

Activities to support children's continued development at home

At London Meed we want to share things you can do with your child during these uncertain times that will help develop their learning. There will be things on this list which you can do at home. Also look on our website for 70 things to do before you leave London Meed.

Reception

In green are the 'Early Learning Goals' from **Development Matters** which are what the children would be working towards in class with teachers or in their independent learning. This is to help with regards to the end of year expectations so you know where the children are headed towards in each area of learning.

www.developmentmatters.com

Communication and Language

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Communication and language comes into everything they will be doing, in every area of learning. Try to encourage children to talk about the meanings of new words and use full sentences when they speak.

- Create a role play at home. Make a shop, a vets for your soft toys, a Drs Surgery, a home corner, a restaurant, etc. Use real objects in the role play and play with your child to act out scenarios to help them develop their play, vocabulary and communication skills.
- Create a mud kitchen in the garden. Mix up mud, leaves, twigs and petals to make pies and potions. Talk about what you are doing and share ideas, ingredients and methods. Encourage your children to speak in full sentences and add detail. E.g. First I put in the mud and then I added the green leaves..., etc

Physical Development

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Don't forget to get active every day in some way or another. There are lots of good websites to have some fun with. National Trust properties and gardens are now free for all people during this time, so you could go for a nature walk or a seasons walk as well.

- Try cosmic yoga online, or go noodle, BBC super movers, Jump start Jonny to find fun activities to get active to.
- Set personal challenges every week. E.g. how many star jumps can they do in 20 seconds? Do it on Monday, practise all week and see if they have improved their score on Friday. They can think of any movement to practise like hopping, jumping, step ups on a small stool, burpees!

Remember fine motor movement is just as important – so keep developing those finger muscles to support strength in the pencil grip.

- You could play with playdoh / plasticine, use small construction like lego, do finger exercises (look up doh disco online which is always fun), play with stress balls, roll things, squidge things, sprinkle things and generally get those fingers moving. (Baking is always good to use these muscles).

- Also practise letter formation daily. Practise in letter groups a few letters from each group and the pattern that each letter uses. Refer to the provided letter groups for reference. This will not only support letter formation but also help to develop finger strength and muscle memory.
- Make patterns and letters or numbers in salt, sand, shaving foam or glitter or anything else you can think of.

Reading and Communication and Language

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

- Read every day! This is possibly the most important thing you can do. Also read a variety of things. Non-fiction books, comics, leaflets, stories, books on the computer etc. Read together, read to your child and get them to read to you. Talk about the books you have read. Use the questions who, what, where, when and how when talking with your children about what they have read. Also don't forget to talk about the meanings of new words to extend and develop new vocabulary.
- Use 'phonics play' to play a different phonics game every day, practising the sounds that your child has learnt. This will help them to blend and read words.
- Practise key ring words both reading and writing (spelling). Can they use the word in a sentence then write that sentence?
- Look at a sound a day and try and write as many words as they can with that sound in. E.g digraph 'oa' boat, coat, moat, toad etc. Look at 'Letters and Sounds' for phonics guidance of support.

www.lettersandsounds.gov.uk

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

- Writing can be done anywhere and linked to anything. Is your child particularly interested in dinosaurs / cars / baking / dolls / pirates etc. then use that interest to research and make an information book, poster etc.
- Write a diary for what you have done each day. Write in full sentences, draw and label pictures, annotate photos. Before writing, encourage your child to say the sentence, then read it back after to check it makes sense. Go back and edit if necessary, looking at spellings, capital letters and full stops or other punctuation needed.
- Make leaflets, write letters to your friends or teachers, make postcards and write them to family members.
- Write books. You could try retelling a favourite story with pictures and sentences or make up your own story.

Maths

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

- *Play a board or card game. Practise counting on in snakes and ladders and recognising the different numbers. Play snap with a deck of cards.*
- *Make a hopscotch outside with chalk and use this to practise letters or numbers your child might be struggling with.*
- *Practise counting, reading and writing numbers to 20 and beyond.*
- *Make your own number lines and number squares up to 100*
- *Look for patterns in a 100sq when counting across the lines or down the lines*
- *Practise counting over the tens boundaries 28,29,30,31 etc*
- *Have a go at counting in 2s up to 20 and 10s up to 100*
- *Use household items like pasta, fruit or sweets to add, subtract, share or double practically. It is important to use the correct vocabulary and a range when doing these activities so children will learn to use this independently. E.g. add, addition, more than, plus, subtract, takeaway, less than, minus, equals. As an extra challenge can they record the number sentences either using pictures or numbers. E.g $4 + 3 = 7$*
- *Make your own number cards and practise ordering numbers. Take a number away and work out which is missing. How do they know? Get your child to explain their reasoning.*

