

LITTLE GLOW



LEARNING RESOURCES

MAIN THEMES

Festivals with candles (Chinese New Year, Ramadan, Halloween, Bonfire Night, Diwali, Hanukkah, Christmas)

Everyday experiences (birthdays, stargazing, family celebrations)

Feelings and emotions: even the smallest can have a great impact

IDEAL FOR

Assemblies: EYFS, KS1 and KS2

Learning: EYFS, KS1 and lower KS2

Sharing home experiences and everyday life: EYFS and KS1

CURRICULUM LINKS

EYFS

Prime areas: Communication and Language, Physical development

Specific areas: Literacy, Understanding the World, Expressive Arts and Design

KEY STAGES ONE AND (LOWER) TWO

English

PSHE

Science

History

Religion

ASSEMBLIES

- Turn off all lights and have one candle lit at the front, or individual battery-operated candles given out to children to hold. What can we see? Introduce title 'Little Glow'. What is a little glow? Where does it come from?
- Have a selection of candles on display/on Interactive Whiteboard. When might we see/use a candle? Why? How do we feel when we see a candle?
- Read whole book for the first time. Spot the candle on each page. For each festival, bring out an object to add to a 'little glow display' (items could include: red dragon/lantern, toy birthday cake, crescent moon picture/model, telescope/stars, pumpkin, bonfire, diya clay lamp, menorah or star of David, Christmas tree)
- For each festival throughout the year, read first two pages followed by relevant festival pages, followed by last four pages. Check dates each year, as many change annually.
- Talk to children about their experiences of each festival. Not everyone celebrates every festival in the same way, so it's interesting to learn about other's experiences.
- Why is a candle important to all of these festivals? [it gives light in the dark]. How can each of us bring a 'little glow' to our families and friends? Add a candle to the display for each child who shares a 'little glow' idea.
- Give each child a black and white candle picture to colour (see resources) when they have been a 'little glow' and add to a central display. After a few weeks, ask children what can we notice about our 'little glows'? [When there was one, there was a little light. When we all added ours together, there is a bigger glow. When we work together, we can make an even bigger difference].

EYFS EARLY LEARNING GOALS

AREA OF LEARNING	ASPECT	EARLY LEARNING GOAL
Personal, Social, Emotional Development (PSED)	Making relationships	Set up a Little Glow play area with battery candles and items for celebrating each festival. Encourage role-play, turn-taking and sharing
	Self-confidence and self-awareness	Which festival do you like best? Why? What do you celebrate at home? Some people are quieter, like little glow, and some people make lots of noise. Both are fine. We remember some people like the same things as us and some like different things.
	Managing feelings and behaviour	How should we treat the festival items? [with care and respect] Why?
Communication & Language (C&L)	Listening and attention	Listen to the story being read and respond appropriately with comments/questions.
	Understanding	Ask and answer questions about the story, and important words.
	Speaking	Ask and answer theirs and others' questions about theirs and others' experiences during festivals.
Physical Development (PD)	Moving and handling	Look at videos of fireworks and move as a firework in circles, zooming, zigzagging etc. Fine motor skills: modelling clay candle holders, folding paper, painting etc (see craft ideas).
	Health and self-care	Keeping safe around fireworks, fire and candles. Trying new foods from different festivals.
Literacy (L)	Reading	Read simple sentences from the book that the teacher has written e.g. I like cake; I play music; I eat dinner; We watch fireworks. Spot words you know.
	Writing	Write own invitations to festivals to family and friends. Key words given to copy or on paper.

