

3-5 Years

Home Learning Pack

Creatures and Sounds

Objectives

- To choose sounds and actions to represent events and character responses in a story
- To use talk to describe events, feelings and ideas
- To identify some features of story language and practise using them

Resources

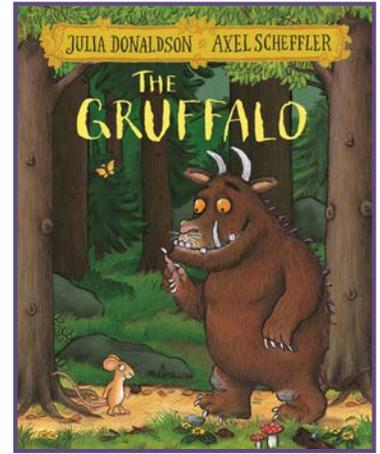
- *The Gruffalo* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: Matching Animal Homes*
- *Resource Sheet 2: Animal Home Sentences*
- *Resource Sheet 3: Thought Bubble*
- *Resource Sheet 4: Speech Bubble*
- A selection of musical instruments (optional)
- Painting/collage materials (optional)
- Clay or playdough, plus a selection of dried pasta, pulses and beads (optional)

Creatures and Sounds

3-5 Years Home Learning

Outcomes

- I can listen to others
- I can share my ideas
- I can use a range of vocabulary to describe different sounds



Introduction

Introduce the book of *The Gruffalo*. Look at the illustration on the front cover and talk about the clues it gives us about the story. Are these the main characters? Where is the story set? What might the Gruffalo be thinking in the picture? Does he look scary or friendly? What about the mouse?

Main task

Read the story and talk about the sounds that the creatures make – an owl hoots and a snake hisses. What would the mouse do? What would the Gruffalo do? What other creatures might you find in a wood? Encourage your child to try and spot some other creatures in the illustrations, such as a squirrel, a woodpecker and a frog. Ask your child to suggest what kind of noises and actions they think those creatures might make and do? For example, a squirrel might scamper, a hedgehog might snuffle, a woodpecker might tap, a frog might croak and a beetle might scuttle. Ask your child to close their eyes and imagine a ‘woodland hum’ with all of these different noises and actions happening at once.

Adult led activities

- Talk about other sounds you might hear on a walk in the woods, and start to make a collection of sound words: ‘squelch’ if you went through mud, ‘plop’ if you threw a pebble in a stream, ‘snap’ if you stood on a twig. You could try and create these sounds when going out for a walk.
- Provide a collection of musical instruments, or use items from around the house to explore sounds and actions that represent different points in the story – for example, a breeze blowing through the trees (wave a tea towel around), the mouse’s footsteps (lightly tap a pencil on the table), the fox going back into his den (rustle some paper), owl flapping (pat a cushion) or the mouse’s tummy rumbling (scratching a bumpy surface).
- Provide actions that your child can do every time the Gruffalo is mentioned while you read the story a second time and one for him running away at the end. Ask how they might use sounds to show a creature is scared? How could you change a sound to show what is happening in the story (for example, getting faster or quieter as one of the creatures runs away)?

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Independent activities

- Using *Resource Sheet 1: Matching Animal Homes*, ask your child to draw lines to match each animal to its home (there are some from the story and some extras), using their phonic knowledge to label the pictures.
- Using *Resource Sheet 2: Animal Home Sentences*, your child can use their phonic knowledge to write simple sentences to go with each pair of pictures. For example, 'A fox lives in a den.'
- Your child could make and decorate (perhaps with colouring, painting or tissue paper collage) masks for the different characters in the story. Templates are available on the Gruffalo website (www.gruffalo.com).
- Use lumps of clay or playdough to make Gruffalo models. You could provide a selection of dried pasta shapes and pulses, rice, twigs and beads for your child to choose from – using them to add details such as the prickles on his back, his poisonous wart, orange eyes and terrible teeth.
- You may want to make your learning area into a forest. Your child could make paper chain vines out of green paper, and you could do sponge or potato printing to make animal footprints.

