

3-5 years

Home Learning Activity Pack

Superworm Day

Objectives

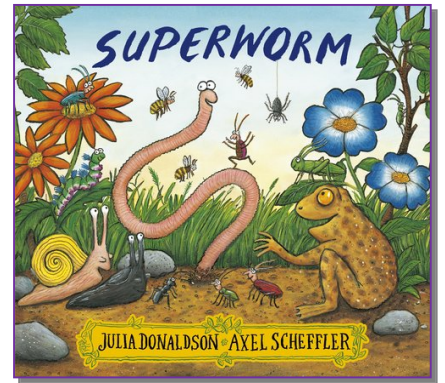
- To recognise the key parts of a story
- To recognise repeated language in a familiar story

Resources

- *Superworm* by Julia Donaldson and Axel Scheffler
- Large pieces of paper or lightweight card, pink tissue paper and glue
- Paints, collage materials, colouring pencils and long pieces of string
- Soil, spoons or scoops and a selection of 'treasures' such as jewellery items, bottle tops, corks, etc.

Superworm Day

3-5 Years Home Learning



Outcomes

- Explore key parts of the story through play and craft activities
- Learn the Superworm chant

Lead in

Read the story of Superworm to your child. Can they remember some of the useful things Superworm became during the story? Look at the double page where Superworm becomes lots of different things such as a swing and a crane.

Explain that we have days where certain people or events are celebrated – can your child think of any examples? You might like to suggest birthdays, wedding anniversaries, St George's Day/St Andrew's Day/St David's Day/St Patrick's Day, etc. Discuss what kind of things are done to celebrate these events. How do we to celebrate a person on their birthday? Suggest that today could be 'Superworm Day' and you are going to celebrate some of the wonderful things that Superworm became in the story with some fun activities.

Tasks

Superworm belts and hats: Help your child to draw a Superworm outline on a large piece of paper or lightweight card (or stick several smaller sheets together). Supervise your child as they cut out and decorate by gluing on pink tissue paper torn into strips. Children can draw on eyes to bring their Superworms to life – then try wrapping the Superworm around your child's waist or head to create a belt or hat.

Superworm treasure finding: Whilst wearing their Superworm hat or belt, your child can take on the character of Superworm and dig for treasure hidden in soil, ideally using a spoon or small spade. This treasure could be hidden directly in soil outside, or in a large tray /container of soil inside, if you are able to prepare this. The treasure could be old jewellery, metal spoons, paper clips and you could bury other items such as bottle tops, corks and sweetie wrappers to spark discussions about whether each item is considered to be 'treasure' as your child uncovers them.

Superworm fishing: Encourage your child to draw pictures of some creatures in the book, or they may wish to colour in the outline of a butterfly on *Resource Sheet 1: Superworm fishing*. They could use collage materials or crumpled tissue paper to create textured wings. Ask your child to paint a long piece of string pink, to create a Superworm fishing rod. Cut out either the butterfly collage, or one of your child's own creature drawings, and attach to the piece of string. Hang it up in your learning area as a decoration that shows Superworm's fishing rod rescues.

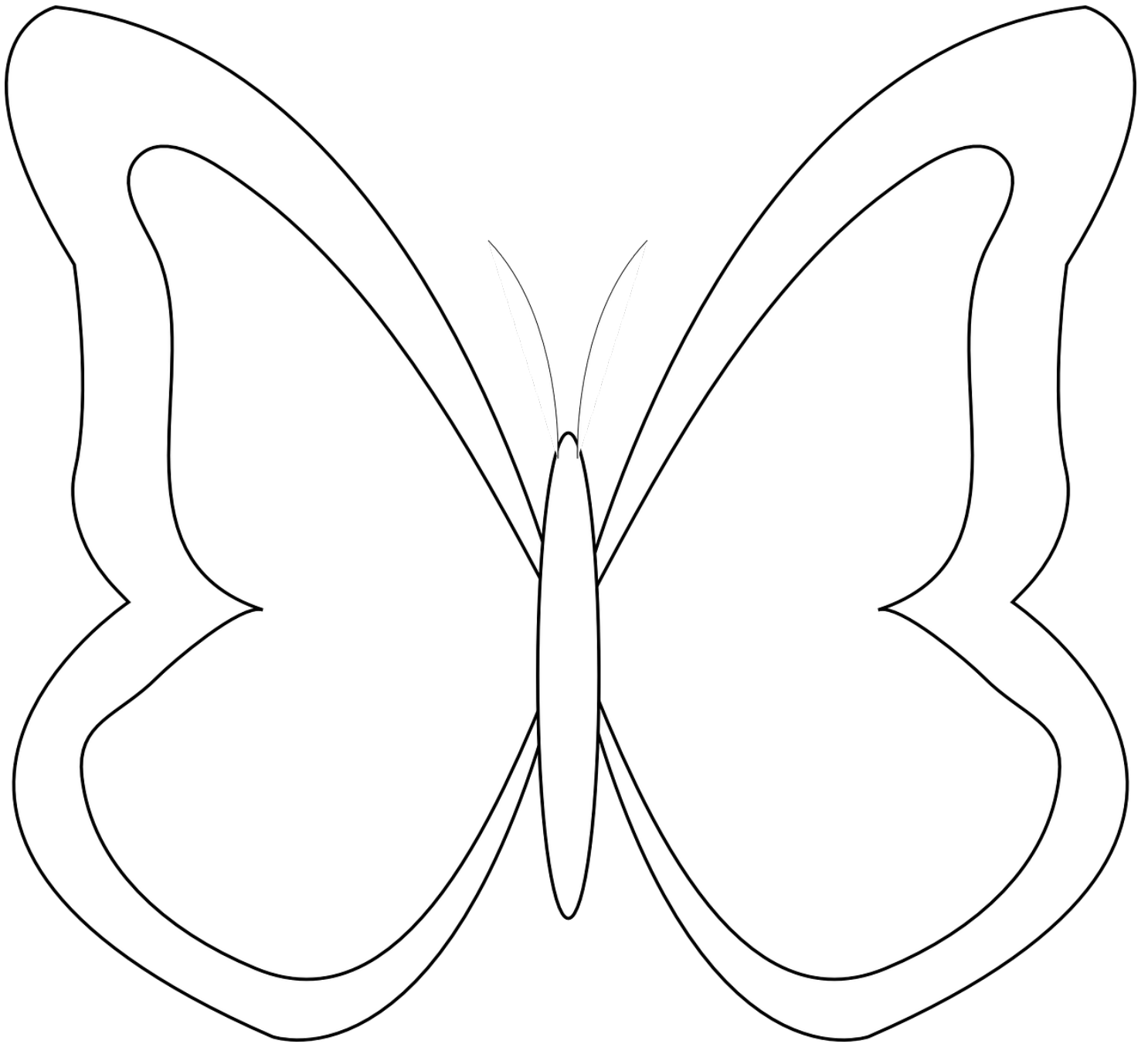
Extension

Help your child learn and sing the Superworm chant. They may wish to create their own mask to become their favourite creature from the story – a toad, beetle, bee, snails, slugs, ant, earwig, or of course Superworm himself. They could make-up actions to go with the descriptions 'super-long', 'super-strong', 'wiggle' and 'squirm' and you could video their performance to send to friends and relatives.

Superworm Day

Resource Sheet 1: Superworm fishing

Colour in, paint or decorate this outline of a butterfly.
Attach your Superworm fishing rod to show how he is rescuing another creature.



Superworm Day

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.
- Children write simple sentences which can be read by themselves and others.

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.