EYFS EARLY LEARNING GOALS

AREA OF LEARNING	ASPECT	EARLY LEARNING GOAL
Maths	Number	How many candles are there? How many lanterns do we need for everyone to have one? How many candles on the cake? What if we blow them out (turn them off) one by one?
	Shape, space and measure	What shape are the pumpkin eyes/nose/mouth? What shapes do the fireworks make? What shapes can you see in the houses (e.g. windows, doors etc)? Which pumpkin is biggest/weights most? How many points do stars have?
Understanding the World	People & communities	Tell peers about a special time in your family. Listen to others. Recognise that people celebrate in different ways. Some people don't like some parts of festivals e.g. fireworks are loud, certain foods etc and that is ok.
	The World	Autumn: what can we see at this time of year? Look at trees losing leaves, animals hibernating. Is this the same in other parts of the world?
	Technology	Watch videos of festival celebrations. Use a programme to stamp repeating patterns.
Expressive Arts and Design	Exploring and using media and materials	Look at festival crafts suggested in 'further ideas' and choose appropriately to challenge and support development in children. Sing songs from different festivals. Which do you like best, why?
	Being imaginative	Imagine being a candle. How would you move, what would you do?

EYFS further ideas

Communication and Language

- Share the story as a whole class. Give all the children a battery-operated candle. Where in the classroom will it glow most? Can you try it out? Why is that? [turn out lights, invite to try in dark cupboards, under tables etc]
- Children share own experiences of candles at home – ask parents for support to bring in an item/photo from home to prompt children
- Have one large candle like ‘little glow’ in your classroom. Children can take it home to share with their family, either on a festival day or just any day. Then bring back into school to share experiences with the class – could add to a shared display in the classroom.

Physical development

- Gross motor skills: Look at a candle flame video on Interactive Whiteboard, how does it move? Can you move like a flame? (Also dragon dances, disco dancing for birthdays, firework movements)
- Fine motor skills: craft activities related to each festival (folding paper for Chinese dragon tail or lantern, cut out bunting for birthday, push seeds into playdough in rangoli patterns, potato print white/silver stars onto navy paper, twist black pipe-cleaner spiders and stick-on eyes, model make rockets from cardboard rolls/cellophane, chalk rangoli patterns on playground, air-drying clay diya pots, make lollipop stick ‘Star of David’, decorate green card Christmas trees with small jewels)

Understanding the World

- People, Culture and Communities: know how children in their class celebrate festivals and explore what is similar and different about each.
- Introduce vocabulary of difference religions and cultures
- Celebrate together, and show respect for other's celebrations
- Ask peers about their experiences and share their own
- The Natural World: look at a real candle carefully and safely. Look at changes when something burns.

Expressive Arts and Design

- From a variety of materials and tools, how can you make a sparkly, shining candle?
- Role-play festivals, using props from the display above
- Listen to music from different festivals. How does it make you feel? How do you want to move to this music?
- Create a street of 'houses' – each child to create their own house, taking inspiration from the front cover



KEY STAGE ONE

ENGLISH

- Listen to the book being read aloud.
- Key vocabulary: glow, candle, festival, celebrate, family, friends, home
- Unfamiliar words: lantern, enchant, arc, mythical, meteor, cosmic, gaggle, faraway, afar, astound, reflection, loneliness.
- Link the celebrations in the book to own experiences. How do you celebrate? When do you use a candle at home?
- Role-play the festivals, trying out the language above.
- Listen for rhyming words and give a 'thumbs up' if you hear one.
- Look at an actual item used to celebrate in the book (e.g. a Chinese dragon, a lantern etc). How is it described in the book? Can you write your own description with powerful adjectives and nouns?
- Think about all the words that rhyme with 'glow' – can you use these in your own rhyming sentences? (see resources below)
- Create a 'little glow' out of clay and/or take a battery-operated candle home to celebrate a festival. Write a recount of the celebration, either as yourself or as 'little glow'.

KEY STAGE ONE

PSHE

- Relationships: Notice the families in the book which are in many different forms (same sex parents, extended families including grandparents, single parents). Talk sensitively about a variety of family types and different ways to celebrate special events in families.
- Mental health: spending time together with friends and family is a connection that supports good mental health.

SCIENCE

- Look carefully and safely at a real burning candle. What is happening here? How do you think it works?
- What can you see/hear/smell? Why shouldn't we touch or taste the candle? (link to safety)
- Think about the time of year that these festivals are celebrated? When do you think it is? Look at a calendar to understand seasons linked to months.
- Think about day and night, light and dark. Why do we use candles? What else gives us light?

