

3-5 Years

Home Learning Activity Pack

What is my sock?

Objectives

- To remember the main events in a story
- To cut along lines with a pair of scissors
- To draw ideas and explain
- To use imagination

Resources

- *The Smartest Giant in Town* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: Cut out animals*
- *Resource Sheet 2: Match them up*
- *Resource Sheet 3: What is my sock?*
- A tie, a shirt, a shoe, several socks and a belt, plus some distractor items such as a bow-tie, a hat, a skirt and a pair of tights

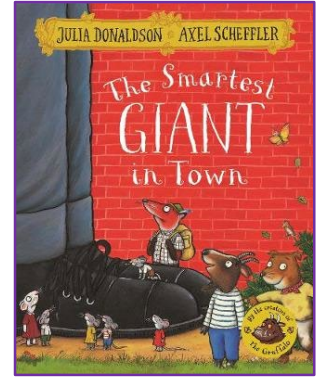
What is my sock?

Outcomes

- Your child will know the main events in a story
- Your child will cut along lines with safety scissors
- Your child will draw their idea for the use of a sock

Introduction

Share the story *The Smartest Giant in Town* with your child. Encourage them to join in with the repeating phrases. After reading, ask your child what they enjoyed about the story. Was George a friendly giant or an unfriendly giant? How do they know?



Arrange a selection of clothing and objects in front of your child and help them to recall the animals that George helps in the story and which item George gave each of them. You can lead this by asking questions. Which of these things did George give to the giraffe? Which animal did George help next – what did he give them, can you find it here? Which item of clothing did George give next – which animal did he give this to? Etc. Try to vary your vocabulary as much as possible until your child has remembered everything that was given to the animals in the story (a tie for the giraffe, a shirt for the goat, a shoe for the mouse, a sock for the fox and a belt for the dog). Check to see if they were right by reading these parts of the story again.

Main task

Give your child a copy of *Resource Sheet 1: Cut out animals*. For each of the pictures, encourage them to cut around the lines carefully using safety scissors. When they have cut out each animal, ask your child to stick their animals next to the right item of clothing on *Resource Sheet 2: Match them up*.

Extension

Give your child a sock and remind them of what George's sock was used for in the story (a bed for a fox). How else could we use a sock, apart from putting it on our feet? Encourage the children to take their sock around the home to see if there is a different way that the sock could be used, such as:

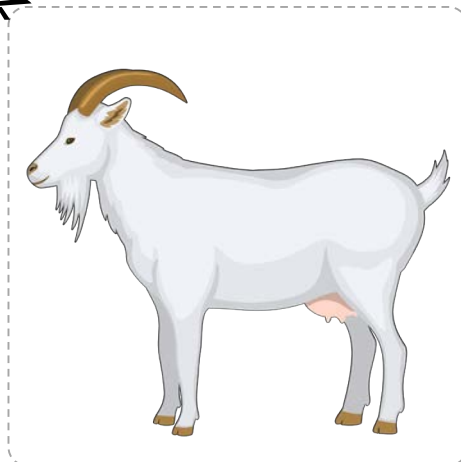
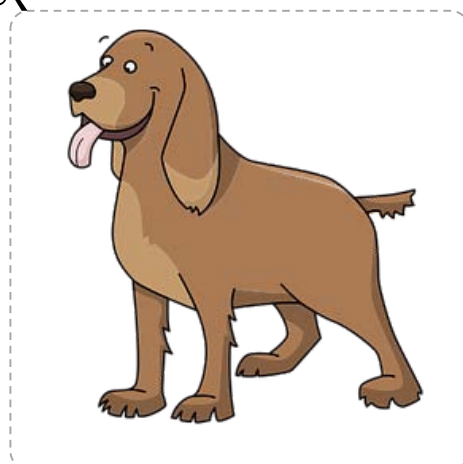
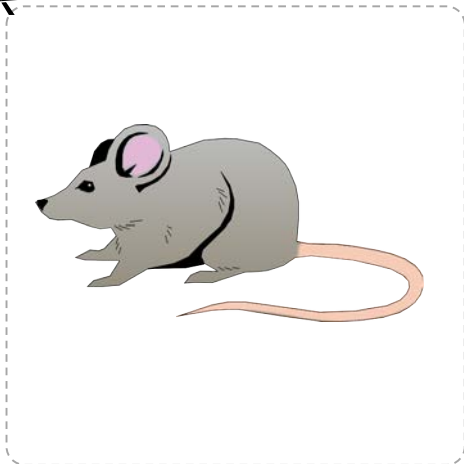
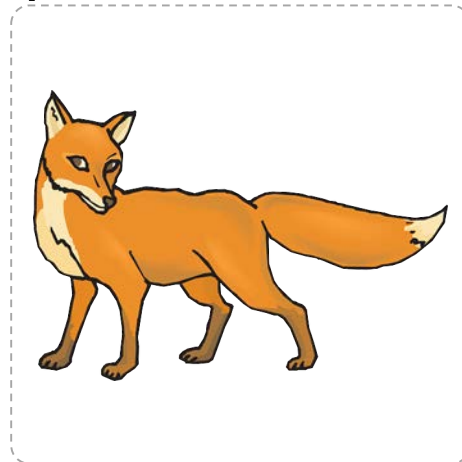
- a bag to keep small toys in
- a scarf for a teddy
- a bandage for a toy

