

5-7 Years Home Learning Pack

Missing Cat

Objectives

- To compose and organise factual, descriptive writing
- To use adjectives in writing
- To create an observational drawing

Resources

- *Tabby McTat* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: Missing Poster Template*

Missing Cat

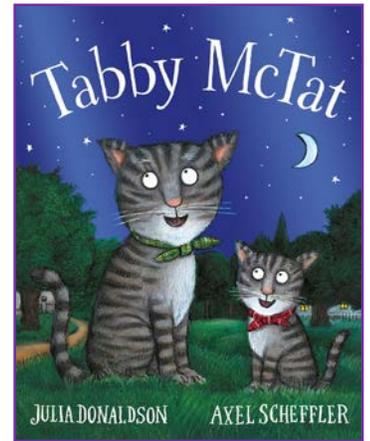
5-7 Years Home Learning Pack

Outcomes

- Children will compose sentences to describe Tabby McTat
- Children will use a range of adjectives in their writing
- Children will draw Tabby McTat in detail from a picture

Introduction

Read the first 11 pages of the story to your child, up to “But Tabby McTat wasn’t there!”



Show your child the picture of Tabby McTat when he is with the busker (pages 1-2) and ask them to describe him: white eyes, grey stripy fur, scruffy, green neck tie and white bib. Ask your child to identify how Tabby McTat differs from Sock (on pages 3-4).

Ask your child how they think Fred, the busker, feels when he can’t find his cat. How might he go about finding Tabby McTat? How about a ‘missing’ poster? What information might need to be on it (description, last seen..., please contact...)?

Explain that they are going to create a ‘missing’ poster for Tabby McTat and afterwards you will read the rest of the story.

Main task

Display a picture of Tabby McTat – you could use the picture of the front cover on page 1 of this activity pack. Provide your child with *Resource Sheet 1: Missing Poster Template* and encourage them to draw a detailed picture of Tabby McTat for their poster. Explain that this is like an observational drawing and needs to be as accurate as possible to help him be identified.

Your child should then describe his features and neck tie using an array of adjectives. They can also add in detail about his personality and what he might like or dislike – explain that ideas from the story, such as that he likes to ‘sing’, can also be included. Encourage your child to use their imaginations to add in detail, for example, *Tabby McTat loves to be gently tickled under his chin.*

Once complete, read the second half of the story to your child and perhaps challenge them to describe how Tabby McTat and Samuel Sprat differ.

Extension

Stick your child’s poster up on a wall and ask them to pretend they are Fred, the busker. Can they sing the favourite song and then make an announcement to explain what’s happened and ask for help? You may wish to provide sentence starter prompts such as:

“I’m glad you like my busker song. I used to sing it with my cat but now...”

“Can anybody help me? I’ve lost my cat. He is...”

“That’s my favourite song but I am sad when I sing it now because...”

Missing Cat

Resource Sheet 1: Missing Poster Template

Make a missing poster for Tabby McTat. Draw a detailed picture and write a description.

Missing Cat

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Missing Cat

Curriculum links

Year 1 English: Pupils should be taught to:

Speaking

- To listen and respond appropriately to adults and their peers.
- To ask relevant questions which extend their understanding and knowledge.

Reading

- To develop pleasure in reading, motivation to read, a broadened vocabulary, and understanding.
- To participate in discussion about what they read, taking turns to contribute and listening to what others say.
- To explain clearly their understanding of what is read to them.

Writing

- To write sentences.
- To discuss what they have written with the teacher and other pupils.
- To read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1 Science: Pupils should be taught to:

Working Scientifically

- To ask simple questions and recognise that they can be answered in different ways.
- To use their observations and ideas to suggest answers to questions.

Animals including humans

- To describe and compare the structure of a variety of common animals.

KS1 Art: Pupils should be taught to:

- To use drawing, painting, and sculpture to develop and share their ideas and experiences.
- To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form, and space.