

3-5 years
Home Learning Activity Pack
Send Me a Postcard

Objectives

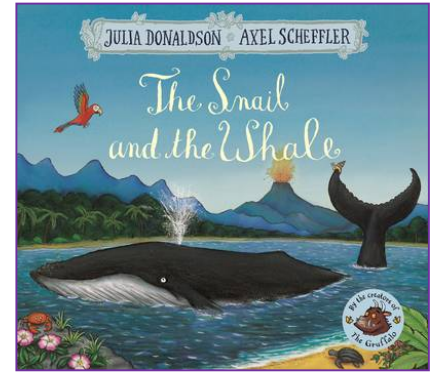
- To compose a sentence for a postcard
- To write 'snail trails' using glue or paint
- To cut a curved shape using scissors

Resources

- *The Snail and the Whale* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: World Landscapes*
- *Resource Sheet 2: Snails on Tour*
- Glue or paint (ideally glitter glue or glue mixed with glitter/grey paint to look like a snail's trail)
- Scissors
- A 'post box' (e.g. a cardboard box with a cut-out slot)
- A5 card

Send Me a Postcard

Age 3-5 Home learning



Outcomes

- To compose a sentence to match the image of a postcard
- To write a sentence using glitter glue
- To cut out a snail shaped picture

Introduction

Read the whole story and ask your child to explain how the snail communicated with the whale (snail trail writing). How did the snail move to do this? The snail 'slithered'. Think of other words to describe how different creatures move.

Ask your child what the expression 'itchy foot' means (to not want to stay in one place, or to see the world). Ask where in the world would they like to go, or where have they been that they liked? Find the different places on a map (you may wish to use Scholastic's [My First World Map](#) or [Where in the World?](#) posters). Show your child the images on *Resource Sheets 1a and 1b: World Landscapes*. Do they know where these places could be found? What do they think the snail might write in his snail trail writing on the back of one of these postcards?

With your child, compose a sentence for one of the postcard images that includes the name of the place and how they might be feeling or what they might be doing, e.g. *I am having lots of fun exploring the jungle. I am toasty warm playing on the beach, etc.*

Main task

Explain to your child that they are going to make a postcard for a place they choose – perhaps somewhere they've been on holiday or a place you go to visit a relative or friend, it could even be a postcard from their favourite local place such as a playground, swimming pool or park. Ask your child to draw a picture of their postcard place for the front of the postcard on A5 card (alternatively, you could print and cut out the pictures on *Resource Sheets 1a and 1b: World Landscapes* to use as the postcard picture).

Explain that a snail has visited the place on their postcard and provide your child with *Resource Sheet 2: Snails on Tour*. Your child can colour in the snail and stick it onto their postcard picture and then should compose a sentence to write on their postcard in snail trail writing. Either the child or an adult can write the sentence in pencil first and then the child can trace over it in glitter glue or glue mixed with glitter or grey paint. Once dry, your child should cut out their writing and stick it to the back of their postcard picture.

Extension

Have a discussion about how postcards find their way to the person they are sent to. Explain that names and addresses are used by mail delivery services to find the right person/place. Set up a 'post box' and encourage your child to write the names of your friends or members of your family before posting their postcards into the post box (you could provide names for the children to copy if required and perhaps add addresses if desired).

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Resource Sheet 1a: World Landscapes

Do you know where these world landscapes can be found?



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Resource Sheet 1b: World Landscapes

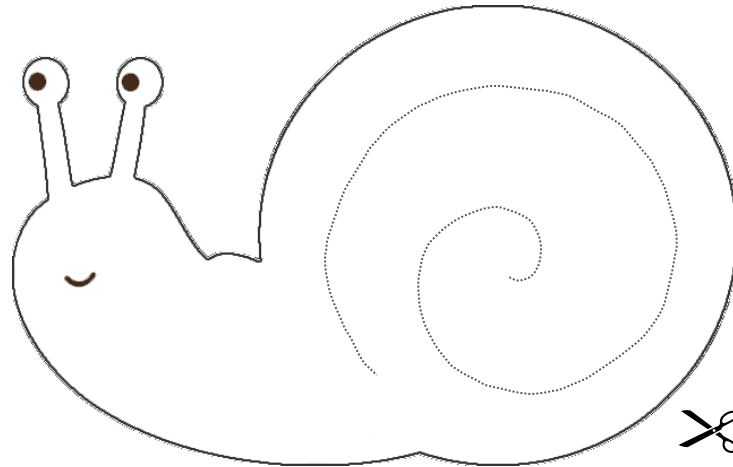
Do you know where these world landscapes can be found?



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Resource Sheet 2: Snails on Tour

Colour in and cut out this snail. Stick it onto your postcard picture.



Write a snail trail sentence to describe your visit. Cut it out and stick it onto the back of your postcard picture.

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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 past forms accurately when talking about events that have happened.

Early Years Personal, social and emotional development

- Children are confident to speak in a familiar group.

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 Understanding the world

- Children talk about events in the past and present in their own life.
- Children know about similarities and differences in relation to places.
- Children talk about how environments might vary from one another.

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.