Extension

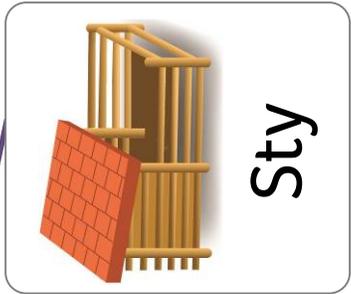
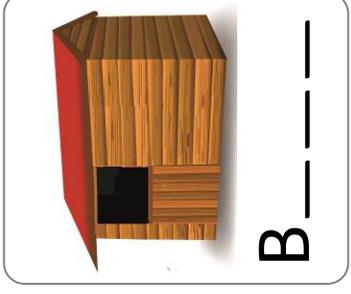
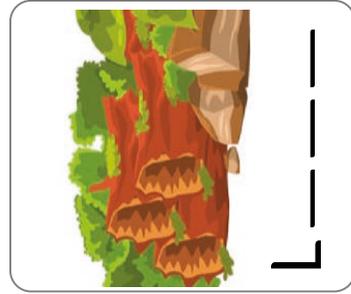
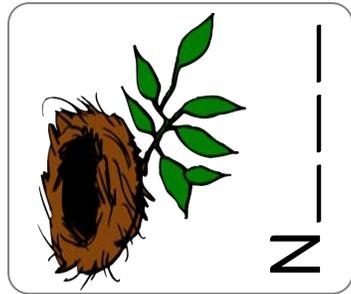
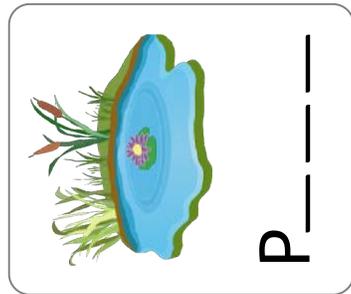
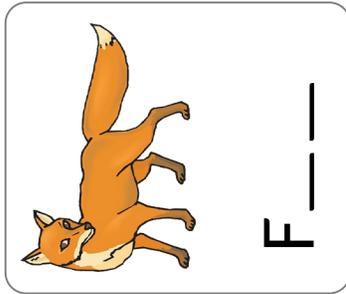
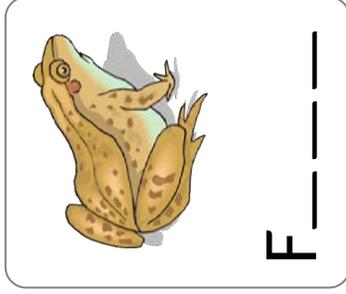
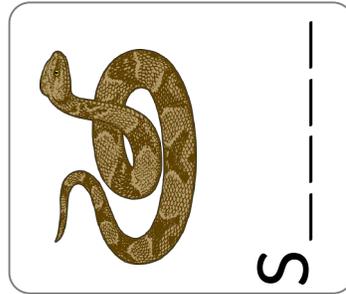
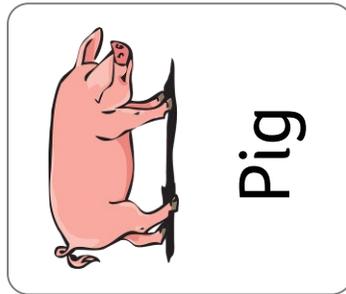
Ask your child to retell the story of the Gruffalo, perhaps wearing a Gruffalo mask (available to download from www.gruffalo.com or your child could make their own) to act it out.

You could also use books or the internet to look at pictures of woodland creatures from the story. Your child could write thought and speech bubbles for them using *Resource Sheet 3: Thought Bubble* and *Resource Sheet 4: Speech Bubble*.

Creatures and Sounds

Resource Sheet 1: Matching Animal Homes

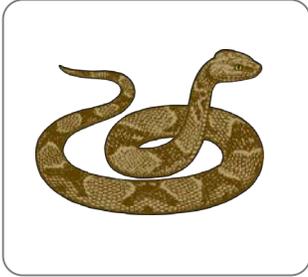
First draw lines to match the animals with their homes. Then, finish the labels in the missing letters.



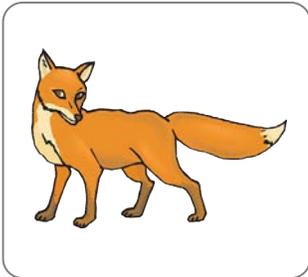
Creatures and Sounds

Resource Sheet 2: Animal Home Sentences

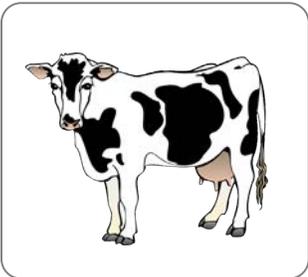
Look at the pictures and write sentences to explain where each animal lives.
The first one has been done for you.



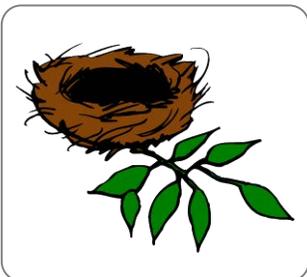
The snake lives in the logs.



