

## WEEK 6

### Knobs, buttons and switches -

find some things with a button/switch to press or a knob to turn. Perhaps a torch, TV remote, or something bigger you can go to like the washing machine (remember to talk about being safe - e.g. why they mustn't touch the knobs on the cooker). Spend time exploring the item with your child. What do they notice?

Can they make the connection between pressing a switch/turning a knob and something happening? How do they think it works? At earlier stages of development, they may begin to put one finger on one button and repeat this action.

For later stages of development, you could extend this activity in different ways: take the batteries out to show them and introduce words like 'energy' and 'electricity.'

Or together you could draw a robot with lots of knobs, buttons and switches, talking about what they make the robot do when you press/turn them.

### Make a number line to 10 -

this helps children to sequence numbers in order and can be a reference for them as they count and use numerals in their play. You'll need some bits of paper, a pen/pencil, some tape/string and pegs. If your child is at an earlier stage, you can write the numerals for them. Or they may be able to write them. One numeral for each bit of paper. Don't forget to include zero! Add dots to show the corresponding amounts, helping your child to make connections. Put the numerals in the correct order together. Then you can tape them up or peg them to some string. Make sure they are at child height. Help your child refer to them as they play, or look for significant numbers, like their age. You could secretly mix some numerals up and see if they notice!

### Post it! -

if you can, have a look at a post box. This could be a picture, or if you have one near your home you could walk past it. Talk together about what a post box is for. How do the letters get in? How do they get out? Who collects them? How do they get to the people they are sent to? Now have a look together in that junk modelling collection you have made (see the Junk Towers bubble) and choose a box to make your own post box from. Discuss with your child what it needs: a hole for the letters, an opening to get them out, maybe some colour (paint, or stick paper on and colour that with felt tips). Is there any writing on a post box? Now you need some letters. Use small bits of paper. At an earlier stage of development your child can mark make, at a later stage they may be able to form some letters. Talk about who they are writing to, what are they writing about? You could model writing your own letter. Add some envelopes if you have some or make your own with folded paper. Talk about why they need to add a name and address. Can you and your child make some stamps? Then you can get posting - and playing post-person too!

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)**.

These will help you create an 'enabling environment' in your home for your child to explore and learn.

### Meaningful print -

helping your child to recognise logos is a great way to support early reading skills. Cut out some labels from everyday things - cereal boxes, cans etc. - until you have a collection. Look at them with your child. They can access this at any stage they are ready for. What do they notice? They might talk about what the logo is for, they may know a letter/s represented in a logo, they may talk about the colours or picture in the logo. Play a game by covering a logo completely with paper, slide the paper slowly to reveal the logo until your child shouts out what it is. Or tape/stick the logos up somewhere so your child can reference them as they play.

### Junk Towers -

save cereal boxes, tubes, plastic tubs and pots (anything that is clean and safe). If you can, have an accessible place where these are kept especially for junk modelling - encouraging independence in your child as they choose what to model with. If you have some, add tape, safe scissors, glue, string. But if you don't have those things, you and your child can still junk model. Give your child time to explore how items balance on top of each other/fit next to or inside each other. If they have a particular goal in mind, can you find a picture of one to help them visualise it (e.g. a car/ house)? If they are fixing things together, how could they do it? Without glue/tape could you make a hole and push one thing inside another?

There will be lots of problem-solving opportunities - 'I wonder what would happen if...' or 'How could you...?'

Your child can access this at various stages of development, from stacking and balancing to full on construction.

