

Week
Ten

Secret messages –
you'll need some bits of paper and something your child can make marks with. Depending on your child's stage of development, you may want to model the activity first: write a fun message to your child and hide it somewhere you know they'll find it e.g. in their bed/in their shoe. Share their excitement when they see it, and read it together. Now it's their turn. Encourage them to leave secret messages for you or other members of the family. Your child can access this at whatever stage of writing they are at – mark making or forming some letters. Where will they hide them? When a message is found, you could say 'I've got a message! Can you help me read it?'
Writing (L)

Crazy Hairdressers! –
You'll need a comb or brush, and one or two hair accessories: clips, bands, bobbles, scrunchies. You could add an empty shampoo bottle, a towel and a mirror. If you can, find some pictures of hairdressing salons/barbers online and talk with your child about what they can see and what hairdressers do, or just chat about it without pictures. Now it's time to play hairdressers! You know your child best, so you may want to talk about being safe, not using scissors, and select the resources that will suit your child – that way you will be differentiating this activity according to your child's stage of development. Decide together who will be the hairdresser and who will be the customer. You could do a pretend hair wash over the bath or sink, followed by brushing and combing, and then some clips or bands. Lovely! Model lots of vocabulary as you play together and follow your child's lead. Do this again another day and swap roles.

People and Communities (UTW)

Shape hunt –
you can do this in different ways. You could cut out some different shapes from paper/empty cereal boxes – circles, squares, triangles, rectangles. Look at each shape with your child, name them, use lots of vocabulary: curved, straight, 3 sides, round, pointy. Then hide the shapes around your home and your child can go hunting for them. Do lots of counting – how many have they found? Sort them by type of shape. How many of each type? You could add a time challenge by setting a timer and giving them 1 min to find as many shapes as they can. Alternatively, you could give your child a cut-out shape, name it and talk about it, and then together go in search of something in your home that's the same shape: e.g. a toy car wheel to match a circle, a book to match a rectangle. Find as many things as you can for each shape, sort them and count each type. Use language like more, less, most, least. For earlier stages of development, point out shapes when you are at home or out and about and use shape language: 'that lorry has big round wheels,' 'that switch is shaped like a rectangle...'
Shape, Space and Measure and Number (M)

Here are some activities based on the **Specific Areas of Learning: Literacy (L), Maths (M), Understanding the World (UTW), and Expressive Arts and Design (EAD)**. Watch what your child notices and let them take the lead.

'Things I found' collage –

explain to your child that you are going to collect some things to make a picture. You could do this while you're out on a walk: leaves, sticks, grass, a flower, stones, shells. Or you could use things from around the house: bottle tops, sweet wrappers, a button, cardboard tube cut into rings, a lolly stick. Keep safety in mind as you collect your resources. You can do your making straight onto a table/other surface, or you could use paper or card as your base. Give your child time to explore what they've found. Talk about what the things feel like (scrunchy, smooth, hard...), colours and size. See if your child begins to arrange them – notice what they do, model ways to do things if they're unsure. Depending on their stage of development and interests they may line things up, put one thing on top of or inside another, create a repeating pattern, or they might arrange the objects into an actual picture e.g. a face. Anything goes! You could take a photo of their collage as a way of 'keeping' it (especially if they have been arranging straight onto a table) and use the resources again another day. If they arranged them onto paper/card and you have suitable glue/tape, they could stick their objects down.

Exploring Media and Materials (EAD)

Story sequence – think of a story your child knows well. Or you could make up a simple story that has an obvious order of events (e.g. Dinosaur was hungry. His tummy rumbled. He looked in the cupboard but there was nothing to eat. He went to the shop and bought some bananas and some fish fingers. He cooked them. 'Yummy' he said). Think of how to split the story into a few sections. Get some bits of paper and draw a little picture to represent each section (these can be stick drawings!). Write a sentence for each picture. You could extend this activity by inviting your child to draw the pictures for each section. Then put the bits of paper in the wrong order. Read it like this (point to the words on the paper as you read) – what does your child notice? Talk about where each picture should go to tell the story in the right order. Use lots of language from the familiar story, or lots of talk to go with your made-up one. Include words like beginning, middle, end, next, before, after, then. Let your child take the lead. Read it again – does it make sense now? At an earlier stage of development, you could read a familiar story and skip a page – what does your child notice, what do they do?

Reading (L)