

# Early Years Foundation Stage (EYFS)

## Early Years Curriculum

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### Bursts for Learning from 0-5 years



# Introduction

**The Early Years sector has produced this guide with contributions from Children’s Centres and Maintained Nursery schools to support you and your child during the Covid-19 lockdown period and beyond.**

## Learning through play

The EYFS curriculum (Early Years Foundation Stage) is a play based curriculum that sets out what children must learn between the ages of birth and 5. It covers seven areas of learning; Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

The seven areas of learning fit under two main areas; the Prime Areas of Learning and the Specific Areas of Learning.

### Prime Areas of Learning

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

### Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## The Prime and Specific Areas of Learning

The youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning, including the four specific areas, as children grow in confidence and ability within the three prime areas.

## EYFS Bursts for Learning

In order to support learning through play, the Early Years sector have put together ‘Bursts for Learning’ that you and your child can take part in at home. These activities are set out under each area of learning, and under each age group of babies, toddlers and pre-school.

EYFS Bursts for Learning have been put together to keep you and your child on the move each day in your own time and at your own pace. From Tummy Time, learning how to get dressed, to cooking, video clips, music, dance and Den Building, there will be something that you and your child can get stuck into daily whilst having some fun and ensuring continuity of the EYFS curriculum.

# EYFS Bursts for Babies

## Babies 0-12mths

Babies are born ready to learn, and their brains develop through use. So your child needs a stimulating environment with lots of different ways to play and learn. Babies and young children learn best when they have warm, engaged and responsive relationships with their main carers. So you have a vital role to play in helping your child learn through these early years. Your child learns best by actively engaging with their environment. This includes:

- Observing things, watching faces and responding to voices.
- Listening to sounds, making sounds and singing.
- Exploring - for example, putting things in their mouth, shaking things and turning things around.
- Experimenting with textures, objects and materials like water, sand or dirt.
- Doing things that stimulate all of their senses - touch, taste, smell, vision and hearing.

Why not try some of the EYFS Bursts for Babies below to support your child's learning and development.

### **Tummy time**

#### **Physical Development**

Helps build muscles that your baby needs for activities like sitting and crawling.



### **Developing rolling and sitting**

#### **Physical Development**

Rolling develops the muscles in your baby's tummy and back, which helps them to gain the strength they need to sit and move between positions.



### **Copy Cat**

#### **Physical Development (0-6 months)**

Stick your tongue out and see if your baby can copy you. Try blinking your eyes and making funny noises with your lips.



Copy the noises your baby makes. React to what they're doing - try saying things like, 'Oh, you're telling me a story', or, 'Wow, you can make loud noises'.

Have a guess at what your baby might be thinking or feeling and put it into words - for example, 'It looks like you're sleepy'.

### **Babbling and Baby Talk**

#### **Communication and Language**

Your baby will listen to you and learn from your tone, facial expressions, body language and daily experiences, before they start copying noises and eventually, speaking simple words.



### **What's that noise!**

#### **Communication and Language (0-6 months)**

Go on a walk and carry your baby around the house and listen out for noises such as the washing machine, or a clock ticking. Find the sound and make the noise. Tell your baby what it is: 'I can hear the washing machine', 'clock ticking'.



### **Peek a Boo!**

#### **Personal Social and Emotional Development (0-6 months)**

Play peekaboo games using a scarf or your hands to hide your face, saying things like "Where are you? There you are!"



### **Play with Bubbles**

#### **Personal Social and Emotional Development (0-6 months)**

Babies will love playing with bubbles. During play time, use a bottle of bubbles and gently blow them near your baby. Be careful they don't get in their eyes.



### **Point and See!**

#### **Personal Social and Emotional Development (6-12 months)**

Help your baby get used to the world around them by talking about it while you're out and about.



Going for a walk is a great time to chat to your baby and help them pick up new words. As you go, point to things you can see and let your baby know what they are. For example: "bus", "dog", "sky".

### **Treasure baskets and heuristic play**

#### **(0-6 months)**

#### [Community Playthings](#) | [Treasure baskets](#)

The way in which babies learn is through exploration using their senses. Offer your baby these experiences through play with treasure baskets.





# EYFS Bursts for Toddlers

## Toddlers 1-3 years

When your child is between 1 and 3 years old, he or she will probably be interested in everything and everyone, especially if it is new or different. They will want to be part of whatever you do. They will try to imitate you and also insist on trying to do many things by themselves. Your toddler is very active between the ages 1 and 3. They will be using their new physical and verbal skills to explore everything around them. As they grow, your toddler will spend less time exploring and more time playing. Some common ways that young children explore their world are by:

- Climbing on furniture and crawling into small places.
- Playing with water, wherever they find it - in sinks, toilets, baths, fish bowls, and puddles.
- Opening cabinets and drawers, pulling out everything inside.
- Getting into purses, make-up cases, and other containers.
- Scooting away in stores to touch things on the shelves.
- Approaching other children to play.

Why not try some of the EYFS Bursts for Toddlers to support your child's learning and development.

### **Painting with water in the garden**

**Physical Development**

Painting with water is so much fun, it's easy to set-up, and it is mess free! You will need a small pot or a small bucket and a paintbrush. Add some food colouring for a splash of colour!



### **Digging in the garden for treasure!**

**Communication and Language, Physical Development**

Collect together a few small objects and bury them in a sandpit or a small box filled with soil. Encourage your toddler to uncover the treasure using different tools such as spoons, spades and a colander for sieving sand.



### **A treasure hunt in the garden**

**Physical Development, Literacy, Communication and Language**

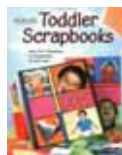
Hide some brightly coloured toys around the garden and ask your toddler to see if they can find them. Model writing by making a list of the things that you find.



### **Make a photo-book**

**Expressive Arts and Design, Literacy, Physical Development**

You could make a photo book of funny, or memorable family events and talk about it with your child.



### **Let's get cooking! Chocolate Cornflake Cakes**

**Physical Development, Understanding the World**

Click on the picture to view recipe.



### **Let's get cooking! Shortbread biscuits**

**Physical Development, Understanding the World**

Click on the picture to view the recipe.



### **Nursery Rhymes and Songs**

**Communication and Language**

Why not sing some rhymes and songs with your toddler, and encourage them to take part using the actions.



### **Playing in Mirrors**

**Understanding the World**

Playing in mirrors is great fun to try with your child. Who do they reach out to, themselves or the mirror image?



You often find that toddlers do not develop a proper sense of self-awareness until around 2 years old. At this point, they come to understand that the person in the mirror is them and not another child to play with.

### **Shopping Game**

**Understanding the World**

Pretend play can help your little one understand everyday life. Try a shopping game with objects from around your home and give your child the chance to use new words and follow simple instructions.



## Getting dressed

**Communication and Language, Physical Development**

Getting your little one dressed is a great chance to build their vocabulary. Naming their body parts and items of clothing will introduce them to lots of new words.



## Make some Binoculars

**Personal, Social and Emotional Development, Communication and Language**

Have a look out of the window and see what you and your little one can spot through these binoculars. You can play a game of I spy, or just follow your little one's lead. The more you play, the more you can build up their vocabulary with describing words.



## Make a Jam Jar Xylophone

**Physical Development, Expressive Arts and Design**

Make a jam jar Xylophone with your toddler. All you need are some clean, empty jam jars, a spoon and a tap!



## Be a Little Helper

**Physical Development, Communication and Language**

Getting your child involved with simple jobs around the house gives you the chance to talk and interact. You might even hear your little one use some new words.



## Threading small things

**Using your Hands**  
**Physical Development**

Help your child string small items such as macaroni, pasta or beads on to a piece of string or a shoelace.



## We're Going on a Bear Hunt

**Communication and Language, Personal, Social and Emotional Development and Physical Development**

Join in with the author of We're Going on a Bear Hunt - Michael Rosen to re-tell the story.



