

What's happening in the news this week?



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

11th - 17th March 2024



Rule of Law

A rule can help to keep everyone happy and safe. New rules have been brought in about mobile phones in school. This is to make sure children are not distracted by them and can concentrate on their learning.



Why do schools have rules?





Let's look at this week's story

It has been in the news that the Department for Education (the people in charge of schools) have made some suggested rules for children having mobile phones in school. *Think about:*

What is a mobile phone? Do you know someone who has one? What do they do on their phone? Do they spend a lot of time on it?

Lots of older children, particularly children who go to secondary school, have mobile phones and take them to school with them. It is thought that without rules about mobile phones, children are using them in the classroom, getting distracted and not concentrating on their learning.

*Why do you think older children take their phones to school?
Do you think they should take them to school? Why?
What rule would you make about phones coming into school?*

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



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





Discuss some of the rules you have in your class and then listen to the children on the EY resource, who are telling us about things they want to do.

I have a favourite toy doll at school. When I get to school, I make sure I get the doll first. No one else is allowed to play with it.



When my teacher says it's tidy up time I just carry on playing. The classroom still gets tidy because everyone else does it.



I have a tablet that has all my favourite games on. I want to take it to school so I can play my games whenever I like. My mummy doesn't know that I've put it my bag.



Do you think what they want to do is OK, or do you think they will be breaking a rule? What would you say to them? Why do you think schools have rules?



Congratulations to:

For:





Can you write a list of rules you would like to have in your classroom?

My Classroom Rules

1. _____

2. _____

3. _____

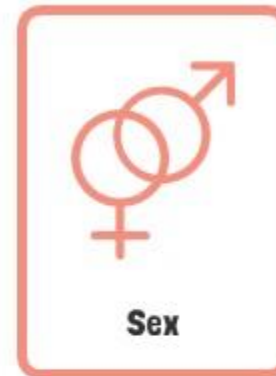


Protected Characteristics



Our religion or belief can affect if, how and when we choose to use digital technologies.

We should never be treated unfairly because of our religion or belief.





UN Rights of a Child



Different countries have different rules and laws. If the laws of a country protect us better than the UN Rights of a child, then those laws should be used.



Weekly vocabulary



Speaking and Listening	Writing	Role-play	Maths	Funky Fingers
mobile phones school classroom Department for Education in charge rules with without secondary school distracted concentrate learning break fair unfair unkind against	write list rules classroom first second third next last keep safe happy break	teacher class teach sit listen take turns phonics numbers show rules tidy up write star of the day certificate Why?	sharing friend share practise you me equal the same fair unfair count each more fewer How many?	sort tweezers correct pot basket open close mixed up colour size big biggest small smallest medium-sized



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. Is aware of behavioural expectations and sensitive to ideas of justice and fairness.

Look at the Picture News poster: What can you see? What do you like or dislike about this picture? What do you think these people are doing?

It has been in the news that the Department for Education (the people in charge of schools) have made some suggested rules for children having mobile phones in school.

Think about: What is a mobile phone? Do you know someone who has one? What do they do on their phone? Do they spend a lot of time on it?

Lots of older children, particularly children who go to secondary school, have mobile phones and take them to school with them. It is thought that

without rules about mobile phones, children are using them in the classroom, getting distracted and not concentrating on their learning.

Think about: Why do you think older children take their phones to school? Do you think they should take them to school? Why? What rule would you make about phones coming into school?

Question: Why do schools have rules?

Discuss some of the rules you have in your class and then listen to the children on the **EY Resource**, who are telling us about things they want to do.

Think about: Do you think what they want to do is OK, or do you think they will be breaking a rule? What would you say to them? Why do you think schools have rules?

School Role-play

Can you take on the role of the teacher and write and give out certificates to children who follow the class rules?

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

Think about: Who will be the teacher first? I wonder what you will teach the children today! Will it be some number work, phonics? What will you need to

teach them? Flashcards, individual whiteboards and pens? I hope the children help to tidy up! Who has been the Star of the Day? Why?

Resources: Star of the Day certificate (see **EY Resource 1**), teacher chair, phonic and number flashcards, A-frame whiteboard, individual whiteboards and pens, story books

Writing

Can you write a list of rules you would like to have in your classroom?

