



**A scheme of work for the Foundation Stage • Sue Rogers**



# The Mayflower 400



## Introduction to The Mayflower 400 Commemoration

In 1620 the Mayflower set sail from Plymouth in search of a new life for its passengers. From November 2019, an ambitious year-long commemoration will mark the 400<sup>th</sup> anniversary of the Mayflower's pioneering voyage.

'The Mayflower 400' events programme will highlight the values of migration, tolerance, freedom and democracy and tell the story of a ship and its passengers - a group of people that a remarkable 35 million people worldwide are descended from.

There will be a series of events including festivals, art installations and community events in England, the USA and the Netherlands. In England, the commemoration focuses on the key towns, cities and places that make up the national Mayflower trail, which includes the London Borough of Southwark.

The story of the Mayflower and the separatists who sailed to America is a complex one, and especially so for children aged 3 to 5. This scheme of work includes a very simple version of the story that will enable our very youngest children to begin to understand something that happened a long time ago.

*Sue Rogers*



The Story of

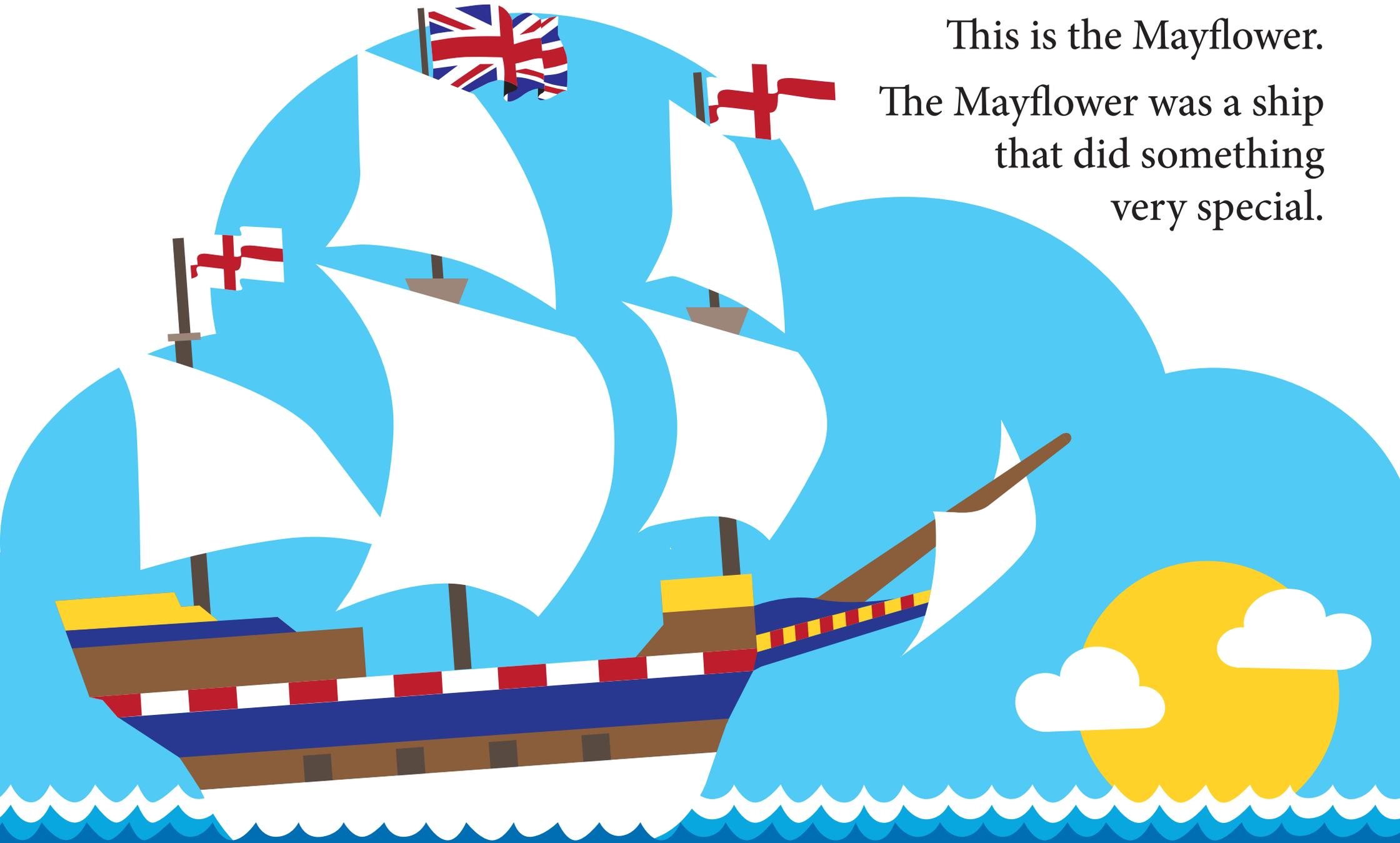
# The Mayflower

for very small children

Words: Sue Rogers  
Pictures: Peter Rogers

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This is the Mayflower.  
The Mayflower was a ship  
that did something  
very special.

A long time ago, in  
1620, the Mayflower  
sailed to America.  
It wasn't called  
America then  
– it was a new  
land waiting to  
be discovered  
and it was far  
away.



This is  
Christopher Jones.  
He was the master  
and the captain  
of the Mayflower.  
He lived in  
Rotherhithe, in  
Southwark.

