



Picture News

In the Early Years

Speaking and Listening

EYFS Framework: Children are confident to speak in a familiar group. Shows interest in different occupations and ways of life. Children talk about past and present events in their own lives and in the lives of family members.

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

Discuss with the children that the people in the poster are clapping, playing music and holding up rainbows to say thank you to all the doctors, nurses and carers that have helped to look after all the people who have been poorly with coronavirus. People went outside their homes and clapped every Thursday evening during the first lockdown.

Think about: Did you join in with saying thank you to all the doctors and nurses? What did you do?

It has been in the news that the clap to say thank you has been brought back, but this time it is to say thank you to everyone who is helping during the coronavirus pandemic and is called the 'Clap for Heroes'.

Question: Who are the people helping us through the pandemic?

The people who are all working and doing their jobs to help us during the coronavirus pandemic are called key workers.

Think about: Can you think of some of the key worker jobs? What do people do in these jobs?

Look at the **EY Resource**, which show some of our key workers and other people who are helping all of us during the pandemic. *Think about: How do you think each of these people help us? Do you know anyone who does any of these jobs? Can you think of any other people who are helping us through the pandemic?*

Discuss with the children that they and many people are helping us through the pandemic by all staying at home as much as we can. When teenagers or adults go to buy food, they are helping by wearing a mask and our parents or carers are helping lots of us with all our school work at home.

Supermarket Role play: Can you take on the role of a supermarket worker and set up your own mini supermarket?

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

Think about: How can you set up a supermarket? What do you need? How will the customers know how much everything is? I wonder who will come in to buy something from your supermarket today! How much do their items cost altogether? I wonder if they will pay with cash or by card!

Resources: Food items, soft toys, card and pens for price tags, pretend money or credit card

Writing: Can you write a thank you card to someone who is a key worker and is helping you during the coronavirus pandemic?

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.

Think about: Can you think of a key worker that you'd like to say thank you to? Who is it? What job do they do? How do we write a thank you card? What do we write first? What would you like to say in your card? How do we finish a card? Who is the card from?

Resources: Plain or coloured folded A4 paper or card, pencils, pencil crayons

Maths: Can you help a farmer to count all his animals?

EYFS Framework: Counts up to three or four objects by saying one number name for each item. Count objects to 10 and beginning to count beyond 10. Finds the total number of items in two groups by counting all of them.

Discuss that now it is winter, a lot of farm animals are living inside so that they can stay warm and dry. Can you help the farmer to check that he has the correct number of animals in each shed?

Think about: How many animals should be in this shed? Can you read the number? How do we count carefully? I wonder if you could move each one into the shed as you count them! Can you check your counting? How can we make sure we have counted them all? There are 5 sheep in this shed and 2 sheep in the other shed, how can we find out how many sheep that makes altogether?

Resources: Farm sheds, animals, numbers (see EY Additional Resource 1 or use small world farm toys, if you have them)

Exploring Mixed Media and Materials: Can you practise making different clapping patterns?

EYFS Framework: Children make music and experiment with ways of changing it.

Talk through the different clapping sounds we can make (see EY additional Resource 2).

Think about: How could we make a loud clap, a quiet clap? Can you show me the difference between a slow clap and a fast clap? Can you have a go at reading this music? What kind of clap do you need to make first? What comes next? Can you carry on the pattern that you're making? Can you have a go at making your own musical pattern? What noise will you make first? What noise will you make next? Will it be a repeated musical pattern?

Resources: Clapping music patterns (see EY Additional Resource 2), musical instruments, pots and pans, wooden spoons or other resources to make your own instruments