

## 3-5 Years Home Learning Pack

# Pictures and words

### Objectives

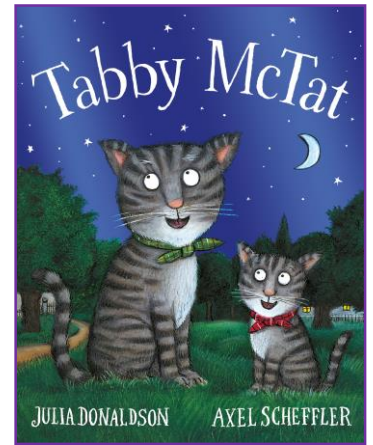
- To come up with alternative rhyming words to write simple sentences
- To use shapes to create an imaginative illustration

### Resources

- *Tabby McTat* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: Tabby McTat Had A...*
- Drawing materials such as colouring pencils, crayons, paints, etc.

# Pictures and Words

## EYFS Lesson plan



### Outcomes

- Children will choose alternative rhyming words for a new sentence about Tabby McTat
- Children will attempt to write simple sentences
- Children will draw an illustration to accompany their composition

### Introduction

Read the first 14 pages of the story to your child, up to “*And always woke with a mew!*”. Discuss the various things Tabby McTat gets up to on pages 13 and 14, and see if your child can suggest other things Tabby McTat might have done. Ask: What do cats like to do?

Together, list all of the cat rhyming words on pages 13 and 14: ‘pat’, ‘mat’, ‘flat’, ‘bat’, ‘that’, ‘hat’. Add in some more such as fat, gnat, rat, sat. Mention that there are also different meanings for some of the words, for example ‘bat’ (animal, sports equipment, action) and ‘pat’ (person’s name and action).

Encourage your child to compose another line to add to pages 13 and 14, ending with one of these rhyming words. You may wish to provide examples such as:

*Tabby McTat met a great hairy rat*

*Tabby McTat hit a ball with a bat*

*Tabby McTat chased a gnat*

### Main task

Using *Resource Sheet 1: Tabby McTat Had A...* challenge your child to write down their new rhyming line. Remind them to have *Tabby McTat* at the beginning of the sentence and then to think of something he does that involves the rhyming word (saw, played, went, etc.). Either scribe the sentence for your child to copy or encourage them to attempt to write it themselves using their phonics knowledge.

Next, ask your child to draw a picture of Tabby McTat doing their rhyming line. They can either do this straight onto Resource Sheet 1, or on a separate piece of paper (which you can then cut out and stick on). Encourage your child to colour in their Tabby McTat pictures. You could perhaps show them how to draw lines to create his textured fur or how to mix different shades of brown to create a ‘tabby’ effect.

### Extension

Discuss the pose that your child has drawn to match their rhyming sentence – have they created a lying down Tabby McTat, a standing up Tabby McTat, a sitting down or curled up Tabby McTat, etc. Can your child get into the same position they have drawn Tabby McTat in? Encourage them to act out some of the things that Tabby McTat likes to do. They could choose something from pages 13 and 14 such as ‘pounce on Pat’ or they could act out their new sentence. Can you guess which of Tabby McTat’s ‘things to do’ your child is performing?

## Pictures and Words

### Resource Sheet 12: Tabby McTat Had A...

Write your own rhyming sentence for something that Tabby McTat likes to do.

.....

.....

Draw a picture of Tabby McTat doing this here (or use a separate sheet of card):

# Pictures and Words

## Curriculum links

### Early Years Communication and language

- Children listen attentively in a range of situations.
- Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions.
- Children develop their own narratives and explanations by connecting ideas or events.
- Children express themselves effectively, showing awareness of listeners' needs.
- Children use present forms accurately when talking about events.

### Early Years Personal, social and emotional development

- Children are confident to speak in a familiar group.
- Children take account of one another's ideas about how to organise their activity.

### Early Years Physical development

- Children handle equipment and tools effectively, including pencils for writing.

### Early Years Literacy

- Children demonstrate understanding when talking with others about what they have read.
- Children talk about events and characters in books.
- Children make suggestions about what might happen next in a story.
- Children read simple words and simple sentences.
- Children use vocabulary and events from stories in play.
- Children write simple sentences which can be read by themselves and others.

### Early Years Maths

- Children use familiar objects and common shapes to create and recreate patterns, make pictures and build models.
- Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### Early Years Expressive arts and design

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