



# Picture News

## In the Early Years

### Speaking and Listening

EYFS Framework: Children are confident to speak to others about own interests and opinions. Children know about similarities and differences in relation to living things.

**Look at the Picture News poster:** What can you see? Where do you think this photo has been taken? Have you ever been to a toy shop before? What do you, or would you, like to look at most of all in a toy shop?

Sometimes a new toy comes out in the shops that lots of children want. Because lots of children want it, we call it a popular toy. Unicorns have been very popular. Do you have any unicorn toys in your home, or do you know anyone that does? It has been in the news that at a toy show in New York, America there were llama toys everywhere and some people think that llama toys are going to be the next most popular toys. Some people think they will soon be more popular than unicorns!  
*Think about: What is a llama? Have you ever seen one before? What do you think they look like? Can you have a guess what they might look like if you have not heard of one before?*

**Question: Do we think Llamas will be the next popular toy?**

Look at the **EY Resource**, which tells you lots of information about llamas.  
*Think about: What do you think of llamas? Do you like them? What do you like about them? Do llamas remind you of any other animal? Which animal do they remind you of? How are they the same/different? Would you buy a llama toy? Why/why not?*

**Useful Video:**

**Llama Humming**

<https://www.youtube.com/watch?v=Jcd0zI522Vs>

### Role-play: Can you make your own toy shop?

EYFS Framework: Uses language to imagine and recreate roles and experiences in play situations.

Discuss what a toy shop is like (toys on shelves for people to see, price tags to see how much the toys are to buy, a shop keeper that will answer any questions you have and take the money for the toy you wish to buy)

*Think about: How could we make a pretend toy shop? How could we display the toys to sell? How much do we think we should sell these toys for? Which toy will be the most expensive? Which toy will be the cheapest? Do you think we should have any toy offers on? I wonder if they buy one toy, would they get another one free!*

Resources: Toys, paper and tape for price tags, pens, coins

### Writing and Drawing: Can you write a fact sheet about llamas to help other people learn all about them?

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 have you learnt about llamas that you think other people would like to know? What family of animals are the llamas from? What do they have all over their body?*

Resources: Llama fact sheet (see EY Additional Resource 1), EY Resource for facts about llamas, pencils, crayons

### Maths: Can you use the llamas to help you solve some subtraction problems?

EYFS Framework: In practical activities and discussion, beginning to use the vocabulary involved in subtraction. Counts objects up to 10.

*Think about: How many llamas do you need to start with? Can you check your counting? Remember to count slowly and carefully. How many llamas do you need to take away? How do you now find out how many are left? Can you show me how to work out this problem using the llamas all by yourself? What do you need to do first? Now what do you need to do? And finally, how do you work out the answer?*

Resources: Ready to cut out llamas and subtraction problems (see EY Additional Resource 2)

### Exploring and Using Media and Materials: Can you invent and make your own toy?

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

*Think about: What kind of toy would you like to make? I wonder if it's going to be a toy animal, a vehicle, or something else! What do you think you need to make your toy? How will you attach different parts?*

Resources: Junk modelling materials, paper, scissors, tape, colouring pencils