

Home Learning 9

Play is young children's learning.



As you play together try to name all the toys and your child's actions. Try to avoid using 'it', 'one' or 'some' to name the toys if you can. By doing this, your child will develop a wider vocabulary which will help him or her when he or she goes onto learn to read and write.

You will know your child's levels of concentration and language best and you need to adapt all these activities to meet their developmental stage and interests.

Letters and Sounds for three- and four-year olds: Listen to the Beat

Learning about rhythms and listening to the beat, will help your child to hear syllables later as he or she learns to 'sound out' words. Use a variety of percussion instruments, such as two sticks, a metal spoon and a plastic bowl or a wooden spoon and a tin, to play different rhythms. Move together in time to the beat – fast, slow, skipping, marching. Keep the beat simple at first, with a marching beat then move on to more complex rhythms for your child to skip or gallop to. Name your child's movements and talk about the speed of the beat.



LBBB Early Years



Food Label Matching

Keep food labels from tins and packets. Together look for similarities such as colours, numerals, shapes, straight lines, and curved lines. This could be developed into a game of pairs or snap with matching labels. Talk about healthy food and foods for special occasions. Try ordering the labels by size. Older children might like to play shopping with you, using 1 and 2 pence coins. Playing together you are helping your child to learn new vocabulary, develop memory, imagination skills, and early mathematical knowledge of size and shape.



Book Talk - Emotions

Learning to control and talk about emotions is developmental. Most children can talk about their and other people's emotions when they are about 5 years old. Younger children, including babies react to emotions such as smiles or hearing crying, but will not have the words to talk about feelings. By talking about how characters in books feel you are helping your child to match a feeling to a word. This will help them increase their vocabulary so that they can talk about how they are feeling. An important life skill. Use words such as 'happy' and 'sad' for younger children. When your child is saying these words independently, introduce more challenging words such as excited and scared, or anxious and ecstatic.



Rhyme: Five Plump Peas

When you sing and move to this rhyme together, try to delay saying the final 'popped' for as long as you can. This will help your child to develop waiting, listening and anticipation skills. Together make up different movements to show how the peas grow and pop. This rhyme will also help your child learn about alliteration (the same letter or sound at the beginning of words) which will later help him or her to hear and identify letter sounds when they start to read.

Five plump peas in a peapod pressed.
Five plump peas in a peapod pressed.

One grew, two grew,
And so, did the rest.
They grew and grew
And grew and grew

And grew and never stopped,
Till they grew so fat and round
That the pea-pod – POPPED!



**Barking &
Dagenham**