

The First Hippo on the Moon

Early Years Foundation Stage

Education Pack

PSED

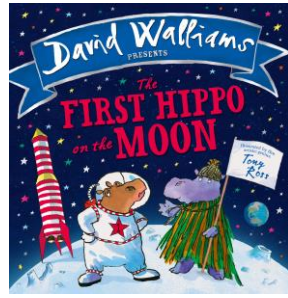
Managing feelings and behaviour: Children can talk about how they themselves and how others show feelings. They can talk about their own behaviour and the behaviour of others'. They can determine the consequences and know that some behaviour is unacceptable. They can work as part of a group or class and understand how to follow the rules.

Circle Time Activity

In the play, Sheila relies heavily on her friends and they support her very well. In circle time, the children could be asked to think about what a good friend is. They might be able to get up and give a sticker to someone else in the circle for being a good friend.

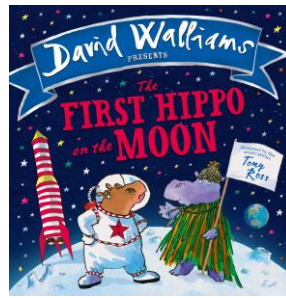
More confident children could be asked to tell everyone what qualities make a good friend. Less confident children could choose a card from the selection of facial expressions. Looking at the pictures, they could choose who they think might make a good friend. This way, the practitioner is able to model the type of language they could use to describe these facial expressions and how they make us feel.

The children could then 'pass an emotion' around the circle. One person starts with a smile/hug/thumbs up and each child in turn repeats it and sends it around the whole group, including the adults. Can anyone articulate how this feels?



Images for Circle Activity





PHYSICAL DEVELOPMENT: Moving and handling

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, negotiating space.

COMMUNICATION AND LANGUAGE: Understanding

Children can follow instructions involving several ideas or actions. They can answer 'how' and 'why' questions about their experiences and in response to stories or events.

LARGE-SPACE WARM-UP – Activity 1

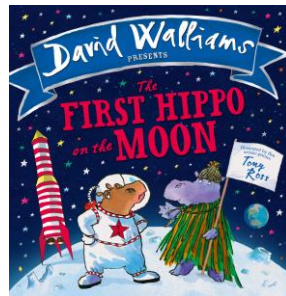
Children can play a game where they are asked to run to a picture of one of the animals as the teacher calls them out; similar to a 'four-corner' game.

LARGE-SPACE WARM-UP – Activity 2

Children play 'Follow My Leader'. They choose a movement for their group/partner to follow. This will need modelling.

Main Activity

The teacher models how each of the animals might move: Sheila is heavy and quite slow. Silver Bob is big but can be very fast, even with knuckles dragging on the floor. Keith the giraffe will have a lumbering gait – how will they show the long neck? Ostriches can build up a lot of speed, which is tricky when combined with a bird's head movements! The porcupines scuttle. Choose as many characters as appropriate for the group or class. Children can begin by copying the movements. It may be appropriate to divide them into different groups of animals and to start putting some movements to music.



Cool Down Activity

The children can pretend to be each of the animals going to sleep. How would they lie down? How would they stretch themselves out? Who can move the slowest?

EXPRESSIVE ARTS AND DESIGN: BEING IMAGINATIVE

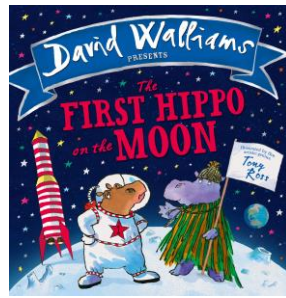
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

EXPRESSIVE ARTS AND DESIGN: EXPLORING AND USING MEDIA AND MATERIALS

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

TABLE ACTIVITIES

1. The children could make rockets from a variety of materials. They could be encouraged to design and make their own, or to try and make one like Sheila's.
2. They could make puppet animals very simply by gluing pictures of the animals on to lolly sticks. These would be great in role play, especially in a puppet theatre where they could re-enact some of the story.
3. Using cardboard boxes, the children could make their own TV sets and use their puppets to role play the type of news broadcasts that feature in the story.
4. The children could make their own moons, using papier-mâché over balloons. Once dried, these could be painted and hung or used in role play.
5. Small 'sets' could be created using natural materials. A jungle in a box using leaves and materials collected outdoors could be very effective.
6. Make plasticine animals from the story. Their habitats could also be created.



