



WEAR IT WILD EYFS ACTIVITY PACK

Wear it Wild for the world's wildlife!

On Friday 5 June across the UK people will be dressing to show their wild side. It's all part of our brilliant new fundraising initiative to support WWF's vital conservation work around the planet. We want to create a future in which people and nature thrive together and we're inviting you to help us by getting involved in Wear it Wild.

This EYFS Activity Pack provides a planner for the whole week running up to **Friday 5 June**, which is packed with **Wear it Wild** themed ideas linked to each of the 7 areas of learning. We have included suggestions for continuous provision, as well as adult and child led learning activities. We've also prepared a Lesson Plan, and have provided templates to help pupils create animal masks to dress as their favourite animal during a **Wear it Wild** fundraising event at the end of the week.

Simply use as many or as few of the themed activities as you like to introduce the concept of conservation and the beauty of our natural world to pupils in the timetable space available.

Wear it Wild is fundraising to protect some amazing species. To help bring these to life we've also produced a primary education pack for 5 to 11 year olds, and have an introductory film, face painting and recipe ideas available online at wwf.org.uk/wearitwildschools



WEAR IT WILD LESSON PLAN



Before the session print out and display A3 images of animals from the PDF Animal image stack around the classroom/area where pupils will be taught.
http://assets.wwf.org.uk/downloads/wear_it_wild_early_years_photopack.pdf

AREA OF LEARNING

Physical Development
Expressive Arts & Design

DATE/TIME

Friday 5 June 2015

TEACHER

SUPPORT STAFF

NUMBER OF PUPILS

EYFS OBJECTIVES

ELG 04

Show good control and co-ordination in responding to stimulus using large and small movements.
Handling given tools and equipment effectively.

ELG 16

Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

OUTLINE OF LESSON

- To explore a range of wild animals to understand that animals are all different and can be recognised by their key characteristics e.g. stripes.
- To respond creatively to stimuli using a range of art materials to create animal masks.

PRIOR LEARNING

- To know what an animal is
- To be able to handle tools and materials safely with basic control.



WHOLE CLASS TEACHING

- Take pupils on a wild animal hunt. Get ready by miming putting on boots, a hat and an explorer backpack – don't forget your binoculars!
- Move around the classroom with pupils copying actions 'follow my leader' style until you spot an animal.
- Use actions to engage pupils in movement and mime through different environments:
 - Swishing through thick jungle plants to find the tiger
 - Tiptoeing through the trees to find a leopard
 - Climbing up the mountain to find a gorilla
 - Swimming in the sea to find the seal
 - Skiing through the snow to find the polar bear
 - Skating on the ice to find the penguin
 - Trudging across the hot African plain to find the rhino
 - Wading through the swamp to find an elephant
 - Creeping round the bush to find a lion
 - Weaving through the bamboo to find a panda
 - Searching high and low to find a crane
 - Standing on one leg to blend in with the flamingos
- Ensure you discover all of the animals displayed around your learning area. Stop and name each one, talk about its features, how is it the same or different to some of the other animals you have found?
- When all animals have been discovered, return to where you started and mime taking off your explorer kit. How many animals did you find?
Can pupils remember what they were?

KEY VOCABULARY

Explorer, wild animal names, characteristics/features - stripes, spots, fur, feathers, wings, beak, teeth

RESOURCES

- A3 print outs of PDF Animal Images stack
- Art materials, scissors and glue for personalisation and decoration e.g. feathers, straws, wool, recycled paper, sequins, buttons
- PDF mask templates for panda, lion, flamingo or tiger (if required)
- Or per pupil
 - A plain paper plate
 - A strip of card cut to length for headband and attached to top edge of plate mask using staples

PRACTITIONER LED GROUP ACTIVITY

- Support creative mask making in groups of 2 to 4 pupils using either the PDF templates provided or with pupils creating their own design using a blank paper plate (for which adult will need to mark and cut eye holes and measure/cut/staple headband to top edge).
- Remind pupils of the features of their chosen animal.

PLENARY

Pupils share which animal they chose as the focus for their mask making activity and say why they chose it

LEARNING OUTCOMES

- Sustain attentive listening responding to what they have heard by relevant comments, questions and actions.
- To represent their own ideas, thoughts and feelings in response to the given stimuli through design and art.

