

Individual Activity Lesson Plan

Date: Monday 30 th March 2020	
Activity Title: Animal Movements	
Learning Intention: To develop an understanding of simple concepts and opposites.	Activity Overview: The children will follow instructions and move like different animals.
Links to EYFS: (CL) Developing understanding of simple concepts (e.g. big/small)	
Equipment: <ul style="list-style-type: none"> • template with animal movements flashcards (print and cut out the flashcard beforehand) • enough space to move around 	Key vocabulary: gazelle, sloth, lion, mouse, frog, dolphin, giraffe, ant, elephant, butterfly, fast, slow, loud, quietly, high, low, tall, tiny, hard, softly
ACTIVITY IMPLEMENTATION (including key question)	
<p>Introduction:</p> <ul style="list-style-type: none"> • Watch and listen to the story <i>How Does It Protect Itself?</i> with your child. • Talk about the animals from the story and discuss the different ways they protect themselves (e.g. gazelles run fast, chameleons change colours, racoons stay still). <p>Main Activity:</p> <ul style="list-style-type: none"> • Show your child the animal movement flashcards and talk about what animals they can see, how they move and/or what sounds they make. • Encourage your child to use descriptive vocabulary such as giraffes neck stretches tall, frog jumps high, elephant stomps hard, lion roars loudly. • Tell your child that you will be telling them how to move and encourage them to follow your instructions. • Read/show the flashcards to your child and encourage them to do the movements/sounds as instructed. <p>Challenge: Invite your child to have a look at the cards and match the opposites (e.g. loud lion – quiet mouse, fast gazelle – slow sloth)</p>	
Additional ways to support your child: Read the instructions and model the movements so your child can join/copy you.	Extension: Ask your child to think of other animals and their movements/sounds. Invite them to give you instructions and imitate the sounds/movements together.