

0-5 years

Home Learning Activity Pack

# Being a flying doctor

## Objectives

- To recognise the role of a doctor
- To name the basic equipment used by a doctor

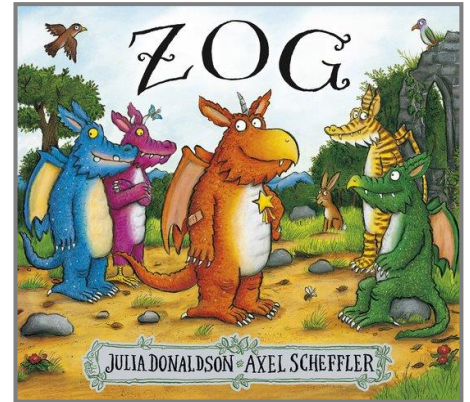
## Resources

- *Zog* by Julia Donaldson and Axel Scheffler
- A doctor's bag (containing items from the story such as a stethoscope, medicine, sticky plasters, stretchy bandages, peppermints, thermometer, etc)
- Teddy bears or dolls
- *Resource Sheet 1: A doctor's checklist*
- *Resource Sheet 2: What's in the doctor's bag?*

# Being a flying doctor

## Outcomes

- Your child will identify how Zog's injuries were treated by Princess Pearl in the story
- Your child will identify the correct items to be put in a doctor's bag



## Lead in

Read the story of *Zog* to your child, and focus on Zog's new career at the end of the story. What does your child think Zog will do in his new job of transporting the flying doctors? What sort of patients might Zog take Princess Pearl and Sir Gadabout to help? What things will the flying doctors need in their doctor's bag? Use your child's suggestions to pack a doctor's bag, linking back to Zog's injuries and how Princess Pearl treated them. As you introduce each piece of equipment from the story, ask your child for ideas on what it is used for – can they remember how Princess Pearl used the equipment to treat Zog and nurse the other dragons?

## Task

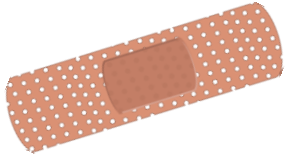
Make your own role play flying doctors' base. Ask your child to suggest where this could be – you could look at images from the book for ideas; maybe it will be a cave, a forest, castle ruins, etc. Tell your child that they are going to pretend to be one of the flying doctors. Read out the scenarios on *Resource Sheet 1: A doctor's checklist* and encourage your child to suggest the correct treatment to give to their patients. Teddies or dolls could be used as the patients, each with a card stating what their problem is and your child should act out how to treat their ailments.

## Extension

Use *Resource Sheet 2: What's in the doctor's bag?* to help develop your child's understanding of the equipment needed to help patients who are hurt or ill. They can cut out the correct items and stick them onto the outline of a doctor's bag.

## Resource Sheet 1: A doctor's checklist

How should the Flying Doctors treat these patients? Choose from these treatments:



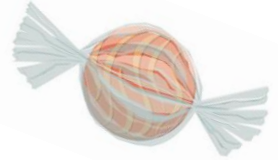
A sticky plaster



A bandage



A thermometer



A peppermint

**I have a bad cough.**

**I feel very warm.**

**I fell and bumped  
my knee.**

**I have lost my voice, it  
sounds croaky.**

**I have a sore throat.**

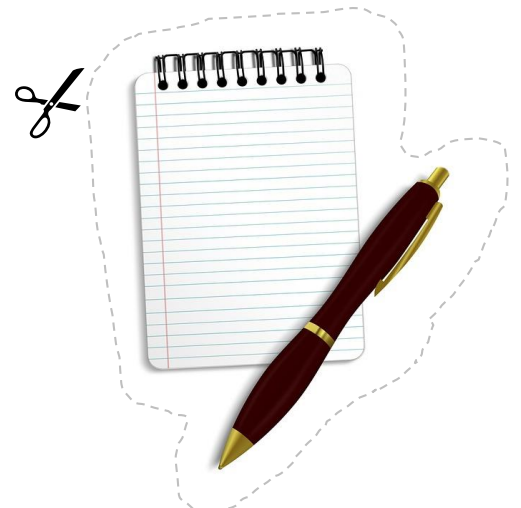
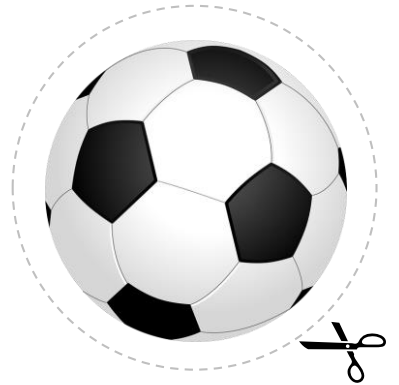
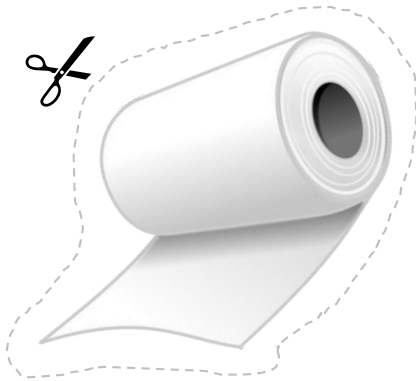
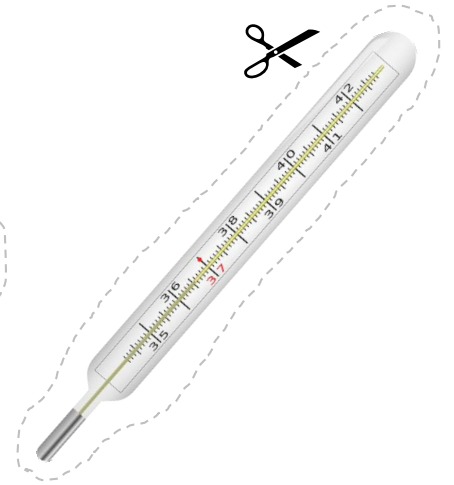
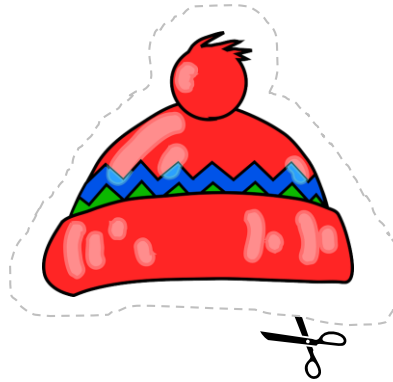
**I have a bruise  
and a graze on  
my elbow.**

