



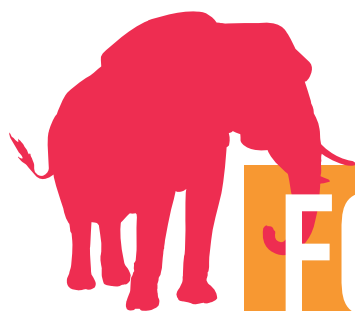
EYFS
0-5



WEAR IT WILD

ANIMAL EXPLORER ACTIVITY PACK

BORN TO BE WILD, JUST FOR ONE DAY



WEAR IT WILD FOR YOUR WORLD!



WWF are asking people across the UK to dress in wild-attire to show their wild side. It's all part of our brilliant fundraising initiative to support WWF's vital work around the world. 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 activity pack is designed for use with Early Years Foundation Stage children, and provides a planner for a whole of **Wear it Wild** activities, along with four lesson plans. It's packed with **Wear it Wild** themed ideas linking to key areas of learning. We have included throughout, suggestions for whole class teaching, as well as adult and child led learning activities. The lesson plans will see your children matching animal body parts, focussing on animal opposites, and recognising prints in nature. We've also provided templates to help children create animal masks to dress as their favourite animal during a **Wear it Wild** fundraising event.

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 children in the timetable space available.

Wear it Wild is fundraising to protect some amazing species.

Further resources:

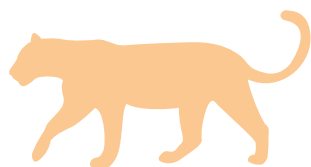
We've also produced a pack for use with 5-11 year olds and a Wear it Wild fundraising guide available online at www.wwf.org.uk/wearitwild



WEAR IT WILD – Animal Explorer Lesson Plan

AREA OF LEARNING

Physical Development
Expressive Arts and Design



DATE/TIME

TEACHER

SUPPORT STAFF

NUMBER OF PUPILS

EYFS OBJECTIVES

Moving and handling

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

Expressive arts and design

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

OUTLINE OF LESSON

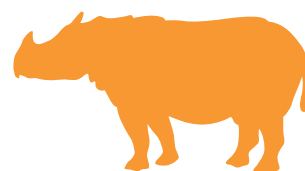
Preparation:

Before the session, print out and display A3 images of animals from the 'Animal images' stack around the classroom/area where children will be taught. www.org.uk/wearitwild

- Children explore a range of animals to understand that animals are all different and can be recognised by their key characteristics e.g. stripes.
- They 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 children 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 children copying actions 'follow my leader' style until you spot an animal.
- Use actions to engage children 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 a forest-clad 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 grass 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 children 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
www.org.uk/wearitwild
- Art materials, scissors and glue for personalisation and decoration e.g. feathers, straws, wool, recycled paper, sequins, buttons
- PDF mask templates for polar bear, panda, flamingo or tiger (if required)
www.org.uk/wearitwild
- Or per child
 - A plain paper plate
 - A strip of card cut to length for headband and attached to top edge of plate mask using staples

Animal Explorer – continued**PRACTITIONER LED GROUP ACTIVITY**

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

PLENARY

Children share which animal they have chosen for their mask making activity and say why they chose it.

LEARNING OUTCOMES

- Sustain attentive listening by responding to what they have heard with 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

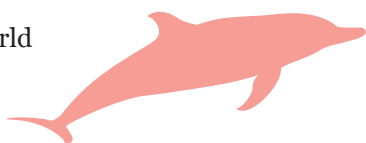
- All children will choose an animal and make a mask.
- Most children will be able to say which animal they chose and why.
- Some children will be able to give more information about their animal's key features and how they have used them in their mask design.

DIFFERENTIATION**ASSESSMENT FOCUS****KEY QUESTIONS****EVALUATION**

WEAR IT WILD – Animal Matches Lesson Plan

AREA OF LEARNING

Understanding of the World
Physical Development



DATE/TIME

TEACHER

SUPPORT STAFF

NUMBER OF PUPILS

EYFS OBJECTIVES

Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions.

Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

The world: Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

OUTLINE OF LESSON

Preparation:

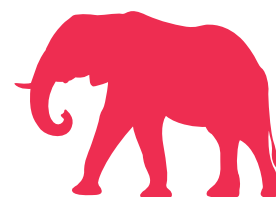
Before the lesson, print out and prepare the ‘Tops to tails’ matching activity cards.

www.wwf.org.uk/wearitwild

- Children learn about a range of wild animals.
- They identify each animal, talk about its features and match main body parts.
- They investigate how animals move and respond by emulating movements with their own bodies.

PRIOR LEARNING

- To know what an animal is.
- To be able to follow simple instructions.



WHOLE CLASS TEACHING

Introduce children to some of today’s focus animals using the link below –
www.youtube.com/watch?v=TxarvCIAbuQ

KEY VOCABULARY

Wild animal names. Head, shoulders, knees, toes, arms, hands, feet, eyes, ears, mouth, nose, body, paws, claws, flippers, teeth, hair, skin, fur, tail. Jump, leap, run, skip, walk, swim, turn, roll, slide, crawl, prowl, swing, climb, pounce, fly.

RESOURCES

‘Tops to tails’ matching activity cards
www.wwf.org.uk/wearitwild

Suggested additional resources:

Non-fiction animal books, e.g.

- *At This Very Moment*
by Jim Arnosky
- *Eyewitness Animal*
by Dorling Kindersley
- *My Big Animal Book*
by Priddy Books
- *National Geographic Little Kids*
- *First Big Book of Animals*
by Catherine D Hughes

Animal Matches - continued**PRACTITIONER LED GROUP ACTIVITY**

- Work with small groups of children to explore wild animal body parts using the 'Tops to Tails' matching activity cards.
- Children name and match body parts to the animals.

ENHANCED INDEPENDENT ACTIVITIES

- Modelling clay
- Animal jigsaw puzzles
- Projector/light source (risk assessed) for creating animal shadows using their hands/selection of objects or by tracing on to card and then cutting out animal templates to create shadow puppet theatre animal characters.

PLENARY

Review animal body parts and allow children to explore ways in which they can move to emulate each focus animal.

LEARNING OUTCOMES

- To identify and match animal body parts.
- To identify features of different animals and talk about how they move, responding with appropriate actions, and/or relevant comments and questions.

SUCCESS CRITERIA

- All children will be able to identify the main body parts of a range of animals.
- Most children will be able to talk about the features and movements of the wild animals explored.
- Some children will be able to compare similarities and differences between one animal and another.

DIFFERENTIATION**ASSESSMENT FOCUS****KEY QUESTIONS****EVALUATION**

WEAR IT WILD – Opposites Lesson Plan

AREA OF LEARNING

Understanding of the World

DATE/TIME

TEACHER

SUPPORT STAFF

NUMBER OF PUPILS

EYFS OBJECTIVES

Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions.

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

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 environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

OUTLINE OF LESSON

Preparation:

Before the lesson print out (or re-use) and display A3 photos of animals from the PDF 'Animal images' stack.

www.wwf.org.uk/wearitwild

- Children talk about a range of wild animals to understand key differences and to explore and develop the concept of 'opposites'.
- They respond using simple actions to reinforce understanding of key vocabulary.

PRIOR LEARNING

- To be able to identify and describe similarities and differences.
- To be able to follow simple instructions.



WHOLE CLASS TEACHING

Remind children of the animals you found on your wild animal hunt/introduce children to the wild animals using the PDF images provided. Support children to name each animal. Talk about each animal; ask children if they think the animal lives in a hot or cold country? A wet environment or a dry environment? Up in the trees or down on the ground? Hunts by day or by night? Show children the opposites images, add simple actions to help reinforce each one.

PRACTITIONER LED GROUP ACTIVITY

Work with small groups of children to explore the images of animal opposites in more detail. Compare the animals and their environments using adjectives such as big/small, long/tall and short, hot/cold, wet/dry etc.

Check children's understanding of simple positional language by asking 'where is the...?'

