Age: 5 - 7

Contents

Introduction 2
Planning chart 4

Unit 1: The environment
1. Caring for the environment 5
Podcast / AOD begins 26/04/16
2. Respecting the environment 6
Podcast / AOD begins 03/05/16
3. The great outdoors 8
Podcast / AOD begins 10/05/16
Summer of sport - the Olympics 9
Podcast / AOD begins 17/05/16

Unit 2: Fire! Fire!
5. London's burning 11
Podcast / AOD begins 31/05/16
6. Fetch the engines 12
Podcast / AOD begins 07/06/16

Unit 3: Summer celebrations
7. Midsummer’s Day 14
Podcast / AOD begins 14/06/16
8. Ramadan and Eid-ul-Fitr 15
Podcast / AOD begins 21/06/16

NB. The programme titles in these Notes have been hyperlinked so that you can easily access the programme pages online, including the mp3 downloads, if you are connected to the internet.
Introduction

These Teacher’s Notes include:

- a planning grid with details of the songs
- a suggested object for visual focus including weblinks to images
- pre-programme preparation ideas
- programme content breakdown
- related activities
- weblinks for supporting resources (eg images for visual focus)

Where to listen:

These programmes are suitable to use as part of either school or class assembly.

Using the series:

You may like to listen straight through, with discussion at the beginning and end or listen in sections, pausing for discussion as you go.

Alternatively you may choose to use only one section of the programme at a time and spread the material out over several sessions in a week. For example you may wish to revisit the story and reflection or sing the song a second time or at the end of the day.

Participation:

Make sure you join in yourself with the listening and the singing. The children will observe your response and it will influence the way they perceive the programme. Stop the programme if the children seem to want to respond or become restless. Encourage the children to sing the songs, which have been chosen to be easy to sing and learn. During the programme the presenter will help the children join in. If they have difficulty, join in with part of the song (for example, the chorus or refrain) and listen or tap hands or toes to the rest!

Before the programme:

Creating the right listening conditions:

It’s important that the children can all hear comfortably. Make sure that the loud speakers are at the right height facing the children (preferably a child’s ear height) and that the volume is comfortable for them all. Arrange the seating so that none of the children is too far away from the speakers and that any child with special hearing needs is in a good position. You may find that sitting in a semi-circle or in short lines facing one another with the speakers in the middle is best. Experiment and find the formation that works best for you and your class.

Creating the right atmosphere:

It will help everyone to concentrate if you prepare a visual focus. A focus object has been suggested for each programme in these notes. Some suggestions for images from the web have also been included. This can be used for discussion and preparation - particularly important if you feel some aspect of the story is going to be unfamiliar to your group.

You may want to create a special atmosphere by playing music or altering seating and lighting to let the children know that this is a different type of activity and prepare them to listen and take part.

Songs:

The songs for this term are split between the collection Come and Praise Beginning and All about our school. All the songs from All about our school can be found online here.

During the programme:

Getting ready to listen:

Show the children the visual focus. Can they guess what the programme is about? You may also like to use the ‘Before the programme’ section in these notes to encourage the children to think about the theme.

Thinking about the story:

All the stories provide opportunities for discussion. You may wish to talk further about the issues raised during the session, at a later time or even through the week.
A time to reflect:

Using this part of the programme ensures that the legal requirements for Collective Worship are met. Collective Worship is also a significant contributor to pupils’ Spiritual, Moral, Social and Cultural development, which is evaluated by Ofsted during inspections (Ofsted Inspection Handbook, July 2014).

Encourage the children to stop and be still during the reflection / prayer times of the programmes. If at first they are not sure how to respond, stop the programme and settle them down. They may like to shut their eyes or look at the focus object. You might like to light a candle for this special time, which will gradually become a visual cue that the reflection part of the programme is happening.

Allow the children time to get used to the quiet and then turn the programme on again. Sitting quietly and thinking may be a very unfamiliar concept to some children. Allow them time to become accustomed to this, maybe over a period of weeks. Meanwhile encourage them to sit quietly and respect the people around them who would like to listen / reflect / pray.

As part of the reflection sections of the programmes, children are guided through some things that they might be thankful for and then given the opportunity in the quietness to turn their thoughts into their own prayer if they would like to. This creates maximum flexibility for children from all faiths, or none, to be able to participate in the act of collective worship, while ensuring that the opportunity for prayer is maintained.

