

Week Ten

At Markeaton, we weave celebration of diversity and difference into the fabric of daily life at school. In Foundation Stage, this is reinforced through consistent discrete teaching in the form of classroom dialogue around different identities and through the weekly direct teaching of R-Time. We believe that children are never too young to have the opportunity for an age appropriate and open dialogue about diversity, difference and identity and one of the easiest ways to do this is through a familiar medium for children: stories. In this way, children can discover characters with identities both different and similar to their own and be exposed to rich and varied experiences. With this in mind, please find below a selection of resources that can be used at home to encourage conversations around identity, difference and diversity.

An animated video clip inviting discussion on celebrating diversity and why difference is important:

<https://www.bbc.co.uk/iplayer/episode/b01rn5k4/whats-the-big-idea-15-is-everybody-different>

Stories to celebrate all types of diversity:

<https://www.bbc.co.uk/iplayer/episode/m0002kgb/cbeebies-bedtime-stories-689-will-young-two-dads>

<https://www.bbc.co.uk/iplayer/episode/m000jsp2/cbeebies-bedtime-stories-758-oti-mabuse-girls-can-do-anything>

<https://www.bbc.co.uk/iplayer/episode/m0002p3z/cbeebies-bedtime-stories-691-helen-george-is-it-the-way-you-giggle>

<https://www.bbc.co.uk/iplayer/episode/b0brfh12/cbeebies-bedtime-stories-659-sharon-d-clark-rusty-the-squeaky-robot>

<https://www.bbc.co.uk/iplayer/episode/b09w7p2q/cbeebies-bedtime-stories-624-jb-gill-families-families-families>

<https://www.bbc.co.uk/iplayer/episode/b09p3pg/cbeebies-bedtime-stories-618-eddie-redmayne-the-dressing-up-dad>

<https://www.bbc.co.uk/iplayer/episode/b06z92rs/cbeebies-bedtime-stories-522-nihal-arthanayake-dogs-dont-do-ballet>

This link will provide access to an interactive bookshelf (including clickable portraits and books), for you to explore conversations around race and diversity with your child.

https://docs.google.com/presentation/d/1fwehqHbjecZJommo7MqCz_pdlF6dOZFAdJeKDOQH800/mobilepresent?fbclid=IwAR2-UgvJSmu5oEqLTto4ffY5sdOlykcgRblog7MWp6raDGf7LYmp5PcgpY#slide=id.p

In the resources section of the FS Home Learning page on the school website, please find a PowerPoint about difference, along with a selection of discussion cards to be used to encourage discussion and awareness around the subject.

Phonics

For additional Phonics resources or just for a change, please access Discovery Education Espresso, click the Foundation tab and scroll down and click on 'Phonics'. Here there are a wealth of activities, learn screens and games!

Please see the online phonics lessons letter for instructions of how to access daily phonics lessons for your child (the link to the website is found on this letter). Information of which lesson to select for your child will be sent out on Tapestry. New lessons will be uploaded daily and introductory videos can be found under the 'Videos' tab. There is also a handy guide on pronouncing phonemes correctly when working with your child!

Daily Challenges

-What is your favourite name for a pet? Why do you like it?

-Find three objects in the room that have a smooth surface

-Draw three animals that you would find at the coast

-Count from 10 to 20 and back again

-Draw a picture using your favourite colours

Mythical Creatures Project

Moving on from the Really Wild Project, we would now like to explore the idea of mythical creatures. Over the next three weeks, resources and ideas will be provided in order to learn more about stories involving dragons, phoenixes and unicorns! This week's mythical creature will be the dragon!

The Dragon!

Children learn that the dragon is a popular mythical creature from around the world. They can explore popular dragon stories, describe the appearance and behaviour of dragons and create dragon puppets and models.

Books

Please see the list of books about Dragons in resources, some of which are available to watch/listen to on Youtube.

Please see the Chinese New Year story PowerPoint, Dragons in the City story PowerPoint and Knights and Dragons Unite story PowerPoint in resources!

Weblinks

<https://learnenglishkids.britishcouncil.org/en/short-stories/george-and-the-dragon> St. George and the Dragon story

<https://www.topmarks.co.uk/ChineseNewYear/DragonDance.aspx> Chinese Dragon information

<https://www.redtedart.com/chinese-new-year-craft-dragon-puppet-free-printable/?cn-reloaded=1> Chinese Dragon puppet template

<https://www.youtube.com/watch?v=2CuSNfYTcNE>. Welsh Dragon story

Ideas for discussion/resources:

1.

-Define mythical animals, i.e. *animals that are fictional*. Define scared animals, i.e. *real animals that are special to a religious community*.

-Ask your child to identify animals they consider to be special, either real or imagined. Encourage the use of *because* to provide a reason for their opinion, e.g. *Cats are special because they are my granny's favourite animal*.

-Explain that dragons are a mythical animal in many different places around the world.

-Show **St. George and the Dragon** (*see weblinks*).

-Explain that George is remembered as being brave because he stood-up against the horrible and wicked dragon.