# EYFS Bursts for Pre-school

## Pre-school 3-5 years

A child of 3-5 is considered a pre-schooler. So whether or not your child is attending a formal pre-school program, he or she is no longer a toddler! Pre-schoolers are different from toddlers in that they are developing the basic life skills, independence, and knowledge that they will need as they enter their school years. The pre-school years are an exciting time for young children. They will become more independent and begin to focus more on adults and children outside of the family. They will want to explore and ask about the things around them even more.

Why not try some of the EYFS Bursts for Pre-school to support your child's learning.

### Personal, Social and Emotional Development

#### Turn taking Ted

##### Idea!

Get your child to teach their Ted to take turns playing with their toys



##### Think about!

You don't have to have board games to take turns; favourite activities can be used to take turn with your child and include siblings;



- Building blocks to make a tower and can extend further by asking for a colour brick first, swap at each turn,
- Jigsaw/inset puzzle – take a piece from a pillowcase/bag say what it is before putting it in;
- Add a please help me card for tricky puzzles
- Matching games hiding pairs in sand/cornflour, or use empty plastic 'eggs' left over from Easter
- Posting games link to other themes your child is interested in - colour, shape, animals
- Outside games to throw, kick a ball, inside you could try throwing a balled up pair of socks at bottle skittles or roll a ball on a large scarf
- Cooking as a family, taking turns to stir, etc
- Link to other activities that might be a source of frustration; like sharing the tablet screen – make a visual 'bus queue' system and use pegs with children's photos on, they can move themselves along the line so they can see when it is their turn.

##### Vocabulary

- My turn, your turn, name's turn, Ted's turn
- Good turn taking
- Good waiting

##### You will need:

Bricks, puzzles, board games, everyday objects, ball, large scarf/cloth, box, basket

#### Awards

##### Idea!

Make awards/medals for each family member including your pets.

Make a box of awards and then they can be given out as and when someone does something positive; getting up, helping lay the table, giving their sister a hug....



##### Think about!

Why do they deserve an award, what did they do that was kind or helpful, made you happy?

Start by modelling the language for your child; 'I felt happy when you helped me lay the table'.

##### Vocabulary

Kind, helpful, sensible, clever

##### You will need:

Paper, pens, ribbon

#### Special box

##### Idea!

Collect photos and objects that are important



##### Think about!

- Decorate a box to collect the memories
- As you put the things in the box, talk about the memories they represent, the people, the place
- Add an item once a week, ongoing
- I remember when... it makes me happy when I think about...

##### Vocabulary

Memories, then and now, remember, emotional vocabulary to name feelings

##### You will need:

A box, re-use wrapping paper, end of wallpaper, pens, paints, stickers

## Keeping teddy safe

### Idea!

Teach your child's teddy (favourite toy) how to keep safe at home



### Think about!

Talk about what choices we make to help keep us safe at home in the different rooms;

- Kitchen - hot oven, sharp knives...
- Could draw some signs to put up
- Extend to being safe outside; coming back when called at the park, crossing the road safely
- Make a crossing in the garden and whole family can pretend to be traffic and practice crossing the road
- How can you ask for help at home, nursery? Police

There are lots of fun books to share with your child to help talk about safety

## Vocabulary

Hot, sharp, stop, wait

### Useful websites for parents and carers information:

<https://www.nspcc.org.uk/keeping-children-safe/>  
[https://www.safekids.org/safetytips/field\\_venues/home](https://www.safekids.org/safetytips/field_venues/home)

## Funny faces

### Idea!

- Sit looking into a mirror together and make faces for different feelings and situations
- Eating a piece of cake 'yum'/a worm 'yuk'
- Being chased by a tiger
- A balloon popping
- Someone has broken your favourite toy.



### Think about!

- Over emphasise your expressions as you model alongside your child
- Make links to photos and favourite story books
- Reinforce naturally in situations to name feelings and emotions
- Model back alternative words to extend vocabulary and understanding.

## Vocabulary

Naming feelings and emotions; happy, sad, hungry, tired, scared, excited

## Changes

### Idea!

Preparing for changing room, nursery to school, going back to nursery after being at home



### Think about!

- Visit the schools website and look at the gallery of children's work, read the newsletters, look at the school uniform, talk together about the information
- If you are able to include the walk to school as part of your daily exercise, take some photos on your way and of the school
- Dress up in uniform and PE kit
- Make connections with nursery - things your child likes to do such as painting or construction and how they will be able to do these things at school
- Talk about who they would ask for help at nursery and then at people at school (lunch time staff, teacher, office staff etc)
- Talk about feelings; it's ok to be worried, nervous

## Vocabulary

Feelings; anxious scared excited happy worried.

Routines; assembly, lunch times, PE, coat peg, book bag.

Name parts of uniform; shirt, jumper.

### Here are some useful links to watch together and talk about:

<https://www.bbc.co.uk/bitesize/collections/starting-primary-school/1>  
<https://www.bbc.co.uk/cbeebies/curations/starting-school-curation>  
<https://www.bbc.co.uk/bitesize/topics/zhtcvk7/articles/znc9vk7>  
<https://www.bbc.co.uk/cbeebies/joinin/lets-talk-about-starting-school>

## EYFS Communication and Language

### I spy with my little eye

#### Idea!

I spy is a traditional game used with initial letters but extend this game to encourage talk by giving clues to an object, describe its size, colour, what it is used for, where it is...



#### Think about!

- Make it a game with siblings, take turns to ask questions; does it have legs, can I find it in the kitchen...
- What's in the bag - describe what you can feel in the bag - match it to a picture or paired object
- Battleships - make a simple barrier, find pairs of objects give one to each side, then take it in turns to describe, ask questions and guess

#### Vocabulary

Describing words; size, colour, shape.

Position; up, in, below, behind, under, in front...

#### You will need:

Play in different rooms and outside, use a picture or story book

### Baked bean splat!

#### Idea!

There are lots of games to get moving around and develop your child's listening and attention skills



#### Think about!

- Baked bean splat; move like different beans - runner, jumping, long beans (make yourself tall), broad bean (stretch wide), tiny peas (curl up), baked bean splat (lay flat on the floor)
- Traffic lights; green move around, amber bounce on the spot, red stop, traffic jam all line up, reverse travel backwards
- Musical statues and musical bumps
- Simon says obstacle course, extend with objects; get under the blanket, in the box, behind the chair as well as action, star jumps, clap
- Moving photographs, I am an astronaut walking on the moon, I am a slimy snail sliding through the long grass, I am a frog jumping on the lily pads across the pond...
- Take turns so child gives the instructions and you play the game

#### Vocabulary

Listen, freeze, stop, movement/action words

#### You will need:

Push back the chairs or even better go outside in the garden or park

### Call me

#### Idea!

Children love playing with your phone, and this is the perfect time to call friends and family to keep in touch



#### Think about!

- You could use old phones or make pretend phones to play a telephone game linked to role play - 'order a pizza', 'book an appointment'
- Have a face time session with a grandparent so they can practice looking at who they are talking to
- Think about what questions you want to ask before calling, reinforce key phrases

#### Vocabulary

'Hello' 'good morning' 'how are you' 'good bye'

#### You will need:

Telephone real and toy, note pads and pens, boxes or construction to make own play phone

### Have a tea party

#### Idea!

Have a tea party with siblings or just some favourite toys, a chance to play and chat



#### Think about!

- Opportunity for writing, can make invites and menu
- Can make real cakes and sandwiches to eat
- Be playful and let your child take the lead- it's their tea party you have come to
- Link to number and sorting, lay the table, count how many items you need
- Make it a picnic and go outside

#### Vocabulary:

'Please can I have', 'pass the', 'would you like', 'Teddy would like some cake'...

