

3-5 Years

Home Learning Pack

There's not enough room!

Objectives

- To use repeated language from a familiar story
- To retell a familiar story through role-play

Resources

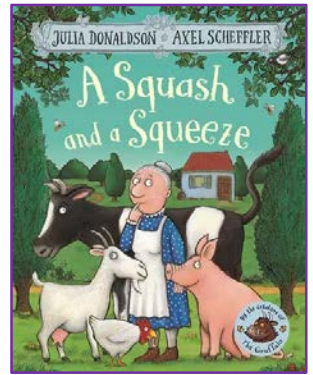
- *A Squash and a Squeeze* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1a-1d: Animal masks*
- *Resource Sheet 2a and 2b: Squashed and squeezed*

There's not enough room!

Age 3-5 Home Learning

Outcomes

- Children will act out the story, using its repeated language
- Children will act out their own version of the story following a similar pattern



Introduction

After reading the book, explain to your child that they can now act out the story. They can choose which character they wish to be and can choose a farm animal mask from *Resource Sheet 1a, 1b, 1c and 1d: Animal masks*. You may also wish to provide props such as an apron for the role of 'old lady'. As you read the story again, encourage your child to read the parts of their character. Help them to think about how it would feel to be squeezed together as more of the characters were squashed into the old lady's house. Sit close together and ask how does being squashed make you feel?

Main task

Your child can use *Resource Sheet 2a and 2b: Squashed and squeezed* to explore shape and space. First, they should cut out the animals on *Resource Sheet 2a*. Next, challenge your child to position all of the animals into the bigger or smaller house outlines on *Resource Sheet 2b*. The animals are not allowed to touch each other and will need to be moved closer and closer together as your child tries to fit them into the smaller house outline. Challenge your child with instructions to develop their position and distance vocabulary, such as:

- Can you fit all the animals into the big house, with Cow at the bottom?
- Can you fit all the animals into the small house, with Chicken on top of Goat?
- Can you fit all the animals in the big house, with Goat underneath Cow?

Allow your child to glue down the animals into their chosen house outline, in their favourite position they have created.

Extension

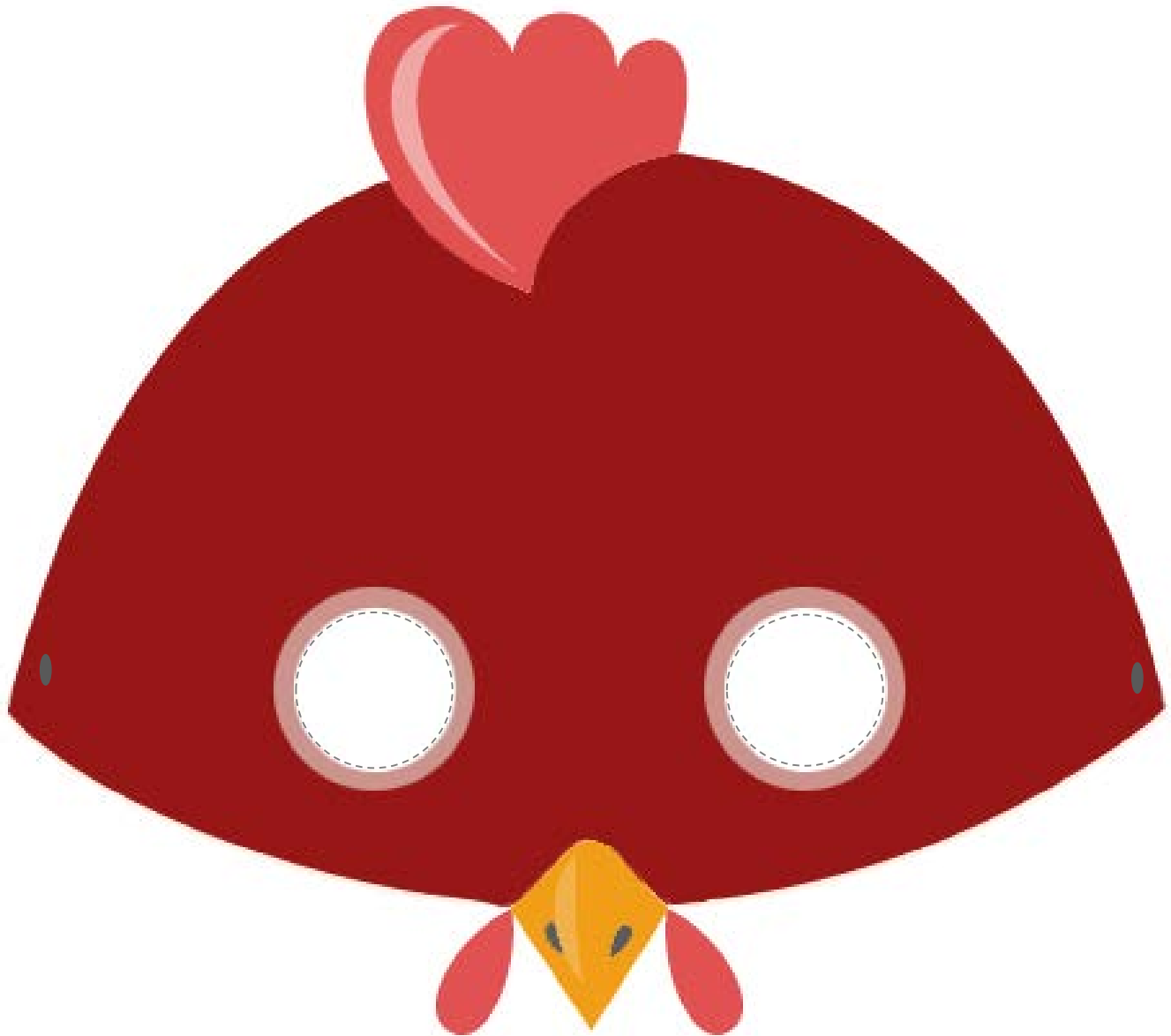
Provide your child with a selection of toys and a tub or box and repeat the main task in 3D, or see how many toys they can squash and squeeze into their box or container.

