

Activities to Try at Home

Here are a selection of ideas and activities split into the different Areas of Learning that you can do to help your child work towards achieving their early learning goals.

Personal Social and Emotional Development

- Try playing some simple board or card games together or try working together to build a jigsaw puzzle.
- Encourage your child to talk about their friends and arrange opportunities to invite friends round for tea or meet up at a park for the children to play together.
- Encourage children to talk about their likes and dislikes in terms of activities they like and do not like to do. Encourage them to explain their thoughts and feelings.
- Encourage children to be independent but to ask for help when needed. Encourage them to talk to familiar adults and children about activities they would like to do.
- Discuss different feelings - try acting out different emotions for children to identify.
- Discuss plans and routines and encourage children to talk about their daily activities.

Communication and Language

- Initiate conversations with your child, ask questions and demonstrate how to be a good listener.
- Share rhymes, songs, books and stories. Talk about what is happening in the stories or rhymes. With a familiar rhyme or book, stop suddenly and ask your child to continue, or you could accidentally get the words 'wrong' and your child could correct you!
- When sharing stories together, talk about the story and the characters. Ask your child to explain events in stories.
- Model correct sentence structure and words -instead of over correcting your child, repeat words or sentences, e.g. if your child says "bayed an apple" say "Yes, you bought an apple."
- When you have a holiday, a day out or a trip somewhere, work together to create a record of the event, such as a photo, collection of objects or a drawing, which you can talk about later.
- Talk about your children's interests and encourage them to learn and use new vocabulary.

Physical Development

- As a family, try some different active activities! You could try; dancing, playing football, going for walks, riding a bike or going swimming.
- Encourage children to try using different types of materials and simple tools. Provide playdough or salt dough to knead and make model, as well as beads to thread onto laces. You could also provide tools, such as child-safe scissors, paintbrushes, crayons, and child-safe knives and forks.
- Encourage your child to get dressed/ undressed independently and manage their own personal hygiene (such as washing their hands and brushing their teeth).
- Encourage your child to talk about healthy food choices. Go shopping with your child and talk about healthy foods and why a balanced diet is important.

Literacy

- Share pleasure in reading with your child. Share books together and join a local library. Encourage your child to look at a range of different books such as, stories, poems, information books and comics. Talk about favourite stories and characters.
- Practise identifying letter sounds (phonics). Look for letters you see when you visit different places and demonstrate reading the words.
- Make word and letter sound cards for sounds or words your child finds tricky. Try saying them in funny voices to help practising them more fun!
- Encourage your child to explore writing using different materials such as pencils, chalk, crayons and pens. They could try writing letters into a tray of sand or flour using a finger or try painting letters onto a pavement using a paintbrush and water.
- Demonstrate different purposes for writing such as writing a shopping list, writing a greetings card or a postcard when on holiday. Encourage children to try writing for different purposes too and praise them for their efforts.

Mathematics

- Look for numbers when you visit different places. Talk about house numbers, car number plates, prices of goods in the supermarket, etc. Challenge children to identify the numbers and say which number is one more or one less than the ones they see.
- Play dice games with your child such as snakes and ladders.
- Talk about simple addition and subtraction in practical ways. Use toys or other items to demonstrate addition by counting on and subtraction by counting back.
- Look for 2D and 3D shapes around the house or when out and about and ask your child to describe them. Encourage the use of correct terms such as 'sides' and 'corners'. Build models or pictures using empty packaging or paper shapes and talk about the shapes used.
- Compare size, weight and capacity. Get your child using words like 'longer', 'shorter', 'taller', 'heavier', 'lighter', 'full' and 'empty'. Talk about things you see in the world around you, or create opportunities for comparison, perhaps by rolling playdough snakes ('Can you make a longer/ shorter one?') or pouring water into different cups during bath time.

Understanding the World

- Talk about special events in your family, such as holidays, weddings, birthdays and celebrations. Maybe bring in a souvenir to show the class!
- Take a trip to a park and look at the plants, insects and animals.
- Explore different weather conditions and talk about seasonal changes in the world around you.
- Go on a technology treasure hunt at home! Talk to your child about how we make these things work and how to use them safely.
- Look at different types of technology when you're out and about. They could explore using a camera to take photos on days out too.

