

Espresso News: Lesson ideas for Foundation Stage

Duration: 15 to 20 mins

Learning activities may be used flexibly.

Curriculum objectives

Early Learning Goals

Communication and language

- **Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- **Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Literacy

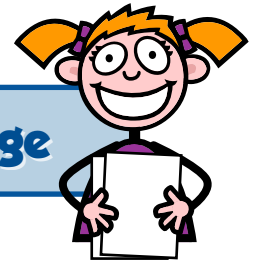
- **Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Child-friendly outcome(s)

- Greater curiosity about and interest in events happening in the world around them
- Improved attention to stories revealed in the news
- Confidence talking with others about what they see and hear in the news
- Listening with greater care
- Increased relevance in the questions they ask
- Speaking in full sentences, with increasing awareness of simple present and past tense

Resources on Espresso

[Weekly News Foundation Stage](#)



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Introduction/Starter

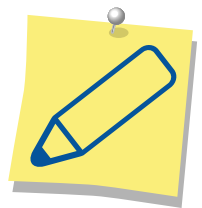
- Introduce the subject matter from this week's Weekly News e.g. by using a picture or prop stimulus.
- Ask children to talk in pairs about what they already know and/or feel about the topic.
- Ask the children to come up with questions about the subject matter – what would they like to know?



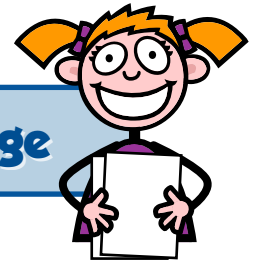
Learning activities

Step 1 provides a starting point for any news lesson.

Subsequent steps may be used in order to create variety in the lessons and to allow for variation between classes, as well as variation in the Weekly News topics.



1. Watch or listen to the Weekly News video at least twice (duration is approximately 2 mins):
Once hiding the visuals, then again using audio and video together
Or
Once with no sound, then again using audio and video together
Or
Start by watching the full audio-visual version, then follow-up with either sound-only or video-only.
- After each viewing/listening, ask the children to list as many facts as they can remember.
- Ask them which version they find easier to concentrate on and which one helps them remember more?
- Did the news make them want to ask a question? Hear any questions; see if other children can provide answers. Would another viewing help?
- Focus briefly on the news item's impact on or relationship with the children's own lives. This will of course vary from week to week.
- Discuss the 'most important facts' from the video. Is there disagreement as to which are the most important? Why might that happen? Would another viewing help?
2. Try increasingly to link recalled facts to as many of the 5Ws as possible (where, when, what, who, why). A visual prompt can be helpful e.g. an outline of a hand showing the 5W questions, or a wizard's hat from which children draw out each of the 5W questions. In time, move the children towards thinking about (some of) the Ws as they watch/listen to the video.
3. Have the children try, in pairs, to say what the video was about in one sentence. Make sure they use a complete sentence (model as necessary). How many of the Ws can they include? Do they need more than one sentence?
4. As appropriate, have them (attempt to) write their sentence/s – possibly on mini-whiteboards.
5. Ask volunteers to read or recount their sentence/s in front of the class or group; make it clear that they are taking the role of news-reader/presenter; it may be beneficial to have them perform with the muted video in the background. As appropriate, focus not just on accurate sentence construction, but also on correct use of tense to refer to past, present and future events. Are there any remaining questions about the news item?



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Plenary

- Did anything in the news make you go, 'wow!'?
- Did anything make you think, 'I can't wait to tell other people...'?
- Get up and tell at least one other child the most interesting or important thing you learnt from the news today.
- What fact will you try to remember to tell your mum/dad/carer?



Extension

1. Have children work in pairs to come up with news quiz questions to ask each other.
2. The Weekly News is available in transcript, so introduce reading of the transcript as soon as you think individual children may be ready. Explain to them that it is very tricky (it's for grown-ups!), but the muted video may help, and that it is absolutely fine to miss words out – it's just about having a go.
3. Ask children to practise and then demonstrate a retelling of (part of) the news, standing beside the muted video.
4. Ask children to try to notice things that are facts and things that are opinion (what a person thinks but may not be true), and to start considering how we know facts are true. (Transcript sentences may be cut up and, with guidance from an adult, sorted into 'Fact' and 'Opinion' piles.)

