

Month

9

Mud marks –

keep an eye out for a rainy day.

When it's been wet, head off outside where you think you might find some mud – maybe the park, playground, or backyard. Or you can make your own mud, mixing a bit of soil and water (not too watery) and putting it into a largish flat tray/container. Next you'll need to find a couple of sticks – these will be your mark makers. You and your child can experiment – poke the end of your stick in the mud to make dots; drag your stick along to make a line; wiggle it to make a wavy line. Can you 'draw' a circle in the mud? If your child is using a long stick they might be standing up to hold it, and making bigger movements and bigger marks. If they have a short stick, they might be crouching down and making smaller movements and smaller marks. At earlier stages of development your child can spend time exploring the marks they can make. At later stages they may tell you what the marks mean, or they might want to have a go at making letter shapes they know.

Writing (L)

Word beats –

helping your child to tune into the beats in words in the languages you use together will support their literacy skills. Some words have a single beat, or syllable: jam, bus, hug, coat. Some words have two: dinner, water, teddy. And some have more! Banana, umbrella, dinosaur. As you go about your day, clap the beats of a word you are using – when you're putting a coat on, clap once when you say 'coat'. When dinner is ready, clap twice when you say 'dinner'. You can do the clapping, and as your child develops and begins to tune in, you can invite them to clap too. At later stages of development your child can come up with words to clap the beat for – nonsense words work as well!

Reading (L)

Our May activities focus on the *Specific Areas of Learning: Literacy (L), Maths (M), Understanding the World (UTW), and Expressive Arts and Design (EAD)*. Have fun noticing things together and talk about what you see.

Story Moves –

this is a combination of telling a story and moving! Think about what your child is really interested in – Insects? Space rockets? Going to the park? Start to make up a very simple story about it: One day there was a bee. The bee had to move its wings very fast when it was flying, like this...and it buzzed, like this... at earlier stages of development you can model movements and sounds, and at later stages you can ask your child 'how does a bee move?'. Add in something else: Then a butterfly came along. The butterfly fluttered its wings to fly, like this.... The bee and the butterfly looked down and saw a worm on the ground. The worm wiggled, like this... As you make up a new sentence, see if you can add in a different kind of movement for you and your child to do. You could add sounds, sing along, or if you have some - put on some music to go with your story moves.

Exploring and using media and materials (EAD)

Sun and Moon –

when you're outside with your child, or looking out of a window on a sunny day, notice the sun. Remember about not looking straight at it! Talk about the shape of it, how bright it is. What happens to the light around you when the sun goes behind a cloud? Maybe you can see some sun rays coming out from behind a cloud? If you're up early, you could watch a sunrise together. And then what happens at the end of the day? Where does the sun go? When can you see the moon? Look at different times in the month – what happens to the moon's shape? Can you always see it? There are so many questions you and your child can think about and ask each other. Use lots of vocabulary: light, dark, night, day, bright, dim, shadow, shade, shine. At later stages of development, you could talk about planets, and make a list of ideas and questions together that your child could take to ask their friends and key person.

The World (UTW)

Clothes sorting –

make a small pile of your child's clothes. You could say 'everything has got into such a muddle – can you help me sort things out?' Decide together how you will sort the clothes – there are lots of options, and you don't have to choose a sensible one! Size? Colour? Type? Maybe your child chooses 'colour'. So now you have to make groups of colours – all the red things here, all the blue things here...but what will you do if you have a T-shirt with 3 different coloured stripes on it? This activity involves lots of problem solving. And you can do it again another day choosing a different way to sort the clothes. At an earlier stage of development, you could have a couple of tops that belong to your child and a couple that are yours to sort out – your child can indicate which is theirs and which is yours. Add in some silliness by saying you think their small top is actually yours! At later stages you could talk about which is the most useful way to sort the clothes back into a cupboard or onto a shelf? Which way will help you find those socks tomorrow?

Shape, Space and Measure (M)



TAPESTRY
ONLINE LEARNING
JOURNAL

early years
f s f
foundation stage forum