

Teaching Notes & Resources

Early Years

Themes: Family | Starting school | Growing Up | Empathy

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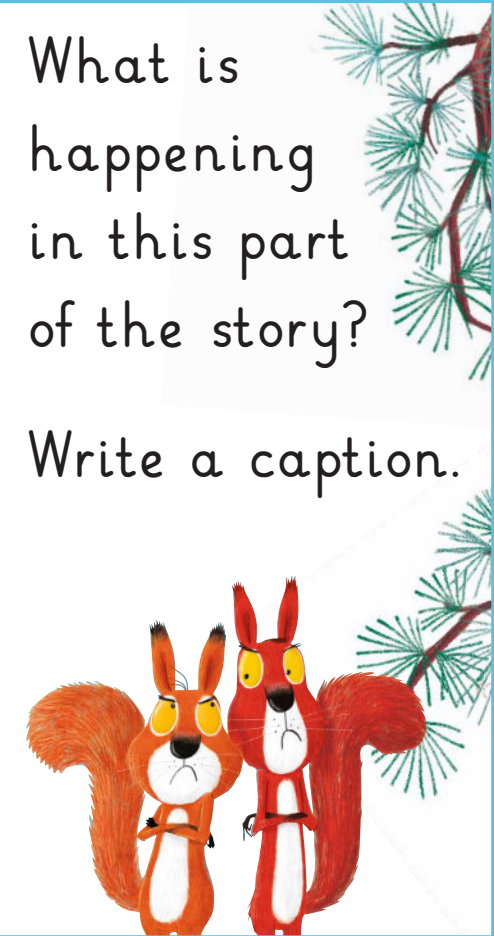


CAPTION WRITING

THE
SQUIRRELS
WHO SQUABBLED

What is
happening
in this part
of the story?

Write a caption.



Communication, Language and Literacy

Comprehension

Who are the main characters in the story?

Where do you think the story is set? What clues can we find for this in the story?

What does Cyril find at the start of the story?

What happens when Cyril and Bruce both want the pine-cone?

How do they escape the waterfall?

How do they feel at the end of the story? What have they learned?

Discussion Questions

What does it mean to be greedy?

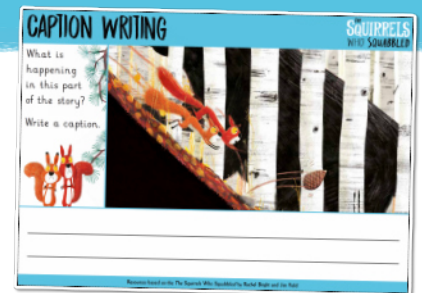
Can you be greedy sometimes?

Are you good at sharing?

Caption Writing

What is happening in this part of the story?

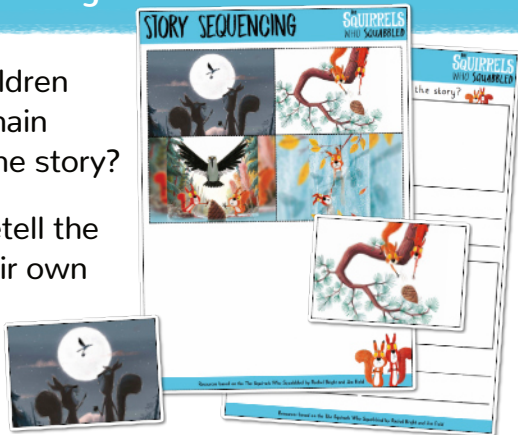
Write a caption.



Story Sequencing

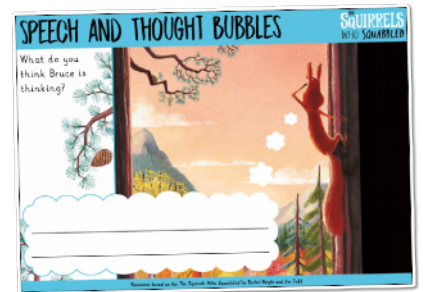
Can the children order the main events of the story?

Can they retell the story in their own words?



Speech and Thought Bubbles

What do you think Bruce is thinking?



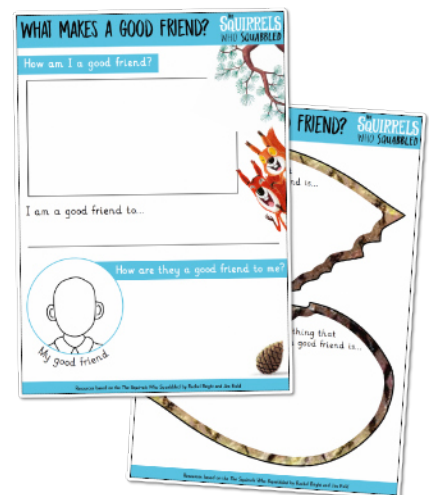
Personal Social and Emotional Development

What makes a good friend?

