

# What's happening in the news this week?



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

29th January - 4th February 2024





**Where can we get  
clothes from?**







## Let's look at this week's story

This week's story is all about a new BBC television programme called Style It Out. The programme is a fashion competition, where nine children get the chance to be clothes designers and put together different outfits.

*What is fashion?*

*Would this competition be something you might enjoy?*

*Do like to pick and choose what you wear?*

*Do you have a favourite outfit? What does it look like?*

*How do you feel when you wear it?*

The children taking part in the television show competition must make all their clothes using second-hand materials.

*What does second-hand mean?*

Second-hand means it is not new and someone else has already used or worn it. Using clothes and materials that are second-hand is good for our environment, because it means we don't throw as many clothes away and we don't need to make as many new ones.

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







## Look at some of the different ways we can get more clothes.



“When my big brother has grown out of his clothes he gives them all to me.”



“My mum’s friend drops off all her little girl’s old clothes for me. I have a look through and anything I don’t want to keep we take to a charity shop.”

“We sometimes need to buy some new clothes that fit so we go to a clothes shop in town or buy some online.”



“We sometimes buy new clothes when we are in the supermarket.”



As we grow we all need to get some bigger clothes as the clothes we do have become too small.

When you need more clothes, do you know where they come from?

Have you had any second-hand clothes before? Maybe given to you from an older brother or sister, from a friend or bought from a charity shop?

# 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?



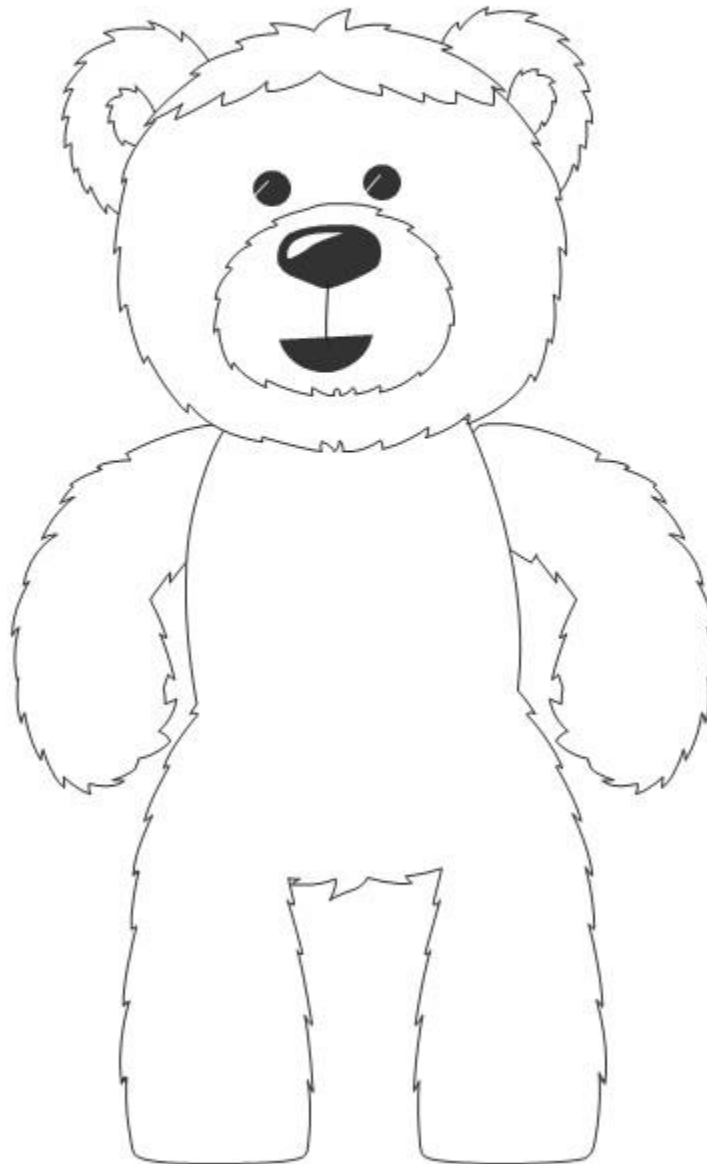
Write any new words here and talk about what they mean







**Can you design and label a new winter outfit for Peter Bear?**













## **Individual Liberty**

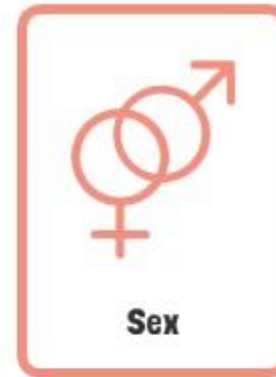
We can choose what clothes we wear and what we do with them when we no longer want or need them.

