



# Picture News

## In the Early Years

### Speaking and Listening

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

**Look at the Picture News poster:** What can you see? Do you like this picture? What do you or don't you like about this picture? What do you think might be happening here?

Tell the children that some people have built a tunnel from this shed in London and have stayed in the tunnel to protest about a new high-speed train track being built.

*Think about: What do we mean when we say the word 'protest'? What is a protest? What do people do when they protest?*

Discuss that a protest is when people show they are not happy about something that is going to happen. These protesters have built the tunnel in the place that part of the train track is due to be built in the hope that they will be able to stop it from happening. They have written signs to say that having the new train is a bad idea.

You could show a picture of the new HS2 train from Google images.

*Think about: Do you think building a train track and having a new extra fast train is a good idea? Why do you think some people might be cross about it?*

Discuss with the children that to build the new train track will cost a lot of money and some people think it's a waste of money. People are also cross that the new train track will be built through woodlands and areas where wildlife live. Other people are happy that the new train will be built because they will be able to get to different places much quicker as the new train is really fast.

#### **Question: Do you always agree with everyone?**

The people who are protesting are trying to stand up for something they believe in. They believe the new train should not be built. Listen to the children on the **EY Resource**, who all feel strongly about different things.

*Think about: Do you agree with them or disagree with them? Why? Do we all feel the same? Can you think of anything else you feel strongly about?*

### Phonics: Can you build words using pieces of train track?

**EYFS Framework:** Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

*Think about: How can you make a word with the train track pieces? How do you know what the word says? Does your word make sense? I wonder if you could make a word with 3 or even 4 letters!*

Resources: train track pieces/sticky labels, simple CVC word books for inspiration

### Drawing and Writing: Can you draw and write about something you feel strongly about?

**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 this week's news story about the people who felt strongly that a new train track should not be built and all the different things the children felt strongly about on the EY Resource.

*Think about: What do you feel strongly about? Do you agree with anything that any of the children said or do you feel strongly about something else? What is it? Why do you feel so strongly about this?*

Resources: Drawing and writing proforma (see EY Additional Resource 1), pencils, pencil crayons, sound mats

### Maths: Can you practise using your careful counting to find out how many people agree or disagree about different things?

**EYFS Framework:** Counts an irregular arrangement of up to 10 objects.

Talk through the rules of the maths activity with the children. The children are all given a counter.

Show the children the words 'agree' and 'disagree' (you could add a thumbs up and a thumbs down sign to help the children understand and read the words) and place the word 'agree' in one hoop and 'disagree' in another hoop. Read out a statement to the children (you could use the statements on EY Additional Resource 2 or make up your own). The children decide whether they agree with the statement or disagree. Discuss that there is no right or wrong answer so they can choose whether or not they agree. The children then take it in turns to count the counters to find out how many people agreed or disagreed.

*Think about: Can you decide for yourself whether you agree or disagree with the sentence? How can we find out how many people agreed? How can we make sure we count carefully? Did more people agree or disagree? How do we know?*

Resources: Statement cards (see EY Additional Resource 2), agree and disagree labels, counters (1 per child), 2 sorting circles or trays

### Being Imaginative: Can you design a new high-speed train?

**EYFS Framework:** Create simple representations of objects.

*Think about: What will your high-speed train look like? What will the front look like? Where will the engine be? What colours will you use? How many carriages long will it be?*

Resources: Paper, aprons, paints, images of trains