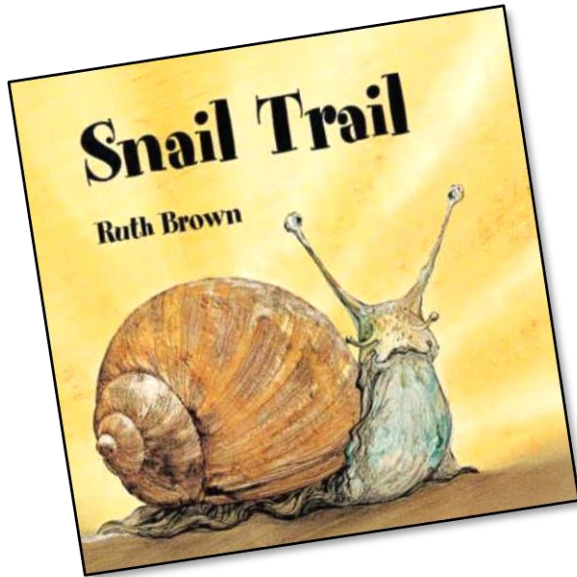
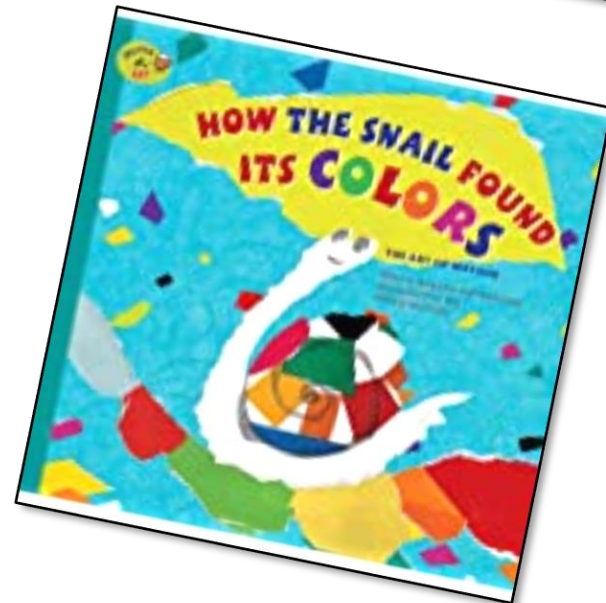
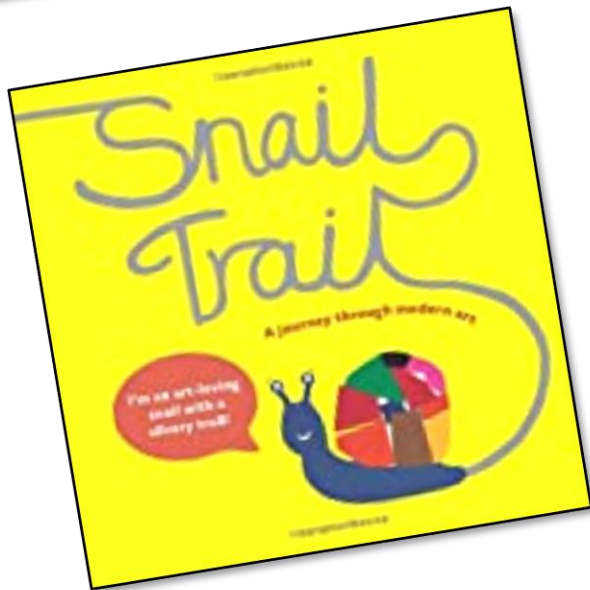
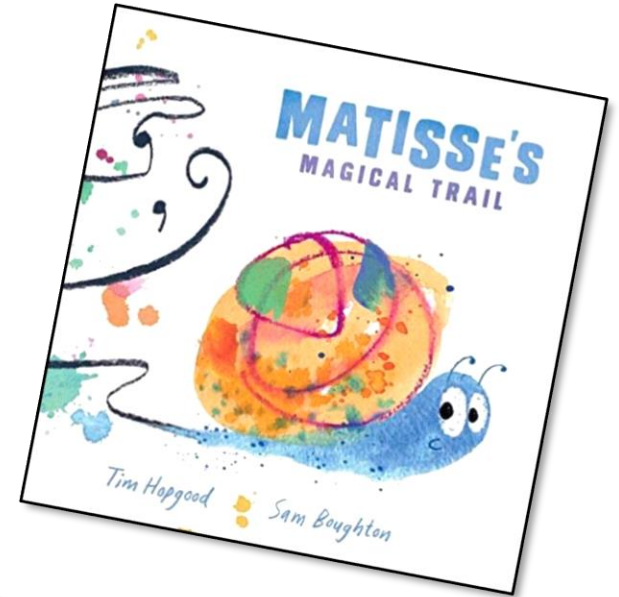