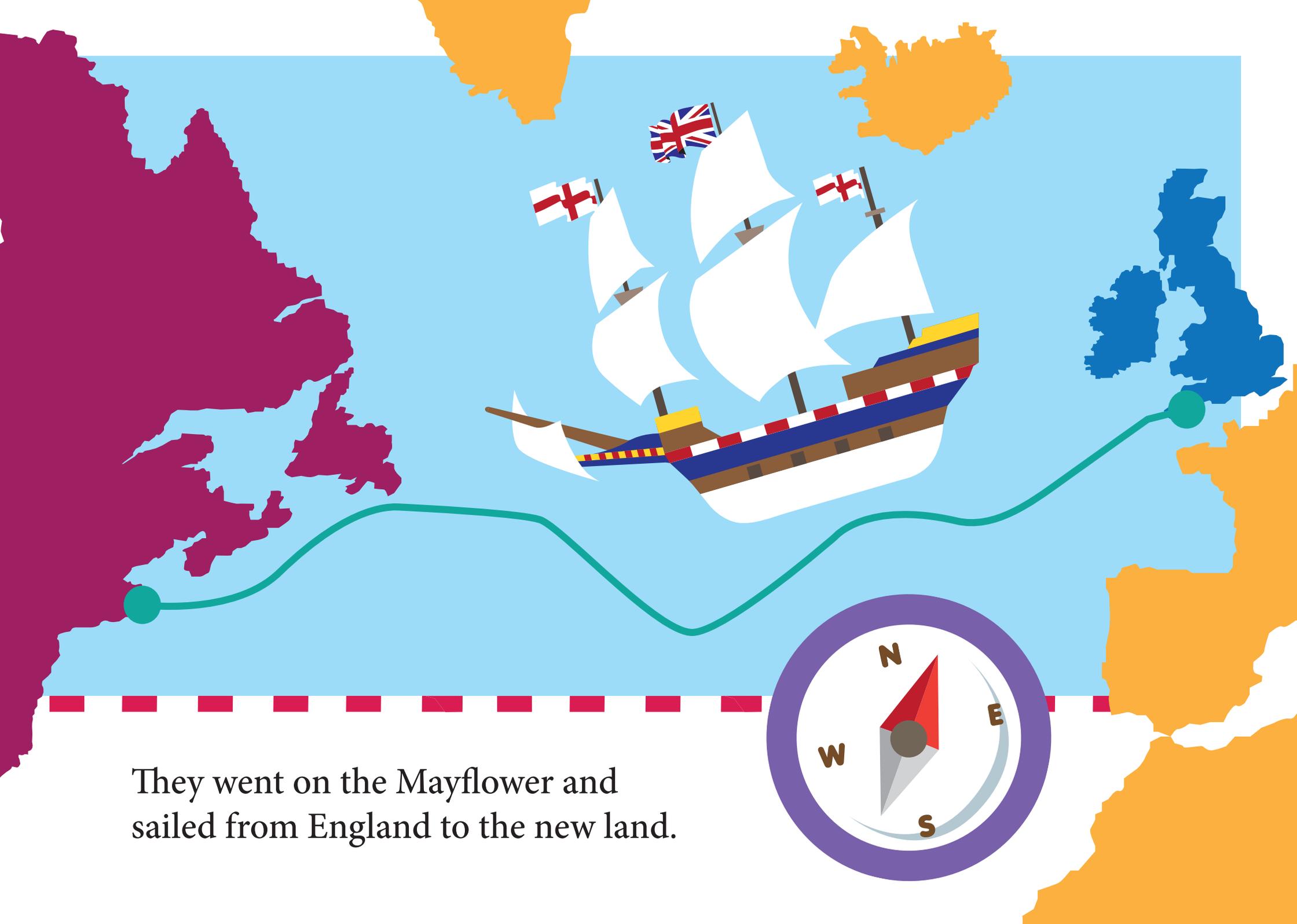


This is Mary and her big brother Bartholomew. They sailed on the Mayflower with their Mum and Dad to the new land.



This is the King. He wanted everyone to go to the same church and believe the same things as him. Mary and Bartholomew's Mum and Dad didn't like this so they decided to leave.





They went on the Mayflower and sailed from England to the new land.

The journey was very difficult and on the way the sea was rough. This made Mary and Bartholomew very sick.



Sometimes there was thunder  
and lightning which was  
very scary.



Mary and Bartholomew were afraid  
but their Mum and Dad told them  
that God would look after them.



And they believed He did!



It wasn't easy but they made it to  
the new land and started a new life.

The Wampanoag people, who lived there, were friendly and kind and taught them how to grow food, catch fish and gather nuts and berries.



Mary and Bartholomew grew up in the new land.  
When he got older, Bartholomew came back to England  
but Mary stayed. She got married and had a family  
of her own.

Some of her family still live there...





# The Mayflower 400



## A scheme of work for the Foundation Stage

This scheme of work develops different themes over six weeks. Each week contains some background information for the teacher, some ideas for activities and I have suggested some related stories so that the themes can be developed further.

The themes and ideas have been linked to Development Matters to show how the story is relevant to the Foundation Stage and to help teachers identify possible learning intentions and outcomes. There are some additional ideas for activities as well.

The illustrations have been drawn specifically to prompt children to ask questions, make observations and build their curiosity about the story. Follow the story of the mouse as well as Mary and Bartholomew!

This book is also available as a pdf (at [www.schools.southwark.gov.uk](http://www.schools.southwark.gov.uk)) so that the story can be used on an interactive whiteboard.

*Sue Rogers*