Cyril and Bruce were always arguing about something, driven by greed and selfishness but soon learned the importance of being there for each other and that sharing laughter with a friend is the best thing.

In this activity, children will think about what they do to be a good friend and who is a good friend to them and what that person does to be a good friend too.

Extra: Use the pine-cone template for each child to write one thing that makes a good friend.



Phonics

Mud Mark Making

Provide a shallow tray of soil or mud and encourage the children to practise letter formation. Write the individual letter sounds on acorns and hide them in the soil or mud for the children to find and copy.

Maple Leaf Words

Provide the children with a tray of red, yellow and orange powder paint, along with a selection of leaves with CVC or tricky words written on them and a stick that they can use to write with. Encourage the children to practise forming the letters in the powder to build the CVC or tricky words.

Rhyming words

Identify rhyming words in the story and find rhyming pairs e.g. been/green; red/bed; needs/seeds; look/nook; reason/season; air/bear; fast/last; win/in; fall/all; land/hand; jiggle/giggle; pair/share; end/friend. What other words can the children think of that rhyme?

Animal Sounds

Look at the different animals in the book. What noises do they make? Make an animal noise and ask the children to guess which animal it is. e.g. squeak (mouse); twit twoo (owl); growl (bear); squawk (bird); ribbit (frog).

'qu' sound

For children working at Phase 3, this is a useful book to focus on the phoneme /qu/. Can children spot /qu/ in the book title "The Squirrels Who Squabbled"? Can they read the following words: quit, quiz, quiff, quill, quick, queen.



Expressive Arts and Design

Leaf Printing

Provide the children with a range of different types, sizes and colours of leaves. Can the children carefully dip the leaves into the paint colours and print the patterns onto the paper? Which leaf was the best one for printing?

Extend: Can the children create patterns with the leaves or shapes?

Natural Paintings

Provide the children with lots of natural objects that they can use to paint with instead of paintbrushes, such as pinecones, twigs, leaves and straw. Encourage the children to explore using the natural objects to create marks and patterns.



Understanding the World

The Canadian Flag

Show the children a picture of the Canadian flag. What do they know about flags? Who gets a flag? What other flags do they know?

What is in the centre of the flag? Why do the children think this was chosen? Allow the children to decorate the Canadian flag.

Extend: design a flag for the UK – what could we put in the centre?

Where do Cyril and Bruce Live?

The children might think that Cyril and Bruce live in the UK because “we have squirrels here too” – encourage the children to look for other clues such as the bears and raccoons.

Cyril and Bruce live in Canada. Can we find Canada on the map? Canada is a part of North America; can we find the continent of North America? What do the children know about Canada? What is it like to live there? What is the same as the UK? What is different?

Who Lives with Cyril and Bruce?

What other animals do we notice in the story? Do you know any other animals that live in Canada? Can the children create an animal spotter sheet for Canadian animals?

Continuous Provision

Fine Motor Control Pine-cone Tuff Tray

Children will be squirrels moving the pine-cones to the store for winter. Use tweezers to move pine-cones or acorns (use beads to represent) from the centre of the tuff tray and share them to the different squirrels (pots).

Forest Small World

Provide the children with pine-cones, twigs, leaves and squirrel toys or cut outs in a tray of soil.

Add some small tools or spoons then encourage the children to practise burying food for winter, just like Bruce.