If you would like to, you could also pause the programme at this point to create more time for children to pray, if this is what they are used to. There is an optional prayer for each programme included within these Teacher’s Notes.

Thinking about what’s been heard:

Go through the main points of the programme again at the end (the programme contents section of these Notes may help). There are some suggested questions you may like to ask the children. What do they remember? What are their ideas? There are further ideas to help with this on the programme pages of these notes.

After the programme:

There are some ideas for optional related activities for following up the programme content.

Podcasts/Downloads:

These programmes are available to subscribe to as podcasts or downloads for a limited period following transmission. This means that you can download each programme (for free) as an mp3 file, for playback either from a computer or from an mp3 player, such as an iPod. If you subscribe to the series your computer will automatically search for each new episode when you connect to the internet, ensuring that you never miss a programme.

Programmes are also available as audio on demand, ‘streamed’ from the School Radio website or from the BBC iPlayer Radio. Go to:

http://www.bbc.co.uk/programmes/b03g64pf

Feedback:

Your feedback is important to us and helps to shape the series. Letters, drawings and poems from the children are particularly welcome.

Please use the Contact us link from the School Radio website or write to us at:

BBC School Radio
3rd Floor Bridge House
MediaCityUK
Manchester
M50 2BH

schoolradio@bbc.co.uk
### Planning grid including the songs in each programme

<table>
<thead>
<tr>
<th>Title</th>
<th>Song</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: The environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Caring for the environment</td>
<td>‘All things bright and beautiful’ - <em>Come and Praise</em> - song 3</td>
<td>The beauty of the natural world; the 150th anniversary of the birth of Beatrix Potter; her work to preserve the Lake District</td>
</tr>
<tr>
<td>2. Respecting the environment</td>
<td>‘By brother son’ - <em>Come and Praise</em> - song 78</td>
<td>Floods caused by extreme weather; overcoming a major challenge; community spirit</td>
</tr>
<tr>
<td>3. The great outdoors</td>
<td>‘While we live we learn’ - <em>All about our school</em> - song 3</td>
<td>Enjoying the outdoors; being physically active; the health benefits of exercise and spending time outdoors</td>
</tr>
<tr>
<td>4. Summer of sport - the Olympic and Paralympic Games</td>
<td>‘Got a bit better’ - <em>All about our school</em> - song 11</td>
<td>Looking forward to the Olympic and Paralympic Games in Brazil; setting yourself goals; the story of the very first marathon run</td>
</tr>
<tr>
<td><strong>Unit 2: Fire! Fire!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. London’s burning</td>
<td>‘Chain of love’ - <em>All about our school</em> - song 14</td>
<td>Looking ahead to the 350th anniversary of The Great Fire of London; big changes in our lives; overcoming challenges</td>
</tr>
<tr>
<td>6. Fetch the engines</td>
<td>‘Keep the golden rules’ - <em>All about our school</em> - song 5</td>
<td>People who help us and the work of the Fire Brigade in particular; what happens when you make an emergency call; fire safety</td>
</tr>
<tr>
<td><strong>Unit 3: Summer celebrations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Midsummer’s Day</td>
<td>‘Thank you for the summer morning’ - <em>Come and Praise Beginning</em> - song 109</td>
<td>The longest day; enjoying the sunny evenings; mid-summer in other European countries; the importance of festivals and celebrations</td>
</tr>
<tr>
<td>8. Eid-ul-Fitr</td>
<td>‘We will grow’ - <em>All about our school</em> - song 10</td>
<td>The festival of Ramadan / Eid-al-Fitr; sharing; caring for others</td>
</tr>
</tbody>
</table>
Unit 1

1. Caring for the environment

Themes: Beatrix Potter and the Lake District; caring for the environment

Focus image: the high fells in the Lake District

Before the programme:
- Look at the focus image: where in this picture would you like to be? Why?
- What activities do you think you could do there? Would it be a good place for a holiday? Why?
- What living creatures do you think might live somewhere in this picture? How many different habitats can you see?
- This is the Lake District - can you think why it might be called that?
- A very famous author lived and wrote her stories there - we'll hear some more in the programme...

