

# Shadsworth Infant School Newsletter

## Friday 21st June 2024



***Education is not optional! There is an expectation that children are in school everyday!***



**Message from Mrs Crompton**





As the weather is getting warmer please can we remind you to apply sun cream to your child/children prior to school, bring a sun hat or cap for them to wear during outdoor play.

The whole school enjoyed the Travelling Science Show experimenting with Science and having fun this week! - please check our Facebook page for photos.

Have a wonderful weekend, enjoy the sun and please remember to stay safe!

**There is an expectation that children are in school everyday! Here is this week's attendance and lates.**



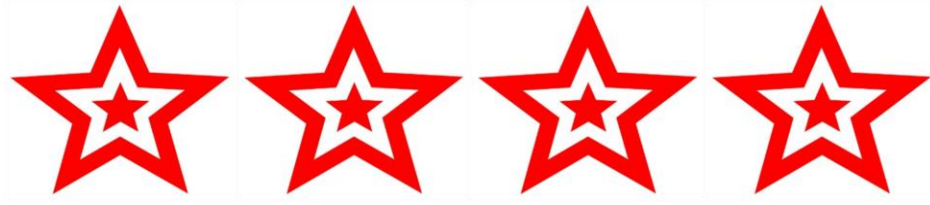
Class	%	Lates
RB	86	5
RM	92	3
1J	88	12
1W	89	5
2H	94	8
2GH	95	10
<b>Total</b>	<b>91</b>	<b>43</b>

**Shadsworth Stars This week we said 'Well Done' to .....**



Class	Good Work	Good News
RB	Umar F	Alexander S
RM	Lillith H	Willow-Grace K
1J	Ava-Jayne B	Luna-Rain C
1W	Freya A	Matthew C
2H	Cole W	Eva-Rose W
2GH	Amy-Leigh P	Marcel L

Headteacher Award goes to	Parker M-H Class RB
Lunchtime Award goes to	Aadvika A Class 2GH



Dates for your diary



DAY	TIME	EVENT
Wednesday's 26th June 2024	3.45pm- 4.30pm	Stay & Play for New Reception Children
Wednesday 26 <sup>th</sup> June 2024	During school time Departure time: 9.00am prompt	<b>Year 1's visit to Blackpool Zoo</b> Consent slip and payment of £20.00 is payable to your child's class teacher by Friday 21 <sup>st</sup> June 2024 Children are to wear appropriate school uniform and will be provided with a school packed lunch for the day.
Monday 1 <sup>st</sup> July 2024	2.15pm	EYFS Sports Day weather permitting
Tuesday 2 <sup>nd</sup> July 2024	2.15pm	KS1 Sports Day weather permitting
Wednesday 3 <sup>rd</sup> July 2024	During school time  8.45am prompt	<b>Class RB visit to Lytham St Anne's</b> Completed consent form and £7.00 payable to your child's class teacher by Friday 28 <sup>th</sup> June 2024 Children are to wear suitable clothing and footwear for the day. A sun hat/cap and have sun cream applied to them at home weather permitting. Children will be provided with a packed lunch for the day.
Thursday 4 <sup>th</sup> July 2024	During school time  8.45am prompt	<b>Class RM visit to Lytham St Anne's</b> Completed consent form and £7.00 payable to your child's class teacher by Friday 28 <sup>th</sup> June 2024 Children are to wear suitable clothing and footwear for the day. A sun hat/cap and have sun cream applied to them at home weather permitting. Children will be provided with a packed lunch for the day.
Friday 5 <sup>th</sup> July 2024	During school time	Transition Day - This is a really important day for your child/children.
Friday 5 <sup>th</sup> July 2024	1.00pm	<b>Nursery Open Day for September starters</b> - Nursery Classroom - Please meet at the Nursery door through the Tarbert Crescent Gate
Wednesday 10 <sup>th</sup> July 2024	TBC	<b>Nursery Fun Day in School - letter to parent will follow soon</b>
Friday 12 <sup>th</sup> July 2024	9.00am	<b>Class RM Assembly</b>
Monday 15 <sup>th</sup> July 2024	3.20pm	<b>School Reports sent home</b>
Wednesday 17 <sup>th</sup> July 2024	1.30pm	<b>Year 2 Leavers Festival</b>
Thursday 18 <sup>th</sup> July 2024	9.00am	<b>Year 2 Leavers Assembly</b>
Friday 19 <sup>th</sup> July 2024	1.30pm School closes for halfterm	<b>Non-Uniform Day - Please bring £1</b> - thank you for your continued support
Wednesday 4 <sup>th</sup> September 2024	8.00am for Breakfast Club 8.35am Soft Start 8.45am for Learning	<b>Year 1's, Year 2's and Rising 3's</b> - School Re-Opens
Wednesday 4 <sup>th</sup> September to 6 <sup>th</sup> September 2024	Various Times	<b>Nursery Home Visits</b>



