

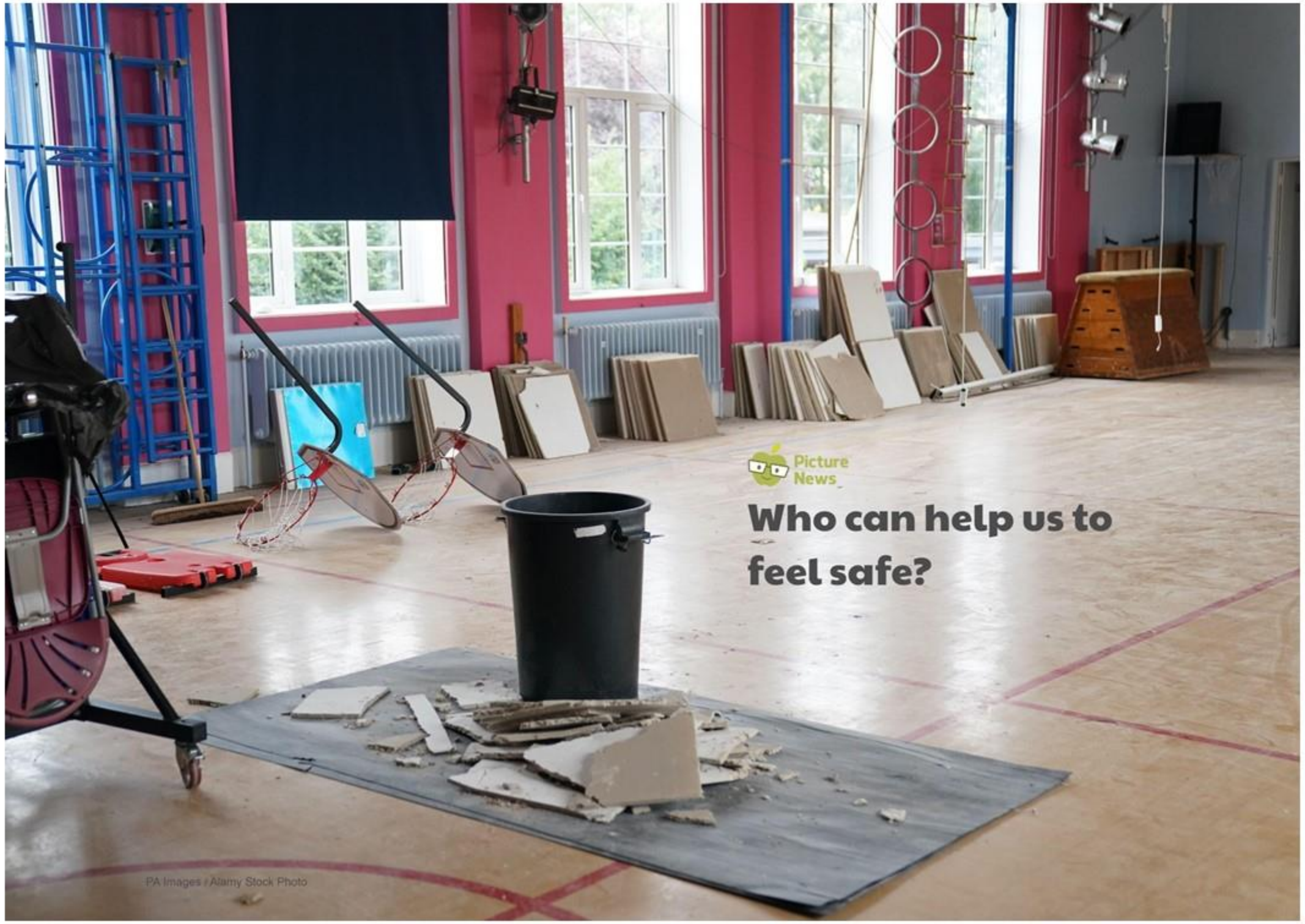
What's happening in the news this week?

 **Picture News**
In the Early Years



Let's have a look at this week's poster!

18th - 24th September 2023



**Who can help us to
feel safe?**



Let's look at this week's story

It has been in the news that some schools have not been able to open at the start of the year because their buildings are not safe to go in.

What do you think could be wrong with the school buildings? What do you think might happen if the buildings are not fixed? How would you feel if you were told that you couldn't start school because the building wasn't safe? Do you think schools should be shut if they are not safe?



This week's story looks at events related to ...





Listen to the children who are telling us all about someone who makes them feel safe.

“My dad helps me to feel safe by holding my hand when we cross a road.”



