

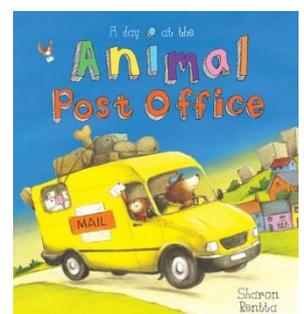


***A Day at the Animal Post Office* written
and illustrated by Sharon Rentta**

1 – Let's play Post Offices

- Set up a Post Office role play area in the classroom, and equip it with stampers, letters, cardboard boxes, postcards, envelopes, birthday cards, bubble wrap weighing scales, a till with play coins etc. You could work in the role play area with children to help them explore writing for a purpose, and to weigh different items to give practice establishing heavier/lighter and reading simple scales.
- Help each child to make up a 'letter'. Help them to write their name on an envelope and stick their photo on it too. As part of registration each day, encourage children to find their letter and 'post' it in a postbox. Children can then take turns to be postman and deliver the letters to the right individual, giving them a good opportunity to learn the names of the other children in a new class, and to start recognising the letters/sounds at the start of each other's names. Extend this activity so that there are some letters 'addressed' to key members of staff or locations around the school. Asking children to deliver the letters will provide an opportunity for them to familiarise themselves with their new environment.

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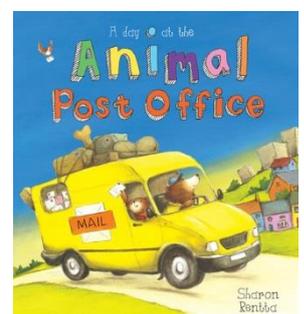




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1 - Let's play Post Offices

- Give children the task of sorting letters for different postmen's rounds. This could be used as an opportunity to sort letter sounds you are practising or familiarise children with different numbers. Once the letters are sorted, you can ask questions such as How many letters altogether? Who has the most? Who has the least? How many do you have if you add your bag and his bag together? Give out an extra letter – how many letters do you have now?

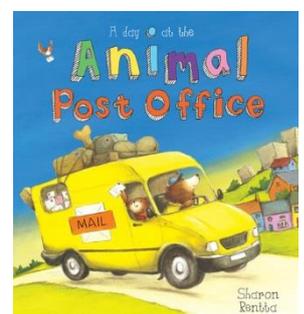




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2 - Lots of letters

Brainstorm with children what kind of letters people receive, and on which occasions people write letters. There are examples you can draw on in the book. Invite children to write/draw a postcard to their family, focusing on some of the things they have been doing at school. This is an opportunity for children to practice writing their name, or for more able children to write simple sentences.

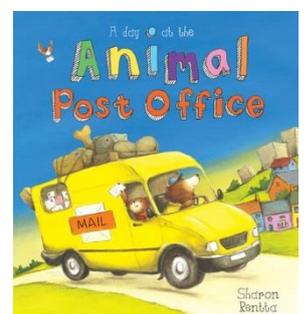




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3 - Where are the letters going?

Talk to the children about any countries they know or have been to. Find these on a world map. Show the children where the North Pole is, and talk about what it might be like there. What animals would you find at the North Pole? If Polly was writing to Jack about what it was like at the North Pole, what would she say?





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EYFS Early Learning Goals

Listening and attention (Communication and language)

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. They give their attention to what others say and respond appropriately, while engaged in another activity.

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

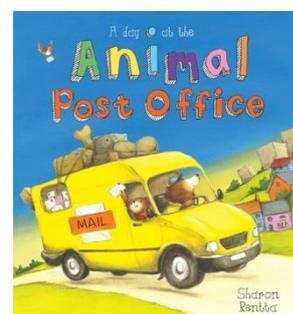
Speaking (Communication and language)

Children express themselves effectively, showing awareness of listeners' needs, they use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Making relationships (Personal, social and emotional development)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity....they form positive relationships with adults and other children.

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EYFS Early Learning Goals

Moving and handling (Physical development)

They handle equipment and tools effectively, including pencils for writing.

Numbers (Mathematics)

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.

People and communities (Understanding the world)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

The world (Understanding the world)

Children know about similarities and differences in relation to places.

Being imaginative (Expressive arts and design)

Children represent their own ideas, thoughts and feelings through design and technology, art, music, role play and stories.