A huge thank you again to all who supported our PTFA Film Night.







**With the money raised we have purchased lots of games to use for wet play times. The school councillors have been busy organising them into classes to be distributed for the children to enjoy! Thank you for your continued support!**

### **The Cancer Bank Collection**

**Please note we are only able to collect brand new items in their original packaging and label.**

**Here are a few suitable items we are collecting :-**

**Soft hair brushes, dark nail varnish, hats, gloves, scarves, head bands, soft tooth brushes etc... Please see below flyers for other ideas.... Many thanks for your continued support!**

## What is the cancer bank?

We are an organisation set up to support people starting their Cancer Journey.



## What do we need?

Soft hair brushes, transfer eyebrow tattoos, dark nail polish, large tooth combs, thermometer, shower sleeves

Hats, gloves, scarves, snoods, headscarves, thermal slippers/socks (with grip soles), head bands.

[BRAND NEW PRODUCTS IN-PACKAGING ONLY]

Soft toothbrushes, non-alcoholic mouthwash, emollient cream (plain/perfume free/Lanolin free: Aveeno, E45, MooGoo, neuro genic, Aqueous Cream.), lip balm, hand sanitizer

Please note that we can only accept brand-new products in original packaging with labels. This is due to the risk of infection.



## What we will do:

We are asking for donations of newly bought items that people might need if they are going through cancer but don't have a lot of money to buy these for themselves.

## Nursery Places Available for September 2024!



For enquiries, admissions or to arrange a visit, please call 01254 698002 or email:  
office@shadsworthinfant.blackburn.sch.uk 15hr Part- Time and 30hr Full- Time Places For more  
information about our Teacher led Available Nursery, visit:  
<https://www.shadsworthinfants.co.uk>



As you are aware we use ParentMail for our communication. Please download the App to receive notifications to enable you to keep up to date on school communications and completion of relevant documents etc. Also, please check out our school facebook page.



## Take a look at KS1 Picture News W/C 17th June 2024

**What's happening  
in the news this week?**



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

17th - 23rd June 2024



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



The UK government has launched a new website, [prepare.campaign.gov.uk](https://prepare.campaign.gov.uk), designed to help people plan for potential dangers and equip themselves with the necessary knowledge and resources to respond effectively. Households are encouraged to understand the hazards in their local area by checking their long-term flood risk and signing up for flood and weather warnings. Creating an emergency plan is another key aspect of being prepared, including deciding on escape routes and keeping important phone numbers to hand.



Learn more about this week's story [here](#).  
Watch this week's useful video [here](#).  
This week's Virtual Picture News [here](#).



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## How does it make me feel?



<b>sad</b> despondent disconsolate doleful downhearted forlorn gloomy melancholic miserable woeful wretched	<b>angry</b> aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	<b>happy</b> beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	<b>confused</b> adrift baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	<b>excited</b> animated elevated enlivened enthusiastic exhilarated exuberant thrilled	<b>worried</b> agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy	<b>overwhelmed</b> engulfed inundated overburdened overloaded saturated submerged swamped	<b>afraid</b> alarmed apprehensive daunted fearful frantic horrified petrified terrified
<b>guilty</b> ashamed compunctious contrite culpable penitent responsible rueful	<b>jealous</b> bitter covetous desirous envious envying resentful wary	<b>thankful</b> appreciative grateful gratified indebted obliged relieved	<b>shocked</b> astonished astounded disconcerted distressed dumbfounded horrified staggered stunned surprised	<b>disgusted</b> affronted appalled horrified repelled repulsed revolted sickened	<b>inspired</b> activated encouraged exhilarated galvanised influenced motivated	<b>embarrassed</b> ashamed awkward chagrined demeaned discomfited humiliated self-conscious uncomfortable uneasy unsettled	<b>interested</b> absorbed captivated curious engaged enthralled fascinated gripped intrigued riveted

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## This week's story looks at events related to ...