“My teacher helps me to feel safe at school because she always smiles at me when I come in and checks that I am okay.”



“My dog makes me feel safe because I know that if anyone comes to our house, she will hear them first and start barking.”



“My Grandma makes me feel safe. When I stay over at her house she always takes me up to bed, tucks me in and leaves the door open a little bit.”



Who helps you feel safe?

What do they do to make you feel safe?

Do you think you help anyone else to feel safe? Who?

How does it make me feel?



happy



sad



confused



worried



surprised



angry



excited



scared



silly



I'm not sure

Have you heard any new words?



Write any new words here and talk about what they mean

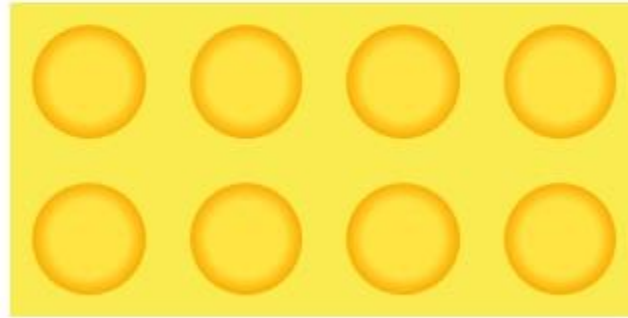
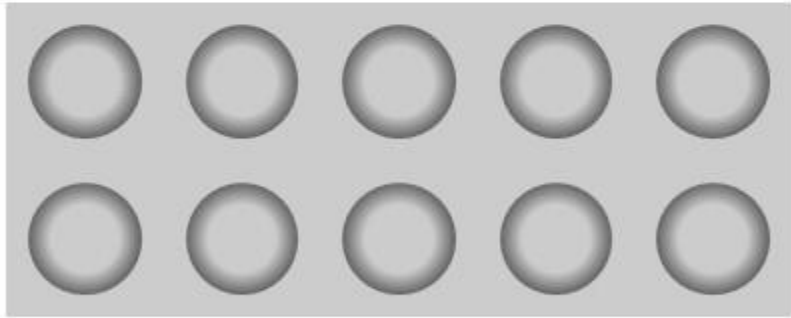
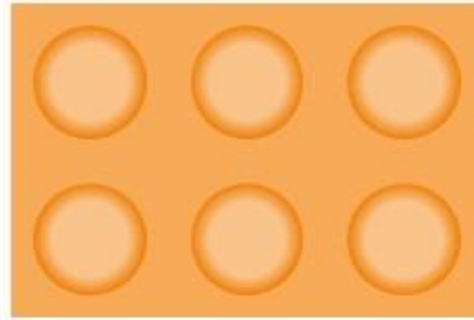
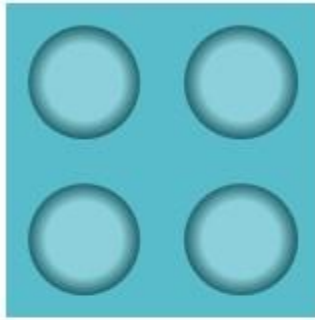


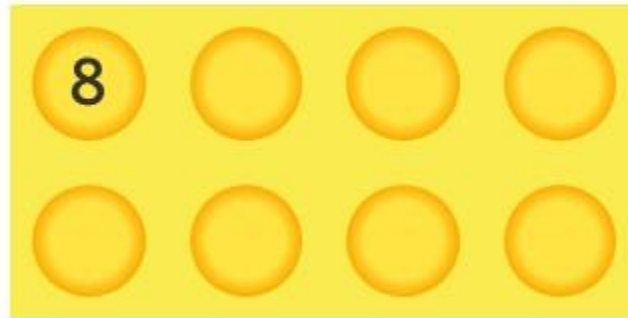
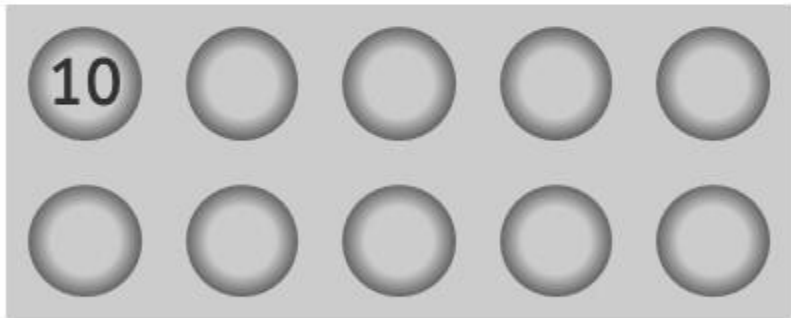
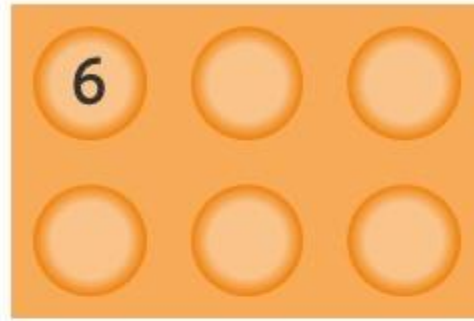
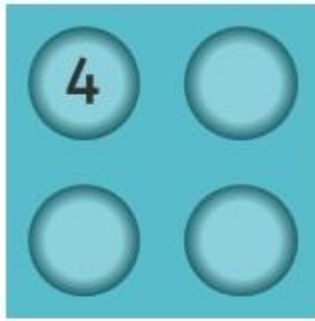


