

3-5 years

Home Learning Activity Pack

## Whose tracks are these?

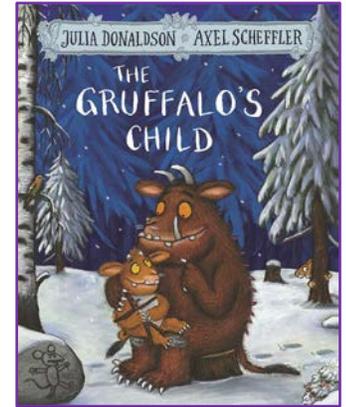
### Objectives

- To recognise similarities and differences between the footprints of animals and humans
- To identify familiar animals by their footprints

### Resources

- *The Gruffalo's Child* by Julia Donaldson and Axel Scheffler
- *Resource Sheets*
- *Cardboard*
- *Paint or sand and mud trays (optional)*

# Whose tracks are these?



## Outcomes

- Your child will understand how footprints are created
- Your child will recognise the footprints of familiar animals

## Introduction

Read the story with your child and then ask them to look at their own feet. What do human feet have? Talk about toes and have fun counting them. Look at the differences between your child's feet and the feet of different animals – you may wish to go for a walk to look for footprints outside, or you could even visit a zoo, farm or wildlife park to continue this conversation. Alternatively, you could simply show images of animal footprints from the internet or books.

Ask your child where we can make footprints. Have they ever made footprints of their own? Where have they made them? Your child may talk about sand, mud and snow. Did they have bare feet or were they wearing shoes or wellies?

## Main task

Explain that you are going to play a footprints game. In the story, the Gruffalo's Child finds trails, marks and tracks in the snow – she questions which creature they belong to. Cut out the full set of cards (10 animals and 10 footprints) from *Resource Sheet 1: Whose are these tracks?*

Lay the cards face down on a table, with all of the animals on one side and the footprints on the other. Play a game of pairs with your child by taking turns to pick up a card from the 'footprints' pile and identify the footprint by asking, "Is it a [bear] track?" Your child could repeat the language from the story and guess at where the footprints might be going. You should then pick up a card from the 'animals' pile and identify which type of animal is on the card. If the animal card and footprint card match, they can be put to one side together. If they don't match then the cards are returned to the right piles, and the next player has a go until all the cards are matched together.

## Extension

Using *Resource Sheets 2a: Footprint maker (deer and fox)* and *Resource Sheets 2a: Footprint maker (pig and duck)*, you can help your child to create their own footprint trails. Mount the footprint templates onto cardboard and attach a handle, ready for your child to use to make footprints. They could do this by dipping the footprint templates into brown paint for mud or white paint for snow and printing onto coloured paper. They could also press the templates directly onto wet sand or a tray of mud or snow.

Ask your child to identify which footprints belong to which animal. You could organise the paper or trays of mud or sand across the floor so that their footprints could make a trail or tracks leading to a photograph, painting or toy version of the animal they belong to.

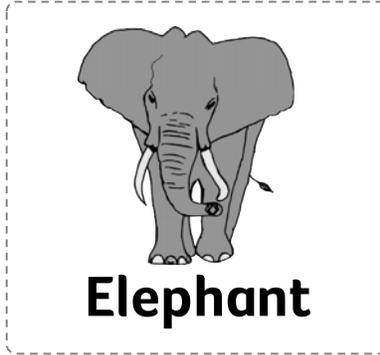
# Whose tracks are these?

## Resource Sheet 1: Whose are these tracks?

Cut-out the cards and use them to play a game of pairs. Match the animals to their footprints.



