

**Personal, Social and Emotional Development**

**Play Hide and Seek:** Encourage the use of positional language to explain the hiding places used in the game, e.g. I was hiding under the table.

**Play a borad game together or complete a jigsaw:** Encourage turn taking and sharing. Count the spots on the dice. What have you/ I rolled? What number have you/I landed on? Has the number got bigger or smaller?

**What’s missing?** Place some objects from around the house on a tray. Ask the children to look at the objects and try and remember them. Ask them to close their eyes while you take one of the objects away. Can they guess what’s missing?

**Mood Monsters:** Create a ‘mood monster’ to represent the child’s current mood using whichever media you like, be it junk modelling/paint/drawing, play dough etc. Encourage children to talk about why they have made their monster in that mood, what do you feel like today? What did you feel like yesterday? Why do you feel like that? What makes you feel that way?

**Teddy Bear Meditation:** Lie flat on your back with your favourite teddy or doll on your tummy. Encourage the children to lay their arms and legs flat on the floor and take deep breaths. Today we are going to rock the teddies to sleep using our breath. Let’s begin with a deep breath starting in our tummies and filling up our lungs. Repeat this with different kind of breathing – deep, shallow, steady, fast. Think about your breath as you rock the teddy – is it steady? Is it shallow?

**Communication and Language**

**Share plenty of stories with your children:** Children learn to love the sound of language before they even notice the existence of printed words on a page. Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word.

**Use your toys to tell your very own story:** Once the story has finished, ask questions about the story, or questions that will extend the story. What happens to (character)? Why did they do…?

**DIY Telephone:** Create your own ‘telephone’ using half a plastic bottle or cup with a hole poked through the bottom. Decorate this if you like. Push string/straw through the hole and attach the other end of the string another ‘receiver’. Chn to put their end of the telephone to their ear and someone else can use the other end to whisper through it and exchange messages and vice versa.

**Play charades**

**Have a tea party**

**Play eye spy**

**Pretend to be an animal and ask others to guess which one you are**

**EYFS Home Learning Activities**

**Physical Development**

**Make a sofa fort:** Children can use different household materials to make a den. Talk about what you have used to make the ‘den’. Whilst in the den, you could share a story.

**Make your own Playdough:** An old classic! There are many recipes available. Consider adding different smells, for example baby oil, shampoo or tea tree oil. You can then host your very own playdough disco!

**Laundry Hamper fishing:** Empty a laundry basket/hamper and have the children sit inside it- this is their boat! Place some small toys around the ‘boat’ and have the children use some kitchen tongues to try and capture the ‘creatures’ from the ocean!

**Alphabet fine motor activity:** Write a letter sound and ask the children to use their finger and thumb to pick up scrap pieces of paper to trace over letter sounds.

**Make your own salt-dough:** You will need:1 cup of salt, 2 cups of flour and gradually stir in ¾ cups of water. Mix well with a spoon, or if you want to get messy, your hands! Mould your dough into different shapes, bake in the oven on a low heat for 2 hours. When they are hard, you can leave them to cool and decorate them!

**Understanding the World**

**Watch the live feed from Edinburgh Zoo**: Get your children to choose their favourite animal and use the internet or books to research the animal. Can they draw and label a picture of their favourite animal (Nursery)? Can they write a sentence or more about what they have learned (Reception)?

**Floating and sinking station:** Select a number of objects from around the house to investigate. With your children, talk about what floating and sinking means. Before putting them in the water, ask the children to make a prediction about whether it will float or sink.

**Do some baking with a grown up:** Encourage the use of time related language. For example: first, then next. When tasting, talk about the smell, taste and texture. Talk to the children about the changes in materials from before and after baking.

**Go for a barefoot walk in your garden:** Take off your socks and go for a bare foot walk!

**What is magnetic?** Use fridge magnets to explore the properties of objetcs in your home- what is magnetic?

**Find your home:** Look on google maps, or a globe if you have one, and find out more about your local and wider community – can you find your house? What street do you live on? Can you learn your whole address?



**Maths**

**Create a number Line**: Cut up squares of paper and ask the children to write numbers to 10 (20 for our Recption pupils) on them. The children can put the numbers in order to make a number line to 10/20. **Challenge:** get the children to close their eyes whilst you jumble up the numbers - can they put them back in the correct order?

**Finding one more:**

Use the number line you have created and ask the children to choose a number from the number line. Can they write down what one more is? If they are finding this tricky, they can count up to the number and say one more or they can count the amount of objects and add one more to find the answer. ‘Chopper Squad’ on Topmarks is a fun way to practise this!

**Number Hunt:**

The children can write numbers to 10/20 on pieces of paper (or they can use the ones from earlier in the week). Hide the numbers around the house or in the garden. Can the children find a number and tell you what one more is?

**Explore the Bee Bots:** Download the free app Bee-Bot onto your device. The children can practise using positional language such as; forwards, backwards, etc to direct the bee around the track. This could also be done in the garden/home by giving directions to different places. Look out of the window, encourage the use of positional language. There is a bird on the fence. The car is in front of the garage.

**Expressive Arts and Design**

**Make your own musical instrument/band:** Using dried pasta, rice and pots, make a shaker. Use this to make music. Children could use it whilst singing familiar nursery rhymes. You could also Use lots of pots and pans to create your own band!

**Hand and foot print painting:** Make a painting using your hand and footprints

**Painting using different canvases:** Why not try painting on to tin foil or water down paints to explore the effects when painting on kitchen roll. For inspiration look at the painting 'Starry Night' by Van Gogh.

**Junk modelling:** Use some recycling materials/junk modelling to re create St Clare’s School. Can the children tell you what their school looks like. Where is their class room, playground, dinner hall etc.

**Make a mud pie**

**EYFS Home Learning Activities**

**Literacy**

**Practise writing your name:** Talk about what the name starts with (the letter itself and capital letter). Children may want to trace their name first, then have a go at writing it independently. Perhaps you could use flowers, twigs and other things from nature to write your name

**Practise your set 1 (nursery), 2, and 3 (reception) sounds:** Continue to watch the live Read, Write Inc Phonic sessions <https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ>

**Say and write the sounds in different objects around your home:** Ask your child to find five objects. Sound them out, encouraging your child to identify all sounds in the word, e.g. c-ar in car and s-o-ck in sock.

**Make a letter sound catalogue:** Using a toy catalogue, encourage your child to cut out anything they can find with a ‘b’ sound. Change the sound and see what else they can find.

**Messy play/Write some of your high frequency words:** Say a word and ask your child to mark make it in flour/shaving foam/sand/salt. Can they read the word back to you?

**Go on a letter hunt:** Write letters on stones and get someone to hide them- make words with them as you find them.

**Website Links;**

**One more/less ‘Chopper Squad’ Top Marks** <https://www.topmarks.co.uk/learning-to-count/chopper-squad>

**Edinburugh Live web feed**

<https://www.edinburghzoo.org.uk/webcams/panda-cam/>

Playdough Disco

<https://www.youtube.com/watch?v=zJQ2CaA7E50>

**Read, Write, Inc. phonic sessions**

**Speed Sounds Set 1 – 9.30 am (GMT)**

**Speed Sounds Set 2 – 10.00 am**

**Speed Sounds Set 3 – 10.30 am**

<https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ>

<https://www.facebook.com/miskin.education/>

**High Frequency Words**

<https://www.twinkl.co.uk/resource/t-l-4541-100-high-frequency-words-word-mat>