SUCCESS CRITERIA

- All pupils will choose an animal and make a mask.
- Most pupils will be able to say which animal they chose and why.
- Some pupils will be able to give more information about their animal's key features and how they have used them in their mask design.

DIFFERENTIATION

ASSESSMENT FOCUS

KEY QUESTIONS

EVALUATION

WEAR IT WILD Weekly Planner 3-5 year olds Theme/Focus: Endangered animals

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Key Areas for Observation
ADULT LED	<p>Use the story of Lottie's Letter by Gordon Snell to introduce pupils to the concept of conservation and looking after our world.</p> <p>Create a class pledge to help remind others to pick up their litter and put it in the bin. Pupils sign the pledge using handprints.</p> <p>Share/teach animal songs for the week.</p>	<p>Use the PDF Animal Image stack and Wear it Wild Lesson Plan to introduce pupils to the different animals they will met through the week's activities. Use the information provided to talk about the features of each and provide opportunities for pupils to share their own opinions, likes and dislikes about the animals and the environments in which they live.</p> <p>Use these discussions to consider and support their choices for Wear it Wild on Friday.</p>	<p>Rumble in the Jungle/ Commotion in the Ocean</p> <p>Use real and improvised instruments, body sounds and voice to support pupils in creating their own wild poetry, using the following rhyme;</p> <p>"As I was out exploring one day I saw a (choose an animal) along the way and what do you think I heard him say (insert sound)".</p>	<p>'Oi get off our train'/ Panda Bear, Panda Bear what do you see?</p> <p>Talk about why it's important to look after the animals - link to the story/song of Noah's Ark.</p> <p>Discuss which animals the pupils would like to add to the train or the ark to make sure they are saved.</p> <p>Remind pupils that they will be really helping to save endangered animals by Wearing it Wild and bringing in their donation tomorrow.</p>	<p>Polar Bear, Polar Bear what do you hear?</p> <p>Use the Mask Maker activity within the Wear it Wild Lesson Plan to support pupils to create really wild masks to enhance the Wear it Wild fundraising event.</p> <p>Circle time 'I am (pupils introduce their Wear it Wild animal) and I like (pupils add more information about the animal they've chosen).</p>	<p>Communication & Language (CL)</p> <p>ELG 01 Listening and Attention</p> <p><i>Engaging with stimulus stories and materials</i></p> <p>ELG 02 Understanding <i>Responding to stories and stimulus materials</i></p> <p>ELG 03 Speaking <i>Developing narratives and explanations by connecting ideas or events.</i></p>
CHILD LED	<p>Printing materials and art paper for creating animal tracks patterns.</p> <p>Man-made and natural materials for sorting and exploring.</p> <p>Letter writing materials for creative and emergent writing.</p>	<p>Free writing animal templates supported by non-fiction animal texts and drawing and art materials.</p> <p>Animal themed small world and outdoor play.</p> <p>Talking table (see below).</p>	<p>Musical instruments and a variety of materials for improvisation (plastic cups and empty plastic bottles to create simple shakers, cans and plastic pots to make drums) materials with different textures.</p> <p>Dressing up/role play props for animals and explorers.</p>	<p>Story sacks with props and books to retell and sequence events.</p> <p>Trains and animal small world and construction.</p> <p>Big boxes and cuddly toys to create their own train/arks outdoors.</p> <p>Painting their favourite animal to ride on the train For display on wall or pegged on string.</p>	<p>'Feed the animals' exploratory table with information on what different animals like to eat supported by play food props and/or real fruit and veg.</p> <p>Animal enclosures construction challenge.</p> <p>Animal movements and parachute games.</p>	<p>Physical Development (PD)</p> <p>ELG 04 Moving and Handling</p> <p><i>Show good control and co-ordination in responding to stimulus using large and small movements</i></p> <p><i>Handling given tools and equipment effectively</i></p>
						<p>Personal Social Emotional Development (PSED)</p> <p>ELG 07 Managing Feelings and Behaviour</p> <p><i>Show developing awareness of the feelings of others.</i></p> <p><i>Talk about behaviour and its consequences.</i></p> <p><i>Work as part of a group or class, and understand and follow the rules</i></p>

