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Daily learning sessions and ideas

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Activity ideas: Wall ramps

- Use cardboard tubes and tape to create ramps of different lengths, heights and angles!
- Use vehicles, balls, pom poms or anything that will roll to create this fun experiment with motion and gravity!
- Experiment by moving the ramps to different angles to see how it effects the movement of the objects



Communication opportunities:

Understanding:

- Do I demonstrate anticipation, for example, through excited mannerisms (such as laughing, jumping up and down) when you say 'ready, steady..go!'?

Expression:

- Can I request 'more' of an action?
- How do I do this? Through gesture? With vocalisations? With signs?



Learning opportunities:

Anticipation:

- Do I follow the falling objects with my eyes as they move down the ramps?
- Do I repeat my actions to create a similar effect?

Cause and effect:

- Do I show awareness of basic cause and effect? E.g. if I push the car it will move down the ramp?
- What do I do if the objects don't move down the ramps? Do I demonstrate confusion (e.g. through facial expression)? Do I attempt to make the objects move independently? What do I do when you model how to make the objects move?

Physical and sensory:

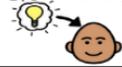
- Experiments with ways of sending an object. For example, rolling, pushing and pulling
- Do I pick the objects up from the floor and attempt to place them back on the track?
- Can I step sideways to move across the wall? Do I need this modelling to me? Do I need physical support? Can I do this independently?

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Activity ideas: Toy washing!

- Fill a container with soapy water and add a few of your child's favourite toys!
- Add scrubbers, sponges or cloths to 'clean' the toys with
- You could even make the toys dirty by covering them in paint, fake mud (cocoa powder and water) or flour.
- Add toys with moving parts for more fun!



Social development:

This is a great activity to share with siblings and parents:

- Do I willingly share this activity? Or do I protest? If I do, start by encouraging me to share for 10 seconds; increase sharing time bit by bit and decrease independent playing time. For example play for 5 minutes alone, share for 10 seconds, play for 4 minutes alone, share for 20 seconds and keep going!
- Can I share toys by taking turns? Firstly, can I take turns with an adult? Then can I take turns with a sibling?
- Can I offer an object to an adult or sibling when prompted? I may need this modelling to me first.

Learning opportunities:

Persistence:

A great way to develop skills of persistence is by using toys that can be took apart and reassembled- try adding these to the water if you have any.

- Do I take them apart independently? Do I request your help with this?
- Do I attempt to reassemble them on my own? How many times do I persist with this? Do I find an adult or sibling to ask for their help?
- Do I persist to clean each item?
- Do I move all of the toys from one container to another?

Sensory or physical aims:

- Can I squeeze the sponge? Do I need physical support for this? Can I do this following modelling?
- Do I attempt to make moving parts on toys (e.g. wheels) move? Do I show understanding of how moving parts work? Do I manipulate them (e.g. spin wheels then stop them with my hands)?
- Do I need encouragement to explore liquids or do I do this independently? If I LOVE water play, try experimenting with different temperatures and see which I prefer!

Tip: move activities around the house and place at different heights such as on the floor, on the table (with and without a chair), outside or you could even do this one in the sink. Playing in unusual spots around the house makes me it more exciting and often more engaging. By placing things at different heights you can encourage your child to play at different levels such as sitting, lying on their tummies and standing.

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Activity ideas: No mess painting!

- Put dots of paint on a piece of paper, cover with cling film and tape securely to the floor or table. Alternatively you could use a plastic wallet or see through zip-lock bag.
- Use different coloured paints so your child can observe the colours mixing together!
- If you do this on the floor- encourage your child to walk over the paper to mix the colours with their feet as well as their hands!



Communication:

Expression:

- Do I babble or vocalise when playing?
- Can I ask questions using my facial expression?
- Can I ask questions combining the tone of my vocalization (rising tone) and facial expression?

Understanding:

- Do I pause briefly, when you call my name, indicating that I'm listening to you?
- How long do I listen to instructions for?
- Do I attempt to follow instructions by associating your words with the objects I see in front of me?

Learning opportunities:

Investigation:

- Do I show interest in new activities?
- Do I return to new activities to further explore them?
- How do I explore new objects/activities? Through manipulation e.g. squeezing, dropping, tapping?
- Do I ask questions about a new activity?
- Do I show interest in the colours mixing together?

Sensory or physical aims:

- Can I walk confidently over the paint or do I need support?
- What marks can I make in the paint?
- Am I beginning to draw lines and zig zag patterns?
- Can I draw horizontal and vertical lines? Do I need physical support with this? Can I copy you?
- **Year 5 children:** Can I draw circles in the paint? Can I copy yours?