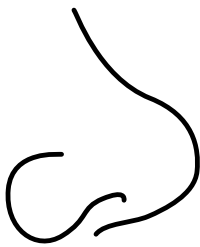

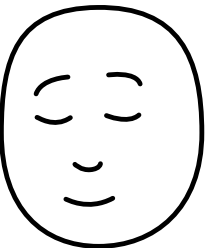




### Washing before prayer

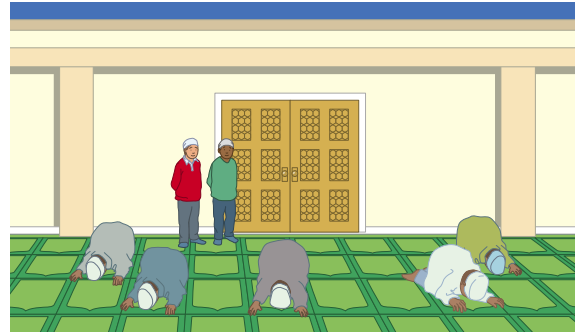
Cut out the pictures and words.

- Match the words to the pictures.
- Put the words and pictures in the order of washing for Muslim prayer.

hands		arms	
mouth		head	
nose		feet	
face			



Page 20



Page 21

### **Knowledge and understanding of the world**

- Find out about where Muslims face to pray
- How can you find out which direction it is in?

### **Language, literacy and communication skills**

- Talk about all the words and phrases for thanksgiving and praise
- Make a prayer of thanksgiving and praise to God

### **Welsh language development**

- blessings (bendithion)
- give thanks (rhoi diolch)

### **Physical development**

- Practise each position in Muslim prayer (**Activity 9**)
- Choose one position to do again and think about how it might make a Muslim feel

### **Creative development**

- Design a prayer mat
- Look at and respond to examples of Muslim art

### **Personal and social development, well being and cultural diversity**

- Explore body language and what it means
- Why are prayer rooms needed by Muslims?

### **Mathematical development**

- Make geometric patterns for the mosque
- Estimate how many people could fit in the prayer hall

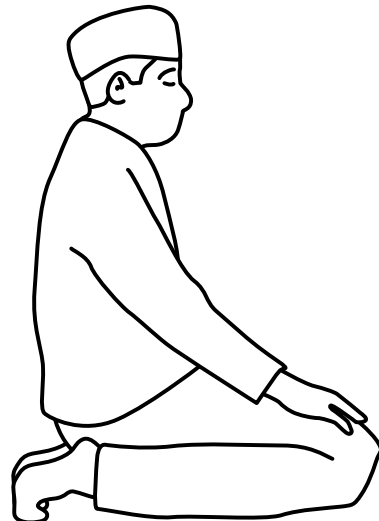
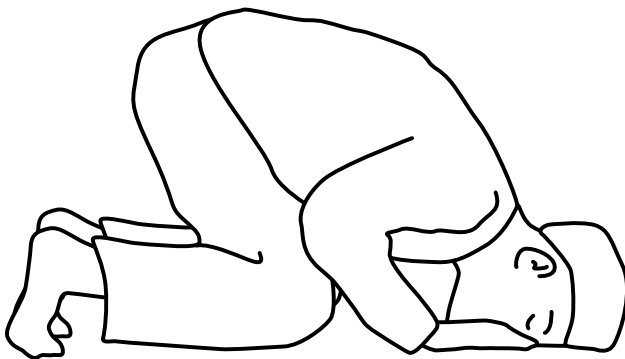
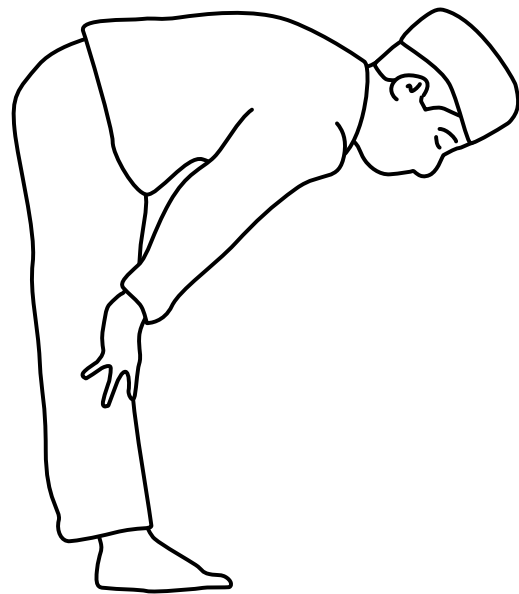
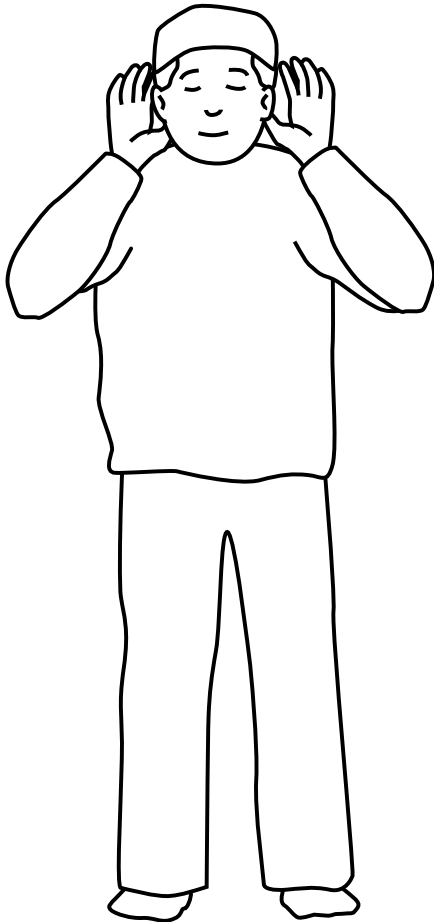
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## Muslim prayer positions

