

3-5 years

Home Learning Activity Pack

Scales and slime

Objectives

- To listen to a story, responding to what they hear
- To experiment with different materials to make objects
- To improve fine motor-skills, using scissors

Resources

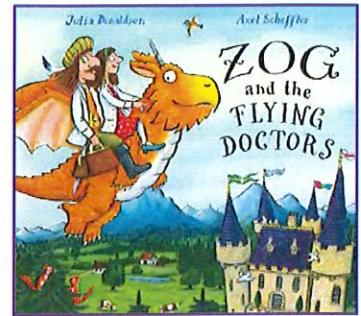
- *Zog and the Flying Doctors* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: Princess Pearl needs...*
- *Resource Sheet 2: Snail trails*
- Scissors
- Writing implements e.g. pencils, pens, crayons
- Paint and brushes
- A range of ingredients for making slime (you'll find loads of recipes online, [such as this one](#)) and/or materials for modelling e.g. paper, card, bubble wrap, aluminium foil, boxes and other packaging
- Sticky tape and/or glue

Scales and slime

Age 3-5: Home Learning

Outcomes

- Follow lines with increasing accuracy using writing implements or scissors
- Experiment with different colours, equipment and materials to create mermaid scales, unicorn horns, lion sneezes and slime



Introduction

Show your child the front cover of *Zog and the Flying Doctors*. Ask whether they remember seeing any of these characters before – they might have met them in the previous book *Zog*. If your child is familiar with *Zog*, and knows about the characters already, can they guess what might happen in this story?

Read the story to your child. They might like to join in with a loud ‘bang-crash-thump’ each time Zog lands, or make their own actions to go with this recurring part of the story. After reading the story, ask if your child can remember what ingredients Princess Pearl had to use in her medicine for the King. If not, look back at each of the pages that show Gadabout and Zog collecting the items for Princess Pearl. Use each one as an opportunity to check your child’s understanding – do they know what a mermaid’s scale, a unicorn’s horn and slime are? What do they think each of these things would look like? What might they feel like?

Main task

Show your child *Resource Sheet 1: Princess Pearl needs...* which lists the unusual things needed for the King’s medicine. Can they notice which one ingredient is missing (cheese)? Explain that the children are going to make the things listed on the sheet – the things which Princess Pearl needs. You can focus on just one if preferred – encourage your child to choose which one they would like to make. They can draw pictures of them in the spaces provided, first, and during this time you can set-up a making area with a range of suitable ingredients or modelling materials and equipment such as scissors, glue, sticky tape, etc.

Ask questions to lead your child into their ‘making’ task. For example, if you are making mermaid scales:

- Ask: What colour will the mermaid’s scale be? In the book it is blue, but your child might have other suggestions. Reinforce that we don’t know what colour a mermaid’s tail is, so they might like to choose their own ideas.
- Ask: What might be a good material for making the mermaid’s tail out of? Discuss the materials that you have available, for instance, paper, card, bubble wrap, or aluminium foil.

Give your child free play opportunities with the making equipment to create their own versions of Princess Pearl’s wanted items. Discuss with them why they chose particular materials and why they have made them in a particular way.

Extension

Give your child a copy of *Resource Sheet 2: Snail trails*. Recap that Princess Pearl needed some slime for her medicine and Gadabout collected it from the mermaid's sea-snail friends. You might like to look back in the book and show them the picture of Gadabout collecting the slime. Give your child the task of following the snail trails carefully with a pencil, or a pair of scissors, just like Gadabout had to follow the sea-snail's trail in the story. Ensure your child is using safety/child scissors if they choose to complete this task by cutting along the lines.

Scales and slime

Curriculum links

Early Years Communication and language

- Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Early Years Personal, social and emotional development

- Children work as part of a group or class, and understand and follow the rules.

Early Years Understanding the world

- They make observations of animals.

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.

Expressive Arts and design

- They 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.

Scales and slime

Resource Sheet 1: Princess Pearl needs...

Can you help Princess Pearl by making the things she needs for the King's medicine? Draw pictures of the different ingredients.

