



EYFS Understanding the World. Communication & language

Picture This!

Using a street scene image to develop observation and discussion skills about cycling and the environment around us

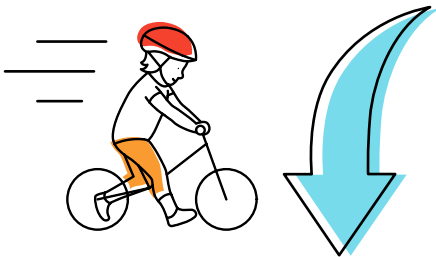
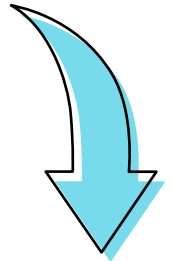
READY EYFS LINKS & SESSION OUTCOMES

Understanding the World. People and communities: children know about similarities and differences between themselves and others.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

This learning resource supports pupils to:

- Share observations of a street scene image, the building, people, transport.
- Discuss the environment and how cycling rather than travelling by car can be better for the environment



SET WHAT YOU WILL NEED

- **The street scene image ppt slide** (or A4 copies for pupils, available in colour and black and white)
- **Conversation Starter. Teacher Prompt.**



PEDAL WHAT TO DO

- Share **The street scene image** with pupils
- Ask the pupils to describe what they can see in the image
- Use the **Conversation Starter. Teacher Prompt** to guide observations/discussions if required
- Discuss how cycling may be better for the environment, also what cyclists experience that car users may not (sounds, smells, sights)
- Pupils can colour in the black and white street scene too!

TO MAKE THIS LEARNING ACTIVE



Pupils can stand and view the image rather than sit to reduce sedentary behaviour. Alternatively create a jigsaw from the image, hide the pieces for the children to go and find before starting the discussion.

DID YOU KNOW?



Being physically active, such as cycling in green spaces can make us enjoy it so much that we need more and then less open space gets built on. Hurray!







EYFS

Understanding
the World.
Communication
& language

**Teacher
Prompt**



**TOOLs
for
SCHOOLS**

 Department
for Transport

Conversation starter. Teacher prompt

Numbers and counting

How many?.....

Bicycles, cars, flowers, cyclists,
windows, rain drops, shops

Shapes

Windows, tyres, zebra crossing stripes,
sun, traffic lights

Colours

Knowledge of the world

There are 2 shops (Florist, bakers)

What other shops might we see in a
town?

Where might the cyclist who has left their
bike by the shop have gone and why?

Why might the bike have a basket on the
front?

Traffic light discussion

Road safely, zebra crossing,

Weather discussion

Rain, sun, rainbow, temperatures,
windscreen wipers, suitable clothing for
cycling in different weathers

Environment

Where is the exhaust fumes from the
cars coming from?

What does this do to the air?

Do bicycles create exhaust fumes?

Do the flowers and rabbit prefer clean
air or exhaust fumes?

Physical activity

Which is healthier for the air, cycling or
travelling by car?

Is cycling good for your health? And why?

Which parts of the body do you use
when cycling?

Active travel

Who travels to school by car?

Who walks?

Who cycles or scooters?

Senses

If you were cycling in this town what
might you be able to see, hear, and smell?

If you were travelling by car through the
town what might be able to see, hear and
smell?

What other differences might there be
when travelling by bicycle or car?