

Week
Seven



Making lunch/dinner –
sometimes (but not always) helping to make a meal will encourage children to eat it! You can talk about healthy choices: why are fruit and vegetables good for us? Choose real kitchen tools they can handle and be close by to make sure they are safe. Show your child how to do the different tasks: the fine motor skills of chopping/spreading or the gross motor skills of stirring/kneading. Then let them have a go, giving them time to practice these skills. If the meal needs to go in the oven or on the cooker you can talk about hot and cold and how to be safe near the heat. For earlier stages of development, can you give your child a safe bowl and spoon, or plastic knife and fork as part of their play? You may be able to make some playdough for them to roll and chop or let them mix soil and water.

*Moving and Handling and
Health and Self Care*

Make some rules –
agreeing on a few clear boundaries together can help children manage their feelings and behaviour. Think of an area where having a rule might be helpful: e.g. the toys are left lying around. Ask your child why this isn't working: the toys might get broken, lost, someone might hurt their feet! Then ask them for help to make this better: we need to put them away, when/how to clear up (e.g. keeping out something they are building so they can go back to it later is a good idea, tiny bits of lego all over the floor is not!). Model writing your agreement in a positive way: We will help tidy away the toys at the end of the day. Add a simple drawing to aid understanding. Stick this up on the wall at an accessible height. Refer to it when you need to – and your child can too if you need reminding. It works both ways!

*Managing Feelings and
Behaviour*

On Display –
Explain that you're going to make a special place for your child to put their creations (mark making, drawing, emergent writing, models etc). Together, look for a place you can use. It will need to be at child height, so they can add things independently and see them easily: the door of a kitchen unit, a bit of wall, a low shelf (this is a good option if you can't stick things up or your child likes to construct). Ask your child for their ideas – how can we stick things here? Can you reach? Place tape/blue tack low down nearby, or you may have decided on a low line of string and pegs. Would your child like to make a label for their display area? Model putting something in this special place and encourage your child to add things as they create – valuing their creations and supporting self-esteem. You will need to have a tidy up every so often to make more room. Your child can help make decisions about what to keep up and what can come down.

*Self Confidence and
Self Awareness*

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**, using one activity to support more than one aspect. Everything you do with your child, even the simplest of things, has the potential for so many learning opportunities.

I'm in charge! –
this activity is all about instructions. Model it for your child first. Begin with a simple instruction: Please put on your wellies/Please touch your toes/Please close the door. Then add in some silly ones: Please flutter like a butterfly/Please go upside down on the sofa. At earlier stages of development keep the instruction very simple ('Where's Teddy?'); your child's understanding will be greater than their ability to express things. They may begin to copy your words or repeat familiar words (e.g. 'Teddy!'). At later stages, give a two-part (or more) instruction: Please put on your wellies and do some star jumps. Then let them be 'In Charge' and give you instructions.

Understanding and Speaking

Silly Sounds –
model making a silly sound with your voice. Try a pop, click, raspberry, hum, oooo – be creative! Exaggerate the way you move your face to make the sound: a big O shaped mouth for ooo, stick your tongue out for the raspberry, press your lips together to make an mmmm. Invite your child to join in – for later stages of development you can begin to take turns so you each copy the other's sound and face. For earlier stages, mirror the natural sounds your child experiments with, giving them time to repeat them – like a conversation.

*Listening and Attention
and Speaking*

Play time –
when children play, whatever they are playing at/with, they are doing, experimenting, exploring, problem solving, creating, pretending, communicating (the list goes on) and they are learning how to be social – the cues, expectations, boundaries, sharing, taking turns, how they feel, how others feel. At home, they may be learning this with siblings, and they can learn it with you! Join in with your child's play, whatever they are doing and whatever stage they are at: let them take the lead, watch and listen, make a suggestion yourself, and pick up on their ideas, ask to use something they have, model turn taking, model how something makes you feel (I feel sad that we're not sharing the red car, what can we do?). Balance joining in with letting your child play alone, alongside, or with other family members if they are around.

Making Relationships



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