

Teacher resources:

The farm



Trinity Stars

YOUNG PERFORMERS AWARD

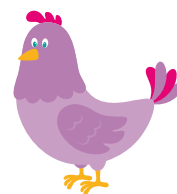


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Introduction

Topic: Farm

Suitable for: Early years

Primary school

Language used:

Farm animal names, sounds and actions: Donkey, sheep, duck, hen, cow, horse; sounds (eg bray, cluck, moo).

Verbs: Sleep, trot, waddle, graze, peck, dive, chew, flap, stomp.

Directional and descriptive terms: Up, down, round, backwards, slowly, fast.

Useful materials: Flashcards, musical instruments, cut-out animals, colouring pens, card, glue, scissors, paper clips, clothes pegs.

Here are some flexible and engaging activities for all Trinity Stars levels. They are designed to encourage five key skill areas that match with early years and primary education curriculums:



Communication



Teamwork



Understanding



Creativity



Movement

Teachers can choose and adapt activities based on the needs and learning goals of the children they are working with.





Activity 1:

Which farm animal am I?

Aim: To help children recognise and imitate farm animals through sounds and movements, building vocabulary.

Skills developed:



Communication: Learning and saying animal names.



Understanding: Connecting sounds and movements to specific animals.



Movement: Imitating how different animals move.

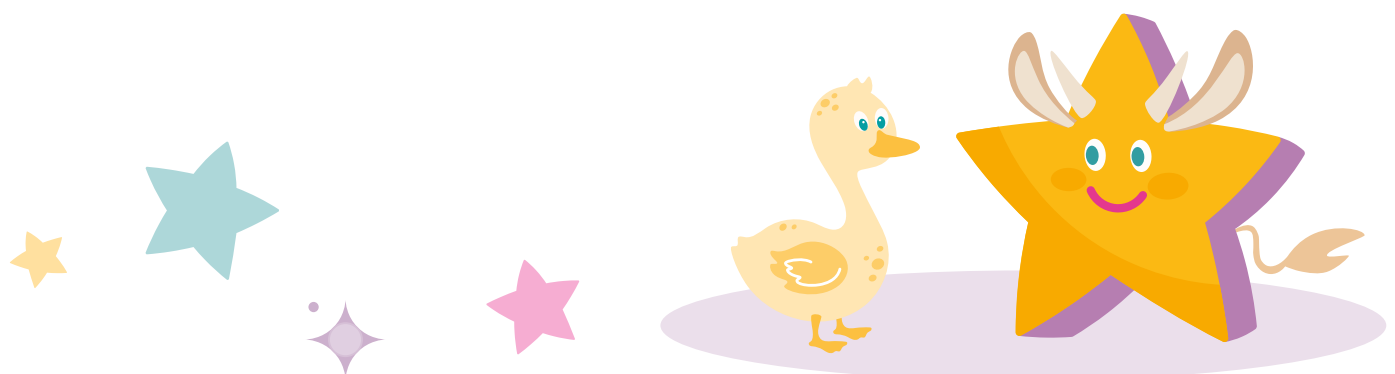


Creativity: Expressing animal characteristics through voice and actions.

Materials needed: Flashcards (see [page 21](#)).

How to play:

- 1 Set out the included animal flashcards one at a time while saying the names of the animals. The children repeat the names after you.
- 2 Make an animal sound and have the children guess the correct animal by pointing to its picture.
- 3 Demonstrate animal movements (eg hop like a rabbit, trot like a horse) and let children imitate.
- 4 **Take turns:** One child makes an animal sound while others guess.
- 5 Add movements to deepen engagement (eg mimic cow movements while making the sound).





Activity 2: Wake up the animals

Aim: To engage children in vocal and physical play by recognising animal sounds.

Skills developed:



Communication: Identifying and mimicking animal sounds.



Understanding: Associating sounds with specific animals.



Movement: Incorporating animal movements into play.



Creativity: Expressing animal behaviour through voice and actions.

How to play:

- 1 Children pretend to sleep with their heads down.
- 2 Call out '**Wake up [animal]**' and children make the sound of the animal (eg roar like a lion).
- 3 After a few moments, say '**Go to sleep [animal]**'.
- 4 Repeat with different animals.
- 5 Add movements (eg flap arms like a chicken) to increase interaction.





Activity 3: ✨ ☆ ✨

How animals move

Aim: To encourage children to explore animal behaviour through movement and interaction.

Skills developed:



Communication: Expressing ideas through movement and interaction. Using verbs for the different movements of the animals, eg trot, waddle, peck, flap.



