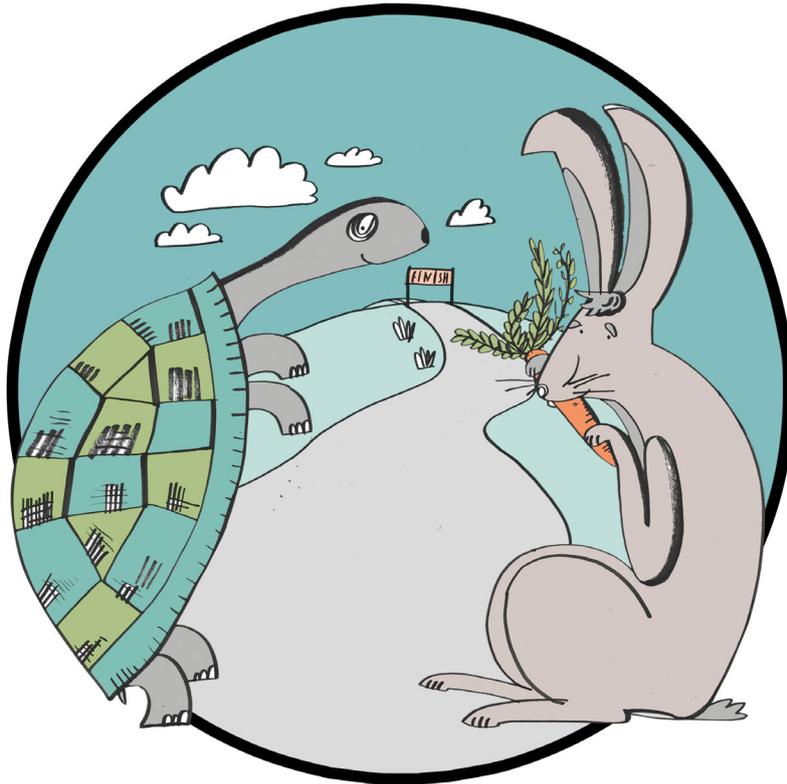


Presents

Hare & Tortoise



Early Years Education Pack

Written by Tina Williams and Nicola Sangster
With THANKS to Debbie Wallbank
Early Years Professional
Illustrations by Rose Forshall



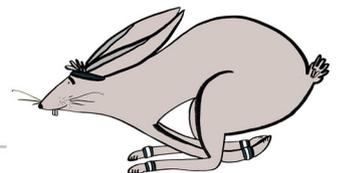
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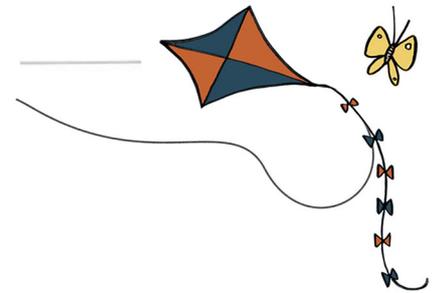
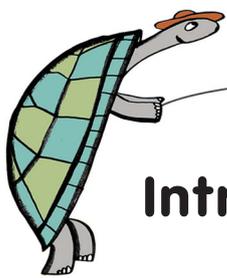


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Introduction

Dear Early Years Practitioners,

We have designed this pack to support and extend learning around your performance of Hare and Tortoise.

There are many Hare and Tortoise teaching resources on websites like Twinkl and Sparklebox, which provide worksheets.

The activities which follow should be seen as open ended – allowing children to take their learning and play in new directions as they respond to the stimuli of the story.

Story telling provides such a vital part of developing language, communication, imaginative and emotional skills. Perhaps this classic fable will inspire the children to invent stories of their own.

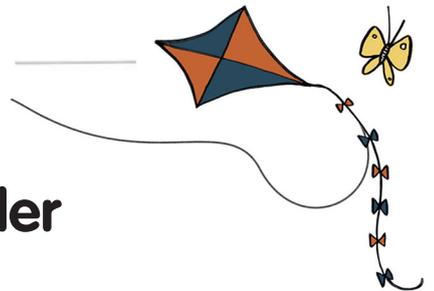
We hope that this pack provides a useful jumping off point...

Tina and Nicola.

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Make a 'Hare & Tortoise' Story Folder

To encourage parental engagement in this story, prepare a story folder to go home with the children. Parental engagement is likely to mean greater involvement with the story. Learning outcomes for children improve when parents read to and share experiences with their children.

