



# Month 6

**Help! –**  
as well as supporting your child to become independent, they also need to know that it is okay to ask for help. A good way to support them with this is to do it yourself. Ask your child or other members of your household for help – to reach something that is too high, to undo something, to find something, to hold something. Use lots of language that shows your child how and when to ask for help: *This box is really heavy, I think we need two people to carry it / Can you help me think of a way to reach that shelf? / I could do with some help sorting these socks.* Recognise when they have asked for help when they really needed it: *Well done for asking for help to move all those stones, some of them were really big!*  
**Self Confidence and Self Awareness**

**Action! –**  
Linking words with actions will support your child's understanding. You can do this through nursery rhymes and children's songs that you know in your family's language. There may be some traditional actions, or you can make up your own (at a later stage of development your child can help with this). You can also do it with any popular song – there might be one you play all the time. Make up some fun actions using just your hands or go big and add in some whole body moves! Learn them together until you and your child remember them. At an earlier stage of development use lots of body language and facial expressions alongside talk and singing to your child.  
**Understanding**

**Turn off the background noise –**  
you can support your child's listening and attention by turning off any background sounds in your home, such as the TV, music, radio etc. Do this whether they are playing with you or on their own, whether it is lunchtime or story time. This will give your child room to focus on their own self talk, or to listen to what you're saying, or to conversations that are going on with other family members around them. They will be able to focus on their activity and the talk related to it. Think about the sounds you can control in your home and try to reduce the background noise, whatever stage your child is at.  
**Listening and Attention**

**Do you remember when? –**  
chat with your child about things that have already happened. This could be about what you had for dinner last night, what happened in the story you read yesterday, or when they saw their friend at school/on a facetime call. It could be when you last went on the bus together, or a great walk you did. Maybe you have some photos you can use as prompts as you chat. Use lots of language, talk about what happened, what they liked about it, how they felt. Would they like to eat it/do it/go there again? At later stages of development encourage your child to use sequencing words as they talk: first, then, next, after, before.  
**Speaking**

**This month the activities focus on the Prime Areas of Learning: Personal, Social and Emotional Development, Physical Development and Communication and Language.** They highlight the way you can use talk alongside everyday activities to support your child's development.

**That's mine, this is yours –**  
you can help your child understand that some things are theirs, some belong to others, and – most tricky of all – some are shared. Do this every day as you and your child and other family members are using things: *Which toothbrush is yours? / We'd better put that jumper in your brother's drawer. / Can you give your sister her toy? / Let's read our favourite book?* You can also make it a game to play. Gather some things together that belong to different people in your home: a sister's toy, your shoes, your child's cup, someone else's pencil case or T shirt. Make sure you include something that's a shared thing – it might be a shared book, or a toy, or the last packet of crisps! Invite your child to help you sort them out – they could put them in different piles for each person, or they could give them to the person they belong to. What do they do if they would really like to keep their sister's toy for themselves? What happens when they get to the shared item? Model how to behave and use lots of language: yours, mine, belong to, give, share. At earlier stages of development, play 'give and take' games with an object or a snack, using your body language and facial expressions to encourage your child to give and take something, and lots talk: *For you, for me, thank you.*  
**Managing Feelings and Behaviour**

**Teamwork –**  
think of some activities that you and your child, or another family member can do that mean you have to work as a team. Maybe build a tower out of junk items, make a den, wash some toys in the bath. As you play at these activities, use lots of talk to point out the way you're working together: *Can you peg it over there while I hold this end? / How about one of us holds onto the bottom and the other one keeps balancing things? / You wash, I'll dry?* When you move on from the play, thank each other for the great teamwork: *I couldn't have done that without you pulling it tighter! It was much easier when you shook the water off before I used the towel.* Use positive body language, like a high five or a thumbs up. At an earlier stage of development, use lots of talk around everyday tasks that need cooperation: *You put one arm in here, the other in here, and I'll zip it up!*  
**Making Relationships**

**Workout –**  
have fun moving together. If you can, put on some music with a great beat. Start by taking the lead and doing some small body movements together: stretch out your hands like stars, link your fingers together and push your hands and wrists away from you, make fists, then wiggle your fingers, rotate your wrists. Moving in time with the music, introduce some big body movements: Reach up high, bend to touch your toes with your feet together, then apart, rotate your arms one way then the other, can you do some squats? Jog on the spot, do some high kicks. Anything goes! You can end your workout by lying on the floor. If you can, switch the music to something calming and lie there together for a couple of minutes. Touch each fingertip with the thumb of the same hand, one way and back again. Notice how you both feel in your bodies. You can adapt your movements depending on your child's stage of development and let them lead the workout at a later stage.  
**Moving and Handling, Health and Self Care**



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