

## Week Twelve

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/b09pz3pg/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\\_pdlF6dOZFAdJeKDOQH800/mobilepresent?fbclid=IwAR2-UgvJSmu5oEqLTo4ffY5sdOilykcgRblog7MWp6raDGf7LYmp5PcgpY#slide=id.p](https://docs.google.com/presentation/d/1fwehqHbjecZJOmmo7MqCz_pdlF6dOZFAdJeKDOQH800/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

- What is your favourite type of transport? Can you draw it?
- What colours make you happy? Why?
- How many star jumps can you do in a minute?
- Draw some different animals that creep and crawl.

-How many things can you see beginning with the letter 's'? Can you draw them?

## 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 unicorn!

### Books

**Sugarlump and the Unicorn** <https://www.youtube.com/watch?v=6lbiLth5CTs>

### Weblinks

<http://www.fairypoppins.com/wp-content/uploads/2017/03/Unicorn-Clip-Cards.pdf> unicorn colour words  
<http://lemonlimeadventures.com/15-fun-and-creative-small-world-play-ideas/> ideas for small world settings

### Learning ideas:

Show your child a real/image of a rocking horse (*see resource*). Describe the rocking horse together. Ask your child to describe the colours they can see, what it is made from, how it feels. After, discuss what your child might like to call the rocking horse; encourage them to think carefully and use *because* to justify their choice, e.g. *Carrot because horses eat carrots*. Select a name for the rocking horse. Next, say you will read a story about a rocking horse and a unicorn, which is the last mythical animal you'll be exploring.

Listen to ***Sugarlump and the Unicorn*** <https://www.youtube.com/watch?v=6lbiLth5CTs>

Afterwards, ask your child to define a unicorn. Describe the unicorn from the story and their special power. Identify alternative special powers for the unicorn, e.g. *can fly, grow big or small, vanish*.

Next, discuss why Sugarlump changes what he wishes for during the story. Decide why he is happy at the end of the story. After, ask your child to think of something they would wish for. Share ideas. Finally, compare/contrast the unicorn and rocking horse. Ask if your child would rather have a rocking horse or a unicorn. Ask your child to justify their responses using *because*, e.g. *A rocking horse because I could keep it in my bedroom OR A Unicorn because it could grant me wishes every day*. Vote on the most popular choice.

### Activities to choose from:

-Complete Footprint Unicorn Art (see resources)

-Use the Measuring with Cubes activity to encourage your child to use language around measurement (see resources)

-Measure a strip of paper around your child's head to create a headband. Afterwards, they cut triangles from different coloured paper to make ears and a horn. Encourage your child to overlap the coloured paper, e.g. *an ear may have a large red triangle, with a smaller pink one inside*. Stick/staple ears and horn to the headband. Finally, decorate their headband with glitter glue, bright buttons and shiny paper.

-Complete Unicorn Eye Spy and Count to 20 (see resources)

- Provide a range of different coloured unicorn pictures (*see weblinks*). Notice that next to each picture is a list of colour names. Children look at each unicorn and read the colour names. They

attach a clothes peg to the word corresponding to the colour of the unicorn.

- Provide your child with different small world scenarios (*see weblinks*). In each scenario provide a range of suitable props/characters and a collection of model unicorns. Explore how characters use the setting and interact with the props to create their own narratives.

-Complete Unicorn Estimation PowerPoint

	<b>English</b>  (please access separate resource documents as indicated including a guide to writing with your child, letter formation and information on pencil grip)	<b>Maths</b>  (please access separate resource documents as indicated)  <i>IMPORTANT Parent or Carer – Please check that you are happy with any weblinks or use of the internet.</i>
Day 1	<b>Listen to a story book</b> Watch and listen to the story of <b>Five Minutes' Peace</b> by Jill Murphy in this Cbeebies Bedtime Story: <a href="https://www.dailymotion.com/video/x61bgv5">https://www.dailymotion.com/video/x61bgv5</a> (or you could read the story to your child if you have a copy at home).  <b>Respond to the story</b> <ul style="list-style-type: none"><li>○ Talk about the story. What did Mrs Large want? What does 'peace' mean here? <i>Did she get any?</i> Talk about where you like to get some peace. <i>Do you like to have a bubble bath, or get cosy in bed or somewhere else?</i></li><li>○ The Large Family stories (there are three more) are about an elephant family. <i>Is the Large family anything like your family/household?</i> Do you have noisy, messy, or funny people? Do you try to get some peace sometimes?</li><li>○ Imagine if you were to write a story about your family. Who would be the characters? Talk about ideas. You could include extended family/friends/pets/toys – anyone who is important in your lives.<ul style="list-style-type: none"><li>○ Together, draw people who could be in your story on <i>My Family</i> (see resources) and write some labels.</li><li>○ Talk about each person as you draw. What are they like? What do they do?</li></ul></li></ul> <b>Try these extras</b>	<b>Counting practice</b> <ul style="list-style-type: none"><li>○ Count to 100 in unison together.</li><li>○ Match the count with fingers, standing up one digit for every number spoken.</li><li>○ Every time you reach a multiple of 10, i.e. 10, 20, 30, 40, etc. clap your hands and say, "Cuppa tea!"</li><li>○ Continue like this all the way to 100 – cuppa tea!</li></ul> <b>Working together</b> <ul style="list-style-type: none"><li>○ We call the multiples of ten the 'cuppa-tea' numbers because, from 10 onwards, they end ---<u>ty</u>. (twenty<u>ty</u>, thirty... etc.)</li><li>○ Complete the working activity on <i>Cuppa Tea (see resources)</i><ul style="list-style-type: none"><li>○ You need good colouring pens or crayons.</li><li>○ Follow the instructions.</li></ul></li></ul> <b>Try these extras</b> <ul style="list-style-type: none"><li>• Count in tens with others on YouTube <a href="https://www.youtube.com/watch?v=Ftati8iGQcs">https://www.youtube.com/watch?v=Ftati8iGQcs</a></li><li>• Draw a rocket and write the multiples of ten in a line up to the moon!</li></ul>

