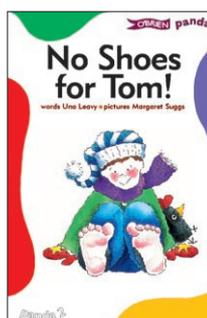


NO SHOES FOR TOM! – PANDA 2



by Una Leavy, illustrated by Margaret Suggs

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When Tom was a small baby, he enjoyed wiggling his toes and even sucking them, so when Mum gave him a pair of shoes he wasn't at all pleased. Every day Mum would put shoes on his feet and every day Tom would take them off. He didn't like any of the shiny new shoes in the shop, he didn't want any shoes at all. Bare feet were so much fun – he could rustle through autumn leaves, squelch through black mud and sometimes feel a friendly puppy licking his toes. But when winter came, and fat, white snowflakes began to fall, Tom realised that he could have plenty of fun in his new red boots.

LANGUAGE – ENGLISH

- ◆ Language of colour: Bright blue/shiny red shoes, red and yellow leaves.
- ◆ Language of movement: Rustling, squelching, oozing, wiggling.
- ◆ Language of position: In, on, to, off, through, between, out, by, into.
- ◆ Discussion: Things I like/things I dislike/when I was younger I didn't want to ...
- ◆ Creative: 'In the big box on the chest is a ...'; 'The Well-worn Shoe ...', children discuss what might have happened to an old shoe.

SESE – SCIENCE

- ◆ Energy and forces: Difference between hot and cold in terms of weather; characteristics of seasons: Sun shining, leaves falling, snow falling.
- ◆ Plants and animals: Seasonal changes. Caring for animals on farms in different seasons.
- ◆ Practical: Tracking animals/birds from prints: Partly fill a large bowl with sand, smooth over, place cold porridge on plate, leave overnight, look for tracks left in sand.

SPHE

- ◆ Myself: Taking care of my body: Importance of being warm and dry, of wrapping up to protect from cold.
- ◆ Growing and changing: Learning to adapt/accept changes as one grows older. Dealing with emotions and desires without losing control of temper.
- ◆ Feeling secure: Accepting comfort, love and advice from others.

- ◆ Learning by doing: Enabling children to discover for themselves.

- ◆ Circle time: 'I didn't want to wear ...'

MATHEMATICS

- ◆ Number rhymes: 'One, two, buckle my shoe'.
- ◆ Time: Use the language of time to discuss seasonal changes.
- ◆ Comparing: Cold/colder; stiff/stiffer.
- ◆ Observation: Find the hidden panda; count the appearances of Tom's favourite toy.

PHYSICAL EDUCATION

- ◆ Warm-up: Wiggling toes, puppy licking toes, getting warmer.
- ◆ Movement activities: Kicking, throwing, rustling, squelching.
- ◆ Relay: Shoes in a pile, run and extract own shoes, put on and race back.
- ◆ Cool-down: Colder and stiffer, then relax by fire, warm and cosy.

VISUAL ARTS

- ◆ Autumn trees: See *Busy Fingers* series, No. 3, Autumn/Hallowe'en, p.2.
- ◆ Snowman sweet treat: Find an empty container with lid, sellotape newspaper around, glue cotton wool onto newspaper. Glue card onto lid, cover in coloured paper for hat. Fill container with sweets.
- ◆ Footprints: Dip bare foot or sole of shoe in paint, cut out, place on sheet of paper, laminate to make a placemat or use design to personalise writing paper.