Mermaid
scales

Unicorn's
horn

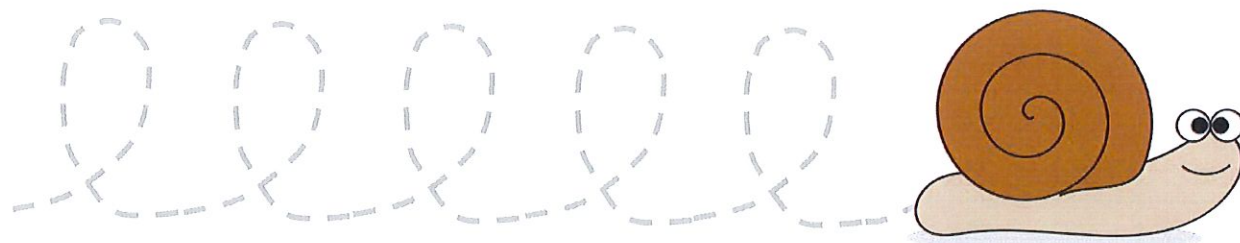
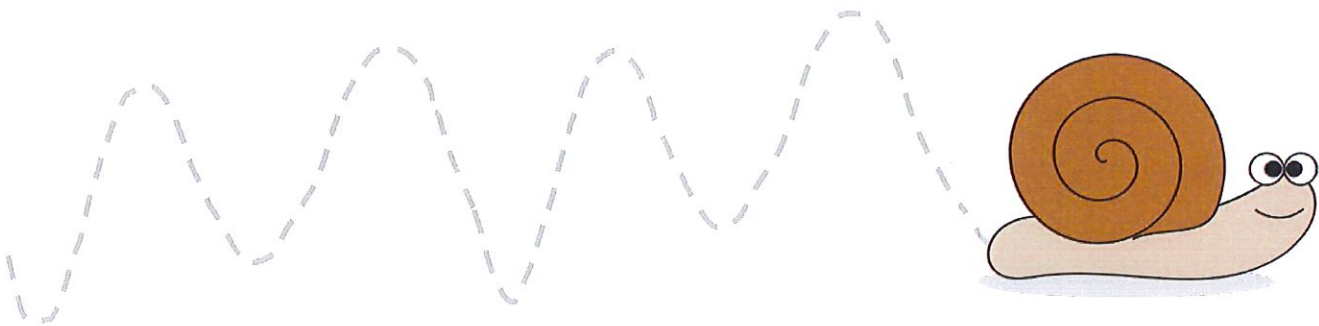
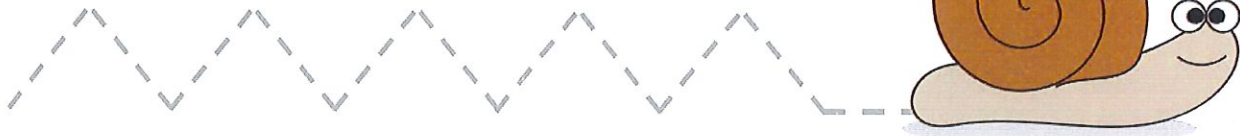
Mighty lion's
sneeze

