

# Coventry & Warwickshire Early Years Sector Guidance

## Remote Learning for Early Years.



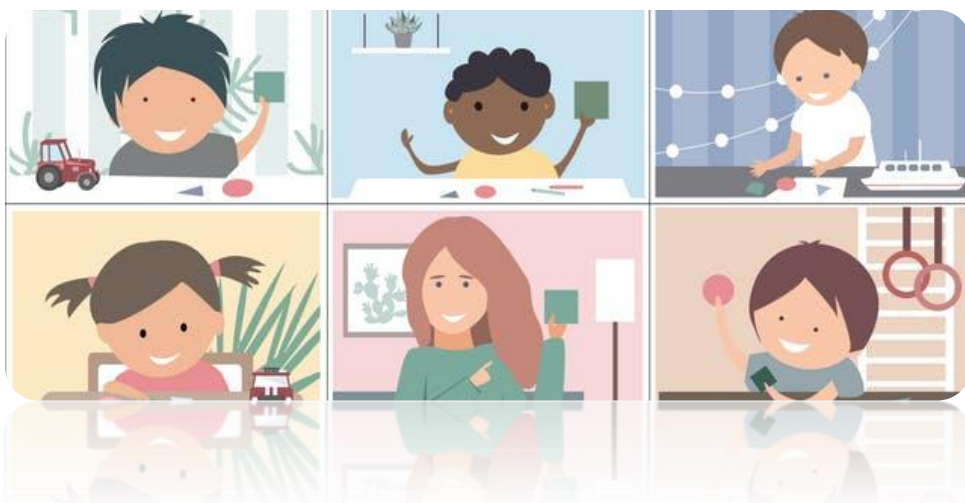
Warwickshire  
Teaching School Alliance

## Introduction:

*This guidance has been written by Warwickshire Teaching School Alliance to support early years practitioners working across the sector in Coventry and Warwickshire.*

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## 1. Introduction:

Remote learning presents many challenges and opportunities for teachers, educators, parents, carers and children. The impact of Covid19 has led to a new context where rapidly changing circumstances call for great flexibility and resilience as learning moves from school/setting to home and then back again.

The purpose of this guidance is to support early years educators through a process of considering how and why remote learning has developed and sharing what this may look like in relation to the early years.

The context is quite discreet from other age groups in that it supports young children by working co-responsibly with their parents and carers. Early Years educators are mastering new and complex demands and find that in contrast to working directly with young children they are instead facilitating parents and carers to support their young child's learning in home contexts.

With the support of useful technology and adapted learning approaches effective remote learning offers connectedness between educational provision and children via parents and carers from a 'distance'. This engagement will support sustained relationships for learning that underpin high quality practice in the early years, allowing learning to continue for our youngest children when face to face is not possible.

## 2. Why do we need remote learning?

- The Covid-19 pandemic initially resulted in the closure of most Early Years settings, with data highlighting nationally only **7% of children aged 2-4 years attended** any formal Early Years provision during lockdown in March 2020 (EEF, 2020).
- When lockdown eased over half of young children were still reported to be unable to access provision throughout June and beyond until a full re-opening was implemented in September 2020.
- Children beginning School or an Early Years Setting following the lockdown period and within the continuing pandemic are doing so at a period of instability and atypical environmental and social influences. The majority have had at least 6 months without direct access to an early learning environment.
- In the first 5 years of a child's life the brain matures faster than at any other time. What feels like a month to most of us, as adults, may feel like an awful lot longer for a young child. In addition, social distancing and other imposed measures may be extremely unusual and disruptive to a child, making them feel worried or anxious.
- Young children entering school post lockdown having been away from educational settings for a significant period without remote learning support evidenced developmental delays and anxiety that presented as a barrier to learning.

- Learning experiences are vital for a young child’s development and well-being. We therefore need to act in a way that balances the learning needs of our children’s young minds, as well as their right to a normal, anxiety-free childhood working co-responsibly with parents and carers.
- 50% of the language adults use is in place by the time children are three years old and 85% by the time they are five years old. This statistic emphasises the importance of the home environment in supporting children’s development.
- Lockdown is still with us and we have entered the third national lockdown within a year and for everyone’s safety remote learning has become essential for all age groups.
- Really good remote learning supports young children to make progress and reduces anxiety. It engages parents and carers in the process, providing an avenue for communication and support.

