

WEEKLY PLAN

Term: 2 **Theme: Animals**
Date: January 5 – 9, 2017

Age Group: 2 Years

<p>Concepts: Big and small, same and different, long and short, fast and slow, loud and soft Animals have different colours. Animals move in different ways and make different sounds.</p>		<p>Developmental Objectives: Wellness: Improve in gross motor coordination, e.g. walk on tip toes and jump on/off and run around objects. Communication: Use simple sentences, e.g. I have a dog. Valuing Culture: Enjoy make-believe play with animal puppets. Intellectual Empowerment: Discriminate between at least two different animals, sounds, sizes, colours of animals. Respect for Self, Others and the Environment: Develop awareness of different ways of expressing feelings, by stating likes or dislikes. Resilience: Make choices between two things or options</p>			
ACTIVITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Arrival/Free-play</p>	<p>General Items: Puzzles, blocks, play-dough, books, manipulatives, crayons, paper, markers, etc</p> <p>Themed Items:</p> <ul style="list-style-type: none"> • Animal masks, puppets, cut-outs, cards, stuffed toys • Picture books 	<p>General Items: Puzzles, blocks, play-dough, books, manipulatives, crayons, paper, markers, etc</p> <p>Themed Items:</p> <ul style="list-style-type: none"> • Animal masks, puppets, cut-outs, cards, stuffed toys • Picture books relevant to animals • Animal lacing 			

	<p>relevant to animals</p> <ul style="list-style-type: none"> • Animal lacing cards <p>Texture box with feathers, hair, fur etc.</p>	<p>cards</p> <p>Texture box with feathers, hair, fur etc.</p>			
Devotion	<p>Song, “If I were a Butterfly”</p> <ul style="list-style-type: none"> • Simple Prayer 	<p>Song, “If I were a Butterfly”</p> <ul style="list-style-type: none"> • Simple Prayer 			
Circle time (whole group)	<p>Activity:</p> <p>The ECP will display pictures on flannel board and have a discussion on the different animals presented focussing on big and small animals.</p>	<p>Activity:</p> <p>The ECP will display pictures on flannel board and have a discussion on the different animals presented focussing on same and different.</p>			
Whole Group	<p>Children and practitioner will sort and count big and small animals</p>	<p>Children and practitioner will sort same and different animals</p>			
Creative	<p>Children and</p>	<p>Children will decorate</p>			

<p>Activity</p>	<p>Practitioner will make big and small animals from play dough.</p>	<p>animal puppets using crayons, paint and glitter. Teacher will use the puppets to reinforce same and different. e.g teacher will ask three children to stand, two having the same colour puppet and one that is different etc</p>			
<p>Outdoor play (whole group)</p>	<p>Children and Practitioner will play a game where they pretend to be big/ small animals e.g, as big as an elephant or as small as a mouse. Students will stretch on tip toes and crouch to get small</p>	<p>Children and practitioner will play the ring game ‘If you have a dog (cat, cow, goat etc.) skip around sung to the tune of ‘Those who born in January skip around’ Teacher will place animal stickers in the circle and have children jump on the sticker for the animal they have.</p>			
<p>Story time (whole group)</p>	<p>Book: Clifford the Big Red Dog Author: Norman Bridwell</p>	<p>Book: Noah’s Ark Author: Lucy Cousins</p>			

Daily Activity Plan (Twos)

Date: January 2017

Tuesday

Age: Two years

Theme: Animals

Sub-theme: Some animals are the same and some are different

Circle Time

Topic/Activity Title: Same and Different

Duration: 15 Minutes

Objectives: By the end of the activity, children should be able to:

- **Identify animals that are the same and those that are different.**
- **Repeat sentences about same and different spoken by practitioner**

Skills: Discriminating between same and different

Materials & Resources: Animal cut outs/ animal matching cards/ flannel board

Procedure

Introductory Activity: Children and practitioner will play the Ring game “ Farmer in the Dell”

Steps/Development

- 1. The children will be seated in a circle/semi-circle**
- 2. The children will each be given an animal cut-out to find one that is the same on the flannel board.**
- 3. The children will be encouraged to hold up both animals, the teacher will ask ‘are these the same?’ and children will respond ‘yes they are the same’ or ‘no they are different’**

Assessment: Students will select two animals that are the same/ two that are different and place on flannel board.

Reflection:

Whole Group

Duration: 15 minutes

Topic/ Activity Title: Sorting animals

Objectives: By the end of the activity, children should be able to:

- Organise animals into the categories of same and different.
- **Differentiate from a group of animals the ones that are different**
- **Count five animals**
- **Choose a sticker of an animal they like.**

Skills: Expressing likes and dislikes

Materials & Resources: plastic animals/ containers, stickers flannel board

Procedure

Introductory Activity: Students and teacher will do action poem ‘The Elephant’

Development/Steps:

1. **Practitioner will place plastic animals in 3 containers.**
2. **The children will be asked to count the animals in each container as the practitioner takes them out.**

3. **Children will identify the one animal that is different from among the animals. (Container will have four plastic ducks and one plastic goat) or four red hens and one white one.**
4. **Children will be rewarded with an animal sticker of their choice.**
5. **Practitioner will make different animal sounds and children will respond according to their sticker by coming to the front of the class.**
6. **Children will sort animals that are same and different from plastic animals in container and encouraged to make sentences with practitioners assistance .**

Assessment: Children will find other children with the same animal stickers and form a circle.

Reflection:

Creative Activity

Duration: 15 minutes

Topic/ Activity Title: Animal Puppets

Objectives: By the end of the lesson, children should be able to:

- Decorate puppets using glitter, paint and crayons
- Express how they feel about their puppets (I like my puppet because ...)

