

3-5 years

Home Learning Activity Pack

The wedding list

Objectives

- To recognise key objects in a story and describe what they were used for
- To follow simple instructions to locate hidden items

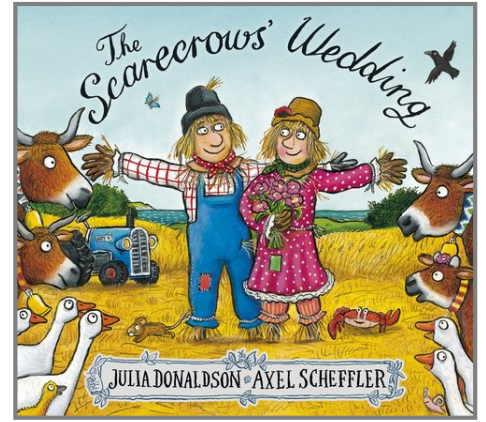
Resources

- *The Scarecrows' Wedding* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1a and 1b: Find the animals*
- *Resource Sheet 2: Wedding list clues*

The wedding list

Outcomes

- Recall the items on the scarecrows' wedding list and describe how they were used in the wedding ceremony
- Follow the trail of animal characters from the story and use their instructions to find the items from the scarecrows' wedding list



Lead in

After sharing the story with your child, ask if they can remember some of things that Betty and Harry needed for their wedding. What did they write them on? (A list) Talk about how lists can be helpful so that we don't forget things, for example, when we go shopping or when we are planning a party. Re-visit Betty and Harry's list in the book. Talk about how the pictures help us to read the words and remember the things on the list.

Task

Explain that you are going to pretend that an area in your house is the farm and that your child is going to have a 'hunt round the farm' for all the things needed for Betty and Harry's wedding. First of all they need to remember what was on Betty and Harry's wedding list and which animals provided these things. Provide your child with a copy of *Resource Sheet 1a: Find the animals* and help them to cut out the cards and fold each one in half. One side shows the animal, the other shows what they provided for Betty and Harry's wedding. Alternatively, you can provide more of a challenge by asking your child to make the cards themselves by drawing the animals and the items they provided using *Resource Sheet 1b: Find the animals*.

Hide the animal cards around the 'farm' area and then write clues to guide your child to find them using *Resource Sheet 2: Wedding list clues*. Position the clues around the room for your child to find first, helping them locate the hidden animal cards. Can your child find all of the animals or items from the story that provided the things on Betty and Harry's wedding list?

This activity can be made even more exciting by hiding 'real' items, if you are able to source them, ie. white feathers, a necklace of shells, pink flowers, two rings and some bells.

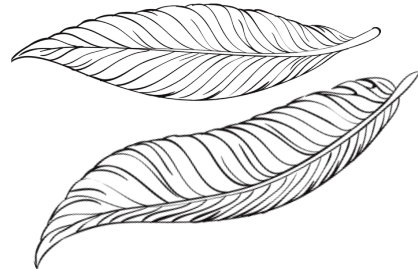
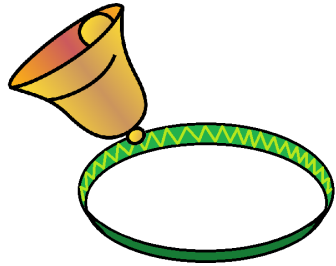
Extension

Once your child has found the items needed for the Scarecrows' Wedding, why not organise your own Scarecrows' Wedding. Make a list of your child's suggestions of what they will need to do – perhaps they will make invitations, decorate straw hats, bake wedding fairy-cakes. You could even work together to build 'Harry O'Hay' and 'Betty O'Barley' scarecrows!

The wedding list

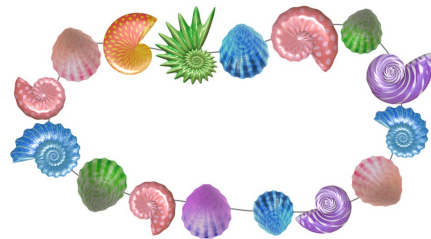
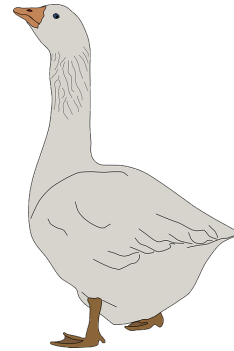
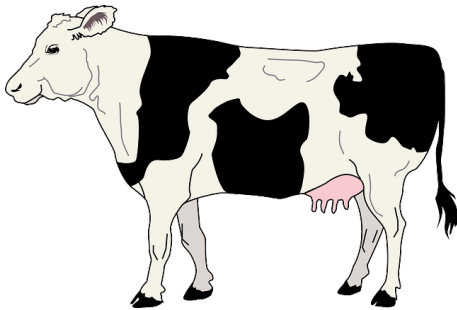
Resource Sheet 1: Find the animals

Cut out these cards and hide them around the room for the children to find.



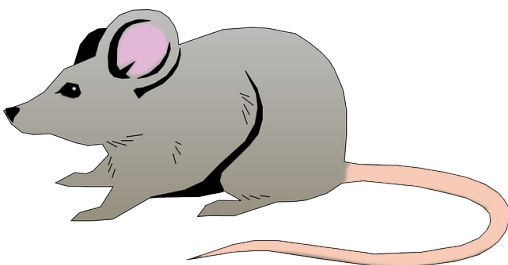
Fold

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Fold



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Resource Sheet 1b: Find the animals

Draw four animals from the story and the items they provided for Harry and Betty's wedding in the spaces provided.

<p><i>Fold</i></p> 	
<p><i>Fold</i></p> 	<p><i>Fold</i></p> 

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Resource Sheet 2: Wedding list clues

Once the cards have been hidden, complete these clue cards and place them around the room (the pretend farm).

Clue card

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Clue card

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Clue card

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Clue card

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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 Literacy

- Children read and understand simple sentences.
- Children use their phonic knowledge to write words in ways that match their spoken sounds.

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 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 Understanding the world

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children recognize that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Early Years Expressive arts 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.