



Week Nine

Spider's web –

have you got some string or wool, even tape would do? Together with your child, wind the string/tape around bits of furniture across the room – from a table leg to the back of a chair, over the sofa, under a cushion on the floor. Weave it in and out of things, tie knots in it, until you have a sort of giant spider's web. Now try to cross the room without touching the web! Use lots of language: over, under, through, between.

Moving and Handling: Fine Motor skills (fingers and hands) and Gross Motor skills (whole body movements)

Teach me –

as you go about your day, ask your child for help. You can do this by thinking out loud: 'This is really difficult to reach. I wonder how I can get up there?' Or asking directly: 'This zip is very tricky. Please can you do it up for me?' Or you can get in a muddle, like putting your wellies on the wrong feet, or your socks on your hands, and then your child will just HAVE to sort you out! You can extend this with some pretend play: set up a 'school' or 'nursery' – use cushions as chairs, or a blanket/towel as the carpet area. Your child can be the 'teacher' and you are ready to learn. Add some toys as the other 'pupils' and then your child could share a familiar book with you and the rest of the 'group', acting in the way their key worker/teacher does. Let them take the lead.

Self Confidence and Self Awareness

Name that toy –

this activity helps children keep people in mind. Think about someone your child is close to but can't see at the moment –

Grandad, their Key Person, a friend. Choose a toy that could 'be' that person for the day. Invite your child to join in with the game: 'Today we're going to pretend that Teddy is Grandad. We're going to call him Grandad all day! What will Grandad wear today?' Your child might remember that Grandad's favourite colour is green and find something green to dress Teddy in. They might point out that Grandad wears glasses – can you make some together out of card from a cereal box? As you go about your day, model inviting 'Grandad' to join in: at lunchtime 'Would Grandad like a sandwich?' or watching TV 'What would Grandad like to watch?' As you do so, think together about the things Grandad likes/doesn't like. If you can be in contact with the person your toy is pretending to be, get them involved. Perhaps they can start the game off over a phone call/face time in the morning? Or chat at the end of the day, so your child can tell the real person all about it. For earlier stages of development, use a photo and talk about a person they are close to but can't see right now. Point out Grandad's glasses, his silly hat he always wears, his favourite food.

Making Relationships

How can we help...? –

choose a toy and begin this activity by saying 'I think Bunny is feeling sad today. What could we do to help her?' (You could pick another feeling – silly, grumpy, tired). Notice what your child suggests and follow their lead: a cuddle, share a story book, make them cosy in a blanket. Perhaps your child uses a gentle voice and comforting words. At an earlier stage of development, you can model things to do to help Bunny, inviting your child to join in. This activity will help your child to role play responding to the feelings of others.

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**. Some you can do all the time, learning together as you go about your day, and some need a special moment to play and learn.

Make some noise! –

collect pots/pans/a bucket/empty washing up bowl, and some wooden/metal spoons. Put the pans etc. upside down on the floor. Give your child time to explore these resources. Notice what they do. Then begin to model different ways to make a noise with them. Use lots of vocabulary: tap, bang, loud, quiet. Play a stop/start game: you say 'start' and they tap/bang, and then 'stop' and they stop making a noise. For later stages of development, you could tap a simple 3 beat rhythm for your child to copy. Or can they copy loud/quiet noises? Or do they notice that different beaters/things they hit make different kinds of noises?

Listening and Attention, and Speaking

Wash your hands –

this everyday act has become even more central to self-care and the care of those around us. Does your child know why washing hands is important? Have a chat with them about what they think – you know your child best so choose a way to talk about this that will work for them, keeping it fun. It could be they are muddy/painty and they need to get cleaned up. That's something they can see. You can explain germs to them by asking them to think of something tiny. Have fun by trying to think of smaller and smaller things. Explain that there are even smaller things called germs that we can't see, and they can make us ill. But luckily we can wash them away! On bits of paper, draw some pictures of the different things you do when you wash your hands: get some soap, turn on the tap, rub your hands together, between the fingers, rinsing, drying. Together, put them in the right order and tape them near to the sink. Refer to them when your child is washing their hands, using sequencing words: first, next, then, last. Don't forget to choose a song to sing to make sure you wash them for long enough.

Or you could use a timer.
Health and Self Care, and Understanding



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