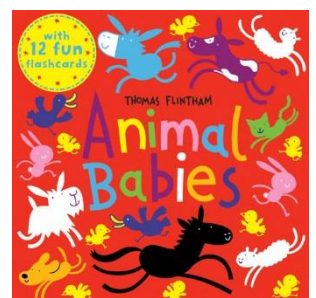




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1 - Introducing the book

- 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.

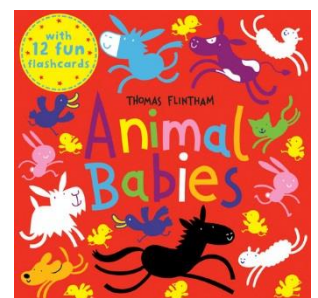




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2 - Me and my family

- 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.

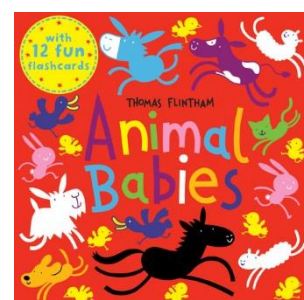




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3 - Little ones at school

- 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, attention and understanding (Communication and language)

Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They make comments about what they have heard and ask questions to clarify their understanding.

Speaking (Communication and language)

Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. They express their ideas and feelings using full sentences, including use of past, present and future tenses.

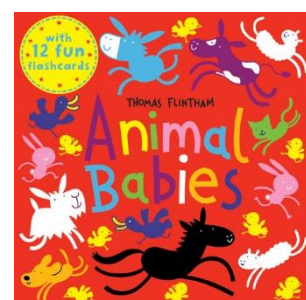
Managing self (Personal, social and emotional development)

Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Self-regulation (Personal, social and emotional development)

Children give focused attention to what the teacher says, responding appropriately even when engaged in activity. They show an ability to follow instructions involving several ideas or actions.

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EYFS Early Learning Goals

Building relationships (Personal, social and emotional development)

Children work and play cooperatively and take turns with others. They show sensitivity to their own and to others' needs. They form positive attachments to adults and friendships with peers.

Gross motor skills (Physical development)

Children negotiate space and obstacles safely, with consideration for themselves and others.

Fine motor skills (Physical development)

Children use a range of small tools. They hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

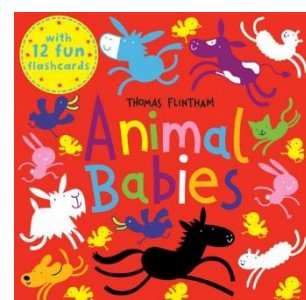
Comprehension (Literacy)

Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Word reading (Literacy)

Children read words consistent with their phonic knowledge by sound-blending.

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EYFS Early Learning Goals

Past and present (Understanding the world)

Children talk about the lives of people around them and their roles in society.

The natural world (Understanding the world)

Children explore the natural world around them, making observations and drawing pictures of animals.

Creating with materials (Expressive arts and design)

Children share their creations, explaining the process they have used. They make use of props and materials when role playing characters in narratives and stories.

Being imaginative and expressive (Expressive arts and design)

Children invent, adapt and recount narratives and stories with peers and their teacher. They perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

