

EYFS Activity Ideas: Penguins

Area of Learning							
Activity Ideas	C&L	PSED	PD	Literacy	Mathematics	UW	EAD
	Sing a range of animal themed songs eg: <i>5 Little Penguins, Old MacDonald, 5 Little Ducks</i>	Collaborative play in Penguin themed Small World provision – can children extend and elaborate play ideas.	Using chalks on the playground or large paper roll on the floor and pens, children to draw a life size Penguin.	Have a picture or teddy of a Penguin and make /p/ sound. Children sort other objects that begin with /p/ or not.	Using white marbles/pom poms as Penguin 'eggs' children to practise subitising amounts to 3 then 5.	Talk about how some types of Penguins like the cold weather – look at our seasons and how they change. What do they prefer?	Using paints or collage materials, children create pictures of Penguins. (Photos to support)
	Look at photos of different penguin species from differing habitats (Antarctic, South America, Falklands etc.) Children describe what they look like/what they can see and any similarities and differences.	https://www.bbc.co.uk/iplayer/episode/b01cbmy4/andys-wild-adventures-series-1-1-emperor-penguins Watch the clip and encourage children to think about how the Penguins live in a community. Discuss with the children the community that they belong to and what that means.	https://www.youtube.com/watch?v=jSZvMHLw9vs Children to practise movements that develop their balance, co-ordination and large motor skills. Pedro the Penguin Cosmic Yoga. Note if children can hold a pose, stand balanced etc.	Have a large piece of blue material & 3 white 'ice' stepping stones with a grapheme on each. Children take turns to hop across the 'water' and blend the word as they go. Can they make it to the other side? Use cv/vc/cvc words such as: u-p, h-o-p, e-gg, f-oo-t, b-oa-t, i-n	Go on a Penguin hunt (hide pictures around outside) Children to record every time they find one (using lines or dots) then at the end write the total as a numeral. Hide a different amount each day and encourage them to say if it was more/less than the previous day.	Talk about the life cycle of a Penguin, have a picture/photo to illustrate each stage (egg, chick, young adult, adult) and practise putting them in the right order as a class and then as small groups. Children then to create their own Penguin life cycle using drawings and writing labels if able.	Using the story of <i>Pebble</i> , children to use Small World or Construction resources to create a new 'home' for Pebble to live in. <i>What would he need in his home? How many other Penguins would live there too? What would the weather be like?</i>
	Read the book <i>Pebble</i> (written by CWP's Education Officer Lorah Wardle) and ask the children questions about the story as you go. Eg: <i>Why did Pebble leave his home? What happened when he met the little girl? What are some of the ways we can help animals?</i>	Looking at the book <i>Pebble</i> and thinking about how we feel in certain situations, encourage children to talk about how Pebble might have felt at certain points in the story – why? What makes them feel happy/sad/scared etc. <i>How did the girl help Pebble? Who helps you?</i>	Using white marbles or pom poms as Penguin 'eggs' and something to balance them on like washers or numicon, children to tweeze one 'egg' at a time from one parent to the other. Have 2 Penguin toys as the 'parents'.	Children to create a storyboard for <i>Pebble</i> . (Depending on ability do 3 sections beginning, middle, end then more if able to) Children write phonetically plausible sentences to describe what happened in the story and illustrate.	Using the Penguin Addition and Subtraction worksheet from the CWP Educational Resources page, children to practise recording as number sentences – have counting objects to support if necessary or numicon.	Show photos of the Antarctic and discuss what the habitat would be like to live in. Talk about how the weather needs to stay cold and icy. Using ice cubes placed in different areas (some cold, some warm) children comment on what happens to them over the day - <i>which melted the slowest? Why?</i>	Use musical instruments and movements to create a Penguin dance. Have different instruments available and ribbons/fabric etc. Children to work together in a small group to come up with a little routine.