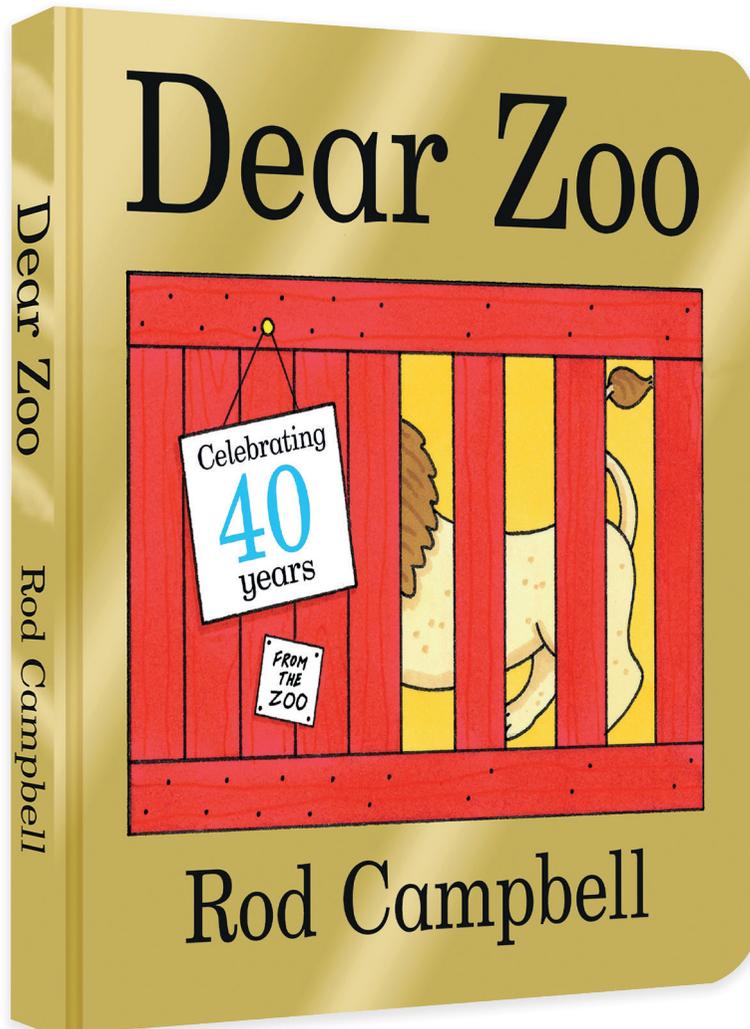




Dear Zoo

by Rod Campbell



EYFS Lesson Plans

Lesson 1 – Emotions at the zoo

Lesson 2 – Sounds of the zoo

Lesson 3 – Maths at the zoo

Teacher notes

Please be aware:

- Lesson times will vary by cohort and will need to be adapted according to the level of development and needs of the children
- Some lesson plans may require more than one lesson to fully cover the topics and activities
- The activities may promote discussion around topics that particularly interest the children, and we encourage you to take the time to explore these to reinforce learning

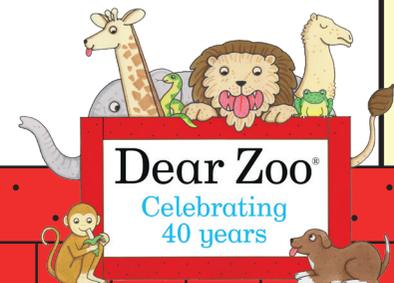
Sources:

DEPARTMENT FOR EDUCATION (March 2021).

Statutory framework for the early years foundation stage. Crown, UK. Retrieved from "https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf"

DEPARTMENT FOR EDUCATION (July 2021).

Non-statutory curriculum guidance for the early years foundation stage. Crown, UK. Retrieved from "https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf"





Dear Zoo: Lesson 1 – Emotions at the zoo

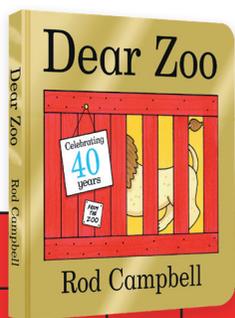
Duration: 15 minutes

Year group: EYFS (2–3 years)

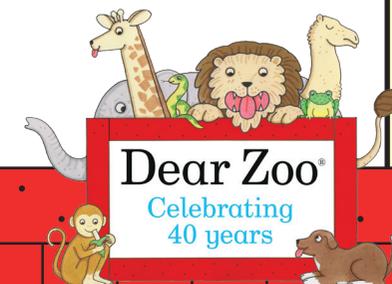
Area of learning: Personal, Social and Emotional

* denotes challenge for those who are ready.

