



Activity ideas to support Learning at Home Early Years Service, Children's Services Buckinghamshire Council



Apple Crisps

You will need:

2 apples, small sharp knife, baking tray

You will:

- Turn on the oven and heat on a low temperature of 50-degree C.
- Cut the apple in half and remove the core (supervise this and if using a sharp knife, the adult to do this part)
- Slice the apple into thin **slices** and arrange on the baking tray not overlapping.
- Cook slowly for 2½ hours. Leave to cool.

Enjoy these for a snack – crispy, sweet and tasty – healthy too!



Food Friday Communication and Language Week

Rhyme Time

Sing this rhyme together. Use a real coin and biscuits/ cakes

Five currant buns in a baker's shop.
Big and round with a cherry on the top,
Along came Nabil (add your child's name) with a penny one day,
Bought a currant bun and took it away.

Four currant buns in a baker's shop.
Big and round with a cherry on the top,
Along came a boy with a penny one day,
Bought a currant bun and took it away.

Keep going until you get to One
Listen to the rhyme [Words for Life](#)

Hum for the Fruit

Hide your child's snack, maybe a banana, orange, grapes or a breadstick. Encourage your child to look for the item following your sound. Hum the tune to 'Five currant buns in the baker's shop' or one of your favourite rhymes. Get louder as your child gets closer to the snack and softer as your child moves away.

This game helps your child to focus and listen, this will help with reading too!

Food Label Bingo

You will need:

- Labels from food packaging such as those on tinned food like baked beans, fresh fruit labels – at least 2 of everyone.
- Paper and a glue stick or sticky tape
- Counters or coins

With your child:

- Put one set of the labels in a small box or bag. You may like to decorate this with your child.
- Cut one set of labels down and stick them in a random order on to the paper – you can make a few sheets and vary which labels are on each. Some counters or coins.

To play the game:

- One player is the 'caller' and the other is the 'player', you can have more than one player.
- The caller pulls a label from the bag, shows it to the player and names what it is.
- The 'player' puts a counter on the matching label on the paper and shouts '**BINGO**' when all have matching labels have a counter on.

You can take turns between who is the caller and the players and have more than one person playing. To make this easier just stick a few labels on to the paper to match or harder add more!



Story Time

The Very Hungry Caterpillar by Eric Carle

Snuggle up on the sofa with your child. If you don't have the book, it makes a great trip to go to the local Library to find a copy. You can also ask your Early Years setting to borrow it.

Days of the Week – can your child remember what he ate on Monday or Thursday? **What is your favourite fruit? Chat about the words that describe the caterpillar?** Maybe you could use **spiky, fluffy, stripy, wriggly, curly or bendy.**

When you go shopping point out the fruits in the story – remind your child. Do you remember in the Very Hungry Caterpillar story...? What did he eat? How many pears? Chose some to buy and taste the different fruits. Do you like plums?

Communication and Language

30-50 months

Listening and Attention

You might notice that your child can:

Enjoy listening to stories you tell them & talks about them later. Joins in with their favourite bits, like “Who’s been sleeping in my bed?” when we are reading Goldilocks and the Three Bears.

Joins in with their favourite rhymes and stories and guesses what will happen next.

Stop what they are doing and listen when they hear you talk to them, or they hear the doorbell ring.

Understanding:

Understand questions like “What do we need to cut the bread?” I know it’s a knife.

Understand simple ideas like “Put teddy under the blanket” or “Put the car on top of the garage”. Your child knows what you mean, and I can do it by themselves.

Help you when you ask me to put something away or get something.

Understand questions like “How can we mop up the juice?”

Speech:

Use longer sentences with words like “because” and

“and” like “I cried, I did, because I banged my foot”

Tell you about something that happened yesterday, like “remember when we went to the park and came home”.

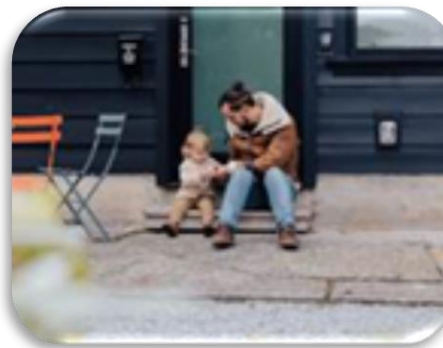
Ask lots of questions and answer your questions too.

Talk about what we are doing now, and what might happen later or tomorrow.

Sometimes talk like a grown up to make myself clear, like “I really, really need the toilet now”.

Can use lots of words.

Information for Parents & Carers



Find out More

[5 ways to Make Food Fun](#)

[The Communication Trust Top Tips](#)

[Literacy Trust Multilingual](#)

[BBC Tiny Happy People](#)

[Words for Life - ideas for Parents](#)

[Hungry Little Minds Campaign](#)



Top Tips

Children don’t learn to talk by accident. It’s a complicated skill. These tips will help you:

- Say their name first to get their attention
- Help your child to learn new words by using all their senses to teach new words
- Build in lots of repetition ‘Dog, yes a dog, woof woof dog’
- Build on what you child knows and says. Taking turns with babies, adding words for toddlers and phrases for older children. Car, yes it’s a car, a blue car, a big blue car’
- Talk about what your child is interested in
- If your child makes a mistake repeat the words and sentences clearly in the right way
- Use comments and prompts instead of asking too many questions. ‘We’re going to walk to see Granny, up the road and through the park’
- Play around with words and make up silly ones ‘Lucky Lucy loves lunch’
- Give your child time to think about what you have said
- Chatting is important, the more you chat to your child the more they get time to practice.

Find out more about your Child’s development

[What to expect when – Developmental Guide for Parents](#)

If you have any concerns about your child’s development the first thing you can do is chat to your Child’s Key Person at their Setting.