Leaf Threading

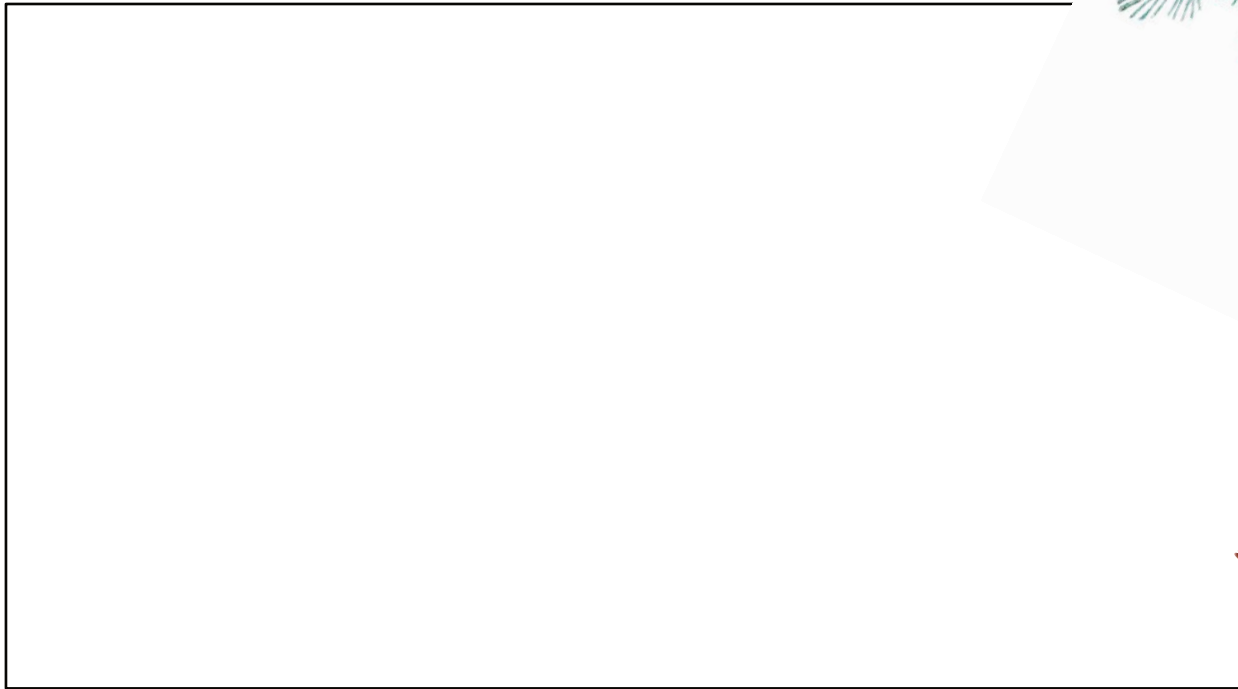
Provide the children with African animal masks. Encourage them to interact with each other. Are they able to take on the role of that animal? Do they repeat any story language?



WHAT MAKES A GOOD FRIEND?

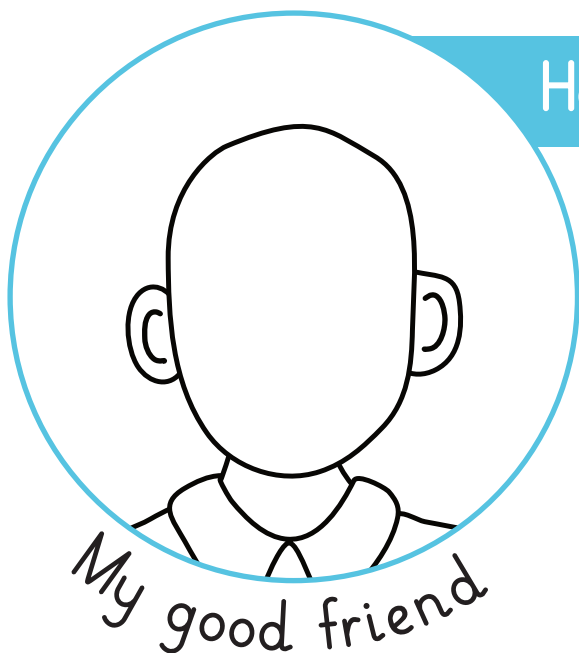
THE
SQUIRRELS
WHO SQUABBLED

How am I a good friend?




I am a good friend to...

How are they a good friend to me?




WHAT MAKES A GOOD FRIEND?

THE
SQUIRRELS
WHO SQUABBLED



One thing that
makes me a good friend is...

