

## SSH! WE HAVE A PLAN, written & illustrated by Chris Haughton

### Foundation Stage

Chris Haughton uses a distinctive colour palette in each of his books. In this, his third picture book, he utilises many shades of blue to depict the nocturnal wanderings of four bird hunters.

The attempts of the three fellows at the front to capture the radiantly coloured bird are consistently foiled. And then ... the littlest one at the back takes a different tack, with unexpected results.

The book has a simple repetitive text which children will quickly access for themselves as they enjoy the pictures peopled with Chris Haughton's characteristic and comical angular and wide-eyed figures.

### Overall aims of this teaching sequence

- To think and talk confidently about their response to the book, using prediction, asking questions, making connections with their own experience
- To encourage collaborative narrative play
- To develop sustained story making and storytelling
- To enjoy listening to and using spoken and written language in play and learning
- To use language to imagine and recreate roles and experiences
- To think about the story meanings conveyed in the illustrations
- To explore the story through play, role-play and storytelling
- To write for meaning and purpose in a variety of narrative and non-narrative forms

**This teaching sequence is designed for a Nursery or Reception class.**

#### Overview of this teaching sequence.

All of the Power of Pictures teaching sequences are aimed to develop an appreciation of art and picture books across age ranges. The sequence will have a strong emphasis on spending time exploring and responding to illustrations, drawing and illustrating as part of the writing process and will culminate in a bookmaking activity to exemplify the process of bookmaking and allow children to see themselves as authors. The work done in the sequence could be enhanced by having an author/illustrator work alongside children at some stage of the process.

#### Teaching Approaches

Reading aloud and re-reading  
Responding to illustration  
Book talk  
Role-Play and Drama  
Illustrating character  
Gallery Walk  
Sketching ideas  
Bookmaking

#### Language Outcomes

Shared Journal  
Speech/Thought Bubbles  
Song writing  
Caption Writing  
Own and Class Books

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### Other useful texts and resources

The Power of Pictures website: <https://www.clpe.org.uk/powerofpictures/about-power-pictures>

Other books with similar themes:

- *Rosie's Walk* by Pat Hutchins (Red Fox)
- *Suddenly!* By Colin McNaughton (HarperCollins)
- *Over the Hills and Far Away* compiled by Elizabeth Hammill (Frances Lincoln)
- *Handa's Surprise* by Eileen Browne (Walker)
- *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenbury (Walker)
- *We're Going on a Lion Hunt* by David Axtell (Macmillan)

Other books by Chris Haughton:

- Oh No, George! (Walker)
- A Bit Lost (Walker)
- 
- Hat Monkey – an app downloadable from here:  
<https://itunes.apple.com/app/us/hatmonkey/id904565251>

More about Chris Haughton can be found at his website: <http://www.chrishaughton.com/>

Including information on the making of the book: <http://blog.chrishaughton.com/the-making-of-shh-we-have-a-plan/>

A book trailer is also available on Chris Haughton's website: <http://blog.chrishaughton.com/the-making-of-shh-we-have-a-plan/>

The Picturebook Makers blog gives lots of useful insights into the creative processes of a great number of author illustrators, including Power of Pictures partners Chris Haughton, Benji Davies, Viviane Schwarz, Alexis Deacon and Mini Grey: <http://blog.picturebookmakers.com/>

#### Teaching Approaches

Reading aloud and rereading  
Responding to illustration  
Book talk  
Role Play and Drama  
Visualising

#### Writing Outcomes

Shared Journal  
Speech/Thought Bubbles  
Song writing  
Caption Writing  
Own and Class Books

