



Picture News

In the Early Years

Speaking and Listening

EYFS Framework: Children are confident to speak in a familiar group. Children talk about similarities and differences in relation to places and objects. They talk about the features of their own immediate environment and how environments may vary from one another.

Look at the Picture News poster: What can you see? Have you ever seen anything like this before? Do you like this picture? What do you or don't you like about it?

Tell the children this is a picture of Stonehenge, which is in Salisbury (you could locate Salisbury on a map of the UK and compare to where you live). Stonehenge was built by people thousands of years ago! No-one really knows how the people moved these big stones into place or why it was built, but lots of people like to go and visit it. It is in the news because there are now plans to build a new road tunnel near the Stonehenge site.

Think about: What is a tunnel? What is it like in a tunnel?

At the moment, there is a busy road that runs past the site and you can see the stones when you are travelling past in a car. Some people are happy about a new tunnel being built but some people are cross. Lots of people have shared what they think!

Think about: Do you think you'll be able to see the stones in Stonehenge if you went past in a tunnel? Why not?

Question: What are tunnels used for?

Look at the **EY Resource**, which shows some different kinds of tunnels.

Think about: What are the different tunnels used for? Which tunnel do you like the best? Why? Can you think of any tunnels near where you live? What kind of tunnels are they? What are the tunnels for?

Useful Video

Toto's Train Tunnel

<https://www.youtube.com/watch?v=ZH340tHUhYw>

Small World: Can you build a train track and act out the story of Toto's Train Tunnel?

EYFS Framework: Introduces a storyline or narrative into their play.

Watch Toto's Train Tunnel (see useful video section).

Think about: How do we build a train track? I wonder if there will be a tunnel in our track! Can you remember the story of Toto's train tunnel? What happened in the story? Could you pretend to be Toto or Dr. Panda? What did Toto want to do? I wonder if you could get any passengers to go through your tunnel!

Resources: Train track, train, toys, Toto's Train Tunnel story in the useful video section

Writing: Can you write a speech bubble for Dr Panda to help his friend Toto?

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.

Recap on the story of Toto's Train Tunnel (see useful video section) and show the children this week's writing proforma (see EY Additional Resource 1).

Think about: What do you think this box pointing to Dr Panda is for? Discuss that this is a speech bubble and will tell us what Dr Panda is saying. There isn't any writing in there though! Shall we add some in? What do you think Dr Panda is going to say to Toto?

Resources: Dr Panda writing proforma (see EY Additional Resource 1), pencils, sounds mats

Outdoor Area: Can you build your own tunnel?

EYFS Framework: Constructs with a purpose in mind, using a variety of resources.

Think about: What could we use to build our own tunnel? How big/tall/long do you think our tunnel will be? How can we make sure the tunnel is safe to go through? What is it like inside the tunnel? Would it be different inside the tunnel if you had a torch? How? Try it out!

Resources: Outdoor equipment, big sheets, torches

Maths: Can you explore different things that will fit under your tunnel? Can you record which are shorter or taller than your tunnel?

EYFS Framework: Children use everyday language to talk about size to solve problems.

After the children have built their own tunnel ask them to think about what would fit through their tunnel. Model trying different things out and filling in the recording sheet (see EY Additional Resource 2) to show which things would fit through the tunnel and which would not.

Think about: What things can you find that you think will fit through your tunnel? Why do you think this? Can you try it out? Were you right? Is your object taller or shorter than the tunnel? How do you know? What can you find that you think will be too tall to go through the tunnel?

Resources: A tunnel (play tunnel or built by the children), different sized objects, recording sheet (see EY Additional Resource 2), clipboards, pencils