When the children have found a different way to use their sock, they can draw their idea on *Resource Sheet 3: What is my sock?* and have a go at writing down what it is being used for. You can provide support for this as needed, such as helping your child to sound out the letter sounds, or writing the letters for your child to copy or trace.

What is my sock?

Resource Sheet 1: Cut out animals

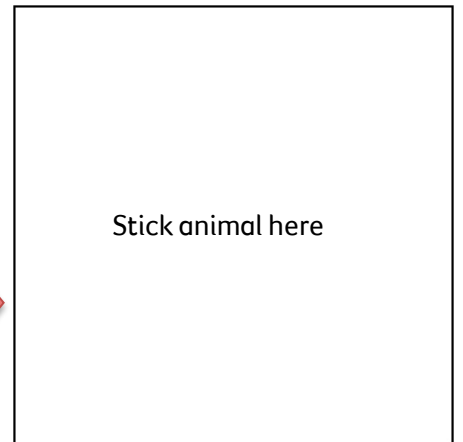
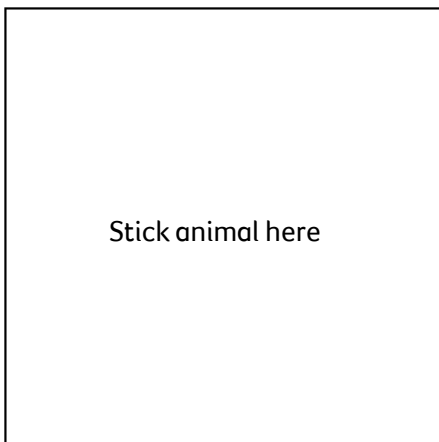
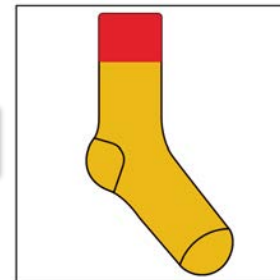
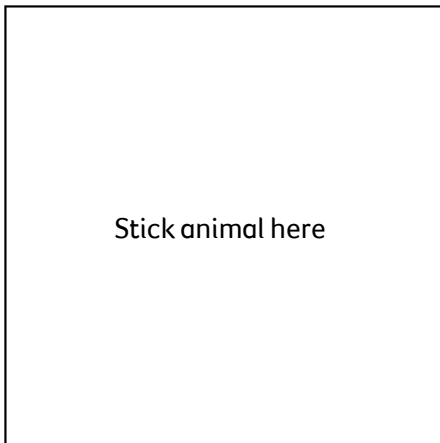
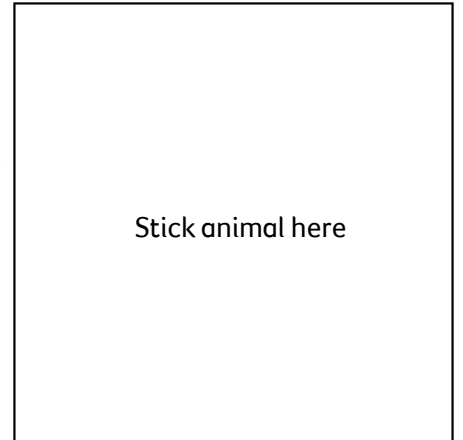
Use your scissors to cut out the animals from the story.