It is important to remember our actions have consequences, which can affect the environment.

# Protected Characteristics



Our religion or beliefs can influence the clothes we wear. We should never be treated unfairly because of our religion or beliefs.



Sex



Sexual Orientation



Age



Disability



Gender Reassignment



Marriage and Civil Partnership



Pregnancy and Maternity



Race



Religion and Belief

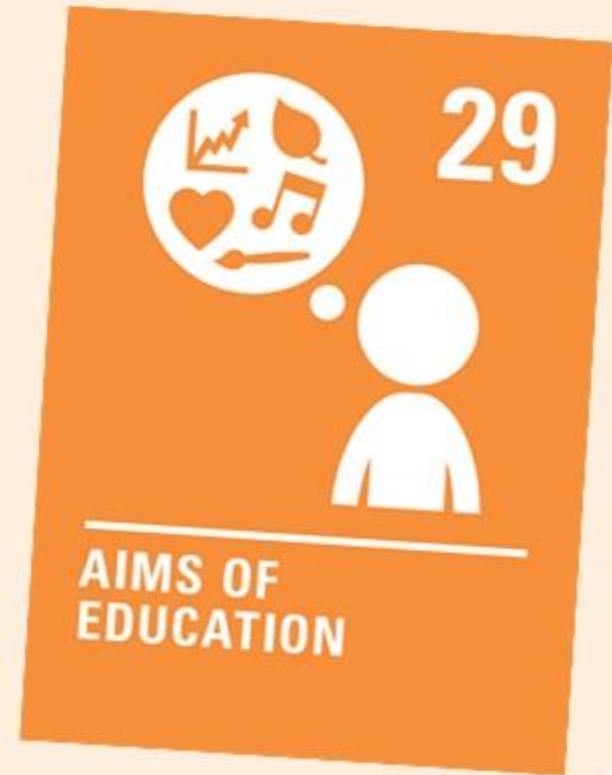




# UN Rights of a Child



As part of our education, we should be taught to live peacefully and protect the environment. Considering where we get our clothes from and what happens when we no longer need them can help us do this.



# Weekly vocabulary



Speaking and Listening	Writing	Role-Play	Maths	Water tray
clothes materials jewellery necklace television programme fashion competition designers outfits pick choose favourite second-hand someone else used worn before charity shop given new	design label clothes wear winter outfit new t-shirt jumper cardigan trousers skirt dress hat gloves scarves head arms feet	second-hand clothes shop set up clothes hang up fold try on too big too small customer shop worker price tags money pounds pence How many? How much?	measure shoe boot length long longer short shorter cubes size compare order more fewer count check	wash clean warm water soap baby clothes dirt scrub brush squeeze twist hang up washing line pegs open close How many?





# Picture News

## In the Early Years

### Speaking and Listening

**Birth to 5 Matters:** Talks about past and present events in their own lives and in the lives of family members. Knows about similarities and differences between themselves and others, and among families.

**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?

This week's story is all about a new BBC television programme called Style It Out. The programme is a fashion competition, where nine children get the chance to be clothes designers and put together different outfits.

**Think about:** What is fashion? Would this competition be something you might enjoy? Do like to pick and choose what you wear? Do you have a favourite outfit? What does it look like? How do you feel when you wear it?

The children taking part in the television show competition must make all their clothes using second-hand materials.

**Think about:** What does second-hand mean?

Discuss that second-hand means it is not new and someone else has already used or worn it. Using clothes and materials that are second-hand is good for our environment, because it means we don't throw as many clothes away and we don't need to make as many new ones.

**Question: Where can we get clothes from?**

As we grow, we all need to get bigger clothes because the clothes we have become too small.

Look at the **EY Resource**, which shows where and how people can get clothes.

**Think about:** When you need more clothes, do you know where they come from? Have you had any second-hand clothes before? Maybe given to you from an older brother or sister, from a friend or bought from a charity shop?

### Second-hand clothes shop role-play

**Can you help set up and take on the roles of customers and workers in a second-hand clothes shop?**

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

**Think about:** What will we need to set up our second-hand clothes shop? What clothes do we need? Do we need to hang up the clothes, fold them on shelves or put them in baskets? How will people

know how much each item is? Can you help a customer find what they are looking for? I wonder if the customer will try on the clothes! Do the clothes fit well? I wonder how much they will have to pay!