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

- *Bake / cook together. Read the recipe by sounding out, measure accurately and talk about numbers while doing so. Count how many cakes you have made, work out how many each person could have by sharing. You could then write some instructions about how to make the cake / item.*
- *Go on a 2D / 3D shape hunt around the home. Sort all the shapes into groups and discuss the properties of each shape such as...How many sides, corners, etc. they have. Are they straight or curved edges? What is a face? How many do 3D shapes have?*
- *Water play in the bath! Use different sized containers / measuring jugs and discuss which is the biggest / smallest, most / least full, and half full. Challenge your child to estimate how many small cups you would need to fill the largest container – count and check.*
- *Learn about time and look at an analogue clock together. What features do they notice on a clock? Play what's the time Mr Wolf.*
- *Choose some objects from around the house and measure them. Compare them first to see which is the biggest / smallest. Put them in order from smallest to largest. Can they use a ruler or tape measure to measure in cms?*

Understanding the World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

- Look at an atlas / online and think about different countries and continents – can you find them on a map?
- Draw your own maps of Burgess Hill, London etc.
- Use google world to find your home then look at what you can spot around you
- Get out in the garden and plant some things to grow. What do you need to do to make sure it grows? What will the plant need? What happens over time? Make a diary of what happens, what you have done and the final result.
- Go on a mini beast hunt in the garden. What can you find? What do you notice about them? Draw a picture of the animals you find and label them.

Expressive Arts and Design

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

- Use any construction you have at home to make a model. Lego, duplo, wooden blocks etc. Get your child to talk to you about what they have done and how they did it. Encourage them to write a label or a sentence about what they have done or take a photo to put in their journal.
- Draw, paint, create models or pictures using recycling or rubbish, make playdoh and create models, use chalks outside on the pavement to draw or write words.
- Encourage children to do observational drawings or paintings. Choose something from around the house and have a go at representing it in different ways.
- Use pipe cleaners to make models of the family, friends, pets or anything else you can think of.
- Learn a new nursery rhyme or song every day and perform it to your family.
- Make your own musical instrument using household objects and talk about how the sound is being created
- Make a puppet of your own or a favourite character from a story.
- Make some salt dough (lots of recipes online) and make a model / decoration that will harden and you can keep
- Cut up old magazines or newspapers to make collages

Alpha blocks and number blocks on BBC iPlayer are great to watch and talk about or join in with to count or sound out and blend.

Our topic next term is called, 'Big Beasts and Mini Beasts' and we will be learning all about mini beasts (insects) in the first term and dinosaurs in the second half term. Children could start to research these topics and come prepared to share what they have found out. What do / did they eat? Where do / did they live? What different types of mini beasts or dinosaurs can they think of and what is special about them?

We are also sending out a book for each child to record a piece of learning that they have done each day. This could be some phonics, writing, maths, baking (measuring) etc. You could do the work in the book, draw a picture of what you have done and parents annotate, or put in a photo and write a sentence. We would really love to see what you have been up to.

Websites to look out for that will have resources for you to use:

www.twinkl.co.uk - are offering a month free subscription to free online resources for year groups. These fantastic interactive learning links are perfect for supporting valuable home learning. Each PDF includes links to resources and activities that cover a range of national curriculum topics for all years, including reading, science, maths and writing. All of the resources contained within the PDFs have been selected to be used by parents and carers as a starting point for purposeful home learning.

<https://www.starfall.com> - games for reading and phonics and things to watch and practise

<https://www.phonicsplay.co.uk/> - games for reading and phonics

<https://www.ictgames.com/> - early years games for all areas of learning

<https://www.topmarks.co.uk/> - early years games for all areas of learning

<https://www.jumpstartjonny.co.uk/home> - fun keep fit activities

www.gonoodle.com - fun keep fit activities

www.BBCsupermovers - fun keep fit activities

www.cosmicyoga.com - fun keep fit activities

www.kidsactivitiesblog.com - = Many ways to find the latest activities

www.carylhart.com = Live Author events for reading and exciting information.

www.headteacherchat.com = Plenty of resources and ideas.

www.lovelybooks.com - all about books

www.oxfordowl.com – free books to read online

<https://musiclab.chromeexperiments.com/> - Chrome Music Lab is a website that makes learning music more accessible through fun, hands-on experiments.