



# Picture News

## In the Early Years

### Speaking and Listening

**EYFS Framework:** Children know about similarities and differences in relation to living things. They show care and concern for living things and the environment. They talk about features of their own immediate environment.

**Look at the Picture News poster:** What can you see? Do you know the name of this animal? Where do you think it is? Tell the children this animal is called an African black rhino. They live in the wild in Africa.

*Think about: What do we mean when we say they are living in the wild? Discuss how living in the wild means they are not a pet, and no one feeds them or helps to look after them. They look after themselves, find their own food and live outside. These rhinos are an endangered species, which means people are worried that there are not many of them left. The African black rhinos have been in the news because the number of them has started to go up.*

*Think about: Do you think it is good news that the number of African black rhinos is starting to go up? Why? Do you like rhinos? What do you like about them?*

#### **Question: Which animals do you enjoy seeing in the wild?**

Discuss that the African black rhinos live in the wild in Africa. (Locate Africa on a world map). There are lots of different kinds of wild animals that live in Africa. Can you name any of them?

*Think about: What wild animals do you see when you're out and about? Look at some of the different animals that you might see in the wild on the **EY Resource**. Did you think of all of these? Did you think of any others?*

*Think about: Which wild animals do you like the best? What do you like about them? Which animals don't you like? Why?*

#### **Useful Video:**

The Richest Crocodile in the World – Give Us A Story!

<https://www.youtube.com/watch?v=0ablHy1wcMc>

### **Storytime:** Can you listen to a story set on the African plains?

**EYFS Framework:** Listens to and joins in stories. Describes main story settings.

Listen to the story: The Richest Crocodile in the World by Daniel Postgate (see useful video link). Before listening, explain that this story is set in Africa and shows lots of animals living in the wild on the African plains just like the African black rhinos do.

*Think about: What African animals can you see? What is it like on the African plains? What is a waterhole? What do you think the animals use the waterhole for? Do the animals want to live in a house? Why not?*

**Resources:** The story (see useful video section)

### **Maths:** Can you play a game of hide and seek like the African animals did?

**EYFS Framework:** Children use everyday language to talk about position.

Cut out the different African animals and the preposition word on the EY Additional Resource 1. Tell the child you are going to hide one of the animals, but you are going to give them a clue. Pick a preposition word and share it with the children e.g. 'under'. Tell the child you are going to hide the animal **under** something. Repeat with different animals and different preposition words.

*Think about: Where could you look? Remember I said it was **under** something. What clue did I give you? Can you now hide one of the animals **behind** somewhere?*

**Resources:** African animals to cut out and preposition words (See EY Additional Resource 1), scissors

### **Outdoor:** Can you spot as many different wild animals as you can when you go out for a walk with your family?

**EYFS Framework:** Children talk about the features of their own immediate environment. They talk about similarities and differences in relation to living things.

*Think about: What do you think we might see? Where can we look for wildlife? I wonder where we might find birds or minibeast! What can you find? What can you tell me about the animal? What colour is it? How big is it? Can it fly/jump/run?*

**Resources:** A camera would be useful to take photos of some of the wildlife you spot

### **Writing and drawing:** Can you draw and label all the different animals you spot in the wild?

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

*Think about: What animals did we see in the wild? Can you draw them? What does that animal have? Can you label the different parts of your animals? How are these animals the same? How are they different?*

**Resources:** Wildlife spotting proforma (see EY Additional Resource 2), pencils, colouring pencils, sound mats, photos of animals spotted