

## Week Thirteen

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-clarke-rusty-the-squeaky-robot>

<https://www.bbc.co.uk/iplayer/episode/b09w7pzq/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\\_pdIF6dOZFAdJeKD0QH800/mobilepresent?fbclid=IwAR2-UgvJSmu5oEqLTo4ffY5sdOllkcgRblog7MWp6raDGf7LYmp5PcgpY#slide=id.p](https://docs.google.com/presentation/d/1fwehqHbjecZJOmmo7MqCz_pdIF6dOZFAdJeKD0QH800/mobilepresent?fbclid=IwAR2-UgvJSmu5oEqLTo4ffY5sdOllkcgRblog7MWp6raDGf7LYmp5PcgpY#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

Think of some words that rhyme with 'room'.

Name some things that are blue.

How do you show others that you care about them?

If you were a fruit, what kind would you be?

How many animals can you name with 4 legs?

## Superheroes Project

Over the next three weeks, resources and ideas will be provided in order to learn more about 'superheroes'! This week, we will be looking at Animal Superheroes!

### Dogs that help us:

#### Weblinks

[https://www.youtube.com/watch?v=mQtGdglX\\_eM](https://www.youtube.com/watch?v=mQtGdglX_eM)

A clip of a guide dog at work.

<https://www.woodlandtrust.org.uk/naturedetectives/activities/2016/07/fold-exploring/> Blindfold exploring

<https://www.youtube.com/watch?v=7zpaHBHFqdE>

How to make a Lego™ dog

<http://en.dogs-for-people.org.il/> Dogs assisted therapy – you will have to read the subtitles on the clip and discuss the video as it plays.

#### Learning opportunities:

Create a mind map. In the middle of the page write 'what we know' and annotate chn's ideas. Ask questions: *Why might people like dogs? What sorts of people have dogs? What can dogs do? Do all dogs look the same? Are dogs always pets?* Perhaps chn will think about how dogs can provide protection or comfort. Highlight key words from the mind map e.g. *protection*. Explain how some dogs can help people do things that they find difficult or even help by providing comfort. They are superhero dogs. *Do you know any jobs where dogs help people?* (Annotate this on the mind map using a different coloured pen). Chn may suggest police dogs, guide dogs, dogs helping people with mobility difficulties or therapy dogs. If chn miss any of these examples, add them to the mind map. Watch the video clip about how dogs have helped so many people's lives (*see weblinks*).

#### Activities:

1. Discuss what chn know about being visually-impaired, how could a dog help someone that is visually-impaired? Watch the clip showing a guide dog at work (*see weblinks*). After the clip discuss chn's thoughts and what they learnt. Take chn outside. Take turns being blindfolded. Your task is to **guide each other around your outdoor space (without bumping into anything)**. ***Does it change how you feel, hear or smell? Was the task difficult or easy? Imagine what it would be like to walk on a busy street with traffic and people?***
2. *What does a dog look like?* Use a blank piece of paper & build a picture of a dog adding chn's suggestions. What does a dog need? Add to the picture with captions until you have your finished dog. Provide chn with a scarf or mask and ask them to try to draw their own dog blindfolded. (To extend this activity, trace over the pencil line in black felt tip, then use watercolours or watered down paint to paint over the image). Alternatively, ask chn to decorate their dogs with collage materials.
3. A. Role-play: Create a street and ask chn to pretend they are working with guide dogs. Use animal teddies & string to make dog leads then arrange chairs in rows to replicate a street. Create a coffee shop on the street by using a small table & plastic food – the guide dog owners can stop and have a drink. B Playdough: Create dogs in different sizes. Provide chn with pictures of dogs to copy. C Use how to make a Lego™ dog clip: Can you make dogs of different colours & sizes?

### Rescue pups

#### Weblinks:

<https://www.youtube.com/watch?v=KUFPRi0FQI8> Paw Patrol episode.

