



Speaking and Listening

EYFS Framework: Children are confident to speak in a familiar group. They know about similarities and differences between themselves and others and among families.

Look at the Picture News poster: What can you see? Where do you think these people are? What do you think all these people are doing?

Tell the children that there are lots of buildings in towns and cities that are empty. Some shops and businesses have shut down and some are empty because lots of people are now working at home, instead of going to work in their offices, because of the coronavirus.

Think about: What do we mean when we say some buildings and shops are empty? What does the word empty mean?

It has been in the news that some people, who work for different charities (companies that help people), have asked for the empty buildings to be used to give people who don't have a proper home somewhere to live.

Think about: Why do you think some people might not have a proper home? Do you think it's a good idea to use these empty offices as homes for people that don't have one? Why? What is it like in an office? What do people have in an office? Discuss that lots of offices have desks for people to sit and work at with computers and lots of folders and files to keep all their work things in.

Question: How could you turn an office into a home?

Think about: If they decide to turn an office into a home, what do you think they would need to do? What would they need to take out of the offices? What do you think they would need to put in to make the office a new home for someone?

Look at the **EY Resource**, which shows some of the things most people have in their homes. *Think about: Did you think of anything else? Which things do you think are the most important? Why?*

Soup Kitchen Role-play: Can you act out working in a soup kitchen?

EYFS Framework: Uses language to recreate roles and experiences in play situations.

Discuss with the children that some people help homeless people (people that do not have a home) by running a soup kitchen where people can come and get something hot to eat.

Think about: Can you help make some soup for all the people that need something to eat today? What soup are you going to make? Shall we write down what flavour soups are available today?

Resources: Bowls, spoons, role-play cooker, pans, spoons, ladles, pretend vegetables, soup kitchen menu proforma (see EY Additional Resource 1)

Writing and Drawing: Can you draw a picture of your home and everyone who lives with you?

EYFS Framework: Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Discuss with the children that every home is different. Some children have brothers and sisters who live with them and some don't; some live with a Mummy or Daddy or both and some live with Grandparents or other adults too.

Think about: Can you draw a picture of your home? Who lives in your home with you? Can you draw them and write their names? Do you have any family that live in a different house to you? Who are they?

Resources: Books about families, plain paper, pencils, pencil crayons

Maths: Can you explore what it means if something is full or empty?

EYFS Framework: Children use everyday language to talk about capacity.

Recap on this week's news story about lots of offices being empty. Look at EY Additional Resource 2, which shows two houses, one full of people and one without. Discuss the difference between full and empty using the houses and the other picture resources. Ask the children to show their understanding of full and empty using practical resources.

Think about: What does empty mean? Can you show me a full cup? How do you make the cup empty again? Can you show me a cup that is full and a cup that is empty? Can you tell me which is which? Can you make the cup half full? How do you know it is half full?

Resources: Picture examples of full and empty (see EY Additional Resource 2), containers, cups, selection of resources to fill containers such as stones, unifix cubes etc, full and empty written labels

Funky Fingers: Can you find out which keys fit which locks?

EYFS Framework: Handles tools and objects safely and with increasing control.

Tell the children that when people move into a new home, they are given new keys. We have the keys and the locks, but they have all been jumbled up!

Think about: How can you find out which key opens which lock? What do you do to open a lock? How do you know if it's the right or wrong key? Have you tried to turn the key both ways?

Resources: Little padlocks and keys