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Read through the information found below, which explains more about the government's new advice on preparing for emergencies.

**What are some of the items the government advises having, to be prepared for an emergency?**

Battery or wind-up torch – torches are safer than candles.

Portable power bank for charging your mobile phone.

Battery or wind-up radio to get updates during a power cut.

Spare batteries.

First aid kit.

Hand sanitiser and wet wipes.

Bottled water.

Food items that don't need cooking, such as tinned meat, fruit or vegetables. Don't forget food for pets.



Picture: The new poster from the UK government's preparing for an emergency campaign. Source: Gov.uk.

**'If there was a national power outage, how many of us have torches and batteries? If the water went off, how many of us have a few bottles stored away? And if there was a cyber attack, how many of us have the means to listen to the radio without mains power or Wi-Fi?'**

Deputy Prime Minister, Oliver Dowden, explaining reasons for the new advice.

**Share your response to the advice. Is it something you are already thinking about at home or school?**

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Look at the resource below, which shares some emergency and non-emergency situations.



What do you think is happening in each image? Is each situation an emergency? Why?

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Look at the resource below, which shares some examples of how other countries prepare for emergencies.

### Japan

Some countries in the world are more prone to earthquakes. In Japan, earthquakes can be frequent with some reaching strong intensity levels. Japan has advanced monitoring systems so they can send out warnings to people. This is through television broadcasts, loudspeakers in towns and cities, and radio, distributed by the government, for those in rural areas.

Children practise earthquake drills in school and adults are told where their nearest evacuation centres.

People are encouraged to stock up on food, water and other essentials and secure items, such as furniture and shelving, in their homes.

Downloading the J-Alert early warning app means people living in or visiting Japan can receive warnings straight to their phone.

Pictured: Tokyo Tower is an observation and communications tower.



### France

In case of an emergency or breakdown in France, each person travelling in a vehicle must have a high-visibility, reflective vest. They need to be easy to access, so should be stored in places such as glove compartments or on the back seat. The vest must be put on before leaving the vehicle in an emergency or breakdown. It is also a legal requirement to carry a warning triangle.



### Australia

In Sydney, Australia, the beaches are popular places to visit. In the summer, some beaches can have up to 50,000 people on them!

These beaches are often patrolled by lifeguards, who use whistles, sirens, loudspeaker announcements, hand signals and verbal directions to help keep people safe.

A red and yellow flag signals where it is safest to swim, and black and white chequered flags signal the surfing area. Beaches may also be closed as the water is considered too dangerous. This could be because of rip tides or sightings of sharks, jellyfish etc.

In schools, children are taught beach safety, including how to prepare for a beach day, how to check the water and learning about rip tides.



For each example, discuss the potential emergency and how it is prepared for.

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Should we always be prepared for an emergency?



## Reflection



Whilst we may not be able to plan or know when to expect them, we can prepare for possible emergencies. Thinking about what we may need and the best way to respond to unexpected events could keep ourselves and others safe.



## Rule of Law

Many rules and laws exist to guide us on how to behave and respond in emergency situations. We are all responsible for upholding these rules and laws to keep everyone safe.

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## Protected Characteristics



When planning for an emergency, it may be necessary to consider a variety of measures that take all needs into account so everyone can be safe.



© Picture Press 2021



# UN Rights of the Child



Governments must make sure all children survive and develop in the best way possible. This includes supporting families to prepare for and respond to emergency situations.



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## Useful vocabulary



### Equip (oneself)

To gather the necessary things for a specific situation.

The UK government has launched a new website ... designed to help people ... equip themselves with the necessary knowledge and resources to respond effectively.

### Hazard

A source of danger or harm.

The UK government has launched a new website ... prepare.campaign.gov.uk designed to help people plan for potential hazards.

### Mains power

The electricity that is supplied to people's homes.

How many of us have the means to listen to the radio without mains power or Wi-Fi?

### Means

A way of doing or achieving something.