UNDERSTANDING OF THE WORLD

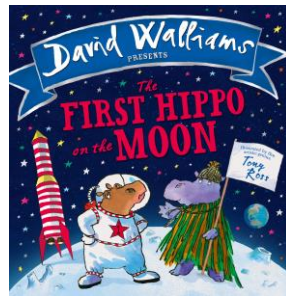
The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how other environments may vary from one another. They can make observations about animals and plants then explain why some things occur and talk about these changes.

ACTIVITIES BASED ON THE JUNGLE

1. Role play with jungle animals.
2. Place pictures of a variety of animals on a world map, including: hippos, giraffes, gorillas, porcupines and ostriches.
3. Find out about jungle plants and animals – possibly using the Internet.
4. Talk about camouflage and find some examples. Children could guess the animal using some pictures of animal patterned skin

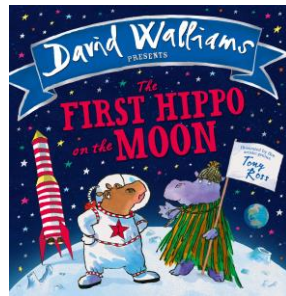
ACTIVITIES BASED ON SPACE

1. Find out some space facts to impress your friends by using books, pictures or the Internet.
2. Look at pictures of the planets in the solar system.
3. Try out the attached experiment making rockets with high pressure water.
4. Making a list of items you would need if you went into space.



PICTURES OF ANIMAL PATTERNS FOR UNDERSTANDING OF THE WORLD (JUNGLE ACTIVITY)





ROCKET EXPERIMENT FOR UNDERSTANDING OF THE WORLD (SPACE)

These notes accompany the hands-on video guide and detailed explanation and safety tips at:

bbc.co.uk/bang/handson

Safety: Adult supervision required. Please do this experiment outside in an open space.

Equipment:

- A 2 litre plastic bottle
- A wine cork that fits snugly into bottle spout
- A valve from a bicycle inner tube – the longer the valve, the better
- A hand or foot pump that fits the valve
- Something that can hold the bottleneck down at an angle to the ground – a garden fork works well
- Tap water

WHAT:

Decorate your rocket with fins or try different-shaped bottles or varying amounts of water to see if it can make your rocket fly further.

TIP:

WHY:

This is how your rocket works: the water in the bottle is forced downwards and the rocket therefore flies up into the air.

HOW:

Make a hole through the cork and push the valve through. It should fit snugly and go all the way through.

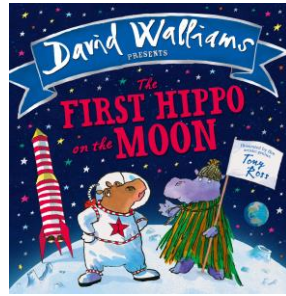
Prepare your 'launchpad'. One good method is to plant a garden fork at a low level in the ground supporting the bottleneck through the handle.

Fill the bottle approx 1/4 full of water. Seal the bottle with the cork and valve.

Check surrounding area is clear. Place bottle into 'launchpad' neck down.

Attach valve to pump and begin to pump gently and steadily. Keep pumping until the cork pops and your bottle rocket takes flight!

Isaac Newton's laws of motion are anything but dry old physics when you can soak your friends launching these rockets.



MATHEMATICS: NUMBERS

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

TABLE ACTIVITY I

Doubling numbers: Remind the children of the method the animals used to gather the fuel for Sheila's rocket. They used...Poo! Tell them the story that each animal brought along two poos. Can the children work out what would happen if two animals came along? Three animals? How far can they go?

