



# Picture News

## In the Early Years

### Speaking and Listening

**EYFS Framework:** Children are confident to speak to others about own needs, wants, interests and opinions. Children recognise that a range of technology is used in places such as homes.

**Look at the Picture News poster:** What can you see? Where do you think the photo might have been taken? What do you think the tablet is being used for?

Tell the children the photo has been taken in London. The person is using a map on the tablet to help them find different places as they travel around. It has been in the news that most people have stopped travelling since the coronavirus began and are not visiting places like shops, museums or cafes.

*Think about: What do we mean when we say people are not travelling at the moment? Have we stopped travelling? Where have we stopped travelling to? Are we doing anything instead?*

Discuss things like talking to family and friends on the phone or a video call and spending more time together as a family.

*Think about: The person in the poster is travelling by walking. How many other ways of travelling can you think of? Which way of travelling do you normally do? What is your favourite way to travel?*

#### **Question: Where do you and your family like to travel to?**

Listen to the children on the **EY Resource** who are saying where they would like to travel to once the coronavirus lockdown is over.

*Think about: Where would you like to travel to when the lockdown is over? How will you get there? How long would you like to go for? Can you think of anywhere else you'd like to go? Is there anyone you'd like to visit?*

#### **Useful Video:**

The Train Ride

<https://www.youtube.com/watch?v=jHbE8kaBDKU>

### **Role-play:** Can you make your own train and pretend to go on a train ride?

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

*Think about: What shall we use to make our train? Where shall we go? I wonder what we will see through the window! I wonder if we will go through a tunnel! I hope the train doesn't break down! What should we do when we get there? Are we coming back on the train? Do we have a return ticket, or do we need to buy another one to come back?*

**Resources:** Cardboard boxes, chairs, blankets

### **Writing and drawing:** Can you draw and label the different things you might see when travelling on a train?

**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.

Watch the story The Train Ride (see useful video section)

*Think about: Can you imagine you were on a train? What would you like to see through the window? Can you draw and write about the different things that you see? What animals might you see? What machines might you see in the fields?*

**Resources:** The Train Ride story by June Crebbin (see useful video section), writing proforma (see EY Additional Resource 1)

### **Maths:** Can you buy your own tickets for a trip on a train?

**EYFS Framework:** Beginning to use everyday language related to money.

Show children the different coins 1p, 2p, 5p, 10p, 20p and 50p. Discuss their colour, size and shape.

*Think about: Do you want a single or a return ticket? Can you read how much the ticket is? Can you find the correct coin to pay for your ticket?*

**Resources:** 1p, 2p, 5p, 10p, 20p and a 50p coin, train tickets (see EY Additional Resource 2), pretend train (see Role-play activity)

### **Art:** Can you paint a picture of the place you are most looking forward to visiting when lockdown is over?

**EYFS Framework:** Creates simple representations of events, people and objects. Explores what happens when they mix colours.

*Think about: Where would you most like to go to when lockdown is over? Can you paint/draw it? What shapes do you need to draw? How will we get there? Who should come with us? What colours do you need on your drawing or painting? Can you mix the colour you need?*

**Resources:** Children's paints and brushes or coloured crayons, plain paper