-Ask *why* they think the dragon was behaving badly, e.g. *he/she is sad*. Consider alternative ways the people could have stopped the dragon, e.g. *talk to the dragon to find out why he/she is sad*.

-Ask your child to share occasions when they have been brave, using *because* to explain why they felt brave. Celebrate each child's suggestion, e.g. *I was brave going on a roller coaster because I'm scared of heights!*

Watch/listen to the story 'Room on the Broom' (or read it at home if you have a copy)! Then discuss the behaviour of the dragon in this story. What is the dragon's personality like? How can you tell? Is he similar to the dragon from the story of St George? Explore different adjectives to describe the dragon. Link to story:

<https://www.youtube.com/watch?v=uQulEnxsRo>

2.

-Explain that dragons are a popular mythical animal in China. However, in Chinese stories they are usually good. Show and read the information on Chinese Dragons (*see weblinks*). After, watch the dragon dance.

-Your child may remember having learned about Chinese New Year at school. You may want to use the Chinese New Year story PowerPoint or the Dragons in the City story PowerPoint (see resources) to recap.

Activities to choose from:

-Show your child how to make a Chinese dragon puppet (see *weblinks*). Follow the instructions and support to make a bright and colourful puppet.

- Provide different coloured strips of paper. Chn use the strips to make a paper-chain. Next, chn fold a white paper plate in half and staple it to one end of the paper-chain. Child to add detail to the paper plate to create the head of a dragon.

- Provide chn with a shield template (see *resources*). Under supervision, allow your child to cut out the template independently. Decorate the border of the shield using bright felt-tipped pens or wax crayons. In the centre of the shield ask your child to draw an image that represents them or their family, e.g. *favourite soft toy or family pet*. This is their knight's shield!

-Provide your child with circles of coloured paper and black felt-tipped pens. Ask your child to use the circles to write words to describe a dragon, e.g. *red, big, kind, hungry, loud*. You may need to write some words for your child but encourage them to use their Phonics knowledge to give some words a go themselves! Print or draw a dragon template large enough to place the circles on, overlapping as though scales. Ask your child to decorate their descriptive dragon!

-Ask your child to cut and colour a Chinese Dragon mask (see resources). Can they pretend to be a dragon? How would they walk? What sounds might they make? What kind of dragon do they want to be?

-Make a model castle for your dragon or a knight to live in! You could use cardboard boxes and tubes, building bricks or empty packaging.

-Cut some shapes out of paper – you could cut out some triangles, circles, squares and rectangles. Place the shapes onto a piece of paper to make a shape picture. You could make a castle, a knight or maybe a dragon! What shapes did you use?

-Draw or paint a picture of a dragon. What colours can you use? What does your dragon look like? Can you tell a friend or grown-up about your dragon? Maybe you could give your dragon a name too.

-Find out more about castles. Look at some photos in books or on a computer. What can you find out about castles? Are there any castles close to where you live? Ask a grown-up to help you find out some information.

-Use the Knights and Dragons, Unite! Rhyming PowerPoint (see resources) to practise finding rhyming words together.

	<p>English</p> <p>(please access separate resource documents as indicated including a guide to writing with your child, letter formation and information on pencil grip)</p>	<p>Maths</p> <p>(please access separate resource documents as indicated)</p> <p><i>IMPORTANT Parent or Carer – Please check that you are happy with any weblinks or use of the internet.</i></p>
<p>Day 1</p>	<p>Listen to a story</p> <p>Watch and listen to the story of Goldilocks and the Three Bears being told in this storytelling video: https://www.youtube.com/watch?v=0oUP2PFeOi8 (or you</p>	<p>1.Counting practice</p> <ul style="list-style-type: none"> ○ Lay cards with numbers on in a line 1 to 20. ○ Ask your child to turn around or else blindfold them!

