

What's happening in the news this week?

 **Picture News**
In the Early Years



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

12th - 18th February 2024



Mutual Respect and Tolerance

Learning about the many different ways people communicate can help us celebrate our differences and respect one another.



Should we learn sign language at school?



Let's look at this week's story

The children on the poster are learning British Sign Language.

Q: Have you heard of British Sign Language before? What is British Sign Language?

Discuss that British Sign Language is a way of communicating (talking) with other people using hands instead of voices. People can learn to use sign language so they can share anything they want to say using their hands.

*Q: Why do you think some people learn to communicate with others this way?
Do you know anyone who uses British Sign Language?*

Discuss that some people are deaf, which means they may not hear people when they speak.

Play a game asking the children to stand up, sit down, clap hands, put hands on head etc. Repeat the game with the instructions in a different order but this time, ask the children to cover their ears with their hands.

After the game, Q: How did you know what I wanted you to do? Could you hear me a little bit/not at all? Did anyone copy someone else instead because you couldn't hear me? How did it feel to not fully know what you needed to do?

It is in the news that older children will be able to learn British Sign Language as a subject at school. This means as well as learning subjects like English, maths and science, they will also be able to have lessons to learn British Sign Language if they want to.

Q: Do you think this is something everyone should learn? Why?

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





Can you learn to sign a few things in British Sign Language?



Hello and goodbye.



Please and
thank you.



Sorry.



How are you?

What other things do you think would be helpful if everyone could sign?

I wonder how we would sign 'come and play' or 'your turn'!

Would learning British Sign Language be something you would like to do? Do you think it will take a long time to learn?



Find and stick a material that feels...

soft

bumpy

rough

smooth

1

one

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two

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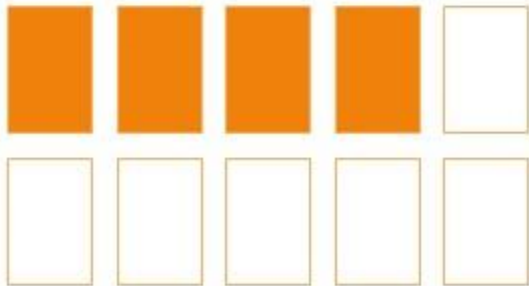
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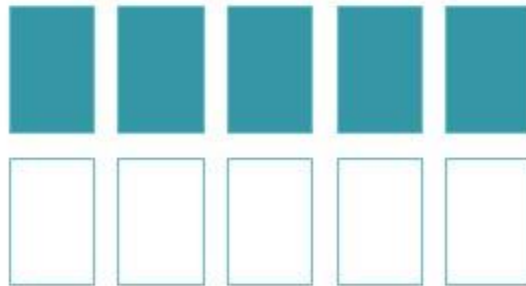
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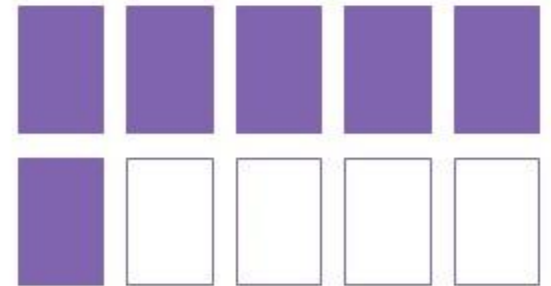
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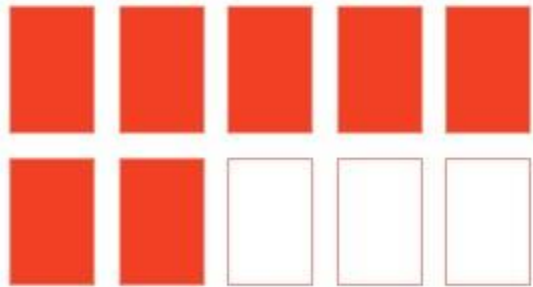
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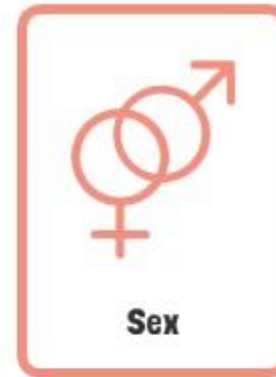
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Protected Characteristics



Our nationality or ethnic or national origins may affect the language we speak. We should never be treated unfairly because of our race.



Sex



Sexual Orientation



Age



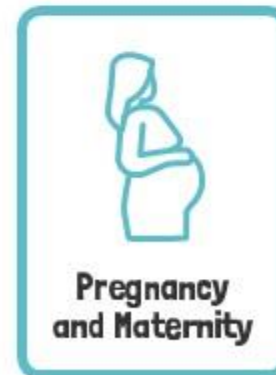
Disability



Gender Reassignment



Marriage and Civil Partnership



Pregnancy and Maternity



Race



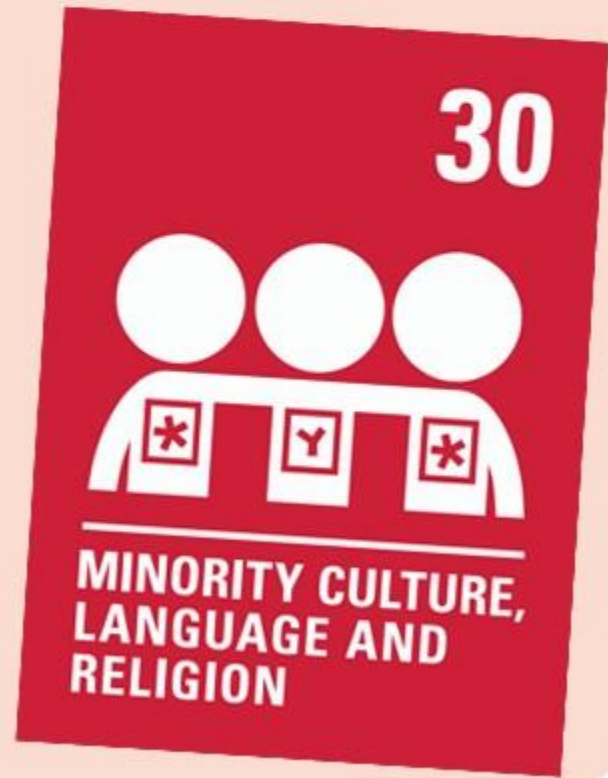
Religion and Belief



UN Rights of a Child



We have the right to use our own language even if it is not shared by most people in the country where we live.



Weekly vocabulary



| Speaking and Listening | Writing | Music | Maths | Cutting and Sticking |
|--|--|---|--|--|
| British Sign Language school deaf hearing communicate language talking speak voices hands movements copy subjects lessons learn sign hello goodbye thank you How are you? | write note say message ask read tell them out loud question question mark first word envelope private | music sounds hear hit pat rub shake tap long short loud louder quiet quieter soft hard | deaf practise show number sign match fingers count faster slower again straight away How many? | find explore materials textured smooth soft furry hard bumpy squishy spiky sticky rough bristly describe different similar |



Picture News

In the Early Years

Speaking and Listening

Birth to 5 Matters: Knows about similarities and differences between themselves and others.

Look at the Picture News poster: What can you see? Where do you think these children are? What do you think they could be doing?

These children are learning British Sign Language.

Think about: Have you heard of British Sign Language before? What is British Sign Language?

Discuss that British Sign Language is a way of communicating (talking) with other people using hands instead of voices. People can learn to use sign language so they can share anything they want to say using their hands.

Think about: Why do you think some people learn to communicate with others this way? Do you know anyone who uses British Sign Language?

Discuss that some people are deaf, which means they may not hear people when they speak.

Play a game asking the children to stand up, sit down, clap hands, put hands on head etc. Repeat the game with the instructions in a different order but this time, ask the children to cover their ears with their hands.

After the game, think about: *How did you know what I wanted you to do? Could you hear me a little bit/not at all? Did anyone copy someone else instead because you couldn't hear me? How did it feel to not fully know what you needed to do?*

It is in the news that older children will be able to learn British Sign Language as a subject at school. This means as well as learning subjects like English, maths and science, they will also be able to have lessons to learn British Sign Language if they want to.

Think about: Do you think this is something everyone should learn? Why?

Question: Should we learn sign language at school?

Look at the **EY Resource** to learn how to sign a few things in British Sign Language.

Think about: Can you have a go at signing these different things? What other things do you think would be helpful if everyone could sign? I wonder how we would sign 'come and play' or 'your turn'? Would learning British Sign Language be something you would like to do? Do you think it will take a long time to learn?

Music

Can you explore different sounds?

Birth to 5 Matters: Explores and learns how sounds can be changed.