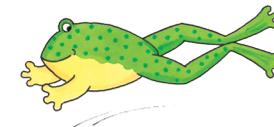
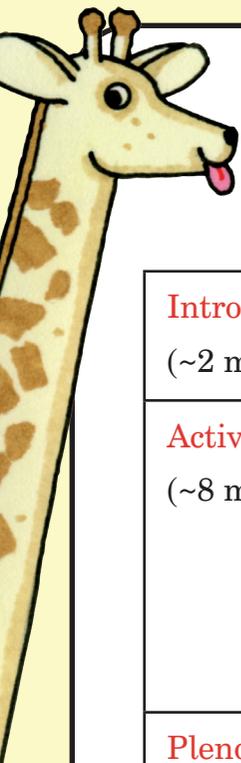
<p>Learning goals (Department for Education, July 2021):</p> <p><u>Personal, Social and Emotional</u></p> <ul style="list-style-type: none"> • Be increasingly able to talk about and manage their emotions • Safely explore emotions beyond their normal range through play and stories • Talk about their feelings in more elaborate ways: “I’m sad because . . .” or “I love it when . . .” • *Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ • *Understand gradually how others might be feeling <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Develop manipulation and control • *Use a comfortable grip with good control when holding pens and pencils 	<p>Context: <i>Dear Zoo</i> by Rod Campbell</p> <p>Learning intention(s): To understand what the four core emotions (happiness, sadness, anger and worry) look like.</p> <p>Steps to success:</p> <ul style="list-style-type: none"> • Introduce the four core emotions to the class • Act out the four core emotions using an animal theme • *Talk about what makes us feel emotions such as this • *Guess what emotions are being acted out • Repeat the actions with verbal prompts only, to check children have remembered them • Colour in pictures showing the four core emotions, to check children’s understanding • *Have children think about how they are feeling at the moment, using the pictures as prompts 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Happy • Sad • Worried • Angry • Puppy • Lion • Snake • Camel • Yellow • Red • Blue • Green <p>Resources:</p> <ul style="list-style-type: none"> • Lesson 1 Activity Sheet – 1 copy per child • Yellow, red, blue and green crayons
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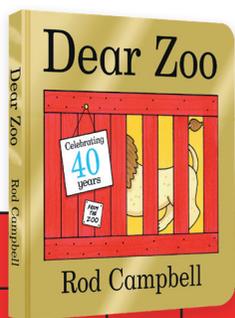
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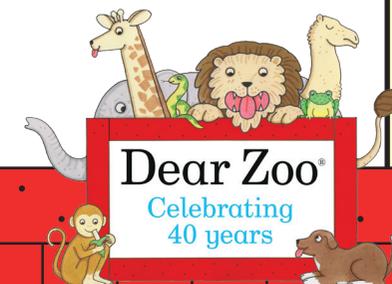
Dear Zoo: Lesson 1 – Emotions at the zoo



<p>Introduction (~2 minutes)</p>	<p>Explain that today you will be talking about feelings. Explain that four feelings are happy, sad, worried and angry.</p>	<p><u>Extension:</u> *Ask children to suggest the emotions they know already.</p>
<p>Activity (~8 minutes)</p>	<ol style="list-style-type: none"> Stand in a circle and introduce the following movements: <ol style="list-style-type: none"> Happy puppy: Smile while wiggling your bum, like a puppy wagging his tail Angry lion: Frown, roar and make claws with your hands Sad snake: Put your bottom lip out and make your arms and legs go limp Worried camel: Put your hands on your cheeks and open your mouth Once the children have learned the movements, act them out in a random order. Call out “this time the zoo gave me . . . a happy puppy!” and have the group repeat the correct movement. Repeat this several times for all of the animals/emotions. 	<p><u>Extension:</u> *Ask the child what might make themselves or others feel like a “happy puppy”, “angry lion” etc. *Have children guess which movement you or another child are acting out.</p>
<p>Plenary (~5 minutes)</p>	<p>Hand out Lesson 1 Activity Sheet and the crayons. Have children colour in:</p> <ol style="list-style-type: none"> Happy puppy: Yellow Angry lion: Red Sad snake: Blue Worried camel: Green 	<p><u>Extension:</u> *Only specify the emotion (e.g. “happy” instead of “happy puppy”). *Ask the child to point to which one they are feeling today.</p>
<p>Classroom display</p>	<ul style="list-style-type: none"> Cut out and display the animals from the coloured activity sheets on a display board. You can use this to ask children how they are feeling each day, by pointing at the appropriate animal. Put out puppy, lion, snake and camel toys – these could be soft toys, figurines or puppets – to use during free play. 	<p><u>Extension:</u> *Continue using the animals showing the four emotions to ask children how they are feeling, either when they arrive or if they are struggling with big feelings.</p>