## Teaching Sessions

### Before beginning this book

- Collect or obtain coloured feathers and scatter in the environment indoors and outdoors for discovery and investigation. Have magnifiers available to aid close observations.
- Plan a trip to a wood, park or other setting that will allow children to explore aspects of the setting in which the story is set. Have paper on clipboards or sketchbooks available for children to illustrate or write about their surroundings and things they see.
- Make a display of books in the classroom that include other books by Chris Haughton and other stories with similar settings or themes.
- Prepare a class-reading journal by sewing or stapling together sugar paper to collect children's responses or examples of their work throughout the unit.
- Depending on the children's prior experiences you may want to make provision for the children spend time looking at, discussing and exploring picture book illustrations and artworks in preparation for exploring this book in depth.
- It is worthwhile exploring artists' and illustrators' use of colour through the children's own exploration of a range of art materials and techniques.
- Discuss how people are depicted and positioned in the artwork. Very young children can be supported in imagining and enacting scenarios and reacting to scenes as a participatory viewer or as an uninvolved onlooker.
- Spend time exploring the behaviour, thoughts and feelings of people or the children's favourite characters in picture books by responding to illustration, and engaging in role-play, freeze-frame and thought tracking.
- By working in role and getting 'under the skin' of the characters, the children can be supported in examining facial expression, body positioning, and gaze. They gain understanding of viewpoint and developing empathy for a range of fictional characters in a variety of situations.
- Provide digital cameras with which the children can record their drama work and through which they can create their own artwork and portraits.

### Responding to illustration

*In the best picture books illustration and text work closely together to create meanings. Children are naturally drawn to the illustrations in picture books and are frequently far more observant than an adult reader. Children's interest in images and their ability to read them can be developed through carefully planned interventions with an emphasis on talk.*

- Have the children walk in to find the feathers. Who do we think they belong to? Scribe children's ideas in speech bubbles to stick into or directly in the shared journal as a record of the talk. Without sharing the front cover of the book, look at the birds on the end papers. Are they all the same or are they different? Talk about the different birds in the pictures, making notes of good examples of descriptive vocabulary. What colours do you think the birds might be?
- In continuous provision, provide opportunities for children to either make a bird using illustration,

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collage or a salt dough bird using powder paint coloured salt dough and a variety of embellishments (googly eyes, coloured matchsticks, pipe cleaners, feathers, sequins.)

- When they are finished ask them to introduce their bird to a friend. What is he like? What does he like to do or eat? Does he make a noise?
- Using digital cameras each child should take a photograph of their own bird and talk about the bird they have created, ideas can be written or scribed on caption strips.

### Illustrating Characters

*Illustrating characters alongside an illustrator or enabling adult gives children a starting point into the process of how to bring characters to life through illustration. Children who are less confident to begin this process can see where starting points are, the shapes that are used to build up characters and how detail such as proportion, facial expression, clothing and props can add layers of understanding about character and emotion.*

#### This session may work best in small groups

- Reveal the image of the bird from the first spread of the book to the children, but keep the title of the book from them.
- Ask the children to respond to the illustration commenting on what they notice.
- Following this, model how to use collage to create an image on a flipchart, or ideally, under a visualiser.
- Then model specifically how to create the character of the bird, using collage materials and techniques, talking through the shapes, sizes and colours you are using for the different parts.
- Give the children collage materials and, creating alongside you, let the children have a few goes at creating the bird until they find a version they are comfortable with.
- When they are finished ask them to introduce their bird to a friend. What are they like? What do they like to do or eat? What kind of call or song does their bird have?
- Then the children could write either a speech bubble to accompany the image, suggesting what the bird might say, or a thought bubble suggesting what it might be thinking, or the children could write a short piece of text imagining what the first lines of the book may be.
- Using digital cameras each child should take a photograph of their own bird and talk about the bird they have created, ideas can be written or scribed on caption strips.
- Display the collages so that the children can talk about them and the way they created it. How did looking closely at this process help them to learn more about the character? How do they feel about the bird?

In continuous provision, you could also provide further opportunities for children to make a bird of their own using collage materials and a variety of embellishments (googly eyes, coloured matchsticks, pipe cleaners, feathers, sequins.) They could also use other materials such as crayons, pastels, paint or an ICT programme. Or they could make a puppet using illustration and lolly sticks or they could make a salt dough bird using powder paint coloured salt dough. The children could compare these different techniques and outcomes commenting on the effect each one creates.