Can you write a sign for your construction site?

What should the signs say around the construction site?









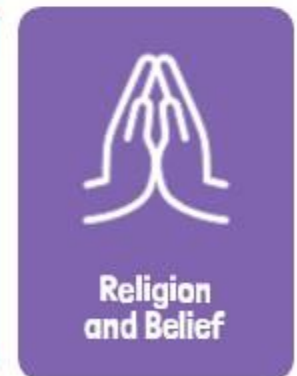
Mutual Respect and Tolerance

Everyone has special people in their lives who help them to feel safe. We should all show respect for how other people feel.

Protected Characteristics



School is a place where we can learn about our diverse world. It is also a place where we can feel safe to be who we want to be.

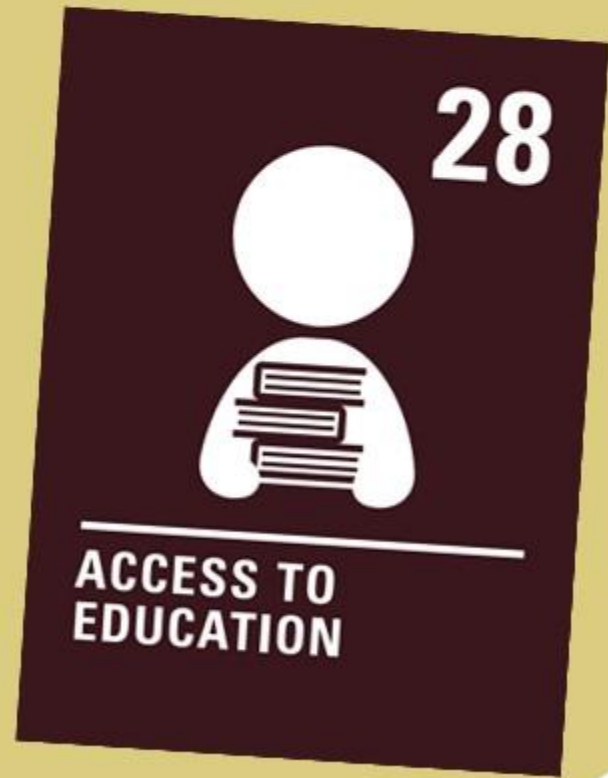




UN Rights of a Child



Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible.



Weekly vocabulary



Speaking and listening	Writing	Sand	Playdough	Outdoor
news school start shut like dislike building safe dangerous ceiling broken fixed walls people help someone	construction site signs write writing letters words warn safe keep out danger dangerous places do not read back	make up stories pretend diggers dumpers pick up dump empty move along take tip load tracks	playdough building bricks press print shape square oblong rectangle biggest smallest circles count match number How many?	construction site workers builders building built today jobs work bricks blocks move lift walls window door ceiling roof



Picture News

In the Early Years

Speaking and Listening

Birth to 5 Matters: Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. Shows interest in the lives of people who are familiar to them.

Look at the Picture News poster:

What can you see? What do you like or dislike about this picture? Where do you think this picture has been taken? What do you think might be happening in this week's story?

It has been in the news that some schools have not been able to open at the start of the year because their buildings are not safe to go in.

Think about: What do you think could be wrong with the school buildings? What do you think might happen if the buildings are not fixed? How would you feel if you were told that you couldn't start school because the building wasn't safe? Do you think schools should be shut if they are not safe?

Question: Who can help us to feel safe?

It's important that we always feel safe wherever we are. We all have people who help to look after us and keep us safe.