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Dear Zoo: Lesson 2 – Sounds of the zoo

Duration: 15 minutes

Year group: EYFS (2–3 years)

Area of learning: Communication and Language

* denotes challenge for those who are ready.

Learning goals

(Department for Education, July 2021):

Communication and Language

- Use the speech sounds p, b, m, w. Pronounce: /r/w/y; f/th; s/sh/ch/dz/j; multisyllabic words such as 'banana' and 'computer'
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'
- *Learn and use a wider range of vocabulary
- *Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"

Physical Development

- Walk, run and jump
- *Continue to develop their movement and balancing
- *Skip, hop, stand on one leg and hold a pose for a game like musical statues

Context:

Dear Zoo by Rod Campbell

Learning intention(s):

To practise core speech sounds; to build confidence walking, running and jumping.

Steps to success:

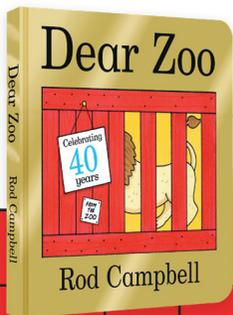
- Review the actions and animals learned in the previous lesson
- *Have children say which emotion they are feeling today
- Act out animal movements, emphasising the core speech sounds
- *Have children repeat the instruction by asking them to suggest movements
- *Following two-step instructions by combining two movements
- *Discuss and have children suggest rhyming words
- Have children name their favourite movement
- *Have children explain why this is their favourite

Key vocabulary:

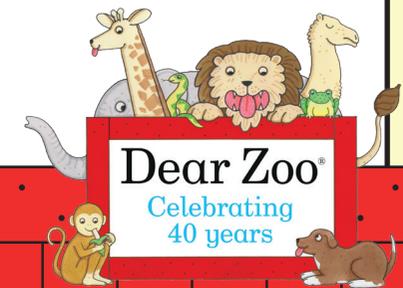
- Wob-ble
- Giant
- E-le-phant
- Laugh
- Gir-affe
- Roar
- Walk
- Ca-Mel
- Shake
- Chat-ter
- Mon-key
- Jump
- Bark

Resources:

- Lesson 2 Activity Sheet – 1 copy



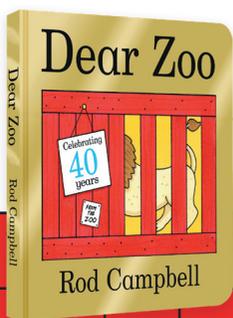
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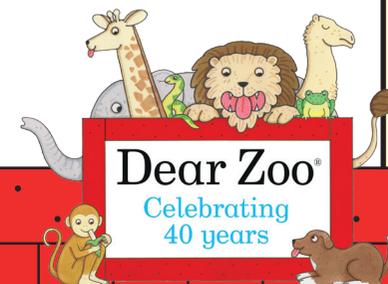
Dear Zoo: Lesson 2 – Sounds of the zoo