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Children from Barrow Primary School in Lancashire tell us about their favourite Beatrix Potter stories, as the start to this special programme celebrating 150 years since her birth.</td>
</tr>
<tr>
<td>2</td>
<td>Feature: Pete Tasker, Head Gardner at Hill Top (Beatrix Potter’s house in the Lake District) tells us about the garden and how it inspired Beatrix Potter’s stories. The house is now owned by the National Trust.</td>
</tr>
<tr>
<td>3</td>
<td>Story: The Tale of Peter Rabbit by Beatrix Potter. Peter is the naughtiest of Mrs Rabbit’s children and is always getting into mischief in his search for delicious vegetables in Mr McGregor’s garden. One day he almost gets caught ... but will it teach him a lesson?</td>
</tr>
<tr>
<td>4</td>
<td>Song: ‘All things bright and beautiful’ (Come and Praise, no 3). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: Ensure everyone is listening carefully and thinking quietly as we reflect on looking after the open spaces around us.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes.</td>
</tr>
</tbody>
</table>

After the programme:

Talk about the story
- Why do you think Peter is such an adventurous little rabbit?
- What do you think Peter’s favourite vegetable is? What is yours?
- Why did Peter go looking for some parsley?
- How do you know Mr McGregor doesn’t like Peter?
- Do you think Peter learned his lesson after nearly getting caught (and getting lost!)?
• What do you think Benjamin Bunny had told Peter about cats?
• How do you think Peter lost the first little blue jacket and shoes?
• What other stories by this author do you know? Do you have a favourite?
• Which animals would you like to write a story about - and what adventures might they have?

Follow-up activities
• Write or tell the story of what happened to Peter the day after the adventure in Mr McGregor’s garden. You could also have a go at illustrating your stories, maybe with watercolours, like Beatrix Potter did.
• Look at pictures of Beatrix Potter’s house and garden in its setting - there are some on the National Trust website: http://www.nationaltrust.org.uk/hill-top. Does it help you understand why she wrote so many animal stories?
• Find out some more about Beatrix Potter’s life - and why she was so passionate about caring for the Lake District.
• Share some other Beatrix Potter stories during story times this week, and vote for your class favourite.
• What open spaces are there around you? How might you ensure that they are well looked-after? Design a poster for your school grounds, or local park, to help others to take notice and take more care.

Optional prayer:

Dear God
Thank you for this Earth and for all the beautiful places on it.
Thank you the trees and plants and flowers that make it beautiful.
Thank you for the air, the water and crops that give us life.
Thank you for all living creatures.
Please help me to do my best to look after the Earth, so it can keep turning for ever and ever and we can all live happy, healthy and safe lives.
Amen.

2. Respecting the environment

Themes: the hardship caused by flooding; respecting the environment; community spirit

Focus image: A child jumping in a puddle

Click on the image to display it in your browser if you are connected online

Before the programme:

• Look at the focus image: have you ever done this? Share stories.
• Do you like the rain? Why do we need it?
• What do you like to do in the rain?
• Not everybody gets enough rain - look at some pictures where it’s very dry and compare them. What might people who live here say about us complaining when it rains?
• Is there such a thing as ‘too much’ rain? What happens when we get too much rain? Is it a good thing? What problems can flooding cause?
### Section Programme content

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<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Some children from Central Street Infant and Nursery School in Hebden Bridge tell us about what they like to do when it rains.</td>
</tr>
<tr>
<td>2</td>
<td>Feature: The head teacher and children tell us about the recent flooding at their school.</td>
</tr>
<tr>
<td>3</td>
<td>Story: The flood at Honey Pot Farm An original story by Hilary Robinson. The story is told from the point of view of Boss, the sheep dog at Honey Pot Farm, which is an urban farm. Boss becomes a hero after he saves Patch, a little lamb, from being swept away by floods one very rainy night.</td>
</tr>
<tr>
<td>4</td>
<td>Song: ‘By Brother Son’ (Come and Praise, no 78). Encourage the children to join in with as much as they can</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: Ensure everyone is listening carefully and thinking quietly as we reflect on the power of nature, empathise with those affected by flooding and consider how disasters can sometimes bring people together.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes.</td>
</tr>
</tbody>
</table>

### Follow-up activities:
- How do you think Kuba and Jozef felt when they realised that Boss was missing?
- What happy endings were there at the end of this story?

