

# Different Feelings

When might you feel each of the feelings and emotions below? Draw or write your answers.



**Happiness**



**Love**



**Loneliness**



**Worry**



**Frustration**



**Fear**



**Excitement**



**Jealousy**

### EY Resource

Look at the pictures, which show different people taking tests for different reasons. Do you know anyone that has taken a test? Can you ask people in your home what tests they have taken before? What was it like? How did they feel when they were taking them? How did they feel when the test was over? Have you already taken any tests or what sort of test do you think you might take when you are older?



Taking a driving test

Source: Paisley Scotland



A maths exam

First Aid Source: FVSU



A swimming badge test

Source: Loren Kerns



A ballet exam

Source: Changjin Lee



A first aid course

Source: will kay



# Picture News

## In the Early Years

### Speaking and Listening

**EYFS Framework:** Children respond to what they hear with relevant comments, questions or actions. They talk about past and present events in their own lives and in the lives of family members.

**Look at the Picture News poster:** What can you see? What do you think this person is doing?

Tell the children this person is doing a test.

*Think about: What is a test? Why do people take tests?*

Explain that a test is when someone has to show someone everything they can do or have learnt. Explain that lots of older children, who are 16 and 18, have to take exams which are tests to find out how much they have learnt at school. They then get told how well they have done, and they use the marks they are given from the tests to help them carry on at school, go to university or get a job. It has been in the news that this year, because of the coronavirus, no one will be able to take their exams/tests so their teachers will work out what marks they will get instead.

*Think about: Do you know anyone who was supposed to be taking their exams? How do you think people will feel about not being able to take them?*

**Question: What tests have people you know taken before?**

Lots of people have taken tests for different things.

Look at the pictures on the **EY Resource** which shows different people taking tests for different reasons.

*Think about: Do you know anyone that has taken a test? Can you ask people in your home what tests they have taken before?*

*What was it like? How did they feel when they were taking them? How did they feel when the test was over? Have you already taken any tests or what sort of test do you think you will take when you are older?*

**Small World Role Play:** Can you act out being a driving instructor or someone taking their driving test?

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

*Think about: Who is going to take the driving test? What will the instructor say to them? I hope nothing goes wrong! What will the driver need to show the instructor they can do? What should they do when they come to a junction?*

**Resources:** Toy cars, road map or homemade road, Small World (or toy) people

**Writing:** Can you make a certificate for someone in your family to say well done for passing a test?

**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.

Recap on the discussion about tests or exams people in your family have taken before.

*Think about: What test or exam did they take? What could you write on the certificate? How do you think they will feel to receive a certificate?*

**Resources:** Certificate proforma (see EY Additional Resource 1), pencils, letter/sound mats

**Maths:** Can you pass the number bond challenge?

**EYFS Framework:** In practical activities and discussion, beginning to use the vocabulary involved in adding.

There are 7 different ways to make 6 using 2 numbers. Can you find them all? Use EY Additional Resource 2 to help you.

*Think about: Have you split the rainbows into 2 groups? How many are there in one group? How many in the other? What if one group had no rainbows in it? How many would the other group have? You have found 2 + 4 makes 6 but could you use these numbers in a different way? What other numbers would you like to explore? I wonder how many different number bonds there are that make 10. What could you use to help you find out?*

**Resources:** Number bonds to 6 resource (See EY Additional Resource 2), scissors, pencil

**Outdoor:** Can you make a physical/obstacle test for a member of your family?

**EYFS Framework:** Experiments with different ways of moving. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

*Think about: Where does your course start and finish? What kind of movements do you want to include (jumping, running, hopping, balancing, skipping, crawling etc)? What happens if the person doing the course makes a mistake? Could you now make the course harder? What can you change?*

**Resources:** Outdoor space, markers for different parts of the course.



Use this sheet to let a grown-up write down all your thoughts on this week's story.

- What is a test?
- Why do people take tests?
- What tests have the people in your home taken before?
- How did they feel before and after the test?



What tests have people you know taken before?