**Resources:** A range of clothes and clothing accessories such as scarfs, hats, gloves etc, hanging rail, coat hangers, till, money, price tags, pens, key vocabulary words

### Writing

**Can you design a new winter outfit for Peter Bear?**

**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 about the competition to design new outfits. Discuss that Peter Bear only wears a t-shirt and is feeling a little chilly now that it's winter. Can you help?

**Think about:** What do you think Peter Bear would look good wearing? What will help him to keep warm? I wonder what colours you will use! Does he need anything for his head, feet, neck? Can you label all the different things you have drawn on him?

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

### Water tray

**Can you wash and hang up the baby clothes to dry?**

**Birth to 5 Matters:** Manipulates objects using hands singly and together, such as squeezing water. Handles tools, objects, and malleable materials safely and with increasing control and intention.

**Think about:** Can you wash the baby clothes? How can you make sure you get all the dirt out? How will you get most of the water out of the clothes? I wonder if you tried squeezing the clothes! Can you hang them out to dry? How do you use the pegs to keep them on the line?

**Resources:** Water tray, scrubbing brushes, washing line, baby clothes, clothes pegs

### Maths

**Can you measure the shoes to find out the shoe size?**

**Birth to 5 Matters:** Enjoys tackling problems involving prediction and discussion of comparisons of length paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play.

Discuss that when we buy shoes, we measure our feet so we know what size shoes to buy. The shoes we have here have all lost the label that says what size they are, can you help to measure them? Model using cubes to measure the size of a shoe and model careful counting of the cubes to find out how many cubes long the shoe is.

**Think about:** Can you measure one of the shoes with the cubes? How many cubes long is the shoe? Can you measure another shoe? Do you think you will need more or fewer cubes for this shoe? Why do you think this? Can you put the shoes in order of size?

**Resources:** Real shoes of different sizes or images of shoes (see **EY Resource 2**), Unifix cubes to measure, rulers



## Can you help set up and take on the roles of customers and workers in a second-hand clothes shop?



<b>Provision area</b>	Role-play Area
<b>Birth to 5 matters</b>	Uses language to imagine and recreate roles and experiences in play situations.
<b>Key questions (for adults supporting play)</b>	What will we need to set up our second-hand clothes shop? What clothes do we need? Do we need to hang up the clothes, fold them on shelves or put them in baskets? How will people know how much each item is? Can you help a customer find what they are looking for? I wonder if the customer will try on the clothes! Do the clothes fit well? I wonder how much they will have to pay!
<b>Key vocabulary</b>	second-hand, clothes shop, set up, clothes, hang up, fold, try on, too big, too small, customer, shop worker, price tags, money, pounds, pence, How many?, How much?

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## Can you design a new winter outfit for Peter Bear?



<b>Provision area</b>	Writing Area
<b>Birth to 5 matters</b>	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.
<b>Key questions (for adults supporting play)</b>	What do you think Peter Bear would look good wearing? What will help him to keep warm? I wonder what colours you will use! Does he need anything for his head, feet, neck? Can you label all the different things you have drawn on him?
<b>Key vocabulary</b>	design, label, clothes, wear, winter, outfit, new, t-shirt, jumper, cardigan, trousers, skirt, dress, hat, gloves, scarves, head, arms, feet

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## Can you measure the shoes to find out the shoe size?



<b>Provision area</b>	Maths Area
<b>Birth to 5 matters</b>	Enjoys tackling problems involving prediction and discussion of comparisons of length paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play.
<b>Key questions (for adults supporting play)</b>	Can you measure one of the shoes with the cubes? How many cubes long is the shoe? Can you measure another shoe? Do you think you will need more or fewer cubes for this shoe? Why do you think this? Can you put the shoes in order of size?
<b>Key vocabulary</b>	measure, shoe, boot, length, long, longer, short, shorter, cubes, size, compare, order, more, fewer, count, check

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## Can you wash and hang up the baby clothes to dry?



<b>Provision area</b>	Water Area
<b>Birth to 5 matters</b>	Manipulates objects using hands singly and together, such as squeezing water. Handles tools, objects, and malleable materials safely and with increasing control and intention.
<b>Key questions (for adults supporting play)</b>	Can you wash the baby clothes? How can you make sure you get all the dirt out? How will you get most of the water out of the clothes? I wonder if you tried squeezing the clothes! Can you hang them out to dry? How do you use the pegs to keep them on the line?
<b>Key vocabulary</b>	wash, clean, warm water, soap, baby clothes, dirt, scrub, brush, squeeze, twist, hang up, washing line, pegs, open, close, How many?

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