

What's happening in the news this week?



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

17th - 23rd June 2024



**What items
could help us in
an emergency?**

Eleanor McDorie





Rule of Law

New rules and laws are often brought in by the government. Rules and laws are there to help keep everyone safe.



Let's look at this week's story

The government (the people who make rules and decisions for the country) have brought out a new website called prepare.campaign.gov.uk. The new website is to help people plan and know what to do in case there was ever an emergency.

Think about: What is an emergency? Do you know any of the emergency services? If you ever needed one of the emergency services, what number would you ring?

The government wants us to be prepared for different emergency situations, e.g., sometimes stormy weather can cause the electricity in our homes to cut off, or lots of rain can cause flooding on roads, and we may not be able to get to shops to buy food.

Think about: Have you ever lost the electricity or water supply in your home? If we don't have electricity, what does that mean in our home? What will we be unable to do? What about if the water stopped coming out of the taps?

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





Look at some of the different things that the government suggests we should all have in our homes.



battery torch



battery radio



spare batteries



bottled water



long-lasting food



first aid kit

Do you know what all these things are?
How do you think they will help us in an
emergency?

Do you know if you have any of these things in
your home? Why do you think a lot of the food
items are in cans?



Can you write a list of all the things every home needs to be prepared for an emergency?

My list of emergency items

What do I need at home to be prepared for an emergency?

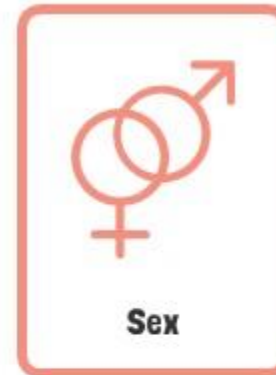




Protected Characteristics



When planning for an emergency, it may be necessary to consider a variety of measures that take all needs into account so everyone can be safe.





UN Rights of the Child



Governments must make sure all children survive and develop in the best way possible. This includes supporting families to prepare for and respond to emergency situations.



Weekly vocabulary



Speaking and Listening	Writing	Role-play	Maths	Science
food drink supplies government website suggest plan prepared emergency emergency services fire and rescue police ambulance electricity water supply weather rain flooding batteries torch radio	write list words items emergency goods battery torch radio bottled water tinned food first next last read back	fire and rescue emergency services firefighter team weather rain flood flooded roads clear safe traffic cars hose drain	cut out scissors stick glue organise sort torch radio batteries cans tinned food count number more fewer How many?	science experiment lightbulb battery wires crocodile clips connect press open on off touch switch



Picture News

In the Early Years

Speaking and Listening

Birth to 5 Matters: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Talks about why things happen and how things work.

Look at the Picture News poster: What can you see? What do you like or dislike about this picture? What do you think could be happening in this week's story?

The government (the people, who make rules and decisions for the country) have brought out a new website called prepare.campaign.gov.uk. The new website is to help people plan and know what to do in case there was ever an emergency.

Think about: What is an emergency? Do you know any of the emergency services? If you ever needed one of the emergency services, what number would you ring?

The government wants us to be prepared for different emergency situations, e.g., sometimes stormy weather can cause the electricity in our homes to cut off, or lots of rain can cause flooding on roads, and we may not be able to get to shops to buy food.

Think about: Have you ever lost the electricity or water supply in your home? If we don't have electricity, what does that mean in our home? What will we be unable to do? What if the water stopped coming out of the taps?

Question: What items could help us in an emergency?

The government are using the new website to tell people what they should have in their homes, which could help them if there is ever an emergency.

Look at the **EY Resource**, which shows some of the different things the government suggests we should all have in our homes.

Think about: Do you know what all these things are? How do you think they will help us in an emergency? Do you know if you have any of these things in your home? Why do you think a lot of the food items are in cans?

Outdoor Role-play

Can you take on roles of being part of a fire and rescue team?

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

Discuss when roads get flooded after a lot of rain, it is the fire and rescue emergency service that will go out and help. They help to clear the water and make the road safe again.

