

### "Look what I've found" collage

Explain to your child that you're going to make a collection. In the garden or even when you're out and about encourage your child to collect interesting things that they find such as leaves, fallen petals, stones or sticks. Remember to talk to your child about safety and only allow them to collect things that are safe. Bring the collection back home and you can firstly look at and talk about all the things that you have collected describing the shapes colours and textures... then use the items to create pictures and patterns. This may be straight onto a table or the floor or stuck onto a piece of paper. They may want to create a repeating pattern (e.g. leaf, stick, leaf, stick) or an actual picture for example of a face using the items. Congratulate them on how artistic they are and encourage them to be proud of their creation.

**Expressive Arts and Design**  
(Exploring media and materials)

### 'At Home' Salon!

Start by collecting a brush or comb and some hair dressing accessories (clips, bows, bobbles) you could make a simple water spray using an old spray bottle but make sure this is safe and clean and some empty shampoo bottles, a mirror... You could use online pictures of hair styles or pictures from magazines. Talk with your child about what hair dressers do and have a look at some of the pictures together. You could plan which style you could like... Now it's time to play hair dressers! Allow your child to style your hair or they may want to be the customer themselves. You could even do some pretend cutting using your fingers. You could also include hair washing and add bobbles and bows. Maybe they could then style other members of the family too... let their creativity run wild and then you could take pictures to create your own salon display!

**Understanding the World**  
(People and Communities)

### A Secret Message

We you'll just need some small pieces of paper and something to mark make/ write with. You can model first writing some fun messages to your child and then hide it somewhere that you know they'll find it for example in their shoe or on their bed. They will be very excited when they find it so you can share their excitement and read the message together. Now it's their turn! Remember it doesn't matter if they can't yet 'write' you can ask them to help you to 'read' what it says. You can also encourage them to leave messages for other members of the family too and discuss where they will hide them, why it's a good place and when they find them your child can help them to read the message.

This activity will not only encourage them to mark make but also to link the idea of mark making for a purpose to share information

**Literacy (Writing/ Reading)**

**Why not try some of the learning tasks for this week...to support the following areas of**

**Early Years Learning**

**Literacy**

**Maths**

**Understanding the World**

**Expressive Arts and Design 10**



### Story Sequence

(This is a good way to expand the Tales Toolkit story structure that your child will be familiar with)

You could use a story that your child is familiar with or make up a simple one of your own.

You could use the Character, Setting, Problem and Solution but then also think about the different parts of the story. What happens at the beginning, what happens next, what's going on in the middle of the story and then the end? Using pieces of paper or post its draw little picture or write a sentence for each part of the story. You can then tell the story together. You can even extend this by changing the order of the pictures and discussion what's wrong? Does it still make sense or not and why?

**Literacy**  
(Writing/ Reading)

### Shape Detective

Cut out some different shapes from paper or card (cereal boxes for example) These can be regular shapes like circles and rectangles or random shapes. Look at the shapes with your child and then hide them around the house or garden. Ask your child to be a shape detective to go and find them and when they do... encourage them to use lots of descriptive language to describe each shape like curved, straight, wavy, spikey, pointy etc

If you're using regular shapes you could extend it by asking your child to go and find things in the house or garden that are the same shape as the shapes that they have found. When you're out and about you could also look for or point out things that are a particular shape or have the properties that you've been talking about for example "the lorry has big round wheels" "the top of the fence is very pointy"

This will encourage your child to recognise and describe a variety of different shapes

**Maths**  
(Shape, Space & Measure)