Understanding: Learning about what animals look like and their behaviour.



Movement: Imitating the movements of different animals.



Creativity: Interpreting and personalising animal behaviour.



Teamwork: Working together to represent animals and interact within the space.

How to play:

- 1 Discuss how different animals move (eg horses trot, sheep follow each other. The animals might fly up, or trot fast or crawl slowly).
- 2 Divide children into groups and assign each group an animal to imitate.
- 3 Encourage children to move around as their assigned animal and interact with others.
- 4 Let children create their own interpretations of the animal movements.





Activity 3

Examples of animal movements

Donkeys



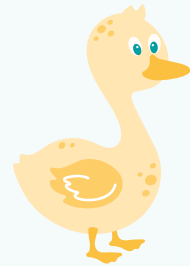
- ★ Widen their nostrils when breathing.
- ★ Trot (slow run) or can walk backwards when stubborn.

Sheep



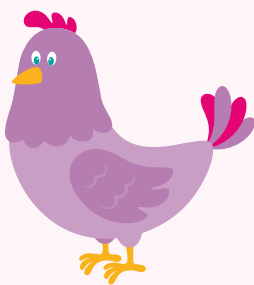
- ★ Follow one another closely.
- ★ Move as a group and are easily frightened.
- ★ Have excellent hearing and become nervous at unexpected noises.

Ducks



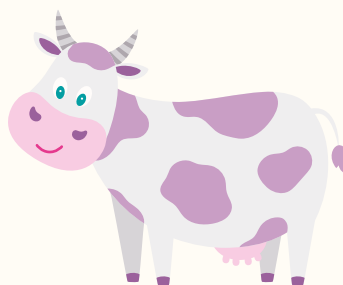
- ★ Waddle, moving from side to side, when on land.
- ★ Paddle their feet when swimming and dive their heads into the water to find food.

Chickens



- ★ Move their heads up and down while looking for food.
- ★ Walk slowly with deliberate steps.

Cows



- ★ Move slowly and spend a lot of time chewing grass.
- ★ Have big eyes and mouths and are heavy animals.

Horses



- ★ Can run very fast or trot slowly.
- ★ Shake their heads and appear proud and strong.



Activity 4:

Animal parade

Aim: To encourage children to act like farm animals, showcasing sound and movement in a group performance.

Skills developed:



Communication: Expressing ideas through sound and movement.



Understanding: Recognising and imitating animal behaviour.



Movement: Imitating animal movements and actions.



Creativity: Interpreting animal characteristics in creative ways.



Teamwork: Working together to represent animals and interact within the space.

Materials needed: Flashcards (see [page 21](#)).

How to play:

- 1 Divide children into groups. One child in each group picks an animal flashcard.
- 2 One at a time each group parades around the room imitating the sound and movement of their chosen animal.
- 3 Encourage the other children to clap and cheer.
- 4 Add music or simple costumes to enhance the performance.





Activity 5:

Farm animal chant

Aim: To help children practise turn-taking, spatial movement and animal sounds through a fun group chant.

Skills developed:



Communication: Using sounds and words to represent farm animals.



Understanding: Recognising and mimicking animal sounds and movements.



Movement: Moving around the space like an animal.



Creativity: Expressing animal sounds and movements in imaginative ways.



Teamwork: Working together to perform and contribute.

How to play:

- 1 Read the example rhyme aloud, making the sounds and movements of different farm animals. Use the flashcards to indicate the animals.
- 2 Have the children mimic the animal sounds and movements as they chant. Encourage loud, expressive participation.
- 3 Divide the class into smaller groups, each representing a different animal. Each group performs the chant in turn for their assigned animal (eg horses, cows, chickens).
- 4 Include actions, like flapping arms for chickens or stomping for cows, to make the activity more dynamic.
- 5 Finish with the final part of the rhyme, encouraging all animals to go to sleep.

Example rhyme:

Listen, listen!

(Make a horse noise, children copy.)

Look, look!

(Mimic horse movements, children follow.)

Horses! Horses! Horses on the farm.

Horses! Horses! Walking round and round.

Donkeys, donkeys, go to sleep.

Hens, hens, go to sleep.

Ducks, ducks, go to sleep.

Cows, cows, go to sleep.

Horses, horses, go to sleep.

Sheep, sheep, go to sleep.



Activity 6:

A day on the farm (role-play)

Aim: To encourage imaginative play by simulating a day on a farm.

