

# early years foundation stage (EYFS)



*A compilation of online resources recommended for Philosophy for Children (P4C)*  
*For books and other materials, please refer to the SAPERE online [P4C resource database](#)*

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## *Pictures and films*

- [A Robot Friend](#)



A video about Asimo, Honda's famous robot. Honda are keen to show that robots could be a big part of our lives at some point and the video shows Asimo doing surprising things.

Do you think it would be a good idea to have Asimo visit your classroom? If you had a class robot, what would you have it do? Should you call it a boy's name or a girl's name? Or just make one up? Maybe you could even make your own class robot?



- [A Robot who comes to school](#)

A straightforward, clear animation about a robot who wants to come to school. The robot is cleverer than the other children and swiftly gets promoted to teacher. Stimuli provokes discussion about whether children would like a robot teacher and whether there would be good or bad implications.



- [A Wise Old Owl](#)

Would you rather be:

- a wise old owl?
- a middle aged intelligent dolphin?
- a clever robot?
- a bright young monkey?



- [Anansi the Spider](#)

The Anansi stories are a good resource for exploring what constitutes living a good life. Anansi often does something construed as not being nice but there's often the added concept of revenge in the stories. Anansi usually gets his just desserts but should we take revenge? Should someone be punished if they do something wrong?



- **[Balloon Chocolate Bowls](#)**

Engaging young children in some kind of activity is often a great way to get them thinking about some bigger idea. Some interesting topics of discussion whilst making these chocolate bowls could include: eating too much chocolate; can you eat too much of something you love?



- **[Beegu](#)**

Animation based on the book 'Beegu' by Alexis Deacon. A story about a lost alien who makes friends with Earth People.



- **[Bizarre Creatures](#)**

A website showing 22 bizarre creatures that actually exist. A fascinating introduction to the concept of adaptation. Why is a particular creature coloured that way? This discussion can be had alongside an activity of making bizarre creatures with play dough.



- **[Come Outside - Crisps](#)**

A clip showing Auntie Mabel explaining that what's actually in a packet of crisps is potato. She shows the transformation from potato to crisps. If crisps come from potatoes, does that mean they're healthy? How about chips? If biscuits are made from natural things such as flour and sugar, does that mean they're healthy too? Why do we change something that's healthy into something that isn't? Lots of potential to engage in cooking activities alongside discussion as well.



- **[Elephant Art](#)**

Is it art or not? What constitutes art? A great concept to be stretched, with the added issue of organisations claiming to contribute to elephant conservation efforts springing up as a result of the growing market. Are they really there to help elephant conservation? Lots of questions from all ages guaranteed with this subject.



- **[George and the Dragon \(+ KS1 + KS2\)](#)**

Pictures showing a scene the story of Saint George: George's defeat of the dragon that had been terrorising a city. Stimulus can be useful in collaboration with 'What's the Big Idea?: Brave' in a discussion about bravery.



- **[International Kite Festival](#)**

The International Kite Festival held in India each year on January 14th celebrates the move from winter to summer. Families everywhere make their own kites, with children getting up early to catch the wind, but the festival also attracts many magnificent kites, many looking as if they could never fly. Which season do you like the best? Should we have a celebration for every season? Could you design and fly your own kite?



- **[Little Princess - I want to find the treasure](#)**

The Little Princess stories are well known by many young children. Here's one about treasure, in this case the treasure being eggs on an Easter egg hunt. The people involved all seem determined to get all the treasure, so could winning be seen as being greedy? And what about 'treasure' - what kind of things might be treasure? Can we find any in our classroom? Could a person be treasure? There are plenty of other Little Princess Resources, including 'I want to be', a book in which Little Princess declares it's time to grow up and proceeds to ask various people how she should do it.



- **[Little Red Riding Hood](#)**

An 8 minute animation showing Little Red Riding Hood. Enquiry plan available via: [sapere.org.uk](http://sapere.org.uk) > resource > 'Little Red Riding Hood - Enquiry Plan'



- **[Magic Tricks for kids](#)**

This resource involves a bit of preparation and practice but hopefully, the looks on the children's faces will make it worthwhile. The link includes instructions and a film demonstration to learn a magic trick. The trick can lead into a discussion about magic - what you you do if you had magic wand? Does magic actually exist in real life? What examples of magic have you seen/read about/listened to? Should we all have magic powers? What magic power would you like?



