

Communication and Language (CL)

- Read the Road Safety Sock stories, reinforcing any new vocabulary.
- Children talk about their road safety experiences. Encourage careful listening, asking questions and turn-taking.
- Create a road safety themed role-play area for children to explore, such as a zebra crossing with a crossing patrol person. Invite children to use phrases they might say during journeys, such as 'wait for the green person', 'it's safe to cross' or 'don't forget to hold your adult's hand.'
- Play a listening game, taking children on a journey from their home to your setting. Children say something they might see. The next child repeats that item and adds their own. Use picture prompts or toys to support the activity.

Literacy (L)

- Read the Road Safety Sock stories and encourage children to help retell them.
- Take it in turns to act out the Road Safety Sock stories.
- Retell the stories using handmade sock puppets.
- Provide some paper circles so children can create road signs for the outdoor area, drawing pictures and adding their own labels.
- Display road safety vocabulary in your setting.
- Explore information and story books on the theme of roads and road safety.

Personal, Social and Emotional Development (PSED)

- Children draw a picture of an adult whom they trust to help them cross the road safely.
- Encourage turn-taking at a makeshift zebra crossing in your outdoor area. Use a sand timer and range of child-sized vehicles.
- In the Road Safety Socks stories, Liv, Zeb and Jaz are kind, helpful and safe. Talk about how children can work together to be kind, helpful and safe too.
- Children share how they get to nursery and their experiences of being safe around roads.



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DISCOVERERS

Understanding the World (UW)

- Meet some of the people in the local community that might help children stay safe around roads (lollypop helpers, police officers, teachers...).
- Set up a small world road crossing area with vehicles for children to use. Include images of crossings, pavements and roads from your local area.
- Add cars into the sand area to explore speed and safety.
- Review the road safety rules every time you leave the setting and go into your local area.
- Walk to a local safe road crossing. Ask children to practise crossing safely with an adult.

Mathematics (M)

- Count the road signs when you're out and about. Explore the shapes of road signs.
- Count the stripes on your own child-made zebra crossings.
- See how many red cars/buses you spot when out and about.
- Create number stories about a road crossing to support children counting forwards and backwards to 10. 'First, there are four people at the crossing. Then, one person joins them. Now, how many are there?'
- Use small world vehicles to practise counting.

EYFS Activity Planner



Expressive Arts and Design (EAD)

- Children create their own Road Safety Sock characters.
- Make a 'STOP' collage using 'STOP' sign handprints by dipping hands in paint. Cut them out for display.
- Provide shallow trays of paint along with wooden blocks and cotton reels. Invite children to create vehicle pictures by dipping the items in paint and printing.
- Children create and decorate their own vehicles using large cardboard boxes and pens.
- Sing along to the Road Safety Socks Song while practising the actions.

Physical Development (PD)

- Recall the actions from Liv's story. When 'stop', 'look', 'listen', or 'think' is called out, children complete the actions.
- Play music and dance like Zeb. When the music stops, children stop and stand still, listening out for traffic.
- Get children to pretend to be Jaz by wiggling and waving their arms. When 'traffic light!' is shouted, children find a friend to hold hands with
- Provide materials for children to make vehicles from playdough or using junk modelling.
- Set up a range of child-sized vehicles in the outdoor area for children to practise riding vehicles across an imaginary crossing in your outdoor area.
- Children make their own zebra crossing in the outdoor area, using chalk.

Characteristics of Effective Teaching and Learning

- Playing and exploring - encourage children to investigate and experience things, and 'have a go.'
- Active learning – support children to concentrate and keep on trying if they encounter difficulties and celebrate their achievements with them.
- Creating and thinking critically – encourage children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.



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