Think about: I wonder what emergencies will come through to the fire and rescue team today! It's raining a lot today, I wonder if there will be any floods! Oh no, there is a flood, what will the team need to do to make the road safe again? How will you warn the traffic coming through?

Resources: Outdoor area, bikes and scooters, firefighter dress up clothes, outdoor role-play equipment such as cones, crates, wooden planks, tyres

Writing

Can you write a list of all the things every home needs to be prepared for an emergency?

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.

When people want to get organised and make sure they remember everything they need, it can be useful to write a list. Can we help everyone remember what emergency items they need in their homes by writing a list?

Think about: Can you remember any of the items the government thinks we should all have in our homes? What is the first item you will write on your list? Can you think of anything else people should have? Can you read back what you have written on your list?

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

Science

Can you build a simple circuit to make a light come on?

Birth to 5 Matters: Talks about why things happen and how things work.

Think about: Can you try and get the lightbulb to come on? How do you think

you could do this? What could you try? Where do you think the power comes from to make the light come on? How can you connect the battery to the lightbulb?

Resources: Lightbulb circuit kits

Maths

Can you cut out and organise all the items you need to store away for an emergency?

Birth to 5 Matters: Engages in subitising numbers to four and maybe five. Beginning to use understanding of number to solve practical problems in play and meaningful activities.

Recap on this week's news story and discuss some of the items that the government have said we should all have in our homes in case of an emergency. Show children **EY Resource 2**, which shares jumbled up images of some of the suggested items. Discuss how the items need organising so that knowing what we have is much easier. Model cutting out the items and putting the cans together, the batteries together etc.

Think about: Which item will you cut out first? Is there another one of those anywhere? How many cans of food do you have? Can you put all your cans together? Do you have more or fewer bottles of water than cans of food? Do you think that would be enough water in an emergency?

Resources: Images of emergency items (see **EY Resource 2** – this may need enlarging to A3 for some children), scissors, blank sheets of A3 paper, glue sticks

Can you **take on roles** of being part of a fire and rescue team?



Provision area	Outdoor Area
Birth to 5 matters	Uses language to imagine and recreate roles and experiences in play situations.
Key questions (for adults supporting play)	I wonder what emergencies will come through to the fire and rescue team today! It's raining a lot today, I wonder if there will be any floods! Oh no, there is a flood, what will the team need to do to make the road safe again? How will you warn the traffic coming through?
Key vocabulary	fire and rescue, emergency services, firefighter, team, weather, rain, flood, flooded, roads, clear, safe, traffic, cars, hose, drain

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Can you **write a list** of all the things every home needs to be prepared for an emergency?



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 remember any of the items the government thinks we should all have in our homes? What is the first item you will write on your list? Can you think of anything else people should have? Can you read back what you have written on your list?
Key vocabulary	write, list, words, items, emergency, goods, battery, torch, radio, bottled water, tinned food, first, next, last, read back

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Can you **cut out and organise** all the items you need to store away for an emergency?



Provision area	Maths
Birth to 5 matters	Engages in subitising numbers to four and maybe five. Beginning to use understanding of number to solve practical problems in play and meaningful activities.
Key questions (for adults supporting play)	Which item will you cut out first? Is there another one of those anywhere? How many cans of food do you have? Can you put all your cans together? Do you have more or fewer bottles of water than cans of food? Do you think that would be enough water in an emergency?
Key vocabulary	cut out, scissors, stick, glue, organise, sort, torch, radio, batteries, can, tinned food, count, number, more, fewer, How many?

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Can you **build a simple circuit** to make a light come on?



Provision area	Investigation Area
Birth to 5 matters	Talks about why things happen and how things work.
Key questions (for adults supporting play)	Can you try and get the lightbulb to come on? How do you think you could do this? What could you try? Where do you think the power comes from to make the light come on? How can you connect the battery to the lightbulb?
Key vocabulary	science, experiment, lightbulb, battery, wires, crocodile, clips, connect, press, open, on, off, touch, switch

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