

5-7 Years

Home Learning Pack

Fantastic Creatures

Objectives

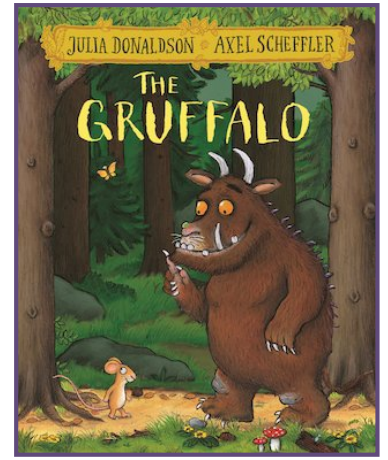
- To generate vocabulary that can be used to enhance writing
- To apply learning about animals' habitats to show how an animal is adapted to a specific environment

Resources

- *The Gruffalo* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: Spinning Names*

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Outcomes

- Create a scientific description of a fictional animal, explaining how it is adapted to its habitat

Introduction

Read *The Gruffalo* to your child, drawing particular attention to the mouse's description of the Gruffalo – how does he make the Gruffalo sound as scary as possible? Highlight the repetition of the word 'terrible' and the descriptions of specific details about the Gruffalo's appearance.

Ask your child to brainstorm other scary words that could be used to describe parts of a fantastic creature, for example, piercing, staring or beady eyes, razor-sharp teeth, pointed horns, curved talons, shiny scales, enormous snout, flowing mane, huge wings, lashing tail, thick fur, powerful shoulders. To help your child with this task, encourage them to think of the features of real life creatures that are scary, for example, tigers, tarantulas, eagles, bulls, pythons, sharks or stingray, or creatures from fantasy such as dragons. More confident children may wish to use a thesaurus.

Preliminary task

Challenge your child to draw and label three sections of a fantastic creature: the head (including eyes, nose/beak, ears and teeth/tusks/horns), the upper body (fur/scales/wings, arms/claws or fins) and the lower body (feet, tail and claws).

Once the monster drawing is finished, use the spinners from *Resource Sheet 1: Spinning Names* to come up with a name for the creature. Put a pencil point through the centre of each of the spinners, and spin them in turn to find the start, middle and end of the monster's name.

For example:

- *Oh goodness, oh no, it's a Dingrigo*
- *Oh crikey, oh gosh, it's a Flippasplosh*
- *Oh my, oh golly, it's a Bloopinolly*
- *Oh dear, oh my, it's a Crinklaby*
- *Oh help, oh gee, it's a Hiffoblee*
- *Oh gosh, oh lord, it's a Splaggrusord*

Continued...

...continued.

Main task

Next, your child can write a description of their fantastic creature, outlining its features and how it is adapted to its habitat, whether that be mountain, sea, desert, river, jungle, beach, savannah, etc. For example, the creature might have thick, oily fur to keep it warm in a polar landscape, or stripes to provide camouflage in the savannah. It might have red eyes to frighten predators.

