

3-5 Years Home Learning Pack

Changing Seasons

Objectives

- To be able to explain differences between seasons and ways that humans and animals adapt to different environmental conditions
- To use the story of *Stick Man* to support development of own narratives
- To explore the properties of different materials

Resources

- *Stick Man* by Julia Donaldson and Axel Scheffler
- A range of materials to make a stick family, such as
 - lolly sticks, wooden pegs, pipe cleaners
 - kitchen roll tubes, googly eyes, scraps of different fabrics, wool
 - felt and coloured paper
- Natural materials such as different leaves, pine cones, teasels, twigs, etc.
- *Resource Sheet 1: What do sticks do?*

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Outcomes

- Children have used different materials to create stick characters
- Children have created their own stick family, which they can use in their play to support the development of new narratives.

Introduction

With your child, look closely at the picture of the family tree where Stick Man and his family live. Ask: *What's it like? Do you think the family tree might be home to anyone else as well as the Stick family?* Discuss other kinds of animals, birds and insects that might live in or around different parts of the tree.

As you read the book, draw your child's attention to what time of year it is at different points in the story, looking closely at the pictures. For example, at the start of the story it is spring – the leaves are green and there is blossom on the branches. Later it must be summer, as it is hot enough for people to be swimming in the sea and playing on the beach. Later, the leaves on the trees have turned brown in the autumn, and gradually the children in the pictures begin to be wrapped up in warmer clothes to indicate that winter is coming. Talk to your child about how the creatures around the tree might change at different times of the year – for example when might there be baby birds? When might there be lots of bees and butterflies? Why is that?

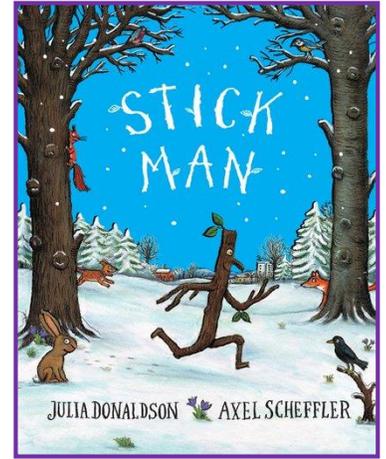
Main task

Show your child the pictures of the Stick family from the title and end pages of the *Stick Man* book. Provide a range of materials and fabrics so they can make their own stick families. You could collect twigs to use, or provide lolly sticks, pegs and pipe cleaners. Alternatively, you could start with kitchen roll tubes, adding googly eyes, scraps of fabric, wool, felt and coloured paper to bring the stick family to life.

Challenge your child to think of the different clothes they might try to make for their stick people, depending on what time of year it is. Ask: *Why do we wear thick coats in winter? How do they help keep you warm? What might Stick Man want to wear to go swimming? Would you make a swimsuit from wool? Why not?* Encourage your child to talk about the choices they have made in creating their stick characters and clothes – explaining what motivated them to select particular materials.

Having created their stick characters, encourage your child to think about what activities their sticks could do in different seasons. Discuss, for example – would they go outside and pick flowers in the winter? You may wish to use *Resource Sheet 1: What do sticks do?* to provide some stick activity suggestions for each season, which your child can act out through role-play with their stick characters.

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Extension

Cut down some sticks down to the same length and ask your child to use them to measure different distances in and around the home and garden. How many stick lengths is it from the fridge to the table? How long is the door or fence?

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.
- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- 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 own narratives and explanations by connecting ideas or events.

Early Years Personal, social and emotional development

- Children are confident to try new activities and 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 any help.
- Children talk about how they and others show feelings. They work as part of a group and understand and follow the rules.

Early Years Mathematics

- Children solve problems, including doubling, halving and sharing.
- Children use everyday language to talk about size and distance to compare and to solve problems. They explore characteristics.

Early Years Understanding the world

- Children know about similarities and differences in relation to places, objects, material and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Early Years Expressive arts and design

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

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Resource Sheet 1: What do sticks do?

Use your stick characters to act out these activity ideas. Can you think of more?

Spring

- Butterfly paintings
- Practising bird songs
- Planting seeds
- Tree climbing
- Minibeast hunting



Summer

- Picking flowers
- School trip to the seaside
- Making daisy chains
- Pond swimming
- Tree-top picnic



Autumn

- Counting leaves
- Harvesting vegetables
- Conker collecting
- Decorating pine cones
- Wind races



Winter

- Sledging on old bark
- Building snowmen
- Snowflake patterns
- Feeding the birds
- Frosty morning skating

