

**Disclaimer: Activities with children must always be risk assessed, including for allergies or choking. Children must always have adequate supervision. Resources and materials must always be appropriate for children's age and stage of development.**

## Activity: Environmental print

### Learning aims

- Understand written text has meaning
- Recognise familiar letters and words
- Recognise familiar numbers
- Introduce new vocabulary
- Talk about own experiences
- Physical activity.

### Resources

- Images of environmental print (ideally from your local area).



### Activity outline

1. Prior to the activity you will need to visit your local area and take some photographs of different types of environmental print (shop names, menus outside restaurants, bus timetables, road signs, road works, town name signs, local shops etc.)
2. Introduce the images you have taken to the children. Look at them together and point out the various environmental print you can see. Ask the children about what the print tells us and why we have it.
3. Environmental print can tell us where to go or what is happening, (road signs/road works and directions), where we are (street signs and town signs, house numbers), what you can buy, how much things cost (market stalls/shops and restaurants), when a place is open (shop open/closed signs or opening times) etc.
4. Invite children to walk around the setting to find different examples of environmental print and to think about what it is telling them e.g. food cartons, name signs on doors, fire exit signs, where resources are stored, etc.
5. Encourage children and parents to look out for environmental print on their way home so they can share what they saw in the setting.

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## Extension ideas

- Focus on one area of your provision and ask children what environmental print may be useful in the area. Encourage the children to make the signs and add them to the area
- Go for a walk in your local community to find environmental print and discuss what it is telling us. Task the children with taking photos of the print you find
- Create your own environmental print board. Where possible, make the board child height so children can take ownership of the display and add examples of print they find in and around their own homes or community e.g. food packets, take away packaging, etc.

## NDNA products to support you with this activity

- [Exemplary Practice with Three to Five-Year-Olds](#) – online course