



Exploring real and imaginary situations

Suggested participants early years/p1

The farm is a great background to explore and then replicate as an imaginary situation. There are a wide variety of farm animals, machinery and job roles that can be explored. This pack focuses on farm animals and provides videos, role play and additional ideas to support exploration.

What this pack contains:

- All the resources to undertake the 'Exploring real and imaginary situations' activity with your early years/p1 class.
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes.
- Learning for Sustainability links.
- Lesson plan.
- Suggested additional activities.

Learning Outcomes

- We are learning about movement and voice.
- We are exploring real situations using improvisation.

Success Criteria

- I can use movement and sound to become a farm animal.
- I can discuss farm animals.
- I can identify some farm animal words.

Experiences and Outcomes

- **EXA 1-12a** I enjoy creating, choosing and accepting roles, using movement, expression and voice.
- **EXA 1-14a** I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.
- **EXA 1-17a** I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.

Learning for Sustainability

- **Goal 4** Quality education: achieve literacy and numeracy.



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Lesson Plan

Introduction

- Share/discuss the learning intentions and success criteria.
- You can meet some of the animals on the farm (including turkeys) with our [‘Meet the farm animals’](#) short video.
- We also have a [more detailed look at turkeys in this video](#).
- Our [‘Talk like a turkey’](#) SWAY can then be used for some follow up role play.
- Using the creatures you have met online, can your pupils make up a short drama and act out the animals.

Suggested discussion points

- What do turkeys look like?
- Can you draw a turkey?
- What other animals live on the farm?
- Why does the farmer keep them?
- How heavy is a turkey?
- Can you make a pile of items that weighs the same as a turkey?

Learning

- **Expressive arts outcomes:** The ability to create, choose and take on a role within a drama. The ability to create a short drama using improvisation, from a given stimulus, and working collaboratively. The ability to use my voice, movement, and expression in role play.

Additional tasks

- Check out our [Explore and Discover with Farmer Lily](#) pack
- [Listen to a sheep](#) and use role play to act out how a sheep moves and sounds.

More information

- We have a couple of other stories that you might find useful: the story of [Superhero Seeds](#), [Meet Willow](#), [The Cowpat Crew](#) and [A New Calf Arrives](#).
- Meet some different farmers with our set of [‘Meet the Farmer’](#) cards.

Social media

Please tag [@TheRHET \(Twitter\)](#) or [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments.