



Picture News

In the Early Years

Speaking and Listening

Development Matters: Use talk to help work out problems and organise thinking. Begin to understand the need to respect and care for the natural environment.

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 might be doing? Tell the children that these people are having a meeting.

Think about: What is a meeting?

Discuss that a meeting is when people get together to talk about important things and plan how they can make things better. This week and next week a very important meeting is being held with lots of leaders from around the world. They are meeting in Glasgow, Scotland to discuss how everyone can work together to help fight climate change.

Think about: Have you ever heard of the words 'climate change' before? What do you think 'climate change' means?

Explain that the word climate means the weather that we have, such as the rain, wind, snow and sunshine. Scientists are worried that the weather has been getting slowly warmer over the last 50 years. Discuss that the world getting warmer can cause problems e.g., large icebergs melting where polar bears live, and some places in the world having either not enough or too much rain.

The Queen has said she is cross that we haven't yet done enough to help slow down climate change and thinks that lots of people say they will do things but then don't do them!

Question: How can we all help to fight climate change?

There are lots of things we can all do to help. The important thing is to remember what we can do and keep doing it!

Look at the **EY Resource**, which shows some different things we can all do to help fight climate change.

Think about: What do you do to help? Apart from these things, can you think of anything else you could do? What do you think you could try harder to do that you sometimes forget or just don't do?

Small World in the Water: Can you make up stories with the polar bears living in the Arctic?

Development Matters: Begin to develop complex stories using small world equipment.

Think about: What are the polar bears doing? I wonder what they are going to eat for their dinner! Oh no! What's happening to the icebergs? Why do you think this is happening?

Resources: Water tray, large blocks of ice, small world polar bears, seals and other Arctic animals, white rocks, blue/white gemstones

Writing: Can you write how you will help to look after this world and slow down climate change?

Development Matters: Use some of their print and letter knowledge in their early writing. Spell words by identifying the sounds and then writing the sound with letter/s.

Recap the discussion from the speaking and listening task about all the different things we can all do to help slow down climate change.

Think about: What can you do to try and help slow down climate change? How do you normally get to school? Could you come to school a different way or is it too far? How good are you at turning off all your electrical toys and games? What about the TV? Do you often buy a drink from a shop or do you fill a bottle from home? Which one is best for our world? Why?

Resources: Writing proforma (see EY Additional Resource 1), pencils, sound mats

Maths: Can you find out how your friends travel to school by completing a tally chart?

Development Matters: Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'.

Discuss that we all travel to school but how do we get here? Some people walk to school, some come on their bike or scooter, some might come on a bus and some may have to travel in a car because they live further away. We are going to find out how most people travel to school in our class. Model how to complete the tally chart. You could model how to make a proper tally for those children who are ready.

Think about: Who are you going to ask first? Where do you need to put your first mark? Who else can you ask? Remember to make your marks clear and not too close to each other so you can count them at the end! How many people walk to school? How many come in the car? Which way do most people travel to school? How do you know?

Resources: Clipboards, tally chart (see EY Additional Resource 2), pens or pencils

Funky Fingers: Can you practise your sewing skills so that you will be able to mend clothes rather than throw them away?

Development Matters: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Think about: How do we thread the needle? Can you sew on this button? Can you push your needle through the fabric and pull it out the other side? Can you tie a knot to stop it coming undone?

Resources: Squares of hessian fabric, large children's buttons, children's needles, wool