#### You will need:

Play or real plates cups and food and drink



## It's a small world

### Idea!

Follow your child's interests by playing alongside creating small worlds; down in the jungle, on the farm, fixing cars at the garage, rocket to the moon



### Think about!

- Use small world toys; animals, cars, people, etc
- Create a setting such as a farm using boxes, draw spaces for a car park, etc
- Model vocabulary and simple phrases
- Narrate what you are doing with the toy or comment on what your child is doing... 'the farmer is feeding the sheep', the mechanic is fixing the car'...
- Play alongside, copy what your child is doing, begin to extend actions or interact with their toy
- Find some pictures or video clip on the internet that link to their play such as a real fire station or farm

### Vocabulary:

- Naming words: car, bus, duck, sheep, house, road...
- Location words: up, along, over...
- Describing words: red, big, fast...
- Belonging: the farmer's, the dog's, yours, mine...
- Feeling: excited, hungry, cold...
- Questions: how many, where are they going...?

### You will need:

Small world toys; farm animals, cars, trains, add to them boxes, paper and pens for drawing, go outside and use garden, collect natural resources like stones sticks, flowers

## It's all in a day

### Idea!

Talking about everyday routines and chores will develop language and provide opportunities for questions and conversation



### Think about!

- Use routines of your child's day to name, describe, order and sequence, recall and explain such as giving a commentary on getting dressed, washing, lunch time
- Shared cooking; name the ingredients and what you are doing, stirring, mixing, pouring
- Talk about what you see around you when you go to the shop, park or for a walk, 'I can see a red car what can you see?' Model back and extend, yes I can see a 'big red bus'.

### Vocabulary:

Now and next, first, then, last

Name feelings, actions, and objects

### You will need:

Make the most out of your daily routines and talk about what you see and do

## EYFS Physical Development

Being active and using their bodies is natural and very important for children. It helps them to learn about how their bodies work and a sense of their bodies in the space around them, develop muscle control and strength, and support their well being through the release of 'feel good' hormones.

For the learning activities below you will need:

- a balloon per person
- or you can use socks rolled into a ball
- small balls or scrunched up paper



**\*\*Important safety note \*\***

**ONLY ADULTS to blow up the balloons and tie them securely before the children have them.**

### Catch a balloon

#### 'Keep it up'

See who can keep the balloon off the floor the longest by tapping it up into the air. Count as you play.



#### Think about!

- Play one at a time and keep score and write the numbers down. You can also use tally marks for younger children.
- Let children chose different parts of your body i.e. head, knee, shoulder.....

#### Vocabulary:

Up, float, tap, knock, bounce, down, tumble, higher

### Sticky Bits

Play the game to help children learn where different parts of their body are and how to balance

Take it in turns to call out a body part to balance the balloon or socks on.



#### Think about!

- Counting together slowly till the first balloon drops
- Who can move slowly around without the balloon falling off?
- Names for the body parts and where they are. To develop more words include parts that we may not usually say such as palm, knuckles, thigh, and heel

#### Vocabulary:

Still, balance, bend, wobble, various body parts - elbow, leg, hands, palm, fingers, and knuckles

### Box steady crew

#### Idea!

Throw the balloon up and slide the box along the floor to catch the balloon inside. The box **MUST** stay on the floor at all times.



#### Think about!

- Change the size of the box to make it easier or harder.
- Take it in turns to throw and catch
- Keep score using tally marks and count them up at the end of the game

#### Vocabulary:

Slide, catch, in, outside, miss, empty,

### Basket bonanza

#### Idea!

Put the empty laundry basket in the middle of the room. Take it in turns to throw the balloons, paired socks or soft balls into the basket. Who can get the most?



#### Think about!

- Count and keep score. Remember to count slowly and touch or move the objects as you count them. This helps with one to one correspondence.
- \* Set the timer on a phone and see how many you can get in before the buzzer goes off !

#### Vocabulary:

In, out, score, bounce, more, less, missed, further, closer, number names 1-5, 10 and up to 20.....

*For young children or those who have restricted movement - you can also use an empty box on its side so children can roll balls in.*

## Paper Tunnels and Balls

### Idea!

Use masking tape or sellotape to tape the coloured paper/card to the floor to make tunnels.

Use balls or 'sock balls' to take it in turns to roll them through the tunnels.

You can also swap and use trains and cars with the tunnels. This game develops hand and eye coordination, turn taking, waiting and perseverance.



### Think about!

- Colour matching and naming.
- Number the tunnels on the top with numerals and dots and ask the children to aim for a specific number
- Promote waiting - ready, steady, go
- Adapts easily so children who are non mobile can play from a seated position

### Vocabulary

Roll, throw, closer, further, through, push,

## Cardboard Tube Drop Games

### Idea!

- Use cardboard tubes like toilet rolls and kitchen rolls, tape them together into differing lengths and attach to a suitable surface using masking tape or sellotape
- Make pom poms with scrunched up tissue paper, newspaper and foil
- You can use large lego bricks



**\*\*Adults MUST watch children to make sure they do not put these in their mouth as they may choke\*\***

Children post the balls in the tubes. This activity is good for children that like to repeat actions over and over again. If they like to post things this will keep their attention.

### Think about!

- Hand and eye coordination, fine motor skills and releasing an object
- Waiting and turn taking, and early counting, 1, 2, 3 go
- Colour matching and naming
- Adapts easily for children who are unable to stand

### Vocabulary

Go, faster, first, last, down, out, in, gone,

## EYFS Literacy

### Home library

#### Idea!

Using books, magazines, papers and catalogues you have at home make your own library



#### Think about!

- This can start with collecting and sorting books etc to read and creating boxes and shelves to organise and display them using cardboard boxes and any low storage you have
- Add cushions to make a cosy area to sit and look at the books
- Add posters, signs and labels that you can make together
- Review favourite books for a book of the week display
- Use toys and teddies to 'read a book' to as a story session
- Include books that the children have made themselves and photo albums
- Sharing books isn't just for bedtime, find different places to read a book, even outside. Encourage your child to hold the book and turn the pages, talk about the pictures and what is happening in the story.

#### Vocabulary:

Books, stories, information, picture, poems, magazines, newspapers, comics, poster, sign, label

#### You will need:

Collect lots of books magazines newspapers comics, empty boxes, paper and pens

## Tell me a story

### Idea!

Make puppets or dress up to retell a favourite story



### Think about!

- Stories come alive when we join in and retell them orally
- As a family take turns in telling your favorite story
- Use puppets or dress up as the characters
- Get an old box and make your own puppet theatre, use some material for curtains
- Make tickets and posters for your puppet show
- Record on your mobile phone so the children can watch their show after performing and a lovely video to share with their friends and family they cannot meet up with

### Vocabulary:

- Beginning, middle, end, characters, story, story phrases once upon a time, a long time ago, and they all lived happily every after
- Explore words that link to the story, new and tricky words to ensure understanding of meaning

### You will need:

Puppets, story books, paper and pens, material and dressing up clothes

## Rhyme me a rhyme

### Idea!

Rhyming is lots of fun and a great introduction to phonics



### Think about!

- Sing rhymes or read rhyming stories and pause to let your child fill in the rhyming word
- Rework familiar rhymes with alternative verses
- Use actions as part of singing rhymes; make up new actions
- Play rhyming lotto and rhyming pairs using objects and pictures cut out of magazines
- Make rhyming collections; fill a hat with 'at' words, mug with 'ug' words...
- Go on a rhyming scavenger hunt
- Make a rhyme sack; put in objects, pictures, puppets that link to different rhymes - pull one out to sing; toy frog '5 little speckled frogs', picture of a bun and some pennies '5 currant buns'
- Rhymes are a great way to incorporate maths and counting too

### Vocabulary:

Rhyme, pair, match, sounds, rhyming

### You will need:

Pictures and objects, rhyming story books

## Sensory mark making

### Idea!

Mark making does not have to be writing with a pencil on paper; early mark making is a physical activity and should be fun!



