

- > **STEM**
- > **Expressive Arts**
- > **Modern Languages**
- > **Literacy & English**
- > **Health & Wellbeing**
- > **Social Studies**

Numeracy & Mathematics

I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. **MNU 1-20a**

> Explore the different categories in the fact files at the end of the book. Create a diagram and present the data based on these categories.

I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. **MNU 1-20b**

> Using the facts at the end of the book, make a chart based on the average size of the animals.

> Collect information as tally marks for the top five children's names in your school.

Sciences

I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. **SCN 1-01a**

> Can you sort the animals into groups based on your choice of categories? What are your reasons for this?

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. **SCN 1-02a**

> Design a menu for one of the animals in the book, exploring examples of food chains. Would any of the other animals enjoy this menu too?

Technologies

I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. **TCH 1-01a**

> Look at the photos of the animals at the back of the book. Explore and experiment with digital technologies by trying some wildlife photography in your local area or find examples online.

Art & Design

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

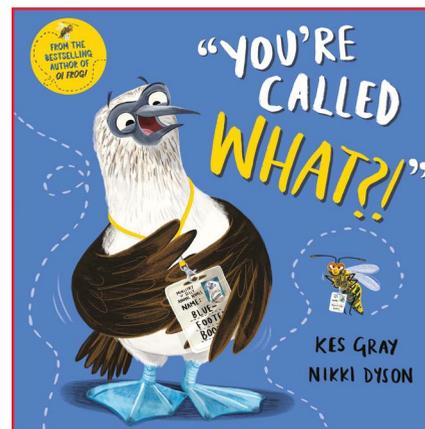
> Design a model of what The Ministry of Silly Animal Names might look like, using visual elements of line, shape, form, colour, tone, pattern and texture.

> Find the illustration of the Fried Egg Jellyfish. Create and present a new animal that looks like your favourite food.

Drama

I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**

> Pick an animal from the book to play the role of using movement, expression and voice. What would their laugh sound like? How do they move?



Health & Wellbeing

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 1-02a**

> Explore the experiences of the animals in the book by hot-seating. Discuss how the characters might feel and how they are behaving.

Modern Languages

With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 1-03**

> Learn how to ask someone their name in another language and tell someone yours.

Writing

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a**

> Create a text of your choice on one or more of the characters in the book. You could use your activity cards to help with ideas for settings, items and other characters.

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a**

> Create an animal quiz using the facts at the back of the book. Identify and consider the main points of these facts to create the questions.

Reading

I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. **LIT 1-15a**

> Create a fact file for an animal of your choice, making notes under given headings and exploring ideas to add.

Social Studies

I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. **SOC 1-07a**

> Research the habitat of one of the animals in the book. Create a profile on the characteristics of that environment, focusing on the features of the landscape.

By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b**

> Create posters based on climate zones for one of the sea animals. Describe how to look after them and their environment.

Listening & Talking

To help me develop an informed view, I am learning to recognise the difference between fact and opinion. **LIT 1-08a**

> Pick one of the animals in the book and write one fact and two opinions about it. In pairs, guess which statements are fact and which are opinion.

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

> To encourage exchange of information, ideas and opinions, research an animal not in the book and come up with a silly name for it. Use explanations to describe why you chose it.

Authors Live suggestions

Kes Gray
Tracey Corderoy & Steven Lenton

Related book suggestions

Dear Professor Whale by Megumi Iwasa and Jun Takabatake; **A Kid in my Class** by Rachel Rooney and Chris Riddell; **A Tower of Giraffes** by Anna Wright; **Lesser Spotted Animals** by Martin Brown; **Evie and the Animals** by Matt Haig and Emily Gravett; **Odd Dog Out** by Rob Biddulph; **This Book Belongs to Aye-Aye** by Richard Byrne; **Hello, My Name Is: How Adorabilis Got His Name** by Marisa Polansky and Joey Chou; **A Bear is a Bear** by Karl Newson and Anuska Allepuz.

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