What is my sock?

Resource Sheet 2: Match them up

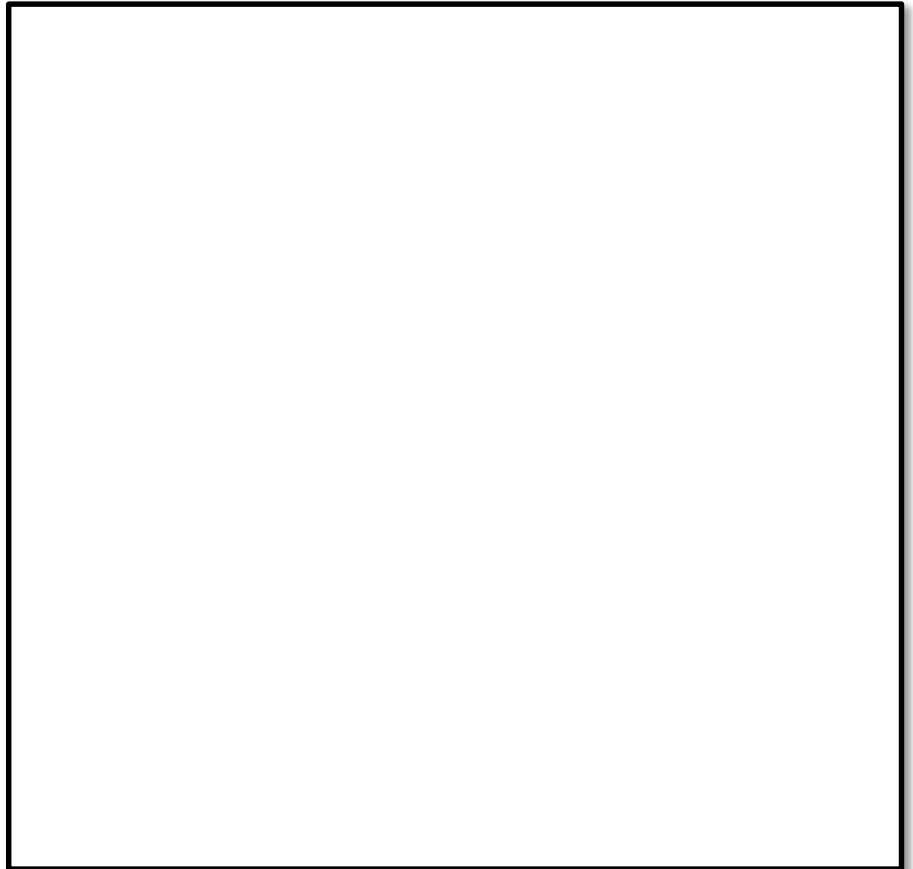
Stick your animals next to the right piece of the giant's clothing.



What is my sock?

Resource Sheet 3: What is my sock?

What could a sock be? Draw your idea in the box and write it underneath.



My sock is

What is my sock?

Curriculum links

Early Years Communication and language

- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

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.
- They say when they do or don't need help.

Early Years Literacy

- They demonstrate understanding when talking with others about what they have read.

Early Years Art and design

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