Skills developed:



Communication: Expressing ideas through dialogue and role-play.



Understanding: Interpreting and responding to a narrative about farm life.



Movement: Using space creatively to mimic farm activities and animal behaviour.








Creativity: Imagining and creating scenarios related to farm life.



Teamwork: Working together to act out roles and scenes.

Materials needed: Masks (see [pages 10-20](#)).

How to play:

-  1 Narrate a simple story about a day on the farm. Use a pre-existing book or make up a scenario (eg milking cows, collecting eggs).
-  2 Give children roles (eg farmer, cow, hen, pig) and encourage them to act out their character. Use props like hats or masks if available.
-  3 Guide children through activities, such as feeding animals, milking cows and collecting eggs. Encourage them to act like their animals (eg cows grazing, hens pecking).
-  4 Let small groups perform their scenes (eg cows waking up, pigs playing in the mud).
-  5 Add background farm sounds or music to enhance the experience.





Suggested resources with the theme of farms and animals:

Nursery rhymes



- ★ 'This little piggy' – Traditional
- ★ 'Little Bo Peep' – Traditional
- ★ 'Baa baa black sheep' – Traditional
- ★ 'Little Boy Blue' – Traditional
- ★ 'Three blind mice' – Traditional
- ★ 'Said the first little chicken' – Traditional

Songs



- ★ 'Old McDonald had a farm' – Traditional
- ★ 'BINGO' – Traditional
- ★ 'The farmer's in his den' – Traditional
- ★ 'Five little ducks' – Traditional

Stories

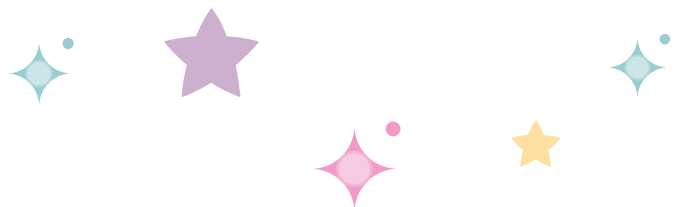


- ★ *The Enormous Turnip* – Traditional
- ★ *Noisy Farm* – Rod Campbell
- ★ *Farmyard Hullabaloo* – Giles Andreae and David Wojtowycz
- ★ *On the Farm* – Campbell Books and Axel Scheffler
- ★ *Who's on the Farm?* – Julia Donaldson and Lydia Monks
- ★ *Spot Goes to the Farm* – Eric Hill
- ★ *Goodnight Tractor* – Michelle Robinson and Nick East
- ★ *Night Night Farm* – Roger Priddy
- ★ *Farm Hullabaloo!* – Justine Smith