RELIGION

- These festivals are celebrated by communities of different religions, including Christianity, Judaism, Hinduism, Muslim and Sikhism. Depending on your school community, some of these festivals may be more familiar than others. Share experiences of how families celebrate, and learn about celebrations that are less familiar.

ART/DT

- Create a mural of your class's houses at night.
- Design a model of a house with a light inside (battery-operated candle)
- Festival crafts

LOWER KEY STAGE TWO

ENGLISH

- Create non-fiction texts (see resources) about each festival.
- Write a rhyming poem about a celebration
- Write the story from the point of view of 'little glow'. How does he feel in different situations? Why? How can you show that?
- Write a conversation between family members at one of the celebrations. How do they show how they are feeling?

PSHE

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SCIENCE

- Look carefully and safely at a real burning candle. What is happening here? Talk about states of matter – what is reversible and irreversible. What does burning something give us? [heat, light, gets rid of waste]. What does it produce? [smoke, particles, pollution]

RELIGION

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DISCUSSION GUIDE

Before sharing

Look at the front cover. What can you see? Tell your partner what you think this book is about. How does the candle make you feel? Can you spot 'little glow' on every page of the book? Why do you think the illustrator has made the candle so big on the front cover?

Key vocabulary: glow, community, inspiring, celebrate, light, family, purpose, introvert, festival

Read the blurb on the back cover. What is a community? What does celebrate mean? What do you think about this sentence 'even the smallest of lights have an important purpose'? Listen out for rhyming words throughout this story.

P1-2 What things on this page bring light? When do we need light? Why is light important? The festivals we are going to hear about all happen at a time of year when it is dark for longer.

P3-4 Chinese New Year: What can you see? Describe the dragon to a friend. What is an important colour for this festival? What is being celebrated? Chinese New Year is celebrated at a different time to Western New Year – can you find out when? How do you celebrate a New Year?

P5-6 Birthdays: What is happening here? What is the candle's role? How do you celebrate a birthday in your family? Look at similarities and differences.

P7-8 Ramadan: is the ninth month of the Islamic calendar and is observed by Muslims. It begins and ends with the sighting of the crescent moon. Can you see the moon? What do you think the family are doing? Can you get any clues about Ramadan from the words? ['after dark', 'prayers', 'coming to eat at the end of the day'].

DISCUSSION GUIDE CONTINUED...

P9-10 Stargazing: What are the family doing here? What do the words 'harbour mythical tales' mean? Could research further into constellations. Have you seen the stars at night? How did you feel?

P11-12 Halloween: What is happening here? When is Halloween? What are the families doing to celebrate? What items are symbols of Halloween?

P13-14 Bonfire Night: What is happening here? Do you know why Bonfire Night is celebrated? Safety message about fireworks can be shared here.

P15-16 Diwali: Diwali is one of the major religious festivals in Hinduism, Jainism and Sikhism, lasting for 5 days. How do this family celebrate Diwali? What might be important items to use? Look at the family's faces: how do you think they are feeling?

P17-18 Hanukkah: This is the Jewish festival of lights which is celebrated for 8 days, always in November or December. It celebrates one of the greatest miracles in Jewish history. Why do you think there are 8 candles on the Hanukiah? How are this family celebrating?

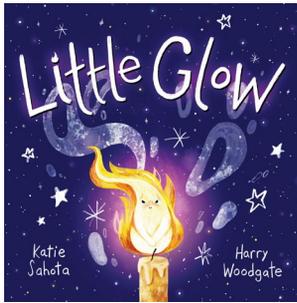
P19-20 Christmas: How are these families celebrating Christmas? What are important symbols of Christmas? Why do Christians celebrate Christmas?

P21-24 How is Little Glow feeling on p21? Why? Where do you think the 'real magic' is? What does 'little glow' represent on all of these pages? Do you have a 'little glow' in your life? Who might it be? How can you share the warmth of a 'little glow' with others?

Candle Safety: share with children while using a real candle to demonstrate why it is important to be safe with candles.