### Small World Play

*Opportunities for small world play that are based on a known story promote talk about the shape of the story. They encourage children to discuss key elements such as character and plot and to make decisions about how they create the setting. As they play, whether as individual or in co-operation with others, they practise their narrative skills and 'try on' the different characters using different voices to bring them to life.*

- Look again at the illustration of the bird on the first spread.
  - Ask the children to think about how we can learn more about this character by making predictions, e.g. where does the bird live? What does the bird do? What is the bird like?
  - Encourage the children to make a home for their own bird using junk modelling or make a story scene background on card, using collage materials.
- Allow time for the children to explore, play and story make with their bird in its home. Speech bubble templates could be used to record children's talk or sentence strips for them to record events

### Responding to illustration

*Children are naturally drawn to the illustrations in a picture books and are frequently far more observant than an adult reader. Children's interest in images and their ability to read them can be developed through carefully planned interventions with an emphasis on talk.*

- Display all the children's birds.
- Ask the children to respond to the different images. Talking about what they notice and giving the children time to share their creations with one another.
- Collect the children's words and phrases that they use to describe the birds, encouraging them to look closely at what they can see. Record these responses in the shared journal or in speech bubble templates.
- Talk about the different ways the children can look after their birds. Link this discussion to the ways in which we can look after real birds. Ask the children: What should we do to treat them well? Are pet birds different from birds in the wild?
- Shared write ideas for a 'looking after wild birds' poster to display in the outdoor area.
- Provide opportunities for children to make things to help the birds e.g. make bird cakes or bird feeders, make a feeding platform or bird house as a shared project in the woodwork area, provide nesting materials. There are some lovely ideas in the book *The Wild City Book* by Jo Schofield and Fiona Danks (published by Frances Lincoln)
- Explore fact cards about birds such as those on the RSPB Early Birds web pages:  
<https://www.rspb.org.uk/discoverandenjoynature/families/children/learn/earlyyears/birds/index.aspx>
- Usborne Nature Spotters: Birds cards; the Blue Tit example on the website provides a good model.  
<http://www.usborne.com/catalogue/book/1~NH~NB~4241/birds-nature-cards.aspx>
- Talk about the bird in the book. How could we make a fact card for the bird? What do we think the bird's name is? Explore the fact that the birds have scientific names like Greenfinch and Blue Tit rather than human names like Sarah or Jayden.

- With the children share writing a fact card, naming and labelling the bird in the book with its features. Encourage the children to use descriptive vocabulary to expand phrases. On the back compose sentences about the bird, using clues from the illustrations to help think of ideas.
- Encourage the children to make their own cards for the birds they have made.

### Shared Writing

*Shared writing is one of the most important ways a teacher can show children how writing works and what it's like to be a writer.*

- Focus on the illustrations of the birds throughout the story, without the text.
- Collect children's words to describe the birds, encouraging them to look closely at what they can see in the pictures. What do they look like? What do they do?
- Scribe their words and record on caption strips.
- Arrange the children's words to form and write a group poem about the birds.

You could read something like 'Starlings' from *A First Book of Nature* by Nicola Davies, illustrated by Mark Hearld (Walker Books) as a stimulus.

E.g.

Colourful birds all together,  
Pink, Green, Blue and Purple,  
Wings flapping,  
Flying in the air,  
Eating crumbs from your hand,  
We love the birds,  
They are our friends!

- Children can then go on to record or scribe their own poem about the bird they have created.

### Booktalk

*Discussion about books forms the foundations for working with books. Children need frequent, regular and sustained opportunities to talk together about the books that they are reading as a whole class. The more experience they have of talking together like this the better they get at making explicit the meaning that a text holds for them.*

- Share the title page illustration with the children. What can they see? Where is this? Who do we think these people are?
- Capture words and phrases around a copy of the illustration. Explain and extend vocabulary where appropriate.
- Talk about the title of the book: *Shh! We Have a Plan*. Ask the children their thoughts about this title. Draw out responses through questions such as: What might their plan be? Do you think these things are good or bad ideas? Why? Can the children link this learning back to the work that they have completed on the character of the bird?