Poems

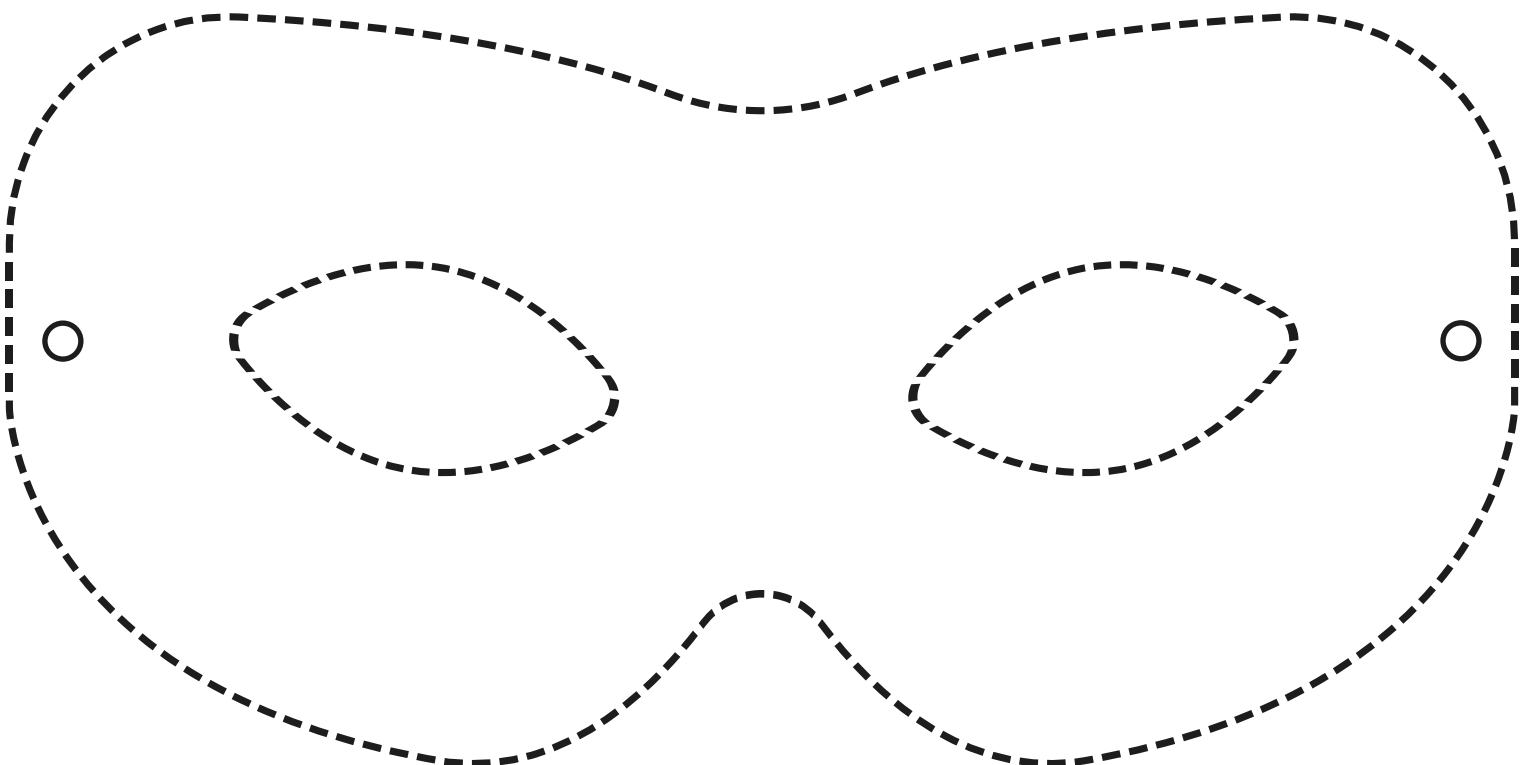
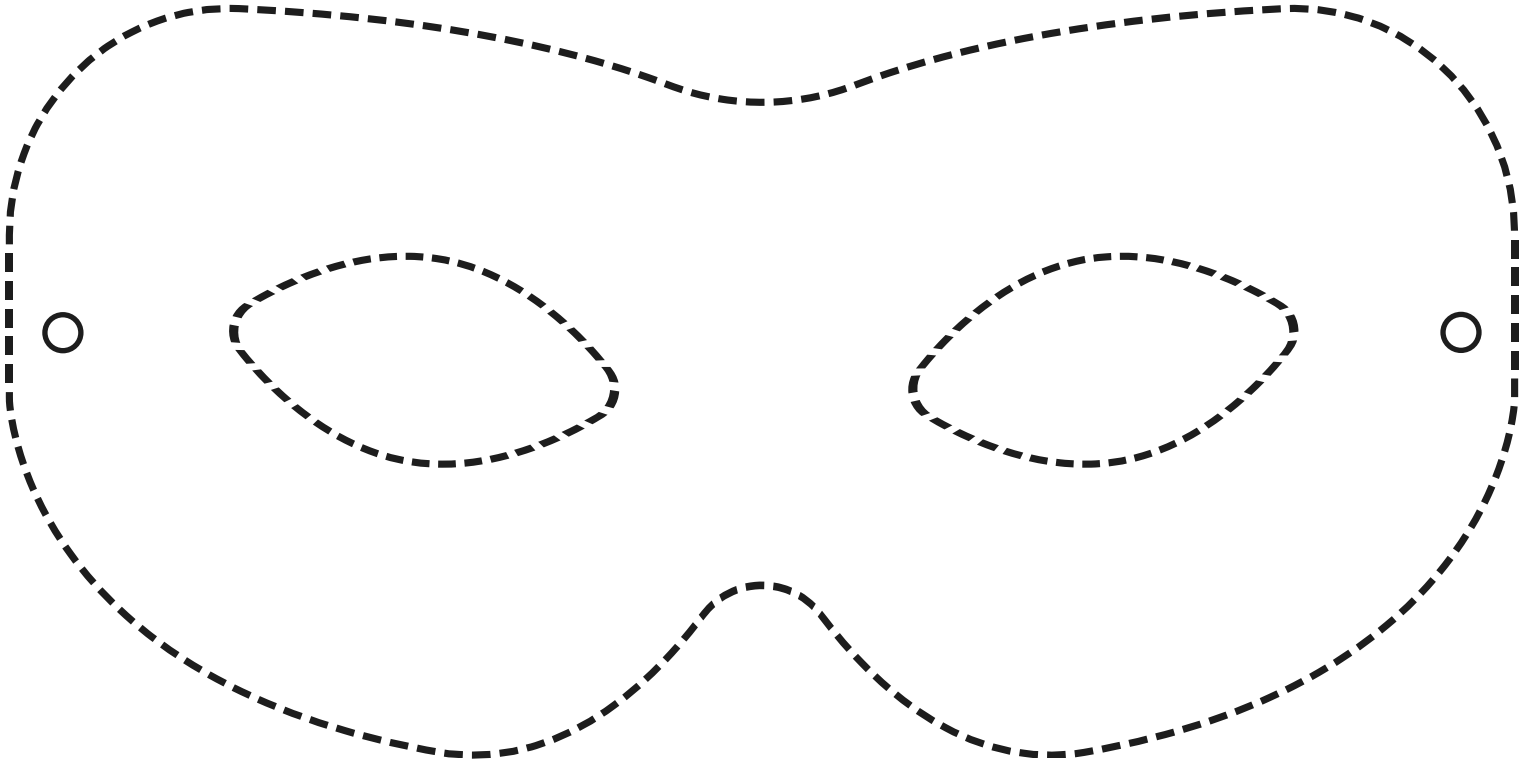