Expressive Arts and Design

- Try some different creative activities using a variety of different materials such as; making musical instrument models using empty packaging, collage activities to make pictures using wool or coloured paper and mix colours of paint to paint pictures.
- Encourage children to sing their favourite songs and listen to music.
- Try using some toys or make some puppets and create your own story!
- Try setting up a pretend shop, restaurant, hairdressers salon, workshop or classroom. Role play as customers and shopkeepers, etc. and create stories and scenes together.

EYFS Early Learning Goals: Parent and Carers Guide

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their Reception year. They will be working towards these goals throughout the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning as shown below

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
Communication and Language (C&L)	Listening and Attention	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. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	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.
Physical Development (PD)	Moving and Handling	Children show good control and coordination 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.
	Health and Self-Care	Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy (L)	Reading	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.
	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.
Maths (M)	Number	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.
	Shape, Space and Measure	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.

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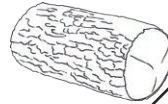
Area of Learning	Aspect	Early Learning Goals
Understanding the World (UfW)	People and Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	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.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design (EAD)	Exploring and Using Media and Materials	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.
	Being Imaginative	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.

My Five Senses Scavenger Hunt

Something smooth



Something rough



Something that makes a noise



Something round



Something yellow



Something that came from a plant



Something that has a smell



Something long



Something man-made



Something soft



Something you can eat

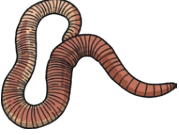


















Something red



Nature Walk Scavenger Hunt

Mark each item as you find it. Can you find five in a row?

worm  <input type="checkbox"/>	leaf  <input type="checkbox"/>	insect  <input type="checkbox"/>	grass  <input type="checkbox"/>	flower  <input type="checkbox"/>
twig  <input type="checkbox"/>	bush  <input type="checkbox"/>	rocks  <input type="checkbox"/>	bird  <input type="checkbox"/>	squirrel  <input type="checkbox"/>
river  <input type="checkbox"/>	field or meadow  <input type="checkbox"/>	tree  <input type="checkbox"/>	cloud  <input type="checkbox"/>	spider  <input type="checkbox"/>
dirt  <input type="checkbox"/>	ant  <input type="checkbox"/>	butterfly  <input type="checkbox"/>	mushroom  <input type="checkbox"/>	dew  <input type="checkbox"/>
web  <input type="checkbox"/>	breeze  <input type="checkbox"/>	branch  <input type="checkbox"/>	nest  <input type="checkbox"/>	stones  <input type="checkbox"/>



Stretch: ssss-snake

Handwriting: Slither down the snake.



Bounce: a-a-a-apple

Handwriting: Round the apple, down the leaf.



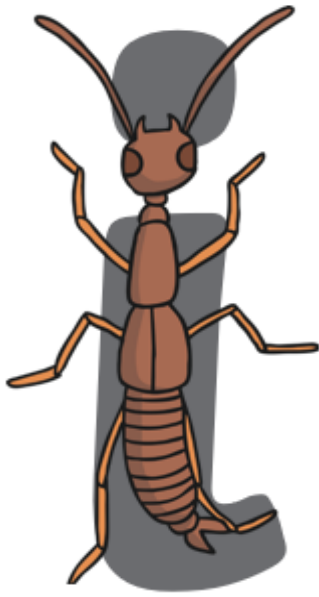
Bounce: t-t-t-tower

Handwrite: Down the tower, across the tower.



Bounce: p-p-p-pirate

Handwrite: Down the pirates plat, back up and around his face.



Bounce: i-i-i-insect

Handwriting: Down the insect's body and a dot for its head.



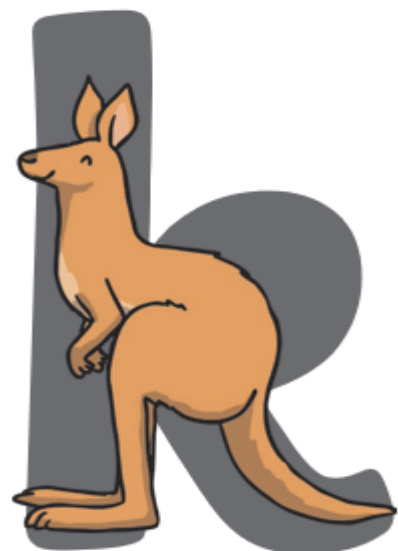
Stretch: nnnn-nobby

Handwriting: Down Nobby and over his net.