### Optional prayer:

**Dear God**

Thank you for the rain, which gives us water to drink and helps crops grow; Help us to treat nature with respect and realise that sometimes it can be stronger than us.

Please look after people whose homes and schools have been flooded, all over the world.

And help us to help those in need.

Amen.
3. The great outdoors

Themes: great outdoors; a healthy lifestyle

Focus image: a child on a trim trail

Before the programme:

- What do you like to do outdoors?
- Have you got a favourite place that you go to run around? What do you like about it?
- Show the focus image: have you ever been anywhere like this? What did you enjoy about it?
- Look at the Lake District Visitor Centre website: http://www.brockhole.co.uk/. What would you like to do there? Find out if there are places like this near you.
- Why is it important for our bodies to exercise? What exercise do you do?

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<tr>
<td>1</td>
<td>Welcome and introduction: Children from Barrow Primary School in Lancashire tell us what they like to do outdoors.</td>
</tr>
<tr>
<td>2</td>
<td>Feature: A visit to Brockhole - the Lake District Visitor Centre - with the children of Barrow Primary School. Ruth Suddaby, the Learning Coordinator at Brockhole tells us about some of the exciting things we can do in the outdoors.</td>
</tr>
<tr>
<td>3</td>
<td>Story: Christopher’s smiley face An original story by Rose Heiney. Christopher is the newest boy in his class and because of his shyness has found it quite hard to settle in. To make matters worse he goes with the class to an adventure playground - outdoors, where it’s cold and muddy - and finds there’s an enormous challenge for him to face...</td>
</tr>
<tr>
<td>4</td>
<td>Song. ‘While we live we learn’ (All about our school, no 3) Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection. Ensure everyone is listening carefully and thinking quietly, to reflect on the wonderful outdoors.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes.</td>
</tr>
</tbody>
</table>

After the programme:

Talk about the story

- Can you remember what it felt like to be new at your school? Share stories together.
- Do you know any shy people like Christopher? How can you make it easier for them to feel a part of your class?
• Have you ever felt like Christopher about doing something new or scary? What advice would you offer to Christopher?
• Would you have been able to do what Christopher did and climb the tree?
• How do you think Christopher’s tree-climbing experience helped him at school the next day?
• Why is it good to ‘push through’ our fear sometimes?
• Is fear sometimes a good thing?

Follow-up activities
• Write the conversation that Christopher and a classmate might have had on the coach on the way home, or the next day.
• Design your own adventure playground - inspired either by looking at pictures from Brockhole, or from your own imagination. You could even build it out of construction materials!
• Create a class exercise chart, to show each time someone does a physical activity either at school in PE or at home: don’t forget to include walking to school!
• Get active! In groups, set each other manageable physical challenges using your school PE equipment. Keep a score of time, or points - and then over coming days, try to improve your own personal score.

Optional prayer:
Dear God
Thank you for the beauty of this earth;
Thank you for all the fun and new experiences it offers;
Help me to be brave and to sometimes to challenge myself to do new things so I can learn new skills and make new friends.
Amen.

4. Summer of sport - the Olympic and Paralympic Games

Themes: perseverance; setting and achieving your own goals

Focus image: an athlete in the starting blocks before a race

Click on the image to display it in your browser if you are connected online

Before the programme:
• As a class, against the clock, name as many different types of race or as many different sports as you can.
• Look at the focus image: what’s about to happen?
• Have you ever been in a race of any kind? What happened?
• What’s the longest distance you’ve ever run? How did you feel afterwards?
• What special sporting events are due to happen this summer?
• Which would you like to take part in...or watch?
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<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Some Something To Think About listeners tell us what they’re looking forward to in the summer holidays, and Ben sets the scene for what’s going to be a summer of sport!</td>
</tr>
<tr>
<td>2</td>
<td>Feature: Debbie Beresford, a coach with Manchester Harriers and Athletics Club, tells us why athletics is fun and what it can help us to achieve.</td>
</tr>
<tr>
<td>3</td>
<td>Song: ‘Got a bit better’ <em>(All about our school, no 11).</em> Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Story: <em>The story of Pheidippides.</em> A story by Rob John based on a well-known event in ancient history. Pheidippides is the best runner in the Greek army and is taking an important message back to Athens, after an epic victory against the Persians. It’s a long way, but he can’t stop running...not, at least, until he’s completed the journey of 26 miles, all the way from Marathon.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection. Ensure everyone is listening carefully and thinking quietly as we reflect on Pierre de Coubertin’s words about the importance of taking part, not just winning.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes.</td>
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</table>

**After the programme:**

**Talk about the story**
- What do you think made Pheidippides such a good runner?
- Why didn’t he stop at all?
- If you’d been running, how long do you think you’d be able to run for?
- What were the trickiest parts of the journey for Pheidippides? What did he have to be careful about?

