

Spider's Web

Using some string, wool or even some tape...together with your child, wind it around the furniture, under and over the legs of chairs, cushions, tables. Weave it in and out of things and until you have created a giant spider's web now see if you can cross the room without touching the string.

You can use lots of positional language (under/ over/ in

Wash your dirty hands...

Handwashing is always important but has become even more important over the last few months and will continue to be over the next few too. Continue to talk to your child about the importance of handwashing.

See if they can remember why hand washing is important (to wash away all the germs) and think of different ways that you can remember how long you need to wash them for (20 seconds) You may like to

create some pictures to remind them and all the family about remembering to wash their hands regularly. By doing this together with your child it will create a memory that will help them to remember how

Can you help please?...

As you do your daily tasks ask your child if they can help. Thinking out loud is a good way to do this. E.g. "hmm, this is very tricky to get to, I wonder how I could reach it?" "My buttons are a bit difficult, could you help please?" or you can pretend to get in a bit of a muddle and put your shoes on the wrong feet for example. Even if your child easily knows how to fix the problem, it is really good practice for them to be able to talk about it and verbalise their ideas and the solution to the problem. You can extend this by asking your

Who's the toy?

Talk about a person who your child would like to see but cannot at the moment. Choose a toy that could be that person and pretend that the toy is that person all day e.g. today were going to pretend that teddy is Auntie Sally. Talk with your child about what 'Auntie Sally' is wearing, what she likes, can you remember if she wears glasses. As you do your daily tasks model asking 'Auntie Sally' if she'd like some lunch. You could involve the real 'Auntie Sally' by phoning or having a video call with her and telling her all about the things that you have been doing with 'her' today.

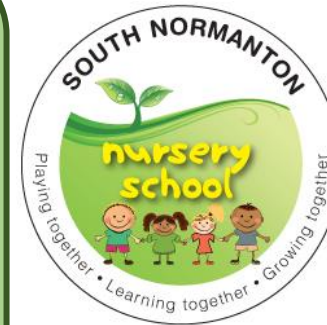
Why not try some of the learning tasks for this week...to support the following areas of

Early Years Learning

Personal, Social and Emotional Development

Communication and Language

Physical Development



Can we help them feel better?...

Highlight with your child when there is a problem for example, someone is unhappy. "I think Mousie is feeling sad today...what could we do to help her?" (You could also choose another trickier emotion such as grumpy, worried) Talk about how that feeling makes you feel inside and model how you look when you feel this way and how it makes you feel. Ask your child to suggest what to do to make them feel better... (give them a cuddle, talk about it, share a toy with them) If your child is unsure

Let's make some noise!

From around the house or the garden, collect some pots and pans and buckets, plastic bowls and some wooden or metal spoons. Support your child to create their own drum kit using the things that you have gathered together. Support your child to explore the different sounds that they make and describe the different sounds. Extend the activity by supporting your child to copy a rhythm that you make or asking them to follow instructions of when to start and when to stop. You could also support them to 'play the drums' in them whilst singing familiar song that they know or put on some music and ask them to play