Bounce: g-g-g-girl

Handwrite: Round the girls face, down her hair and give her a curl.



Bounce: k-k-k-kangaroo

Handwrite: Down the kangaroo's body, back up, round his bottom and a flick for a tail.



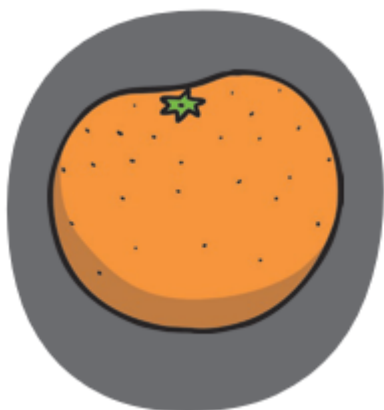
Bounce: c-c-c caterpillar

Handwrite: Curl around the caterpillar.



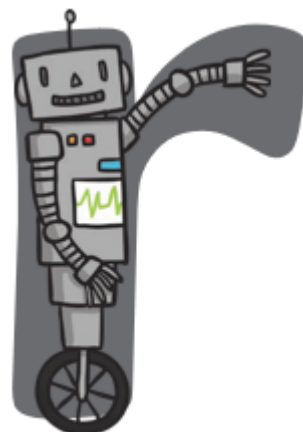
Stretch: mmmm-mountain

Handwrite: Down Maisie, over the mountain, over the mountain.



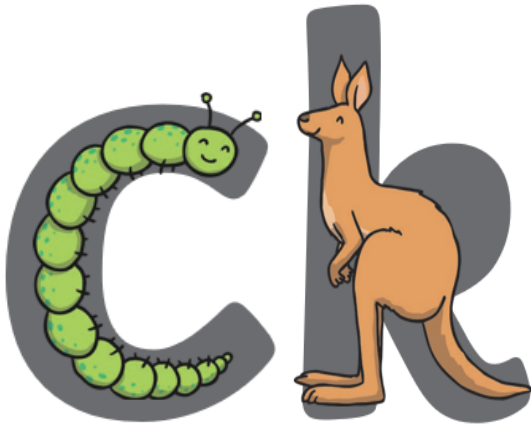
Bounce: o-o-o-orange

Handwrite: All around the orange.



Stretch: rrrr-robot

Handwrite: Down the robot's body, back up and give him an arm.



Bounce: c-c-c-ck – Two letters one sound.

Handwrite: Curl around the caterpillar. Down the kangaroo's body, back up, round his bottom and a flick for a tail.



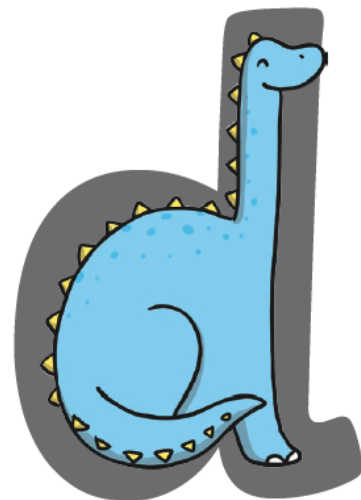
Bounce: e-e-e-egg

Handwrite: Slice into the egg, go over the top, then under the egg.



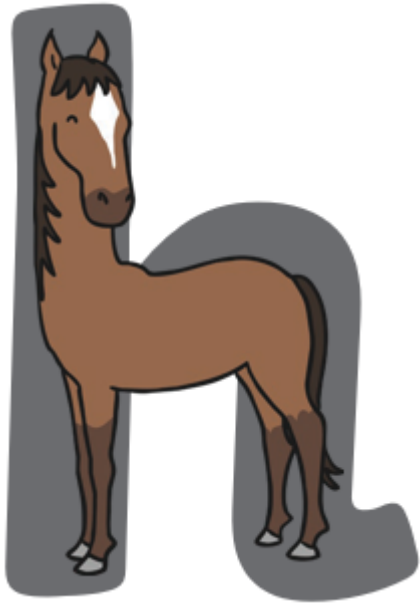
Bounce: u-u-u-umbrella

Handwrite: Down and under the umbrella back up and don't forget the puddle.