<p>Introduction (~3 minutes)</p>	<p>Ask children to show you the “happy puppy”, “angry lion”, “sad snake” and “worried camel” actions that you learned in the last lesson. Explain that today you will be acting out some more animals.</p>	<p>Extension: *Ask the child which one they are feeling today and why.</p>
<p>Activity (~8 minutes)</p>	<ol style="list-style-type: none"> Stand in a circle and introduce the following movements, emphasising the letter sounds underlined: <ol style="list-style-type: none"> <u>W</u>ob-ble like a <u>G</u>iant e-le-phant (“wibble wobble, wibble wobble” while wobbling your bodies) Laugh like a gir-<u>a</u>ffe (“ha-ha-ha-ha” while swaying your long neck around) <u>R</u>oar like a <u>L</u>i-on (“ROAR!” with hands up like claws) <u>W</u>alk like a Ca-<u>M</u>el (put your hands on your hips, take two steps forward and two steps back, while swaying your hump about) <u>S</u>hake like a <u>S</u>nake (“s-s-s-s”, “sh-sh-sh-sh”, while putting your hands together and moving them like a snake) <u>C</u>hat-ter like a <u>M</u>on-key (“ooh ooh, ah ah!” while dancing around) <u>J</u>ump like a <u>F</u>rog (crouch down like a frog and do a couple of big leaps) <u>B</u>ark like a <u>P</u>up-py (“woof, woof!” with hands in front of you like paws) Once the children have learned the movements, act them out in a random order. Call out “this time the zoo gave me . . . a giant elephant!” and have the group repeat the correct movement. Repeat this several times for all of the animals. 	<p>Extension: *Ask the child what animals they’d like to act out next. *Give a two-step instruction such as, “roar like a lion, then bark like a puppy.” *Point out that “laugh” rhymes with “giraffe”, and “shake” rhymes with “snake”. See if they can come up with any rhymes for the other animals (e.g. frog, log).</p>
<p>Plenary (~4 minutes)</p>	<p>Go around the circle and ask children to name their favourite animal you’ve learned today and act out the movement.</p>	<p>Extension: *Ask the child why that’s their favourite animal.</p>
<p>Classroom display</p>	<ul style="list-style-type: none"> Add an elephant, giraffe, frog and monkey pictures from the activity sheet to the display board. Add an elephant, giraffe, frog and monkey toys – these could be soft toys, figurines, or puppets – to use during free play. 	<p>Extension: *Give the activity sheet(s) to children to colour in during free play.</p>



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Dear Zoo: Lesson 3 – Maths at the zoo

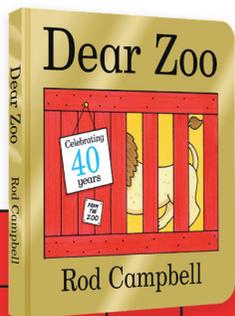
Duration: 15 minutes

Year group: EYFS (2–3 years)

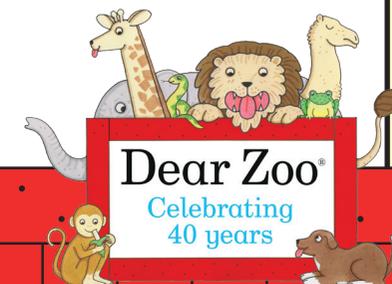
Area of learning: Mathematics

* denotes challenge for those who are ready.

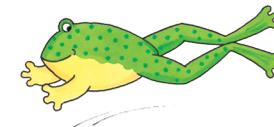
<p>Learning goals (Department for Education, July 2021):</p> <p>Mathematics</p> <ul style="list-style-type: none"> • Compare amounts, saying 'lots', 'more' or 'same' • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence • Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy' • *Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') • *Show 'finger numbers' up to 5 • *Compare quantities using language: 'more than', 'fewer than' • *Talk about and explore 2D and 3D shapes 	<p>Context: <i>Dear Zoo</i> by Rod Campbell</p> <p>Learning intention(s): To compare two animals by size, and to practise recognising quantities.</p> <p>Steps to success:</p> <ul style="list-style-type: none"> • Review the actions and animals learned in the previous lesson. • Make two giraffe pictures and compare size and quantity. • *Practise counting the spots on the giraffes. • *Talk about the circle shapes being used. • Practise comparing size and weight of the animals in <i>Dear Zoo</i> as a class. 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Tall/taller/tallest • Short/shorter/shortest • Big/bigger/biggest • Small/smaller/smallest • Lots/more/same <p>Resources:</p> <ul style="list-style-type: none"> • Lesson 3 Activity Sheet – 1 copy per child • Multicoloured dot stickers • Crayons
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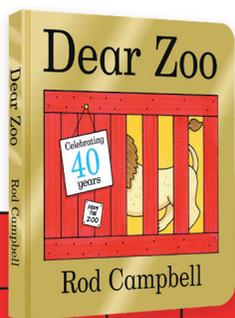
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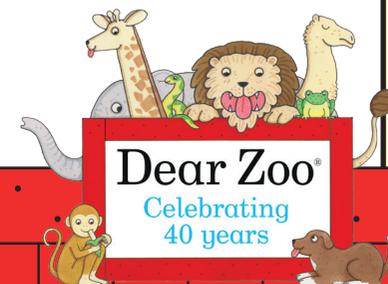
Dear Zoo: Lesson 3 – Maths at the zoo