- ★ 'The Cow' – Robert Louis Stevenson
- ★ 'Morning on the Farm' – Kenn Nesbitt



Blank masks

Photocopy, cut out and decorate the masks to use in your class activities.



Cow mask

Print and cut out the mask to use in your class activities.



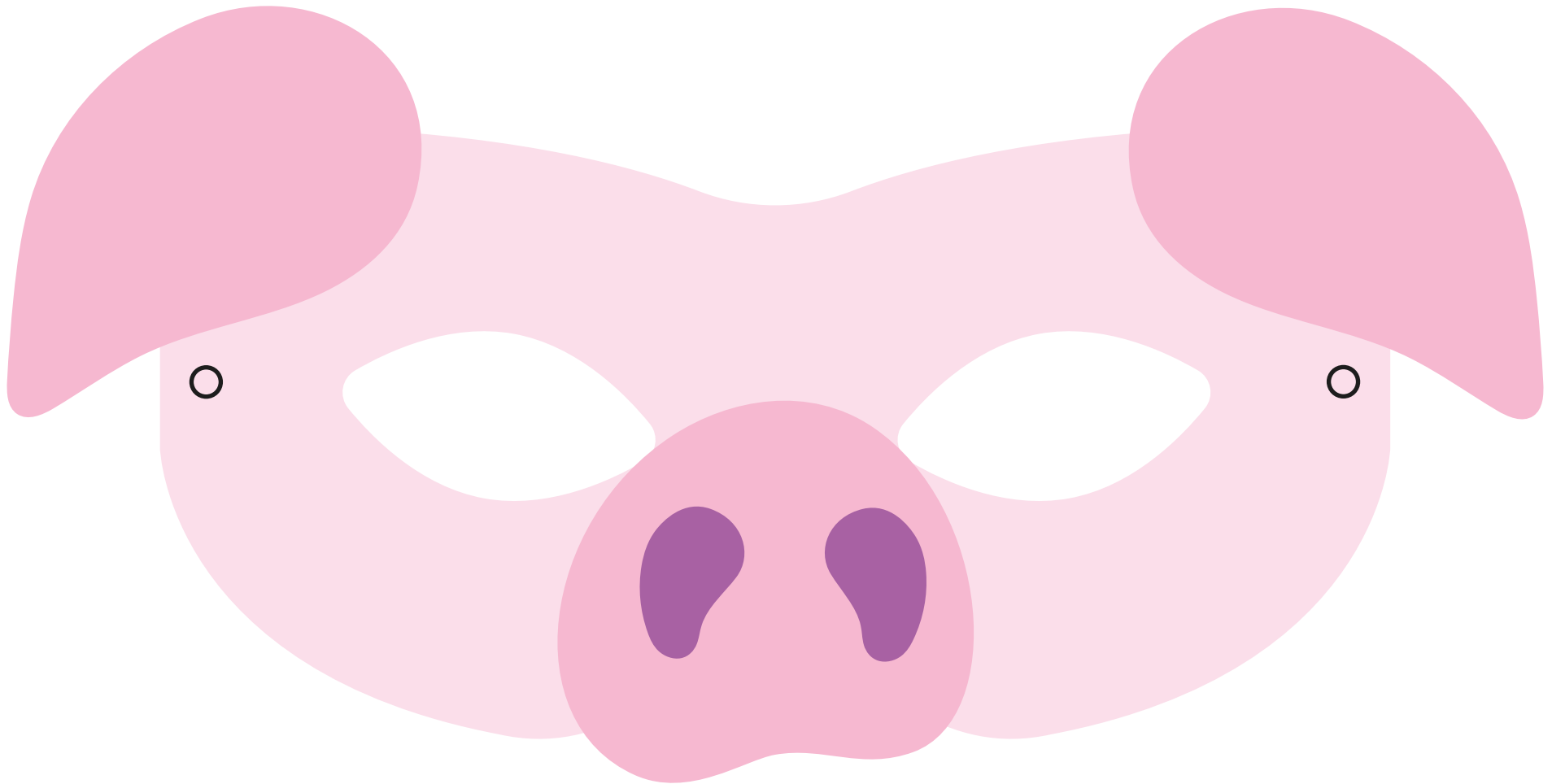
Duck mask

Print and cut out the mask to use in your class activities.



Pig mask

Print and cut out the mask to use in your class activities.



Rabbit mask

Print and cut out the mask to use in your class activities.