Listen to the children on the **EY Resource** who are telling us all about someone who makes them feel safe.

Think about: Who helps you feel safe? What do they do to make you feel safe? Do you think you help anyone else to feel safe? Who?

Sand Small World Role-play

Can you make up stories using diggers and dumpers?

Birth to 5 Matters: Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.

Before buildings are built, diggers and dumpers come in to get the land ready.

Think about: I wonder what the diggers and dumpers need to do today! Is there much work to be done? I hope nothing goes wrong! Where do the dumpers tip their load?

Resources: Sandpit, sand, small world diggers and dumpers, small world people, traffic cones, stones

Useful Song

Bounce Control - Kids Songs <https://www.youtube.com/watch?v=17nQ74S5SfU>

Writing

Can you write a sign for your construction site?

Birth to 5 Matters: Gives meaning to the marks they make as they draw and write. Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. Starts to develop their phonic knowledge by linking sounds to letters.

Discuss that building sites can be dangerous places. People at building sites wear hard hats to protect their heads and hi-vis vests so they can be easily seen. All building sites have signs around them to warn people that it is a dangerous place and to keep out.

Think about: What will you write on your sign? Why do you think building sites are dangerous places? Do you think the signs will help to keep people safe? How? Now that you have written your sign, can you read back your writing?

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

Outdoor Construction Site

Can you set up your own construction site?

Birth to 5 Matters: Uses language to imagine and recreate roles and experiences in play situations.

Think about: What needs doing on this building site today? What will you build? What will you use to build it? Will this building have windows/doors/a roof?

What needs to be done first? How will you make sure this building is safe? Will it go through any safety checks?

Resources: Large role-play construction bricks/blocks, tyres, cones, wooden planks, hard hats, hi-vis vests, wheelbarrow, spades, buckets, clipboards, paper, pencils

Maths/Playdough

Can you explore the different building blocks?

Birth to 5 Matters: Matches the numeral with a group of items to show how many there are (up to 10). Counts up to five items, recognising that the last number said represents the total counted so far.

Discuss that when builders build houses, there is a lot of counting involved. They need to know how many bricks they need and building blocks and bricks can be different sizes. Model pressing in building bricks into playdough.

Think about: Can you press the different building blocks into the playdough? Which has left the biggest print? Which has left the smallest? Can you count how many circles you can see in the print the building block has left? Can you match the number of circles in each print to a number?

Resources: Playdough, small building blocks, playdough tools, numbered and unnumbered images of building blocks (see **EY Resource 2**)

Can you **make up stories** using diggers and dumpers?



Provision area	Small World Area
Birth to 5 matters	Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.
Key questions (for adults supporting play)	I wonder what the diggers and dumpers need to do today! Is there much work to be done? I hope nothing goes wrong! Where do the dumpers tip their load?
Key vocabulary	make up, stories, pretend, diggers, dumpers, pick up, dump, empty, move, along, take, tip, load, tracks

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Can you **write a sign** for your own construction site?



Provision area	Writing Area
Birth to 5 matters	Gives meaning to the marks they make as they draw and write. Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. Starts to develop their phonic knowledge by linking sounds to letters.
Key questions (for adults supporting play)	What will you write on your sign? Why do you think building sites are dangerous places? Do you think the signs will help to keep people safe? How? Now that you have written your sign, can you read back your writing?
Key vocabulary	construction site, signs, write, writing, letters, words, warn, safe, keep out, danger, dangerous, places, do not, read back

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Can you **explore** the different building blocks?



Provision area	Playdough Area
Birth to 5 matters	Matches the numeral with a group of items to show how many there are (up to 10). Counts up to five items, recognising that the last number said represents the total counted so far.
Key questions (for adults supporting play)	Can you press the different building blocks into the playdough? Which has left the biggest print? Which has left the smallest? Can you count how many circles you can see in the print the building block has left? Can you match the number of circles in each print to a number?
Key vocabulary	playdough, building bricks, press, print, shape, square, oblong, rectangle, biggest, smallest, circles, count, match, number, How many?

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Can you **set up** your own construction site?



Provision area	Outdoor Area
Birth to 5 matters	Uses language to imagine and recreate roles and experiences in play situations.
Key questions (for adults supporting play)	What needs doing on this building site today? What will you build? What will you use to build it? Will this building have windows/doors/a roof? What needs to be done first? How will you make sure this building is safe? Will it go through any safety checks?
Key vocabulary	construction site, workers, builders, building, built, today, jobs, work, bricks, blocks, move, lift, walls, window, door, ceiling, roof

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