### Think about!

- Use a sensory base to make marks in; shaving foam, salt, paint, cornflour slime
- Some children do not like to touch so fill a zip lock plastic wallet with glitter and paint then children push down on the outside to mark make without getting messy
- Use different mark making tools; make a dotted picture using paint and cotton buds, cut up old sponges, unravel bath puffs
- Go outside use household paint brushes and water to make marks on the path or wall
- Explore different marks and talk about the lines you are making; squiggly wriggly, zig zag, round and round dizzy...
- Make use of newspapers, old wall paper

### Vocabulary:

Writing, painting, mark making, lines, circle, dots, zig zag...

### You will need:

Cornflour, salt, sand, shaving foam, paint, brushes  
Different types of paper

## Shopping list

### Idea!

Get your child to help you write a shopping list



### Think about!

- It could be just the weekly shopping or a special list for a party, a story character or pet
- Use to plan a cooking activity together
- Look in the cupboard for inspiration
- Draw or write the list
- Include numbers
- Role play shops using items from your real shopping
- Add some describing words; red apples, big packet of



### Vocabulary:

What do we need? How many? How much?  
Bottle, packet, tub, box, bag, jar, tin...

### You will need:

Pen and paper



## Finger gym

### Idea!

Exercising your fingers is really important for developing your child's writing skills and is really enjoyable



### Think about!

- Threading; make a necklace or long snake with a repeating pattern; making aliens (upturned colander with pipe cleaners and straws, add beads, pasta shapes)
- Weaving with ribbons and material strips, as well as paper to make a colourful rainbow
- Decorate your home or garden by making paperchains
- Tallest tower challenge with building blocks
- Make some playdough; squishing, pulling, rolling, twisting to music
- Add some objects with different textures to press in to make patterns or cutters
- Add some scissors to practice cutting and snipping
- Hanging out washing with pegs could be pictures of clothes or dolls clothes
- Sorting small objects by picking up with tweezers
- Finger rhymes; two little birds, Tommy Thumb, Incy Wincy...
- Popping bubble wrap
- Football flick; draw out a pitch on some paper make a rolled up paper football and flick ball to score a goal
- Collect a range of containers, bottles and jugs and practice emptying and filling in the bath or outside
- Balloons and newspaper mache as a starting point for making model monsters or masks

### Vocabulary:

Finger, finger tips, press, touch, squeeze, stretch, pull, twist, cut, snip, thread...

### You will need:

- Simple flour playdough recipe, scissors, cutters
- Torn newspaper and water based glue in a bucket
- Ribbon, paper, pasta, bead, bricks and blocks

## EYFS Mathematics

### Junk modelling

#### Idea!

Collect boxes and recyclable materials to make a model. It could be a dinosaur, an animal, a vehicle anything you want it to be!



#### Think about!

- How many boxes have you used?
- What are the names of the shapes of the boxes?
- Can you make something using 3, 5, 10 boxes?

### Mathematical vocabulary

Numbers 1-10, Names of 2D shapes, circle, square, rectangle, triangle, Names of 3D shapes, sphere, cone,

#### You will need:

Lots of junk boxes, sellotape, bits and bobs for sticking on, glue

### 10 nice things

#### Idea!

Take a walk around your home and collect 10 nice things in a bowl or in a bag. It can be anything you like or 10 of your favourite things! When you have collected 10 items, take a dice and roll a number. Count the number of dots on the dice or read the number on the dice and collect that many nice things from your bag. The first one to collect 10 nice things is the winner!



#### Think about!

- How many things you have collected in your bowl or bag. Do you have 10? Or do you have a number of things that is more or less than 10. Check by counting? What number did you roll on the dice?

### Mathematical Vocabulary:

Numbers 1-10, how many?

#### You will need:

A dice, a bag or box and a collection of 10 of your favourite things around the house.

## Cooking

### Idea!

The Very Hungry Caterpillar Fruit Kebabs!

Using fruit pieces, talk about the fruits you will be using to make the fruit kebabs. Talk about them being whole fruits and how they can be cut up into halves and quarters.

### Think about!

- Chopping fruit into half or quarters
- How many of each fruit do you have? Count them!
- Can you arrange the fruit onto a skewer in to a pattern or repeating pattern?

## Mathematical Vocabulary

Pattern, repeating pattern, half, quarter, numbers 1-10

### You will need:

Fruit or vegetables, cocktail sticks or kebab skewers

## Water play

### Half, Full and Empty

### Idea!

Using an empty bucket or put the plug in the sink use different sized containers to play with the water. Collect containers over the week for this activity, from water bottles, yoghurt pots, plastic bowls, spoons etc. Pour water from one container to another from different heights, in different ways.

### Think about!

- What happens to the water as you pour from one container to another?
- Is the container full, half full or empty?
- How many cupfuls of water did you use to fill the container to the top?

How many spoonfuls of water will fill up the 'biggest' and 'smallest' container?

## Mathematical Vocabulary:

Full, empty, half full, biggest, smallest, scoopfuls, spoonfuls, how many? total.

### You will need:

A bucket of water and containers for pouring



## Sorting

### Idea!

Sort out the washing basket or your toy box or make up an interesting box of things to sort out.

Can you sort the items out by size, colour or by object? Can you think of a different way of sorting the items out? For example, spotty socks and plain socks or tall things and short things, or can you sort items by colour?

### Think about!

- How many ways can you sort objects out?
- Can you sort objects out by colour, length, size, object?
- Can you think of two more different ways of sorting your things out?

## Mathematical Vocabulary:

Sort, pattern, size, length,

### You will need:

Washing in a basket, your toy box or a made up box of things around the house.

## Shape detectives

### Idea!

Take a notepad or piece of paper and walk around your home or bedroom to find out about 2D shapes. What objects are Circle, Square, Rectangle and Triangle? Draw these on your piece of paper. How many circle objects could you find? How many Triangular objects could you find? Which shaped objects did you find the most of?

### Think about!

- How many things in your home are Circle, Square, Rectangle or Triangle?
- Do you know anything else about these shapes? e.g. number of sides, edges.

## Mathematical Vocabulary:

Circle, square, rectangle, triangle, edges, corners

### You will need:

A notebook or paper and a pencil or felt tip pen.



## Understanding the World Early map making

### Idea!

During daily walks outdoors or trips to the shops, talk about and notice the world around them



### Think about!

- How do you get to the shops?
- What did you pass to get to the shops? We passed the church, the school, the petrol station.
- Can you draw a map to get there?

### Vocabulary:

Map, signs, symbols, buildings, roads, first, next, after, go, past.

### You will need:

Paper, felt tip pens, and walking shoes!

## Den building

### Idea!

Den frames can be made in almost any environment, indoors or outdoors. They can be small and built in the corner of a room or built outdoors in the garden. Any indoor or outdoor environment that lends itself to supporting structures, such as trees, walls, railings, fences, benches, chairs, sofas etc. can be brought into play. Or chairs can be taken outside to build the den in the playground or open space.



### Think about!

Look at these great techniques for den building [Den making](#) by Early Arts UK

## Play weather bingo

### Idea!

Make a list of common weather conditions like windy, rainy, sunshine, cloudy, cold and frosty. Look outside every day and tick off what's happening



### Think about!

Add extra interest by making a list of other things your little ones could spot like birds, chimney, aerial and car. They could also draw a daily picture of the weather, so you can create a weather diary during the lockdown and beyond.

### Vocabulary

Rain, windy, sunny, weather, different, same as, hot, cold.

### You will need:

Paper and felt pens to record the weather.

## Create a nature collection

### Idea!

If you have a garden or can get out to a local green space, this activity is a great way for older children to explore nature and learn new words at the same time.