- Why didn’t they use horses to help deliver messages?
- What do you think Pheidippides did after he’d delivered his message? *(The legend suggests that he actually died, but the children can suggest their own endings.)*
- Why do you think the 26-mile running race is called a ‘marathon’?
- If we had to send an important message today, how would we do it?

**Follow-up activities**
- Find out about the other events that were part of the Ancient Olympics and look at photos of where the very first Olympic Games took place. Is it at all like a modern-day sports stadium? Then look at photos of the first ‘modern’ Olympics in 1896 and think about what looks different compared to sporting events now.
- Look at the seven Olympic values and use each to help you reflect about friendship, respect and excellence (Olympic values), determination, inspiration, courage and equality (Paralympic values) during the weeks leading up to the 2016 Olympic Games.
- Find out about some of the places that have hosted the Olympics in recent years - it was London in 2012! Locate where in the world they are using a map. Which Games would you have liked to be a spectator at?

**Optional prayer:**

Dear God
Help us to be able to set our own goals and work hard to achieve them.
Help us to remember that each one of us has different talents, and not to compare ourselves to others.
Help us to be fair to others, whether we win or lose.
Amen.
5. London’s burning

Themes: the famous historical event of The Great Fire of London; keeping safe

Focus image: Ben in an old fire engine with Bob Bonner of the Greater Manchester Fire Service museum

Before the programme:
- Look at the focus image - can you tell where Ben is?
- Why do you think he’s there?
- What clues are there in the picture that this is a museum? Share stories of objects that children have seen in museums.
- What kind of museum might this be?
- Sing together the nursery rhyme ‘London’s Burning’. What is it about?
- What do children know already about The Great Fire of London?

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<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Some Something To Think About listeners tell us about losing something special and Ben introduces the Great Fire of London.</td>
</tr>
<tr>
<td>2</td>
<td>Story. Mary and the Great Fire of London. A story by Rob John based on historical events. Mary lives with her family at Bertram’s Pie Shop on Pudding Lane. The year is 1666. Her white cat, Will, is the best cat in London, but (along with the rest of Mary’s family) he has an unexpected adventure when fire takes hold and they are forced to flee...</td>
</tr>
<tr>
<td>3</td>
<td>Feature: Ben visits the Greater Manchester Fire Service Museum in Rochdale to meet Bob Bonner, who tells him a bit about the history of fire fighting since The Great Fire of London.</td>
</tr>
<tr>
<td>4</td>
<td>Song: ‘Chain of love’ (All about our school, no 14). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection. Ensure everyone is listening carefully and thinking quietly as we reflect on loss and courage.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes.</td>
</tr>
</tbody>
</table>

After the programme:

Talk about the story
- Why do you think Mary isn’t at school?
- Why can’t her father always answer her questions? What would you reply to her?
- Why do you think Will is the ‘best cat in London’?
Follow-up activities

- You might find that children need some reassurance after hearing about The Great Fire. Emphasise what’s changed since 1666 and how quickly fire services can respond today. It may also be worth using this opportunity to remind children about the importance of fire safety.
- You could also talk about the good things that happened as a result of the Great Fire: eg changes to the way buildings were constructed; destruction of old sewers that carried disease. How does learning about the past help us today? Use pictures of ‘then’ and ‘now’ - eg ovens, buildings, fire-fighting equipment, etc.
- Draw pictures that accompany the text of the story. You could decide on the key events as a class first, then divide into groups to work as illustrators.
- Use creative materials to create art inspired by The Great Fire. Silhouettes would work especially well.
- Use the online game on the Museum of London website: http://www.fireoflondon.org.uk/game/

Optional prayer:

Dear God
Thank you for all the good things in our lives - our families, our homes and our communities.
Please take care of people who’ve been separated from their families or lost their homes.
And help us to continue to make the world a better place to live in.
Amen.
### Section Programme content

