



Week
Four

Window Gazing -

choose a window in your home that looks out onto the place where you live. Sit and watch together. Give your child time to notice and to point or say things. Depending on their stage of development, you can begin to add words to their pointing; "Yes, that's a bird/car." Or if they are chatting away, you can ask questions: "What can you see? Where do we get to if we go that way/the other way? Who lives over there? How do we get to the corner shop? What's the weather like today? I wonder where that lorry is going?".

Depending on where you live, you might be talking about buildings you can see or about nature. Lots of opportunities for language development.

The World (UTW)

Rhythm and Rhyme -

do some rhyming every day, whatever stage your child is at. You can sing nursery rhymes together, using actions (you can invent your own actions) - pause to give your child time to anticipate the rhyming words. Or make up rhymes about what you're doing - 'Let's wash up that dirty cup.' Or say rhyming strings: cat, hat, bat, mat/coat, boat, float. Start these strings off and invite your child to add words. Clap some beats to words as you go: wash-ing, ap-ple, din-ner.

Reading (L)

This week's activities for you to try at home with your child are about the *Specific Areas of Learning - Literacy (L), Maths (M), Understanding the World (UTW) and Expressive Arts and Design (EAD)*.

Remember to be talking and listening as you play together - then you will also be supporting their communication and language development!

Catwalk Writer - to

support their early writing development, children need to see writing happening around them. You can *model* that for them in lots of ways - writing a shopping list, writing a note for them to take to another family member. Writing down what *they* say will make them notice your writing more! Very obviously jot down a good idea they've had, a funny thing/joke they've said, or extend it by asking them to tell you a little story about one of their toys or family members and write that down. Read back to them what you write so that they begin to connect marks on the page with words said out loud.

Writing (L)

Sofa boat - turn your sofa or a chair into a boat for the day,

making your very own role-play area. If you have a mobile/tablet/screen, or maybe picture book that has a boat in it, you could look at pictures of boats first. Talk with your child about the different kinds of things a boat has. Involve your child in the boat 'building'. Will it have a mast and sails? How could you make one (e.g. broom, sheet, tea towel)? What about oars? A wheel (e.g. a washing up bowl)? Where will you sit? What about the sea? They could cut out bits of paper to be fish, use cushions as islands - watch out for sharks! Who will be captain?

Pack a snack and a drink and go on a voyage!

Being Imaginative (EAD)

Boomerang Maths -

you say it, they bring it back!

Say an amount (3 and under to start with, then 5 and under if they are ready) and an object (e.g. spoons). Invite your child to bring back that amount of that item e.g. please can you bring me back 2 spoons. You can support this by having little bits of paper with the amounts drawn on in dots. Show them the paper with that amount of dots before they go and get the items - model counting the dots with them. If your child is ready, you can extend it with amounts to 10, or by adding a timer (how quickly can they bring them back), or by asking them to go and get *one more* of the object/ saying you need *one less* and getting them to put one back.

Numbers (M)

I'm on top of it -

you can support your child's understanding of where things are in relation to other things with this simple game. Ask your child to choose a toy to play it with. Sit by a chair, or for a smaller version use a little toy and a yogurt pot or small box with an opening cut in the side. Ask your child to put their toy in different places in relation to the chair/pot/box: on top, under, in front, behind, next to/beside, through (tricky one?). Or your child can move to these places themselves in relation to the chair - on top, behind etc. For an earlier stage of development, use these words as you play with your child, commenting that bunny is *on top* of the cushion or dinosaur is *under* the blanket.

Extend this by getting them to ask you to go to different positions.

Shape, Space and Measure (M)



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