How many of us have the means to listen to the radio without mains power or Wi-Fi?

### Outage

A period when a service, such as electricity, is not available.

If there was a national power outage, how many of us have torches and batteries?

### Portable

Easily moved or carried by hand.

Portable power bank for charging your mobile phone.

## Can you use them in your writing this week?

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### Picture News

Should we always be prepared for an emergency?

The UK government has launched a new website, prepare.campaign.gov.uk, designed to help people plan for potential dangers and equip themselves with the necessary knowledge and resources to respond effectively. Households are encouraged to understand the hazards in their local area by checking their long-term flood risk and signing up for flood and weather warnings. Creating an emergency plan is another key aspect of being prepared, including deciding on escape routes and keeping important phone numbers to hand.

**Listen Think Share**

- Look at this week's poster and share what could be happening in this week's story. Read through the story. It is all about preparing for emergencies. How important do you think it is to be prepared at different times?
- Read through the information found on the assembly resource, which explains more about the government's new advice on preparing for emergencies. Share your response to the advice. Is it something you are already thinking about at home or school?
- Watch this week's useful video, which shares the items the government has advised people store in their homes. Can you think of any other items you may need to prepare for different emergencies e.g. clothes, food, shelter?
- Have you ever experienced a time of emergency? Were you prepared for it? If not, can you imagine how you might respond to an emergency? How might you feel differently being prepared for an emergency, in comparison to facing one unprepared?

#### Reflection

While we may not be able to plan or know when to expect them, we can prepare for possible emergencies. Thinking about what we may need and the best ways to respond to unexpected events could keep ourselves and others safe.

### Picture News

KS1 focus  
What are some examples of emergencies that we may encounter?

**Listen Think Share**

- By law, schools must carry out fire drills. Can you remember what to do when you hear the fire alarm? Why do you think schools have to have fire drills regularly?
- Can you think of any other emergency situations? How might you prepare for these situations? How might you try to respond to the moment?
- Look at the images on resource 1, discuss each image and decide whether it is an emergency or not. What makes some of these situations an emergency? How are they serious? E.g. threat to life, need specialist assistance.
- For the non-emergency pictures, what might turn these situations into an emergency? E.g. getting into difficulty in the water, falling on the bouncy castle.
- As a class, use the discussions you have had so far to write a joint definition of what an emergency is.
- Pick one of the images from resource 1 and work as a group to discuss how you might prepare for and respond to that situation e.g. stay calm, call for help, keep yourself safe.
- Share ideas with the class. Are there any common themes? Discuss some top tips for keeping safe or responding in an emergency to display in the classroom.

#### Reflection

We can be mindful of potential risks and dangers and learn how to handle them, in case of an emergency. It is important to keep ourselves and others safe.

### Picture News

KS2 focus  
What do other countries around the world do to prepare for emergencies?

**Listen Think Share**

- An emergency can be defined as a serious, unexpected and potentially dangerous situation, which requires immediate action. Do you agree with this definition? Can you think of any examples of emergencies?
- Look at resource 2, which shares some examples of how different countries prepare for emergencies. For each example, discuss the potential emergency and how it is prepared for.
- Japan lies across several tectonic plates, making it one of the world's most earthquake-prone countries. Different places in the world can be affected by different natural disasters, which can impact how emergencies are prepared for. What natural disasters do you think could potentially affect you? Are you aware of any emergency procedures you need to follow to help keep you safe?
- It is against the law not to carry high-visibility, reflective jackets and a warning triangle when in a vehicle in France. Can you think of anything else people could carry in their vehicles to prepare for emergencies?
- As well as preparing for emergencies, we can also try and prevent them. How do you think emergencies could be prevented at school and home?
- Immediate action is often required when responding to emergencies. Do you think some people are better at this than others? How can being prepared affect our ability to act immediately?

#### Reflection

Different parts of the world can be affected by different emergency situations. Learning more about the potential danger we may face and how we can respond to them can help us act quickly and keep safe.

## Picture News

### KS2 follow-up ideas

#### Option 1

Creating an emergency plan is one way of being prepared.

- Do you have any emergency plans at school or home?
- Do you know how to respond to fire alarms, someone hurting themselves in the playground or heavy snowfall?
- Do you know where the nearest phone or first aid kit is located?

