

**5-7 Years**  
**Home Learning Pack**  
**Sea Creature Fact Files**

**Objectives**

- To find information from non-fiction texts.
- To organise information under different headings.

**Resources**

- *Tiddler* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: My Fact File*
- A range of non-fiction books on sea creatures and/or internet access

# Sea Creature Fact File

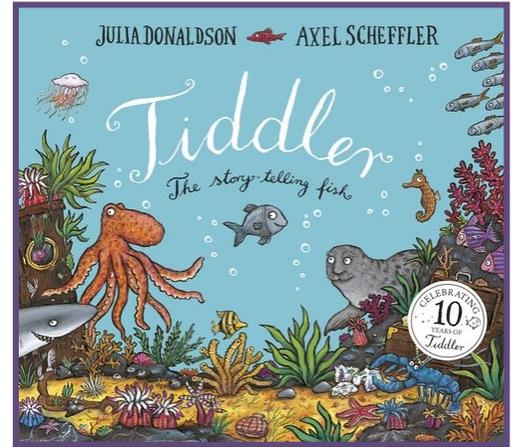
## KS1 Lesson plan

### Outcomes

- Children will find information about a specific sea creature.
- Children will organise information under headings.

### Introduction

Read the story of *Tiddler* to your child and ask them to recall all the different creatures or characters from the story that they can remember. Make a list of these creatures.



Ask your child how they could find out more information about these types of sea creatures. Explain that you will be using the internet and non-fiction books to find information and facts about the sea creatures featured in the story. Choose a creature (e.g. octopus) and show your child how to look it up in the index of a book, or how to use the contents page to navigate to the right place. You can also show your child how to use a site such as: [www.a-z-animals.com/animals/pictures/](http://www.a-z-animals.com/animals/pictures/) to gather information.

Read a section of text from the book or website together and ask your child to tell you their favourite interesting fact from the information you have read.

### Main task

Talk about an information fact file – does your child know what this is? Ask them to think of ideas for key headings for an information fact file (Eats, Lives, Appearance, Key Features, Interesting Facts) and set the challenge to create a fact file as an accompanying text for the story of *Tiddler*.

Your child can research one of the creatures in the story using age appropriate non-fiction books and/or the internet. They can use *Resource Sheet 1: My Fact File* to create a fact file about it.

### Extension

Your child could create a 3D underwater scene using collage materials, featuring the sea creature from their fact file. Use an empty cereal box, with the lid taped closed and cut out the front panel. Turn the box onto its side and decorate the inside of the box using paints, tissue paper and collage materials to look like an underwater sea bed with water, plants and coral (use the wonderful illustrations in the book by Axel Scheffler for ideas). Your child can cut-out their picture from their fact file or redraw their sea creature and hang it from the top of the box to look like it's floating in the deep sea.

# Sea Creature Fact File

## Resource Sheet 1: My Fact File

Complete this fact file for a character or creature from *Tiddler* by Julia Donaldson and Axel Scheffler.

**Type of sea creature:** .....

**Diet:** What does it eat?

.....  
.....  
.....  
.....

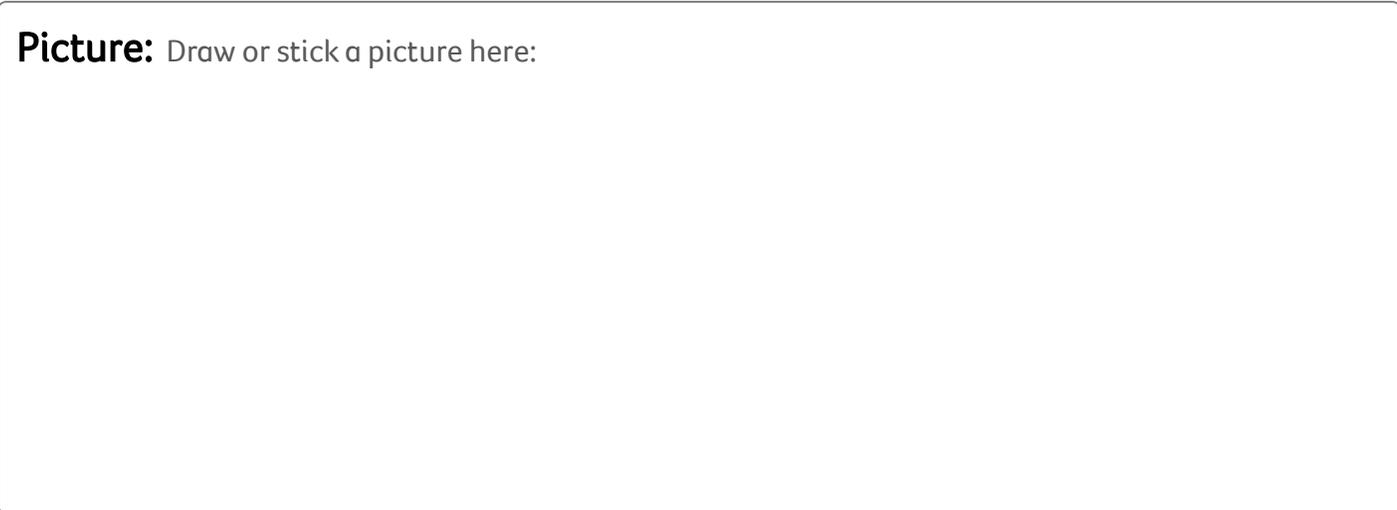
**Habitat:** Where does it live?

.....  
.....  
.....  
.....

**Key features:** Describe what it looks like.

.....  
.....  
.....

**Picture:** Draw or stick a picture here:



# Sea Creature Fact File

## Curriculum links

### Year 1 English:

#### *Spoken*

- To listen and respond appropriately to adults and their peers.
- To ask relevant questions which extend their understanding and knowledge.

#### *Reading*

- To develop pleasure in reading, motivation to read, vocabulary, and understanding.
- To explain clearly their understanding of what is read to them.

#### *Writing*

- To write sentences.
- To discuss what they have written with the teacher and other pupils.
- To read aloud their writing clearly enough to be heard by their peers and the teacher.

### Year 2 English:

#### *Spoken*

- To listen and respond appropriately to adults and their peers.
- To ask relevant questions which extend their understanding and knowledge.

#### *Reading*

- To develop pleasure in reading, motivation to read, vocabulary, and understanding.
- To explain clearly their understanding of books.

#### *Writing*

- To develop positive attitudes towards and stamina for writing.
- To write narratives about personal experiences and those of others (real and fictional).
- To consider what they are going to write before beginning.
- To make simple additions, revisions and corrections to their own writing.
- To read aloud what they have written with appropriate intonation to make the meaning clear.

### KS1 Science:

#### *Working Scientifically*

- To ask simple questions and recognise that they can be answered in different ways.
- To use their observations and ideas to suggest answers to questions.

### Year 1

#### *Animals including humans*

- To identify and name a variety of common animals, including fish.
- To describe and compare the structure of a variety of common animals.

### Year 2

#### *Living things and their habitats*

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.