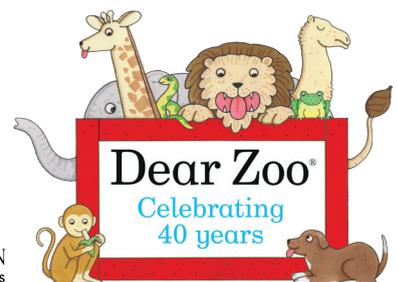
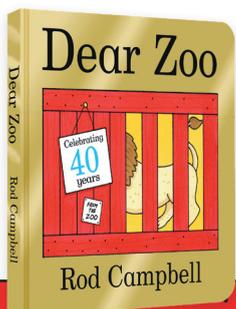
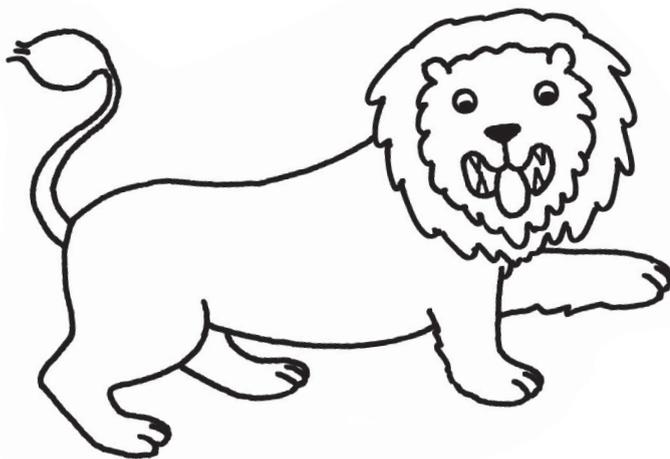
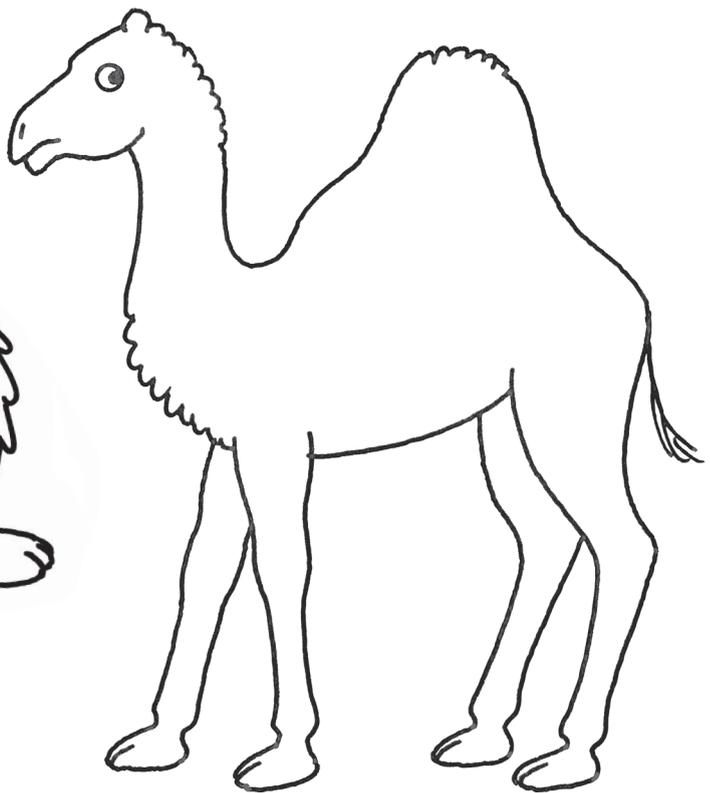
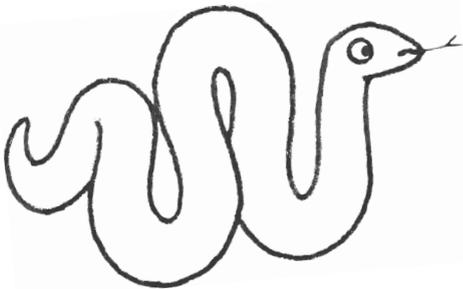
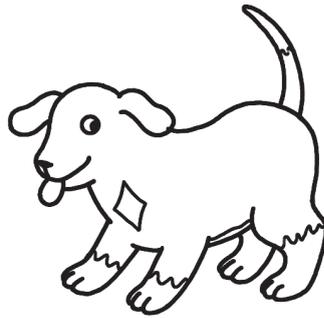
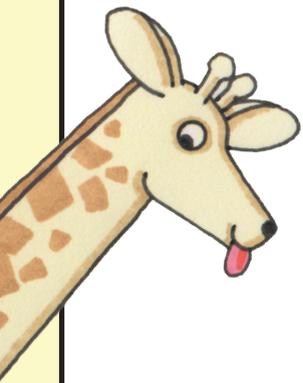
<p>Introduction (~2 minutes)</p>	<p>Ask children to show you what their favourite animals were that they learned in the last lesson. Explain that today you will be making some animal pictures and comparing the sizes of animals. Ask what the smallest and biggest animals are that children can think of.</p>	
<p>Activity (~5 minutes)</p>	<p>1. Have children sit at a table with the crayons, dot stickers and an activity sheet each. 2. Have children colour the giraffes in yellow, then add spots by sticking on the coloured dots. Ask children to stick two spots on the small giraffe and five spots on the tall giraffe. Ask which giraffe: a. Has the most spots? b. Is the biggest? c. Has the shortest neck?</p>	<p>Extension: *Ask children to count how many spots each giraffe has and show the number on their fingers. *Ask children to name the shape used, and point out how many sides they have.</p>
<p>Plenary (~8 minutes)</p>	<p>Read through the <i>Dear Zoo</i> book as a class. On each page, ask children whether the next animal is bigger/taller or shorter/smaller than the previous one. For example: 1. Is the giraffe taller than the elephant? 2. Is the lion bigger than the giraffe? 3. Is the camel taller than the lion?</p>	
<p>Classroom display</p>	<ul style="list-style-type: none"> • Display a few of the different sized giraffes on the classroom display. • Give children a few different-sized cardboard boxes along with the animal figures, similar to the boxes the zoo animals are sent in, so they can explore size and capacity during free play. 	