- Share the children's responses in the shared journal, using the time to reflect on choices and whether things they think of are always good ideas.

### Creating Characters

*Drawing or creating characters focuses attention on them: how they look; what they say; how they behave. To build their ideas of what a character is like, children have to refer to the text. They can also be encouraged to draw on the language of the text in making annotations around the drawings.*

In this session you will repeat the same process you carried out to create the collage of the bird character, but this time to create the bird catchers.

- Look at the image of the bird catchers on the first spread of the book. Ask the children to compare this image to the image they looked at before (the title page).
- What do they think of these characters? Have their opinions changed? What do they notice about their clothes? Their size? Their facial expressions? Draw attention to the characters' body positioning and gaze.
- Draw attention to the colours used and compare this to the colours of the bird.
- Once the children have had time to explore the illustration use the video of Chris Haughton modelling how to create the collage of the bird catchers to show the children how they can learn to create these characters. Video available on the Power of Pictures website:  
<https://www.clpe.org.uk/powerofpictures/authors-and-illustrators/chris-haughton>
- Create a collage alongside Chris Haughton and show the children what you are doing.
- Model how to create the characters of the bird catchers, talking through the shapes, sizes and colours you are using on a flipchart, or ideally, under a visualiser.
- Give the children collage materials and, creating alongside you, let the children have a few goes at creating the different characters until they find versions they are comfortable with.
- Once the children have completed their collages they could write either a speech bubble to accompany the image, suggesting what the bird catchers might say, or a thought bubble suggesting what they might be thinking, or the children could write a short piece of text imagining what the first lines of the book may be.
- Display the collages so that the children can talk about them and the way they created it. How did looking closely at this process help them to learn more about the characters? How do they feel about the bird catchers now?
- Record 'plan' ideas around the collages referring back to the children's ideas in the previous session, mark making and scribing on post-it notes around the collages.

### Role on the Wall

*Role on the wall is a technique that uses a displayed outline of the character to record feelings (inside the outline) and outward appearances (outside the outline) at various stopping points across the story. Using a different colour at each of the stopping points allows you to track changes in the character's emotional journey.*

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- Using the images of the bird catchers that you created yesterday ask the children to tell you more about what they think of these characters.
- Following discussion, scribe what the children know about the bird catchers' outward appearances and behaviour on the outside of the picture and what they think their personalities could be like or what they might be feeling or thinking on the inside.
- Ask children to predict where they might be, based on the clues around them. Does it remind them of anywhere they have seen before or know about?
- Incorporate the discussion that the children had previously looking at the first illustration on the title page, what were they able to discern about their characters from this response to illustration?
- Display the roles on the wall on the working wall to refer back to and revisit later as the events of the story unfold.

### Role-Play

*Role-play and drama provide immediate routes into the world of a story and allow children to explore texts actively. Through role-play and drama, children are encouraged to experiment with the 'what if?' of plot and make it their own. Role-play is a particularly effective way for children to inhabit a fictional world, imagining what the world of the story would be like, and illuminating it with their own experience. It enables children to put themselves into particular characters' shoes and imagine how things would look from that point of view. Through drama and role-play children can imagine characters' body language, behaviour and tones of voice in ways that they can draw on later when they write.*

- Read up to 'Look! Up there'. Have the image that accompanies this text enlarged so that the children can see it, for example on A3 paper or preferably on an IWB.
- Ask the children to get into small groups and to freeze-frame this scene. Freeze-frames are still images or tableaux.
- Once the children have frozen in position, ask them to verbalise what the characters might be thinking or saying. You can go around tapping different children on the shoulder as they are frozen, letting them take turns to verbalise their character's thoughts.
- After the children have spent time considering the thoughts of the characters, ask the children to come back together and to think about how the bird catchers might catch the bird this time.
- Record the children's ideas in the shared journal.
- In continuous provision encourage the children to use drawings, self-chosen construction materials or junk modelling to think of ways the bird catchers could catch the bird.
- Take photographs and record the children's spoken ideas. Provide labels and sentences strips for children to record ideas and label constructions.
- The children may also enjoy re-enacting or role playing a chosen plan with props, then photographing and writing a caption for their scene.



