



# Picture News

## In the Early Years

### Speaking and Listening

EYFS Framework: Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events.

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

Tell the children the man on the right is called Diego Mentriga. He is a Spanish triathlete.

*Think about: What is a triathlete?*

Briefly explain that a triathlete is someone who takes part in races where they have to do some running, some cycling and some swimming! The races are called triathlons because they include three sports.

Diego recently took part in a triathlon. He was behind a British man named James Teagle (the man on the left) who was in 3<sup>rd</sup> place and ready to receive his bronze medal, when he noticed right near the end of the race that James had accidentally gone the wrong way! Diego slowed down enough so that James could overtake him and take his 3<sup>rd</sup> place. On the Picture News Poster, Diego and James are talking to some TV presenters, as lots of people around the world have said well done to Diego for showing such kindness to James.

*Think about: Do you think Diego did the right thing? James was in 3<sup>rd</sup> place until he went the wrong way! Should Diego have let him past or should Diego have taken 3<sup>rd</sup> place instead?*

#### Question: Should you always try to win?

*Think about: When you play games, or take part in a race, do you think everyone should try their best to win? How does it make you feel when you win a race? How do you feel if you don't win? Do you think it matters if you don't win?*

Listen to the children on the **EY Resource**. They all feel very differently about taking part in races.

*Think about: What do you like most about running in a race? Who do you think you are most like?*

### Small World: Can you organise some races for the toys?

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

*Think about: Who is taking part in the first race? Where will the start line be? How do they know when to go? What kind of a race is it? Running, hopping, jumping? Who was the winner? How do we know? Can you put the toys in order of where they came in the race? What position did bear come in?*

Resources: Masking tape for race lines, soft toys or small world figures, labelled start and finish line

### Maths: Can you give out the correct rosettes to the toys after their race?

EYFS Framework: Says the number that is one more than a given number. Counts reliably with numbers one to six and places them in order.

*Think about: Can you put the rosettes in order before we give them out? How do we put them in order? Can you count up to work out which one comes next? Which rosette does the winner get? Which rosette do we give to the toy who came next? What position did Lion come in? Which rosette does Lion get?*

Resources: Laminated numbered rosettes (see EY Additional Resource 1)

### Drawing and Writing: Can you design a sticker for everyone taking part in a race?

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: What do you want your sticker to say? Will it be for everyone who takes part, the winner, 2<sup>nd</sup> place or the person who comes in 3<sup>rd</sup> place? What picture could you draw on your sticker?*

Resources: Sticker proforma (See EY Additional Resource 2), pencils, pencil crayons

### Outdoor: Can you make up your own races?

EYFS Framework: Experiments with different ways of moving.

*Think about: What race would you like to do with your friends? What different kinds of races could you do? Where will you start from and where do you think the race should finish? What will you need to set up your race?*

Resources: Outdoor area, PE equipment for different kinds of races

### Playdough: Can you make a trophy for the race winner?

EYFS Framework: Handles tools and malleable materials safely and with increasing control.

*Think about: How will you make the shape of your trophy? Does it need handles on it? Does your trophy stand up? How can you make it stronger?*

Resources: Yellow playdough, pictures of trophies, playdough tools and cutters, rolling pins