	<p>could read the story to your child if you have a version at home or tell it from memory).</p> <p>2. Respond to the story</p> <ul style="list-style-type: none"> ○ Talk about the story. <i>What happened in this tale? What happened at the beginning? What did Goldilocks eat? Where did she sit? Where did she sleep? What happened in the end?</i> ○ Explore the repeating patterns in the story. <i>How many bowls were there? What did Goldilocks say each time, 'This porridge is too hot. This porridge is too cold. This porridge is just right.'</i> Repeat this discussion about the chairs and the beds, talking about the number, size and what Goldilocks said. <ul style="list-style-type: none"> ○ Together, draw pictures to show the three bowls, three chairs and three beds. ○ Write labels for each object together, e.g. <i>'Too hot' 'Too cold' 'Just right'</i>. <i>The main thing is to spot the pattern and to practise saying the phrases, so it is fine to write for your child.</i> ○ Use the pictures to retell the story, pointing to each object and saying the repeating phrases. <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> ● Listen to and learn the song <i>When Goldilocks went to the House of the Bears</i> and sing it together. https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-when-goldilocks-went-to-the-house-of-the-bears/zbkrf4j Make up your own actions! ● Go around your house being like Goldilocks, <i>'This bedroom is too messy. This bedroom is too tidy. This bedroom is just right.'</i> 	<ul style="list-style-type: none"> ○ Remove four numbers. ○ Ask the child to turn around, and then to lay those four cards in order, smallest to largest. ○ Check that they have done this correctly by looking at the 'gaps' in the 1-20 line. ○ Repeat this, three times. They can challenge you to do it too. <p>2. Play the game</p> <ul style="list-style-type: none"> ○ Play <i>Shapey Trail</i> (see resources) <ul style="list-style-type: none"> ○ You need some tiny soft toys or small plastic animals/people. In all it would be good to have about 12. You also need a coin to spin, and a counter each to move round the track. ○ Move round the track following the instructions. <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> ● Go on a Shape Hunt around your house. What circles can you find? (clock faces, dials on the cooker, plates...) What squares can you find? (cushions, window panes, pieces of kitchen towel...) What rectangles can you find? (books, magazines, table tops...) Are there any triangles?
Day 2	<p>Read a book based on a traditional tale. Look at the front cover of <i>Goldilocks story</i> (see resources). What do you notice (Goldilocks is a mouse!). Share the book, reading the story together.</p> <p>2. Respond to the story.</p>	<p>1.Counting practice</p> <ul style="list-style-type: none"> ○ Ask your child to start counting up to twenty slowly and clearly. ○ Stop them by clapping once. ○ They must whisper the number they would be saying next. Are they correct? ○ Repeat this several times, stopping them at different points.

	<ul style="list-style-type: none"> ○ Discuss the story. <i>Who are the characters in this version?</i> Goldilocks is a mouse and the house she visits belongs to three cats. <i>What might be in the bowls? Is it porridge or could it be something else?</i> ○ Look at the pages where Goldilocks tries the food, the chairs and the beds. Read the words which show what she says. Try saying them with expressive voices. <i>Can you say, 'This is too cold!' while shivering and hugging yourself?</i> ○ Talk about what you think about Goldilocks? Usually the little child is a good character but is Goldilocks a goodie or a baddie? Did she mean to eat all the porridge/break the chair? Why did she run away when the cats found her? In some stories, the baby wanted to be her friend and is sad when she runs away. ○ Look at the first page and read the words which tell us why Goldilocks got into trouble in the first place. She was bored. It looks like she needs some ideas of what to do! <ul style="list-style-type: none"> ○ Talk about different things she could do, as if talking to Goldilocks. ○ Write ideas in the speech bubbles in Advice for Goldilocks (see resources). Write in full sentences. It is fine to share the writing or write with your child dictating. 	<p>Extension</p> <ul style="list-style-type: none"> ○ Do as above but counting backwards from 20 ○ Or start at 40 and count forwards. Or start at 56... etc. <p>2. Working together</p> <ul style="list-style-type: none"> ○ Print the set of 12 numbered tiles or create these yourself by cutting up an old cereal packet and writing the numbers on. ○ Make sure you can see the shape pictures. ○ Follow the instructions to play Count the Sides (see resources).
Day 3	<p>Discuss the consequences of a character's actions.</p> <p>Reread and enjoy Goldilocks. Look at the way that the cats react to the mess and destruction left by Goldilocks. <i>Did Goldilocks think of the consequences when she went around, eating, sitting, and sleeping? Did she mean to upset the family?</i></p> <p>2. Write a list of jobs.</p> <ul style="list-style-type: none"> ○ Talk about how you might feel if someone went into your home and ate your breakfast or damaged your toys. ○ Discuss the idea of making amends. <i>What might help to make the three cats/bears feel better?</i> What could Goldilocks do? ○ Discuss ideas, e.g. <i>She could cook some more porridge or fix the chair or cheer up Baby Cat/Bear with a bedtime story.</i> ○ Write a list of 2-3 jobs that she could do. You can write the list as short phrases or in sentences. 	<p>1. Counting practice</p> <ul style="list-style-type: none"> ○ Write numbers 1 to 10 on large scraps of paper. Place them around the floor. ○ Your child chooses a number to stand on. ○ They must do actions to match that number. ○ For example, if they stood on 6, they may do six wing flaps! ○ If they stood on 8, they might do eight bunny hops. ○ Now they choose a different number to stand on. ○ Then you have a turn. ○ Keep taking turns and matching actions to numbers. Here are some good actions! <ul style="list-style-type: none"> -wing flaps -tongues out -bunny hops

Try these Fun-Time Extras

- Make a poster with a list of rules to remind Goldilocks of your own house rules in case she comes to visit!
- Make thank you cards to show appreciation to people who make us happy. Fold a piece of paper, draw a happy picture on the front and write a thank you message inside.

- star jumps
- hand claps

Extension

- They have to do one less action than the number they choose!

2. Working together

- Follow the instructions on *Make a Shape* (see resources)
 - You need thin card or two pieces of paper stuck together
 - You also need the templates printed out.

Try these Fun-Time Extras

- Choose an empty packet from the cupboard. Cut it carefully open and spread it out. Look at the flat shape that was folded to make this packet.
- Use a flat sheet of paper to make a cylinder.