You could include the story of 'Hare & Tortoise', downloaded from the website, some laminated pictures of the main characters, Hare and Tortoise, using pictures from the website, and the four scenes within the story, winter, spring, summer and autumn.

For children for whom English is their second language, also include translations of words in the child's home language in the story folder. (This may seem time consuming but is essential for EAL children to connect with the story.) Here are the key words and key messages within the story. You can find translations on google translate.

Key words: Hare, Tortoise, winter, hibernating, race, spring, seeds, carrots, summer, tennis, picnic, butterfly, fishing, autumn, leaves, wind, kite, exercising, fitter, miles, lead, finish line, winning,

Key messages: opposites, friendship, time, understanding, empathy, winning, losing, competitiveness, disappointment, getting fit, exercising, the fears and excitement of trying different things when growing up, letting go of comfortable, predictable certainties in favour of uncertainties.

Area of learning:

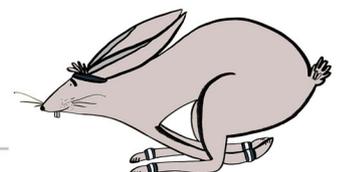
C&L Listening and Attention - ELG, Understanding - ELG, Speaking - ELG

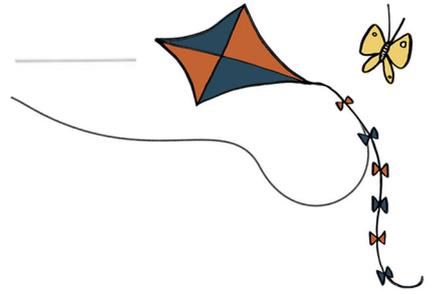
L Reading and Writing - ELG

UW People and Communities - ELG, The World – ELG

Characteristics of Effective Learning:

Playing and Exploring, Active Learning, Creating and Thinking Critically.





Describing Differences

Create a two or three dimensional display of Hare and Tortoise using textures such as fur, shiny reflective card or patterns created by the children in tessellating shapes for Tortoise's Shell etc.

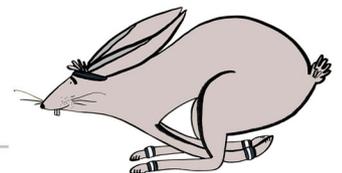
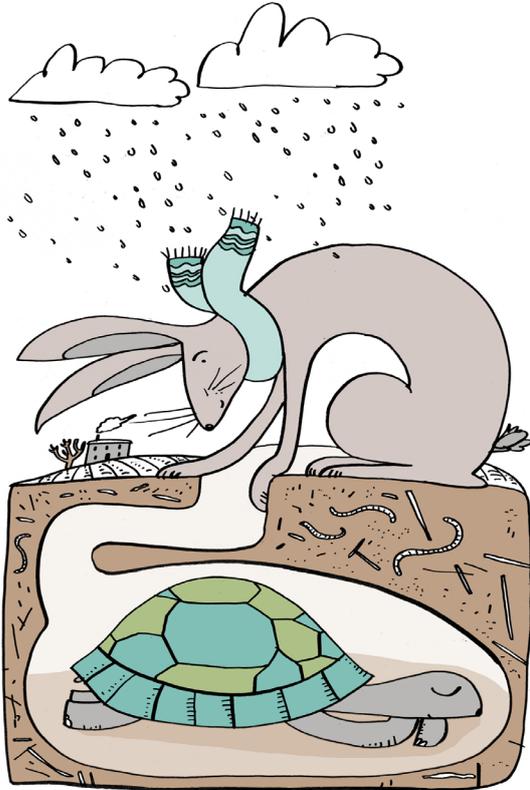
Leave room around the animals to write down key words describing differences in the animals that the children suggest.

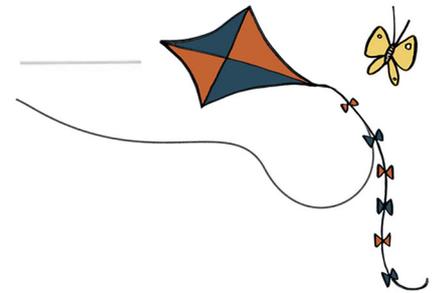
They can be visual descriptors

e.g. tall / short
big / small
furry / smooth

or characteristics

e.g. fast /slow
impatient / patient





Hare and Tortoise Role Play Area

Role play encourages children to immerse themselves in a story and this activity should be available before and after watching the performance of Hare and Tortoise.

Begin with a blank space and develop ideas using key words and pictures.