If possible, look at some examples of emergency plans. You could then create your own emergency plan for your school or home.

#### Option 2

Read and research to find out more about a natural disaster. Think about:

- Which natural disaster will you research?
- Tornado, volcano, wildfire, blizzard, cyclone?
- Where in the world is affected by the natural disaster?
- How does the natural disaster occur?
- Can it be predicted? How?
- Is it measured? How?
- How do people prepare for it?

You could organise your information as a fact file, non-chronological report, poster or presentation to share with others.

## Picture News

### KS1 follow-up ideas

#### Option 1

999 is the number to call in the UK if you find yourself in an emergency. Use the guide below to help you practise making a 999 call with a friend.

1. Make sure you are safe, then dial 999.
2. You will be asked which service you require out of police, ambulance, fire and rescue or coastguard.
3. You will be asked for your name, address, and phone number.
4. You may be asked to stay on the phone until help arrives.

Do you know where to access a phone at home and school? It is also useful for you to know your home address and phone number. If you don't know it, you could use your school address for this activity – but make sure to ask someone when you go home!

#### Option 2

Which of the emergency services would you like to know more about? What would you like to know? Write a letter to your local service asking some questions. You could even ask if they would come and do a talk at your school!



## Picture News

### This week's useful websites

**This week's news story**  
<https://uk.news.yahoo.com/uk-households-told-practice-emergency-12240509.html>

**This week's useful video**  
[How to prepare for emergencies](https://www.youtube.com/watch?v=H-M-YsQjyKA)  
[www.youtube.com/watch?v=H-M-YsQjyKA](https://www.youtube.com/watch?v=H-M-YsQjyKA)

**This week's Virtual Picture News**  
[www.picture-news.co.uk/discuss](https://www.picture-news.co.uk/discuss)

#### This week's vocabulary

##### Equip (verb)

To gather the necessary things for a specific situation. The UK government has launched a new website... designed to help people... equip themselves with the necessary knowledge and resources to respond effectively.

##### Meaner

A source of danger or harm. The UK government has launched a new website... designed to help people plan for potential hazards.

##### Mean power

The electricity that is supplied to people's homes. How many of us have the means to listen to the radio without mean power or Wi-Fi?

##### Means

A way of doing or achieving something. How many of us have the means to listen to the radio without mean power or Wi-Fi?

##### Outage

A period when a service, such as electricity, is not available. If there was a national power outage, how many of us have torches and batteries?

##### Portable

Easily moved or carried by hand. Portable power bank for charging your mobile phone.

## IN THE SPOTLIGHT 1

NEWSPAPER  
17th - 23rd  
June

### 1, 2, 3, Caw!

Recent research has revealed that crows may be able to count up to four! The birds are known for their intelligence and their cheeky ways, but this new discovery has amazed scientists. The study involved showing a quantity of objects to the crows, who then responded with a number of caws to match. The crows were right more times than not, and they were rewarded for a



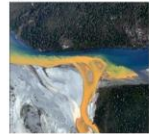
Picture: A cartoon crow. Source: Getty

correct response with a tasty treat! Interestingly, human toddlers go through this stage of development, making a number of sounds to match a number of objects, when learning to count. Scientists believe that crows have developed this counting ability because it helps them with practical tasks in their day-to-day lives, including checking all their eggs are safe, choosing food-rich areas to forage and staying in large groups to avoid predators. For some scientists, the most important finding from the study is that the crows paused before answering correctly, taking longer pauses before counting higher quantities. The pauses indicate that the birds are thinking and planning their responses carefully. Clever crows!

## Orange in Alaska

Rivers in Alaska's arctic region have been turning orange in recent years. Some of the discoloured rivers can even be seen from space! Scientists have discovered the rusty orange colour could be a result of minerals entering the water due to melting permafrost. Permafrost – permanent frost – is soil or underwater sediment that remains frozen for two years or more. The oldest known permafrost is nearly 700,000 years old! As this frozen layer of soil thaws, metals such as zinc, copper and iron that were previously trapped are released into streams and rivers. This is a

problem for communities that use the rivers for drinking water as well as for fishing. Researchers are currently in the middle of a three-year project which is aimed at understanding the problem better and finding the right solution.