KEY VOCABULARY

Opposites. Wild animal names. Where, who, how, why, what, hot/cold, wet/dry, long/short, big/small, day (light)/night (dark), loud/quiet, high/low, in/out, on/under, heavy/light, above/below.

RESOURCES

- A3 print outs of the PDF 'Animal images' stack
 - 'Opposites' images
- www.wwf.org.uk/wearitwild

Suggested additional resources:

- *Opposites* by Eric Carle – www.youtube.com/watch?v=SHowzOSBGuk
- *The Foot Book* by Dr Seuss – www.youtube.com/watch?v=L1TvPIzyu_c
- *Black? White! Day? Night!* A book of opposites by Laura Vaccaro Seeger

Opposites – continued

ENHANCED INDEPENDENT ACTIVITIES

- Water tray with a variety of items for ‘floating or sinking’ exploration.
- Cornflour and water tray for ‘wet or dry?’ exploratory play.
- Selection of items which can be turned on and off e.g. torch, battery operated toy.
- Percussion instruments which can be played loudly or quietly.
- Model making opposites with construction play and play doh.
- Print out and cut up postcard images for children to use for matching opposites e.g. hot/cold, wet/dry.
Free writing activity to describe what they see.

LEARNING OUTCOMES

- To follow instructions involving several ideas or actions.
- To talk about the features of their own immediate environment using the vocabulary learned in the session in context to answer ‘where’, ‘what’, ‘who’, ‘how’ and ‘why’ questions.

SUCCESS CRITERIA

- All children will copy actions and repeat opposites vocabulary.
- Most children will be able to describe their immediate environment and respond to questions using the vocabulary learned.
- Some children will also be able to give opposites for their descriptions/responses.

DIFFERENTIATION

ASSESSMENT FOCUS

KEY QUESTIONS

EVALUATION

WEAR IT WILD – Animal Prints Lesson Plan

AREA OF LEARNING

Expressive arts and design
Physical development

DATE/TIME

TEACHER

SUPPORT STAFF

NUMBER OF PUPILS



EYFS OBJECTIVES

Moving and handling: Children show good control and coordination. They handle equipment and tools effectively

Exploring and using media and materials: Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

OUTLINE OF LESSON

Preparation:

Before the lesson print out (re-use) and display A3 photos of animals from the PDF 'Animal images' stack. www.org.uk/wearitwild

- Children explore a range of wild animal coat patterns and paw/claw tracks as stimulus for creating wild patterns using a range of art materials to create animal prints.
- They respond creatively in the use of their design for a real purpose e.g. a picture, card, hat, headband or wrapping paper.

PRIOR LEARNING

- To be able to handle tools and materials safely with basic control.



WHOLE CLASS TEACHING

Show/remind children of the animals in the PDF image stack. Discuss animal coat patterns and function. Use the Animal print images secondary sources of information and artefacts (where available) to explore ways in which we use animal prints and patterns in fashion and decoration. Allow opportunity for children to share their thoughts and opinions on the given stimuli.

PRACTITIONER LED GROUP ACTIVITY

Work with small groups to design and make their animal prints with a view to creating either a picture, a greetings card, T-shirts, party hat, headband or wrapping paper, using available art materials. N.B. Consider making/using shaped items for printing e.g. play dough, potatoes, leaves/twigs, or even being creative with children's own body parts e.g. fingers, thumbs, palms, elbows, knees and/or feet.

Or help theme your classroom in preparation for Wear it Wild celebrations by using animal prints to create a unique wild habitat display!

Consider using children's upside down handprints to create 4 legged animals with tails/trunks or as vegetation, coral or icicles to decorate your animal environments.

ENHANCED INDEPENDENT ACTIVITIES

Use fashion and home/lifestyle magazines, wrapping paper, cushion covers and wallpaper samples as inspiration for designs and for cut and stick activity.

Sensory table for exploring different textures and materials.

Non-fiction animal books for reference and enjoyment.

KEY VOCABULARY

Wild animal and colour names.
Characteristics/features - stripes, spots, fur, feathers, skin, coat, wings, beak, paws, claws, feet, tracks, prints, pattern, design.