Birth to 5 Matters: Starts to develop their phonic knowledge by linking sounds to letters. Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

Recap on this week's news story and discuss how rules are made to help keep everyone safe and happy.

Think about: What is the first rule you think we should have in the classroom? Why do you think this rule is important? Can you write it on your list? What other rule would you like? Do you need any rules to help keep everyone safe and happy? How will that rule help? What do you think should happen if anyone breaks any of these rules?

Resources: Drawing and writing proforma (see **EY Resource 2**), pencils, sound mats

Funky Fingers

Can you use the tweezers to sort all the bears into the correct pots?

Birth to 5 Matters: Shows awareness of shape similarities and differences between objects. Handles tools, objects, safely and with increasing control and intention.

Discuss that one of the class rules is to make sure everything is tidy and put in the correct place. The Compare Bears have got mixed up. Can you help to sort them out?

Think about: How do they need to be sorted? By colour, by size? Can you use the tweezers to pick up the bears? How do you use the tweezers? Are they all in the correct place now? How do you know? How else do you think you can sort these bears?

Resources: Compare Bears, coloured pots or little baskets, tweezers

Maths

Can you practise sharing out toys fairly with your friends?

Birth to 5 Matters: Begins to explore and work out mathematical problems.

Discuss that one of our rules is to share the toys we have in the class with our friends. Use practical resources to model sharing toys using the one for you, one for me method.

Think about: What toys would you like to share with your friend? How many do we have? How can you make sure you share them fairly with your friend? Can you carefully count how many you each have? Is that fair? How do you know? Another friend has come to join in, can you share the toys between the three of you? How can you do that? Do you all have the same amount? You have one more than everyone else. Is that fair? What do you think you should do?

Resources: Resources linked to the children's interests such as toy cars, soft toys, dinosaurs etc, numbers

Can you **take on the role of the teacher** and write and give out certificates to children who follow the class rules?



Provision area	Role-play Area
Birth to 5 matters	Uses language to imagine and recreate roles and experiences in play situations.
Key questions (for adults supporting play)	Who will be the teacher first? I wonder what you will teach the children today! Will it be some number work, phonics? What will you need to teach them? Flashcards, individual whiteboards and pens? I hope the children help to tidy up! Who has been the Star of the Day? Why?
Key vocabulary	teacher, class, teach, sit, listen, take turns, phonics, numbers, show, rules, tidy up, write, star of the day, certificate, Why?

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Can you **write a list of rules** you would like to have in your classroom?



Provision area	Writing/ Role-play Area
Birth to 5 matters	Starts to develop their phonic knowledge by linking sounds to letters. Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.
Key questions (for adults supporting play)	What is the first rule you think we should have in the classroom? Why do you think this rule is important? Can you write it on your list? What other rule would you like? Do you need any rules to help keep everyone safe and happy? How will that rule help? What do you think should happen if anyone breaks any of these rules?
Key vocabulary	write, list, rules, classroom, first, second, third, next, last, keep, safe, happy, break

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Can you **practise** sharing out toys fairly with your friends?



Provision area	Maths Area
Birth to 5 matters	Begins to explore and work out mathematical problems.
Key questions (for adults supporting play)	What toys would you like to share with your friend? How many do we have? How can you make sure you share them fairly with your friend? Can you carefully count how many you each have? Is that fair? How do you know? Another friend has come to join in, can you share the toys between the three of you? How can you do that? Do you all have the same amount? You have one more than everyone else. Is that fair? What do you think you should do?
Key vocabulary	sharing, friend, share, practise, you, me, equal, the same, fair, unfair, count, each, more, fewer, How many?

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Can you **use the tweezers** to sort all the bears into the correct pots?



Provision area	Funky Fingers Area
Birth to 5 matters	Shows awareness of shape similarities and differences between objects. Handles tools, objects, safely and with increasing control and intention.
Key questions (for adults supporting play)	How do they need to be sorted? By colour, by size? Can you use the tweezers to pick up the bears? How do you use the tweezers? Are they all in the correct place now? How do you know? How else do you think you can sort these bears?
Key vocabulary	sort, tweezers, correct, pot, basket, open, close, mixed up, colour, size, big, biggest, small, smallest, medium sized

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