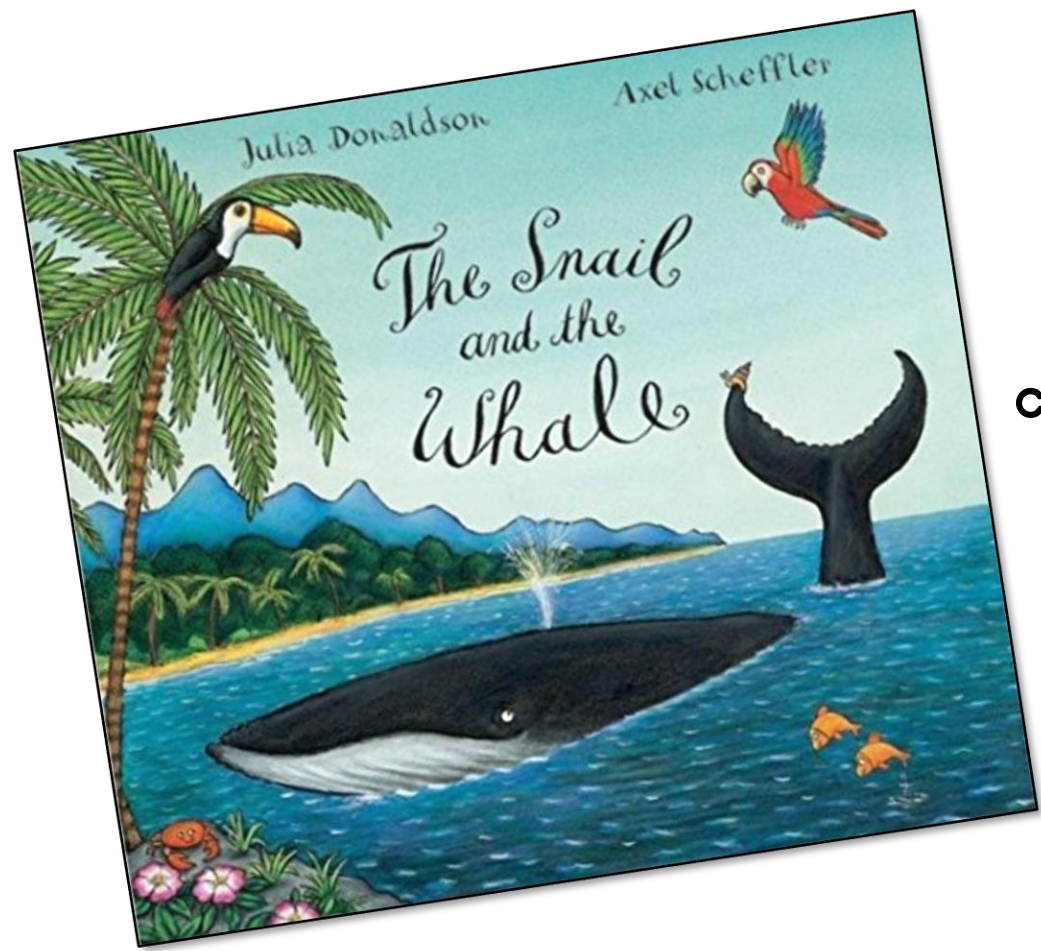
These activities and ideas are based around the book "The Snail and the Whale" By Julia Donaldson.

All activities could be done without the book!



Other stories to support our fun activities.





## Crawling up my wall!

The snail does a lot of crawling. Is the snail higher up my wall than the worm or lower?

