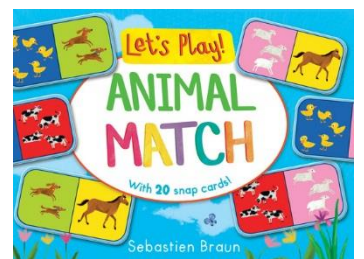




***Let's Play! Animal Match* written and illustrated by Sebastien Braun**

1 - Introducing the book

- Read the book in small groups so children can see the pictures. Explore together the sounds the different animals make.
- Sing some nursery rhymes/songs that link with the animals mentioned, for example: Ride a cock horse, Baa baa black sheep, Hey diddle diddle, Five little ducks, Old Macdonald had a farm, Bingo was his name-o. Get children to make up actions to the songs and join in together. Children could take turns to pick one of the animals, and then everyone can sing the associated song.



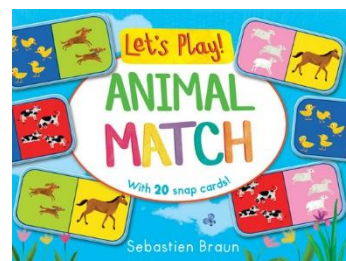


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2 - Number fun

- As you look at the book together again, ask children to practice tracing the number with a finger in the book, in the air, in a tray of sand, on a friend's back. You could then practise tracing the numbers over outlines on paper with a pencil.
- Show some number cards and say the numbers shown. Muddle them up – can children rearrange them in the right order? How many horses were there in the story? How many sheep? etc.
- Model how to play the dominoes game with a partner, as per the instructions on the back of the book. Children can take turns to do this in twos.
- Spread out the domino cards on the table. Take turns to roll a dice. Can children point to a section of one of the dominoes that has that number of animals? (If they roll a six, they can roll again).
- Look at some of the dominoes. Can children count up how many animals altogether on the domino card (e.g. five ducks add four cows = nine animals). Model how to write this as a sum. Practice writing domino sums for other cards.

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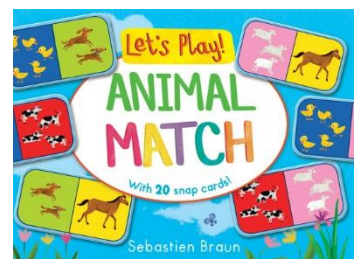




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2 - Number Fun

- Play a game of 'Winner takes all' with the dominoes: two players put all the dominoes face down in a pile in the middle of the table. Both take a card from the top of the pile and turn it over. How many animals on each person's card? Can you find each person's number on the number line? Whose number is bigger? How many do you have to count on to get from the smaller number to the bigger number? The person with the highest number gets to keep both cards. Continue until there are no more cards left. The winner is the person with the most cards.





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3 - Double dominoes

Print out some thumbnail-sized pictures of classroom objects or photos of the children's faces. Encourage them to cut them out, practising how to use scissors and cut accurately, so that they can make their own dominoes: How many are you sticking on this side? How many will you have here? How many altogether?





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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 express their ideas and feelings using full sentences.

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)

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. 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.

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EYFS Early Learning Goals

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

Number (Mathematics)

Children have a deep understanding of number to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5.

Numerical patterns (Mathematics)

Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Creating with materials (Expressive arts and design)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative and expressive (Expressive arts and design)

Children perform songs, rhymes, poems and stories with others.