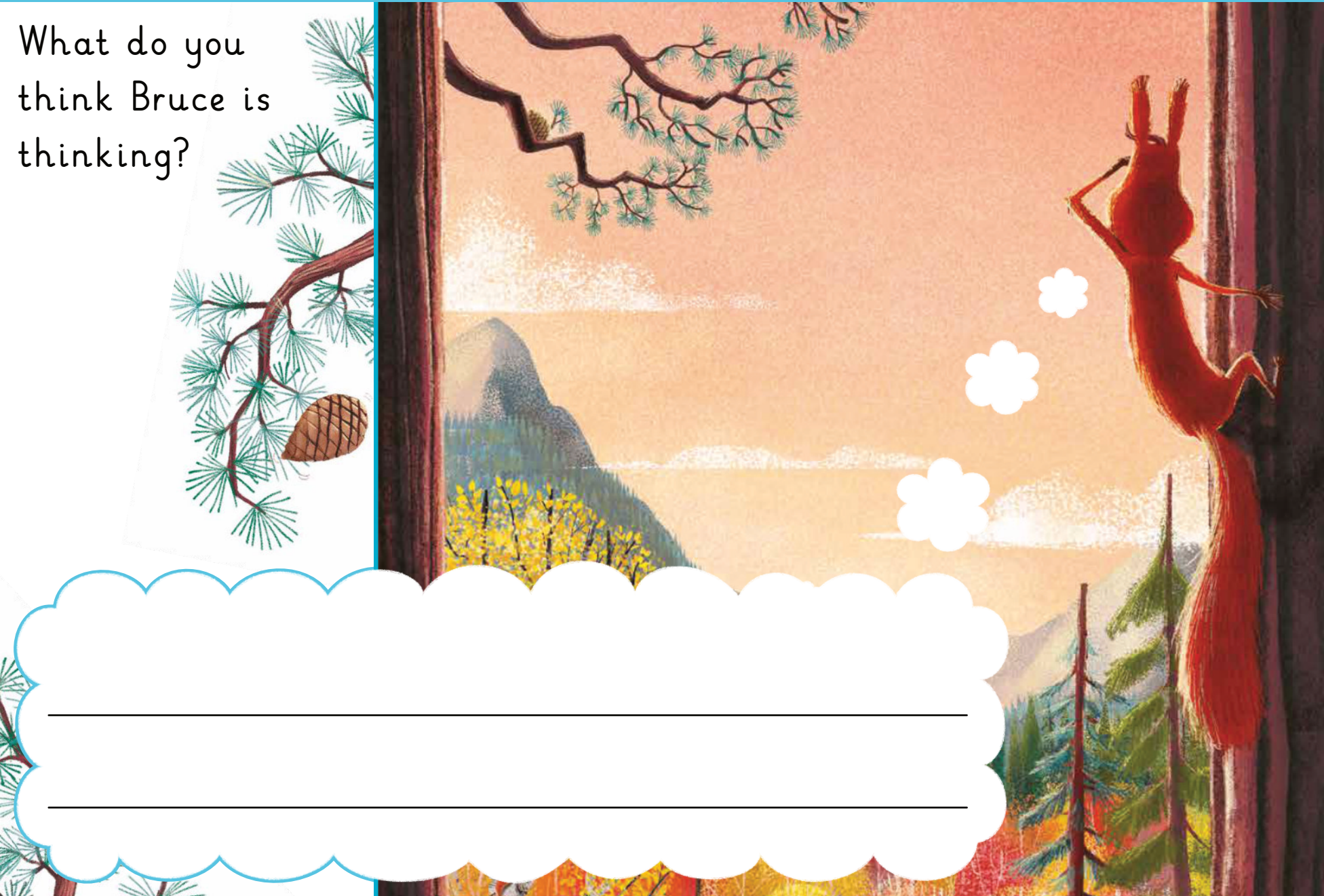


One thing that
makes me a good friend is...

SPEECH AND THOUGHT BUBBLES

THE
SQUIRRELS
WHO SQUABBLED

What do you
think Bruce is
thinking?



STORY SEQUENCING

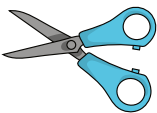
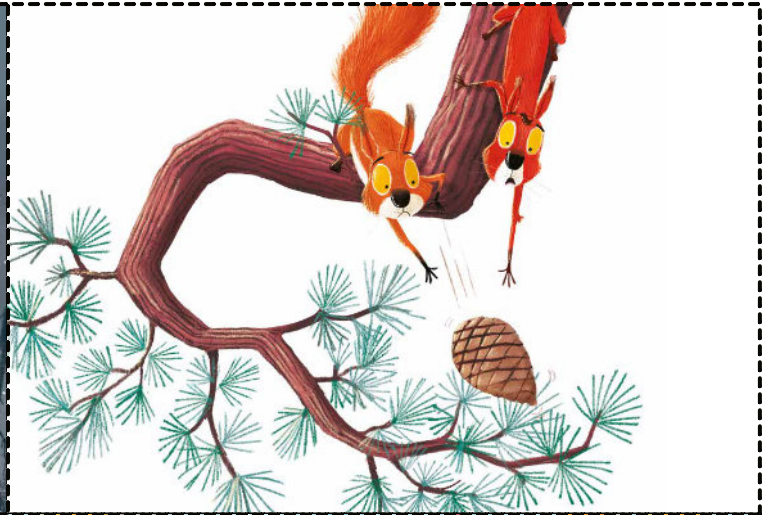
THE
SQUIRRELS
WHO SQUABBLED

Can you order the main events of the story?



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WHO SQUABBLED



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