By involving the children in setting up the role play area, and listening to their suggestions they are more likely to engage with the activity, an area that they have helped to develop.

How does the area grow once the children have seen the production?
What new ideas do the children have?

Photographs the area as it develops and of children playing within the area.

Discuss the layout of the space.

Will there be a place:
for Tortoise to hibernate
to grow carrots?
to race?
for Hare to sleep?

This provides the opportunity to use positional language i.e. in front of, beside, in, behind, under, on top, through etc.

Resources: textured dressing up materials to suggest Hare's ears / tail and Tortoise's shell. Boxes and fabrics to create under/overground areas.

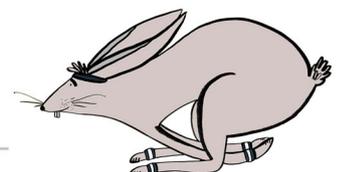
The role of the adult is to observe how children engage, noting language, interaction, negotiation, co-operation, sharing, turn-taking and to model emotional coaching and sustained shared thinking to reflect on and develop ideas.

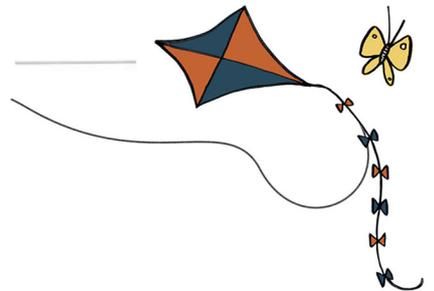
Area of learning:

All seven areas of the Early Years Foundation Stage – ELGs

Characteristics of Effective Learning:

Playing and Exploring, Active Learning, Creative and Critical Thinking.





Storytime and Workshop

Story and Discussion

Activity: small group

Read the story to a small group and then use open questioning to establish whether children have grasped the story's plot, and let them decide on whether Hare is too impatient and should slow down and notice things more or whether Tortoise should race when Hare wants her to, rather than taking things slowly and enjoying each season.

Concepts worth checking for understanding:

What is a race? What is a winner? What does 'in the lead' mean? What does 'miles behind' mean? How is a race a competition? What is a competition? What are the four seasons? What is their order? Which months are each season in?

Discussion:

How important is it to win a game or a race or a competition?

How does it feel to lose in a game or a race etc.?

Is it good to see someone else win- to share in their winning and feel pleased for them?

Is everyone different- are some people better at something and others better at something else?

Would Hare be better at racing? Why?

Would Tortoise be better at planning things to do? Why?

Area of learning:

C&L Listening and Attention - ELG, Understanding - ELG, Speaking - ELG

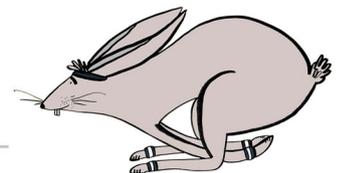
PSE Self-confidence and Self-awareness - ELG, Managing Feelings and

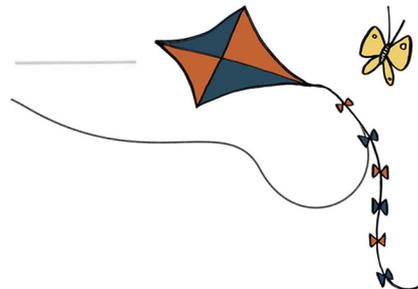
Behaviour - ELG

L Reading and Writing – ELG

Characteristics of Effective Learning:

Active Learning, Creative and Critical Thinking.





Seasons

The story of Hare & Tortoise travels through the year and thereby provides a wonderful starting point to introduce the topic of Seasons.

The experiences of Hare and Tortoise as the year turns can be directly linked to children's own experiences and can help them to make sense of their world and environment, and introduce ideas of time, seasonality and change.



It is a topic with endless possibilities – here are just a few suggestions:

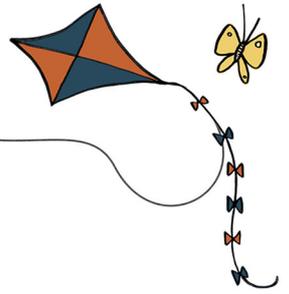
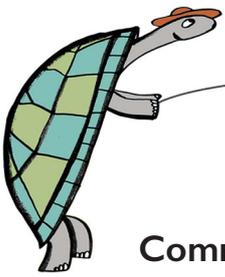
Personal, Social and Emotional Development (PSED)

Looking after ourselves through the changing seasons:

Tortoise has a shell and hibernates in the cold, Hare has a furry coat – how do we keep warm / cool / dry / sun safe as the seasons change?

