



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

Making Bubbles

With your child, mix together the ingredients below. You could draw pictures of your recipe on paper and follow it with your child to help them understand:

- 4 tablespoons of water
- 1 tablespoon of washing up liquid
- 2 tablespoons of granulated sugar

Put the bubble mixture into a shallow tray and make bubbles using interesting new things around your house. Anything with holes in will work; e.g. a potato masher, kitchen roll or fish slice. Talk to your child about the objects and how they are used, *"This is a potato masher, we use this to mash the potatoes to make them soft and fluffy to eat"*.



Messy Monday Communication and Language Week

Moon Sand

With your child, mix these ingredients in a bowl:

4 cups of flour, ½ cup of vegetable oil and food colouring [Moon Sand - Laughing Kids Learn](#)

Talk about what you are doing, *"I'm mixing the flour and oil"*. Once made, have fun building little sandcastles with egg cups, cups or small pans. You could use a little teaspoon to scoop the mixture or larger wooden spoons. Why not get some little stones or leaves to decorate your creations? Talk to your child about the different sizes, shapes and how it feels; e.g. *little, tiny, big, large, enormous, tall, short, long, thin, straight, curved, crumbly, compact, flat*.



Toys in Ice

Why not freeze some toys, with water, in a plastic container over night? In the morning run some warm water over the container and place the ice block on a tray. Play with your child:

1. Discuss how to get the toys out
2. Talk about how ice changes over time and how it feels.

"The ice is cold and slippery. It's melting.... I wonder why?"

Tiny Tim Song

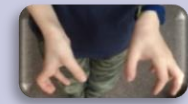
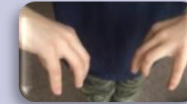
Why not sing this rhyme when playing with your bubbles or during bath time? Singing songs helps your child learn new words and language. Adding actions makes it easier for children to learn, remember and use words. Use the same actions each time. There are actions below or Makaton signs here [The-Turtle-Song.pdf\(scopeaust.org.au\)](#)



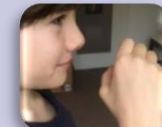
I had a little turtle, his name was tiny Tim



I put him in the bathtub to see if he could swim;



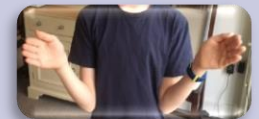
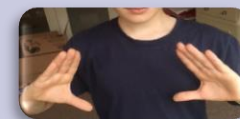
He drank up all the water; he ate up all the soap,



and now he's in bed with a bubble in his throat,



Bubble, bubble, bubble.....



POP!



A version of the song can be heard here or you can just say it! [Tiny Tim \(I Have a Little Turtle\) - Scottish Book Trust](#)

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

[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.