



Month 8

Spring has arrived! This month the activities focus on the Prime Areas of Learning: **Personal, Social and Emotional Development, Physical Development and Communication and Language.**

Breath walking –
this is fun to do when you are out walking together, and it can be a tool in your toolbox of things you can use when everyone needs to feel calmer. You can do it inside or outside, but as Spring arrives, outside is the place to be if you can. The trick is to walk quite slowly and breathe gently in and out in time with the steps you take. Step and breathe in, step and breathe out, step and breathe in, step and breathe out. There might be lots of noise around you, or it might be quiet – but can you and your child listen to your breath? Can you hear your footsteps? What other noises can you hear? At an earlier stage of development, for example if your child isn't walking, you can pay attention together to the sounds you can hear around you, and model breathing in and out slowly and gently.

Managing Feelings and Behaviour

How about matching –
have fun spotting things that you are wearing or things that you do together that match. Maybe you and your child, or another family member, could wear the same coloured socks or T-shirt for the day. Or style your hair the same way. What about having the same thing to drink out of the same cups, or if you have 2 of the same toy e.g. 2 red cars, you could both play with those at the same time. Talk positively about the things that are the same and the things that are different about you and what you're wearing/doing. At an earlier stage of development you and your child can mimic each other's movements and sounds when playing with the same kind of toy.

Making Relationships

I packed my bag –
this activity helps children think about the things they might need when they are out and about, and to explore getting ready independently. You can use a small bag, or make a special bag together using a cereal box with some string threaded through to be the handle. When you are going for a walk, or maybe somewhere in the car or on the bus together, ask your child what they think they will need. Remember to explain where you are going – they might want to take a book to look at on the bus, or something to show a friend in the park. What is the weather like today? Your child can decide whether they might need gloves to keep their hands warm, or a sunhat on a hot day. What other things? A drink? Maybe a snack? Paper and a pen for drawing? They need to remember they will have to carry their bag, so they won't want it to be too heavy! Lots of opportunities to talk and to think out loud:
I wonder if we need...?

Health and Self-Care

Sock Feely Bag –
grab an adult sized sock, and collect some things that will fit into it – e.g. a small toy car, a teaspoon, a banana. What about something that makes a noise – keys, a rattle? Hide them from your child and choose one to secretly put into the sock. Then let your child explore the sock and the feel of the hidden item inside. At an earlier stage of development, choose things that are safe to have inside the sock so they can explore it from the outside with their hands, eyes, and mouths, and use lots of language with them while they play with it. At later stages of development, ask your child what they can feel as they touch the sock, what can they hear? Encourage them to use lots of descriptive words – soft, squidgy, lumpy, hard, knobbly, jingly, tinkly. Can your child guess what they think the item is? Then they can dip their hand into the sock and pull it out – is it what they thought it would be?

Speaking, Listening and Attention

Feet and toes –
together with your child, take off your socks and look at your feet. What can you do with them – everyone is different. Can you wiggle your toes? Can you move each toe one at a time? Can you spread them out? Sit with your legs straight out in front and push your heels away from you. Then point your toes away from you. Carefully, lie on your back with your legs straight in the air and do the same thing – heels away, pointed toes. Stand up onto your tip toes, then back down and keeping your feet on the floor, lift up just your toes. Alternate these movements. At later stages of development you could try adding in a balance just on one foot at a time. Then sit down again and give your child a little foot massage (perfect for earlier stages of development) - gently rub each toe and then the soles of their feet. As you do each of these movements, chat about what they are feeling in their feet – tingly, stretchy, wobbly, stompy.

Moving and Handling



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