Alternatively, set the task of hunting around your home to find things that are squashed or squeezed into a container. For example, a book shelf, a packed toy box, an overflowing tub of LEGO, a pot of colouring pencils, etc. Can they use language similar to the story to explain these scenarios, such as, 'Teddy says, there's not enough room in the toy box', or, 'the colouring pencils pot is squashed'.

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Resource Sheet 1a: Animal mask - Hen

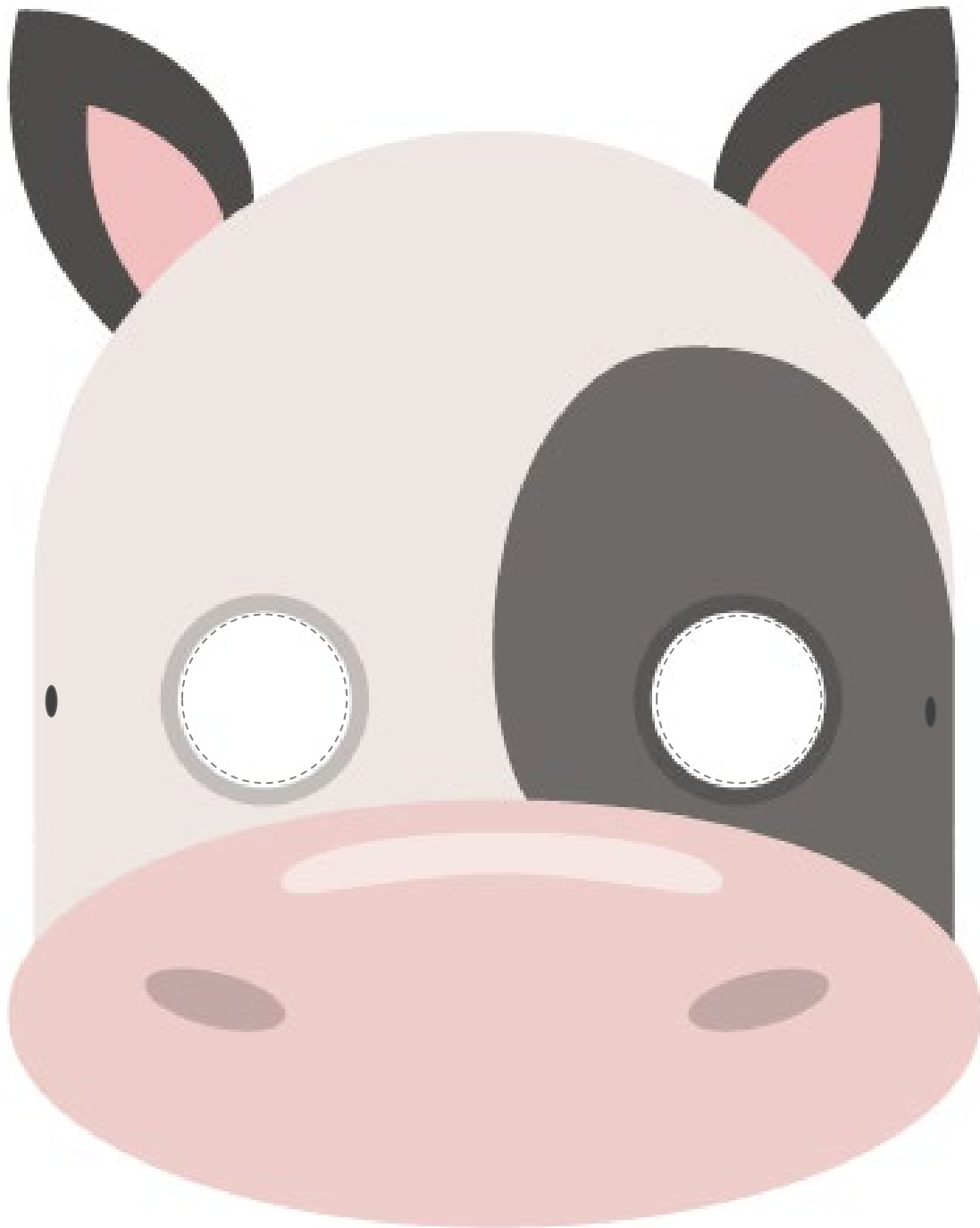
Cut out this hen mask and use it to retell the story.



