

# What's happening in the news this week?



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

27th May - 2nd June 2024



**What matters to you?**



## **Democracy**

We can share our own ideas and opinions in a calm way. Peaceful protesting is one way of doing this. It is also important to listen to the views of others respectfully.  
All our opinions matter.



## Let's look at this week's story

The girl in the picture holding the megaphone is 21-year-old Greta Thunberg.

*Think about: Has anyone ever heard of Greta Thunberg before?*

Greta has become famous for being a climate change activist.

*Think about: What is climate change?*

Climate change looks at how much the weather is changing over the years, such as how hot or cold it is in different places and how much rain we have. Scientists have found out the Earth is getting warmer. The Earth getting warmer can cause problems because it means some of the ice will melt in cold places like Antarctica and this affects some plants and animals. Greta is an activist, which means she is trying to do something about it by speaking out and protesting. She has been in the news because she was arrested by police in Sweden for sitting outside and blocking the building, where all the politicians (the people who make all the rules) meet. She blocked the building to try and get her voice heard and tell the people, who help run the country, that they need to do more to help tackle climate change.

*Think about: What do you think about what Greta did? Do you think more should be done to tackle climate change?*

# 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

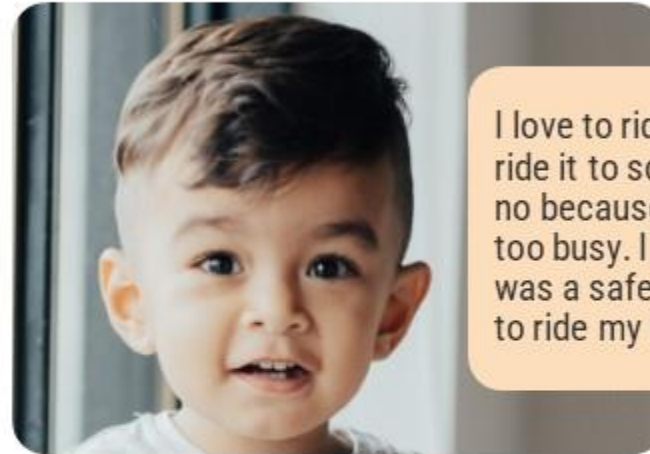




Greta cares a lot about climate change and is using her voice to tell others what she thinks should be done about it.



At the park near my house, I keep seeing litter on the floor. It makes me cross because I don't want to see litter everywhere.



I love to ride my bike and want to ride it to school but my dad says no because the road is too busy. I wish there was a safe path for me to ride my bike to school.



We care a lot about bugs. We try and make them a nice home. We don't like it when some people try to kill bugs.



I don't like the vegetables that we get for our school dinners. I like lots of vegetables but just not the ones we get at school. I think there should be more vegetables to choose from at school every day.



Listen to the children, who are sharing different things that matter to them.

Do you have something the same as or different from these children that you feel strongly about? Why do you feel that way?

Do you think there is anything you can do to help or solve this?





## Can you teach Peter Bear to understand how he can help to slow down climate change?






We can all help to slow down climate change by:

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How children travel to school	Tally marks	Total
 <p>walk</p>		
 <p>bike or scooter</p>		
 <p>car</p>		
 <p>bus</p>		
 <p>train</p>		

The **most** popular way to travel to school is by:

.....

.....

The **least** popular way to travel to school is by:

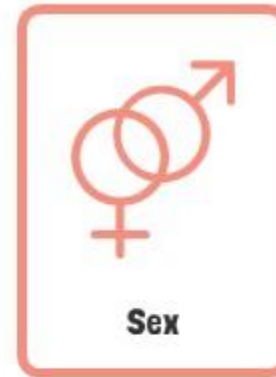
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# Protected Characteristics



We all deserve to be heard. Our views should not be discounted or ignored because of our age.





# UN Rights of the Child



We have the right to find out more about the topics and issues that interest or concern us. We have the right to express our ideas freely and share them with others.



# Weekly vocabulary



Speaking and Listening	Writing	Small World Role-play	Maths	Outdoor
people protest megaphone famous climate change activist weather changing hot cold rain Earth warmer causing problems Antarctica arrested police blocked politicians	climate change slow down write list help recycle walk plastic glass paper card walk bike turn off electricity	ocean sea plastic clean clear out thrown away sea creatures fish dangerous stuck trapped caught net harmful swim	tally chart mark ask find out travel to school walk bike scooter car bus train most least popular count How many?	bug hotel bug creature find hide same different legs head body crawl under behind through wood stones bamboo



# Picture News

## In the Early Years

### Speaking and Listening

**Birth to 5 Matters:** Shows care and concern for living things and the environment. Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.

**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 are doing? What do you think this week's story could be about?

The girl in the picture holding the megaphone is 21-year-old Greta Thunberg.

**Think about:** Has anyone ever heard of Greta Thunberg before?

Greta has become famous for being a climate change activist.

**Think about:** What is climate change?

Explain that climate change looks at how much the weather is changing over the years, such as how hot or cold it is in different places and how much rain we have. Scientists have found out the Earth is getting warmer. The Earth getting warmer can cause problems because it means some of the ice will melt in cold places like Antarctica and this affects some plants and animals. Greta is an activist, which

means she is trying to do something about it by speaking out and protesting. She has been in the news because she was arrested by police in Sweden for sitting outside and blocking the building, where all the politicians (the people who make all the rules) meet. She blocked the building to try and get her voice heard and tell the people, who help run the country, that they need to do more to help tackle climate change.