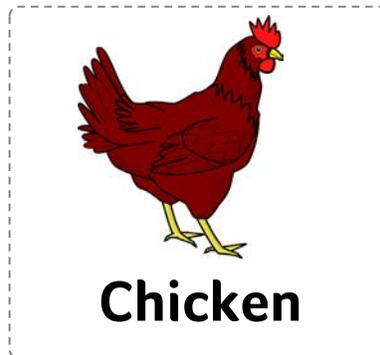
**Bear**



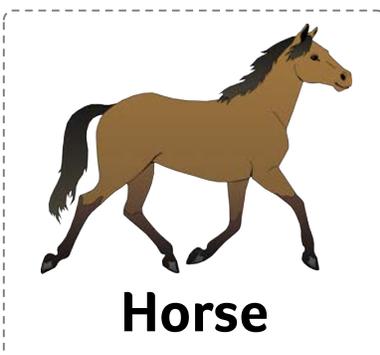
**Elephant**



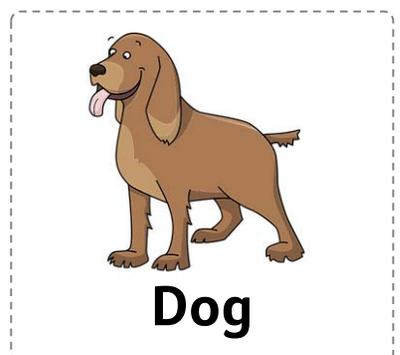
**Human**



**Chicken**



**Horse**

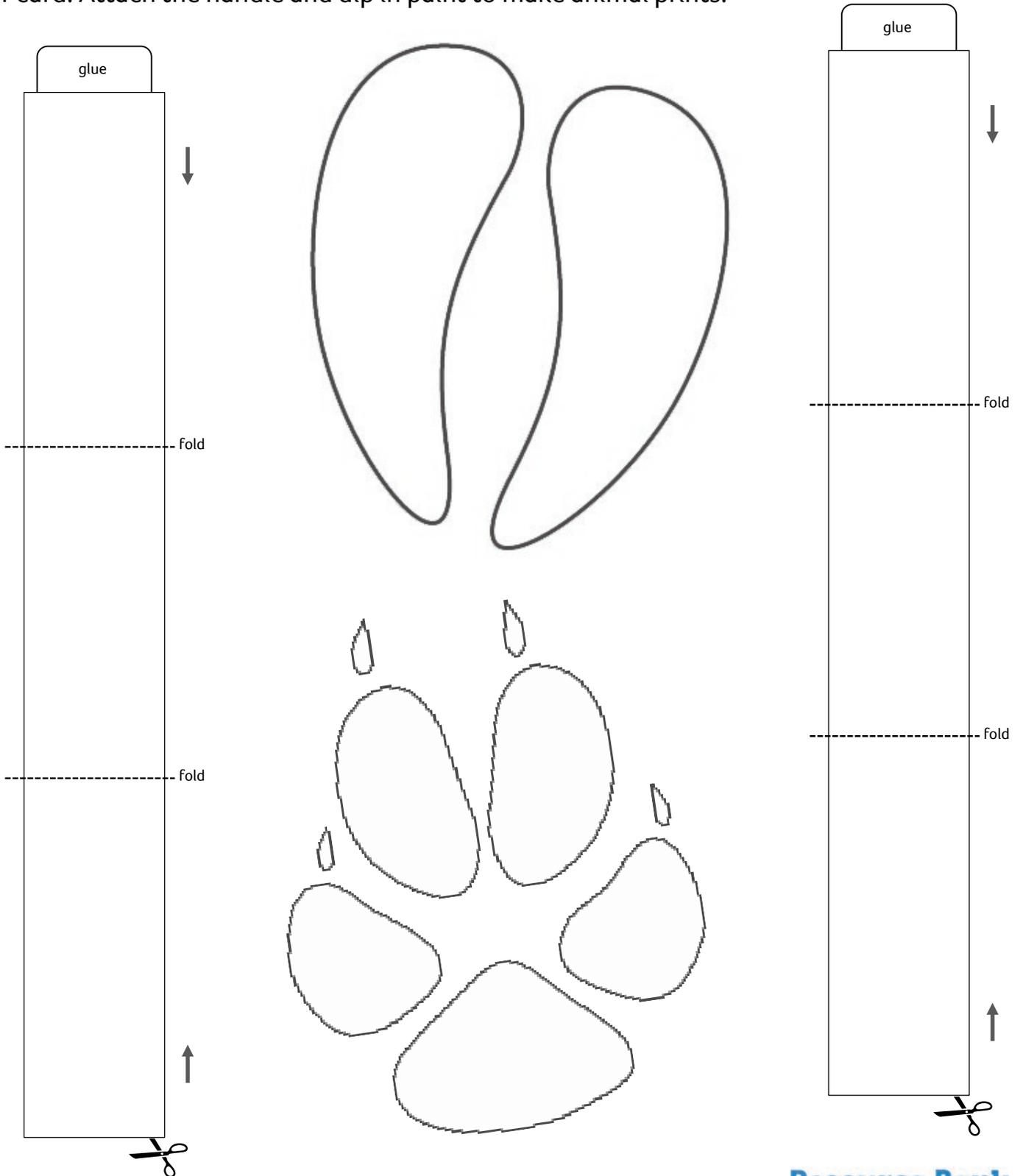


**Dog**

# Whose tracks are these?

## Resource Sheet 2a: Footprint maker (deer and fox)

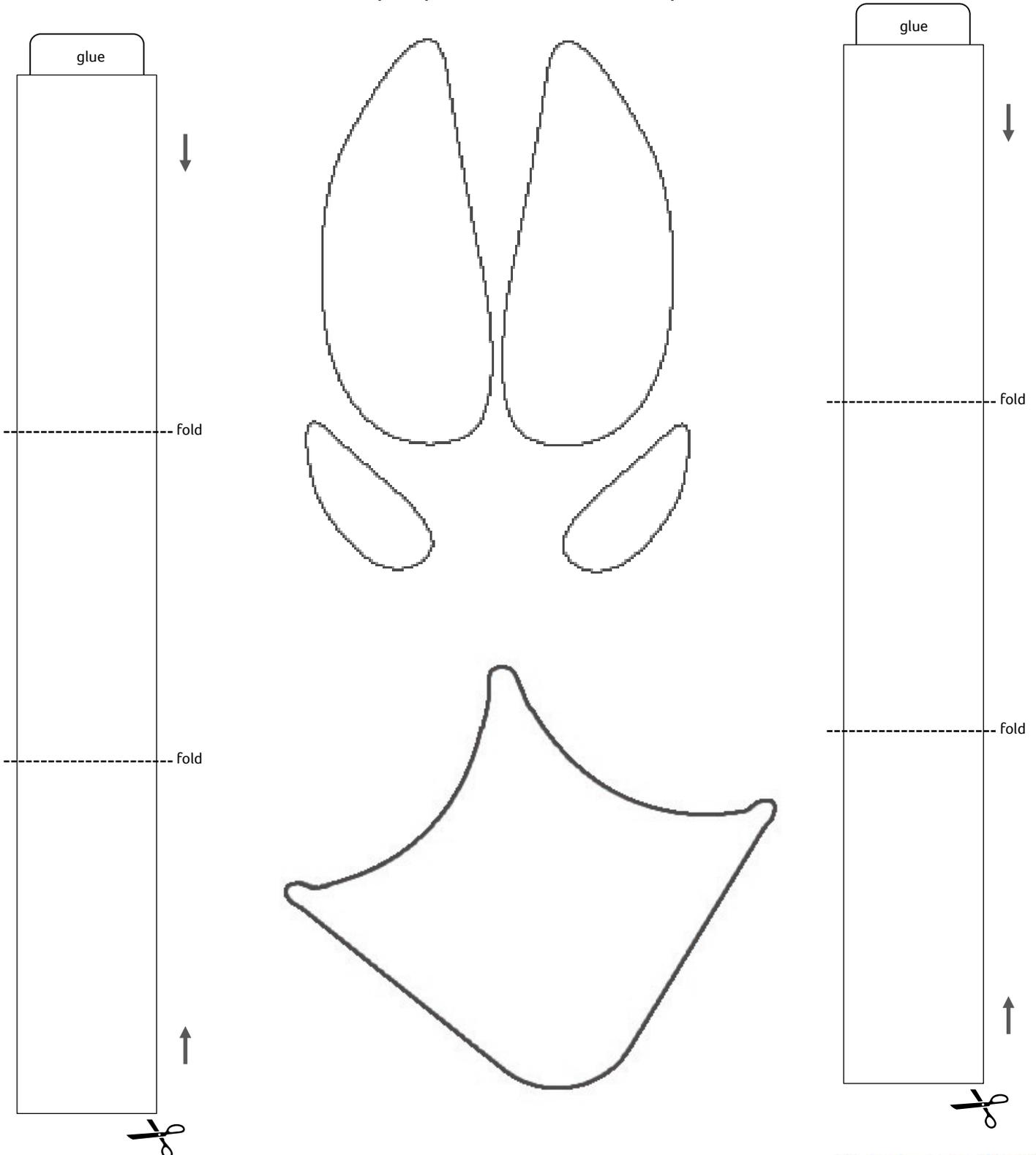
Trace these footprints onto thick cardboard, cut them out and stick onto a base piece of card. Attach the handle and dip in paint to make animal prints.



# Whose tracks are these?

## Resource Sheet 2b: Footprint maker (pig and duck)

Trace these footprints onto thick cardboard, cut them out and stick onto a base piece of card. Attach the handle and dip in paint to make animal prints.



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## 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, while engaged in another activity.
- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories and 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 narratives and explanations by connecting ideas or events.

### Early Years Physical development

- Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

### Early Years Personal, social and emotional development

- Children work as part of a group or class, and understand and follow the rules.

### Early Years Literacy

- Children read and understand simple sentences.
- Children use their phonic knowledge to write words in ways that match their spoken sounds.
- Children write simple sentences which can be read by themselves and others.

### 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 talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

### Early Years Art and design

- 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.
- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.