Can you make each one of these prayer positions?





Page 22



Page 23

### Knowledge and understanding of the world

- Explore why water is so important to life
- Explore all the uses people make of water

### Language, literacy and communication skills

- Make a story about a rainy day
- Role play family life in a land where it never rains

### Welsh language development

- gift (rhodd)
- life (bywyd)

### Physical development

- Create a dance to give thanks for water
- Use your bodies to show different types of rain, from torrential rain to drizzle

### Creative development

- Make a display of different uses for water, using the title 'We give thanks for water'
- Compose music to celebrate water

### Personal and social development, well being and cultural diversity

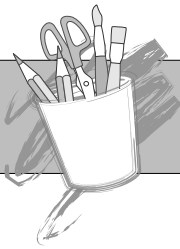
- Walk around greeting one other in different ways
- Explore what activities you do with other people and what activities you do on your own. Ask, why do people pray together? **(Activity 10)**

### Mathematical development

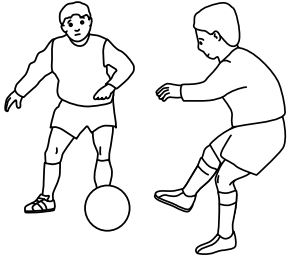

- Count the drops of water in the picture
- Collect and keep a record of rainwater falling over a period of time

Going deeper into  
aspects of religious  
education





## My activities

Activities I do with others	Activities I do on my own
 <p><b>Football</b></p>	 <p><b>Sleep</b></p>

People can **pray with others** and they can also **pray on their own**.

- Why do you think that people pray with others?
- Why do you think that people pray on their own?



### The National Exemplar Framework for Religious Education in Wales

#### Range: People, beliefs and questions (5-7 year olds)


Children should (through stories, activities and experiences) be given opportunities to:

- gain **insight** into religion, religious people and religious aspects of life;
- explore how religion has **influenced** and **guided people's lives**, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world;
- pose **questions** about beliefs, values and actions that arise from exploration;
- investigate and express **meaning** (including religious meaning) through signs, symbols, artefacts and imagery;
- express **personal responses** to personal religious and moral questions;
- explore our **responsibility** and the responsibility of religion for living things and for the natural world.



## Pages 4-5


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Explore our <b>responsibility</b> and the responsibility of religion for living things and for the natural world.</p> <p>Explore how and why religious charities help those who do not have running water.</p> <p><b>Personal and social development, well being and cultural diversity</b></p> <ul style="list-style-type: none"><li>• Learn about people who do not have running water.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Investigate and express <b>meaning</b> (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore the religious significance and symbolism of water.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>• Make up a song using water noises and sand.</li></ul>
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## Pages 6-7


<b>Aspect of range</b>	 Express <b>personal responses</b> to personal, religious and moral questions.
<b>RE development</b>	
<b>Areas of learning</b>	

Express **personal responses** to personal, religious and moral questions.

Explore personal responses to the natural wonder of water in its various forms of ice, liquid and steam.

***Knowledge and understanding of the world***

- Find out what makes ice in the fridge and steam in the kettle.

<b>Aspect of range</b>	 Pose <b>questions</b> about beliefs, values and actions that arise from exploration.
<b>RE development</b>	
<b>Areas of learning</b>	

Pose **questions** about beliefs, values and actions that arise from exploration.

Explore why water is so important for human life.

***Personal and social development, well being and cultural diversity***

- Imagine what it is like to be very thirsty.


