

Month 7

Spring Watch –
this time of year there are changes happening all around us. Watch out for signs of Spring with your child. Perhaps there is a blue sky one day, with sunshine, and clouds to follow. Or maybe there is a tree on your street with buds on. Perhaps you have spotted some snowdrops or daffodils. Or maybe some green shoots poking out of some mud? Have you heard any birds singing when you're out and about or in the park? Use words like 'I wonder... what those green shoots will grow into? ...why are the birds singing? ... do we need our hats and gloves today? You can adapt this to whatever stage of development your child is at.
The World (UTW)

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)*.
Happy playing and learning!

Be something else for the day! –
you could be your favourite animal, or minibeast, or you could pretend to be like your favourite toy (a car, teddy, aeroplane?). Help your child to choose what they would like to be – you could be something too! Think together about what you know about that thing: a crab walks sideways, a teddy is all soft and cuddly, a car uses an indicator to turn left and right, a rabbit hops everywhere, a bird sings. Have a go at doing everything the way that thing would! Some things will be harder than others. How will you go for a walk or eat your lunch? If you're being a duck then bath time will be fun! Are there things that can help your child get into the role – if they're being a teddy, do they have a soft jumper they can wear? Or perhaps they could use some fabric or a small blanket to tie round their waist and hold out the edges to be wings for a butterfly or bird? Take the lead from your child and find props together. Use lots of language related to whatever you are being. At earlier stages of development have fun with what makes things unique – make an aeroplane noise when you see one in the sky, practise woofs when you see a dog, flap your arms together when you see a bird, talk about the softness of their toy bear.
Being Imaginative (EAD)

Letter shapes –
when you are doing everyday things, look out for objects or images that make the shapes of letters. A doughnut looks like the letter **O**. The branch of that tree makes a **k** shape. If I sit on the floor with a straight back and my legs together out in front I look like an **L**. If I lay this bit of string in a spiral it looks like **e**. Find things that are shaped like lower case letters. And letters that have special meaning to your child, like the letters in their name. Use the letter name and the letter sound – 'this looks like the letter ... and that letter makes a ... sound. Check in with your child's setting about how they make the letter sounds.
Reading (L)

Air writing –
you can do this activity inside or outside, depending on how messy you're getting! You can use a stick, a toy wand, thin cardboard tube, a straw, or a bubble wand (and the bubbles!). Or just use your arm. This is all about making big letter shapes in the air, using lots of big movements. You can start with letters that are meaningful to your child, like the letters in their name. You could write them out on some paper for them to see. Then 'write' each letter big in the air. If your child is holding a stick or straw etc they can use this as their 'pen', and they can have a go at holding it like a giant pen. Use lots of talk about the movements they are making to create the letters in the air: up, down, around. At earlier stages of development, find moments to help your child make big movements with their arms, stretching up, swinging them round, clapping their hands in front and behind.
Writing (L)

Putting things in order –
collect some objects of different sizes or use the members of your household! Can you and your child line them up in order – perhaps the biggest object first all the way to the smallest? Or the oldest person to the youngest person? Then change the order – the smallest to the biggest, or the youngest to the oldest? What other ways could you order objects – softest to hardest, heaviest to lightest? Depending on your child's stage of development you could add numbers. If you're playing this with members of your household, you could give them numbers to hold. If you're using objects, stick a bit of paper with a number on it to each object with some tape. Keep the numbers between 1 and 5 and muddle them up. Can you and your child put them in order? How will you do it? You could go 1, 2, 3, or at a later stage you could go 3, 2, 1. Model saying the numbers out loud and checking the order. If you have made a number line, you could both have a look at that to help. Or sing a number rhyme as you play. If you speak other languages at home, play these games in your family's language too.
Number and Shape, Space and Measure (M)

