

Week Eleven

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-dressingup-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_pdIF6dOZFAdJeKDOQH800/mobilepresent?fbclid=IwAR2-UgvJSmu5oEqLTo4ffY5sdOilykcgRblog7MWp6raDGf7LYmp5PcgpY#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

- Draw your favourite sandwich
- Count the circular things you can see in the room
- Where is your favourite place? Explain why you like it
- What activities do you like to do outside?

-Draw three things you might find on a beach

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 phoenix!

Books

Masha and the Firebird <https://www.youtube.com/watch?v=JZjU1LFrDGE>

Weblinks

https://www.youtube.com/watch?v=3eG_O1wEJ40 – YouTube clip of The Firebird by Igor Stravinsky with a clip of the awesome tale of the life, death, and renewal of a forest from Disney's Fantasia 2000

http://www.bbc.co.uk/food/recipes/eastereggneests_93841 recipe for Chocolate Crispy Cakes

<https://www.bbc.co.uk/iplayer/episode/b08kvpmq/twirlywoos-series-3-23-more-about-twirling> Episode around twirling and dancing with ribbons

https://www.youtube.com/watch?v=hIMsOq6_yPM Times 14:00 – 16:00 for clip of children dancing with ribbons

<https://www.youtube.com/watch?v=JZjU1LFrDGE> Masha and the Firebird

Learning ideas:

Explain that the Phoenix, or Firebird, is a special mythical animal common in Europe and Russia. Ask your child what they think a Firebird/Phoenix could look like. Say it has inspired people to compose music, create dances and write stories. Say that a Phoenix usually dies in a flash of flames and is then reborn from the ashes of those flames as a baby bird! Play Stravinsky's The Firebird (see *weblinks*). Discuss how the music helps to create an image of a beautiful flaming bird: describing how it *looks*, *moves* and *behaves*. Encourage your child to think of specific words/phrases that describe the appearance and movements of the Firebird. Write words/phrases suggested on a sheet paper.

Play the music again, read selected words/phrases aloud and invite your child to move in response, e.g. *glide*, *hop*. Invite your child to think of adverbs for each action, e.g. *gently glide* or *quickly hop*.

Listen to/watch Masha and the Firebird (see *weblinks*). Say it is a story from Russia, where the Firebird is considered a *good* character. Use the illustrations to generate additional descriptive words/phrases. Finally, describe the personality/character of the Firebird. Use evidence from the story to support ideas, e.g. *kind because it helped Masha*, *gentle because it looked after eggs*.

Activities to choose from:

- Make a chocolate crispy cake nest for your Firebird to live in! Show your child the recipe and instructions, telling them that a recipe is non-fiction and showing them

how the different sections of a recipe/instructions help us to get things just right. Show them how the instructions are sequenced and ask them to suggest what would happen if the instructions were in the wrong order. See Weblinks. Identify the ingredients and utensils. Read each stage of the recipe aloud and invite your child to complete each action.

- Make a large Phoenix to hang from the ceiling! Use junk modelling items or a material such as chicken wire to prepare the body, neck and head of the Phoenix. Then cover the body in layers of papier-mâché, i.e. *strips of paper, covered in PVA glue*. Discuss with your child the shape of the body as you create it – what should a Firebird look like? Use red/orange and yellow sugar-paper for the final layer or wait until dry and paint. Add details, such as a beak, eyes, legs and feet. Finally cut two large wings from bright coloured fabric or paper and attach them to the Phoenix. Decorate with feathers if you have any!
- Provide your child with role-play props you might have associated with **Masha and the Firebird**, e.g. *shawl, toy eggs, basket, bright coloured poncho etc*. Together, you can use the props to retell and adapt the story or ask your child to compose their own story using the same characters. Alternatively, provide small world figures, props and a forest scene, e.g. *large tray covered in soil, with moss, gravel, bark, leaves and twigs*.
- Watch the dancing ribbons clips (see Weblinks) Use bright coloured ribbons tied to hair bands or sticks. Play the Firebird music (see weblinks) use the ribbons to create a dance inspired by the music.
- Use a blown/hard boiled/polystyrene eggs and a selection of acrylic paint. Your child can select an egg and paint an image/pattern to represent earth/air/water or fire. Alternatively, use an egg template for your child to colour, collage or otherwise decorate a Firebird egg.
- Ask your child to draw a picture of a Firebird (or use a printed image, template or drawing), then ask them to label the image with descriptive language. You could write some words for them but try to encourage them to give some words a go!

	<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 style="text-align: center;"><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>Talk about what you know about dinosaurs</p> <p>Discuss what you know about dinosaurs. (This may be a huge amount or a little, depending on your child’s interests.) Collect any dinosaur toys or information books you have, and look at different types of dinosaur (or look at the dinosaur fact cards in resources). Describe their shapes, limbs, colour and other features. How big do we think a dinosaur was? Would it fit in our home? <i>They came in a huge range of sizes – the smallest could fit in our hand and the longest was thought to be as long as four buses.</i></p> <p>Listen to a story book</p> <p>Watch and listen to the story of If I had a dinosaur by Gabby Dawney in this Cbeebies Bedtime Stories clip: https://www.youtube.com/watch?v=KA1rpm15nj0 (or you could read the story to your child if you have a copy at home).</p> <p>Respond to the story</p> <ul style="list-style-type: none"> o Talk about the book. <i>What pet did the girl want? What would she do</i> 	<p>Counting practice</p> <ul style="list-style-type: none"> o Take a tea-towel and some coins. These must be identical but it doesn’t matter what denomination they are. You need ten. o Lay out the coins on a table. o Ask your child to sit facing away from you and the coins. o Cover some of the coins. o The child turns round and counts the coins they can see. o Their aim is to tell you how many are under the tea-towel. o Repeat several times. Can they be correct three times in a row? <p>Make it easier or harder...</p> <ul style="list-style-type: none"> o Use only six coins to make this easier. o Spread the coins out to make it harder! <p>Working together</p>