Recap on all our different senses. This time we are going to explore our sense of hearing. Provide a range of materials for the children to explore making sounds.

Think about: Can you explore making different sounds? Can you make loud sounds/quiet sounds/long/short sounds? Which sound do you like the most? Why? Are there any sounds you don't like?

Resources: Containers, pots and pans, musical instruments, beaters (you could change over the resources each day so the children explore a wide range of resources)

Writing

Can you write a note or a question to a friend?

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.

Another way to communicate with someone who struggles to hear is to write them a note to tell them or ask them something.

Think about: Can you have a go at telling a friend something without saying it out loud to them? What would you like to say to them? I wonder if you wrote a question, do you think they would write you a reply? What is the first word you'd like to write? What sounds can you hear in that word? Is it a private message? Should we put it in an envelope so no one else reads it first? What should we write on the envelope?

Resources: Notepads, pencils, sound mats

Cutting and Sticking area

Can you find and explore different textured materials?

Birth to 5 Matters: Knows about similarities and differences in relation to objects and materials.

Being able to hear is one of our senses. Discuss the other senses we have including sight, smell, taste and touch. Explain that when we touch things with our fingers, we can describe how they feel. Pass around a few different materials such as cotton wool, a twig, some bubble wrap and ask the children to describe how they feel. Set the children the challenge to find a material in the cutting and sticking area that feels soft,

bumpy, rough and smooth (see **EY Resource 2**).

Think about: Can you explore and feel a few materials? How would you describe how they feel? How is this material different from this one? Which do you like the feel of more? Why? Which material do you not like the feel of? Why?

Resources: Material investigation sheet (see **EY Resource 2**), a variety of materials such as card, felt, wool, bubble wrap, gentle sandpaper, lollipop sticks, feathers, buttons, children's glue, scissors

Maths

Can you practise showing numbers on your fingers?

Birth to 5 Matters: Matches the numeral with a group of items to show how many there are (up to 10).

Discuss how people who are deaf may not hear people when they say a number but we can show numbers on our fingers. Let's have a go. Model how we can show numbers to 10 on our fingers. Play a game where you show a number on a card and the children show the same number back

using their fingers. Repeat with different numbers and repeat over the week to increase the speed the children can show you each number.

Think about: Can you show me the number on the card with your fingers? You showed me 5 straight away without counting your fingers, why didn't you count them?

Resources: Number cards (with numbers in digits, words and a visual representation to 10) – see **EY Resource 1**

Can you explore different sounds?



| | |
|---|---|
| Provision area | Music Area |
| Birth to 5 matters | Explores and learns how sounds can be changed. |
| Key questions (for adults supporting play) | Can you explore making different sounds? Can you make loud sounds/quiet sounds/long/short sounds? Which sound do you like the most? Why? Are there any sounds you don't like? |
| Key vocabulary | music, sounds, hear, hit, pat, rub, shake, tap, long, short, loud, louder, quiet, quieter, soft, hard |

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Can you write a note or a question to a friend?



| | |
|---|---|
| Provision area | Writing 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) | Can you have a go at telling a friend something without saying it out loud to them? What would you like to say to them? I wonder if you wrote a question, do you think they would write you a reply? What is the first word you'd like to write? What sounds can you hear in that word? Is it a private message? Should we put it in an envelope so no one else reads it first? What should we write on the envelope? |
| Key vocabulary | write, note, say, message, ask, read, tell them, out loud, question, question mark, first, word, envelope, private |

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Can you practise showing numbers on your fingers?



| | |
|---|---|
| Provision area | Maths Area/Carpet Area |
| Birth to 5 matters | Uses language to imagine and recreate roles and experiences in play situations. |
| Key questions (for adults supporting play) | Can you show me the number on the card with your fingers? You showed me 5 straight away without counting your fingers, why didn't you count them? |
| Key vocabulary | deaf, practise, show, number, sign, match, fingers, count, faster, slower, again, straight away, How many? |

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Can you find and explore different textured materials?



| | |
|---|---|
| Provision area | Cutting and Sticking Area |
| Birth to 5 matters | Knows about similarities and differences in relation to objects and materials. |
| Key questions (for adults supporting play) | Can you explore and feel a few materials? How would you describe how they feel? How is this material different from this one? Which do you like the feel of more? Why? Which material do you not like the feel of? Why? |
| Key vocabulary | find, explore, materials, textured, smooth, soft, furry, hard, bumpy, squishy, spiky, sticky, rough, bristly, describe, different, similar |

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