- **[No David!](#)**

Animation about a boy whose actions provoke his Mum to say 'No, David, no!' Why does David keep being told 'no'? Should children be allowed to break things and make a mess if they are playing? Can you learn without playing? How do children know what is right and wrong? What would happen if parents weren't allowed to say 'NO'? What things would the children allow all children to do if they were in charge and why? What things that grown ups do would children say 'NO' to?



- **[Owl Babies](#)**

An animation about 3 baby owls or wake up in the middle of the night to find that their mother has gone. They talk about where she might have gone and have faith that she will return.



- **[Pingu's Christmas](#)**

Pingu is interesting because he talks his own language, leaving us to interpret him in our own way. This clip focuses on various aspects of Christmas such as family, giving, food and snow and can be used to gather ideas around the choice of their Christmas tree or the attempted stealing of Mum's baking.



- [Sara Stanley - Banksy Spaceman](#)  
What questions do you have about this street art by Banksy?



- [Sara Stanley - Does size matter?](#)  
What if we were the size of an apple pip? Are these tiny people real? Do you think there might be tiny people in our world? Are tiny people the same as us? Who should be in charge, tiny people or us?



- [Sara Stanley - In a story...](#)  
Which story would you rather be in and why? Sleeping beauty or Little Red Riding Hood?



- [Sara Stanley - Real Colour Investigations](#)  
What colour is this water? What happens to colours when you mix them? Or when you paint or squash them together when you play with play dough?



- [Sara Stanley - Wild Things](#)  
Can wild things go to school? How do we define the term 'wild'? If something is wild, does it also mean it is free? Is it possible to ever be truly free?



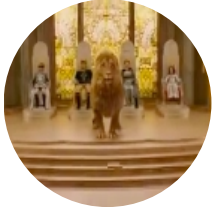
- [Sara Stanley - The Hueys in None the Number](#)  
What is the meaning of zero? What are numbers and why do we need them?



- [Scary Falcon Water Slide at Yas Waterworld](#)  
This resource shows a scary water slide in Abu Dhabi which is not dissimilar to ones in the UK. It will probably provoke a range of reactions involving fear but also excitement. It may open up to a discussion about the children's own experiences of having fun with an element of fear. It can lead nicely into a creative activity where children make their own imaginary playgrounds that might be scary but also safe.



- [The Boy and the Drum](#)  
This film is about an old man trying to get to sleep whilst the boy next door keeps playing his drum. Should the boy carry on doing what he enjoys or should he stop playing so the man can get some sleep? Can you imagine what the boy and man are thinking?



- [The Chronicles of Narnia - The Lion, the Witch and the Wardrobe: The Crowning.](#)

This clip shows 4 children being crowned as Kings and Queens in Narnia. It provokes discussion about kings, queens and democracy in general, as it's likely that the masses, although apparently happy with the coronation, may not have had much say in it. Would it be sensible to have 2 kings and 2 queens? Could a child really be a king or queen? Note: this clip is from a PG-rated film and, although the content of the clip doesn't seem to contribute to that rating, sensitivity to parental consent may need to be considered.



- [What's the big idea?: Different](#)

This resource focuses on whether we're all different, whether it's okay to be different and whether things can be the same but different as well. It provokes children to reflect on themselves in the company of their peers and explore the differences and similarities there. This discussion can be effective alongside a game of 'odd one out' with plastic animals.



- [What's the big idea?: Grown ups](#)

Philosopher Hugo asks question around the confusing concept of grown-ups. Provokes interesting questions such as 'do I have to grow up, even if I don't want to?'



- [What's wrong with it?](#)

A fun activity about a bike with square wheels. What is wrong with these things and why? The same questions can be asked about a chocolate teapot and an upside down tree.



- [Yertle the Turtle](#)

This Dr Seuss book includes concepts such as royalty (should they be treated differently?), the treatment of others (should the turtles have been viewed as less important than the king?), just desserts and freedom (should we have to do what others tell us to do?).

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If you have any P4C resource suggestions please send them to [resources@sapere.org.uk](mailto:resources@sapere.org.uk)  
[www.sapere.org.uk](http://www.sapere.org.uk)

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