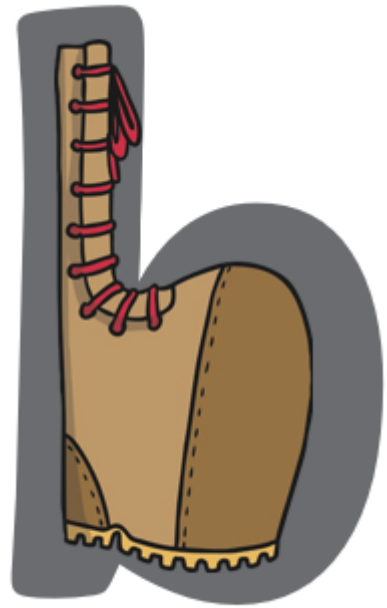
Bounce: d-d-d-dinosaur

Handwrite: Round the dinosaur's back, up his tall neck and back down to his feet.



Bounce: h-h-h-horse

Handwrite: Down the horse's head to the hooves and over his back.



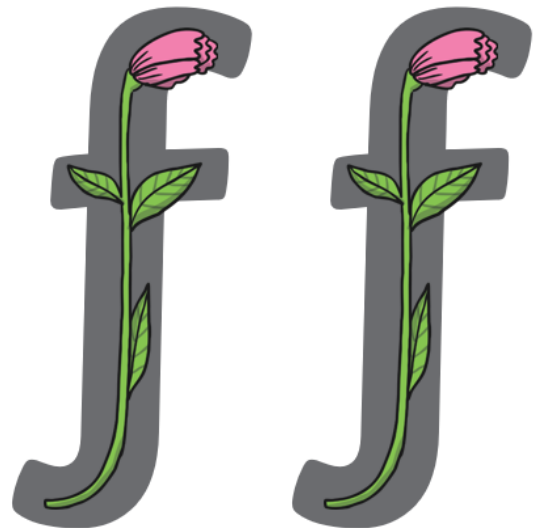
Bounce: b-b-b-boot

Handwrite: Down the laces, over the toe and touch the heel.



Stretch: ffffflower

Handwrite: Down the stem and draw the leaves.



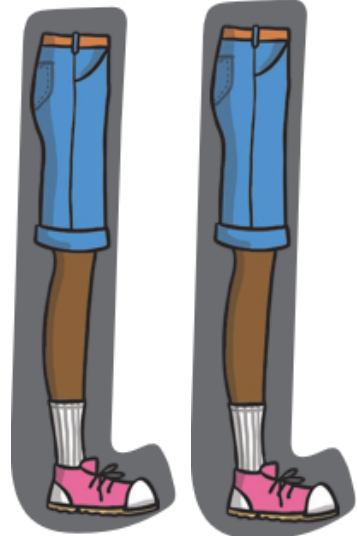
Stretch: ffffflower

Handwrite: Down the stem and draw the leaves. Repeat.



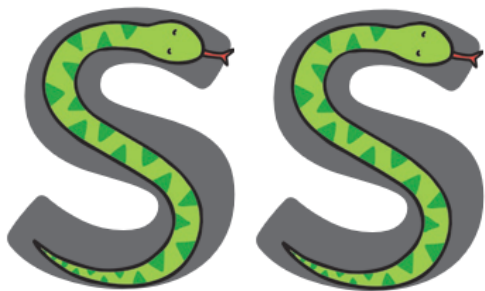
Stretch: lllleg

Handwrite: Down the long leg and curl under the foot.



Stretch: llll-ll – Two letters one sound

Handwrite: Down the long leg and curl under the foot. Repeat.



Stretch: ssss-ss – Two letters one sound.

Handwrite: Slither down the snake. Repeat.

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Bill



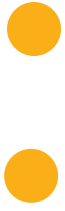
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fit



fun



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bell



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hiss



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fan



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kiss



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