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Resource Sheet 1b: Animal mask - Cow

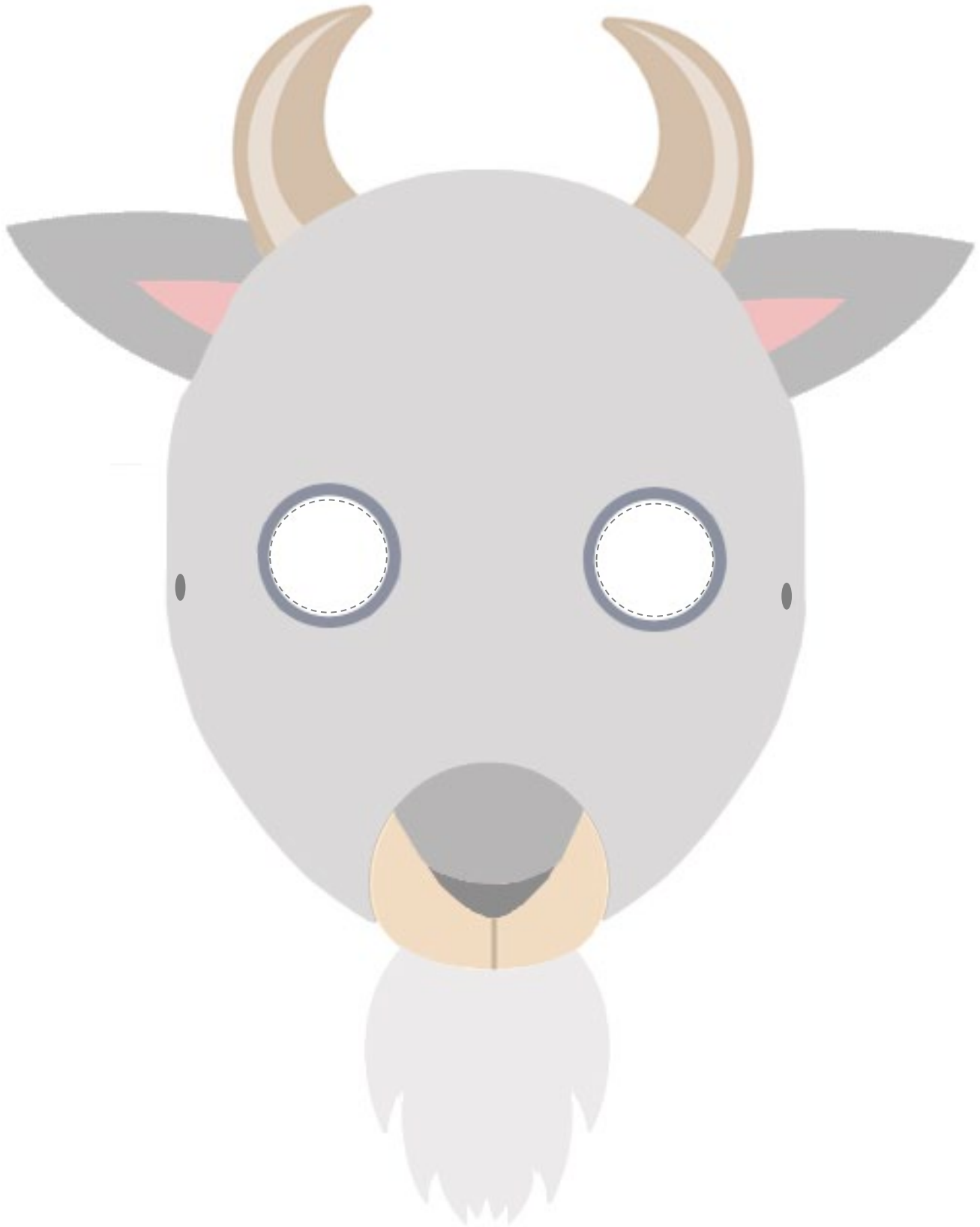
Cut out this cow mask and use it to retell the story.