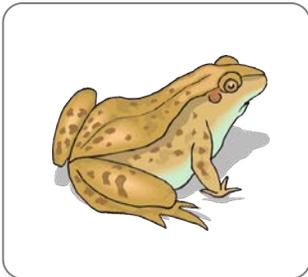
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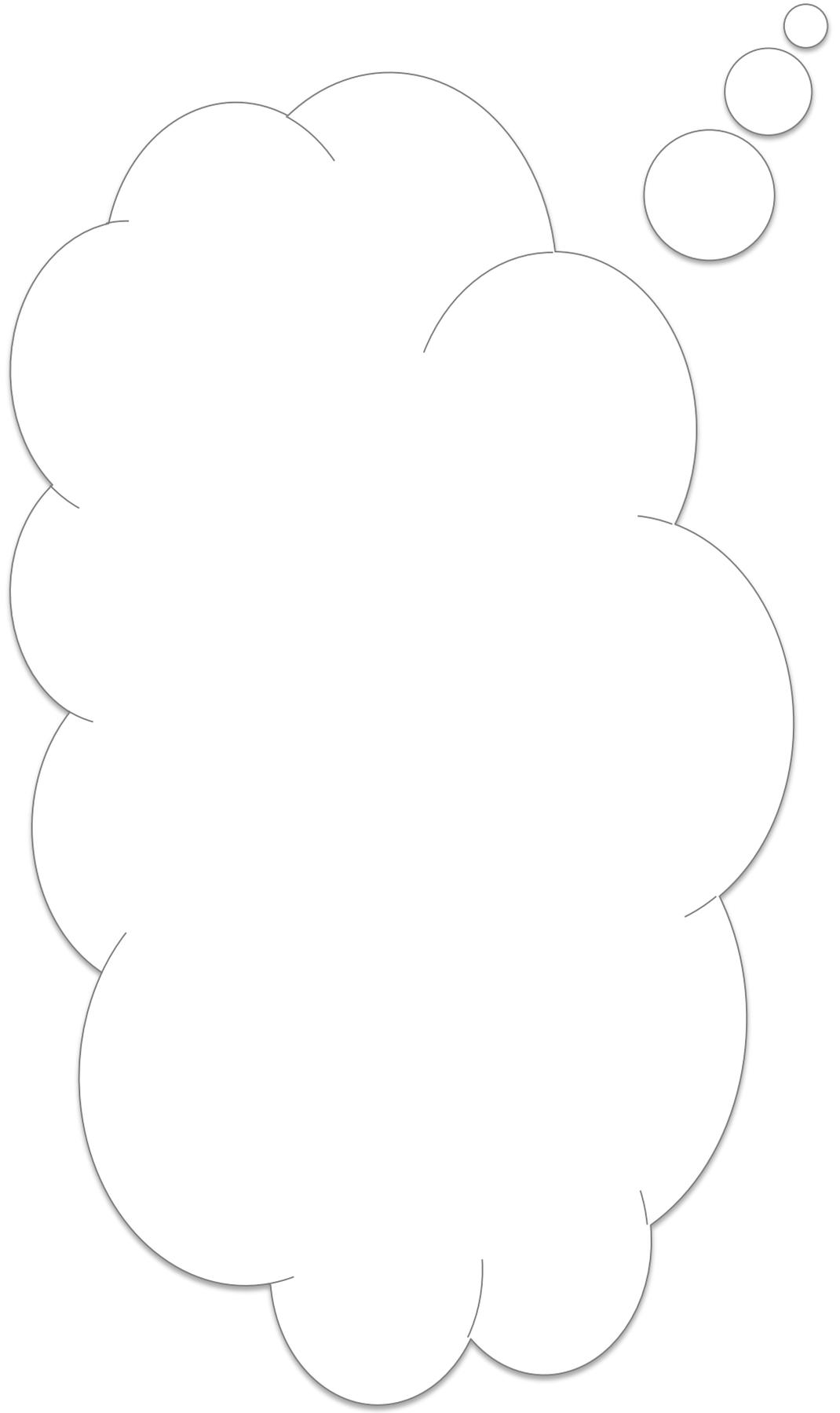


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Resource Sheet 3: Thought Bubble

