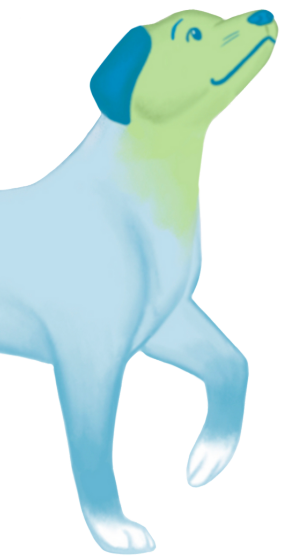


WEEK 14



Sing it out! -

there are lots of ways you can encourage your child to sing. You can model making up little songs about everyday things - putting on shoes, doing the washing, tidying up. Sing about it! Make your voice go high and low, loud and soft. Notice what your child does - at early stages of development they may try to mimic you, making sounds themselves. At a later stage they might begin to sing their own little tunes as they do things in their day. Or you could go full on karaoke! Use a cardboard tube as the microphone, and you'll need a way to play some songs. Start with songs they know. Let them take the lead but join in with them and have some fun. Again, see if you can make your voices higher, lower, louder, quieter. Don't forget to move your bodies too, clap your hands, tap your feet. Remember, you don't need to be an amazing singer!

Counting up and down -

practicing counting helps your child understand number names and that numbers have a set order. Adding movement/actions is a great way to help them remember their numbers. Sing some number rhymes together- include those that count up and those that count down e.g. 'One, two buckle my shoe' counts up and 'Ten green bottles' counts down. Use songs that relate to you and your child, in the language you use at home or songs you know from your own childhood. And you can make up your own number songs or actions! Practice counting down by being a rocket getting ready to blast off - 5,4,3,2,1 BLAST OFF! Count up and down stairs inside or when you're out and about. Count up when you go up some stairs or steps (1,2,3,4,5,) and down when you go down them (5,4 :3, 2,1). Begin with numbers 1-5, then 1-10.

Sensory stories -

to support pre-reading skills, make up a simple short story with an added twist of reality! Include your child as the main character and some sensory props to engage them. Here's an example: 'One day Hafiz was getting ready to for a walk. It looked like it might rain. So, he put on his coat and his wellies. (Your child can actually put them on, or just have them there to touch). His coat felt soft and his wellies felt smooth. He also took an umbrella. And off he went. A big cloud appeared. Then the rain came (if you can be outside, use a watering can/spray with a hose and get a bit wet! If you have to be inside, splash some water on your child's hair and face.) Splish, splash. The rain felt cold and wet. Hafiz put up his umbrella. Now the rain couldn't get him wet, but he could hear it pitter patter on the umbrella (sprinkle some water on the umbrella to make a sound). Hafiz went home for a drink and a snack. 'This is just one example where you can bring a simple story to life. Try a cake baking story, with the ingredients ready to touch or even taste! Use lots of interesting senses vocabulary about what you can see, hear, feel, smell and taste. If you have a mobile device you could take photos of each part of the story and look back at them together, retelling the story.

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)**.

Have some fun with them!

Minibeast Hunt -

we're talking creepy crawlies! Start by talking with your child about minibeasts. If you can, look at some pictures in a book or online. Time to go on a hunt! When you're out and about, do you see any bugs? You could take a photo of each one you see if you have a device with you and look at them again when you get home. Or just talk about them as you spot them. What does your child notice? Does it have wings? Legs or no legs? A shell? How does it move? Does it make a sound? What about a pattern? Where did you see it? There is so much vocabulary you can use: crawl, slither, flutter, scuttle, buzz, hum, spots, stripes. At earlier stages of development make lots of sounds and movement to go with your words when you see different bugs - buzzing, humming, flap your hands when you see one fly, or wiggle your finger for a caterpillar or worm. At a later stage of development, you could make a list together of the different kinds of minibeasts you spot - e.g. legs/no legs or wings/no wings. Or write a list of 4 different kinds of minibeast and your child can make a mark for each type they see on a walk and count them up at the end (e.g. snail, butterfly, spider, bee). Remember to talk to your child about being safe (e.g. bees can sting) and about being careful of the bugs (they are tiny, and we are big!).

Silly pens and pencils -

finding ways to get mark making to be as interesting as possible is the trick! You can make some silly pens or pencils using tape (masking tape is good) and a couple of pens/pencils. You'll need some things to stick on the top of the pen/ pencil (the opposite end to the writing end):short bits of string/wool, a feather, a leaf, short strips of paper made curly by rolling them up and then unrolling them. Anything goes as long as it's small, not too heavy and is safe to use. Use the tape to stick your chosen topping onto the end of your pen/ pencil. You and your child can do this together. Now you have your very own set of novelty mark making pens! You can also tape a pencil/pen to the end of a sturdy toy car, writing end turned down - test to see if when you push the car along the pen/pencil leaves a mark. Stick some paper together to make a long sheet and let your child explore.



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