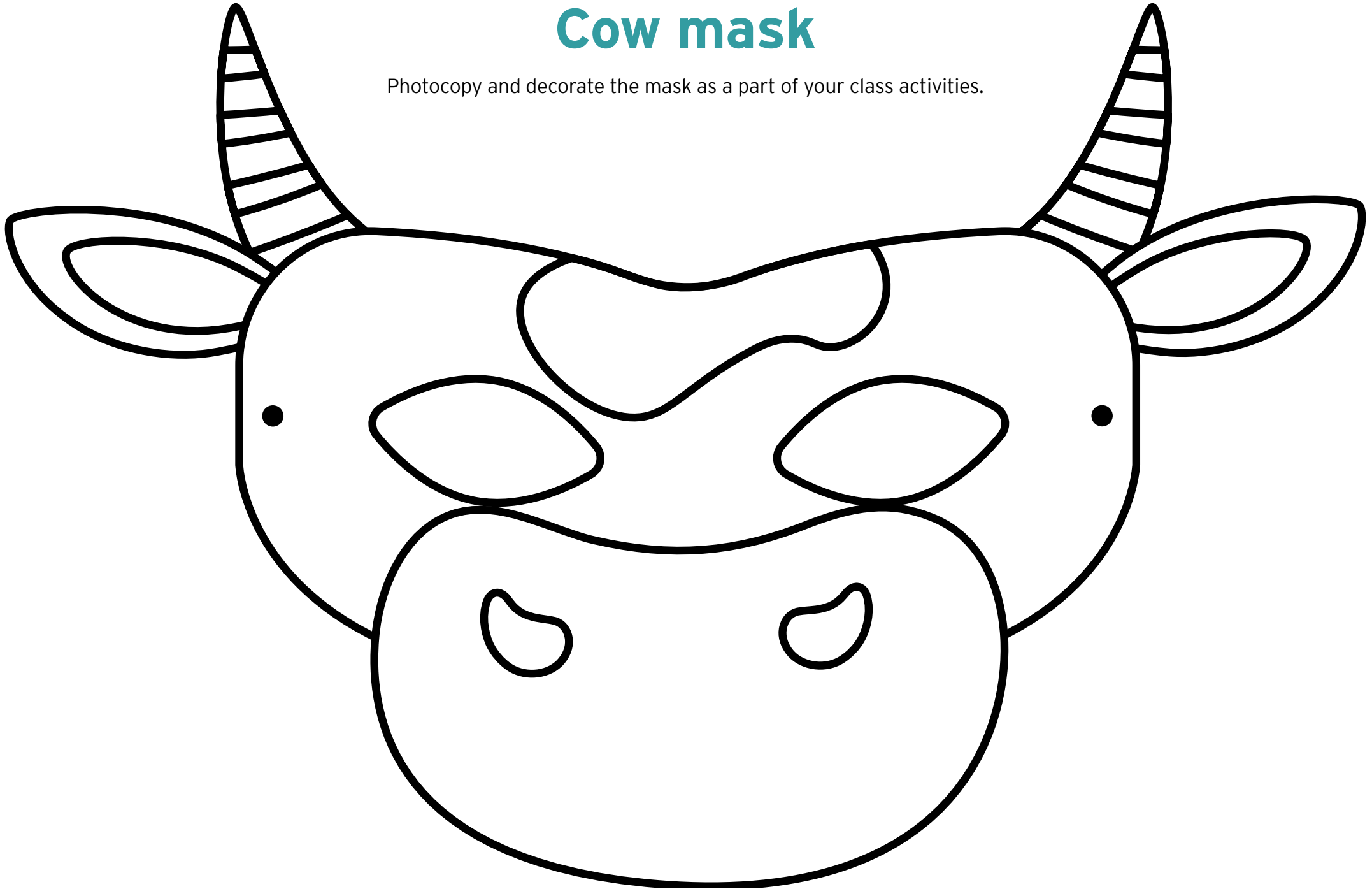
Goat mask

Print and cut out the mask to use in your class activities.