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Resource Sheet 1c: Animal mask - Goat

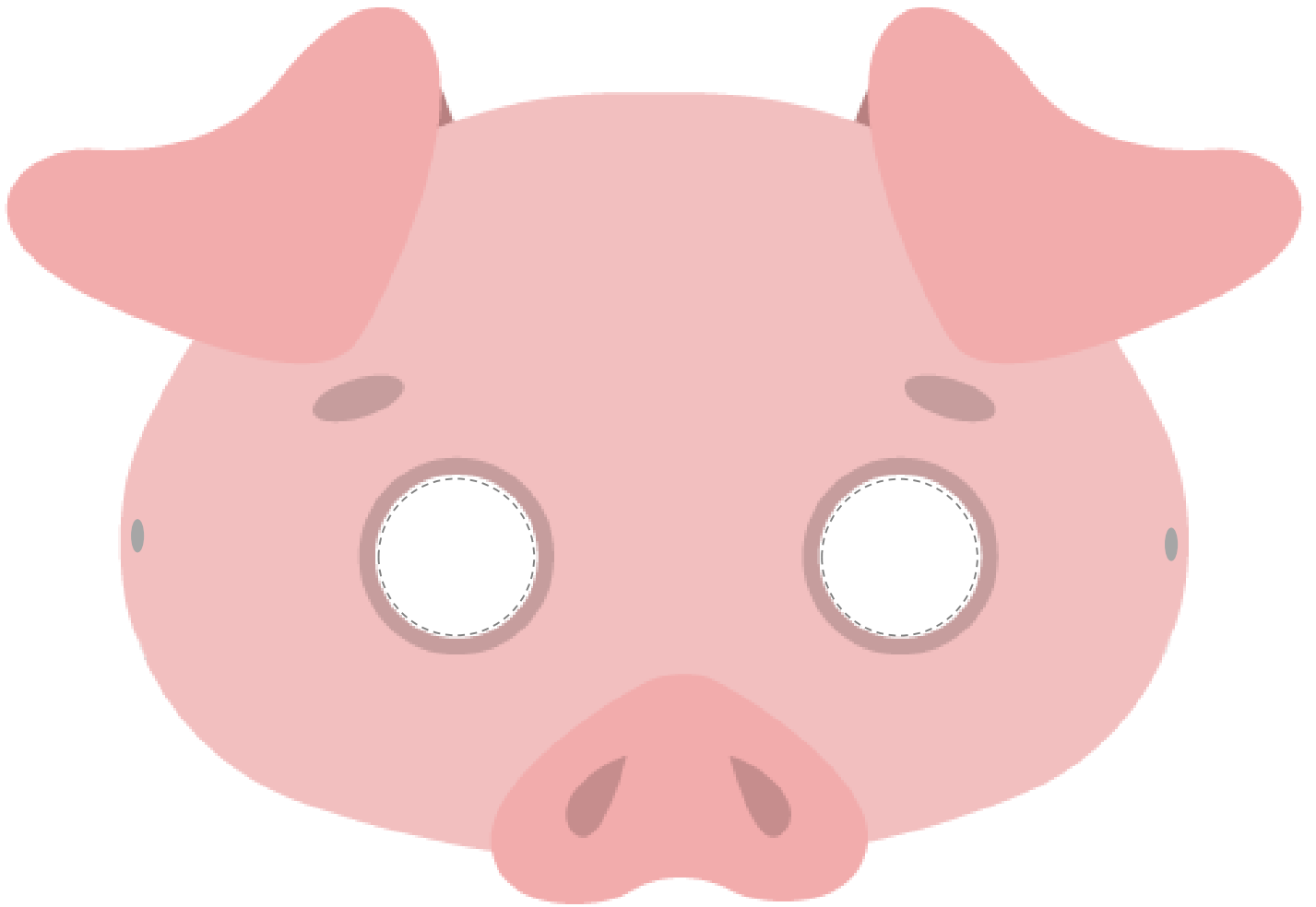
Cut out this goat mask and use it to retell the story.