***Remote Learning can mitigate the impact of lockdown if it is effective and can engage parents and children. To be effective it must be accessible with clear explanations, scaffolding and feedback and must engage the Parent and carer with simple, clear activities that are equitable in their resource requirement.***

### **3. Evidence of the impact of lockdown and guidance on what is required:**

EEF: Rapid evidence assessment, July 2020.

#### **Impact of school closures on the attainment gap**

This [rapid evidence assessment](#) examines the existing research for all available estimates of the impact of school closure on the gap between disadvantaged pupils and others, to help inform the potential **impact of current school closures due to Covid-19**.

#### **Key findings and implications**

1. **School / setting closures are likely to reverse progress made to narrow the gap in the last decade.**

The projections suggest that school /' setting closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%. However, the estimated rate of gap widening varied substantially between studies, meaning that there is a high level of uncertainty around this average. Plausible “good” and “bad” estimates range from the gap widening from 11% to 75%.

2. **Supporting effective remote learning will mitigate the extent to which the gap widens**

Children can learn through remote teaching. However, ensuring the elements of effective

teaching are present—for example through clear explanations, scaffolding and feedback—is **more important than how or when lessons or support are provided.**

### 3. Sustained support will be needed to help disadvantaged children catch up

It is highly likely that the gap will have widened when children return to school / settings, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school / setting closures.

This research is applicable to all children and perhaps even more significant for young children without previous 'lived experiences.

### 4. What do we know about the way young children learn and how does this relate to remote learning offers?

Children are born curious; they begin to absorb information and make sense of their world from birth. As well as providing the basics for growth and development - food, comfort and security – parents and carers are each child's first educator. They provide stimulation through everyday activities, games, rhymes and language that help a child to learn. Many of these activities are part of everyday life – preparing food and eating meals together, doing the washing, shopping, watching television, tidying things away, finding out about friends and family – but for young children they are opportunities for discovery, enquiry and learning.

As early educators we understand that children learn through play, through active experiences in which they can participate, that they may need to repeat and consolidate with the support of an adult beside them. More than any age group, the Early Years Foundation Stage is recognised to be characterised by an active skilled based approach. The curriculum is based on interrelated and dynamic balance of the acquisition of knowledge through play, social and emotional development through building relationships and experiencing the world. This approach has always been delivered face to face because it is the very interaction between adult and child that facilitates effective learning in highly developed and planned learning environments. The challenge is to recreate this philosophy and these opportunities by directing parents and carers to be that 'educator' in the home learning environments with appropriate guidance and support. Remote learning needs to take all of these things into account and become a program of practical activities that parents, and carers feel supported to take part in and that develop specific aspects of learning broadening what they can offer.

Remote learning activities can be specifically designed to enable parents and carers to engage in their child's learning and build upon the learning from school/early learning and childcare setting, developing their confidence and making key links between the educational provider and the parent / carer so that they can engage in a dialogue working together to best support the child while they are learning in the home.

Remote learning supports a good home learning environment and encourages children to have positive attitudes to learning, to be curious, and to have confidence in themselves, supporting the key characteristics of effective learning and skill progression. For remote learning to be successful the **first priority** is to maintain close relationships with children and their families. The use of technology is **primarily important** to sustain that contact and those relationships at a time when they will be unable to attend their educational setting and may be struggling to understand why they cannot see their teacher or their friends for periods of time that will seem very long to young minds. Remote learning is essential to emotional well-being during these periods.

Space, time and resources are important, but the key is the **supportive adult** and the way in which the educational provider will work to engage and enable the parent / carer in the process.

