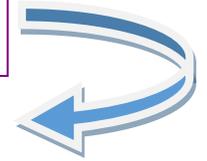




# Who are the famous animals in our books?



## Pre-Learning Experience and/or Hook:

Handa's Surprise – fruit tasting exotic fruits



## Visits/Visitors:

Animal visit to school

## Local, National and Global links:

Animal visit to school  
Tasting fruits from around the world



## Post Learning Experience:

Animal Party – all children to dress up as their favourite animal from a book. Animal themed party games and activities.

## Suitcase for life including key words (Vocab Blast sessions)

**Animals** – stripy, spotty, furry, hairy, smooth, fierce, grumpy, scary, jumpy, cheeky, tall, heavy.  
**Chicken** – egg, hatch, crack, chick, hen.  
**Baby animals** - Kitten, puppy, chick, pup, cub, calf, fawn, duckling, foal, piglet, lamb.  
**Tastes** – sweet, bitter, tangy, sour, juicy, dry, crunchy, soft, hard.

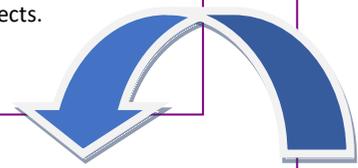


## Reading, Writing and Maths opportunities

22-36  
Repeats words or phrases from familiar stories.  
Distinguishes between the different marks they make.  
30-50  
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  
Beginning to be aware of the way stories are structured  
Sometimes gives meaning to marks as they draw and paint.  
22-36  
Uses some language of quantities, such as 'more' and 'a lot'.  
Begins to use the language of size.  
30-50  
Compares two groups of objects, saying when they have the same number.  
Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

## Understanding the World

22-36  
Learns that they have similarities and differences that connect them to, and distinguish them from, others.  
Enjoys playing with small-world models such as a farm, a garage, or a train track.  
30-50  
Shows interest in different occupations and ways of life.  
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  
Can talk about some of the things they have observed such as plants, animals, natural and found objects.



## Expressive arts and design

22-36  
Joins in singing favourite songs.  
30-50  
Sings a few familiar songs.  
Beginning to move rhythmically.  
Imitates movement in response to music.

### Communication and Language

22-36

Listens with interest to the noises adults make when they read stories.

Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.

Shows interest in play with sounds, songs and rhymes.

Understands more complex sentences, e.g. *'Put your toys away and then we'll read a book.'*

Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *'I have it'*.

30-50

Listens to stories with increasing attention and recall.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Uses intonation, rhythm and phrasing to make the meaning clear to others.

Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

### Personal, Social, Emotional Development

22-36

May form a special friendship with another child.

Responds to the feelings and wishes of others

30-50

Confident to talk to other children when playing and will communicate freely about own home and community.

Is more outgoing towards unfamiliar people and more confident in new social situations.

Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

### Physical Development

22-36

Turns pages in a book, sometimes several at once. Beginning to recognise danger and seeks support of significant adults for help.

30-50

Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

Holds pencil near point between first two fingers and thumb and uses it with good control.

Can copy some letters, e.g. letters from their name.

Understands that equipment and tools have to be used safely.

### Questions

Who is my mum?

Which animal would be a good pet?

What does Old MacDonald have on his farm?

What happens to Chicken Licken's eggs?

Why was Elmer unhappy?

### Possible Activities

Monkey Puzzle – matching baby animals to their parent.

Dear Zoo – vocab to describe different animals and why they would/wouldn't make good pets.

Animal patterns – matching and describing.

What the Ladybird Heard – Sorting zoo and farm animals

Animal face painting.

Life-cycle of a chicken – Chicken Licken

Link P.E to animal movements

Animal dance

