

**Activity pack: Preschool Department**

**Ideas for home learning**



### *Storytelling with family photos*

Lots of children love to tell us about their special times, even adding their own embellishments to make the stories more interesting such as dragons and aliens! Family photos can be useful tools to jog memories and act as a starting point for storytelling for your children.



You will need **family photos**.

- Flip through pictures with your child and take turns telling stories about what you see. This could be stories about their birth, or about the night when our car broke down. It's OK if they want to tell the same one over and over -- just keep offering new ones with new pictures worked in from time to time.
- Print out some pictures from a fun occasion -- like a birthday party, family vacation, or holiday -- and ask your child to put them in order of events.
- Print out or show your child a picture of an event from your childhood or life before they were born and ask them to make up a story using clues in the picture.
- Tell a life story in 10 pictures or less. If possible, print out a number of pictures and have your child pick 10 or fewer to put in chronological order to tell the story of their life. Include all the major milestones and some fun little details too. It's always fascinating to see what events children choose to include. More than once, a birth of a sibling has been completely ignored! After putting the life story together, have your child tell you the story picture by picture.

### **EYFS Links:**

#### *People and communities*

- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.

#### *Literacy*

- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.

#### *Speaking*

- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).

### *Making lunch*

The daily routine of making lunch is filled with many learning opportunities for your child. Set a bit of time aside in the day to fully involve them in the experience. This could include buttering bread for a sandwich, helping to turn the hob on when making pasta or cutting up vegetable sticks and fruit. Before getting new equipment out, ask your child what you could use and ask them where you could find it e.g. *What could we use to cut the vegetables? Where could we find it?* This is also a good opportunity to talk about equipment and how to use it safely e.g. *Should we touch the oven when it is on? Why not?* Once lunch is served, you could set up a picnic with their favourite toys and have a teddy bears picnic.



### **EYFS Links:**

#### *Understanding*

- Understands use of objects
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

#### *Self-confidence and self-awareness*

- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.

#### *Moving and Handling*

- Uses one-handed tools and equipment

#### *Health and Self-care*

- Understands that equipment and tools have to be used safely
- Can usually manage washing and drying hands.

### *Junk modelling*

Using recycled materials to construct with, known as junk modelling, is a fantastic activity that fosters creativity. It helps children to develop their imagination, problem-solving, designing, trial and error and resilience amongst many other key skills. It also nurtures a recycling, trash-to-treasure mentality, helping children to see that value can be in anything.

You will need **recycling, tape, scissors** and **glue**.



- Start by collecting a variety of objects from your recycling such as cardboard tubes, jars, cereal boxes etc. Anything can be used!
- Put all your items on a table along with some glue, tape and scissors.
- Let your child create! To enhance this activity further, add a creation station with paint and pens and any other crafty bits you have e.g. pipe cleaners, pom poms and googly eyes.

## EYFS Links:

### *Being imaginative*

- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

### *Exploring using media and materials*

- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

### *Shape, Space and Measure*

- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

## Outdoor activity

### *Drawing in dirt*

Mark making is crucial for a child's development and learning. It not only teaches children how to hold a pen correctly, but it also prepares them for writing and develops their handwriting skills. Instead of using a pen and paper, this activity uses different media for the same effect.



You will need **an outdoor space** and **sticks**.

- Ask your child to find a stick in the garden.
- Find an area of dirt together and encourage your child to draw! You could ask them to draw shapes, write their name or their favourite story character.

## EYFS Links:

### *Moving and Handling*

- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name

### *Writing*

- Sometimes gives meaning to marks as they draw and paint.

### *Exploring and using media and materials*

- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.