# Week 1: The Mayflower



## Background information for the teacher

The Mayflower was an English ship that transported the first English Puritans, known today as the Pilgrims, from Plymouth, England, to the 'New World' in 1620. There were 102 people on the Mayflower, including the crew.

The Mayflower had three masts and three decks, the main deck, the gun deck and the cargo hold. The ship was about 30 metres long.

Christopher Jones was born in 1570. He bought the Mayflower with his business partners in 1607. He was the master and the captain of the Mayflower. His health suffered during the voyage to the new land and he died in 1622, aged 52.

Records show that Christopher Jones was living in Rotherhithe in 1611, this was his home until his death in 1622. He is buried in St Mary's Church in Rotherhithe.

## Possible activities

- First hand experience: visit a ship. In Southwark you could visit the Golden Hinde, which is a replica of a ship that was built at a similar time to the Mayflower.
- Look at pictures of different kinds of ships.
- What are ships for/what do they do? Transport cargo; food, materials, furniture – everything we need.
- Use different materials to build models of ships.
- Talk to the children about 'sails' and how they help the ship to move when the wind is blowing. Explore other things that need the wind to work such as windmills and kites.
- Flags: what is a flag for? Why are the flags in the picture of the Mayflower different?
- Why does a ship need a captain? What does the captain do?
- Provide children with material/clothes so that they can dress up and role-play being the captain.
- Explore with the children what 'a long time ago' is.

## Related stories

*Brilliant Boats, The Friend Ship, A Sailing Boat in the Sky, Once Upon a Tide*





# Week 2: Mary and Bartholomew



## Background information for the teacher

Mary and Bartholomew were the children of Isaac and Mary Allerton. They had another sister who's name was Remember. Bartholomew was born in 1612 and Mary was born in 1616, they were both born in Leiden in Holland. When they went on their journey on the Mayflower, Mary was 4 and Bartholomew was 8.