Picture: Kotik River, Alaska. Source: @007Amish on X

### Can remembering difficult times help shape a better future?



*I think if something horrible has happened before, we should know not to let it happen again. Trish, 8*

Let us know what you think about this week's news [picture-news.co.uk/discuss](https://www.picture-news.co.uk/discuss) [help@picture-news.co.uk](mailto:help@picture-news.co.uk) @HelpPicture

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## IN THE SPOTLIGHT 2

NEWSPAPER  
17th - 23rd  
June

### D-Day Commemorations

Chris Williams, Headteacher at West Dean CE Primary School, has been in touch to share with us that children from the school's Year 5 and 6 recognised the location shown on one of our posters immediately. They had recently visited the British Normandy Memorial at Ver-sur-Mer, Chestnut Class at the West Sussex school were quick to recognise the exact spot as one they had been to during their four-day residential trip to Normandy, France. Staff and learners took with them a commemorative flag (pictured right) that was later flown in their village for the D-Day anniversary. Mr Williams said, 'It is our Year 5 and 6 class (Chestnut Class) pictured. We



Picture: Pictures from the children's visit to the British Normandy Memorial at Ver-sur-Mer. Source: Chris Williams, Headteacher at West Dean CE Primary School

took them on a four-day residential trip to Normandy the week before the half term break. During our trip we visited the British Memorial at Ver-sur-Mer and took some time to remember the fallen whilst viewing the incredible 1400 strong silhouette installation. As a symbolic gesture, we took the D-Day flag from our village (West Dean, near Chichester) across the Channel and back again. On Thursday we'll be flying the flag on our school flagpole, for all of the village to see.'

## Valuable Vintage Toy

A Star Wars Boba Fett action figure has been sold by Heritage Auctions for £411,000! The 1970s hand-painted, missile-firing Boba Fett toy is now the world's most valuable vintage toy. Created in 1979, it was never released to the public as it was deemed a choking hazard. Only two of this super rare model of the bounty hunter are still in existence. 'The rocket-firing Boba Fett action figure long ago became such a mystic icon that people worldwide know about it even if they don't collect anything at all,' said Joe Magdalena from Heritage Auctions. 'We knew this one had a chance to enter the record books, and it was thrilling to see it become the most valuable toy in the world.' The previous title holder was a one-of-a-kind Barbie wearing a one-carat diamond, which sold for £238,000 in 2010.



Picture: The hand-painted, missile-firing Boba Fett vintage toy. Source: Heritage Auctions Facebook page

### Can remembering difficult times help shape a better future?



*It's important to look to the past to learn from what has happened. It also means we can remember and respect the people who died in wars. Tilly*

Let us know what you think about this week's news [picture-news.co.uk/discuss](https://www.picture-news.co.uk/discuss) [help@picture-news.co.uk](mailto:help@picture-news.co.uk) @HelpPicture

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**TAKEHOME** 

## In the news this week

The UK government has launched a new website, [prepare.campaign.gov.uk](http://prepare.campaign.gov.uk), designed to help people plan for potential dangers and equip themselves with the necessary knowledge and resources to respond effectively. Households are encouraged to understand the hazards in their local area by checking their long-term flood risk and signing up for flood and weather warnings. Creating an emergency plan is another key aspect of being prepared, including deciding on escape routes and keeping important phone numbers to hand.

**Things to talk about at home...**

- Do you have any plans in case of emergencies in your household? Is it something that you prioritise?
- Have you, or anyone at home, ever experienced an emergency? Were you prepared for it? If so, if it happened again, is there anything you would do differently?

Should we always be prepared for an emergency?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others [www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

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## Take a look at EYFS Picture News Week Commencing 17th June 2024

**What's happening in the news this week?**

 **Picture News**  
In the Early Years



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

17th - 23rd June 2024



**What items could help us in an emergency?**

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



The government (the people who make rules and decisions for the country) have brought out a new website called [prepare.campaign.gov.uk](http://prepare.campaign.gov.uk). The new website is to help people plan and know what to do in case there was ever an emergency.

*Think about: What is an emergency? Do you know any of the emergency services? If you ever needed one of the emergency services, what number would you ring?*

The government wants us to be prepared for different emergency situations, e.g., sometimes stormy weather can cause the electricity in our homes to cut off, or lots of rain can cause flooding on roads, and we may not be able to get to shops to buy food.

