

On the following pages, you will find a selection of activities linked to the English learning your child would have been completing at school this week. This term we are focussing on the story 'The Gruffalo' by Julia Donaldson. Please read the instructions carefully and complete the task with your child. If you would like to complete a range of independent 'Gruffalo' linked activities please do so as part of your extended home learning. We would love to see any photographs you may have taken. Please send them to the Beecroft office account so we can see what ideas you have thought of:

ks1@beecroftacademy.co.uk

Thank you,

Mrs Brooks.

Activity 1- Read the model text together with your adult. You will find it below. Think about the text maps we have in school. If you can, attempt to create your own. Remember, a text map is a written and drawn text which helps you to remember the story. I look forward to seeing your creations!



The Gruffalo

Adapted by Beecroft Academy
from the original story written by Julia
Donaldson

One foggy morning, a mouse took a stroll through the deep dark wood. A fox saw the mouse, and the mouse looked good. "Where are you going to, little brown mouse? Come and have lunch in my underground house." "It's terribly kind of you, Fox, but no – I'm going to have lunch with a Gruffalo. He has terrible tusks, and terrible claws, and terrible teeth in his terrible jaws." "Where are you meeting him?" "Here, by these rocks, and his favourite food is roasted fox." "Roasted fox! I'm off!" Fox said. "Goodbye, little mouse," and away he sped. "Silly old Fox! Doesn't he know, there's no such thing as a Gruffalo."

On went the mouse through the deep dark wood. An owl saw the mouse, and the mouse looked good. "Where are you going to, little brown mouse? Come and have tea in my treetop house." "It's terribly kind of you, Owl, but no – I'm going to have tea with a Gruffalo. He has knobbly knees, and turned-out toes, and a poisonous wart at the end of his nose." "Where are you meeting him?" "Here, by this stream, and his favourite food is owl ice cream." "Owl ice cream! Too whit too whoo!" "Goodbye, little mouse," and away Owl flew. "Silly old Owl! Doesn't he know, there's no such thing as a gruffal..."

...OH!"

But who is this creature with terrible claws and terrible teeth in his terrible jaws? He has knobbly knees, and turned-out toes, and a poisonous wart at the end of his nose. "Oh help! Oh no! It's a Gruffalo!"

"You're my favourite food!" the Gruffalo said. "You'll taste good on a slice of bread!" "Good?" **screamed** the mouse. "Don't call me good! I'm the scariest creature in this wood. Just walk behind me and soon you'll see, everyone is afraid of me."

They walked and they walked and they walked till the Gruffalo said, "I hear animals up ahead." "Oh crumbs!" the animals **cried**, "Goodbye, little mouse" and they ran inside.

"Well, Gruffalo," **whispered** the mouse. "You see, everyone is afraid of me! **But** now my tummy's beginning to rumble. My favourite food is – Gruffalo crumble!"

"Gruffalo crumble!" the Gruffalo said and as quick as the wind he turned and fled.

All was quiet in the deep dark wood. The mouse looked around and everything was good.

Activity 2- Now you have created your own text map, try to learn the text with actions. This is what we would usually do in small groups. Perhaps, you can ask members of your household to help you. When you have perfected your telling of the story, with actions, ask an adult to film you or take some photographs. Don't forget to send them to the school email address: ks1@beecroftacademy.co.uk

Activity 3- Have a look at the text map you have created. What are the features of your story? What punctuation is included? What types of words are used? Is it factual or a made- up story? Create your writer's toolkit for a journey story on the sheet below. These are the things that must be included to make a story.

Toolkit for a Journey story

1.

2.

3.

4.

5.

6.



Activity 4- What is an adjective? Write down a list of adjectives to describe 'The Gruffalo'. Now, draw, paint, create your own monster. Design it as you wish. When you have finished your picture, label it with as many adjectives and descriptive phrases as you are able.

Adjective- A word which describes. For example: lumpy, bumpy, purple, bulbous, gritty, huge.

Activity 5- What is a journey? Act out the scenarios below and continue the journey. What will happen next? Ask an adult to film you or take a photograph. Send them to us via the school email address: ks1@beecroftacademy.co.uk

WALT: Know one event leads to the next in a journey story

Use these prompts to act out the rest of the journey:

You are travelling down river in a small kayak. The river is surrounded by huge trees. You can hear lots of different species of birds squawking. Suddenly, on the horizon, the river appears to disappear... What happens next?	You are travelling on a small aeroplane across the desert. The people you are travelling with are going to meet the newest member of the royal family in their country... What happens next?
You are cycling through the woods on your own. The moon	You are in the car with your family; you have decided to visit

is shining brightly and you can hear the sounds of the nocturnal animals around you... What happens next?	your cousin as it is their birthday. You have a rather large, tasty cake sitting on your lap... What happens next?
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Can you think of your own journey to act out?

What different events will happen in your story?

Activity 6- What is a question mark? Have a go at drawing one on some paper together with your adult. A question mark is used at the end of a question sentence instead of a full stop.

For example, How are you today?

Complete the work below, ask an adult to help you, if you need it.

WALT: Know to use a question mark to punctuate questions

Read the sentences below and add the correct punctuation.

How did the cat get to the mat

Do you like my pen

Why did you jog to the ball

I am six years old

Mrs Brooks likes to go for walks

What is your favourite colour

Write your own question below for a friend.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top and bottom lines are red, middle line is blue).

<i>Who</i>	<i>Where</i>	<i>When</i>	<i>What</i>	<i>How</i>	<i>Why</i>	<i>Do</i>
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