



The Tiny Ants



The Tiny Ants is a delightful retelling of a traditional Muslim story which encourages children to think about the importance of caring for the natural world.

The big book and cross-curricular resource pack provides a wide range of activities which directly supports Language, Literacy and Communication, Mathematical development, Knowledge and Understanding of the World, and Personal and Social Development, Well-being and Cultural Diversity.

This resource is a perfect support to a topic on animals and mini-beasts.

The book is also produced in standard size format, providing the additional opportunity for children to handle the book easily and enjoy the story on an individual basis.



Cross-Curricular Topic Web based on the 2012 EYFS plus Religious Education

Expressive Arts and Design

- Learn and sing songs associated with mini-beasts such as 'From The Tiny Ant' BBC Come And Praise 2 Songbook and CD.
- Use percussion instruments to symbolise the sound of different creatures
- Enhance the craft area with a variety of material to make mini-beast pictures, collages, puppets etc.

Religious Education

- Listen to and enjoy the story The Tiny Ants
- Think about their own actions and consequences in relation to the natural world
- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story)
- Encourage children to think about their own beliefs and attitudes about and towards the natural world
- Talk about why the story of The Tiny Ants is important to Muslims and what it teaches them.
- Encourage children to think about what they can learn from the story
- Talk about what qualities and beliefs Muhammad (*pbuh*) showed in the story



Physical

- Replicate the movement and actions of a variety of creatures e.g. ants, worms spiders

Personal, Social and Emotional

- Play the 'Care for Creatures Game' and respond personally to simple imaginary moral situations giving reasons for decisions made about the different creatures
- Talk about the choices available in relation to mini-beasts they encounter
- Ask questions in relation to the story about how and why creatures of all sizes should be treated with respect and respond personally
- Demonstrate care and respect for their environment when out on a mini-beast hunt
- Think about the actions of the men in the story and what would have happened if they had not put out the fire
- Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate in the story
- Talk about feelings associated with the story – sad, happy, worried, scared, relieved

Context for Learning / Theme:
The Tiny Ants
big book and resource pack
By Gill Vaisey

Mathematical

- Sort animals into different size groups (R)
- Play the 'Care and Beware' large board game with counters and dice
- Play the 'Care for Creatures Game' in small groups
- Record findings from a mini-beast hunt on the pictogram

Communication and Language

- Listen to and enjoy the story The Tiny Ants
- Discuss the story and its message
- Respond to the story with their own views and opinions about the action of the men and the response from Muhammad
- Retell the story with the storyboard cards

NB Children should not draw or represent the Prophet Muhammad.

Literacy

- Read and write some of the words for the various creatures featured in the book: ant, slug, worm, caterpillar, spider, snail



Understanding the World

The World

- Look for mini-beasts in the local grounds and observe their behaviour
- Compare the different mini-beats and find ways to group them

People and Communities

- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story)
- Encourage children to think about their own beliefs and attitudes about and towards the natural world

Activity Suggestions for Foundation Stage focussing on People and Communities and Religious Education

Possible General Themes: Mini-beasts; In The Garden; The Natural World; Animals; Our World

Theme: Creation And The Natural World Key Resource: The Tiny Ants

**RE Focus: To appreciate that creatures of all shapes and sizes are equally important and are worthy of care.
Become familiar with the message of a traditional Muslim story about the natural world.**

The following activities relate to the book: **The Tiny Ants** by Gill Vaisey, *Books @ Press*. (Tel: 01594 516490)

| Suggested Activities | RE and Early Learning Goals (2012) |
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| Read the book and give pupils opportunity to identify the different creatures featured. | <u>Understanding The World:</u> The world know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes. |
| Discuss the story and its message. Allow pupils to respond to the story with their own views and opinions about the action of the men and the response from Muhammad (<i>pbuh</i>). | <p><u>Communication and Language:</u> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><u>Communication and Language: Understanding</u> They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><u>Speaking:</u> children express themselves effectively. They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p><u>Understanding the World: People and Communities</u> They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>RE:</u> Explore religious stories and their messages about the natural world. Enjoy a range of stories and accounts from different faith traditions and cultures. Appreciate the messages that some of these stories may convey. Appreciate the importance of some of these stories to certain people. Explore the way in which and reasons why they and others show care, concern and respect for living things, the environment and the natural world. Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment. Understand the relationship between feelings, beliefs and actions.</p> |