The children will need a range of resources: Numicon, cubes, dots.....
Here is one idea of recording:



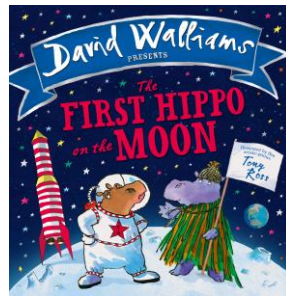


TABLE ACTIVITY 2

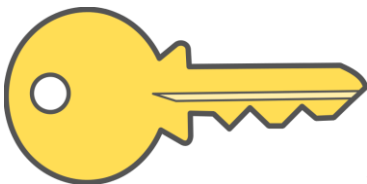
Understanding numerals and counting reliably: when Sheila travels into space, she needs to pack a bag. Show the children the items and the numeral for the number she needs. You will need to have a collection of each item in order that the children are able to count out the correct number. Skills of estimation and checking will also come into play here.



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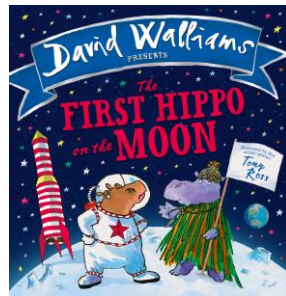
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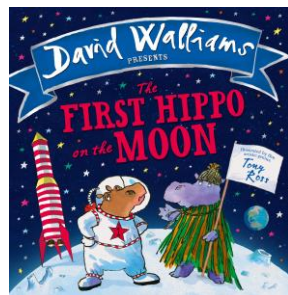
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LITERACY: WRITING

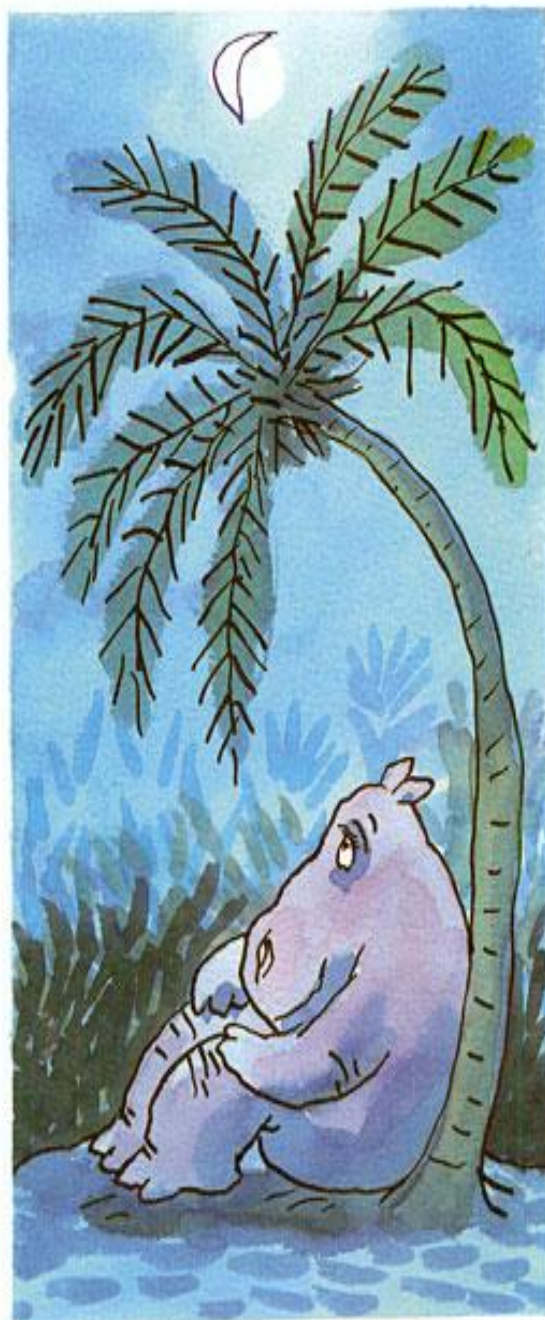
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

