

Month 1

Open air music –
go outside and listen. All around you there are sounds – like a band playing, but with the noises of 'outside' instead of trumpets and drums! At an early stage of development listen with your child, name the things you can hear – traffic, cars beeping, a bulldozer on a building site, the wind, birds singing, a plane. At later stages of development, add your own sounds to the band! Clap your hands, stamp your feet. Can you do this in time to something, like beeping or banging you can hear? Find a stick, or take a wooden and metal spoon with you and drag it along some railings or tap it on the ground or against a wall. Move your bodies to the sounds you make together, and use words to describe them – loud, soft, fast, slow.
Exploring media and materials (EAD)

Push and Pull –
as you go about your day, talk about the times when you or your child have to push or pull to make something happen: push the door open, push the button on the TV remote, push the buggy OR pull the door closed, pull the blind down, pull the wheelie toy. At a later stage of development you can begin to ask what your child notices? What happens if you push when you should pull or pull when you should push? Do some things work if you push and pull? This will help your child understand the difference between push and pull, and that each action can make something else happen – which is very exciting!
The World (UTW)

Sock Maths –
what can't you do with a sock? At early stages of development, get some pairs of socks and muddle them up. Support your child to match the pairs, using the language of same, different, match, snap! You could do this when you're sorting the washing. Or you could hide single socks around the room, laying out the matching ones on the floor – can your child find each sock and then match it to one on the floor? At later stages of development, how about using a sock like a 'bag'? Find some small objects to go in the sock – up to 5 to begin with. With your child, take them out one at a time and count them as you go. You could have a few socks, each with a different amount of objects in them to count out. Are there any socks that had the same amount of things in them?
Numbers (Maths)

This week's activities for you to try at home with your child are about the *Specific Areas of Learning - Literacy (L), Maths (M), Understanding the World (UTW) and Expressive Arts and Design (EAD)*. Watch what your child is doing – they will tell you what they know and what they want to know next.

Upside down print –
this one involves playing a trick with print! If you have some children's books where your child can access them, turn them upside down while they are asleep. When you read with them, hold the book upside down. Or perhaps you have a cereal box at breakfast. Put it so the words/logos are upside down. Or write a shopping list on some paper, and then ask your child to help you check what's on it, but make sure you show them upside down. At early stages of development, make a show of saying how silly you are, it's the wrong way round, we can't read that! At later stages, wait and see. Does your child notice? Can they spot what's wrong? What do they do? You could have even more fun by trying to turn yourselves upside down to read the cereal box/book/list instead of turning those things the right way round! While you have fun with these tricks, talk lots about which way round print goes.
Reading (L)

Magical Messages –
this activity is all about imaginative reasons to mark make. Is there a crack in a wall, or maybe a hole in a tree trunk or in the ground near where you live? Perhaps elves live there? Or any other magical creature you dream up! What do they look like? What do they eat? What do they do all day? Use lots of language as you talk with your child, listening to their ideas and following their lead. Then introduce the idea of leaving the little magic creatures a message. At earlier stages of development this could be stones carefully arranged in a pattern outside where they 'live', or marks made with a stick in the mud, or chalk marks on the path. Perhaps your child can tell you what the 'message' says? At later stages of development your child might want to make marks or form letters on paper, perhaps a really small piece of paper, and leave it in the little hole/crack. If you are able, it might be fun to leave a message from the magical creatures for your child to find the next time they look.
Writing (Literacy)