### Booktalk

*Booktalk is supportive to all readers and writers, but it is especially empowering for children who find literacy difficult. It helps the class as a whole to reach shared understandings and move towards a more dispassionate and informed debate of ideas and issues.*

- Re-read the first part of the story, encouraging the children to join in with repetitive words and phrases to embed the story. Stop at 'GO!' where the bird catchers fall into the water.
- Ask the children what they notice about the story; what keeps happening each time they try to catch the bird? Why do they think they keep missing the bird? Can they predict what might happen next?
- Through shared writing the children could write the next part of the book alongside each other. Begin by asking the children to think of another place the bird might fly to. For example, onto a fence.
- Then ask the children how the hunters might move towards the bird, imitating the style of the book e.g. creeping slowly, creeping slowly.
- Then ask the children what might happen to prevent them catching the bird; they have already crashed into each other, fallen out of a tree and fallen into a pond. Ask the children to think about what might happen next.
- Encourage the children to act out the different scenarios depicted in the books so far, culminating in their new scenario that they have written together. Encourage the children to use the language of the text and to consider how the different characters would move, their facial expressions and voices.
- At this point you may wish to explore examples of visual and slapstick comedy, including those that inspired Chris Haughton, such as:
  - Laurel and Hardy: Washing Up <https://www.youtube.com/watch?v=4RiMowescpc>
  - Buster Keaton: Elevator Chase: <https://www.youtube.com/watch?v=JzYZj0i3Og>
  - Tom and Jerry: Puss gets the Boot 1<sup>st</sup> Episode: <https://www.youtube.com/watch?v=JddT2ZC9K1o>
- Return to the role-play the children have just completed and encourage them to enact the same scenes again, this time taking cues from what they have seen in the film clips. You may want to add some music to accompany the scenes.
- Following this session, return to the roles on the wall created earlier and add the children's thoughts about the characters now that they have explored some of the text. Use a different colour to highlight the difference between their initial impressions and the impressions they have now they have read some of the book.

### Re-enactment through play and Role-Play

*Exploring narrative through a range of play-based experiences helps children to step into the world of the picture book and to explore it more completely. This is important throughout the primary school years.*

- Read until ‘hello birdy would you like some bread?’ and explore the double-page spread after where the small bird catcher is surrounded by three birds. Compare this to what the children predicted would happen. Were their predictions similar to the text? Why? Why not? Was this part of the text a surprise? Why has the pattern of the text changed?
- Ask the children to look back at the book with you and consider how the small bird catcher is different from the bigger hunters.
- Allow the children the chance to enact the book so far, but this time focusing on the difference between the small catcher and the larger catchers. What do the children notice about the position of this character compared to the others, what do they notice about what he says in the story?
- Return to roles on the wall and add new thoughts and ideas about the characters including new feelings about the smaller catcher.
- Read on in the text but stop at ‘look!’ Ask the children to predict what will happen next.
- Ask the children to imagine what they are looking at. Ask the children to share their ideas and discuss them with one another, valuing each child’s contribution.
- Once the children have an idea, ask them to working small groups to freeze-frame or role-play their idea, showing each other and commenting on what they have imagined. Ask the children to consider if the men will catch the birds and what funny things might happen to them.
- Ask the children to create their own next page for the books using either collage or drawing materials based on their role-play.