James I was the King of England between 1603 and 1625. He is perhaps most famous for his part in the production of the King James Bible. He instructed translators to ensure that the new version of the Bible conformed to the teachings of the Church of England, limiting the influence of the puritans in its translation. This caused problems for the puritans who left England and initially went to Holland to remove themselves from the difficulties and then took the opportunity to sail to the new land and start a new life. The King was happy for them to go.

## Possible activities

- Talk to the children about Mary and Bartholomew and their family. Who is in your family? The children could bring in photos of their families and/or make books about their families. Do all families look the same? What makes a family? Make a display of different types of families.
- Why are they wearing clothes that look strange to us? Reinforce the theme of 'a long time ago' talked about last week.
- Explore different clothes of different cultures and national dress.
- What do the children think might be in Mary and Bartholomew's 'trunks'? If you were leaving to live somewhere far, far away, what would you take with you? Explore the difference between what we need and what we want.
- What is a king? Is there a King of England now?

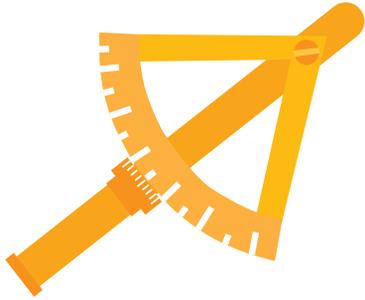
## Related stories

*My New Home, I Want to Go Home, Moving Molly*





# Week 3: Instruments of discovery



## Background information for the teacher

Navigation in 1620 was difficult but was helped by the technology of the time.

**Navigation Quadrant:** is a very simple tool that helps to determine the latitude of a ship by measuring the altitude of the sun, moon or stars. Ships navigated by the stars. The quadrant preceded the 'sextant' which wasn't invented until around 1730.

**Compass:** a magnetic compass points north because it is drawn to the Earth's magnetic field.

**Mariner's Astrolobe:** was used to determine the latitude of a ship by measuring the sun's noon altitude.

**Telescope:** helps you to see things that are very far away. The telescope was invented in 1608 and we can't be sure that Captain Jones had one on the Mayflower.

**Nautical charts:** are an essential tool for marine navigation. They are maps of a sea and adjacent coastal regions. They show navigational hazards, locations of natural aids to navigation, information on tides and currents and details of the Earth's magnetic field.

## Possible activities

- First hand experiences: give children the opportunity to handle real telescopes, compasses, maps and charts.
- Let the children explore the properties of magnets.
- Make the connection between the points on the compass and magnetic north.
- Encourage children to make their own telescopes.
- The Sun was very important for navigation and knowing what time of the day it was. Explore sundials and early time telling. Can you make a class sundial?
- How does a ship's captain know which way to sail a ship at night, in the dark?
- What is a 'discovery'?
- Where is America? How far away is it?
- Give children the opportunity to look at and explore maps, atlases and globes.

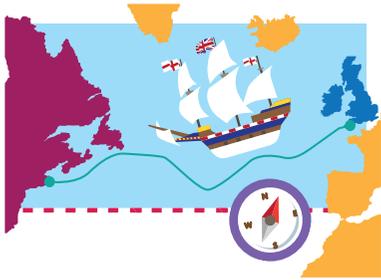
## Related stories

*Where the Wild Things Are, Emily Brown and the Thing, We're Going on a Bear Hunt*





# Week 4: The Journey



## Background information for the teacher

It took 66 days to get to the new land and some of the passengers had been living on the boat for 6 weeks before it actually left. Life on the ship was extremely hard with the passengers in confined spaces. The cabins were small in both width and height with very thin walls making it a difficult place to sleep or stay in. Even more constricting were the below decks where anyone who stood over five feet tall would not have been able to stand upright.

The voyage to the new land happened during the Autumn of 1620. It was often very windy and cold. The sea was rough and there were storms. This would have made conditions for the passengers even harder and they would certainly have suffered with sea sickness.

Undoubtedly Mary and Bartholomew would have been very scared.

## Possible activities

- Explore different types of journeys with the children. Who has been on a journey? Where did you go?
- If you were going to America today, how would you get there? How long would it take? It took Mary and Bartholomew 66 days to get the new land – how long is that?
- What would you travel on to go on a long journey? An aeroplane, a train, a coach, a car, a boat?
- Have you ever felt sick when you were travelling in the car, or on an aeroplane, or on a boat? How did it feel?
- Explore different kinds of weather with the children. What is a storm? What is thunder and lightning?
- What does it feel like to be scared? What were Mary and Bartholomew scared of? What makes you feel better when you are scared?