*Think about: Have you ever lost the electricity or water supply in your home? If we don't have electricity, what does that mean in our home? What will we be unable to do? What about if the water stopped coming out of the taps?*

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## This week's story looks at events related to ...



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## How does it make me feel?



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## Have you heard any new words?



Write any new words here and talk about what they mean 

EY resource



Look at some of the different things that the government suggests we should all have in our homes.



battery torch



battery radio



spare batteries



bottled water



long-lasting food



first aid kit

Do you know what all these things are? How do you think they will help us in an emergency?

Do you know if you have any of these things in your home? Why do you think a lot of the food items are in cans?

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EY resource



Can you write a list of all the things every home needs to be prepared for an emergency?

My list of emergency items

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do I need at home to be prepared for an emergency?



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### Rule of Law

New rules and laws are often brought in by the government. Rules and laws are there to help keep everyone safe.

### Protected Characteristics

When planning for an emergency, it may be necessary to consider a variety of measures that take all needs into account so everyone can be safe.







# UN Rights of the Child



Governments must make sure all children survive and develop in the best way possible. This includes supporting families to prepare for and respond to emergency situations.



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## Weekly vocabulary



Speaking and Listening	Writing	Role-play	Maths	Science
food drink supplies government website suggest plan prepared emergency emergency services fire and rescue police ambulance electricity water supply weather rain flooding batteries torch radio	write list words items emergency goods battery torch radio bottled water tinned food first next last read back	fire and rescue emergency services firefighter team weather rain flood flooded roads clear safe traffic cars hose drain	cut out scissors stick glue team organise sort torch radio batteries cans tinned food count number more fewer How many?	science experiment lightbulb battery wires crocodile clips connect press open on off touch switch

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## Picture News In the Early Years

**Speaking and Listening**

**Birth to 3 Months:** Listen to reports, updates and catch phrases, names, things and actions. Talk about what's happening and the story.

**Look at the Picture News poster:** What can you see? What do you like or dislike about this picture? What do you think could be happening in this week's story?

The government (the people who make rules and decisions for the country) have brought out a new website called 'prepare' campaign you do. The new website is to help people plan and know what to do in case there was ever an emergency.

**Think about:** What is an emergency? Do you know any of the emergency services? If you ever needed one of the emergency services, what number would you ring?

The government wants us to be prepared for different emergency situations, i.e., sometimes a stormy weather can cause the electricity in our houses to cut off, or lots of rain can cause flooding on roads, and we may not be able to get to shops to buy food.

**Outdoor Role-play**

**Can you take on roles of being part of a fire and rescue team?**

**Birth to 3 Months:** Use language to imagine and represent roles and experiences in the classroom. Discuss when roads get flooded after a lot of rain, it is the fire and rescue emergency service that will go out and help. They help to clear the water and make the road safe again.

**Think about:** I wonder what emergencies will come through in the fire and rescue team today? It's raining a lot today, I wonder if there will be any floods? Oh no, there is a flood, what will the team need to do to make the road safe again? How will you warn the traffic coming through?

**Resources:** Outdoor area, bikes and scooters, firefighter dress up clothes, outdoor role-play equipment such as cones, crates, wooden planks, tyres

Picture News Early Years

**Writing**

**Can you write a list of all the things every home needs to be prepared for an emergency?**

**Birth to 3 Months:** Items to develop their phonics knowledge by being capable to listen, then their handwriting skills, knowledge in writing things such as numbers, names, and professions in context.

When people want to get organised and make sure they remember everything they need, it can be useful to write a list. Can we help everyone remember what emergency items they need in their homes by writing a list?

**Think about:** Can you remember any of the items the government thinks we should all have in our homes? What is the first item you will write on your list? Can you think of anything else people should have? Can you read back what you have written on your list?

**Resources:** Drawing and writing profoma (see **EY Resource 1**), pencils, sound mats

**Science**

**Can you build a simple circuit to make a light come on?**

**Birth to 3 Months:** Talk about why things happen and how things work.

**Think about:** Can you try and get the lightbulb to come on? How do you think you could do this? What could you try? Where do you think the power comes from to make the light come on? How can you connect the battery to the lightbulb?