### Think about!

Picking up some natural items like twigs and leaves that your child can touch and describe. To make it even safer or if you can't get out, collect any natural items you have around the house or use pictures to build a visual collection. Describe the textures and begin to sort the objects by texture

### Vocabulary

Texture, smooth, rough, materials, sort, describe, pattern

### You will need:

Natural materials around the home and a bag or box to collect them in

## The Coronavirus for children

### *Idea!*

Read the free information book explaining the coronavirus to children, illustrated by Gruffalo illustrator Axel Scheffler



### *Think about!*

- Doctors, nurses, ambulance drivers and all the other people who make up our health service in our country to do an amazing job every day.
- What is the coronavirus? How should we keep safe? How can we help others to keep safe?

### *You will need:*

The Coronavirus book for children by Alex Scheffler downloadable via the hyperlink:

<https://axelscheffler.com/books-for-older-children/coronavirus>

## **Coronavirus: Using video calls to stay in touch and bond with children**

### *Idea!*

- Talk to your child about the use of technology being used to communicate with friends and family.
- What different types of technology do they know? Make a list of them.

### *Think about!*

- Using the list of technology your child has come up with, ask them to tell you how it works. What buttons do you have to press? Why?
- Think about a piece technology in your home to record a 'Hello' message to a friend. This could be on a mobile or tablet, an email message with a picture attached.

### *Vocabulary*

Record, iPad, technology, button, volume, send, phone, email.

## **EYFS Expressive Arts and Design**

### **Puppet show**

#### *Idea!*

Let your child choose a favourite character; could be from a book, superhero, magazine, cartoon, and make a puppet for a puppet show



#### *Think about!*

- Children could draw their own backgrounds or you could use an image on a screen for them to act out scenarios with their puppets in front.
- Use your phone to film them to make their own shows and share with friends and family
- Get siblings and you can make a puppet to interact with your child's puppet to create your own stories
- Use your puppet to retell stories, sing rhymes, have conversations together
- Lots of opportunities to develop practical fine motor and measuring skills



### *Vocabulary:*

Cut, stick, join, sew...

Eyes, teeth, wings, horns...

### *You will need:*

Puppets can be made from anything you have to hand; including decorating cardboard tubes, simple cut out shape from back of a cereal box and drawn and stuck to a lolly stick, customise odd socks, old wooden spoons



## Friendship bracelets

### Idea!

Friendship bracelets to give to friends they are missing



### Think about!

- Playing and exploring; children have fun exploring a range of techniques, colours and materials
- Involve siblings, together you can discover how familiar objects can be used in craft activities; try different techniques depending on your child's age and stage of development so you can simply decorate a strip of paper, thread pasta on a piece of string or introduce plaiting using three pieces of ribbon or wool
- They enjoy an activity that encourages their sense of achievement and imagination – 'being willing to have a go'
- Include repeating patterns, shapes, letters to spell out a child's name.



### Vocabulary:

Bend, fold, twist, wrap, plait, thread  
Name colours and shapes

### You will need:

Strips of paper and paperclips, sellotape or glue; use old wrapping paper, thin card from cereal boxes  
Thread, wool, ribbons, straws, pipe cleaners, string  
Old beads, buttons, pasta, things you can find with holes

## Music Concert

### Idea!

Have your own music concert singing your favourite songs and making your own music with household instruments



### Think about!

- Children have favourite songs which are important to sing over and over; but try singing them in different ways; loudly like a giant, or quietly so you don't wake the baby, with squeaky voices like a mouse, quickly or slowly
- Add your own accompaniment by tapping out the rhythm on your body; head, knees, hands and feet
- Make up your own songs that could be for routines like getting dressed or laying the table
- Can you make your own instruments with items around the house; on a saucepan with a wooden spoon, Tupperware boxes and elastic bands, soup cans and tea spoons; empty water bottles with dried beans, and listen to the different types of sound they make
- You could hang up pans and bits of old pipe outside if you have a garden fence and make your music outside
- Use symbols and pictures to 'write' your music

### Vocabulary:

Fast, slow, loud, quiet, high, low  
rhythm beat  
bang, tap, pluck, shake

### You will need:

Pots, pans, spoons, boxes, bottles for your band or any instruments that you may have  
CDs of favourite songs or the radio  
Real or pretend microphone, use a hairbrush to sing into

## Materials everywhere

### Idea!

Go on a material hunt around your home, garden, park and see how many different materials you can collect/find



### Think about!

- Using your senses to explore not just touch; what do they look like, feel like, sound they make, can you manipulate them
- Encourage children to ask questions and think about why things are made of a particular material - umbrellas need to be waterproof, socks to keep your feet warm, windows to see through
- Children could make a sensory book or picture with some of the materials - what would you choose to make a rabbit out of?
- Make a feely box/bag guessing game and describe the materials you're touching

### Vocabulary:

Fold, scrunch, bend, stretch, hot, cold, hard, soft, smooth, rough, natural, manmade, glass, wool, plastic...

### You will need:

Use a bag/box/basket to collect materials on your walk

## Colour mixing

### Idea!

Learning about how different colours change can be explored through lots of different activities



### Think about!

- Magic potions using food colouring and different containers, use fine motor skills to pour and fill
- Magic painting by using felt tips on kitchen towel, folding over then putting onto a shallow dish of water to watch it appear
- Colour splat; fill balloons with paints and covering area outside with old wallpaper jump and splat the balloons
- Simple paper folded butterflies with paint
- Fill old spray bottles with watery paint, put an old sheet on a garden fence and start spraying
- Icing biscuits/cakes let children create their own icing
- For a scientific twist add baking soda and vinegar for changing colour volcanoes
- Using oil, water and food colouring you can make sensory colour mix bottles



### Vocabulary:

- Naming primary and secondary colours
- Extend colour language; raspberry pink, bright, dark, pale, add black, white, gold, silver...

### You will need:

Paint, food colouring, felt tips, containers and bottles, balloons, spray bottles, old sheets, paper, wallpaper rolls, newspaper, kitchen roll, droppers, brushes, sponges, hands, feet

## Dance, move, dance

### Idea!

Expressing feelings and ideas through movement and dance



### Think about!

- Start with a story or song the child likes to exploring different ways of moving too
- Play a mirror game; facing each other take turns to copy the others movements
- BBC has audio music and movement programs to join in with or find some dancing to watch and join in; Bollywood dancing, Strictly
- Let them teach their family a routine they make up; use symbols and numbers to record the different actions
- Action game; select a body part card and then find a way of moving that body part - extend to add a number on a dice and count the number of times to do the movement
- Long strips of paper or ribbon to create shapes in the air as you move, or blow some bubbles
- Talk about the changes to your body after you have been moving and dancing



### Vocabulary:

Body parts, jump, roll, wave, wiggle, stamp, step, right, left, up, down, fast, slow

### You will need:

Your whole body!  
Music, video, story, pictures as stimulus,  
ribbons, paper streamers, bubbles

## EYFS Sensory SEND

### Children with Special Educational Needs and Disabilities (SEND) and partnership working

Some children may have special needs associated with a physical or medical condition, often this will have no influence on their ability to learn. However, if learning capacity should be impaired, then their education may fall within the remit of Special Educational Needs and Disabilities.

Special Educational Needs fall into four categories:

- **Cognition and Learning Needs** - difficulties acquiring basic skills or understanding information,
- **Behaviour, Emotional and Social Development Needs** - difficulties making friends, relating to adults and behaving properly,
- **Communication and Interaction Needs** - difficulties affecting children's ability to express themselves or to understand others,
- **Sensory or Physical Needs** - medical and or health issues which make it harder for a child to learn.

The Sensory activities that have been provided for you and your child will support you if you have a child with additional needs. Sensory play supports language development, cognitive growth, fine and gross motor skills, problem solving skills and social interaction.