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Resource Sheet 1d: Animal mask - Pig

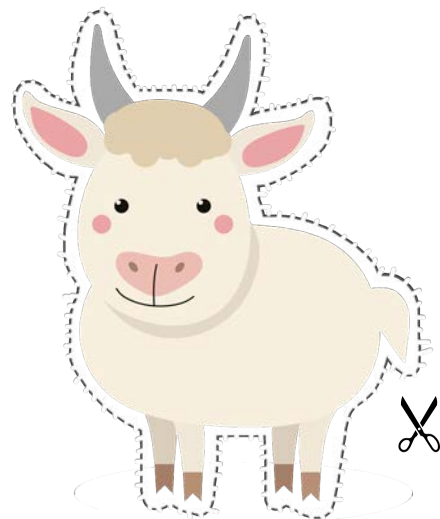
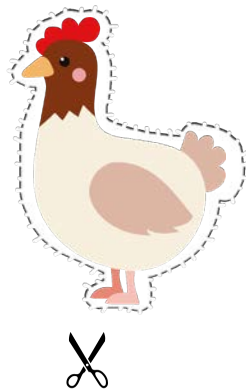
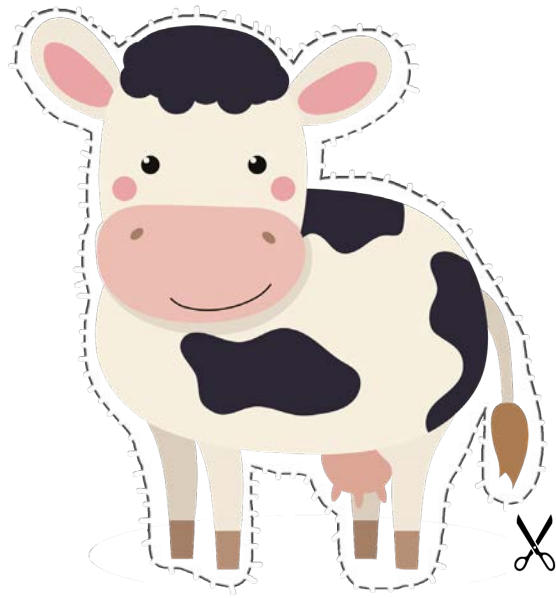
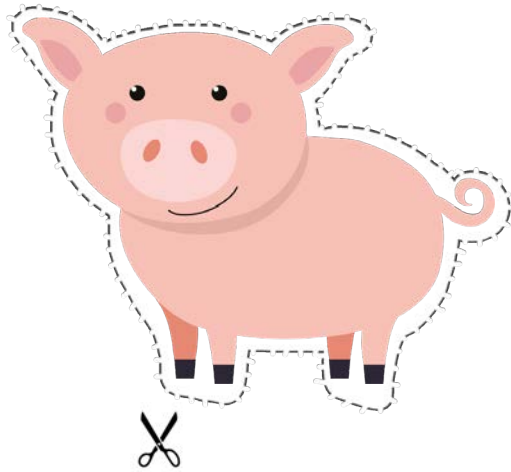
Cut out this pig mask and use it to retell the story.