**Think about:** What do you think about what Greta did? Do you think more should be done to tackle climate change?

**Question: What matters to you?**

Greta cares a lot about climate change and is using her voice to tell others what she thinks should be done about it. Listen to the children on the **EY Resource**, who are sharing different things that matter to them.

**Think about:** Do you have something the same as or different from these children that you feel strongly about? Why do you feel that way? Do you think there is anything you can do to help or solve this?

### Small World Water Role-play

**Can you help to clean the ocean?**

**Birth to 5 Matters:** Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.

Discuss that the amount of plastic being made and thrown away is also contributing to making the world warmer. Some plastic that gets thrown away can end up in our oceans and that can be harmful for the animals that live there.

**Think about:** Can you help to clean the ocean? I wonder how the plastic got here! What will you use to take it out? Why do you think plastic in the ocean needs to be taken out?

**Resources:** Water tray, plastic sea creatures, rocks, clean plastic litter, fishing nets, litter pickers

### Writing

**Can you teach Peter Bear to understand how he can help to slow down climate change?**

**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.

Some people do all the right things to help slow down climate change, but Peter Bear does not know what he can do to help. Can you write him a list of things he can do? Model writing a list using **EY Resource 1**

whilst discussing all the things everyone can do to help, such as: recycling, walking instead of using a car as much as possible, turning off electricity such as light switches when you don't need them.

**Think about:** What will you tell Peter Bear that he can do to help slow down climate change? What do you do? Can you write it on your list? What else could he do?

**Resources:** List proforma (see **EY Resource 1**), pencils, sound mats

### Outdoor

**Can you make a bug hotel for the bugs in your outdoor area?**

**Birth to 5 Matters:** Shows care and concern for living things and the environment. Knows about similarities and differences in relation to places, objects, materials and living things.

Recap the speaking and listening discussion, where some children said that looking after bugs was what mattered to them.

**Think about:** I wonder if we can find any bugs in our outdoor area! Where do you think we should look for bugs? What bugs have we found? How is this creature the same as or different from this bug? Do you think if we made a bug hotel, we could get some bugs to visit it? What do you think we could use to make a bug hotel?

**Resources:** Outdoor area, wood, pine cones, stones, bamboo tubes, magnifiers

### Maths

**Can you use the tally chart to find out how children in your class travel to school?**

**Birth to 5 Matters:** Counts up to 5 items, recognising that the last number said represents the total counted so far. Explores using a range of their own mathematical marks and signs of which they subscribe mathematical meaning.

One of the ways people can help to slow down climate change is to try and walk, scooter or bike as much as they can instead of travelling in a car. Discuss how some cars produce fumes that come out of the exhaust at the back and go into our air, contributing to making our world warmer. Some people need to use a car to get to school every day because they

live too far away to walk, bike or scooter. Let's find out how everyone travels to school. Model filling in the tally chart by asking some children how they travel to school. For those who are ready you can also model making tally marks in groups of 5.

**Think about:** Who are you going to ask first? Where do you need to put your first mark? Who else can you ask? 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 for travelling to school (see **EY Resource 2**), pencils

## Can you help to clean the ocean?



<b>Provision area</b>	Water Area
<b>Birth to 5 matters</b>	Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.
<b>Key questions (for adults supporting play)</b>	Can you help to clean the ocean? I wonder how the plastic got here! What will you use to take it out! Why do you think plastic in the ocean needs to be taken out?
<b>Key vocabulary</b>	ocean, sea, plastic, clean, clear out, thrown away, sea creatures, fish, dangerous, stuck, trapped, caught, net, harmful, swim

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## Can you teach Peter Bear to understand how he can help to slow down climate change?



<b>Provision area</b>	Writing Area
<b>Birth to 5 matters</b>	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.
<b>Key questions (for adults supporting play)</b>	What will you tell Peter Bear that he can do to help slow down climate change? What do you do? Can you write it on your list? What else could he do?
<b>Key vocabulary</b>	climate change, slow down, write, list, help, recycle, walk, plastic, glass, paper, card, walk, bike, turn off, electricity

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## Can you use the tally chart to find out how children in your class travel to school?



<b>Provision area</b>	Maths Area
<b>Birth to 5 matters</b>	Counts up to 5 items, recognising that the last number said represents the total counted so far. Explores using a range of their own mathematical marks and signs of which they subscribe mathematical meaning.
<b>Key questions (for adults supporting play)</b>	Who are you going to ask first? Where do you need to put your first mark? Who else can you ask? How many people walk to school? How many come in the car? Which way do most people travel to school? How do you know?
<b>Key vocabulary</b>	tally chart, mark, ask, find out, travel to, school, walk, bike, scooter, car, bus, train, most, least, popular, count, How many?

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## Can you make a bug hotel for bugs in your outdoor area?



<b>Provision area</b>	Outdoor Area
<b>Birth to 5 matters</b>	Shows care and concern for living things and the environment. Knows about similarities and differences in relation to places, objects, materials and living things.
<b>Key questions (for adults supporting play)</b>	I wonder if we can find any bugs in our outdoor area! Where do you think we should look for bugs? What bugs have we found? How is this creature the same as or different from this bug? Do you think if we made a bug hotel, we could get some bugs to visit it? What do you think we could use to make a bug hotel?
<b>Key vocabulary</b>	bug hotel, bug, creature, find, hide, same, different, legs, head, body, crawl, under, behind, through, wood, stones, bamboo

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