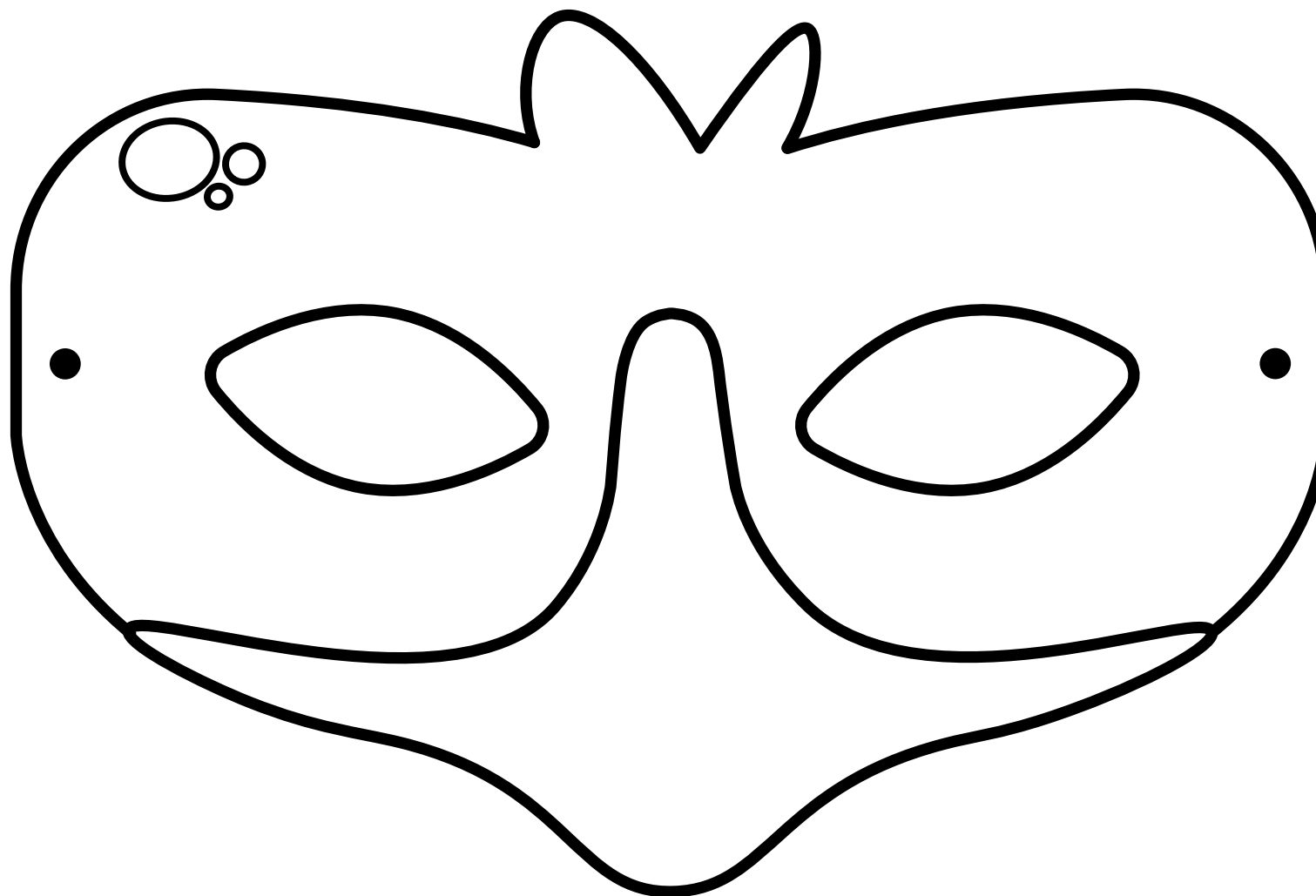
Cow mask

Photocopy and decorate the mask as a part of your class activities.