	<ul style="list-style-type: none"> <li>○ Find some ways to have five minutes' peace. You could try lying on grass and cloud watching and listening to birdsong, or listening to gentle music with your eyes shut or having a relaxing bubble bath. Try laying a tray like Mrs Large and having a peaceful snack or picnic. What does five minutes' peace feel like?</li> </ul>	
Day 2	<p><b>Read a story book</b> Look at the cover of <a href="#">Boris and Sid are bad!</a> Why is there an exclamation mark at the end of the title? What does your child think the story will be about? Does the picture look like they are being bad? Read the story together.</p> <p><b>Respond to the story</b></p> <ul style="list-style-type: none"> <li>○ Talk about the story. <i>What happened at the beginning? Why was Boris cross? Sid had Boris's lorry. Talk about what happened next, looking at the pictures and reading the words to remind you of what happened when the boys got cross. Enjoy the humour of the argument getting out of hand.</i></li> <li>○ Look at the illustration on <a href="#">What are they saying? (see resources)</a>. Both boys look very cross. This is at the beginning of the story. <ul style="list-style-type: none"> <li>○ Talk about what they might be saying. Encourage your child to say some ideas in a sentence and then write them together in the speech bubbles.</li> <li>○ Read out the bubbles pretending to be Boris and Sid. <i>Can you use a cross voice? Can you pull a cross face and have cross body language?</i></li> </ul> </li> <li>○ <i>Why did the boys do bad things? What happened in the end? How did they make up? Were they friends in the end?</i> Read the words which tell you how they felt.</li> <li>○ Talk about a time when you have felt cross with someone. <i>What made you cross? How did it feel? How did you solve the problem?</i> Agree that saying sorry is a good way to end an argument when someone has behaved badly.</li> </ul>	<p><b>Counting practice</b></p> <ul style="list-style-type: none"> <li>○ You need a mug and a number of 10p coins.</li> <li>○ Rehearse counting in tens to 100. Ten, twenty, thirty, etc.</li> <li>○ With each number you say, throw out ten fingers!</li> <li>○ Now ask your child to shut their eyes or turn their back.</li> <li>○ Drop 10p coins into the mug, one at a time, so that the child can hear the 'clink' as each coin lands.</li> <li>○ Pause when you have dropped in four 10p coins.</li> <li>○ Ask how much is in the mug. The child should have been counting the clinks. <i>Ten, twenty, thirty, forty.</i> They tell you.</li> <li>○ Repeat several times, dropping different numbers of coins each time.</li> </ul> <p><b>Working together</b></p> <ul style="list-style-type: none"> <li>○ Play the game <a href="#">Race to £2</a> (see resources). <ul style="list-style-type: none"> <li>○ You need Lego™, Duplo™ or other small bricks. Also, two 10p coins to flip and a £2 coin for the end!</li> <li>○ Follow the instructions on <a href="#">Race to £2</a>.</li> <li>○ Try the Extra Challenge!</li> </ul> </li> </ul>
Day 3	<p><b>Discuss a family story.</b> Share either <a href="#">Boris and Sid are bad!</a> by Ruth Merrttens or <a href="#">Five Minutes' Peace</a> by Jill Murphy. Who are the characters? Where does the story happen? What goes wrong? Which bits are funny? Does it remind you of things that can happen in</p>	<p><b>Counting practice</b></p> <ul style="list-style-type: none"> <li>○ Lay cards with numbers on in a line 10, 20, 30, 40, 50 ... 100 (see resources).</li> <li>○ Count along the line together.</li> <li>○ Ask your child to turn around or else blindfold them!</li> </ul>

your family?

**Write a funny story about your family.**

- Talk about funny things that have happened or could happen. Discuss lots of ideas and get your child really enthused by the humour.
- Choose or create a story to write together. Talk about what happened at the beginning, middle and end. Draw a simple sketch for each part.
  - Build some sentences verbally. You are aiming for a sentence for each part of the story, e.g. *Mum fell asleep in the armchair. The cat hopped on her lap. It made her jump and she spilled her tea.*
  - Build one sentence at a time, saying it until you have a great sentence and then writing each word, sounding out the letters, together.
  - Make a story book by folding pages of plain paper and writing and drawing your story inside.

**Try these extras**

- Write some tips for Boris and Sid to help them keep calm.
- Share funny stories from your own childhood

- Remove three numbers. Push the remaining cards together so the gaps don't show!
- Ask the child to count in tens 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.

**Extension**

- Remove two consecutive numbers. This makes it harder!

**Play a game together**

- Remember that we call the multiples of ten the 'cuppa-tea' numbers because they end ---ty.
- Play *Hunt the 'tea' numbers* (see resources). **You will need:**
  - A counter each – this can be a brick, a bead or even a piece of dried pasta
  - A good colouring pen or crayon each
  - A copy of the grid.