

## Fun things to do at home

<b>Communication and Language</b>	Things to do	Things you might need
Two-channelled attention; can listen and do for short span	Enjoy doing things together and talk whilst you're doing them, for example making play dough and then playing with it, preparing meals, cleaning the house, gardening, sorting and putting the washing away, talk all the time by doing a running commentary on what you and your child are doing .	Playdough recipe and ingredients
Respond to instruction involving a two-part sequence	<p>Play a 'shopping' game. Set up some items in your pretend 'shop' and ask your child to remember the items that you have requested on the shopping list. They can go to the 'shop' and put the items in their bag and bring them 'home' to you.</p> <p>If you write a list each time, you and your child can read them when they return 'home' and tick them off.</p> <p>The list can get longer and longer; how many items can they remember? For example, write '2 potatoes' first and let your child go to the shop. Return and check their bag for the items and tick them off the list.</p> <p>Put the potatoes back and write a second list, for example 2 potatoes and</p>	

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	three apples and so on. The game continues.	
<b>Physical Development</b>		
Handles tools, objects, construction and malleable materials safely and with increasing control.	Makes models from either construction sets, playdough or junk materials. Allow your child to use safe tools. Talk to your child as they work. Discuss what they're doing and make suggestion of how things might be created or adapted. Encourage your child to talk as they work, ask questions such as 'tell me about this bit' 'I wonder why you've put that there..?'	Construction sets, playdough, tools, scissors, cellotape, string, paper clips etc.  Junk materials
Eats a healthy range of foodstuffs and understands need for variety in food.	Take every opportunity to cook together. Discuss what you might make for a meal. Talk about the recipe and ingredients followed by creating your own menu. Talk about how foods are put together and enjoy inviting your child to help you make a meal.	Food items
Shows understanding of how to transport and store equipment safely.	Invite your child to help tidy up. For example, put the washing up away/empty the dishwasher.  Teach your child how to do 'jobs' safely, for example, how to carry a pair of scissors carefully, how to put a glass jug in a cupboard, how to stack the plates so that they don't fal.	Everyday chores at home
<b>Personal, social and emotional development</b>		
Can describe self in positive terms and talk about abilites	Make and 'I can' book together. Write the title 'I can' on the front and then on each page write something your child is able	Homemade book, for example a long piece of paper folded to make a zig-zag book, a book that is cut and stapled, fold paper,

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	<p>to do. You can scribe your child's, saying each letter/word as you write or they could write independently if they are able to. They can also have the option to draw a picture on each page of the things they can do.</p>	<p>punch holes and tie with ribbon or string, pens and pencils</p>
<p>Explains own knowledge and understanding and asks appropriate questions of others</p>	<p>Play 'Whats in the box?' by placing an item or picture in a box and then encouraging your child to ask questions to find out what the item is. For example, if a teddy, they might ask 'Is it a toy?' 'Is it hard?' or 'Is it soft?' The rules could mean that you would just answer 'yes' or 'no' to these questions. Aim to have a limit of 10 questions. Consider keeping count using a tally such as adding 10 pegs onto a piece of card, placing 10 pieces of pasta in a bowl, 10 ticks on a piece of paper. Your child will then have to guess after the 10 questions have been asked.</p> <p>Swap roles and allow your child to answer your questions.</p>	<p>A box with a lid that is large enough for any item you might put in it. Paper, pens, cards, pegs, pasta, bowls, items or pictures to go in the box.</p>
<p><b>Literacy</b></p>		
<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Read several books each day. Talk about the books that you read/share:</p> <ul style="list-style-type: none"> <li>• What does your child like about the story?</li> <li>• How are the stories similar? How are they different?</li> <li>• Which is their favourite page?</li> </ul>	<p>Story books that includes traditional tales and more modern favourites.</p> <p>Create an account on the Oxford Owl website to access their eBook Library.</p>

