■ SCHOLASTIC

My favourite things

The familiar images on our poster can enhance and motivate discussions about the children's favourite things

Activities to support the Early Years Foundation Stage

Personal, Social and Emotional Development

- Explore each group of the poster's images in turn; for example, name the toys and discuss the children's favourites. Do they have a favourite toy that does not feature on the poster? Why do they like their chosen toy so much?
- Name the pets on the poster and ask if any of the children have one of these. Who has a different pet? Which would be their favourite if they could choose? Invite them to explain how they would provide food, shelter and exercise for their pet.

Communication, Language and Literacy

- If possible, read the book Would you rather... by John Burningham before exploring the poster so that you can pose similar 'wacky' poster-linked questions to stimulate the children's imaginations. For example, you could ask; Would you rather eat an orange and worm sandwich or have snails and bananas on toast? Ask pairs of children to make up questions for their partners.
- Invite the children to design posters, displays or books about their favourite things, using the poster for ideas. Encourage them to take photographs, make drawings and cut out catalogue and magazine images.

Problem Solving, Reasoning and Numeracy

- Spread four hoops on the floor. Make laminated signs reading 'pets', 'fruit', 'toys', 'activities', and put one in the middle of each hoop. Decide which sign most accurately describes each poster image and which images fit into more than one category. For example, a ball could be considered an activity and a toy. Sort a mixed-up selection of objects from these categories into the hoops. (Use the laminated copies of our poster images, available as an online exclusive on our website.)
- Provide each child with four squares of card and invite them to draw their favourite pet, toy, activity and fruit from the poster on separate cards. Create block graphs of the cards for each category. Discuss the results.

Knowledge and Understanding of the World

- Encourage children to think about the properties of their favourite things. Ask individuals to choose something from the poster and then invite others to ask questions to try and guess the choice. Stimulate even more discussion by asking the children what their least favourite things are, identifying why they don't like certain foods, animals or games.
- Explore the images of favourite toys and ask the children where they might find these items in the setting. Discuss why toys in the setting are kept in different play areas. What is the advantage of this? Invite children to name their favourite toy and where they might expect to find it. Extend the discussion to where things from the other categories would be found.



How to use the poster

Display the poster surrounded by four large paper circles, each with an appropriate heading relating to a group of items. Using a length of ribbon join each circle to the centre of the area with the corresponding images on the poster. Fill the circles with appropriate children's drawings, captions and photographs. Position a table underneath the display where objects linked to the poster items, such as a doll's dress, sand toy, fruit bowl and dog's collar, can be explored and matched to the poster.

Physical Development

- Explore the fruit images and identify the children's favourites. Invite them to name other fruits they know. Discuss the importance of eating fruit as part of a healthy balanced diet.
- Extend the above discussion to other factors enhancing a healthy lifestyle. Explore the 'activity' images and talk about how regular exercise helps us to grow strong and healthy. Try marching with instruments, throwing and catching balls, and decide which activity provides the most vigorous exercise. Which body parts are exercised in each activity? What other favourite physical activities do the children have?

Creative Development

- Provide examples of the four fruits to explore and identify different parts, such as peel, skin, pips, seeds and stalk. Smell and feel the fruits before cutting them up and tasting them. Discuss similarities and differences and identify favourites.
- Make up a song to the tune of 'Three blind mice' based on the poster's images:
 Favourite pets, (repeat once)
 Which one is yours, (repeat once)
 Tell us all your favourite pet, (repeat once)
 Mine's a dog (repeat once)

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