**I touched something  
hot and burnt my hand.**

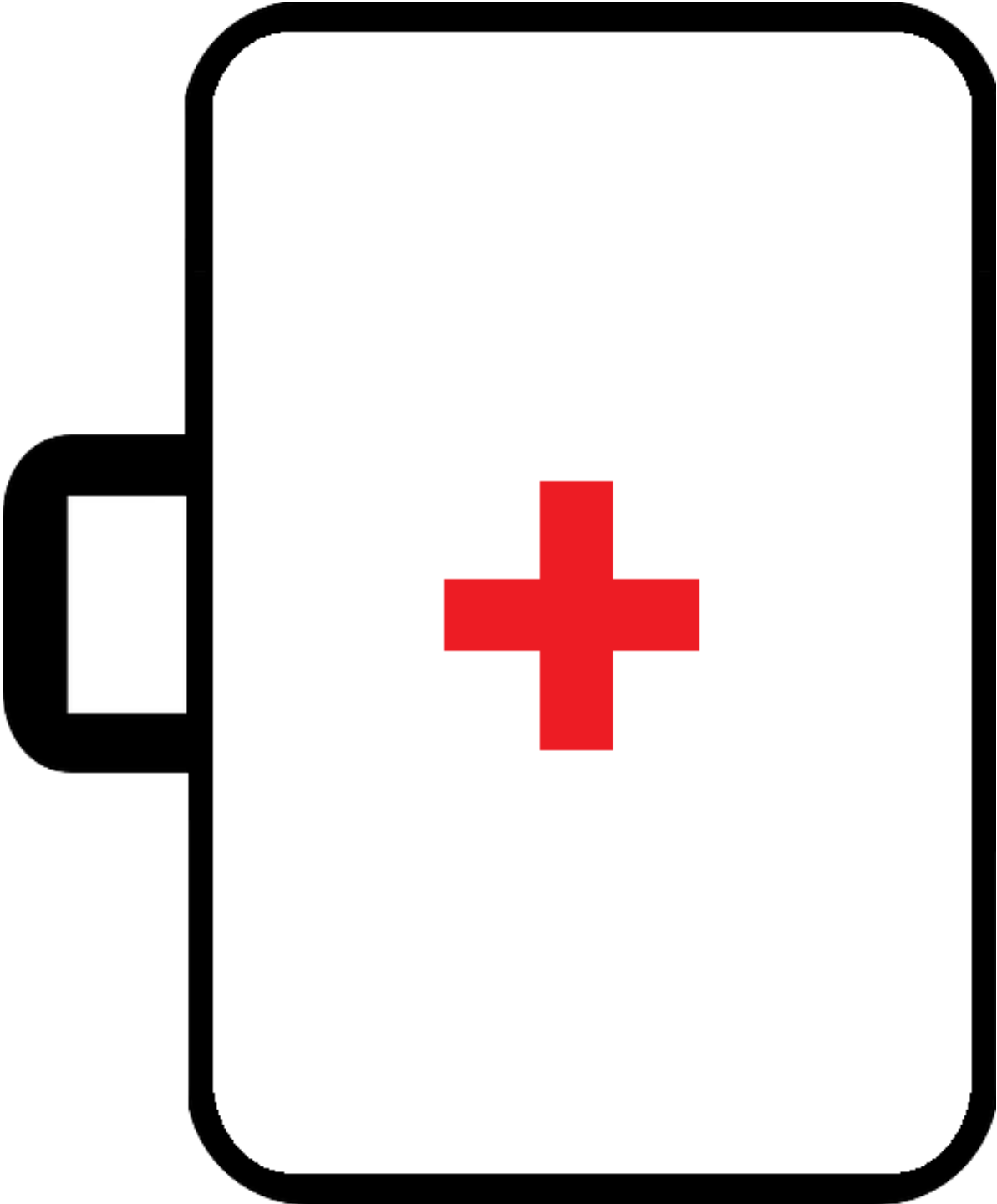
**My body feels shivery.**

## Resource Sheet 2: What's in a doctor's bag?

Which of these things does a doctor need? Cut-out the things that belong in a doctor's bag and stick them onto the bag on the next page.



What goes into this doctor's bag?



## EYFS Framework Curriculum links

### Early Years Communication and language

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give attention to what others say and respond appropriately, while engaged in another activity.
- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their narratives and explanations by connecting ideas or events.

### Early Years Physical development

- Children show good control and coordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

### Early Years Literacy

- Children read and understand simple sentences.
- Children use their phonic knowledge to write words in ways that match their spoken sounds.
- Children write simple sentences which can be read by themselves and others.

### Early Years Mathematics

- Children use everyday language to talk about size, weight, position, capacity, distance, time and money to compare quantities and objects and to solve problems.
- Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### Early Years Personal, social and emotional development

- Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

### Early Years Understanding the world

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children recognize that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### Early Years Expressive arts and design

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.