

### Speaking and Listening

**EYFS Framework:** Children talk about the features of their own immediate environment and how environments might vary from one another.

**Look at the Picture News poster:** What can you see? Have you ever been to a beach before? If so, what did you do there? If you haven't yet, would you like to go? What do you think you would enjoy doing?

Tell the children that some people like to go to beaches in different countries, where the weather is warmer. When the coronavirus began, people were not allowed to travel to another country, unless it was really important, to help stop spreading the virus. In the news, we have now been told that we are allowed to visit some different countries again.

*Think about: Can you think of some other countries people might like to travel to?*

### Question: What are holiday traffic lights?

To help everyone know which countries they are allowed to travel to, there is a new traffic light system.

*Think about: What are traffic lights? What do the different colours on a traffic light mean?*

Tell the children that if a country is on the red list then people still have to stick to strict rules if they go there and if it's on the green list then it's ok to go.

Look at the pictures on the EY Resource of some different traffic lights you might see.

*Think about: Are traffic lights just for cars? Who or what do you think these different traffic lights are for? What do you do if you want to cross a road safely? Have you got any traffic lights near where you live? Are they for cars, trains or for people to cross a road safely?*

**Writing:** Can you write some instructions to help a younger child learn how to cross a road safely with a pelican crossing?

**EYFS Framework:** Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Talk through how to use a pelican crossing safely. You could use the bottom photos on the EY Resource.

*Think about: What should you do first when you get to a pelican crossing? What must you wait for? What should you see and what should you hear?* Discuss that even when we see the green light/man and hear the noise telling us it's safe to cross, we must still look both ways to check that it's safe and check that the cars have stopped to wait for us to cross.

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

**Maths:** Can you solve some seaside shell addition and subtraction problems?

**EYFS Framework:** Begins to identify own mathematical problems based on own interests and fascinations.

Discuss that when you visit a beach, you can find lots of different shells in the sea and on the sand. Can you make your own addition and subtraction problems using shells you might find at the seaside? Share the problems on EY Additional Resource 2 to help give the children some ideas and model how to solve their problem using objects.

*Think about: How many shells will you have to start with? What will happen? I wonder if some will disappear or if some more will come along! Can you write the number sentence to go with your problem?*

Resources: Real shells or see EY Additional Resource 2, paper and pens, +, - and = signs, a number line

**Exploring and Using Mixed Media and Materials:** Can you make your own set of traffic lights?

**EYFS Framework:** Constructs with a purpose in mind, using a variety of resources.

*Think about: How big do you want your traffic lights to be? What will you use them for? E.g. a game, outdoor role-play with bikes and scooters, small world play. What will you use to make your traffic light? What shapes, colours do you need?*

Resources: Junk modelling boxes, black, red, orange and green card or other traffic light coloured materials, scissors, pva glue, tape, images of traffic lights

**Outdoor:** Can you play the game traffic light?

**EYFS Framework:** Responds to simple instructions. Children show good control and co-ordination in large scale movements.

Teach the children the outdoor game of traffic lights. All children stand in a space. If they hear the word 'red' they stand still, 'amber' they walk around and 'green' they run.

*Think about: Can you follow the traffic light instructions? Can you look for different spaces as you walk/ run around? Can you manage not to bump into anyone?*

Resources: Outdoor Area