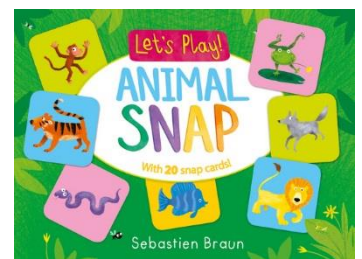




***Let's Play! Animal Snap* written and illustrated by Sebastien Braun**

1 - Introducing the book

- Read the book together and ask the children to make up actions to go with each animal. Read again with children joining in the actions they have agreed on.
- Show children one of the snap cards, and ask children to show you the action (flaps, splashes etc.) Extend to say a colour, and ask children to show the relevant action for that animal.
- Play 'Kim's Game' in small groups. Show a selection of the snap cards, and ask children to close their eyes, and then take one of the cards away. Can children do the action for the missing animal?

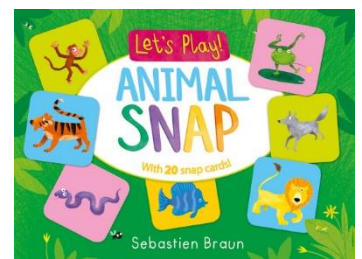




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2 - Where do I live?

- Lay out the snap cards, engaging the children in conversation about the names of the animals, the sounds they make and where they normally live e.g. fish in the sea, frog in a pond.  
Have a picture of a beach scene prepared and lay a selection of the animal cards on it. Tell children the animals have been on holiday. Ask the children to talk about their holidays. Explain that just as the children have finished their holidays and now starting school, so the animals have to go back to where they normally live. Have a selection of background pictures representing different habitats. Can the children put the cards back in the right places? Go through the book, looking at the smaller animals in the additional pictures and answering the questions. Ask where those animals might live.
- Give children an opportunity to paint an animal from the book – what kind of background might you need? They could also use paper plates and collage materials to make animal masks.

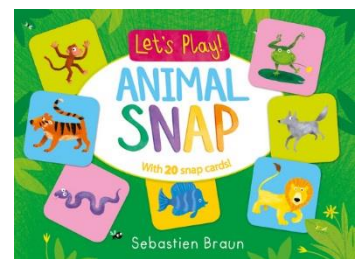




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3 - Snap!

- Play the snap game in small groups. As you share out the cards, ask children 'how many pairs/cards have you got?' Encourage more able children to count in twos.
- Tell children they are going to make a set of snap cards for different aspects of the school routine (such as snack time, registration, playtime etc.) or places in classroom (for example, sandpit, water tray, role play area, book corner, cloakroom etc.) Brainstorm with children what they think those could be, and then task children to take some photos to represent them. Once children have used the photos to make their own snap cards, they can then play 'snap' in groups. They could also use the cards to play 'pairs'.





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EYFS Early Learning Goals

### **Listening and attention (Communication and language)**

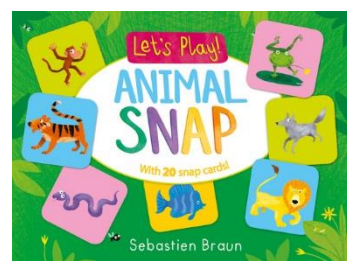
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

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 form positive relationships with adults and other children.

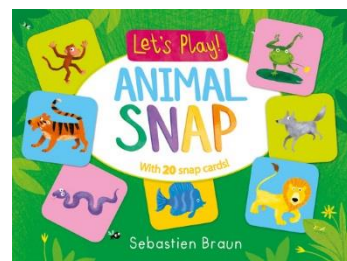
**Self-confidence and self-awareness (Personal, social and emotional development)**

Children are confident to try new activities...to speak in a familiar group...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

### **Numbers (Mathematics)**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

### **People and communities (Understanding the world)**

Children talk about past and present events in their own lives.

### **The world (Understanding the world)**

Children know about similarities and differences in relation to places...and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