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Resource Sheet 2a: Squashed and squeezed

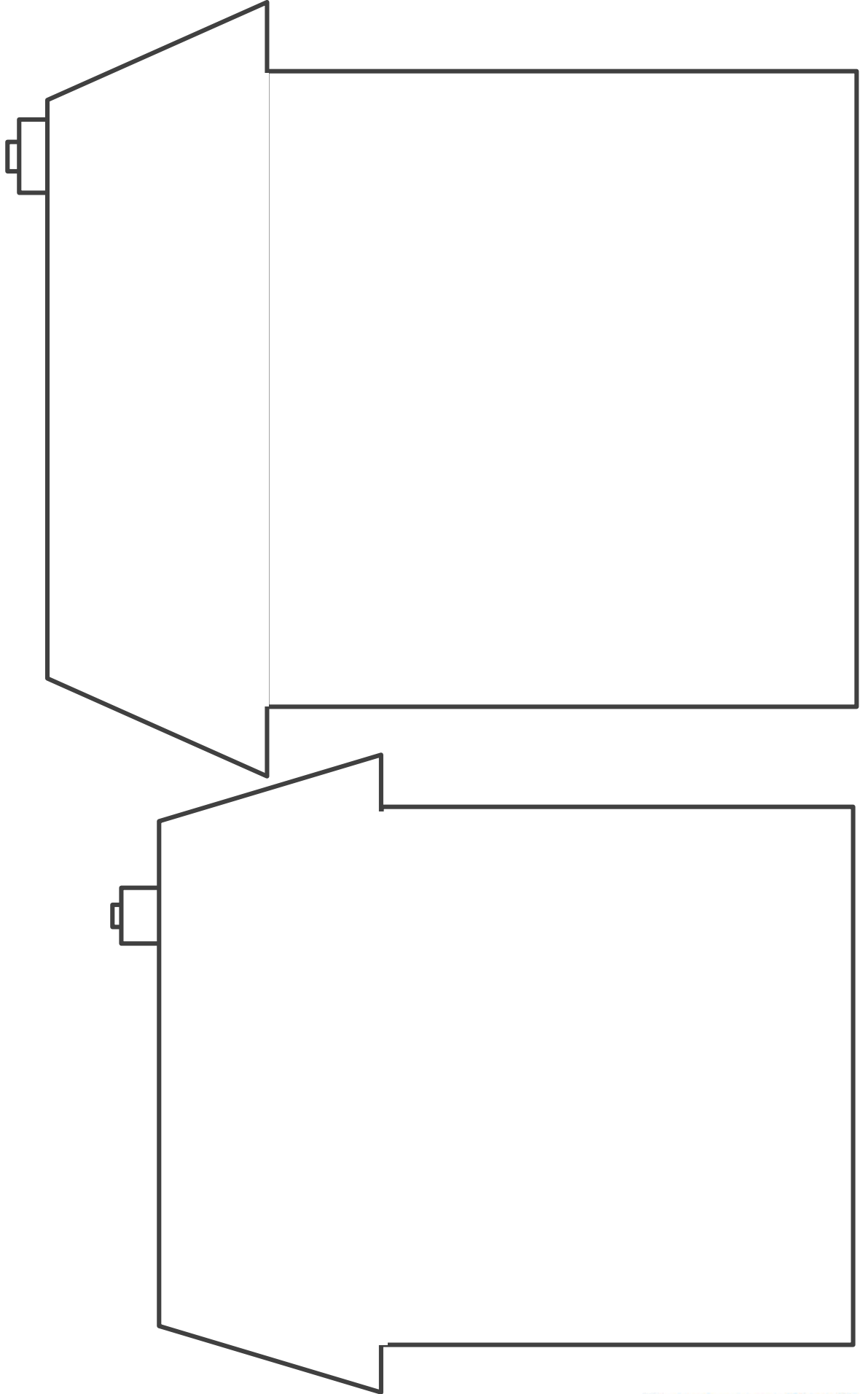
Cut out these animals and see if you can squash and squeeze them into the houses on the next page.



There's not enough room!

Resource Sheet 2b: Squashed and a squeezed

See if you can squash and squeeze your cut-out animals into the houses below. There is one big house and one small house. Remember the rule... **no animals can be touching each other!**



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

Early Years Personal, social and emotional 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 Literacy

- Children read and understand simple sentences.

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 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.