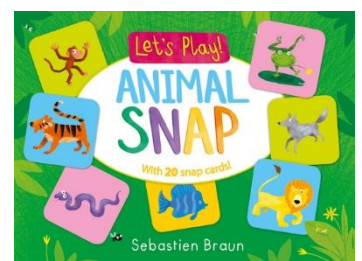




***Let's Play! Animal Snap* written and illustrated by Sebastien Braun**

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?

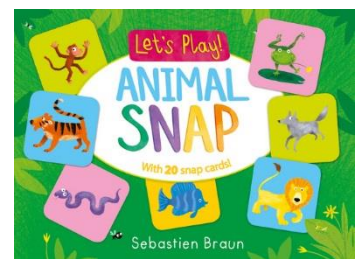




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2 - Where do I live?

- 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.

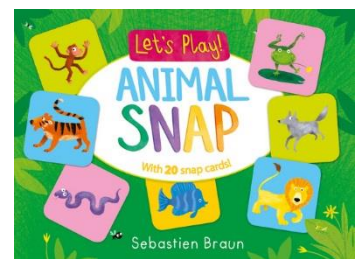




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3 - Snap!

- 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, 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.

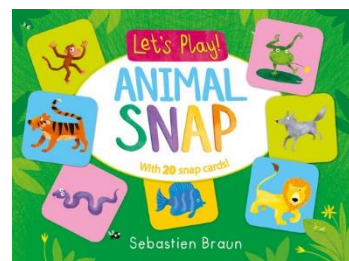
Speaking (Communication and language)

Children participate in small group, class and one-to-one discussions, offering their own ideas. They offer explanations for why things might happen, making use of recently introduced vocabulary from stories. They express their ideas and feelings using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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.

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EYFS Early Learning Goals

Self-regulation (Personal, social and emotional development)

Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They give focused attention to what the teacher says, responding appropriately even when engaged in activity. Children show an ability to follow instructions involving several ideas or actions.

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 and form positive attachments to adults and friendships with peers.

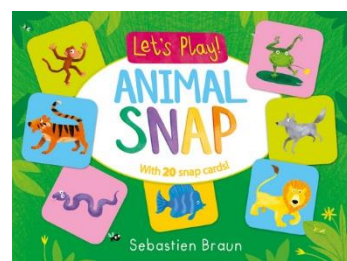
Gross motor skills (Physical development)

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

Fine motor skills (Physical development)

Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

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EYFS Early Learning Goals

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. They anticipate – where appropriate – key events in stories.

Number (Mathematics)

Children subitise (recognise quantities without counting) up to 5.

Past and present (Understanding the world)

Children talk about the lives of people around them and know some similarities and differences between things in the past and now, drawing on their experiences.

The natural world (Understanding the world)

Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