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| | <p>Express their own opinions and feelings, and make decisions while considering the viewpoints of others.</p> <p>Think creatively and imaginatively about important human and religious questions.</p> <p>Think about and ask questions about themselves and living things and listen to the answers of others.</p> |
| <p>Provide opportunity for pupils to explore the school grounds or nearest ‘green’ area to find different creatures in their natural habitat and match them to those found in the book.</p> <p>Introduce the pictogram as a focussed activity - pupils can record which creatures they observed during their exploration.</p> <p>Enhance the mathematical area with the pictogram so that pupils can spontaneously use it in their games and observation of creatures.</p> | <p><u>Understanding The World:</u> know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>RE:</u> Begin to ask questions about their own experiences and the world around them.</p> <p><u>Mathematics: Shape, space and measures:</u> children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> |
| <p>Provide opportunity for pupils to re-visit the story. Encourage pupils to think about how they, or the ants, felt at different points in the story. Use a sequence board of the story to help focus on emotions.</p> | <p><u>Communication and Language:</u> listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> |
| <p>Using a storyboard and the storyboard images from the book, children to sequence and retell the story.</p> | <p><u>Speaking:</u> children express themselves effectively. They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> |
| <p>Use the book as the basis for a movement and drama lesson. Pupils to role play the tiny ants to emphasise the changing feelings throughout the story.</p> | <p><u>Expressive arts and design:</u> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> |
| <p>Recreate the book as a wall frieze. Pupils to use art and craft material to create images from the book. NB Children should not draw or represent the Prophet Muhammad.</p> | <p><u>Expressive arts and design:</u> They represent their own ideas, thoughts and feelings through design and technology, art,</p> |
| <p>Focus on a variety of creatures which we may need to be aware of inside and outside to avoid accidentally harming them. Play the ‘Care for Creatures Game’ in small groups. Each child has a card with four pictures on it showing a creature in potential danger. Each pupil takes a turn to draw a creature from a drawstring bag. If the creature matches their card they can claim it and talk about how we can be careful and avoid the creature being accidentally harmed.</p> | <p><u>Understanding The World:</u> know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Speaking:</u> children express themselves effectively.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>They use past, present and future forms accurately when talking about events that have</p> |

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| <p>The number and type of creatures collected can then be shown on the pictogram.</p> | <p>happened or are to happen in the future.</p> |
| <p>More able pupils can play the ‘Care and Beware Game’. Using the board and dice, the aim of the game is for pupils to collect cards of the creatures they have cared for in the game. The number and type of creatures can then be shown on the pictogram. As different groups play the game over a period of time an accumulative total can be recorded.</p> | <p><u>Mathematics: Numbers:</u> children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. <u>Personal, Social and Emotional:</u> They work as part of a group or class, and understand and follow the rules.</p> |
| <p>Learn and sing the song: ‘From The Tiny Ant’ BBC Come And Praise 2 Songbook and CD.</p> | <p><u>Expressive arts and design:</u> Sing songs, make music and dance. <u>Understanding the World: People and Communities</u> They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> |
| <p>Pupils to listen to the sound of instruments and choose an instrument to represent each of the animals mentioned in the song. Pupils to play the instrument when the animal occurs in the song.</p> | <p><u>Expressive arts and design:</u> make music.</p> |
| <p>Sort pictures of big, medium size and small animals into groups. (If possible, use pictures of animals mentioned in the song.) Think about and discuss how we can help care for the different types of animals. Conclude that they all need different types of care but they are all equally important, just as Mohammad (<i>pbuh</i>) had said in the story.</p> | <p><u>Mathematics: Shape, space and measures:</u> children use everyday language to talk about size, to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. <u>Understanding the World: People and Communities</u> They know about similarities and differences between themselves and others, and among families, communities and traditions. <u>Understanding The World:</u> know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes. <u>RE:</u> Develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment.</p> |