### Gallery walk

*A gallery walk allows children to walk the story of a picture book. The illustration spreads without text are displayed in sequence around the classroom or larger hall space and the children walk individually or in groups around the room building their own picture of the narrative through the illustration. Children can discuss their different interpretations of the story by discussing the images, working out what is happening and possible motivations of the characters. They can also empathise with different characters and situations by drawing on personal experiences.*

- Display enlarged copies of the next four illustrated spreads without revealing the accompanying text.
- Ask the children to walk around the different images responding to what they notice in each of the pictures.
- Ask the children questions to draw out their responses such as *what is happening in each scene? What makes you think that? Is this similar to what you created?*
- Draw the children’s attention to the character’s facial expressions as the events unfold.
- Ask the children what words may be accompanying the illustrations. Scribe some of their responses.
- Look again at what messages the illustrator is giving us through the illustrations as well as re-reading their text aloud to check that the children are happy with their decisions.
- After this, read the actual text to the children and compare and contrast this with their own ideas.

### Booktalk

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- Re-read aloud the whole book.
- Ask the children if they were they surprised by the ending of the story. Do they think the hunters should have learned a lesson?
- Talk with children about what they like or don't like about the story, about any questions that they have or anything that the story makes them think about.
- Ask them to say which part of the book stays in their minds most vividly.
- What will they tell their friends about this book?
- Make a wall display in the style of the text where children could draw, paint or collage their own birds and catchers to add to the scene.
- Capture the children's thoughts about the book to add to the display on thought bubbles.

### Revisiting and retelling

*Opportunities for re-reading a book that they have previously listened to, or read for themselves, helps all children to engage more deeply with it. Reading and re-reading known texts is important for all readers, but particularly so for less experienced readers or those for whom English is an additional language. Re-reading helps to make the text more familiar and enables children to read it more confidently, fluently and with greater attention to the meaning.*

- Read the whole story on several occasions, enabling the children to become familiar with the sequence of events as they unfold in the story.
- Prepare magnetic story props of the characters and settings to enable oral storytelling and revisiting.
- Provide extra copies of the book, alongside the props to support the children's retelling and early attempts at reading. The children will be able to draw on key words and phrases to help sequence the story and on the illustrations to add detail to their retelling of the story.
- Play the video of Chris Haughton reading the story aloud. This is available on the Power of Pictures website: <https://www.clpe.org.uk/powerofpictures/books-and-teaching-sequences>
- Ask the children what it felt like to hear the author reading the book.

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### Story maps

*Making a story map is a way of retelling the story. It is a graphic means of breaking a story down into episodes and sequencing its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently so they can re-tell it orally or in writing. Children can also make story maps as a form of planning, to prepare for their own writing.*

- Create a shared story map to recall the journey of the story. Where did the hunters track the bird to? What happened when they tried to catch it?
- Focus on children recalling and using descriptive language to describe the different settings in the journey and how the hunters tried and failed to catch the bird.
- Use the storymap to retell the story orally, using the patterns of language from the text.
- Have story props available again for children to re-enact the story using their storymap as a stimulus this time.

### Sketching ideas

*When planning and developing ideas for picturebook narratives, children may wish to approach the process in different ways and should be supported to do so. Some children, like some authors, may think of the words in writing first and then the images that will accompany them. Others may think of the pictures first before composing accompanying text and others will work with a combination of the two.*

- Look back at the last two pages of the book: 'LOOK! A squirrel' and 'SHH! we have a plan'.
- Talk to the children about what they think will happen when the hunters climb the tree.
- Ask the children where the squirrel might run to next? Get children to suggest their own ideas about what will happen when the hunters try to catch the squirrel.

- Model drawing pictures and suggest text, following the patterns and language of the story.