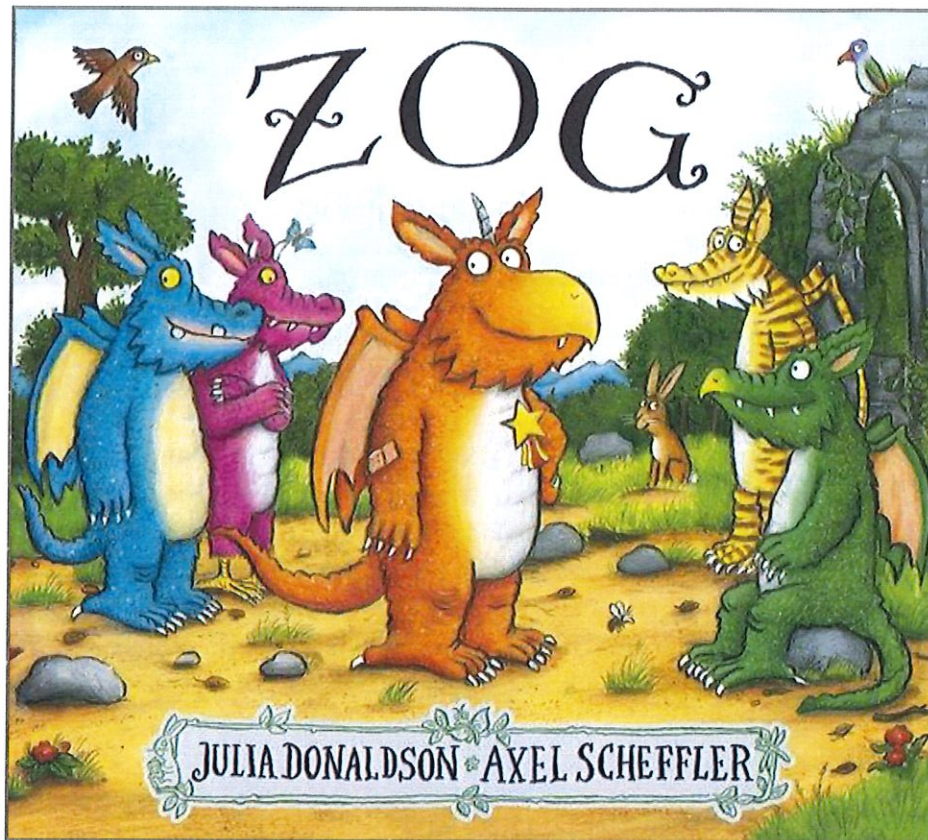
Slime

Scales and slime

Resource Sheet 2: Snail trails

Follow the sea-snail trails for Gadabout





3-5 years

Home Learning Activity Pack

Being a flying doctor

Objectives

- To recognise the role of a doctor
- To name the basic equipment used by a doctor

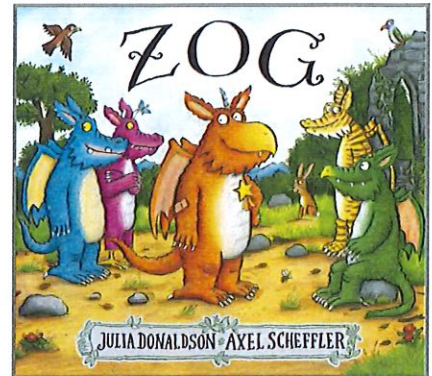
Resources

- *Zog* by Julia Donaldson and Axel Scheffler
- A doctor's bag (containing items from the story such as a stethoscope, medicine, sticky plasters, stretchy bandages, peppermints, thermometer, etc)
- Teddy bears or dolls
- *Resource Sheet 1: A doctor's checklist*
- *Resource Sheet 2: What's in the doctor's bag?*

Being a flying doctor

Outcomes

- Your child will identify how Zog's injuries were treated by Princess Pearl in the story
- Your child will identify the correct items to be put in a doctor's bag



Lead in

Read the story of *Zog* to your child, and focus on Zog's new career at the end of the story. What does your child think Zog will do in his new job of transporting the flying doctors? What sort of patients might Zog take Princess Pearl and Sir Gadabout to help? What things will the flying doctors need in their doctor's bag? Use your child's suggestions to pack a doctor's bag, linking back to Zog's injuries and how Princess Pearl treated them. As you introduce each piece of equipment from the story, ask your child for ideas on what it is used for – can they remember how Princess Pearl used the equipment to treat Zog and nurse the other dragons?

Task

Make your own role play flying doctors' base. Ask your child to suggest where this could be – you could look at images from the book for ideas; maybe it will be a cave, a forest, castle ruins, etc. Tell your child that they are going to pretend to be one of the flying doctors. Read out the scenarios on *Resource Sheet 1: A doctor's checklist* and encourage your child to suggest the correct treatment to give to their patients. Teddies or dolls could be used as the patients, each with a card stating what their problem is and your child should act out how to treat their ailments.

Extension

Use *Resource Sheet 2: What's in the doctor's bag?* to help develop your child's understanding of the equipment needed to help patients who are hurt or ill. They can cut out the correct items and stick them onto the outline of a doctor's bag.

Resource Sheet 1: A doctor's checklist

How should the Flying Doctors treat these patients? Choose from these treatments:



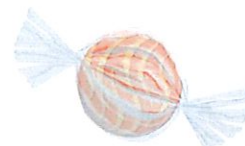
A sticky plaster



A bandage



A thermometer



A peppermint

I have a bad cough.

I feel very warm.

**I fell and bumped
my knee.**

**I have lost my voice, it
sounds croaky.**

I have a sore throat.

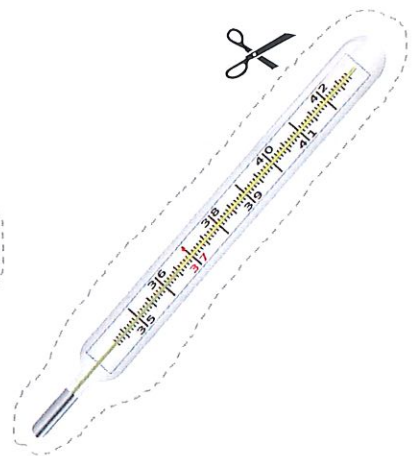
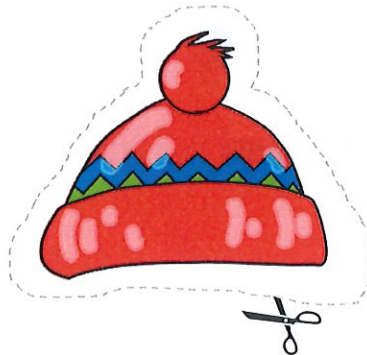
**I have a bruise
and a graze on
my elbow.**