<table>
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<tbody>
<tr>
<td>1</td>
<td><strong>Welcome and introduction:</strong> Some <em>Something To Think About</em> listeners tell us what they know about fire safety and Ben introduces the programme.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Feature:</strong> Ben visits Rochdale Community Fire Station where fire fighters Mike and Rick tell him about their work.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Song:</strong> ‘Keep the golden rules’ (<em>All about our school</em>, no 5). Encourage the children to join in with as much as they can.</td>
</tr>
</tbody>
</table>
| 4       | **Story:** *How the Fox stole fire* Adapted from a Native American tale by Zia Williams.  
It’s winter and Fox looks sadly at the Human children who are shivering in the cold and dark. He knows that the secret to fire is kept by the fireflies and so sets out on a mission to steal the fire and give it to the children... |
| 5       | **Reflection.** Ensure everyone is listening carefully and thinking quietly as we think about both the dangers and benefits of fire. |
| 6       | **Opportunity for prayer:** Children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes. |

### Additional activities

- How do you think life for the human children changed once Fox had given them fire?
- Does this story teach us anything / have a ‘moral’?
- What other stories do you know like this?
- Is this a true story, do you think?

#### Follow-up activities

- Read some more Native American folk stories, maybe at story times during the rest of the week. Talk about the ‘moral’ of each.
- Re-enact the story during a drama session. ‘Hot-seat’ some of the different characters to see what they think about what’s going on.
- Reinforce fire safety rules - and make sure children know when they should call the Fire and Rescue Service.
- Visit your local fire station, or invite a safety officer in to school to talk to children - or look at the Fire service website: [http://www.fireservice.co.uk/](http://www.fireservice.co.uk/) Your local fire station might have an open day scheduled. Check the local station website for information.
- Think together about when fire is a good thing - eg a log fire on a rainy afternoon, camp fires, bonfires and fireworks, etc.

#### Optional prayer:

**Dear God**  
Thank you for the work of fire fighters and of others who work in the emergency services...like the ambulance service, and the police. Please help them in their work and keep them safe. And thank you for the gift of fire which people all over the world can use for light, warmth and cooking. Amen.

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**After the programme:**

**Talk about the story**

- What was it like for the people without fire?
- How was Fox clever?
- Do you think Fox had really hurt his leg? Why?
- Who helped Fox to steal the fire? How?
- Was Fox right to steal from the fireflies? Why?
- Were the fireflies right to punish Fox for what he had done?
Unit 3

7. Midsummer - the longest day

Themes: Midsummer - enjoying the longest day of the year; customs and traditions associated with the longest day

Focus image: a Swedish child wearing a flower crown for Midsummer

Click on the image to display it in your browser if you are connected online

Before the programme:

• How is summer different from the other seasons of the year?
• Which season do you like the best and why?
• What do you like to do now that summer’s here?
• How is school different in summer time?
• What do you do after school? Is it the same in winter time? Why?
• Look at the focus image: what do you think is happening? Why do you think the child is wearing flowers?
• What do you think Midsummer’s Day might be about?

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Some Something To Think About listeners tell us what they like about the long summer evenings.</td>
</tr>
<tr>
<td>2</td>
<td>Feature: Ben talks to Charlotte Agren about how Midsummer is celebrated in Sweden.</td>
</tr>
<tr>
<td>3</td>
<td>Story: The Crystal Sprites An original story by Hilary Robinson. In the cellar of the local library there is a special book that is only read on one day in the year: Midsummer’s Day. Jess and Jake are shown it by Meg the librarian, who gives them permission to borrow it for just one night...when magical things happen...</td>
</tr>
<tr>
<td>4</td>
<td>Song. ‘Thank you for the summer morning’. (Come and Praise, no 109. Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection. Ensure everyone is listening carefully and thinking quietly as we reflect on summertime activities.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes.</td>
</tr>
</tbody>
</table>

After the programme:

Talk about the story

• What clues at the start of the story tell you that something magical might happen?
• Why do you think the story of the Crystal Sprites can only be borrowed on one day of the year?
• Why do you think only Meg can read the stories?
• What special jobs do the crystal sprites do?
• What colour beads do you think Meg has in her necklace?
• Why do you think Anger Sprite lives in a cold dark cave?
• What do you think Jess and Jake did with their crystals?
• What will happen next, after the end of the story?