	<p><i>with it?</i> Talk about whether we can have dinosaurs as pets. <i>Why not? Is this book about real dinosaurs or story book ones?</i></p> <ul style="list-style-type: none"> ○ Imagine if you could choose a pet dinosaur. Talk about your ideas. <i>What would it look like? How big would it be? What would it like to eat? Where would it sleep?</i> ○ Together, draw a picture and write some words to describe your perfect pet dinosaur. <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> • Watch, listen and talk about these dinosaur facts: https://www.bbc.co.uk/cbeebies/curations/dinosaur-facts • Go on some dinosaur adventures with Andy! https://www.bbc.co.uk/cbeebies/shows/andys-dinosaur-adventures • Join in with these fun dinosaur raps: https://www.bbc.co.uk/cbeebies/watch/playlist-andys-dinosaur-raps 	<ul style="list-style-type: none"> ○ Do the activity on Towering Differences <ul style="list-style-type: none"> ○ You need Lego™, Duplo™ or other small bricks. Also, paper and pens each. ○ Follow the instructions on Towering Differences (see resources). <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> • Have a look at these fourteen famous towers. How different are they? Which ones do you like best? Which would you like to visit one day? https://www.touropia.com/famous-towers-in-the-world/
Day 2	<p>Read a non-fiction book about dinosaurs</p> <p>Look at the front cover of the Hamilton Group Reader Owls and Dinosaurs (see resources). Do you recognise any of the dinosaurs? Why are there owls? Read the book together. Why was the book called <i>Owls and Dinosaurs</i>?</p> <p>Respond to the book</p> <ul style="list-style-type: none"> ○ Discuss the book. <i>Who is talking at the beginning?</i> Ben and Mummy Owl. <i>Why does Mummy Owl say that birds are special?</i> They are related to dinosaurs. Talk about what this might mean at the right level for your child. ○ Look at the pages where different dinosaurs are shown and named. Read the names together (<i>your child may know the names, but most cannot be sounded out</i>) and the text below it. These pages are bit like Ben and Mummy are sharing an information book. Discuss which dinosaur in the book is your favourite and why. ○ Talk about what facts are in this book. <i>What can we find out by reading this book (and any others you have shared)?</i> <ul style="list-style-type: none"> ○ Choose a Dinosaur Facts template (see resources) and write a key fact (or two) that you have learnt from your reading. It is fine to share the writing or write with your child dictating. <i>You could choose a different dinosaur and create your own fact</i> 	<p>Counting practice</p> <ul style="list-style-type: none"> ○ Together, count to 20. ○ Now you are going to take turns to repeat this BUT you give each other a number they mustn't say. E.g. Sunil tells Mum she can't say 'six'... ○ Mum says, 'one, two, three, four, five, <i>uh-oh</i>, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, <i>uh-oh</i>, seventeen...', etc. ○ Now Mum tells Sunil he can't say four. ○ Play several times. Do you get good at not saying one number? <p>Extension</p> <ul style="list-style-type: none"> ○ Repeat the same activity but count from 30 to 50 not saying 'six', or from 70 to 90 not saying 'five', etc. <p>Working together</p> <ul style="list-style-type: none"> ○ Work through the activity in Same Difference (see resources) <ul style="list-style-type: none"> ○ You need Lego™, Duplo™ or other small bricks. Also, paper and pens each. ○ Follow the instructions on Same Difference (see resources). ○ Try the Extra Challenge!

	<p><i>page to model how it's done.</i></p> <ul style="list-style-type: none"> ○ You can also add labels for the dinosaurs, just like a non-fiction page in a book (<i>horn, leg, teeth, plate, mouth, head, neck, claw, etc.</i>) 	
Day 3	<p>Discuss fictional dinosaurs</p> <p>Enjoy If I had a dinosaur by Gabby Dawney in this Cbeebies Bedtime Stories clip: https://www.youtube.com/watch?v=KA1rpm15nj0 or share any picture book about a dinosaur encounter which you like. <i>How was this dinosaur not like a real one? Does it matter if our stories are based on imagination instead of facts? Is it fun to imagine dinosaurs as cuddly, confused, friendly or funny?</i></p> <p>2. Create a dinosaur story</p> <ul style="list-style-type: none"> ○ Ask your child to imagine what might happen if they met a storybook dinosaur. <i>What might happen at the beginning? What would they do? What would happen in the end?</i> ○ After lots of talk, write a simple three-part story together, e.g. <i>A dinosaur stomped into my garden. She was sad because her friends would not play. We played together, and she was happy.</i> <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> ○ Pretend to be dinosaurs visiting your home. What chaos will they cause? ○ Make up some new dinosaur names, e.g. <i>a grumpyasarus</i> 	<p>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! ○ Remove three numbers. Push the remaining cards together so the gaps don't show! ○ Ask the child to count along the line and to tell you when they think there should be a number which has gone missing! ○ Provide that number and let the child insert it in the line. Do not show them the other numbers you removed! ○ They continue counting and stop when they think another number is missing. ○ Repeat this, three times. They can do it for you too. <p>Extension</p> <ul style="list-style-type: none"> ○ Remove two consecutive numbers. This makes it harder! <p>Play a game together</p> <ul style="list-style-type: none"> ○ Play Difference Collection (see resources) <ul style="list-style-type: none"> ○ You need Lego™, Duplo™ or other small bricks, a 1-6 dice, counters and papers and pens each. ○ Follow the instructions as shown on Difference Collection.