<http://www.online-stopwatch.com/bomb-countdown/> Bomb timer

<https://uk.pinterest.com/pin/356558495481226539/> Lazer beam challenge idea 1<sup>st</sup> image

<https://www.flickr.com/photos/dfid/17313233881/in/photostream/> Photographs of John Ball and Darcy in Nepal

<http://kidsactivitiesblog.com/56539/boat-crafts-kids-make> Lots of ideas in how to make junk model boats

[https://www.google.co.uk/search?q=opening+a+padlock+eyfs&biw=1708&bih=795&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjQ0Yns8avSAhXoJMAKHR8cC\\_kQ\\_AUIBygC&dpr=0.8#imgrc=H4bj2eT2G3cC3M](https://www.google.co.uk/search?q=opening+a+padlock+eyfs&biw=1708&bih=795&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjQ0Yns8avSAhXoJMAKHR8cC_kQ_AUIBygC&dpr=0.8#imgrc=H4bj2eT2G3cC3M): Padlock example

<http://www.ducksters.com/animals/policedogs.php> Information about police dogs & their role

### Learning opportunities:

Watch a clip of 'Paw Patrol' the cartoon rescue pups (*see weblinks*). What do the pups do? Can chn recall any Paw Patrol episodes that they have seen? What did the pups do to help people? Introduce chn to a Paw Patrol Pup teddy (if you don't have one use any dog teddy). Model conversation with teddy: - Teddy says: *Do you know superhero dogs can really rescue people*. Ask the chn if they knew that & discuss their ideas. Teddy: *There are real dogs that work for the police and can find missing people or criminals. There are also dogs that can rescue people who are trapped after earthquakes by sniffing the air for human scent. Dogs have saved many lives with their powerful sense of smell and they can even find explosives*. Show chn pictures of John Ball and his dog Darcy from the UK's International Search and Rescue team. Explain that they went to work in north east of Kathmandu, Nepal which was the scene of a terrible earthquake in 2015. Darcy and John had to search for survivors and give people medical help. Darcy is specially trained and is taught to track human scent. If Darcy finds someone who needs help, she barks or uses her body language to let John know. Rescue dogs have to be quick and intelligent and they love to chase toys, as that's how they are trained to do the job. Show chn a few photographs of Darcy in action in Nepal (*see weblinks*). Sing Rescue song (*session resource*). Read the information about police dogs and their role in helping people (*see weblinks*).

### Activities:

1. Rescuing toys from danger. Make junk model boats to rescue two Lego™ people across a crocodile infested water.
2. Talk to chn about the relationship between a rescue dog and owner. They need to really trust each other and have a great bond. Discuss how we should treat dogs. Chn create a poster about treating dogs with love, kindness and respect. Support chn to write a sentence or captions on the poster.
3. Other play contexts: A. Problem-solving activity: Matching a padlock to a key (*see weblinks for an example*). How are we going to get it out? Chn must complete the puzzle before the bomb goes off (use a loud egg timer or bomb timer on the IWB -*see weblinks*). B. Rescue teddy and avoid the laser beams (*see weblink*) <https://uk.pinterest.com/pin/356558495481226539/>. C. Small world rescue: Use houses, cars, people and dogs.

### Blue Horse:

#### Weblinks:

<https://www.youtube.com/watch?v=-u8EP4EJ5oE> Eric Carle's the artist who painted a blue horse

<http://www.nurseryrhymes.org/horsey-horsey.html> 'Horsey Horsey' nursery rhyme

<http://www.bbc.co.uk/newsround/30319190> Clip about how police horses help

<http://www.scienceforkidsclub.com/horse-and-pony.html> Information about how horses help us

<https://www.youtube.com/watch?v=JGhp3Nfhs8g> Western music

<http://nurturerstore.co.uk/junk-model-horse-riding-stables> Junk model horse riding stables

### Learning Opportunities:

Ask chn to close their eyes and use coconut shells or your mouth to create a sound like a horse trotting. Open your eyes. *Can you guess what animal that might be? (It's a horse!) What does it look like?* Using a sheet of large paper, draw the chn's ideas. *How many legs does it have? (draw 4 legs on the page) Does it have a tail? Is it long or short?* (Draw the tail and keep questioning chn until there is a picture of a horse.) Discuss the 3 main types of superhero helping horses e.g. police horses, pack horses carrying goods and therapy horses. Watch the clips provided and read the information and horse timeline to learn more about how these horses can help people (*see weblinks*). Let's play a game. Everyone decide whether they are a pack horse, police horse or a therapy horse. How would you move if you were carrying lots of goods? Slow & trotting. Perhaps the police horses are proud and quick, looking around. Therapy horses are gentle. Move to a large space ask chn to experiment being these horses. Play some classic western music (*see weblinks*) and encourage chn to move around the room like horses. Can you make a sound like a horse too?

**Activities:**

1. What colour are horses? Read Eric Carle’s ‘The artist that created the blue horse’ (see *weblinks*). Can you make your own version of Franz Marc's 'Blue Horse I' painting? Create your own pictures of superhero horses that help painted with the 'wrong' colours. E.g. pack horses carrying heavy items, police horses showing people their way and therapy horses with children & adults.
2. Other play contexts: A. Chn can paint the horses that they became earlier in the whole class teaching. B. Create stables out of shoe boxes & groom My Little Ponies (see *weblinks*). C. Outside area horse racing using small obstacles & laying skipping ropes on the grass to jump over and race.

	<p><b>English</b></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><b>Maths</b></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><b>Talk about superheroes</b> Talk about any superheroes that you know. What are superheroes like? What do they do? What special clothes do they wear, or gadgets do they use? (This may be a long or short conversation, depending on your child’s interests!)</p> <p><b>Listen to a story book</b> Watch and listen to the story <a href="#">Even Superheroes Have Bad Days</a> read by Chris Evans and written by Shelly Becker in this Cbeebies Bedtime Story: <a href="https://vimeo.com/216918288">https://vimeo.com/216918288</a> (or you could read the story to your child if you have a copy at home).</p> <p><b>Respond to the story</b></p> <ul style="list-style-type: none"> <li>○ Talk about the story. What good things do the superheroes do? What powers did they have? What might make a superhero feel mad or sad? What do they do to help them feel calm? Can we try any of these things?</li> <li>○ Draw a superhero and label <i>eye mask, cape, belt, gloves</i> etc. This can be a favourite superhero, or one you have created together. Talk about the hero as you draw. What are they like? What makes them a superhero?</li> </ul>	<p><b>Counting practice</b></p> <ul style="list-style-type: none"> <li>○ Take turns to count. This is harder than you think!</li> <li>○ One person says ‘one’.</li> <li>○ The second person says ‘two’.</li> <li>○ The first person says ‘three’.</li> <li>○ Continue like this, talking turns, until you reach 20.</li> <li>○ Repeat but this time speed up!</li> <li>○ Repeat but this time the other person starts – so you are saying different numbers.</li> <li>○ Repeat but count backwards from 20 to blast-off!</li> </ul> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>○ Try this with three people – that’s really hard, especially if you go fast!</li> </ul> <p><b>2. Working together</b></p> <ul style="list-style-type: none"> <li>○ Creating and recognising patterns, first simple and then more complicated ones - involves using logic and prediction skills.             <ul style="list-style-type: none"> <li>○ You need small coloured objects, e.g. Lego™ bricks, buttons, painted shells, beads...</li> <li>○ Complete the activity <a href="#">Copy My Pattern</a> (see resources).</li> </ul> </li> </ul>
<p>Day 2</p>	<p><b>Read a book</b></p>	<p><b>Counting practice</b></p>

	<p>Look at the cover of <b>Superheroes – All sorts</b> (see resources). What sort of superheroes might be in this book? Read the book together, taking time to enjoy the pictures.</p> <p><b>2. Respond to the book</b></p> <ul style="list-style-type: none"> <li>○ Talk about the book. <i>What sort of book is this?</i> It is not a story book about superheroes. It is like an information book, telling us about the different types of superhero. Were you surprised by the type of superheroes described? How are they different from other story book superheroes? What do they do to help people around them?</li> <li>○ Pick a superhero page to discuss (<i>computer, beach, park, etc.</i>). Read the words on that page. Why is help needed? How might that superhero help? What power would they use?</li> <li>○ Look at the illustration on <i>How can they help?</i> (see resources) <ul style="list-style-type: none"> <li>○ Talk about what they might do to help in both places. Pick out details and talk about what could go wrong and how the hero could help.</li> <li>○ Write a sentence or two about one or both heroes describing how they help. <i>This could be in a traditional superhero way or in an everyday way, in the spirit of the book.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ You need two pairs of gloves.</li> <li>○ Count the fingers on the glove hand. There are five fingers.</li> <li>○ Roll each glove into a ball.</li> <li>○ We shall throw the gloves onto a chair, counting in 5s as we do this.</li> <li>○ Five, ten, fifteen, twenty.</li> <li>○ Now unroll the gloves and count all the fingers. Are there twenty?</li> <li>○ Repeat several times.</li> </ul> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>○ Throw one glove back and forth between you, counting in fives each time you throw it. Five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, etc.</li> <li>○ How far can you continue the count?</li> </ul> <p><b>2. Working together</b></p> <p>Use a 3 x 3 grid to create a pattern of counters: <i>Red, yellow, blue</i> (see resources).</p> <ul style="list-style-type: none"> <li>○ You need nine small counters, bricks, painted shells, beads, or other small coloured objects - three each of three colours. (They do not have to be red, yellow and blue. Any three colours will do!)</li> <li>○ Follow the instructions in <i>Red, Yellow, Blue</i></li> </ul>
Day 3	<p><b>Discuss a book.</b></p> <p>Read <b>Superheroes – All sorts</b> up to the 'BUT'. Can your child predict/remember how the book ends? Then read the final page together.</p> <p><b>2. Write about an everyday superpower.</b></p> <ul style="list-style-type: none"> <li>○ Remind your child that the superheroes in the book are not the type that have the super strength to lift up a building or who can put out a forest fire with icy blasts from their fingertips. They are <i>everyday</i> superheroes. What sort of superhero might your child be? Talk about their ideas, encouraging them to think about everyday powers (<i>being kind/helpful, thinking up good games, etc.</i>) and how these are helpful. <ul style="list-style-type: none"> <li>○ Build sentences verbally about the superpowers, e.g. <i>I am</i></li> </ul> </li> </ul>	<p><b>Counting practice</b></p> <ul style="list-style-type: none"> <li>○ Sing a really good counting song – if you don't know one try this version of 'Over in the meadow' <a href="https://www.youtube.com/watch?v=C6ljGXMMB-g">https://www.youtube.com/watch?v=C6ljGXMMB-g</a></li> <li>○ Now create your own version – Over in the meadow, in the grass in the sun / lived a little baby rabbit and her little bunny one/ 'Hop' said the mother, I hop, said the one... ETC.</li> <li>○ How many new verses can you create?</li> </ul> <p><b>2. Working together</b></p> <ul style="list-style-type: none"> <li>○ Using the three by three grid use real logical thinking and a bit of addition in <i>Magical grid patterns</i> (see resources). <ul style="list-style-type: none"> <li>○ You need counters which can be little bricks, beads, pieces of dried pasta, or shells.</li> </ul> </li> </ul>

*gentle when I play with my baby brother. or I brush my dog so she does not get matted.*

- When you have built a sentence verbally, write each word, sounding out the letters.
- For more confident writers, try making the sentence a bit longer using 'when' 'because' or 'so'.

- You use these counters to help you do the additions. Take counters to match each number. Use the larger set and then add on the counters from the smaller set.
- Complete the activity [Magical Grid Patterns](#) following the instructions.