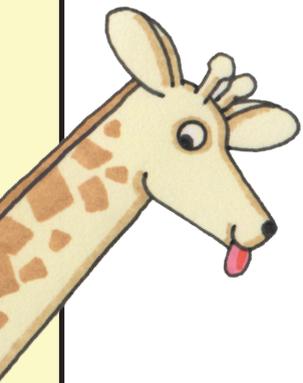
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Lesson 1:
Emotions at the zoo



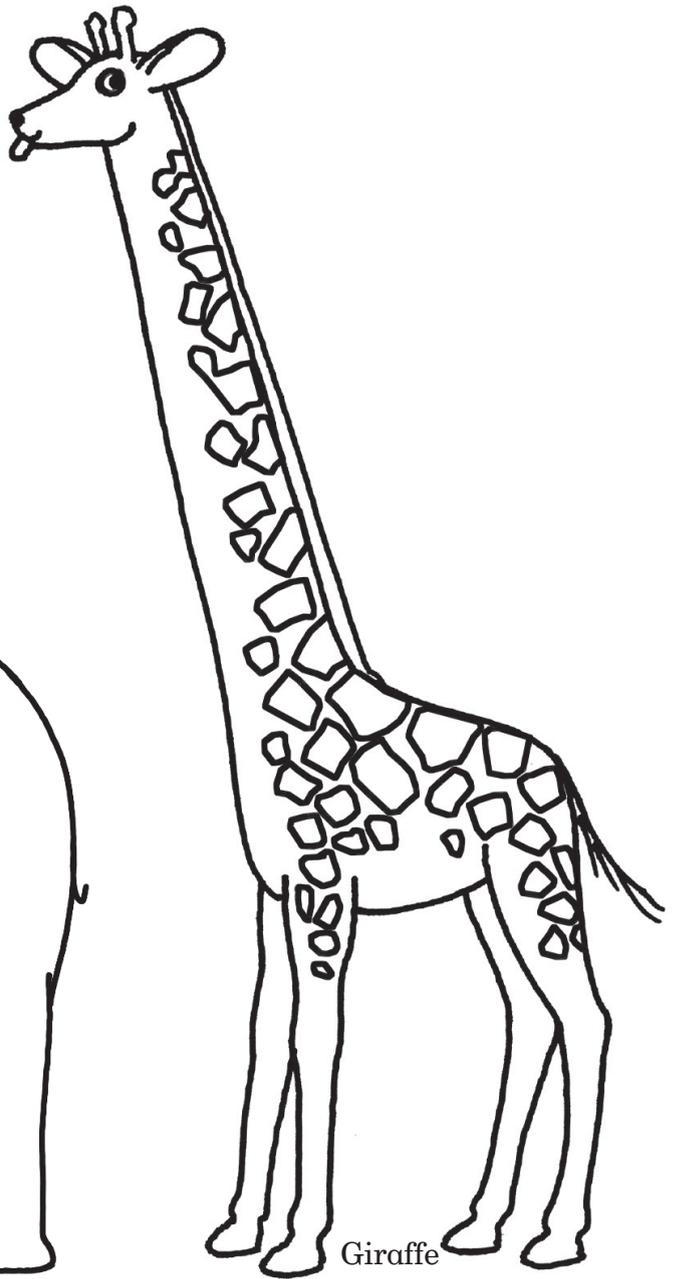
Lesson 2: Sounds of the zoo



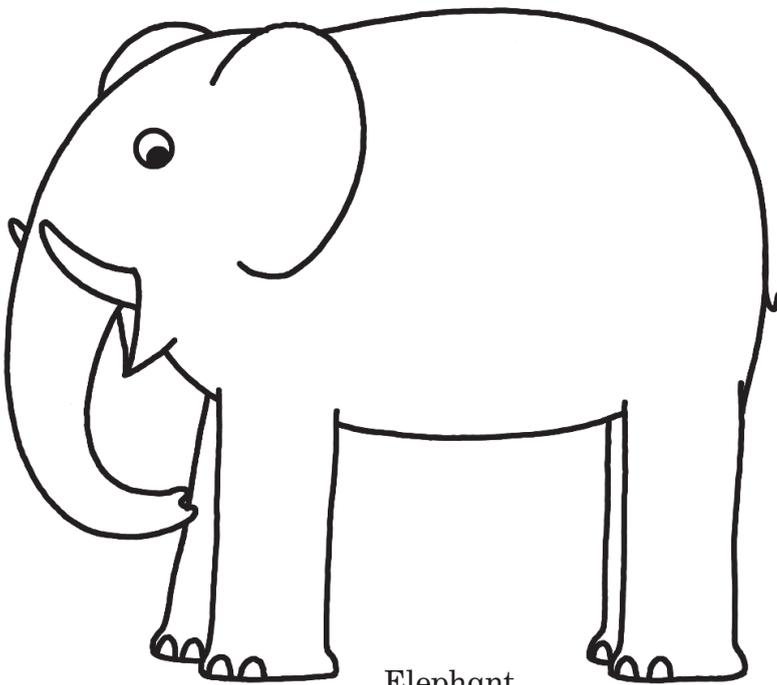
Monkey



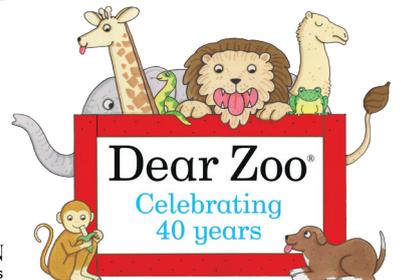
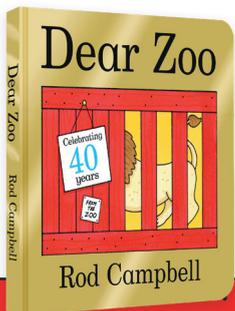
Frog



Giraffe



Elephant



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Lesson 3:
Maths at the zoo