**Resources:** Lightbulb circuit kits

**Maths**

**Can you cut out and organise all the items you need to store away for an emergency?**

**Birth to 3 Months:** Engage in substituting numbers to four and under five. Recognise basic understanding of number to solve practical problems in play and everyday activities.

Recap on this week's news story and discuss some of the items that the government have said we should all have in our homes in case of an emergency. Show children **EY Resource 2**, which I share jumbled up images of some of the suggested items. Discuss how the items need organising so that knowing what we have is much easier. Model cutting out the items and putting the cards together, the batteries together etc.

**Think about:** Which items will you cut out first? Is there another one of those anywhere? How many cans of food do you have? Can you put all your cans together? Do you have more of these bottles of water than cans of food? Do you think that would be enough water in an emergency?

**Resources:** Images of emergency items (see **EY Resource 2** - this may need enlarging to A3 for some children), scissors, blank sheets of A3 paper, glue sticks

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Can you **take on roles** of being part of a fire and rescue team?



<b>Provision area</b>	Outdoor Area
<b>Birth to 5 matters</b>	Uses language to imagine and recreate roles and experiences in play situations.
<b>Key questions (for adults supporting play)</b>	I wonder what emergencies will come through to the fire and rescue team today? It's raining a lot today, I wonder if there will be any floods? Oh no, there is a flood, what will the team need to do to make the road safe again? How will you warn the traffic coming through?
<b>Key vocabulary</b>	fire and rescue, emergency services, firefighter, team, weather, rain, flood, flooded, roads, clear, safe, traffic, cars, buses, train

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Can you **write a list** of all the things every home needs to be prepared for an emergency?



<b>Provision area</b>	Writing Area
<b>Birth to 5 matters</b>	Starts to develop their phonetic knowledge by linking sounds to letters. Uses their developing phonetic knowledge to write things such as labels and captions, often progressing to simple sentences.
<b>Key questions (for adults supporting play)</b>	Can you remember any of the items the government think we should all have in our homes? What is the first item you will write on your list? Can you think of anything else people should have? Can you read back what you have written on your list?
<b>Key vocabulary</b>	write, list, words, items, emergency, goods, battery, torch, radio, bottled water, tinned food, first, next, last, read back

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Can you **cut out and organise** all the items you need to store away for an emergency?



<b>Provision area</b>	Maths
<b>Birth to 5 matters</b>	Engages in substituting numbers to four and maybe five. Beginning to use understanding of number to solve practical problems in play and meaningful activities.
<b>Key questions (for adults supporting play)</b>	Which item will you cut out first? Is there another one of those anywhere? How many cans of food do you have? Can you put all your cans together? Do you have more or fewer bottles of water than cans of food? Do you think that would be enough water in an emergency?
<b>Key vocabulary</b>	cut, out, scissors, stick, glue, organise, sort, torch, radio, batteries, can, tinned food, count, number, more, fewer, how many?

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Can you **build a simple circuit** to make a light come on?



<b>Provision area</b>	Investigation Area
<b>Birth to 5 matters</b>	Talks about why things happen and how things work.
<b>Key questions (for adults supporting play)</b>	Can you try and get the lightbulb to come on? How do you think you could do that? What could you try? Where do you think the power comes from to make the light come on? How can you connect the battery to the lightbulb?
<b>Key vocabulary</b>	science, experiment, lightbulb, battery, wires, crocodile, clips, connect, press, open, on, off, touch, switch

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Introducing our mindful calendar, each month the calendar will give you ideas and suggestions of how to be more mindful as a family. Please take a few moments to look at the calendar, share the information with your child/children, have fun and enjoy!



### **Breakfast Club Rule**

**IT IS ESSENTIAL EACH TIME YOU DROP YOUR CHILD OFF AT BREAKFAST CLUB, YOU BRING YOUR CHILD INTO THE SCHOOL HALL, GIVE YOUR CHILD'S NAME AND MONEY TO THE MEMBER OFF STAFF SAT AT THE TABLE NEAR THE PATIO DOORS.**

**PLEASE DO NOT DROP YOUR CHILD OFF AT THE SCHOOL GATES.**

**Please can we remind you that Breakfast Club needs to be paid for daily, it is £1 per day or £4 for the week to be paid in advance on the Monday - Thank you**