If you require any further information regarding SEND needs you can get in contact with the Early Years team  
[EarlyYears@slough.gov.uk](mailto:EarlyYears@slough.gov.uk)

You can also get in touch and talk to your Health Visitor if you spot something that is not quite right about your child. Contact your local Children's Centre for further details about Health Visitor drop-ins or check out the integrated Health and Wellbeing service in Slough in the poster below.

### Sensory bags

#### Idea!

Chance to explore sensory play without the mess so really good for children who are tactile resistant



#### Think about!

For older children you can place letters and numbers inside the pack to be revealed as they move the contents around

### Vocabulary:

Squish, push, hand, finger, point

### You will need:

- Freezer bags (they are stronger than sandwich bags)
- 3" Tape
- Shaving foam
- Food colouring
- Clear hair gel
- Glitter
- Could also use ready made paint, 2 or 3 colours to mix

## Smashing Cereals

### Idea!

Boys in particular usually love to use real tools, particularly hammers



### Think about!

- Throw a handful of cereals onto a tray; let your child have the hammer, if they have not used a real hammer before you will need to have a brief lesson on how to hold it, remind them to keep their fingers out of the way and to only hammer the things on the tray!
- This activity will fill the need to destroy whilst helping build hand eye coordination and develop muscles.
- Develops coordination; they will need to line up the hammer and the piece of cereal in their mind before swinging the hammer
- Opportunities for turn taking, my turn, your turn
- Develop waiting and anticipation; 'One, two, three, go'
- This activity can be extended when the cereals are smashed, it can be a 'building site' using a tractor, lorry, plough, bulldozer



### Vocabulary:

Crunchy, powder, hit, hammer, smash, safe, swing, careful

### You will need:

- Handful of cereals, Asda Rainbow Hoops, Rice Crispies, Coco Pops, Nesquik Boulders, Cornflakes
- Large tray to contain the mess
- Hammer, real or wooden toy hammer
- If you want to extend the play, tractor, digger, bulldozer

## Indoor Car Track

### Idea!

- Create two lines approximately 8cm apart
- Tape the lines in twists and turns around the living room, on the furniture, wherever you can.



### Think about!

- An activity using a child's special interest
- Fine motor skills, develops muscles in the hands
- Hand eye coordination

### Vocabulary:

stop, go, start, wait, turn, straight, talk about colours

### You will need:

- Masking tape
- Plenty of cars, trains, trucks
- Your imagination!

## Tube Drop Games

### Idea!

Opportunity to follow a child's interest in movement and repetitive play



### Think about!

- Alternatively if you have an outside fence, make a water play game
- Waiting and anticipation: One, two, three go
- Fine motor skills, releasing, pouring
- Hand eye coordination
- Colour matching
- Turn taking; my turn your turn
- Can be adapted for children who are unable to stand

### Vocabulary:

Go, faster, first, last

### You will need:

- Cardboard tubes from loo rolls and kitchen rolls
- Masking tape/sellotape
- Cardboard tray or plastic tub
- Pom poms/scrunched up tissue paper
- Large threading beads/buttons/lego bricks
- Tape tubes together into differing lengths
- Plastic tubes, pipes, bottles, funnels and pieces of guttering, jugs, spoons and scoops for pouring

## Sensory bottles

### Idea!

Can be really calming; create a range of different bottles using colour and materials



### Think about!

- Make the bottles with your child; let them choose what to go in the bottle
- With just dry contents; you can explore the sound the different bottles make

### Vocabulary:

Tip, upside down, rattle, shake, ooze, drip

### You will need:

- Collection of empty bottles, cleaned with labels removed, that have screw lids that can be tightened and taped closed
- Oil, food colouring, glitter, pasta/dried beans/rice, buttons, beads, marbles, mini pom poms
- Small characters, animals to create sensory bottle worlds like space or under the sea
- Corn syrup and glycerine are also great for creating liquids to suspend colour and small items in, and water beads



## EYFS sensory processing

For information about sensory processing please follow the link to the Occupational therapy Team:  
<https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/sensory-processing>

### Straw play

#### Idea!

Oral processing; using sucking and blowing activities with straws

#### Think about!

Sucking and blowing activities use some of the muscles that we use to sit upright at a desk, examples: blowing bubbles and blowing games with a straw and a cotton ball.

Using a narrow straw to suck thick liquids or food such as yoghurt can provide heavy work to the jaws and mouth can be calming and organising for some children.

The longer the straw the more work it takes to suck or blow and the thicker the liquid the more work it takes to suck

- Party blowers
- Picking up cards by sucking through a straw
- Picking up 'Maltesers' by sucking through a straw
- Blowing bubbles and popping them
- Blow ping pong ball football (can use a small paper ball instead)
- Blow and splat painting



## Calm and alert

#### Idea!

Simple exercises that can be used to prepare for transitions in routines, or to help calm. Your child may favour one or two activities from this list or you could adapt to incorporate some of the movements they particularly enjoy



#### Think about!

- **Stretch** - stand up, reach up high and then bend over and touch your toes.
- **Arm circles** - circle your arms forward or backward.
- **Chair push-ups** - push up on the chair lifting bottoms off the chair
- **Wall push-ups** - facing a wall and completing push ups
- **Hip circles** - sitting in chairs, make circles with their hips both directions
- **Jumping Jacks** - uses lots of energy and whole body movement
- **Jog or march** - in place, you can sing when the saints go marching in
- **Row your boat** - sit opposite your child on the floor and sing and do the actions for the song
- **Rock** - rock side-to-side and front to back in their chairs.
- **Bounce** - simply bounce on their bottoms on the floor, cushion or chair
- **Give yourself a HUG** - ask the kids to give themselves a big hug
- **Fish face** - ask them to suck in their cheeks, put their hands on the heads and push down
- **Sausage roll** - using a blanket to lay on and roll up firmly and unroll along the floor
- **Pillow squish** - as it says, squish between two big pillows
- **Tummy time** - ([more information here](#))

## Feely hands

### Idea!

Tactile processing; allow children to explore textures with touch



### Think about!

- **Messy Play** - e.g. sand, water, finger paint, lentils, rice, pasta shapes and spaghetti, shaving foam, play dough, powder, jelly, slime. Try pouring seeds or beans over hands. You can colour rice and pasta as well, try dry and wet/cooked for different texture experience.
- Don't forget feet as well as hands; use a paddling pool.
- **Feely Box** - a box with a sleeve attached to one end over a hole. (You can use a pillowcase). Child feels for objects inside the box without looking. Start with familiar objects with different shapes/textures, and then try objects with similar shapes/textures.
- **Hide & Seek** - Find objects of different shapes and sizes hidden in bowls of:
  - rice/lentils/dried beans, dried pasta shapes etc
  - polystyrene packing pieces of different shapes
  - sand/fish tank or pot plant gravel
- **Finger painting** - use a large tray and cover the table with a plastic sheet, outside is also good and you can buy soap paints for the bath, and why not feet too, roll out some wallpaper to walk along or dance
- **Play dough** - incorporating small hidden objects to pick out. ([recipe ideas for play dough](#))

## Cause and effect

### Idea!

Cause and effect is an important part of early learning, with opportunities to repeat the same task allowing your child to test the action and response



### Think about!

- There are many games and toys that you can buy that are based on cause and effect and incorporate light and sound, buttons, push and pull toys, gears, wind ups. Also feely books and lift the flap books are fun to explore
- But you can also use other toys to develop cause and effect play:
  - Knock them down - build up blocks, empty boxes, plastic cups and knock them down
  - Open, close - collect a set of boxes with lids that fit in side one another, make it more exciting by hiding a small toy in the last box, reinforce 'open' and 'close'
  - Kitchen percussion - pots, pans, containers and different spoons
  - Emptying and filling - bottles, containers, funnels, jugs, spoons and scoops; fill with water, rice, lentils
  - Sensory bottles - liquid and dry contents (**activity**)
  - Tube drop games - create own maze of tubes and develop hand eye coordination and fine motor skills dropping items through the tubes (**activity**)
  - Spinning washing line - thread large buttons, pegs, pasta shapes, cotton reels, plastic lids (make a hole in the centre) on a washing line to let them spin

## Scratch and sniff

### Idea!

Scratch-and-sniff painting appeals to kids visual, tactile, and sense of smell



### You will need:

- Choose a few flavours of jelly crystals based on your child's color and smell preferences.
- Use a different plastic cup for each color. Mix 1 tablespoon of water based white glue, 1 tablespoon of water and 1 teaspoon of jelly crystals in each cup. (The glue helps the granules stick.)
- Give your child a few paintbrushes and cardboard or heavy paper to paint on.
- Talk to your child about not eating the paint and watch them closely.
- Once the painting is complete, lay it flat to dry. When it's dry, children can rub their fingertip over the page to reactivate the smell.