WEAR IT WILD Weekly Planner 3-5 year olds Theme/Focus: Endangered animals

POSSIBLE LINES OF DEVELOPMENT	RECOMMENDED RESOURCES	Key Areas for Observation	
<p>CL</p> <ul style="list-style-type: none"> Interest books linked to the theme of wild animals (fiction and non-fiction), small world plastic animals and construction materials for making shelters and enclosures. Immerse with stories, provide story sacks with props for role play. <p>L</p> <ul style="list-style-type: none"> Immerse with stories, provide key phrases and vocabulary, endangered species free writing (photo and caption) templates. Make your whole classroom wild with themed displays and role play areas. <p>UTW</p> <ul style="list-style-type: none"> 'Talking table' objects to inspire questions i.e. camera, fur fabric, natural materials, animal encyclopaedia, globe etc. Outdoor sorting boxes with different materials man-made and natural to explore and sort. Sand and water play enhanced with plastic animals and information cards. <p>EA&D</p> <ul style="list-style-type: none"> Learn new songs, play instruments (real and improvised) to accompany the songs. Tap rhythm and beats when reading stories and poems. Use collage materials to create animal patterns and a range of objects to support pattern making using printing. <p>M</p> <ul style="list-style-type: none"> Use animals and their characteristics to support counting and problem solving, create repeating patterns, and teach animal counting rhymes e.g. three naughty monkeys jumping on the bed. <p>PD</p> <ul style="list-style-type: none"> Play dough animals, animal templates to promote cutting out skills, animal themed lacing cards, dot to dots, peg board pictures and construction materials for building shelters and enclosures. Wild animal themed parachute games, animal shapes and movements (tall as giraffes, bear walking, clasp hands together and swing like elephants trunk, slither like snakes etc.). 	<p>Wear it Wild Lesson Plan (includes Mask Maker activity) PDF Animal Image stack PDF mask templates All can be downloaded from www.wwf.org.uk/wearitwildschools</p> <p>Stories:</p> <ul style="list-style-type: none"> Polar Bear, Polar Bear what do you hear? youtube.com/watch?v=ctQjLfmKinU Panda Bear, Panda Bear what do you see? youtube.com/watch?v=ff45zsaR5Mg Brown Bear, Brown Bear what do you see? Song youtube.com/watch?v=HJTKMMH8Rjc 'Oi Get Off Our Train' by John Burningham youtube.com/watch?v=Rq4jvUo5K3A Rumble in the Jungle youtube.com/watch?v=wRplFz5SGzo Commotion in the Ocean youtube.com/watch?v=1n9KGqlwX_8 Lottie's Letter by Gordon Snell ISBN: 9781858814346 Walking through the Jungle youtube.com/watch?v=plvYoquSyJg The Animal Boogie youtube.com/watch?v=25_u1GzruQM <p>Songs:</p> <ul style="list-style-type: none"> 40 years on an Iceberg Down in the jungle where nobody goes I went to the animal fayre The animals came in two by two Old MacDonald had a zoo (wild animals replace farm) <p>Additional resources, including face painting and recipe guides, can be found at www.wwf.org.uk/about_wwf/working_with_schools</p>	<p>Literacy (L)</p> <p>ELG 10 Writing</p> <p><i>Attempts to write for a variety of purpose.</i></p> <p><i>Uses phonics to write simple sentences.</i></p>	<p>Maths (M)</p> <p>ELG 11 Numbers</p> <p><i>Relates addition to combining in to groups and subtraction to taking away</i></p> <p>ELG 12 Shape, space and measures</p> <p><i>Recognise, create and describe patterns</i></p>
		<p>Understanding The World (UTW)</p> <p>ELG 14 The World</p> <p><i>Investigates places, objects, materials and living things by using all the senses as appropriate.</i></p> <p><i>Identifies some features and talks about those features they like and dislike.</i></p>	<p>Expressive Arts & Design (EA&D)</p> <p>ELG 16 Exploring and Using Media and Materials</p> <p><i>Sing songs, make music and experiment with ways of changing them.</i></p> <p><i>Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i></p> <p>ELG 17 Being Imaginative</p> <p><i>Represent ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</i></p>



WEAR IT WILD TEAM

Any questions? Contact the team!

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Why we are here

To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

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