



# PRE-VISIT ACTIVITIES

## In School Teacher Notes

### Get to know the animals and birds at Willows

Go through the animal facts files. Talk about the interesting facts and the different names of the animals (male, female, offspring). Children can learn the name of animals in sign language too – see sign language sheet.

Search images of the different breeds of animals that can be found at Willows Activity Farm (see breeds list). They all look different. They are different colours, have different markings/patterns and they vary in size.

As you go through the animal breeds ask the children to describe what they can see. Can they describe the animals' appearances? Colours, size, patterns etc.

**EYFS – Group work** - children to all add their ideas onto on large paper, teacher to scribe for the children if necessary. Once you have got lots of adjective, read them back as a class/group. Can the children put them into a sentence? Encourage the children to speak in full sentences using adjectives. For example, the guineapigs have long, ginger hair. The pig has a curly, black tail.

**KS1 – Group work** - children to all add their ideas onto on large paper, teacher to scribe for the children if necessary. Once you have got lots of adjective, read them back as a class/group. Can the children put them into a sentence? Encourage the children to speak in full sentences using adjectives. For example, the guineapigs have long, ginger hair. The pig has a curly, black tail. Ask the children to now have a go at writing these sentences on their whiteboard independently, saying the sentence before they write it.

**EYFS links:** Understanding the World  
Literacy  
Communication and Language  
Personal, Social and Emotional Development

**NC links:** Science  
English



# PRE-VISIT ACTIVITIES

## In School Teacher Notes continued...

### **Singing**

Teach the children the songs on the song list.

**EYFS links:** Expressive Arts and Design  
Communication and Language

**NC links:** Music

### **Physical development game using language related to comparisons of measures**

Split your class into groups of animals (30 children – 6x sheep, 6x goats, 6x pigs, 6x cows, 6x chickens). Give each child a headband to wear – coloured strips of card with their animal name on. E.g pink for pig, black for sheep, brown for goat, white for cow, yellow for chicken.

Children will first act like these animals – how do they move? What noises do they make? Do they stand on two feet/4 feet?

Once in role they will walk/run/jog/hop/skip around and listen out for their instructions.

Teacher to call out instructions ... get with your animal groups ...

Find the tallest pig/sheep/cow/chicken/goat

Find the shortest pig/sheep/cow/chicken/goat

Find the pig/sheep/cow/chicken/goat with the longest hair

Find the pig/sheep/cow/chicken/goat with the shortest hair

In your animal groups, stand in a line in order of height from the shortest to the tallest.

**First animal group to do it gets a point. Animal group who gets the most points win.**

**EYFS links:** Physical Development  
Mathematics  
Communication and Language

**NC links:** Physical Education  
Mathematics