

Masks –
lots of people are wearing face masks. Try to create opportunities for your child to explore and understand them in their play. If you can, look at some pictures of people wearing masks, or if you have one yourself look at it together. Talk about why people are wearing masks: 'my mask protects them, and their mask protects me' is a nice way of thinking about it. Children are not wearing masks as much as adults, and you can talk about why this is. How does a mask make people look? What does it cover up? Talk about how people can smile with their eyes. Make a mini one out of a bit of cloth for your child to put on their toys. Notice how they play, what they say and do with the mask. You can join in and add extra bits of information or talk.

Health and Self Care

Little tasks –
being given the responsibility of small tasks builds confidence. As you go about your day, find little things for your child to do. Please can you carry this box upstairs? Please can you put the plates on the table for lunch? Please can you put water in the dog's bowl? Try and find things that actually need doing so your child feels important and helpful. And remember to praise them when they've done it. If they need help, model/suggest a good way they can do something – 'I wonder if it would be easier if you...' but let them take the lead.

Self Confidence and Self Awareness

Finger breathing –
giving your child some simple ways to manage their breath can help them to feel calm when they are frustrated, sad or angry. Finger breathing is a useful tool. Practice it in a calm moment and explain that it can help them when they have big feelings. Show your child how to open the fingers of one hand out like a star. Then take the pointing finger of their other hand and begin to trace up one side of their stretched-out thumb and down the other. Then up one side of their first finger and then down the other. Show your child how to breathe in gently as they slide up and breathe out gently as they slide down each stretched out finger. Keep going until they have traced up and down all the fingers of their star hand. Can they breathe in through their nose and out through their mouth? How do they feel when they get to the end of their fingers? Once they feel comfortable with their finger breathing you can help them to use it when those big feelings arise. For children at an earlier stage of development you can begin to model finger breathing in quiet moments, doing it with your hands and with theirs.

Managing Feelings and Behaviour

This week's activities for you to try at home with your child are about the **Prime Areas of Learning - Personal, Social and Emotional Development, Physical Development and Communication and Language**. Watch what your child does – they will tell you what they know.

Balancing –
1. *Be a flamingo* – they stand on one leg! If you can, find a picture of a flamingo doing this. Have a go at standing on one leg and then the other. What happens if you hold your arms out to the side at the same time? Or tuck them behind you? 2. *Walk a tightrope*. Again, if you can find a picture this will help your child to imagine it. Do this safely with your feet on the floor! Model putting one foot in front of the other, with the heel of the front foot touching the toes of the back foot. What happens if you put your hands out to the side? Sometimes tightrope walkers hold a stick to help them balance – what could you use? Can you tape a line on the floor or a length of string to mark out the tightrope? 3. If your child is feeling confident about standing on one leg and then the other, they could *try hopping*. At an earlier stage notice your child balancing as they begin to cruise the furniture, or stand unaided, bob up and down, begin to take steps. Providing things to hold onto or push along can support them – and so can a helping hand that turns into just a finger, and then no hands at all!

Moving and Handling

What if...? –
start by making up a 'What if?' to show your child how to play: 'What if...a spaceship landed in our garden? What if...we found out we could fly? What if...toys could talk? Use your 'What if?' as a starting point for talking, listening to your child's ideas, using lots of fun words. How silly can you get? At a later stage of development your child could suggest the 'What if?' themselves. At earlier stages of development play games that involve repeating simple phrases, pointing, and facial expressions ('Where's Teddy?', 'Uh Oh', 'Again, again!').

Speaking

Wait for it! –
this activity is all about listening to and understanding an instruction. Find a space where your child can run – indoors or outside. Show them where the start is and where to run to. Begin by telling them the signal is simply 'Go!' and watch them charge off! Once they can move on 'Go!' tell them the signal to run is 'Ready Steady Go!' and they can't move until they hear 'Go!'. Make it trickier by pausing between the words 'Ready...Steady...Go!'. Can they wait for the final word?

Listening and Attention, and Understanding.

Home Cinema –
spend some cosy time with your child watching their favourite TV show or movie. But first of all, get ready! If your child has been to a cinema then talk about what they went to see, what it was like (lots of seats, you needed a ticket, dark, people eat popcorn). If they haven't been to a cinema, explain that there are places where you can go and watch an ENORMOUS TV with lots of other people, you have to buy a ticket, you can get snacks to eat there and it's dark so you can see the big screen better. Maybe look for some pictures of a cinema online if you have access to a device. Next ask your child what they think they need to make a cinema at home – tickets, snacks, maybe move some chairs around, how can we make it dark? And you need to choose a movie. Use bits of paper or cut up cereal packets to make tickets (your child could mark make on them). If there are more of you in your household, maybe other family members could come to your cinema? Your child can collect the tickets, show everyone to their seats, share out snacks. And then cosy up and start the film. At an earlier stage of development, take a moment to share some cosy time watching TV with your child, talking about what you can see.

Making Relationships

Week
Thirteen



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