



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



Rainy days – in the puddles

Being outside is great for exercise and promotes wellbeing of children and adults as you get to connect with nature. Remember to dress for the weather, boots and waterproofs are a must!

Get outside **during** the rain and hold out your hands and face up to the sky – how does it feel, what can you see, smell, hear and touch? Enjoy the moment of having rain splash on your face!

Get puddle jumping. Children can do it slowly or quickly, walk or run, gently or with an almighty crash! to develop their physical skills, encourage children to jump with co-ordination and precision from one puddle to another

Explore what can sink or float in a puddle. Try balancing twigs, leaves, stones, mud or anything you can find on the surface and see what happens. Try lots of different sized items. Don't forget to make a prediction about what will happen before placing the item on the puddle.

Vocabulary – wet, splash, soak, damp, soggy, dry out, swirl, showery, drizzle, drench, trickle, float, sink.



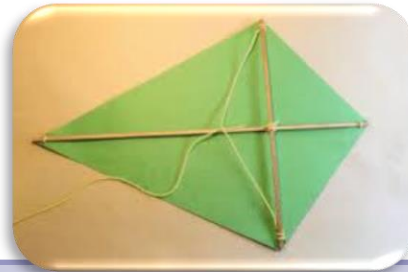
Sunny days – with shadows

Using chalk, draw around your child's shadow. They can stand up or lie down outside. Once the outline is complete, you can start to add detail to the drawing. Then, swap over so they draw around your shadow. Some children will enjoy the fun of drawing around each other whereas older children will enjoy mark making their own squiggles and expressing themselves creatively.

What sort of expressions will the shadows have? Use this to explore feelings. What sort of clothes will the shadows have? Use this to explore creativity. What are the shadows saying? Use this to explore words and language.

Play a game of 'shadow tag' where you run around, and you are 'on' if your shadow is jumped on. Then it is your turn to chase after other shadows!

Weather Wednesday Communication and Language Week



Windy days – flying kites

Flying a kite on a windy day is great fun especially if you have made your own. A simple kite can be made with one piece of paper, some sticks and glue. Toddlers may enjoy making something with you, whereas older children could follow simple verbal instructions. Try and create kites using different materials to see which flies best. Have fun decorating your kite.

Find out how Floyd tried to get his kite out of the tree in Oliver Jeffers' book 'Stuck' with this retelling of his story [Oliver Jeffers - Stuck - Reading](#). What would you throw up into a tree to get your kite down if it was stuck? What else could Floyd have tried?

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.