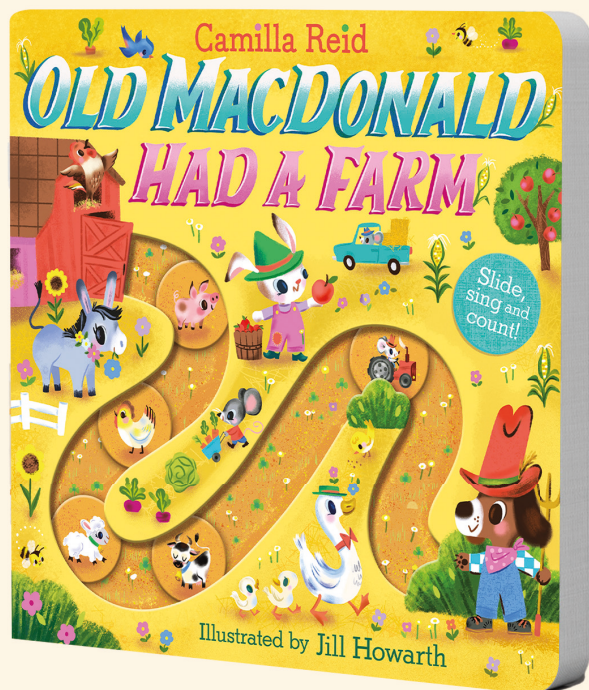




Camilla Reid



- ✿ This resource is designed to support individual or group reading of *Old Macdonald had a Farm: A Slide and Count Book*, providing ideas for how to share the book and suggestions for activities to consolidate learning.
- ✿ Use it in your EY setting to support children in the three prime areas with focus on the specific areas below:
- ✿ **In Literacy (L):** to develop a love of books and reading; to build vocabulary; to demonstrate understanding of what is being read to them.
- ✿ **In Mathematics (M):** to count confidently to ten; to compare quantities to ten in different contexts; to add one more.

- ✿ **In Understanding the World (UW):** to explore the natural world around them, making observations and naming familiar animals and their young.
- ✿ **In Expressive Arts and Design (EAD):** to make use of props and materials when role playing characters in narratives and stories; to sing well-known nursery rhymes and songs; drawing pictures of animals.



Before reading: learn about farmyard animals



- ✿ Before reading, can children name any of their favourite farm animals? Can they identify the sounds that different farm animals make? Create a farmyard gallery using the children's animal pictures. Add labels to support vocabulary development.
- ✿ The version of the nursery rhyme in the book includes a tractor, pigs, cows, sheep, and hens. Before reading the book, recap children's knowledge of these things by exploring in reference books or using the internet. Consolidate children's learning by making flashcards or images available for them to explore on their own.





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- ✿ Can children match the sounds in the book to the correct object or animal (chug-chug, oink-oink, moo-moo, baa-baa, cluck-cluck)? Practise making the sounds together.
- ✿ The book includes an interactive element which helps children develop their counting skills. Before they start reading, use number counters to practise counting to five. Can children lay out one green counter, two red counters, three yellow counters, four blue counters and five white counters? Alternatively, they can use their fingers to represent the numbers.
- ✿ Before reading the book, one option is to put children into five groups and assign them one of the objects/animals that feature in the book. They can wear masks, create puppets, or hold up drawings to represent their group. Each group is responsible for making the correct sound when reading.
- ✿ Alternatively, choose fifteen different children to act as 'one tractor', 'two pigs', 'three cows', 'four sheep' and 'five hens'. Ask these children to stand up and carry out an action related to their object when it gets to their part of the book (e.g. turn an imaginary tractor steering wheel, waggle their elbows for chicken wings etc.). This will help children to visualise the story, consolidate their counting skills and develop their imagination.



During Reading: make the most of the interactive elements!

This book can be shared during individual, one-to-one reading sessions or during group reading sessions – preferably both!

- ✿ In an individual reading, give the child time to slide the counters on each page using their fingers. Can they use their motor skills to successfully slide the counters from one end of the farm track to the other? Pause on each page to allow children to count the number of counters.
- ✿ In a group reading session, sing the song as you turn the pages, asking children to sing along and make the appropriate noises or actions to accompany each page.
- ✿ Encourage children to look closely at the illustrations throughout. Can they spot any other objects or animals that they are familiar with? Or any they don't recognise?
- ✿ Let children linger on any images or pages that interest them. Ask them questions about what they see, what they like and what they are curious about.



After Reading: activities to consolidate learning

Children require supervision when completing these activities.



Activity 1: Number Match Cutting

- ✿ Cut out images of the farm objects/animals from the book and lay them out on a large surface. You will need: one tractor, two pigs, three cows, four sheep and five hens. Underneath, place cards with numerals and/or dots 1-5. First, see if children can group the animals and count them. Then, ask them to match the different numbers to the correct group.
- ✿ Put the groups in numerical order from smallest to largest. Can children identify which group has 'more than one' in it? Can children identify which group has 'less than five' in it? Ask questions to develop understanding further: Are there more hens than cows? How many more? Are there fewer pigs than sheep? How many fewer?

Activity 2: Create a Sensory Farmyard Small World

- ✿ Find a large, flat tray or any kind of suitable container. Put age-appropriate materials into the tray or container to create the different areas of your farmyard world (e.g. rolled oats, corn kernels, lentils, chickpeas, straw for the ground, blue felt or shiny card to represent a pond, blocks to represent fences and feeding areas, green-coloured rice to represent the fields). Add a toy tractor and some farmyard animals. Invite children to play. Some might create story-based play using the toys, whilst others will enjoy the different textures.

Offer children the following prompts:

- ✿ Can you take the pigs to the trough for feeding time?
- ✿ Can you ride the tractor across the farmyard?
- ✿ Can you put the hens into the chicken house so that they can sleep?
- ✿ Can you take the sheep into the field?

This interactive setup leads to conversation about the farmyard, what the animals need and why it is important to look after them.



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