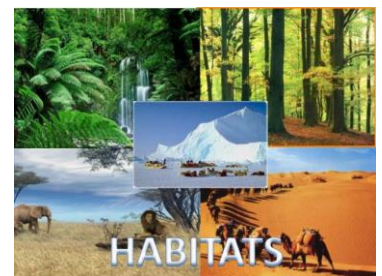


Individual Activity Lesson Plan

Date: Friday 3 rd April 2020	
Activity Title: Down in the Animal Kingdom	
Learning Intention: to discuss and learn about the natural world.	Activity Overview: The children will discuss different animal habitats.
Links to EYFS: Understanding the World-The World: Can talk about somethings they have observed such as animals. (30-50 months)	
Resources: -The Tiger Who Came to Tea story with Makaton (https://www.youtube.com/watch?v=VwmkzeTAJ8I) - "Down In the Jungle" Action song (https://www.youtube.com/watch?v=dFiqiQHPwU). -Bowls/plates -Animal cut outs -Scissors Additional Resources: - The Tiger Who Came to Tea song (https://www.youtube.com/watch?v=2kZu098yM5A) -Dear Zoo by Rod Campbell - Rumble in the Jungle	Key vocabulary: Habitat, jungle, jungle animals, tigers, wildlife, animals, big cats, farm animals, farm animals, sea animals, pets, similarities, differences.
ACTIVITY IMPLEMENTATION (including key questions)	
<p>*Before the activity begins, invite your child to cut out the animal cards.</p> <p>Introduction:</p> <p>*Remind your child of the story <i>The Tiger Who Came to Tea</i>. You are welcome to play the video version provided above, which is retold with Makaton.</p> <p>*Encourage your child to consider what type of animal a tiger is and where it normally lives.</p> <p>*I wonder where tigers live?</p> <p>*Where do you think we could see a tiger?</p> <p>*I wonder what tigers normally eat. What do you think?</p> <p>Main Activity:</p> <p>*Ask your child if they know what the word "habitat" means?</p> <p>*Define the term "habitat" as being "the natural home or environment of an animal."</p> <p>*Inform your child that this activity will require some animal sorting, as all the animals have been jumbled up. Explain that the animals need to be sorted into a special group, which is dependent on their habitat (where they live). Each bowl/plate will represent a different habitat.</p> <p>*Explain to your child that the categories will be jungle animals, farm animals, and sea animals.</p> <p>*Model the task to your child, and verbalise your observations when sorting through the animals: <i>"This animal has orange and black stripes, which would be a perfect camouflagage in the jungle. I've never seen a tiger on a farm, and I know that tigers do not live in the sea. So, it's habitat must be the jungle."</i></p> <p>*How do you know that that animal lives in this habitat?</p> <p>*What are the similarities or differences between these animals?</p>	



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Challenge:

*Encourage your child to think of other animals which live in these habitats.

Additional ways to support your child:

- Show your child pictures of real animals in their habitat.
- Encourage discussion regarding your child's observations of these animals in their habitats.

Extension:

Discuss endangered animals and why we must protect them. What animals are they and where do they live? This can lead to discussions about pollution. Invite your child to share what they know about plastics and the ocean (we have learnt about this in class).