## Talking Together



## Talking Together



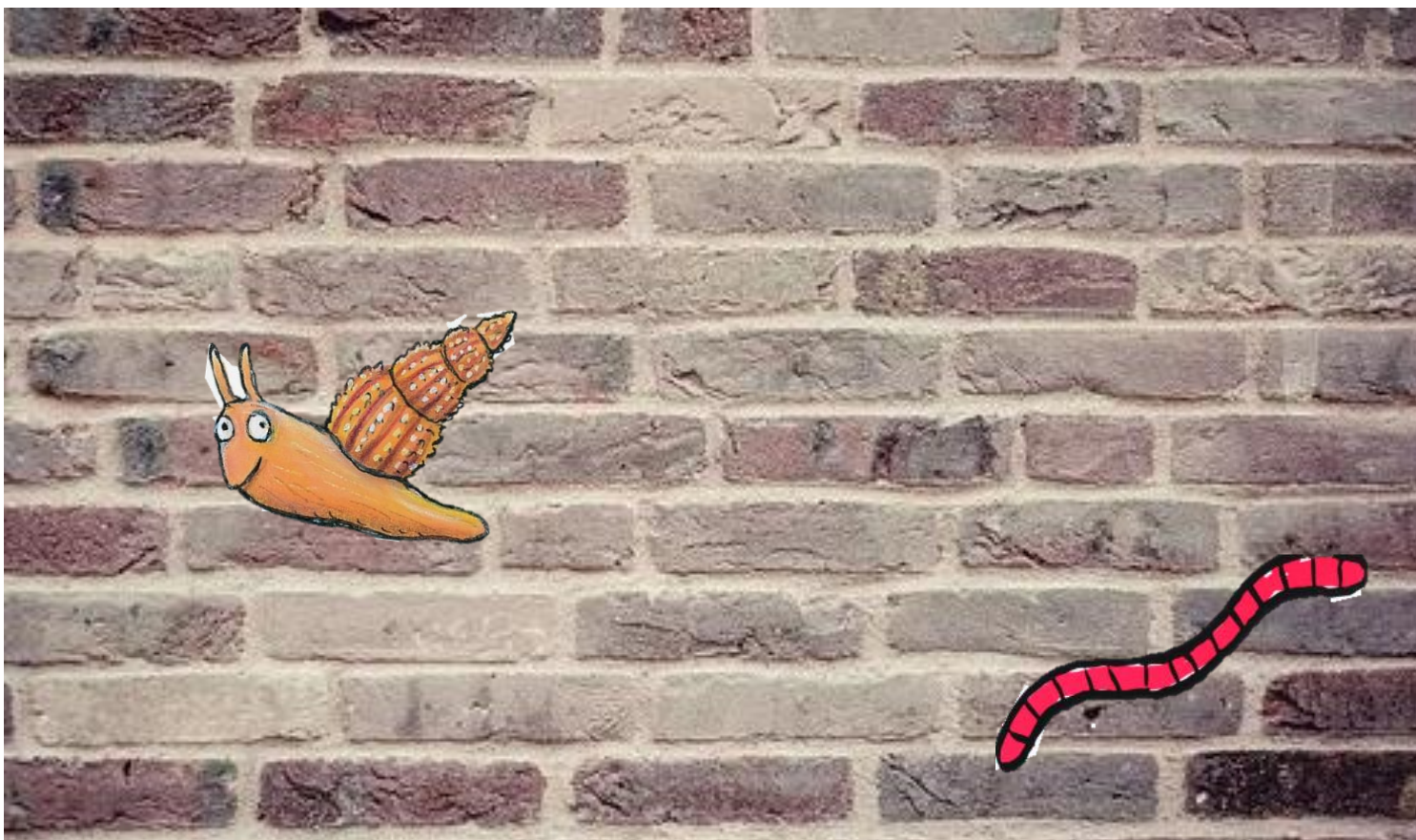
## Talking Together



## Talking Together



## Talking Together





## Talking Together



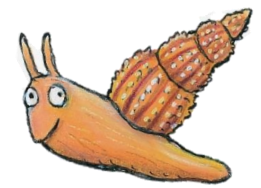


### Don't forget the song!

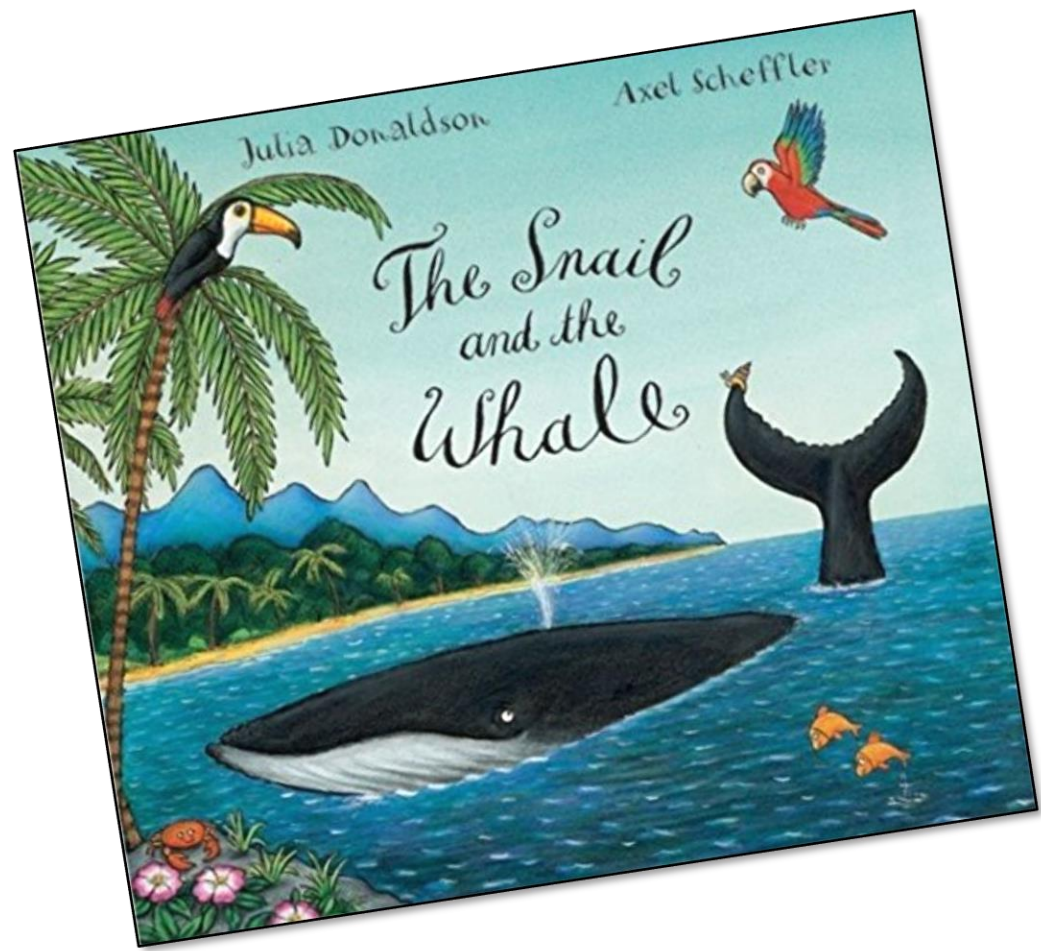
There's a worm at the bottom of the garden  
And his name is Wiggly Woo

There's a worm at the bottom of the garden and he's crawling on my shoe!  
He crawls all night, crawls all day, slowly crawling on his way. There's a  
worm at the bottom of the garden and his name is wiggly woo!

There's a snail at the bottom of the garden  
And his name is Christopher Crawl



There's a snail at the bottom of the garden and he crawling up my wall. He  
crawls all night, he crawls all day, slowly crawling on his way. There's a snail  
at the bottom of the garden and his name is Christopher Crawl.



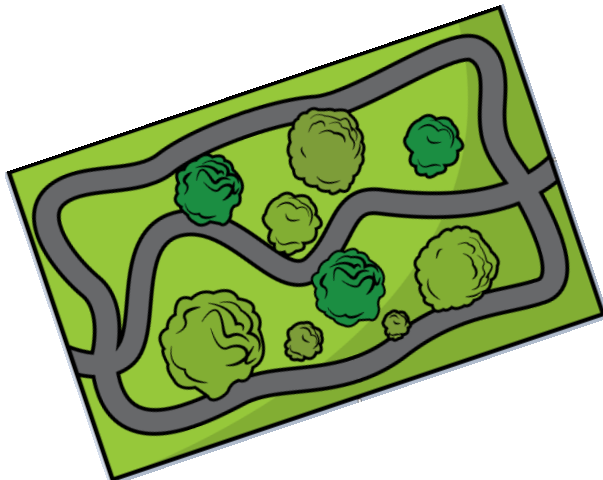
## Snail Trail

Snails leave a silvery trail where they have been.  
If you were a snail where would your trail have been today?

## Talking Together

“Slimy Snail sets out on a trail. But where exactly does he go?  
Up a hill, over a bridge, down a slope.”

Make a map of where you have been and talk about position and distance. Did you go under the table? Around the couch?  
Or plan your trail ahead - where will you leave your silvery slimy messages?



### Learning through Play

A helping hand to where our activities link in our schemes and the EYFS.

Reception - Notes and guidance

#### Summer Progression

Measurement

Measure



Length, height and distance

#### Development matters -Shape space and Measure 40-60

Can describe their relative position such as '*behind*' or '*next to*'.

Orders two or three items by length or height.

Orders and sequences familiar events.

Measures short periods of time in simple ways.

#### Early Learning Goal -Shape Space and Measure

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.