### **Making a Picture Book**

*Publishing their work for an audience helps children to write more purposefully. Bookmaking provides a motivating context within which children can bring together their developing understanding of what written language is like; making written language meaningful as they construct their own texts. The decisions that all writers have to take and the processes of redrafting, editing and punctuation can be demonstrated and discussed as teachers and children write together in shared writing.*

- Give the children an opportunity to draw their own scenarios suggested in the previous session.
- Give the children opportunity to recreate these drawings in collage, using the techniques taught to them previously. Ensure the children have thought of how the men are going to try to catch the squirrel, encourage them to think of a new way to try to catch the squirrel and support children to imitate the cause and effect pattern of the original book.
- Chris Haughton has designed a prompt for children to use to devise their own plan for catching the squirrel, which you may want to use to support some children. Alternatively you may want to use this image to support all the children's thinking and planning at this stage:  
<http://www.chrishaughton.com/downloads>
- Following shared writing to demonstrate, children can be supported in adding text to their illustrations, drawing on some of the memorable words and phrases in the book.
- Make these into a class book as a sequel to *Shh! We have a plan*.
- Children could also role-play their ideas and use photographs of their play to put into the book.
- Ensure time is made to read the children's own story when it is complete and for it to be available in the book corner for the children to read and explore themselves.

For instructions on how to make individual books please see the Power of Pictures website:

<https://www.clpe.org.uk/powerofpictures/creative-approaches>

### **Other ideas to use across the curriculum:**

#### **Understanding the World:**

**This book is perfect for exploring birds and their habitats. You may want to:**

- Look at different birds, their names, e.g. owl, blue tit, sparrow and where they live. Why do they live there?
- Visit a local park, wood or forest. What is it like there? What can you see? Hear? Smell? How does it make you feel to be there? Go birdwatching. What birds can you see? What do they look like? What colours are they? How do they move / behave? Can you draw them?
- Look at how we can care for the birds as winter approaches; make a bird cake or simple bird feeder with the children to put in the outdoor area:
- <http://www.rspb.org.uk/discoverandenjoynature/families/children/makeanddo/activities/birdcake>

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- <http://www.rspb.org.uk/discoverandenjoynature/families/children/makeanddo/activities/birdfeeder.aspx>

Encourage the children to observe the feeders for birds, and photograph or record in a tally chart how many birds visit the feeder.

### Expressive Arts and Design:

You may want to plan a trip to an art gallery to support this learning:

- The National Gallery has a range of online resources and programmes that allow young children to investigate paintings and engage in themes and characterisation interactively: <http://www.nationalgallery.org.uk/whats-on/sessions-for-under-5s/>
- The Tate Gallery has a useful online glossary: <http://www.tate.org.uk/learn/online-resources/glossary>
- The BBC has a range of videos which could support this learning: <http://www.bbc.co.uk/education/subjects/zn3rkqt> Use a variety of media and techniques to represent and make own birds and squirrels.
- Make masks to re-enact the story.
- Create a forest in the indoor / outdoor role play area; provide nets and other props for re-enactments.
- Make footprints with feet or wellies in paint, use small world animals in paint to make tracks and compare them. Look at ways to collect real animal tracks.
- Nest building.

### Physical Development:

- Use large and small equipment to explore journeys and travelling. Work out ways of travelling on equipment or around a space, using the verbs from the story, *tip-toe*, *climbing*, *paddling*, changing speeds to explore how to move slowly and quickly. Get children to suggest different verbs that express ways of moving, extending and enriching vocabulary where necessary, e.g. *walking* to *creeping*. Look at how the change of word affects the way of moving.
- Work on hand-eye co-ordination and gross/fine motor skills using nets for fishing in the water area or airborne objects such as floating butterflies, feathers, balloons or ball pit balls. What can you catch in a net?

### Mathematical Development:

- Use opportunities to count to 3, 5, 10 and beyond, consolidating concept of number by counting steps as they count. Count the three clowns, and three nets. Look at how to add one more with the smaller clown. Explore one more, one less using the birds, there are 5 birds, one more comes, how many now? Move on to simple and more complex addition and subtraction, e.g. 2 fly away, how many now? Could extend to doubling and halving.
- Using tally charts record numbers of birds spotted in the outdoor area or park.
- Counting in 2's using birds' wings or feet.

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- Explore and investigate how to categorise birds by size, shape, colour.
- Explore and investigate directional and positional language, e.g. up in the tree, over the river, behind the others, down the hill.