



Picture News

In the Early Years

Speaking and Listening

EYFS Framework: Children are confident to speak in a familiar group. They work as part of a group or class and understand and follow the rules.

Look at the Picture News poster: What can you see? What do you think all these people are doing? What about the lady with the high-visibility jacket on? What do you think her job is? Tell the children it has been in the news that Prime Minister, Boris Johnson, has said that we will now have some Covid marshals in our towns and cities to help make sure that everyone is sticking to the Covid rules.

Think about: What is a marshal? Briefly discuss that a marshal is someone who will make sure that people are sticking to the rules and remind those who forget. *What do you think a Covid marshal will do? What are the Covid rules that everyone needs to stick to? Can you tell us about any of the Covid rules we have at school?* Discuss washing hands and staying in bubbles etc.

Question: Why do we have rules at school?

Discuss that because of the coronavirus, there are new rules that everyone must stick to when they are at school or when visiting different places, but we have always had rules at school to help everyone stay safe and happy.

Think about: What are our school or classroom rules? Why do we have them?

Listen to the children on the **EY Resource**, who are telling us about a rule they would like to have in their school.

Think about: Which rules do you think are good rules? Why? Do you think all these children's rules would work? Why would some rules not work?

Useful Website

Perfect Game for kids – Jolly Mood

<https://www.pinterest.co.uk/pin/29273466317798139/>

Writing: Can you write down one of our classroom rules to help remind everyone?

EYFS Framework: Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Recap on the different rules in the classroom. Discuss that sometimes people forget the rules and we need to remind them.

Think about: What rule do you think we need to put up in the classroom? Why is this rule so important?

Where do you think would be the best place to put up your rule so that everyone can see it?

Resources: Rule writing proforma (see EY Additional Resource 1), pencils, felt tip pens, sound mats

Maths: Can you share out the toys with a friend?

EYFS Framework: Counts up to three or four objects by saying one number name for each item. Counts objects to 10 and beginning to count beyond 10.

Discuss that one of our rules is that we share the toys we have in the class with our friends. Use practical resources to model careful counting and sharing with a friend.

Think about: What toys would you like to share with your friend? Can you carefully count the toy cars? How can we share the toy cars with your friend? Can you count how many cars you have and how many your friend has? Do you both have the same amount?

Resources: Toys (link to the children's interests)

Physical: Can you get the ball through the hole without breaking the rules?

EYFS Framework: Children show good control and co-ordination in large and small movements.

Look at and show the children a video clip of a boy trying to get the ball out of a hole at the bottom of a cardboard box (see useful video section). Discuss with the children that this game has rules. Read through the rules with the children (see EY Additional Resource 2). Provide the children with a cardboard box with a hole big enough for the ball to go through. You could provide several boxes with the holes in different places and of different sizes.

Think about: Do you think this game would be much easier without the rules? Why? Can you follow the rules and try to get the ball out? Which box do you think will be the easiest to get the ball out of? Which do you think will be the hardest? Why?

Resources: Cardboard boxes, each with a circular hole in the bottom, balls, rules (see EY Additional Resource 2)

Funky Fingers: Can you use the tweezers to sort all the bears into the correct coloured pot?

EYFS Framework: Handles tools safely and with increasing control.

Oh no! One of Mr/Mrs (class teacher's name)'s rules is that these compare bears do not get mixed up! All the yellow bears should be in the yellow pot, the blue bears in the blue pot etc.

Think about: How do we pick up with tweezers? How do you close the tweezers? Where should this bear go? How do you know?

Resources: compare bears or other coloured sorting toys, tweezers, coloured pots, basket for the mixed-up toys