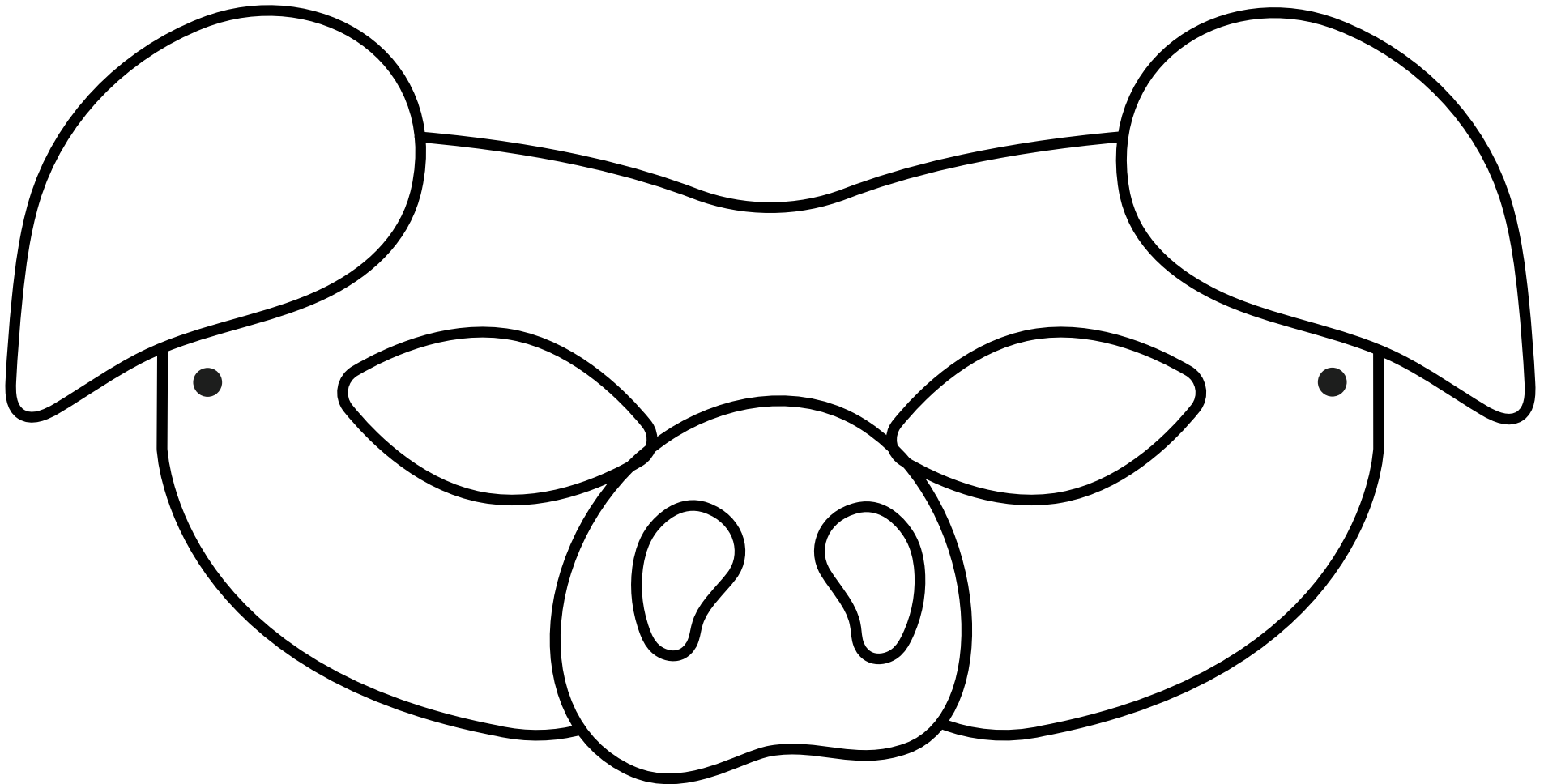
Duck mask

Photocopy and decorate the mask as a part of your class activities.



Pig mask

Photocopy and decorate the mask as a part of your class activities.



Rabbit mask

Photocopy and decorate the mask as a part of your class activities.



Goat mask

Photocopy and decorate the mask as a part of your class activities.