## Related stories

*Lost and Found, How Big Are Your Worries Little Bear?, The Owl Who Was Afraid of the Dark*





# Week 5: The Wampanoag People



## Background information for the teacher

The Wampanoag people occupied parts of what are now Rhode Island and Massachusetts. They moved seasonally between fixed sites. Corn (maize) was their staple diet, supplemented by fish and meat that they caught themselves. They grew mainly corn, beans and squash, which they called the 'three sisters'.

The Wampanoag people didn't live in tepees but in a special kind of wigwam called a 'wetu'.

The tribe had several villages, each with its own local chief, or 'sachem'.

In 1620 the Wampanoag high chief, Massasoit, made a peace treaty with the Pilgrims, who had landed in the tribe's territory; the treaty was observed until Massasoit's death. After his death things went badly wrong and there was a war, which resulted in the death of many Wampanoag people.

Today about 4,000-5,000 Wampanoag people live in New England. There are three main groups, Mashpee, Aquinnah and Manomet. Some people still call them Indians but they refer to themselves as 'native people'.

## Possible activities

- Look at pictures of indigenous North American people and allow the children to notice differences and ask questions. Explore aspects of the life of the Wampanoag together.
- Talk to the children about the difference between tepees and wigwams. Give the children large pieces of materials and some sticks and ask them to try and build their own tepee or wigwam.
- What is Mary holding in the picture above? Why was a bow and arrow important?
- Give the children an opportunity to consider how it would feel if they were one of the Wampanoag people and others, from far away, arrived and wanted to live in the same place as you.
- Give children resources so that they can role-play this part of the story.
- Explore native people of other countries, for example, Aborigines of Australia, Maori's of New Zealand, Inuit's of Canada, Ainu of Japan.



## Related stories

*Handa's Surprise, The Polar Bear Son, The Story of Pocahontas*



# Week 6: Family Trees



## Background information for the teacher

Bartholomew returned to England in 1628.

Mary was the last surviving passenger of the Mayflower and she died in 1699 when she was 83 years old.

She married Thomas Cushman in 1636. They had eight children and forty-nine grandchildren.

Three months after their arrival in the new land half of the passengers of the Mayflower had died. There were 55 survivors.

Eight American presidents and twenty five per cent of all Americans can trace their ancestry back to the 55 Mayflower survivors. It is thought that there are 35 million descendants of the Mayflower survivors.

## Possible activities

- How would Mary have felt when her brother Bartholomew decided to go back to England?  
Talk to the children about Mary growing old in the new land and how she had many children, grandchildren and great grandchildren.
- What is an 'extended' family? Do the children know who their extended family is? Have they got grandparents, aunts, uncles, cousins?
- Invite a grandparent in to talk about their life and what they remember from when they were a child.
- Show the children how to draw a simple family tree – parents and children.  
Can they find out the names of their grandparents? Can they be added into the family tree?
- What is Mary holding? This doll has been passed down the generations. Let the children explore 'old things' that may have belonged to parents or grandparents.

## Related stories

*My Two Grandads, Me and My Grandma, Katy Morag and the Two Grandmothers*





# Links with Development Matters and possible learning intentions

## Prime area of Learning and Development – Personal, Social and Emotional Development

	Making relationships	Self-confidence and self awareness	Managing feelings and behaviour
30-50 months	<ul style="list-style-type: none"> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p>Give children the opportunity to talk about making friends with people you don't know.</p>	<ul style="list-style-type: none"> <li>Is more outgoing towards unfamiliar people and more confident in new social situations.</li> </ul> <p>How do you feel when you go to a new place or meet new people? What does it feel like?</p>	<ul style="list-style-type: none"> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul> <p>What can we do to help the people around us?</p>
40-60 months	<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul> <p>Through discussion explore with the children how Mary and Bartholomew might have felt when they arrived in the new land and saw the Wampanoag people for the first time.</p>	<ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> </ul> <p>Explore with the children what Mary and Bartholomew might have needed or wanted. Do you think they were afraid? What were they afraid of?</p>	<ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> </ul> <p>Do you think Mary and Bartholomew would have looked after each other on the journey? What might they have done to comfort each other? What makes you feel better when you get upset?</p>