**I touched something
hot and burnt my hand.**

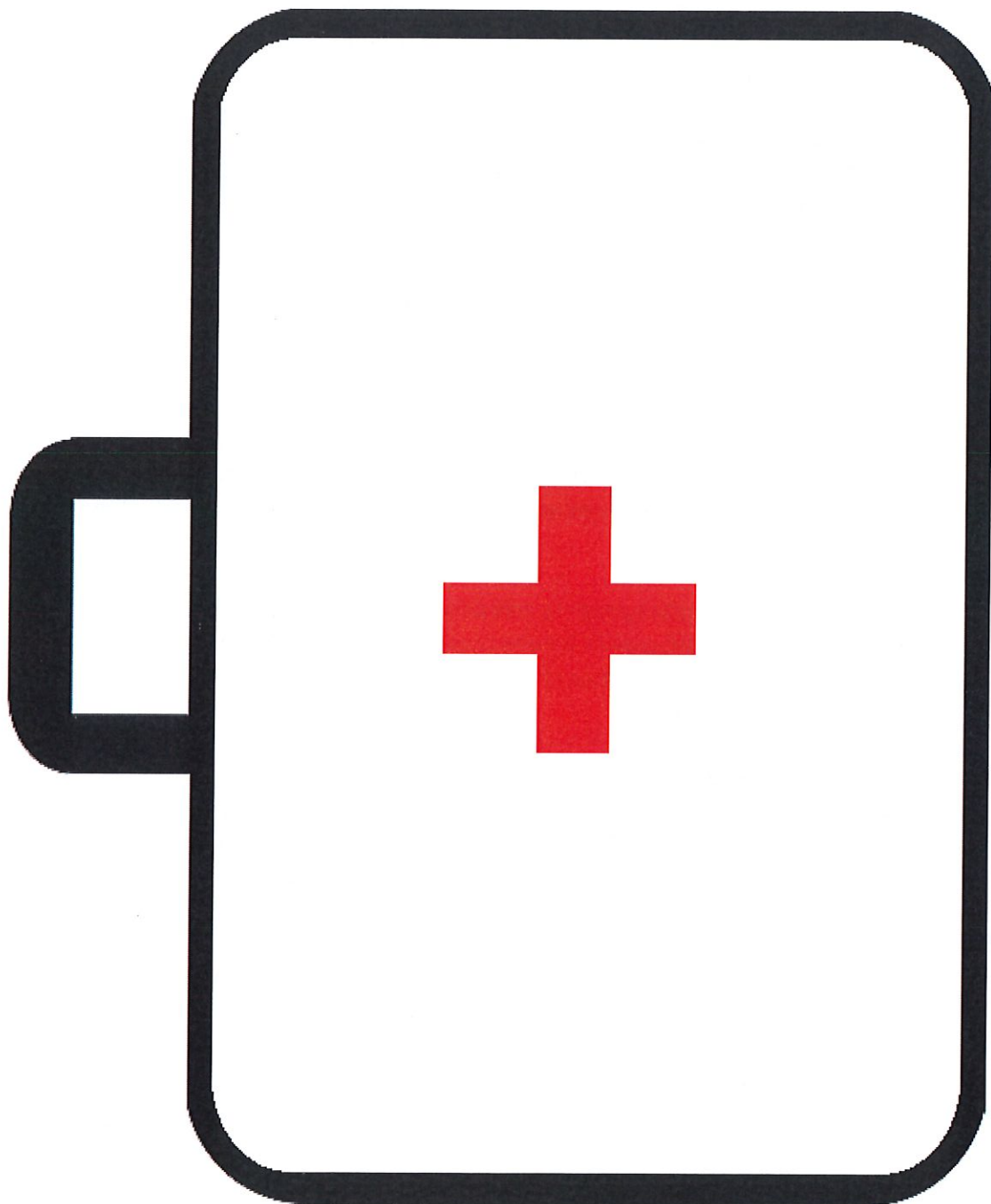
My body feels shivery.

Resource Sheet 2: What's in a doctor's bag?

Which of these things does a doctor need? Cut-out the things that belong in a doctor's bag and stick them onto the bag on the next page.



What goes into this doctor's bag?



Being a flying doctor

EYFS Framework 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.

JULIA DONALDSON



AXEL SCHEFFLER

ZOG



*All the Dragons in Year One were learning how to fly.
"High!" said Madam Dragon. "Way up in the sky!"*

Can you colour in this picture of Zog and his
friends learning to fly?



Illustrations © 2010 Axel Scheffler taken from ZOG by Julia Donaldson and Axel Scheffler



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GREEN
BOOKS



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