

### Rhyme time, rhythm time...

Try to do a bit of rhyming each day. This may be singing rhymes together, or making up your own rhymes and songs.

You could make up funny rhymes, like rhyming names or rhyming strings, 'cup, bup, dup, lup' Give your child the opportunity to predict the rhyme (you can also do this with the rhymes in stories that you read)

You can talk with rhythm too, saying sentences rhythmically or clapping the beats as you talk. "Run-ning, lis-ten-ing"

**Literacy (Reading)**

### Modelling

It is really important that children see others writing to support their own mark making and writing. Make it obvious to your child when you are doing some writing and why, for example, writing a shopping list ("so I don't forget what I want to buy at the shops") You can encourage your child to do the same so there is a purpose for their writing/ mark making and depending on their level of development, encourage them to just make mark or listen for the sounds that are in the word and support them to write the correct letter if they know it You can also scribe their ideas too writing down the things that they are saying to record them to value their ideas help them to make the link that writing can be used to record information.

**Literacy (Writing)**

### On top, underneath, n between

To support your child's understanding and use of positional language and where things are in relation to one another you can play this simple game...

Ask them to choose a toy to play with. Place it or ask them to place it in different positions, next to the chair, under the table next to the sofa, on the window sill for example. Think of using and supporting them to use trickier words like through or in between. To extend this ask do different things with the toy and ask them to talk about 'where' it is or what it's doing using position words

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

### My sofa is a ...

Turn your chair or sofa into a boat/ space ship/ princess carriage for the day so that you create your own role play area. You could find a book or a picture using the tv/ tablet/ phone to help your child's imagination at first. Talk to your child and help them to chat about the different parts of the boat/ spaceship etc and think what extra 'bits' they need then involve them in adding to it for example a cushion may be a seat or blanket may be a sail. Think about where you would sit? How their vehicle would move? What noise it would make? Just let their imagination run wild as they create their very own stories with their new place to play and get into the characters of their very own story.

**Expressive Arts and Design (Being imaginative)**

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**

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### Through my window, I can see...?

. Choose one window in your house that looks out to where you live. Choose a time to sit and watch with your child for a little while and give them time to notice different things that they see. Ask them to point and talk about the things that they notice. You can acknowledge what they see, "yes it's a bird" add extra language "yes, there is a sparrow" or ask questions, "I wonder what that bird likes to eat?" Depending on where you live you may talk about the buildings, the people or the wildlife that you can see. Or even what the weather is like.

**Understanding the World (World)**

### Boomerang Maths!

Say a small number (up to 3, 5 or 10 for example, depending on your child's age and ability) and an object e.g. spoons. Then ask your child to bring back the correct amount of the items. You can reinforce this by showing them the amounts with dots on paper or extend it further by adding more objects e.g. 2 spoons and 1 plastic cup. Count the objects when they bring them back and model the counting saying the numbers and pointing to one object at a time. You can also use a timer to make it into a game or extend it by asking for one more or one fewer to get them used to this mathematical language.

**Maths (Number)**