POSSIBLE WRITING IDEAS:

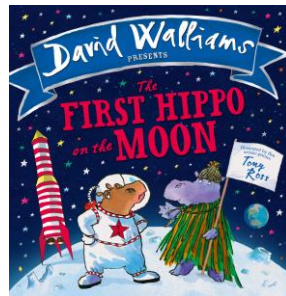
1. Writing a list of items for Sheila to pack in her backpack for her journey to space. The teacher could model this with a real backpack, containing some useful items and some that are irrelevant.
2. Sequence events, possibly using the puppets, into a re-telling of the story.
3. Make a group diary of Sheila's expedition through the jungle to find Silver Bob. Each child could contribute a picture with a caption. This could follow some role play of walking through the jungle in character, perhaps with sound effects or a feely bag with different types of leaves.
4. Use the attached picture of the two hippos to role play/discuss what they might be thinking. Either the adult or the child could have a go at writing in the thought bubble.



This is the tale of two hippos. Two hippos with one dream.



To be the very **First Hippo** on the **Moon**.



KEY STAGE I

SCIENCE: LIVING THINGS AND THEIR HABITATS/ANIMALS, INCLUDING HUMANS

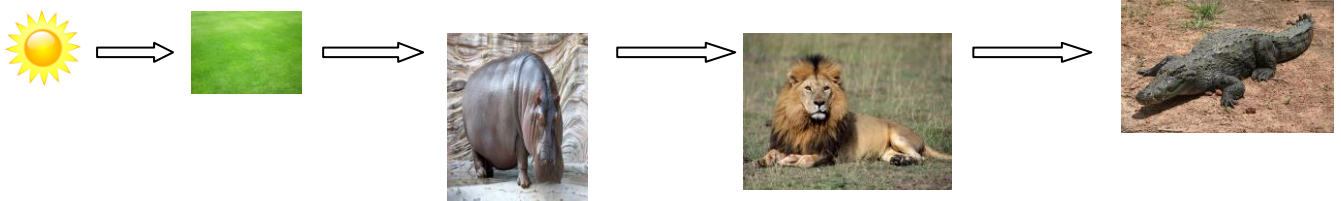
- Identifying that most living things live in habitats to which they are suited and how the animals and plants within the habitat depend on each other
 - Describing how animals obtain their food....using the idea of simple food chains
- (Cross-curricular link to Computing: using technology purposefully to retrieve digital content)

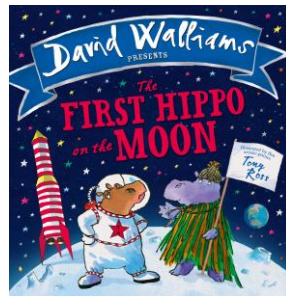
ACTIVITY

Children use the Internet to research animals that live in the jungle. They create or fill in (depending on ability) a simple factsheet on a chosen animal.

ACTIVITY

Children create a food chain for a chosen character in the story. An example for Sheila might be:





Animal **FACT FILE**

Name:

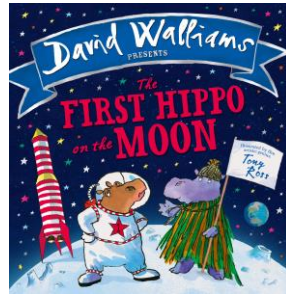
Picture:

Description:

Habitat:

Diet:

Other interesting facts:



KEY STAGE I

LITERACY: WRITING

Writing for different purposes (Year 2)

SUGGESTED ACTIVITIES

1. Re-tell the story from another character's point of view.
2. Write a diary entry by any of the characters.
3. Write a letter to Sheila from Hercules Waldorf-Franklin. More able children may also be able to write a reply.
4. Write a character description of any of the characters. (For more able children, this could be written by one of the other characters)
5. Write the sequel – what happens next?
6. Write the same story with different characters in order to concentrate on developing vocabulary and descriptive language.
7. Write the speech that Sheila plans to make when she gets to the moon.
8. Write postcards from Sheila back to her friends in the jungle.