Skills: Expression of their likes

Materials & Resources: Crayons, paint, juice boxes, newsprint, paintbrushes, glitter, glue, eyes, cartridge paper. paper scissors

Procedure

Introductory Activity: Show and Tell

Developmental Steps:

1. Students and practitioners will cut juice boxes in half
2. Students and practitioner will cover the boxes with newsprint
3. Students will be encouraged to decorate their puppets using glitter, paints/crayons
4. Practitioner will demonstrate to students how to use the puppet and state why he/she likes his/her puppet -("I like my puppet because...")

Assessment: Teacher will ask children to state why they like their puppets (“**I like my puppet because...**”)

Reflection:

Story Time

Duration: 10 minutes

Story Title: Noah’s Ark

Objectives: By the end of the activity children should be able to:

- Identify two animals that are the same /different

Skills: Listen attentively

Materials & Resources: Story book – Noah’s Ark, animals on a flannel board

Procedure

Introductory Activity: Children and teacher will sing song “Noah’s Ark”

Development/ Steps:

- 1. Children and practitioner will sit on the mat and the practitioner will read the story to them.**

- 2. Practitioner will ask the students to identify and pair animals on the flannel board that are the same and identify animals that are different.**

Assessment:Children will be questioned on the storys

Reflection:

Parent Involvement:

Paste two animals that are the same and two that are different in their scrapbook.

CONTENT PAGE
(Summary of content, words of song, poem, etc)

Different animals make different sound, as well as look different. Students will be asked to discriminate between same and different.

Appendix

The Elephant

The elephant goes like this and that,

(hold hands out wide and rock from side to side)

He's terribly big and terribly fat

(use hands to demonstrate big and fat)

He has no fingers, he has no toes.

But goodness gracious, What a Nose!

(place emphasis on 'what a nose')

Story Time Song

Story Time (tune of mi no drink coffee tea mango time)

Story time, story time, story time,

Story time, story time, story time,

When my teacher begins to read,

I don't want to talk at all

I want to hear, I want to hear,

It's story time

Rise and Shine (Arky Arky)

The Lord said to Noah: there's gonna be a flood, flood

The Lord said to Noah: there's gonna be a flood, flood

Get those children out of the muddy, muddy, children of the
Lord

So, rise and shine, and give God the glory, glory

Rise and shine, and give God the glory, glory

Rise and shine, and give God the glory, glory

Children of the Lord

The Lord told Noah to build him an arky, arky

The Lord told Noah to build him an arky, arky

Build it out of gopher barky, barky, children of the Lord

So, rise and shine, and give God the glory, glory
Rise and shine, and give God the glory, glory
Rise and shine, and give God the glory, glory
Children of the Lord

The animals, they came in, they came in by twosie, twosies
The animals, they came in, they came in by twosie, twosies
Elephants and kangaroosie, roosies, children of the Lord

So, rise and shine, and give God the glory, glory
Rise and shine, and give God the glory, glory
Rise and shine, and give God the glory, glory
Children of the Lord

Daily Activity Plan (Twos)

Date: January 2017

Age: Two year old

Theme: Animals

Sub-theme:

Circle Time

Topic/Activity Title: Big and small animals

Duration:

Objectives: By the end of the activity, children should be able to:

Skills:

Materials & Resources: Pictures of animals, flannel board

Procedure

Introductory Activity:

The ECP will display pictures on flannel board and have a discussion on the different animals presented focussing on big and small animals.

Developmental Steps:

- 1. the students will be instructed to remove the animals that are randomly placed on the flannel board and place them in two sets (big and small).**
- 2. the teacher will ask the students to check to ensure the animals are correctly placed.**
- 3. the teacher will ask the students to finish the following sentences: the elephant is _____ , the cat is _____**

Assessment: students will be given an activity sheet to colour the big animal red and the small one green

Reflection:

Whole Group: Children and practitioner will sort big and small animals

Duration: 15 minutes

Topic/ Activity Title: Sorting BIG and small

Objectives: By the end of the activity, children should be able to distinguish between big and small

Skills:

Materials & Resources: animals from the learning centre

Procedure

Introductory Activity: Children and practitioner will sort big and small animals

Developmental Steps:

- 1. the students will remove the animals from the learning centre and sort into big and little.**
- 2. the big animals will be placed in one box and the small animals will be placed in another**
- 3. the boys will select an animal from the small animal box and say its name and its size. the girls will select from the animals in the large box and say its name and its size (the lizard is small)**

Assessment: teacher will randomly point to animals on a chart and students will say big or small to describe it.

Reflection:

Creative Activity

Duration:

Topic/ Activity Title: Making animals

Objectives: By the end of the lesson, children should be able to: make one big animal and a small one

Skills:

Materials & Resources: play dough

Procedure

Introductory Activity: Children and Practitioner will make animals from play dough

Developmental Steps:

- 1. teacher will give students play dough to make large and small animals**
- 2. teacher will give students more playdough to make large models and less to make small models**

Assessment: teacher will ask students to show the big or small animal that they make.

Reflection:

Story Time

Duration: 10 minutes

Story Title: Clifford The Big Red Dog

Objectives: By the end of the lesson, children should be able to identify at least two large animals and two small animals in the story

Skills:

Materials & Resources: Story book – Clifford The Big Red Dog

Procedure

Introductory Activity: teacher will transition into story time with the storytime song

Developmental Steps:

1. teacher will arrange the students on the mat and sit on the mat with the students and share the story with them.

2. teacher will ask the students which animals are big or small throughout the story.

Assessment: Ask students to name the animals in the story

Reflection:

Parent Involvement:

Paste two large animals and two small animals in their scrapbook.

CONTENT PAGE

(Summary of content, words of song, poem, etc)