## Quiet space

### Idea!

Making dens are a great way of giving your child a safe space to withdraw to when they become overwhelmed with a situation, noise or light



### You will need:

- Use an old box, a throw over the back of a couple of chairs, a clothes airer and some material with pegs to secure
- Make it cosy with cushions and a blanket
- Add battery operated fairy lights and decorate with glow in the dark stickers
- Small torches
- Convert a pop up tent, add air filled balls for a home ball pit
- Set up dens inside and outside

More ideas here ([Den making](#))

## Ready Steady Cook

Cooking is fun for children and there are so many skills they will learn during the process. Getting children involved in cooking is a great way to develop children's communication and language skills and their mathematical skills as they talk about and measure the ingredients.

So why not choose one of the delicious recipes below to make and bake!

## Chocolate Cornflakes cakes

### Shopping List

- Butter
- Chocolate
- Golden Syrup
- Cornflakes
- Sprinkles
- Cupcake cases



### Ingredients

- 50g butter
- 100g milk chocolate
- 3 tablespoons golden syrup
- 100g cornflakes
- 6 teaspoons sprinkles

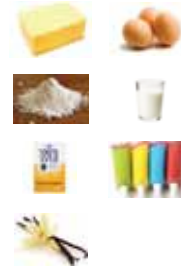
### Method

1. Wash your hands with soap.
2. Break the chocolate into small pieces and put it in a saucepan.
3. Add the butter and the golden syrup.
4. Get an adult to heat it over a low heat until it all melts.
5. Let it cool down a little bit and pour it over the cornflakes.
6. Stir it all together.
7. Spoon the mixture into cupcake cases.
8. Put sprinkles on top.
9. Put it in the fridge to set.

## Shortbread biscuits

### Shopping List

- Butter
- Flour
- Caster Sugar
- Vanilla
- Eggs
- Milk
- Icing pens



### Ingredients

- 325g flour
- 200g butter
- 125g caster sugar
- 1 vanilla pod (seeds scraped out)
- 2 egg yolks
- 1-2 tablespoons milk
- 1 whole egg (beaten)
- Icing pens

### Method

1. Wash your hands.
2. Put the flour and the butter in a bowl and squash them together using your fingers until the mixture looks like breadcrumbs.
3. Add the sugar, vanilla, egg yolks and milk and mix it just long enough to make a smooth dough. (You might like to mix it with a blunt knife.)
4. Tip it onto the table and roll it into a sausage shape. Wrap it in cling film and put it into the fridge for about an hour.
5. Get an adult to turn the oven onto 200C/400F/Gas Mark 6.
6. Using a blunt knife cut the dough into wheels and arrange them on a greased baking tray.
7. Use something (like the foot of your toy dinosaur) to make a mark on the top. (Please make sure you clean your dinosaur first.)
8. Beat an egg and brush the top of your biscuit with the egg.
9. Cook for 15-18 minutes.
10. When the biscuits are cool fill the footprints on your biscuit with an icing pen.

## Banana bread

### Shopping List

- Butter
- Self-Raising Flour
- Caster Sugar
- Baking Powder
- Eggs
- Bananas
- Icing Sugar



### Ingredients

- 140g butter (softened)
- 140g caster sugar
- 2 eggs (beaten)
- 140 self-raising flour
- 1 teaspoon baking powder
- 2 very ripe bananas (mashed)
- 50 icing sugar

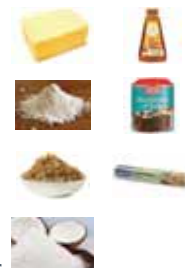
### Method

1. Wash your hands.
2. Get an adult to turn the oven to 180C or Gas Mark 4.
3. Butter a loaf tin and line the sides with baking parchment.
4. Mix the butter and caster sugar until light and fluffy.
5. Slowly add the eggs.
6. Fold in the flour, baking powder and bananas.
7. Pour into the tin and bake for about 30minutes.
8. Cool it in the tin for 10 minutes before removing it.
9. Mix the icing sugar with 2-3 teaspoons of water to make runny icing. Drizzle the icing across the top of the cake.

## Coconut cookies

### Shopping List

- Unsalted Butter
- Flour
- Light Brown Sugar
- Rolled Oats
- Desiccated Coconut
- Golden Syrup
- Bicarbonate of Soda
- Non-stick baking paper



### Ingredients

- 150g jumbo rolled oats
- 100g light brown sugar
- 100g plain flour
- 100g desiccated coconut
- 100g unsalted butter
- 2 tablespoons golden syrup
- ½ teaspoon bicarbonate of soda

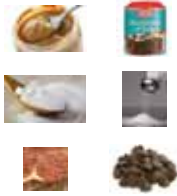
### Method

1. Wash your hands.
2. Get an adult to preheat the oven to Gas Mark 4 or 160C.
3. Line a tray with non-stick baking paper.
4. Mix flour, sugar, coconut and oats together in a bowl.
5. In a pot, melt the butter and golden syrup over a low heat.
6. In a small bowl dissolve the bicarbonate of soda in 2 tablespoons of boiling water.
7. Add the bicarbonate of soda and water mixture to the syrup and butter mixture.
8. Make a hole in the dry ingredients. Pour the syrup mixture in the hole and mix it together well.
9. Make balls with the mixture and put them on a baking tray. Flatten them using a fork.
10. Cook in the oven for 15-20 minutes or until the cookies are golden brown.

## Peanut Butter Chocolate Chip Cookies

### Shopping List

- Creamy peanut butter
- Sugar
- Flax
- Bicarbonate of Soda
- Salt
- Chocolate Chips



### Ingredients

- 2 cups peanut butter
- 1½ cups sugar
- 2 tablespoons ground flax seeds
- 1 teaspoon baking soda
- ½ teaspoon salt
- 2 cups chocolate chips

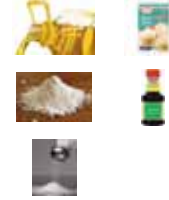
### Method

1. Wash your hands.
2. Get an adult to turn the oven onto 350F.
3. In a large bowl mix together the flax seed and 6 tablespoons of water. Let it sit for a few minutes until it forms a gel like consistency.
4. Add the peanut butter, sugar, bicarbonate of soda, chocolate and salt and mix them all together well.
5. Make the dough into balls and place them on a greased baking tray.
6. Bake for 12-14 minutes until the cookies are golden brown. The cookies break easily when they are warm so cool them for about 10 minutes in the baking tray before moving them.