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## Pages 8-9


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Explore our <b>responsibility</b> and the responsibility of religion for living things and for the natural world.</p> <p>Explore our responsibility to care for plants.</p> <p><b>Knowledge and understanding of the world</b></p> <ul style="list-style-type: none"><li>Plant some seeds, water them, and see them grow.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Express <b>personal responses</b> to personal, religious and moral questions.</p> <p>Explore personal responses to the beauty of gardens and parks.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>Go on a walk and look at some gardens or a park.</li></ul>
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## Pages 10-11

<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b>insight</b> into religion, religious people and religious aspects of life.</p> <p>Explore Muslim food laws associated with fish and other seafood.</p> <p><b>Physical development</b></p> <ul style="list-style-type: none"><li>• Pretend to row a boat on the river and cast your net into the water.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Investigate and express <b>meaning</b> (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore the Muslim creation story in which Allah created all the creatures 'which walk, swim, crawl and fly on the face of the earth'.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>• Design and draw your own special fish.</li></ul>
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## Pages 12-13

<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b><i>insight</i></b> into religion, religious people and religious aspects of life.</p> <p>Explore the sounds and feelings a Muslim would experience while washing in preparation for prayer.</p> <p><b>Physical development</b></p> <ul style="list-style-type: none"><li>• Practise washing your hands in the best way.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Pose <b><i>questions</i></b> about beliefs, values and actions that arise from exploration.</p> <p>Explore why Muslims wash so thoroughly in this way before prayer.</p> <p><b>Mathematical development</b></p> <ul style="list-style-type: none"><li>• How many times a day do children in your class wash their hands.</li></ul>
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### Pages 14-15

<b>Aspect of range</b>	Explore how religion has <b><i>influenced</i></b> and <i>guided people's lives</i> , past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.
<b>RE development</b>	Explore the religious significance of removing shoes.
<b>Areas of learning</b>	<b><i>Knowledge and understanding of the world</i></b> <ul style="list-style-type: none"><li>• Learn why Muslims take off their shoes before entering the mosque.</li></ul>



<b>Aspect of range</b>	Express <b><i>personal responses</i></b> to personal, religious and moral questions.
<b>RE development</b>	Explore your personal response to removing your shoes before undertaking a special activity like praying.
<b>Areas of learning</b>	<b><i>Language, literacy and communication skills</i></b> <ul style="list-style-type: none"><li>• Talk about the importance of going without shoes.</li></ul>

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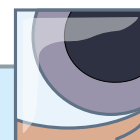


## Pages 16-17

<b>Aspect of range</b>	Explore how religion has <b><i>influenced</i></b> and <i>guided people's lives</i> , past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.
<b>RE development</b>	Explore the influence of surah 5 on how Muslims behave.
<b>Areas of learning</b>	<b><i>Language, literacy and communication skills</i></b> <ul style="list-style-type: none"><li>• Read surah 5 from the Qur'an about washing before prayer.</li></ul>





<b>Aspect of range</b>	Gain <b><i>insight</i></b> into religion, religious people and religious aspects of life.
<b>RE development</b>	Explore the pattern of prayer followed by Muslims.
<b>Areas of learning</b>	<b><i>Mathematical development</i></b> <ul style="list-style-type: none"><li>• Find out about Muslim prayer times and record them on clock templates.</li></ul>

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### Pages 18-19


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b>insight</b> into religion, religious people and religious aspects of life.</p> <p>Explore the pattern that Muslims follow when they wash before praying.</p> <p><b>Physical development</b></p> <ul style="list-style-type: none"><li>• Role play Aled and Siân washing, describing to others what you are doing.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Pose <b>questions</b> about beliefs, values and actions that arise from exploration.</p> <p>Explore the words of the Bismillah and find out what they mean.</p> <p><b>Language, literacy and communication skills</b></p> <ul style="list-style-type: none"><li>• What does the Bismillah tell you about Allah?</li></ul>
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## Pages 20-21

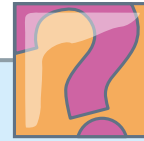
<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b>insight</b> into religion, religious people and religious aspects of life.</p> <p>Explore why the holy city of Mecca is a special place for Muslims.</p> <p><b>Knowledge and understanding of the world</b></p> <ul style="list-style-type: none"><li>Find out about where Muslims face to pray.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Investigate and express <b>meaning</b> (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore different styles of Muslim prayer mats, talk about the patterns that are used and think about why they have been chosen.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>Design a prayer mat.</li></ul>
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## Pages 22-23



<b>Aspect of range</b>	Pose <b>questions</b> about beliefs, values and actions that arise from exploration.
<b>RE development</b>	Explore what the Muslim Creation story has to say about water and where it came from.
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>• Explore why water is so important to life.</li></ul>



<b>Aspect of range</b>	Explore how religion has <b>influenced</b> and <i>guided people's lives</i> , past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.
<b>RE development</b>	Explore how different religions give thanks to God.
<b>Areas of learning</b>	<b>Physical development</b> <ul style="list-style-type: none"><li>• Create a dance to give thanks for water.</li></ul>

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