

Fun things to do at home

It is really important to use what you know about children's stage of development when making suggestions of activities they can do at home that are playful and fun. For children demonstrating learning and development behaviours noted in the left-hand column, here are some suggestions you can make to parents and carers of 'fun things to do at home'. This will help children consolidate their developmental stage in the prime areas of learning and support them to acquire new skills or concepts.

EYFS Specific areas of learning (30 – 50 months)		
Literacy	Things to do	Things you might need
Looks at books independently.	Encourage your child to choose books to look at independently. Create your own special 'book corner' with books that you have shared together before and make a cosy space to settle down and choose a favourite book to read/look at.	A range of books in boxes or baskets Cushions, fabric, small duvet, comfy chair, favourite teddy or two
<p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	When you read a book to your child, talk about whether the book is the right way up. Do they know where the book 'starts' and where you start to read? Point along underneath the words as you read them so your child begins to understand the order of how sentences are read.	Selection of books
Ascribes meanings to marks that they see in different places.	Point out words that you are reading during your everyday activities such as instructions, recipes, timetables, writing on the TV screen/tablet/PC, emails, books, food packaging, post/leaflets that come through the door. Encourage your child to recognise familiar letters or words that they see.	Selection of books Recipes in books/online, any print you have available

<p>Sometimes gives meaning to marks as they draw and paint.</p>	<p>Encourage your child to write/mark make. This could be a recipe, a label on a picture, a label for a model they've made or a sign to put up in the home. Value all their contributions as they make marks and their emergent writing. It might look like squiggles with a few letter shapes perhaps, but this is an important phase children work through on their journey to becoming a writer. Encourage them to tell you what their writing says (any marks they have made).</p> <p>Make an Easter egg hunt together, putting signs in places for family members to follow, a bit like an orienteering trail. For example, the first one might say 'message 2 is behind the sofa' followed by message 2 that might say, 'message 3 is under your teddy' and so on. The final one is the prize of an egg. If it's just you and your child you could make the trail for them using pictures for clues. If there are more family members at home then make it for everyone.</p>	<p>Paper, pens, pencils and a prize</p>
<p>Maths</p>	<p>Things to do</p>	<p>Things you might need</p>
<p>Knows that numbers identify how many objects are in a set.</p>	<p>Encourage your child to sort through all of their toys. Your child can come up with ways to sort the toys, into different sets. Then count how many toys are in each set and give them a label.</p> <p>Fold five A4 sheets of paper into four and draw an egg in each section. Cut out the egg shapes. Decorate the eggs together (create several) and engage in conversation about what you are doing. Make some number cards, one to 20. Place some wool or ribbon on the floor in large circles. Put some eggs into each of the 'sets' and encourage your child to count them. They can then choose the correct card to place beside each 'set'.</p>	<p>Your child's toys</p> <p>Paper, pens, pencils, felt pens, scissors</p>

<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>	<p>Put four objects on the floor, for instance, four teddies, four books or four tins of beans. Ask your child to count the objects and say how many there are. Put two pieces of A4 paper (or two placemats) on the floor. Invite your child to close their eyes whilst you put one object on one piece of paper and the other three on the other. Invite your child to count them again altogether (still 4). Ask them to close their eyes and move the objects so there are two on each piece of paper. Invite your child to count them; again the quantity remains as 4. Try it with smaller or larger numbers of items according to the pace of learning for your child.</p>	<p>Household items A4 paper or placemats</p>
<p>Shows awareness of similarities of shapes in the environment.</p>	<p>Go for a shape hunt in your house and garden. Give your child a shape to hold and see how many of that shape they can find. Take photos/draw pictures of the shapes to create a shape book (make a book representing the shape you are looking for).</p> <p>Take obscure photos of objects around your home and encourage your child to find where they are, for instance, a close-up photo of a bath plug hole, a close-up photo of a cheese grater, or carpet, bed sheet, drying rack, etc.</p>	<p>Cut out shapes Phone/camera/tablet Home-made book</p>
<p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>Play the 'I spy' type game about different shapes. Place some items of differing shapes in front of you both, for example a tin of food, an orange, a tissue box, ornaments, plant pots, plants, a candle, a banana and so on. Say 'I spy with my little eye something that is curved, or long, tall, smooth, wide, bumpy, pointy, has four corners, has six sides.' Use one descriptive word at a time, adding more until your child guesses accurately. Over time they may then be able to do the describing.</p>	<p>Household items</p>
<p>Understanding the World</p>	<p>Things to do</p>	<p>Things you might need</p>

<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Make an 'I am me' book or poster. Each page could be something that makes your child special and unique. Each sentence could begin with 'I can....' or 'I am....' or 'I have...' Encourage your child to look in a mirror at their own features, chat about what they like to do, what they are good at, and compare this to other family members of friends.</p>	<p>Homemade book Pens/pencils/crayons</p>
<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Become 'outdoor explorers'. Go outside into a safe place and see what you can find. Take a bag to gather collections of stones, pebbles, leaves, sticks, blades of grass. Take them inside or remain outside and begin to sort them. Look at them closely and talk about them encouraging your child to feel the texture and describe what they see.</p> <p>Make a colour chart. Take a strip of paper and make patches of colour along it with pencils or pens. Take it outside and using sellotape, stick things that match the colours onto the strip. See how many colours you can match.</p>	<p>Access to outdoors Strip of white paper Pencils/pens Sellotape/double-sided tape</p>
<p>Expressive Arts and Design</p>	<p>Things to do</p>	<p>Things you might need</p>
<p>Sings a few familiar songs. Beginning to move rhythmically.</p>	<p>Sing Nursery rhymes and other favourite songs together.</p> <p>Make up dances and actions for each of the rhymes and consider filming yourselves doing these so you can remember the moves.</p> <p>Sing some Easter songs such as, 'Hop little, bunny, hop, hop, hop', '5 little speckled frogs' (<i>There are lots of suggestions on the internet.</i>)</p>	<p>Props for dancing such as streamers, fabric or scarves</p>
<p>Uses movement to express feelings.</p>	<p>Play a game of charades but link the words to emotions and feelings such as happy, cross, excited, sad, worried, frustrated, wondering, thinking, concentrating, glad, playful, overjoyed, inquisitive. Use huge words to broaden your child's vocabulary.</p>	

<p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Use different materials to create responses to activities, or feelings. For example, a happy dance, a clay or dough model of a favourite film character, a model to depict a favourite story, puppets from a story, paint a picture to remind you of a favourite holiday or family outing.</p>	<p>Clay, playdough, junk modelling boxes, glue, Cellotape, paints, paper, card, lolly sticks, paper</p>
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