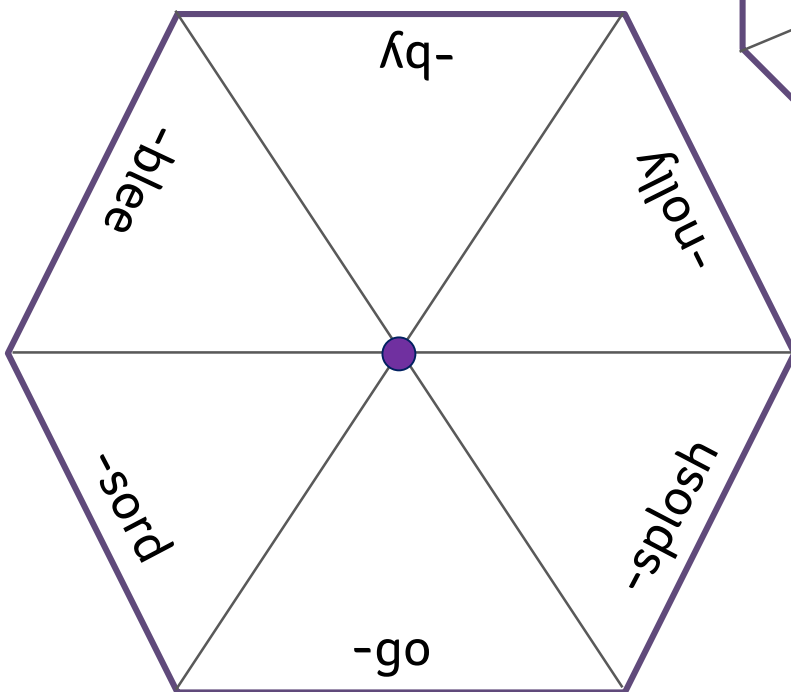
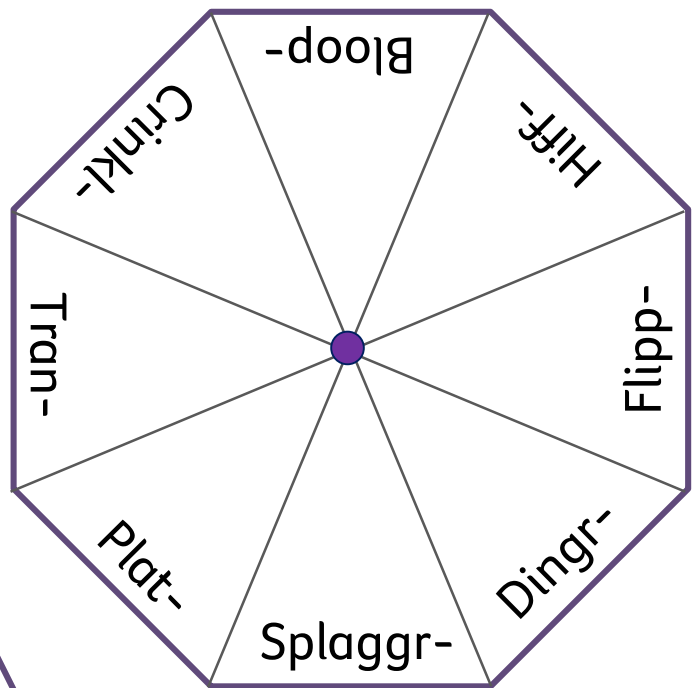
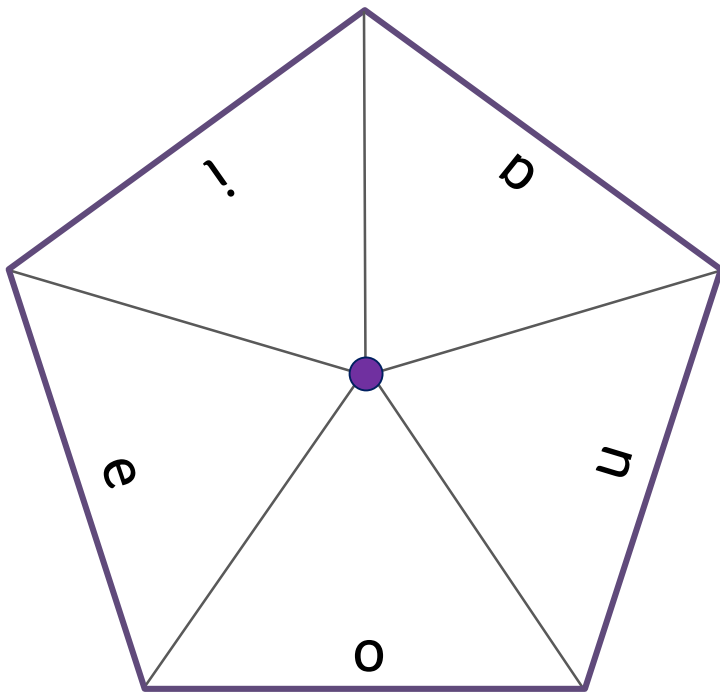
Extension

Your child may wish to write their own version of *The Gruffalo*, featuring their fantastic creature. This could be set out as a [zigzag book](#), describing an animal's journey through its habitat, the other creatures it encounters and finally, it coming face to face with the fantasy monster (for example, *The zebra took a stroll through the dusty savannah, a lion saw the zebra, and the zebra looked stripy... I'm grateful to you lion and it would be jolly, but I'm having food with a Crinklanolly*). To complete this task, children will need to think carefully about where different animals are in the food chain and which predators would be a threat. What would they eat at the end of the story? For example, *the zebra discovered a shrub, and the shrub was tasty*.

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Resource Sheet 1: Spinning Names

Print this sheet onto thin card and cut out the spinners. Ask an adult to help push a sharp pencil through the centre of each one. Use the spinners to create creature names.



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Curriculum links

Year 1 English: Pupils should be taught to:

- develop pleasure in reading
- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
 - discuss what they have written with the teacher or other pupils
- apply simple spelling rules and guidance

Year 1 Science: Pupils should be taught to:

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

Year 2 English: Pupils should be taught to:

- spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- write for different purposes
- plan for writing by saying out loud what they are going to write about
- plan for writing by writing down ideas and/or key words, including new vocabulary
- plan for writing by encapsulating what they want to say, sentence by sentence

Year 2 Science: Pupils should be taught to:

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats