Activities 30 and 31

The following activities are based on the A Battersea tail film. It is thus assumed that it will have been watched prior to undertaking the activities.

Activity 30: Tabards for dog walkers and dogs

Early learning goal: Personal, social and emotional development. Children will be confident to try new activities, initiate ideas and speak in a familiar group. They will understand what is right, what is wrong and why.

Resources: Shiny scraps, tabards cut from folded paper, glue, scissors, bright coloured crayons.

Key vocabulary: Bright, shiny, reflect, safe.

Activity: Talk about Belle and her liking for walks. Discuss the need for people and dogs that are out walking to be seen clearly. Show the group the tabards. Tell the children that they are going to make tabards for the dog walkers and dogs, so that they can be seen clearly. Show them the scrap materials and ask which colours would show up best from the greatest distance. Make the tabards. When completed, as a group decide which tabards are the most visible.

Activity 31: Writing dog identity discs

Early learning goal: Communication, language and literacy. Children will be able to use their phonic knowledge to write simple, regular words and make plausible attempts at more complex words.

Resources: Collections of toy dogs, cats and other soft toys – one per child, wool, circles of card, pencils, hole punch.

Why you need a lead and ID leaflet (downloadable from the website).

Key vocabulary: Identity disc, name, address.

Activity: Talk about why Belle could not be returned to her original owners. Explain that it is important for dogs and cats to have identity discs that show where they come from. Introduce the group to the soft toys. Explain that you feel they need identity discs. Discuss what should be written on them. Give each child a card circle to make into an identity disc for one of the toys.
Activity 32: Dog counting rhyme

Early learning goal: Mathematical development. Children will be able to say and use number names in order in familiar contexts. They will count reliably up to 10 everyday objects.

Key vocabulary: Numbers 1 to 10, owner.

Activity: Discuss the dogs and cats at Battersea Dogs & Cats Home that are given new owners. Talk about how happy the dog must feel. Choose five children to be dogs. Explain that they are dogs like Belle who are hoping to have a new owner. Recite the rhyme. Pick a child to choose a dog and take it home. Repeat the rhyme until all the dogs have been chosen. On future occasions use the rhyme with greater numbers of dogs and take different numbers away each time.

5 dogs at Battersea
Sit waiting for a home.
They each long for an owner
To give their fur a comb,
To play with them, go for a walk,
To feed them and have a talk.
One day (insert a child’s name) comes by
And takes a dog away.
How many dogs still need
At Battersea to stay?

by Rachel Sparks Linfield
Activities 33 and 34

The following activities are based on the *A Battersea tail* film. It is thus assumed that it will have been watched prior to undertaking the activities.

**Activity 33: Dog and cat vans**

**Early learning goal:** Knowledge and understanding of the world. Children will be able to build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary.

**Resources:** Boxes, glue, paint, scrap materials, items to make wheels and axles.

**Key vocabulary:** Van, vehicle, wheel, axle.

**Activity:** Talk about the vehicle that took Belle to the Battersea Dogs & Cats Home. What colour was it? What did it look like? Did it have windows? How many doors? Show the group the materials. Explain that they are going to make vehicles for taking dogs and cats to Battersea Dogs & Cats Home. Discuss which materials might be useful and ways to make moving wheels. Enjoy making the vehicles. When completed, word process the van number plates.

**Activity 34: Homes for Belle**

**Early learning goal:** Physical development. Children will be able to handle tools, objects, construction and malleable materials safely and with increasing control.

**Resources:** Modelling dough, construction toys, clay.

**Key vocabulary:** Names for the toys, dog, cat.

**Activity:** Set out a circuit of activity areas. Explain to the children that they can move through the areas to make a dog like Belle and places for her to play, to eat and to sleep. At the end of the session invite children to explain what they have made.
Activity 35: Battersea dogs & cats role-play area

Early learning goal: Creative development. Children will be able to use their imagination in... role-play...

Resources: Role-play Battersea Dogs & Cats Home with props including toy dogs and cats, baskets, large boxes, blankets, dishes for food and water, writing area, vet area, etc.

Key vocabulary: Battersea Dogs & Cats Home, owner, kennel.

Activity: Talk about all the checks that Belle had before she was settled into her new kennel. Introduce the group to their dogs and cats home. Invite two children to work in the home. Explain their roles based on the people who work at Battersea Dogs & Cats Home on the film. Model some people who have found a dog. Leave it with the children to take care of. Then model someone looking for a new cat. Over the week introduce other children to the role-play area. Encourage workers to ‘write’ records of the checks that they carry out.

The following activity is based on the A Battersea tail film. It is thus assumed that it will have been watched prior to undertaking the activity.