

Speaking and Listening

EYFS Framework: Children are confident to speak in a familiar group. Children know about similarities and differences in relation to places and objects.

Look at the Picture News poster: What can you see? What do you like about this picture?

Tell the children that this is a picture of a wall in a place called Sharm El-Sheikh in Egypt. Locate Sharm El-Sheikh on a world map.

Think about: Have you ever heard of the country Egypt before? Using the poster to help you, what do you think it might be like there?

It has been in the news that a new wall, 22 miles (36km) long, has been built around Sharm El-Sheikh.

Think about: What is a wall? Can you see any walls from where you are now? Why do you think a wall has been built around Sharm El-Sheikh?

Lots of people like to go on holiday to Sharm El-Sheikh and the wall has been built to help people that visit feel safe. The wall is very tall and now the only way to get into Sharm El-Sheikh is to go through one of the four gates within the wall.

Think about: Do you think building a wall around Sharm El-Sheikh is a good idea? Do you think it will help all the people that want to go on holiday there feel safe?

Question: Where do we see walls?

Look at the **EY Resource**, which shows some different places where you might see some walls.

Think about: What different kinds of walls can you see? Why do you think these walls have been built? Can you think of any walls you see all the time? Where are they? What are they for?

Exploring Mixed Media and Materials: Can you build your own wall?

EYFS Framework: Selects appropriate resources and adapts work where necessary.

Think about: What will your wall be for? (A house, a garden wall, animal field wall, a climbing wall for a toy etc). What will you use to build your wall? How tall shall we make the wall? Can you test if your wall is strong enough? How could you make your wall even stronger?

Resources: To build the wall - building bricks, wooden blocks, stones

Writing: Can you write some instructions to tell other people how to build a wall?

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: What do you need to build a wall? What do you need to do first? How can you make sure your wall is strong? Do you have any final tips for building a good wall?

Resources: Instruction writing proforma (see EY Additional Resource 1), your own ready built wall, pencils, sound mats

Singing: Can you learn to sing the song Humpty Dumpty?

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

Teach the song Humpty Dumpty (see useful video song).

Think about: Can you have a go at singing the song Humpty Dumpty? I wonder if we could make up a dance to go with the song! What actions could we do for this part of the song?

Resources: Humpty Dumpty song (see useful video section), props such as toy horse, toy king, cut out Humpty Dumpty (see EY Additional Resource 2)

Maths: Can you use your positional language to talk about where Humpty Dumpty is?

EYFS Framework: Can describe their relative position such as 'behind' or 'next to'.

Model to the child putting Humpty in different positions around the wall and model the vocabulary to say where Humpty is e.g. "Oh look, Humpty is **on top** of the wall. I'm going to move him to a different place, now he's **behind** the wall."

*Think about: Where is Humpty now? Can you tell me using our position words where Humpty is? Can you put Humpty **in front** of the wall? Can you now move him to the **side** of the wall? Can you move Humpty to different places around the wall and tell me where he is?*

Resources: Cut out Humpty Dumpty, wall and positional language cards (see EY Additional Resource 2), scissors, card

Useful Video: Humpty Dumpty – Super Simple Songs

<https://www.youtube.com/watch?v=nrv495corBc>