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	Talk about the language of stories for example. 'Once upon a time...' 'Happily ever after' and everything in between.	
Knows that information can be retrieved from books and computers.	<p>Find out things in books or use the internet to find out about things your child is interested in. Encourage your child to make their own non-fiction book about something they're interested in, for example animals, superheroes, space, unicorns, transport etc.</p> <p>As we are in the winter season find out about things that are happening in the outside world. Then go out and see what you can find. Spot some animals you can see in the garden or on your street and identify them in a book or on a computer/ipad.</p>	<p>Dictionaries, non-fiction books</p> <p>PC, tablet, phone, to access 'google'</p>
Begins to break the flow of speech into words.	Make a story map with your child. Draw a large road on a piece of paper or a flattened out box. Plot the story from beginning to end along the road. It could be a well known story or one you make up together. You can write the words for your child and they can write some if they are able. They can add objects from the house to help them tell the story.	Roll of paper, pens, toys such as dolls furniture, construction sets, soft toys.
Writes own name and other things such as labels and captions.	Make some posters to go around your house. Examples include, keep room/drawers tidy, wash hands for 20 seconds, daily chores.	Paper, pens, pencils, crayons etc.

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<b>Maths</b>		
Estimates how many objects they can see and checks by counting them.	Play a game, estimating how many objects you will be able to pick up in a handful. All of the family can take turns. Write down your estimates and then check if you were close.	Beans, shells, pencils, gems, coins, anything in a fairly large quantity.
In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting .	<p>Talking about addition and subtraction when you are eating. Count how many grapes/strawberries/ etc you have and how the number goes down with every one you eat.</p> <p>Place a homemade numberline to 20 in front of each player and a pile of beans in the middle, between the players. Take turns to roll a dice. Count the dots on the dice. Take that many beans, put them in your own pile and move your counter along the number line. When you roll the dice for a second time, take more beans and count how many you have now. Move the counter to that number. The first to 20 is the winner.</p>	Food items, number lines to 20, beans, dice, counters/coins
Orders two items by weight or capacity	Put a coat hanger on a door handle. Attach a plastic bag/small bucket on each side of the coat hanger and you've made a balance. Invite your child to put things in each side to see which goes up and down and decide which is heavier or lighter.	Coat hanger, plastic bags, variety of items
Money	Find a selection of 1, 2, 5, 10 and 20p coins. Set up a shop with items from home, giving them each price tags.	Coins, items from home, paper, pens, string

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	<p>Practice paying with the exact coins to begin with. Then pay for an item using only 1p coins. If your child is happy with this they can then have a go and different coins to make certain amounts.</p>	
<p>Orders and sequences familiar events</p>	<p>Make daily routine cards and put them in order such as getting out of bed, getting dressed, having breakfast and so on. Encourage your child to place them in order and move an arrow along them to indicate what is happening now. Talk about what happened earlier and what will happen next/later.</p> <p>Create a zig zag book about the days of the week. Draw a picture on each day to show what you have done that week, clearly naming each day.</p>	<p>Cards, pens, pencils</p>
<p><b>Understanding the world</b></p>		
<p>Enjoys joining in with family customs and routines</p>	<p>Look at photos of things you have done over the years as a family. Make a scrapbook together</p>	<p>Photos, scrap book, glue, scissors</p>
<p>Looks closely at similarities, differences, patterns and change</p>	<p>Cut off the top of a carrot and put it in a saucer of water and watch it sprout over a few days.</p> <p>Sow some cress seeds. You could use some clean empty yoghurt pots. Place some cotton wool inside and sprinkle some cress seeds on top. Keep the cotton wool moist and watch them grow.</p>	<p>Carrot, saucer, cress, seeds, kitchen roll, tray, water</p>

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	Place a tray of water outside overnight, what do you notice in the morning?	
<b>Expressive arts and design</b>		
Begins to build a repertoire of songs and dances	Find 'sound makers' around your home such a pots and pans. Tap the surfaces with wooden spoons, sticks, hands and so on.	Household items
Explores what happens when they mix colours	Mix some primary coloured paints (red blue and yellow). Place each colour onto an old plate and encourage your child to place each of their hands in the different colours e.g. one in blue and one in green. Then tell your child to rub their hands together and watch the magic happen! Print onto paper with their hands.  Paint onto a tray of ice, what happens to the colours?	Paint, plates, paper, tray, water
Creates simple representations of events, people and objects.	Painting with a variety of paints and brushes using different sorts of paper including wallpaper, coloured paper.  Add some water to some mud outside and use sticks to make mud paintings on pieces of paper.	Paper, brushes, paint, mud, water, sticks