## Prime area of Learning and Development – Communication and Language

	Listening and attention	Understanding	Speaking
30-50 months	<ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> </ul> <p>Encourage the children to talk to each other about the story and about Mary and Bartholomew.</p>	<ul style="list-style-type: none"> <li>Beginning to understand 'why' and 'how' questions.</li> </ul> <p>Encourage the children to ask 'why' and 'how' questions related to this story.</p>	<ul style="list-style-type: none"> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> </ul> <p>As you read the story, encourage children to imagine what might happen next.</p>
40-60 months	<ul style="list-style-type: none"> <li>Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> </ul> <p>Allow the children to revisit the story several times and to explore it through role play, visits and by exploring related artefacts (telescopes, compass, maps), giving them the opportunity to ask questions and make comments.</p>	<ul style="list-style-type: none"> <li>Able to follow a story without pictures or props</li> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p>When Mary and Bartholomew arrived at the new land, there was nothing. Homes needed to be built – what else did they need? What would be important?</p>	<ul style="list-style-type: none"> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> </ul> <p>Give the children the opportunity and some related props, to role play the story of Mary and Bartholomew.</p>

## Prime area of Learning and Development – Physical Development

	Moving and Handling	Health and self-care
30-50 months	<ul style="list-style-type: none"> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> </ul> <p>Encourage children to make models of the Mayflower.</p>	<ul style="list-style-type: none"> <li>Can usually manage washing and drying hands.</li> </ul> <p>What made Mary and Bartholomew sick? Why do we get sick? Why is it really important to wash our hands properly?</p>
40-60 months	<ul style="list-style-type: none"> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul> <p>Encourage children to make models of the Mayflower. Can they make a boat that floats? What materials do they need to use to make a boat float? What wouldn't work?</p>	<ul style="list-style-type: none"> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> </ul> <p>After the Mayflower arrived, some of the people got very sick. Explore with the children what would have made them ill.</p>



# Links with Development Matters and possible learning intentions

## Specific area of Learning and Development – Literacy

Reading		Writing	
30-50 months	<ul style="list-style-type: none"> <li>Shows interest in illustrations and print in books and print in the environment.</li> </ul> <p>Encourage the children to talk about the illustrations in the book.</p>	<ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> </ul> <p>Encourage the children to draw and paint their own pictures of the Mayflower and of Mary and Bartholomew.</p>	
40-60 months	<ul style="list-style-type: none"> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul> <p>Encourage children to use the new vocabulary that is introduced through this story: sailing, journey, discovery, telescope, compass, explorer, storm, sea sickness, ship-wreck, Mayflower, a long time ago etc.</p>	<ul style="list-style-type: none"> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> <p>We know so much about this story because the passengers kept diaries and the captain had a 'log' of events. Talk to the children about what these are and create a 'class log' to record events in the class.</p>	

## Specific area of Learning and Development – Maths

Number		Shape, space and measure	
30-50 months	<ul style="list-style-type: none"> <li>Shows curiosity about numbers by offering comments or asking questions.</li> </ul> <p>How many people were on the boat? Give the children the opportunity to use small world play to put people figures on a boat and count how many.</p>	<ul style="list-style-type: none"> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Uses shapes appropriately for tasks. •Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul> <p>Encourage children to use different shapes during model making activities – can they make their own ships that look like the Mayflower, what shapes can they see.</p>	
40-60 months	<ul style="list-style-type: none"> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p>Give the children the opportunity to use lots of small world people (up to 100) and explore fitting them all on the boat. How many houses would they need to build in the new land so that they all have somewhere to live? How much food would you need to feed them all?</p>	<ul style="list-style-type: none"> <li>Uses everyday language related to time. •Measures short periods of time in simple ways.</li> </ul> <p>Consider how long ago 400 years is and how long it took the Mayflower to get to the new land. What can it be related to, to help the children understand the passing of time?</p>	

