

## WEEK 16



### Camp out -

You can do this activity indoors or outside. If you can, look at some pictures together of people camping, or just talk about what camping is. What do you need to go camping? You and your child could make a list together: tent (you can use a sheet/blanket), cooking pot and spoon, plate, cup, fork, something to sleep in, something to sit on, sun cream, sunhat, wellies! A torch can be fun if you have one. Help your child collect all the things from your list. Time to make camp! First you need to make your tent. Use a big blanket/sheet over a table or over two chairs. Do some problem solving together until you have it arranged just right. Another blanket or even a grown up's coat can be the sleeping bag and add a couple of cushions to sit on. Your child might want to set up the other things around/inside their tent. Time to do some role play. You may need to model some of the play: 'I'm really hungry, it must be teatime, what shall we eat?' or 'Oh no, it's starting to rain, quick get everything inside and put your wellies on!' or 'It's getting dark, time to get in our sleeping bags, we'll need the torch.' You can extend the play by having your actual lunch in the tent, a bedtime story in there, adding toys to join in on the camp trip. For earlier stages of development, providing a blanket over a table and a cushion to sit/lie on will give your child a different kind of space to move in and out of.

### Amazing Alliteration -

alliteration is when two words close together begin with the same is a fun way of introducing new vocabulary and helping your child to notice the sounds at the beginning of words. You can do this as you go about your day - just add a word that begins with the same sound as the word you're saying: Would you like a bouncing banana? Look at the crazy cat! You've got happy hiccups! You can be as silly and creative as you like, and you can do this whatever stage of development your child is at. When your child is ready, they might start coming up with their own alliteration too!

### Let's get physical! -

as well as being a mark making and a thinking activity, writing is also a physical activity. The muscles in the hands and fingers need to be strong and agile so your child has control over them. Then, when they are ready to hold a pencil, they will be able to manipulate it across a page. We have featured finger activities in the Prime Areas infographics as part of Physical Development, but here are some more to keep those hands and fingers limbered up for writing! Have a go with both hands and choose the ones that seem to best fit your child's stage of development. **1)** Make a fist, squeeze tight, then let go and repeat. **2)** Finger football - screw up a small bit of paper and use the first finger and ring finger as your 'legs'; 'kick' the paper football to each other. **3)** Put your palms together, hands facing up, elbows sticking out to each side and press your hands together as hard as you can. Release and repeat. **4)** Finger sounds - what noises can you make with your hands and fingers? Clapping, tapping, rubbing together, patting. **5)** Duck beaks and crab pincers: fingers out, thumbs underneath, and then open and close to make a quacking duck. First finger and thumb touch and then open apart, both hands at the same time like crab pincers. **6)** Any activity that involves your child using their fingers to pick up/manipulate small objects (remember to make sure they are age appropriate and safe).

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)**. As always, they require very little resourcing, using everyday things from around your home.

### Snail Trail -

when a wet day arrives, go out and about looking for snails. You could start by looking at some pictures of snails online or in a book. Talk about their bodies, their shells, how do they see, how do they move, their slimy trail. When you are outside, can you see any snails? Can you see a slimy trail? Can you follow it? Where does it take you? Does it tell you something? (If it leads to a nibbled leaf does that tell you the snail eats leaves?). You could try gently placing a snail on some paper and watch what happens (remember to put it back where you found it afterwards). What does your child notice? Talk about taking care around other living things. Use lots of language (spiral, soft, hard, slimy, slow). Back home, you could introduce some tape and your child could make a snail trail on paper or the floor, sticking the tape down in wavy lines. At an earlier stage of development, hold a snail for your child to see, watch their reaction and use your facial expressions to mirror theirs.

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