



Picture News

In the Early Years

Speaking and Listening

EYFS Framework: Children are confident to speak in a familiar group. Shows care and concern for living things and the environment. They make observations of animals and plants and explain why some things occur and talk about changes.

Look at the Picture News poster: What can you see? What do you like about this picture? Do you have any questions you would like to ask? What do you think we can see in the nearest field? I wonder why there are lots of plastic tubes everywhere! What do you think they are for? Discuss that inside all the plastic tubes is a tree that has recently been planted and is starting to grow.

Think about: Have you ever seen very young trees inside tubes like this before? Why do you think they grow inside a tube to begin with?

Discuss that when people plant trees, a tube is sometimes put around the tree as it starts to grow to help protect it from bad weather and from animals eating away at it before it's had time to grow.

Tell the children that it has been in the news that planting new trees should be a top priority (which means one of the most important things to do) for all countries.

Question: What do you know about trees?

Think about: What do you know about trees? Why do you think we are told it is very important that we grow more trees?

Look at and discuss some information about trees on the **EY Resource**.

Think about: What do you think would happen if we kept cutting down trees and didn't plant any new ones? Can you think of anything you have at home that is made from wood? What animals can you think of that live in trees? What kind of food do trees make for some of these animals?

Useful Video:

Mr R's Songs for Teaching: Head Shoulders Knees and Toes for Trees

<https://www.youtube.com/watch?v=FJqy967xs1c>

Singing: Can you learn a song all about trees?

EYFS Framework: Begins to build a repertoire of songs and dances.

Teach the children the song: Head Shoulders Knees and Toes for Trees! (see useful video section)

Think about: Can you pretend you are a tree? Where are your roots, trunk, branches and leaves? Can you make up actions to go with the words of the song? Do trees have a mouth/nose? Why not?

Resources: Head Shoulders Knees and Toes for Trees! Song (see useful video section)

Writing: Can you label the different parts of a tree?

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.

Think about: Can you tell me what the different parts of a tree are called? Can you have a go at labelling all the different parts of a tree? Can you use your phonics to hear and write the sounds in each word? Why do you think a tree has roots? Where do the roots go?

Challenge: Can you write a sentence to say why a tree has roots?

Resources: Writing proforma (See EY Additional Resource 1), pencils, pencil crayons

Maths: Using fingerprints, can you add the correct number of leaves on to each tree?

EYFS Framework: Counts actions which cannot be moved.

Model to the children how they will be using their finger and paint to print leaves onto each numbered tree (see EY Additional Resource 2). If children do not yet recognise numbers to 10, leave the trees on the sheet so the numbers stay in number order. If they recognise most numbers to 10, cut the trees out to make the task a little more difficult. They could also have a go at putting the trees into number order. Model printing onto a tree by counting each print carefully as you make it and model checking the counting is correct.

Think about: What does the first number say? How can you make sure you print the correct amount of leaves on your tree? Have you checked your counting?

Resources: Numbered trees (see EY Additional Resource 2), card, scissors, children's paint

Understanding the World: Can you go on a hunt to find lots of different objects that are made from wood in your home?

EYFS Framework: Children know about similarities and differences in relation to objects and materials.

Show the children a few different objects, some that are made from wood and some that are not. Ask the children to sort which objects are made from wood into one pile and the objects that are not into another pile.

Think about: How do you know that all these objects are made of wood? What can you see that is the same about all these things? Do you know what any of the other objects are made from? What do you know about metal or plastic? Can you go on a hunt around your home to find different things that are made from wood? What have you found? What makes you think these things are all made from wood?

Resources: Objects from around the home