Growing carrots: if the children have access you could plant carrots just like the ones in Hare and Tortoise's allotment – how will they need to be cared for? What do they need to grow and thrive?





Communication, language and literacy (CLL)

What other stories / poems / songs involve seasons?

Why not create a book table.

Seasonal words: create a display to illustrate seasonal words – hot, cold, warm, chilly, snowy, wet etc.

Festivals: what are the names of some festivals which help us chart the passage of seasons? What different festivals do the children celebrate?



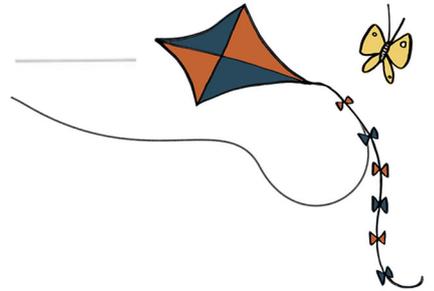
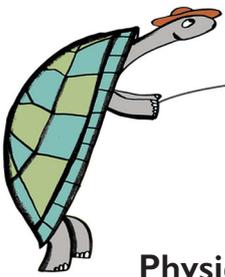
Knowledge and understanding of the world (KUW)

Ideas and Suggestions:

Look at different types of weather.

Look at different growth cycles – you can use the pictures from the story of the play to see the yearly cycle of a tree. What about animals and hibernation / winter and summer coats; flowers; butterflies etc.





Physical Development (PD)

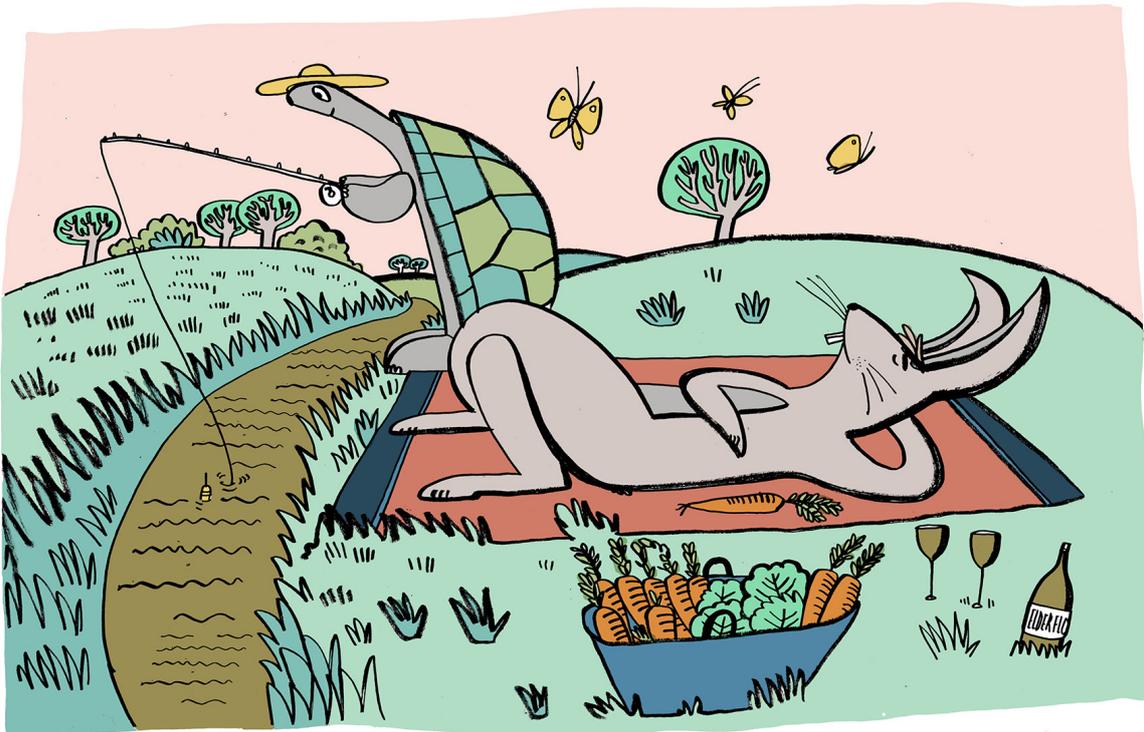
Discussion areas:

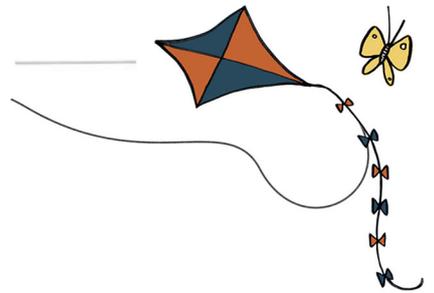
- Appropriate foods or drinks in different environments
- Healthy foods, in season – what grows when?
- Keeping fit whatever the weather – what

Creative Development (CD)

Make model environments to illustrate different seasons e.g. ponds – or if you have made the model allotments from this pack, perhaps show them in different seasons.