Follow-up activities:
• William Shakespeare wrote a play about some magical happenings on Midsummer’s Day (or rather, Night!) Watch and read the story here: http://www.bbc.co.uk/cbeebies/stories/presenters-midsummer-nights-dream. Are there any parts of this story that are similar to the one in the programme?
• Watch an animation of why we get long days in summer. There’s a short clip for KS2 children on BBC Bitesize, which would be OK to use with extra explanations: http://www.bbc.co.uk/education/clips/z6vfb9q.
• ‘I love summer!’ Write poems expressing the things that children love about summer time and gather into a class book for your book corner.
• Plan some summer time activities for sunny play times, or lunch times: go bug-hunting, make daisy chains, use water to paint on the playground, etc.
• Make posters featuring the crystal sprites, using the descriptions in the story to help you, and display the advice they give about caring for Planet Earth.

Optional prayer:

Dear God
Thank you for the long days of summer, when we can spend lots of time outdoors enjoying the sunshine and warm weather.
Thank you for this time of year when plants and flowers bloom, and baby animals grow.
Help us to enjoy and look after your Creation.
Amen.

8. Ramadan and Eid-ul-Fitr

Themes: fasting and feasting; charity and thinking of others

Focus image: a child reading the Qur’an

Click on the image to display it in your browser if you are connected online

Before the programme:
• What is this child doing? What do you notice about the special book that they are reading?
• What shows you that this is a special book?
• What do you like to read? What do you learn from the books that you read?
• The Qur’an is special to all Muslims and it helps them to know how to live good lives. What good things do you think the Qur’an might tell Muslims about?
• What special times of the year are celebrations for you? How many of them have special times for food? Introduce the concept of fasting during daylight hours for Muslims during the month of Ramadan.
• Have you ever ‘gone without’ food for any reason? Why did you do it? How did it feel?
• Why do you think Mariam was worried at the mosque?
• Why is everyone glad that it’s Eid?
• Why didn’t Mariam notice that she hadn’t got her shoes on when she left the mosque?
• Have you ever lost anything special to you? How did you feel?

Follow-up activities
• Find out about the ‘Five Pillars’ - celebrating the fast during Ramadan is one of them. Talk with children about which things they’d find easy or difficult to do if they were a Muslim child (and if they are, they could share thoughts from their own point of view).
• Watch clips about Ramadan and Eid on the BBC ‘My Life, My Religion’ website (for older KS1 pupils) at: http://www.bbc.co.uk/programmes/p02mwdxf and on CBeebies for younger pupils at http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-eid.
• Visit the Muslim Hands website - https://muslimhands.org.uk - to find out how the charity help others - and what it shows about what’s important to Muslims all over the world. You could also find out about the ‘The Big Iftar’ or ‘Share Ramadan’ at http://shareramadan.com - talk about what difference this might make in our communities.
• Make delicious treats or sweets to celebrate Eid. There are some suggestions at: http://shukr.co.uk/blog/index.php/2014/09/8-easy-eid-dessert-recipes/

Optional prayer:
Please look after the people who are fasting during Ramadan
Help us to be good neighbours and to think about how our actions affect others
And help us to help those less fortunate than we are.
Amen.
Celebrating Ramadan:

- The month of Ramadan marks the time when the Qur’an was revealed to the Prophet Muhammad (pbuh*)
- Ramadan begins at the start of the ninth month according to the lunar calendar and will end at the first sighting of the new crescent moon in the sky.
- The celebration of Eid-ul-Fitr begins on this sighting of the new moon and is a time of feasting and gift-giving, as featured in the story within this programme.
- As Ramadan begins 11 days earlier each year, it falls sometimes in winter (when days are short) and sometimes in summer (when days are long, as this year). Fasting is consequently more challenging in the summer.
- While it is common practice for Muslims to fast during daylight hours, it is not expected that children should fast - though some may wish to observe a few days through the month, or occasional meals.
- Ramadan is a time for giving and charity, for developing patience and endurance, and for spiritual reflection.

* Muslims say ‘peace be upon him’ when they speak the name of any prophet, but Muhammad - as the last and greatest of the prophets of Islam - is accorded special respect.