HOME LEARNING

We are learning from the book 'Little Glow' by Katie Sahota, and illustrated by Harry Woodgate.



This book celebrates all the major festivals of light, including Diwali, Ramadan, Hanukkah and Chinese New Year; and other times of year when we celebrate with light including Halloween, Bonfire Night, birthdays and Christmas. 'Little Glow' is a candle who is present at all of these events.

How do you celebrate these festivals in your family? Can you share a photo/drawing with the class? What items are important to use?

ACTIVE LEARNING

These ideas are suitable for children of any age, to deepen their understanding of these festivals and enjoy shared experiences with their peers:

- Create a role play area for each of the festivals throughout the year, with the items mentioned in the book. Role play how families celebrate, remembering that every family is different and therefore so are their celebrations.
- Arrange a visit to a Hindu temple, a gurdwara, a mosque, church or Jewish temple, perhaps during a festival. Can the children spot the items mentioned in the book? Could you bring a 'little glow' to leave there?
- Hold a stargazing evening at school – wrap up warm and look at the stars. Can you research the names of different stars? Look at maps of the night sky and perhaps even use a telescope.
- Invite members of the school community to talk about how they celebrate these festivals. Share a celebration together during each of the festival periods of time.
- Remember to share any of your amazing activities related to this book with us at Owlet Press on social media @OwletPress – we'd love to see them!

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

AREA OF NEED	SUPPORT
Communication & Interaction	Use Makaton and/or BSL and/or own signs to support understanding e.g. candle, celebrate, family. Take it in turns to ask/answer questions and listen/respond to responses.
Cognition & Learning	Text in the book is on varied coloured backgrounds so should be supportive of those with dyslexia. Enlarge text if necessary. Whisper read altogether instead of reading aloud individually. Allow time for processing when asking questions. Give child option of responding via gesture/picture or telling support staff an answer.
Social, emotional and mental health	Large events with lots of people may cause anxiety. Talk to all children about differences in likes/dislikes in celebrations and make sure class celebrations include everyone. For children who are anxious, talk them through a plan beforehand, give them a particular role and perhaps a buddy.
Sensory and/or physical	Loud noises e.g. fireworks, clapping etc may cause distress to those with sensory needs. Encourage use of ear defenders where appropriate or hold these events outside where noise lessens. Ensure children with physical needs can access the curriculum by adapting size/equipment/support as necessary.

ASSEMBLY RESOURCES

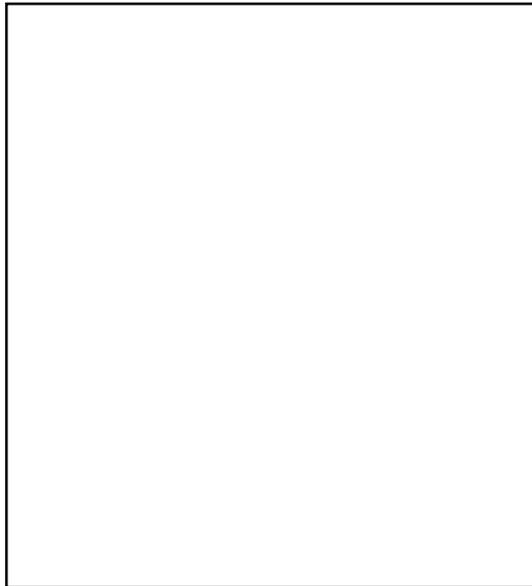
Little Glow



KEY STAGE ONE RESOURCES

Draw a picture of one item used to celebrate a festival in the box.

Use powerful adjectives and nouns to describe it.



KEY STAGE ONE RESOURCES

How many words can you find that rhyme with glow? Write them around 'Little Glow'.



Choose a pair of rhyming words to write two sentences about celebrating a festival:

LOWER KEY STAGE TWO RESOURCES

Festival fact-file

Name:

Celebrated by:

When:



Items you might need to celebrate this festival: (draw and label)

Things you might do to celebrate:

Important facts about this festival:

LOWER KEY STAGE TWO RESOURCES

What words do people use when they celebrate?