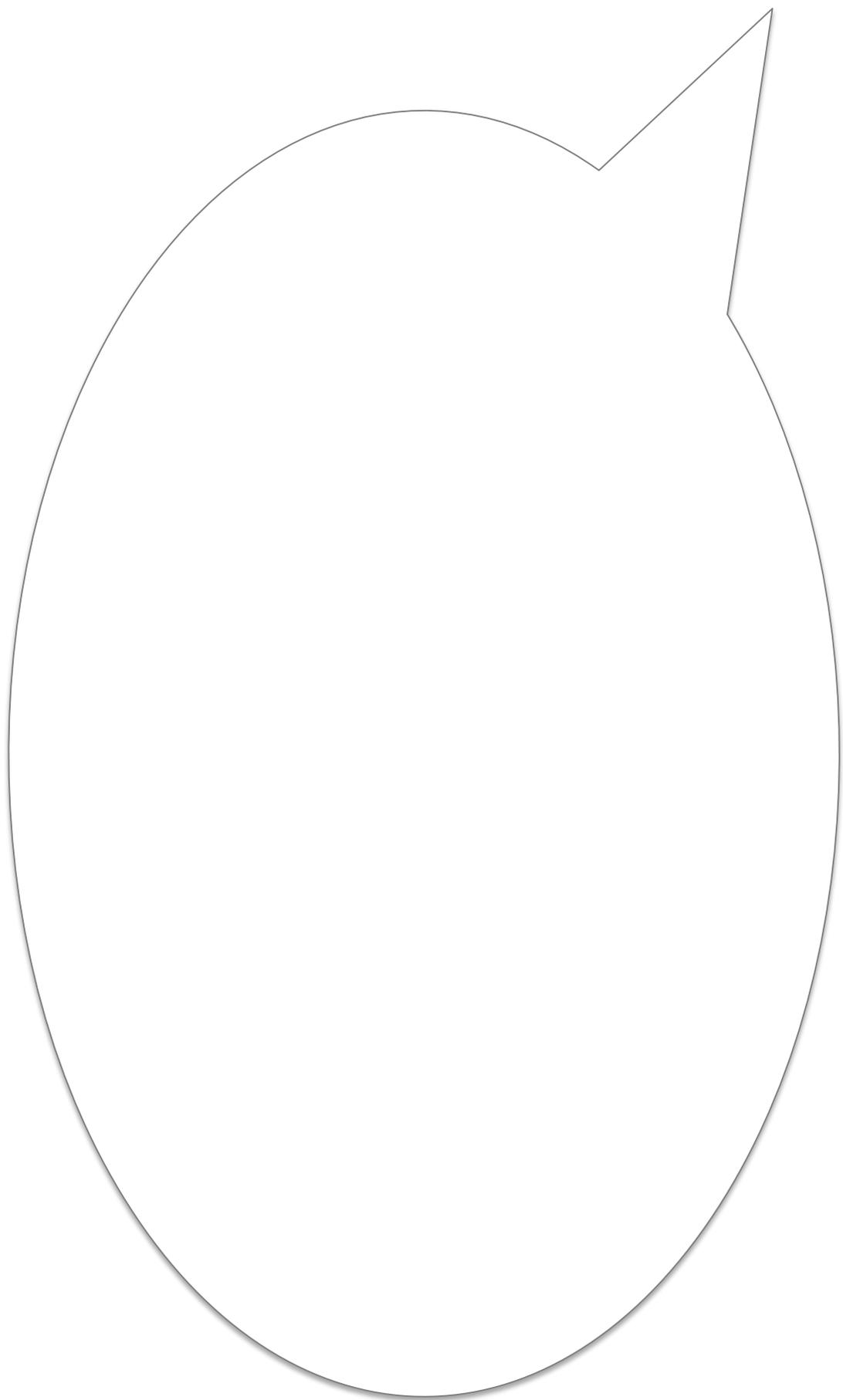
Choose a creature from the story. What might they be thinking? Write it in the thought bubble.



Creatures and Sounds

Resource Sheet 4: Speech Bubble

Choose a creature from the story. What might they be saying? Write it in the speech bubble.



Creatures and Sounds

Curriculum links

Early Years Communication and language

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give attention to what others say and respond appropriately.
- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Early Years Physical development

- Children show good control and coordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

Early Years Literacy

- Children use their phonic knowledge to write words in ways which match their spoken sounds. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Early Years Mathematics

- Children use everyday language to talk about size, weight, position, capacity, distance, time and money to compare quantities and objects and to solve problems.
- Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Early Years Understanding the world

- Children know about similarities and differences in relation to places, objects, material and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Early Years Expressive arts and design

- Children sing songs, make music and dance and experiment with ways of changing them.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.