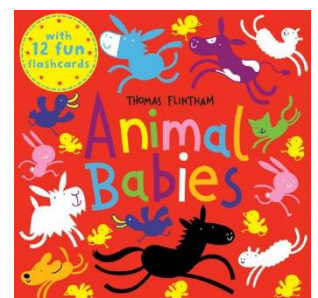




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Thomas Flintham**

1 - Introducing the book

- Start by looking through the pictures in the book. What animals are shown? Does anyone know what you call a baby sheep/goose/rabbit? What are the baby animals doing in each picture? Use this as an opportunity to explore a wide range of vocabulary e.g. running, racing, sprinting, charging etc. What activities do you like to do?
- Working in small groups, ask children to take turns to pick a flash card and then they can ask the rest of the group: 'what do you call a baby...?'
- Write up some of the simpler animal words on a whiteboard and sound them out, drawing attention to the different phonemes: D-O-G, C-A-T, K-I-D. Write up some of the longer words, and focus on the initial sound. Thinking back to the story, ask children if they can work out what the word could be.

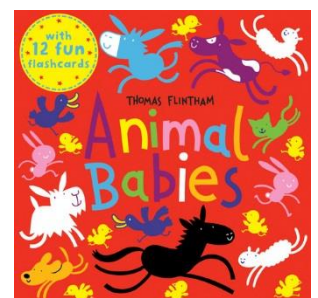




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2 - Me and my family

- Invite children to talk about who is in their family, whether they have lots of brothers and sisters like the baby lambs, or whether they are an only child like the donkey foal.
- Show children how to make a chain of paper dolls. Use a photo of their face on one of the dolls, and then ask them to draw faces on the others to be the various members of their family or friends. They could cut out scraps of paper/material to collage clothes for the dolls. Once they have finished, encourage them to introduce their 'family' to another child or grown up.

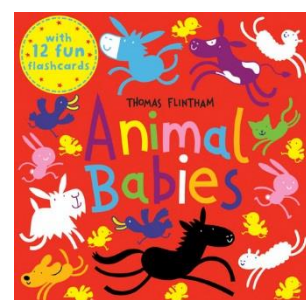




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3 - Little ones at school

- Read the story again, emphasising the rhyming and the rhythm of the words. Get the children to get a sense of this by tapping their hands on their knees in a steady beat.
- Create a class book about all the little ones now at school: take photos of groups of children engaged in different activities in different parts of the classroom. Talk to them about what they like doing and where they would like to be photographed, and work together to come up with a sentence to go with the picture, for example: 'Curled up in the book corner are Rashid and Stephen, sitting on the cushions because they really like reading.' 'Balancing on the trim trail are Asha and Claire, they take it in turns to make sure it's fair.' 'Splashing in the water tray are Ciara and Josh, pass me the jug I think it needs a wash.'
- Once the children are familiar with their version of the story, they could 'perform' it to another class.





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EYFS Early Learning Goals

Listening and attention (Communication and language)

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

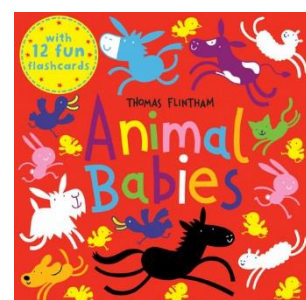
Understanding (Communication and language)

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking (Communication and language)

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

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EYFS Early Learning Goals

Making relationships (Personal, social and emotional Development)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

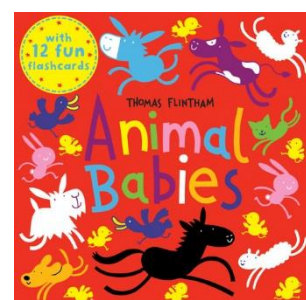
Self-confidence and self-awareness (Personal, social and emotional Development)

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need any help.

Moving and handling (Physical development)

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

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EYFS Early Learning Goals

Reading (Literacy)

Children... use phonic knowledge to decode regular words and read them aloud accurately.

People and communities (Understanding the world)

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Exploring and using media and materials (Expressive arts and design)

Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

