

# Month 3

November's Activities Infographic is all about the **Specific Areas of Learning: Literacy (L), Maths (M), Understanding the World (UTW), and Expressive Arts and Design (EAD)**. Think about what interests and motivates your child and try to weave some of those things in too.

**My Community –**  
talk together about the people you and your child see all the time. The local shopkeeper, their Key Person, the post-person, a neighbour, their Aunt, Uncle or cousin. You might have photos of these people, or you can draw pictures of them, describing them with your child. Write their names or 'roles' too. When you have a collection of images of people in your child's world, you could stick them on the wall, or on some paper or in a notebook. Use the images to talk about what each person does – what's their job, perhaps they wave every time they see you, or perhaps you do things for them (like their shopping or taking them a meal). This will help to build up a sense of community for your child.  
*People and Communities (UTW)*

**Autumn leaves –**  
the leaves that are falling this season provide a wonderful creative resource every year. When you're out for a walk, or at your local park, collect some leaves with your child. Talk about the shapes, sizes and colours. Notice similarities and differences. If it isn't too windy, you could make a picture on the ground: use the leaves to make patterns, or the shape of something (a person, a house). Take home the leaves you have collected. Using what you have at home, you can do all sorts of things! You can sort them by colour or size. You can draw round them. You can stick them onto paper to make a collage. Or if you have some crayons you could place a leaf under some paper and then gently 'rub' the crayon on the paper to create a leaf rubbing. If you have some paint you could do some leaf printing. Use lots of talk as you explore the leaves.  
*Exploring media and materials (EAD)*

**Make your own puzzle –**  
this is a fun way to explore how shapes fit together. You could use thin card, the side of a cereal box, or paper. At a slightly earlier stage of development, you can simply cut this paper/card into shapes – perhaps all the same shape, or a mix of squares, triangles, rectangles. At a later stage of development, you can have a go at including an image to 'put back together' – draw a simple picture on the card/paper (or your child can draw something), or if you're using the side of a cereal packet you can use the image that's already on there. Then cut this into shapes – the greater the variety of shapes and amounts, the trickier it will be. Whether you are using plain paper or a picture, begin to explore the different ways you can fit the shapes back together. Talk about the names of the shapes, use position words (up, down, turn around, next to, together). There's no 'finished product' here – your child might fit the shapes in all sorts of ways, making new formations each time.  
*Shape Space and Measure (M)*

**Words and Letters**  
when out and about – when you're out for a walk/ on the bus/ going to the shops, look out for words and letters with your child. There might be street names, road signs, shop names, advertising posters. Talk about the signs. What are they telling us? Are they keeping us safe (stop and go signs) or telling us where we are (street names)? Some of the signs might have symbols/pictures to go with them. Does your child recognise any of the letter names, and the sounds they make – e.g. a letter and sound from their name? Remember some signs will be written in capital letters and some will also use lower case letters – notice this with your child. If a sign is very familiar, your child might recognise what it says. At a later stage of development, they may begin to use the letter sounds they know to begin to decode and read the letters in a sign. At earlier stages of development you can point out different signs and model why they are useful: 'Look, the shop sign says 'open' so we can go in' or 'The street sign says Smith Street so we're nearly at Grandad's.'  
*Reading (L)*

**Practice name writing –**  
this is one to have a go at when your child is beginning to recognise their name and has some fine motor control over their mark making. For earlier stages of development it's a good idea to make some paper labels with their name on and put them in different places – maybe on their bedroom door, a peg that has their coat on, or to label a box that has their toys in. Remember to use a capital letter for the initial letter and then lower-case letters. Get them to notice their name each time you see it, talk about the letter names and sounds, spot those letters in other words or signs. This will mean your child is familiar with what their name looks like and how it is made up. Check in with their setting to see how they write children's names, so you use the same clear lettering, and write their name on some paper or card. You could keep this with any pens or mark making materials they use. Then have some fun. As they begin to form the letters of their name, talk about the ways they are moving on the paper – up, down, around, across. Do some 'air writing' using these action words and writing the letters big in the air. They can write their name with a stick in some mud or sand! You could offer your child some bits of paper so they can write their own name labels around the home. Or fold over some paper to make 'cards' – they can decorate the front and then sign their name inside and give it to someone.  
*Writing (L)*