Create four two-dimensional or three-dimensional trees on which the children can hang paper snowflakes, tissue paper blossom, green leaves, and autumn leaves that they have made. The leaves could be made by rubbings or paint prints from real leaves.





Vegetable Patches

Hare and Tortoise live on an allotment. They plant seeds in the spring to grow carrots.

Make a model allotment or a raised bed for vegetables. See our model box which we used for our set design for the play. Before building a large stage set, we make a small model of the set.

Use playdough to make vegetables. Bright orange carrots with green stems. Maybe add some sunflowers. Make a tree from pipe cleaners and add pieces of tissue paper in different colours for leaves for the four seasons.



Area of learning:

PD Moving and Handling - ELG, Health and Self-care - ELG

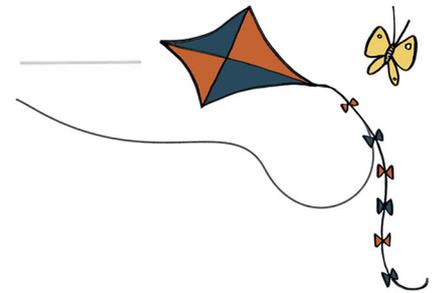
M Numbers - ELG, Shape, Space and Measure - ELG

EAD Exploring and Using Media and Materials - ELG, Being Imaginative – ELG

Characteristics of Effective Learning:

Playing and Exploring, Active Learning, Creative and Critical Thinking.





Drama and Music

Animals

Using observation and imagination explore the different physicalities of Hare and Tortoise. Appropriate music can help to inspire the children.

Talk them through a movement improvisation of Hare and Tortoise's days: waking up, stretching, eating breakfast, having a wash, going for a walk etc. start the movement in one place before moving around the room

What happens when one Hare meets another / one tortoise meets another?

Suitable music –

Why not use Saint-Saëns' Carnival of the Animals:

4. Tortues (Tortoises) is perfect for Tortoise

6. Kangourous (Kangaroos) is good for Hare

Extend – why not experiment with other sections of Carnival of the Animals

Play a section first without naming it and ask the children to respond instinctively through movement – what sort of movements do they feel go with the tempo and style of the piece?

Then afterwards can they suggest what animal the piece might represent? What made them think of that animal?

Then, once the animal has been 'revealed' play the piece again and ask the children to perform various movements/activities as that animal.

Good sections to try :

5. L'éléphant (The Elephant)

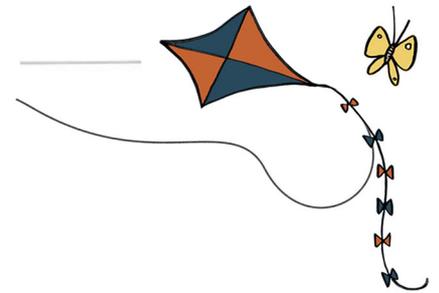
7. Aquarium

10. Volière (Aviary)

Finale

Using the Carnival of the Animals Finale children can choose their favourite animal and move around to the music – what happens when the various different animals encounter each other?





Hare & Tortoise Obstacle Race

Animals

Hare plans the race for him and Tortoise. Three times over the hill, through the long grass and back to the tree.

In small groups choose a course for the race with a starting and a finishing point and with obstacles in the way. For example:-

- Choose something to crawl under
- Choose something to climb over
- Choose an obstacle to run around
- Choose something to make a ramp
- Choose something to jump off

Try out the courses in each small group. Then swap courses with another group. Explain what has to be done in each race to the other group.

Discuss reasons for racing: Competition, fitness, health, achievement, fun.

Area of learning:

PD Moving and Handling - ELG, Health and Self-care - ELG

PSE Making Relationships - ELG

M Shape, Space and Measure - ELG

EAD Being Imaginative – ELG

Characteristics of Effective Learning:

Playing and Exploring, Active Learning, Creative and Critical Thinking.

