



# Picture News

## In the Early Years

### Speaking and Listening

**EYFS Framework:** Children are confident to speak in a familiar group. Children play co-operatively, taking turns with others. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

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

*Think about: Do you like playing football? What do you like/dislike about it? How do you play football? Are there any rules?*

Tell the children it was in the news that lots of football clubs have had to stop doing any training or playing matches whilst we are in the second lockdown. A young girl called Ellie, aged 9, is cross that some of the boys' football academies, with boys aged between 8 and 16, have been allowed to continue but all the girls' football academies have had to stop.

*Think about: Do you think it is fair that some of the boys are still allowed to go to their football clubs and train but none of the girls are? Why? Have you had to stop going to any clubs whilst we are in our second lockdown? What clubs do you normally go to? How did you feel when you were told you had to stop going for a while?*

**Question: What can we do if we think something isn't fair?**

Ellie is speaking out about the girls not being able to play football because she thinks it is not fair that the boys can play and the girls can't.

Listen to the little girl on the **EY Resource**, who is having fun in the school playhouse.

*Think about: What do you think about her rules? Is she being fair? How do you think other children will feel? What do you think she should do? What would you say to her? If you thought someone was being unfair, what could you do? Who could you tell?*

**Writing:** Can you write out a rule for the most popular area in the classroom?

Can you make sure the rules are fair to everyone?

**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 which area or areas in or outside of the classroom are the most popular.

*Think about: Why do you think everyone likes this area so much? I wonder if everyone gets a chance to play there! How could we make it fair so that everyone gets a chance to play there? What could our rules be? Would the rules be the same for everyone?*

Resources: Rule writing proforma (see EY Additional Resource 1), pencils, sound mat

**Playdough/Maths:** Can you make playdough cakes? Can you cut them in half to share them fairly with a friend?

**EYFS Framework:** Handles tools, objects, construction and malleable materials safely and with increasing control. They solve problems including halving and sharing.

*Think about: How can you make a cake with the playdough? What tools could you use to make your cake flat? How can you share your cake with a friend? Do you think you have shared it fairly? How do we know? How can we cut our cake in half? Do you think both slices of cake are the same size?*

Resources: Playdough, playdough cutters, pictures of different foods cut in half

**Outdoor:** Can you make a den outside with your friends?

**EYFS Framework:** Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

*Think about: What can you use to build your den? How can you work together to bring the wooden blocks over? Another friend has come to join in, how can they help? I wonder what they would like to do! Does everyone fit inside the den? How can we make sure we all have a go at playing inside it? What could our fair rules be for our den?*

Resources: Crates, wooden blocks, building blocks, sheets of material, cardboard boxes, clipboards, paper, pens

**Exploring and Using Mixed Media and Materials:** Can you make a happy and a sad face to show how differently people can feel if someone is or is not being fair?

**EYFS Framework:** Children talk about how they and others show feelings. Uses simple tools and techniques competently and appropriately.

*Think about: If someone is being fair, how does that make you feel? What does a happy face look like? What if someone is not being fair, does this change how you might feel? What does a sad or unhappy face look like?*

Resources: Happy and sad face drawing proforma (see EY Additional Resource 2) felt tip pens, paint/brushes