## Play dough

### Shopping List

- Oil
- Flour
- Salt
- Cream of Tartar
- Food colouring



### Ingredients

- 2 cups flour
- 1 cup salt
- 2 teaspoons (or sachets) cream of tartar
- 1/3 of a cup of oil
- 2 cups water
- Food colouring

### Method

1. Wash your hands.
2. Get an adult to boil the kettle.
3. Put flour, salt and cream of tartar in a bowl and stir them together.
4. Add water, oil and food colouring to the bowl. The playdough lasts longer if you use boiling water but it will still work if you use hot water from the tap.
5. Mix all the ingredients together and knead it on a table until it forms a ball.
6. This playdough should last between 3-5 days.



## Read It, Sing It, Make It

The Children's Centres of Slough have put some great videos together of stories, songs and rhymes that you can get your child involved in. You can also choose a video to make something like playdough and junk modelling....have fun!

Amanda's story time

[www.facebook.com/sloughearlyyears/videos/218258476264579/](http://www.facebook.com/sloughearlyyears/videos/218258476264579/)

Baby shark song!

[www.facebook.com/sloughearlyyears/videos/245719359913500/](http://www.facebook.com/sloughearlyyears/videos/245719359913500/)

Baby shark and the police sharks!

[www.facebook.com/sloughearlyyears/videos/688656148574366/](http://www.facebook.com/sloughearlyyears/videos/688656148574366/)

Rainbow making activity

[www.facebook.com/sloughearlyyears/videos/2731450183756121/](http://www.facebook.com/sloughearlyyears/videos/2731450183756121/)

Florence telling a story in Yoruba

[www.facebook.com/sloughearlyyears/videos/1196463094046803/](http://www.facebook.com/sloughearlyyears/videos/1196463094046803/)

What the Ladybird heard

[www.facebook.com/sloughearlyyears/videos/1196463094046803/](http://www.facebook.com/sloughearlyyears/videos/1196463094046803/)

Nature walk

[www.facebook.com/sloughearlyyears/videos/692987318125585/](http://www.facebook.com/sloughearlyyears/videos/692987318125585/)

Spider making activity

[www.facebook.com/sloughearlyyears/videos/3058452260878583/](http://www.facebook.com/sloughearlyyears/videos/3058452260878583/)

Slippery fish song!

[www.facebook.com/sloughearlyyears/videos/672753600205756/](http://www.facebook.com/sloughearlyyears/videos/672753600205756/)

Building a bug hotel

[www.facebook.com/sloughearlyyears/videos/671696273400908/](http://www.facebook.com/sloughearlyyears/videos/671696273400908/)

Car, Car, Truck, Jeep!

[www.facebook.com/sloughearlyyears/videos/185445309194448/](http://www.facebook.com/sloughearlyyears/videos/185445309194448/)

Making marks

[www.facebook.com/sloughearlyyears/videos/228238848483911/](http://www.facebook.com/sloughearlyyears/videos/228238848483911/)

The Very Hungry Caterpillar

[www.facebook.com/sloughearlyyears/videos/673583643427340/](http://www.facebook.com/sloughearlyyears/videos/673583643427340/)

Racing caterpillars game

[www.facebook.com/sloughearlyyears/videos/234054614679954/](http://www.facebook.com/sloughearlyyears/videos/234054614679954/)

Teamwork game

[www.facebook.com/sloughearlyyears/videos/198782974417488/](http://www.facebook.com/sloughearlyyears/videos/198782974417488/)

Exploring light and shadow

[www.facebook.com/sloughearlyyears/videos/562088294718949/](http://www.facebook.com/sloughearlyyears/videos/562088294718949/)

Please join the [www.facebook.com/sloughearlyyears/](http://www.facebook.com/sloughearlyyears/) Facebook page to see more videos as they are posted!

## Transition and School readiness

Creating a smooth transition into school is vital to ensuring your child gets the best possible start in their new setting. There are many people involved in the transition process and they all need to be updated and work closely together during this time. Practitioners, parents, teachers, teaching assistants and the child themselves are all part of the process.

Starting school is an exciting time for young children and for you as parents. It can be a daunting time, too. But with a little preparation and encouragement, most children will settle in easily at school, ready to learn and discover!

What's most important is that you and your child have fun together in those preschool months and years - sharing stories, singing songs, playing games and talking about anything and everything. The transition activities that have been provided to support your child in getting ready for school, are practical ideas but will be very important to your child on those first few days.

We hope that you and your child will have fun doing some of these together!

### Practice Getting Dressed and Dress Teddy

#### Idea!

Practicing getting dressed is a key area in supporting your child for school readiness. Let your child get ready for bedtime at night by themselves or get dressed for the day in the mornings! Start off by giving them easier clothes to dress in to like t-shirts, jogging bottoms, or shorts. If they seem to be struggling at first, support them by starting them off and letting them finish off. Positively praise them once they are dressed!



#### Think about!

- Can you put your socks on?
- How do you put your T-shirt on?
- How do you put your shorts on?
- Can you dress teddy?

#### Vocabulary:

Dress, shorts, trousers, t-shirt, arms, legs, through, first, then, second, after

#### You will need:

Clothes for practicing getting dressed, a teddy bear and clothes for teddy!

## Teach them how to put their shoes on (Velcro is best)



### Idea!

Supporting your child with learning how to put their shoes on can be quite tricky! With the right shoes, support and encouragement, your child will be up and away in no time!

### Think about!

- Talk to your child about 'left foot' and 'right foot'. Let them have a go and support them with the tricky bit of pushing the foot in to the shoe. Let them stick on the Velcro part of the shoe themselves.
- Reassure your child by telling them that if they get stuck with their shoes at school, their teacher will always help them.
- Practice putting shoes on teddy whilst playing.

### Vocabulary:

Shoes, stick, push, feet,

### You will need:

Shoes with velcro or slip on shoes to practice with and Teddy and some shoes.

If you don't have shoes for teddy you can make some out of paper, card and sellotape.

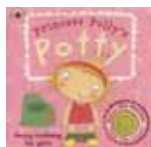
## The Potty Adventure and Toilet Training

### Idea!

Support your child with toilet training. Use some of the links to fun [toilet training](#) videos, stories and songs below. Again remember to reassure your child that when they go to school, their teacher will help them if they get stuck, so there's no need to worry!

[Watch the story of Princess Potty](#)

[Watch the story of Pirate Pete's potty](#)



## I can eat by myself and cut up my food



### Idea!

Mealtimes at home are a great time for your child to learn how to cut up their food and eat by themselves.

### Think about!

- Supporting your child by giving them age appropriate cutlery.
- Start off by giving them softer foods to cut up.
- Encourage your child by giving them lots of positive praise, and don't mind so much if the food they cut makes a mess on the floor or table. It can all be cleaned up afterwards!
- It will also help if you sit and have your meal together with your child so that you can model, cutting up food and eating.

[Handy tips to support your child at mealtimes](#)

### Top tips for school readiness

1. Teach them to put on and take off their own coat.
2. Teach them to open up and close their packed lunch box.
3. Teach them how to put things into their bag like a book, and then close their bag up.
4. Teach them how to hang up their coat on a peg.
5. Reassure them that they will have fun at school and that they can ask their teacher to help them at school if they get stuck with anything!

## [PACEY - Preparation for school](#)



### Idea!

Starting school is an exciting time for young children and their parents. It can be a daunting time, too. But with a little preparation and encouragement, most children will settle in easily at school, ready to learn and discover.

## Transition to school - Phonics

Phonics is a way of teaching children how to read and write. It helps children to hear, identify and use different sounds that distinguish one word from another in the English language. Knowing the sounds of individual letters and how those letters sound when they are put together will help children decode words as they read. Understanding phonics will also help children know which letters to use when they are writing words.

When your child starts school, they will be learning Phonics in a fun and playful way to support them with their early reading and writing. Games such as 'I spy with my little eye' and 'Sound and letter Bingo' are great ways for young children to start playing with sounds.

Many schools follow particular phonics schemes, please visit the school website where your child will be attending in the autumn term to view the phonics scheme used by the school.