RESOURCES

- A3 print outs of PDF 'Animal images' stack
www.org.uk/wearitwild
- Animal print images
www.org.uk/wearitwild
- Range of different art materials and objects suitable for printing with
- Different sizes of card and paper to facilitate the different design ideas on offer e.g. picture, card, hat, headband or wrapping paper

Suggested additional resources:

Lottie's Letter by Gordon Snell

Animal Tracks by Arthur Dorros

Search online for animal tracks guide

Animal Prints - continued

LEARNING OUTCOMES

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

SUCCESS CRITERIA

- All children will design and make an animal print inspired picture, card, hat or wrapping paper.
- Most children will be able to say which animal inspired them and why.
- Some children will be able to give more information about their animal inspiration and how it informed their 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 <i>Lottie's Letter</i> by Gordon Snell to introduce children 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. Children sign the pledge using handprints.</p> <p>Share/teach animal songs for the week.</p>	<p>Use the PDF 'Animal image' stack and 'Animal explorer' lesson plan to introduce children to the different animals they will meet through the week's activities.</p> <p>Use the information provided to talk about the features of each and provide opportunities for children 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 children 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 children would like to add to the train or the ark to make sure they are saved.</p> <p>Remind children 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 with the 'Animal explorer' lesson plan to support pupils to create really wild masks to enhance the Wear it Wild fundraising event.</p> <p>Circle time 'I am (children introduce their Wear it Wild animal) and I like (children add more information about the animal they've chosen).</p>	<p>Communication and language (CL)</p> <p>Listening and Attention</p> <p><i>Engaging with stimulus stories and materials</i></p> <p>Understanding</p> <p><i>Responding to stories and stimulus materials</i></p> <p>Speaking</p> <p><i>Developing narratives and explanations by connecting ideas or events.</i></p> <p>Physical development (PD)</p> <p>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>
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, 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 construction.</p> <p>Big boxes and cuddly toys to create their own train/ ark outdoors.</p> <p>Painting their favourite animal to ride on the train, for display on the 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>Personal, social and emotional development (PSED)</p> <p>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>

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 doh animals, animal templates to promote cutting out skills, animal themed greeting 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>'Animal explorer' lesson plan 'Animal matches' lesson plan 'Animal opposites' lesson plan 'Animal prints' lesson plan www.org.uk/wearitwild</p> <p>Stories:</p> <ul style="list-style-type: none"> <i>Polar Bear, Polar Bear what do you hear?</i> youtube.com/watch?v=ctQjLfMKinU <i>Panda Bear, Panda Bear what do you see?</i> youtube.com/watch?v=ff45zsaR5Mg <i>Brown Bear, Brown Bear what do you see?</i> Song youtube.com/watch?v=ek7j3huAApc 'Oi Get Off Our Train' by John Burningham youtube.com/watch?v=Rq4jvUo5K3A <i>Rumble in the Jungle</i> youtube.com/watch?v=wRplFz5SGzo <i>Commotion in the Ocean</i> youtube.com/watch?v=1n9KGqlwX_8 <i>Lottie's Letter</i> by Gordon Snell ISBN: 9781858814346 <i>Walking through the Jungle</i> youtube.com/watch?v=plvYoquSyJg <i>The Animal Boogie</i> 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>Further resources can be found at www.org.uk/wearitwild</p>	<p>Literacy (L) ELG 10 Writing <i>Attempts to write for a variety of purpose.</i> <i>Uses phonics to write simple sentences.</i></p> <p>Understanding the world (UTW) ELG 14 The World <i>Investigates places, objects, materials and living things by using all the senses as appropriate.</i> <i>Identifies some features and talks about those features they like and dislike.</i></p>	<p>Maths (M) ELG 11 Numbers <i>Relates addition to combining in to groups and subtraction to taking away</i> ELG 12 Shape, space and measures <i>Recognise, create and describe patterns</i></p> <p>Expressive arts and design (EA&D) ELG 16 Exploring and Using Media and Materials <i>Sing songs, make music and experiment with ways of changing them.</i> <i>Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i> ELG 17 Being Imaginative <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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