

5-7 Years  
Home Learning Pack

# Find that scarecrow

## Objectives

- To draw a picture of a story character, focusing on facial features, facial expression and clothes
- To use knowledge of a story character to write a detailed character description

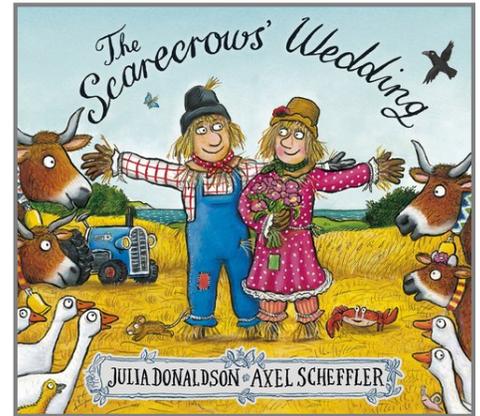
## Resources

- *The Scarecrows' Wedding* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: Have you seen this scarecrow?*

# Find that scarecrow

## Outcomes

- Draw an accurate picture of Reginald Blake
- Use knowledge of the story to create a 'Wanted' poster



## Lead in

Read the story to your child and, at the end, read the blurb on the back of the book. Explain that the blurb on the back of a book is a summary of the story.

Explain that stories often have a good guy (a 'goodie') and a bad guy (a 'baddie'). Make a list of character traits for 'goodies' and 'baddies' eg. a hero, kind, selfless compared to naughty, careless, mean. Discuss with your child which characters from *The Scarecrow's Wedding* could be seen as the 'good guy' and 'bad guy' characters? Was Reginald Rake really 'baddie' or did he just make a simple mistake? Did he do any other mean or naughty things?

Can your child think of any other goodies and baddies guys in Julia Donaldson and Axel Sheffler books? They might suggest characters such as Wizard Lizard in *Superworm* or The Highway Rat in *The Highway Rat*. Can they think of any 'bad guy' characters in traditional stories? Examples may include the wolf in *The Three Little Pigs* or the stepmother in *Cinderella*. Discuss the sort of feelings that bad guys bring to a children's story. Do they make the story more exciting? How does the reader feel when bad guy is being 'bad' or when good actions conquer bad behaviour?

## Task

Revisit the page where Reginald Rake leaves poor Betty in a burning field. Highlight that anyone can make a mistake – and mistakes aren't bad – but Reginald's reaction is really naughty. Should he have run away to leave Betty in danger? What should he have done instead?

Explain that your child is going to design a poster to help find Reginald Rake so that he can come back and say sorry to Betty and Harry. It could be used in newspapers and magazines for farmers, so that they can look out for Reginald on their farms.

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Introduce *Resource Sheet 1: Have you seen this scarecrow?* Talk about what important information your child will need to include to draw and describe Reginald. They should think about:

- **His appearance:** study Axel's pictures in the book to draw an accurate picture of Reginald and what he looks like. What is he wearing? What hairstyle does he have? Does he have any other distinguishing features?
- **His 'character traits':** if Reginald changed his appearance, people would need to look out for his 'character traits'. What other information is in the story that could be included on the poster – what does Reginald like to do?
- **Additional information:** the poster should explain why Reginald needs to be found and what he has done.

Maybe your child wants to offer a reward for finding Reginald Rake on their poster (it could be something connected with the story such as a shell necklace made by crab or a dress of goose feathers sewn by spider) and 'who to contact' details in case he is found.

### Extension

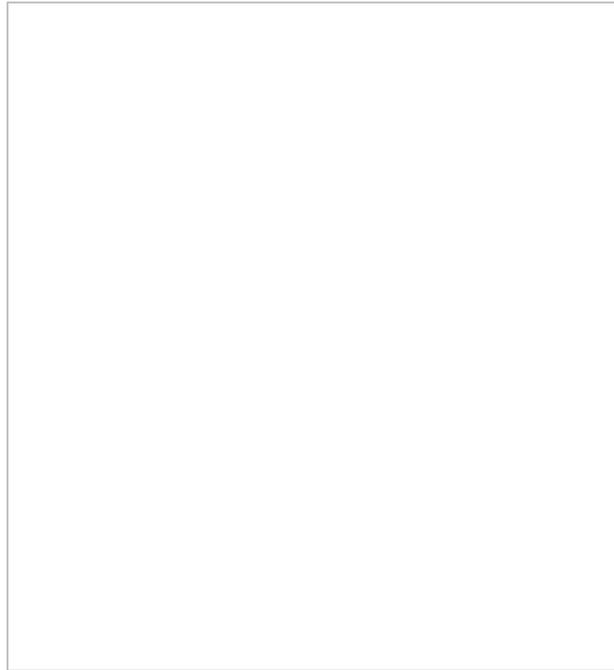
Encourage your child to imagine they are a farmer who has seen the 'Wanted' poster and knows Reginald Rake. Can they write a letter to explain where they have spotted Reginald and what he is doing? Maybe he has got into even more mischief on another farm, or perhaps he has seen the error of his ways...

# Find that scarecrow

## Resource Sheet 1: Have you seen this scarecrow?



**WANTED**



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## Curriculum links

### Year 1 English: Pupils should be taught to:

Develop pleasure in reading, motivation to read, and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognises and joining in with predictable phrases
- Discuss word meanings, linking new meanings to those already known
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils

### Year 2 English: Pupils should be taught to:

Develop pleasure in reading, motivation to read, and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Recognising simple recurring language in stories and poems
- Discussing their favourite words and phrases
- Discussing and clarifying the meaning of words, linking new meanings to known vocabulary

Writing: punctuation and grammar

- Sentence structure – subordination and coordination, expanded noun phrases for description and specification
- Text structure – correct choice and consistent use of the present tense and past tense throughout writing
- Punctuation – use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and the those of others (real and fictional)
- Writing about real events
- Writing poetry
- Writing for different purposes

### KS1 Art: Pupils should be taught to:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space