## Specific area of Learning and Development – Understanding the world

	People and communities	The world	Technology
30-50 months	<ul style="list-style-type: none"> <li>Shows interest in different occupations and ways of life.</li> </ul> <p>Give the children the opportunity to talk and think about the differences between themselves and Mary and Bartholomew. Look at the pictures and talk about the differences in their clothes. What sort of toys do you think they had?</p>	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul> <p>Give the children the opportunity to explore different weather and talk about 'storms', including 'thunder' and 'lightning'.</p>	<ul style="list-style-type: none"> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> </ul> <p>Explore 'pulleys'. These would have been really important to help the people get things off the boat and build new houses.</p>
40-60 months	<ul style="list-style-type: none"> <li>Children know about similarities and difference between themselves and others, and among families, communities and traditions.</li> </ul> <p>Mary and Bartholomew wore very different clothes from our clothes today. What do you think they thought when they saw the Wampanoag people for the first time? Use pictures of children from a range of cultures, wearing traditional clothes to talk about similarities and differences, communities and traditions.</p>	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul> <p>Use pictures of where the children live to compare with pictures of Mary and Bartholomew's 'settlement' in the new land.</p>	<ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools.</li> </ul> <p>What have we got now that Mary and Bartholomew did not have. Captain Jones had a telescope, a compass, a quadrant and a astrolabe – is this technology?</p>



# Links with Development Matters and possible learning intentions

## Specific area of Learning and Development – Expressive arts and design

### Exploring and using media and materials

### Being imaginative

30-50 months

- Uses various construction materials.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

Encourage children to make their own models of the Mayflower using a range of different construction materials.

- Uses available resources to create props to support role-play.

Children can be given the opportunity to role-play in a cardboard box boat, with clothing props, which they can make themselves.

Use the pictures in the book to make lollipop stick puppets of Mary and Bartholomew and Captain Jones to role-play the story.

40-60 months

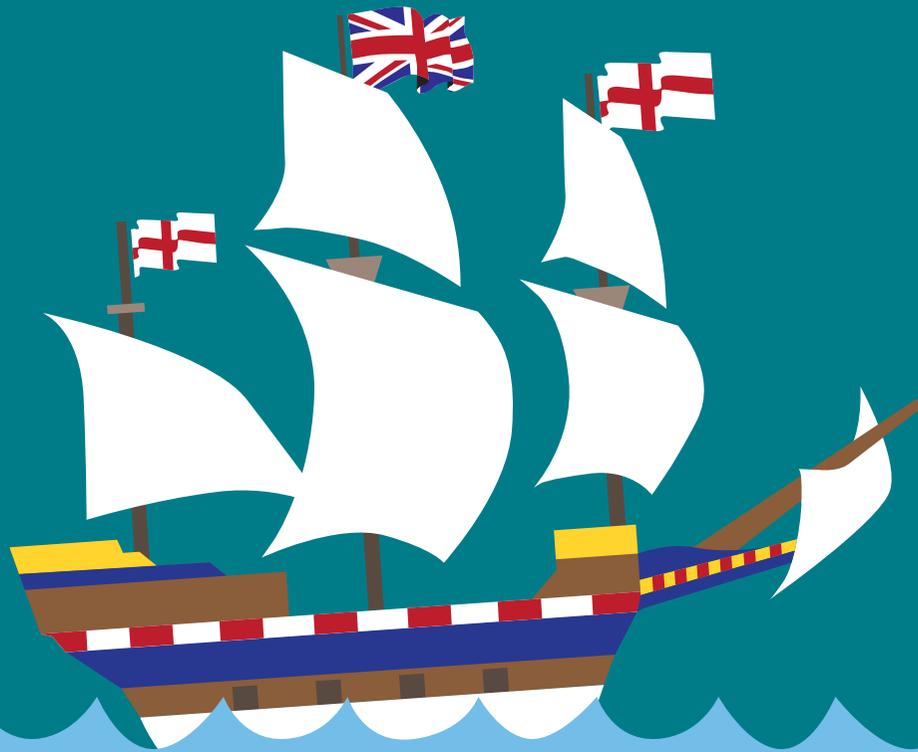
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Encourage children to plan and make their own models of the Mayflower using a range of different construction materials. Can they make their model float? What might they need to adapt or change to make it better?

- Introduces a storyline or narrative into their play.
- Plays cooperatively as part of a group to develop and act out a narrative.

Encourage the children to act out the story and develop a narrative as they do so. Can you use the narrative to make a class book with photos of the children acting out the story?





Illustrated by Peter Rogers

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