### 5. Can we make remote learning appropriate for Early Years?

- **Promote learning through play:** The content will of course need to reflect the Early Years Foundation Stage (EYFS) areas of learning. Remote learning needs to be organised into activities that parents / carers can easily resource, that are practical and active and do not require the child to be looking at a screen. The delivery reflects the way that adult-led activities may take place in our Early Years settings.
- We understand that in our 'face to face' work, adults balance the need for children to consolidate and apply taught skills through guided activities alongside child-initiated play, in line with the requirements of the EYFS statutory framework. This should continue.
- Parents/carers should be offered activities and ideas for play-based learning. There will also need to be notes to tell them a little more about their role in the activity and an offer top tips whenever possible. The play will be scaffolded with clear guidance and linked to the learning/skill development it supports.
- **Capacity for parent/carer support:** Children will get the best out of activities with high levels of parent/carer support and direction. Schools and settings will know their local community and parent / carer circumstances well and can make judgements about levels of detail needed and how this is communicated. It is also imperative for the educational provider to support the parent / carer to become more adept in engaging their children in daily home routines and quality family time and recognising this as having educational and social value. The aim is for children to be curious active participants and for parents and carers to recognise all of the 'everyday' opportunities that present themselves and support young children to learn and develop through these.

### 6. Points to consider when you develop your remote learning:

Ensure parents and carers know that when they play and chat with their child, learning is taking place. Likewise, if they involve their child in daily activities about the house, learning is taking place. Remote learning is a specific skill development experience that can support all of that other ongoing learning and development.

Consider the quantity of activities sent home. parents/carers can often feel overwhelmed and assume they are required to work through it all, they may also have children of other age groups with remote learning needs. Consider one effective activity that can be resourced easily and then offer repetition for consolidation or ways for a parents/carer to choose to extend. Be clear that the activity is the expectation and keep it relatively short but interesting.

Develop your work **based upon your ethos** and make sure you have shared this clearly with parents/carers. If you believe in learning through play, then your remote learning should reflect this, don't use online tools unless they really do support or compliment your play-based activity.

Ensure parents/carers understand that the learning occurs in the **process** rather than there needing to be an end product. This might influence what you ask them to share or post back to you. It may be a comment or a photograph they share or even a recorded audio of a discussion or song...

Think about the ways in which you can further support parents/carers to understand and value play based learning. For example, through briefing learning messages with each activity about learning supported or leaflets to support play-based learning or aspects of learning that parents/carers could be guided to.

Include notes to reassure parents/carers that children may access the activities differently and perhaps provide differentiated options. Be clear that children are at different stages of development and that it is important to start at the right place for their child.

Consider 'teaching' some of the content remotely yourself using technology. This could be helpful to set the children a task or challenge that is play-based. Children like seeing familiar adults. One or two live sessions each week will help you to stay in touch visually and give families a point of structure in the day. A time in which all of their peers are also tuning into do the same thing can promote a feeling of connectedness.

Reassure parents/carers about children's responses to online sessions or videos. Children may struggle to engage with an unfamiliar online educator. Consider the length of activities/videos and whether further guidance on expectations is required.

## **7. What are the key components for a successful remote learning offer?**

### **Principles:**

1. There are many ways to learn and learning should be active.
2. Create a sense of routine.
3. Empower families to learn with their children and to feel confident about understanding how young children learn.
4. Create a sense of connection and community.

Each school/setting will develop a remote learning offer they feel best supports their families and recognises the challenges they may face.

An example of a remote learning program has been developed by Kenilworth Nursery school and is outlined here. KNS introduced and focused on these four areas:

1. Home learning packs (to ensure equity of access, delivered to doorsteps)
2. Directed and 'scaffolded' daily activities set via a Parent App and shared more widely on Facebook.
3. Live sessions (on zoom)
4. Recorded video sessions for a Parent App (Seesaw)

### **Home Learning Packs:**

These packs ensure that all children have a common set of materials and resources that can be used during the daily activities. parents/carers are given a box during the first point of contact, a doorstep visit during the Covid19 pandemic. They are told that the box is a place to keep materials that will be sent home and will support them to be able to easily find what they need for the activities. The boxes allow a space for things to be kept together in and collected so that if further top up resources are sent home there is somewhere for them to be. KNS included a laminated name card, photographs of the staff and school spaces, playdough and a playdough recipe, laminated number rhymes, a book of plain drawing paper, a set of number cards, a black drawing pen, a bag of 10 counting stackers. They could include numicon, scissors etc. and top up packs are being developed to include these items.

Setting up home/school learning boxes can ensure equity of resources. These can be doorstep delivered and then left for 72 hours before you require parents to use them or collected from an outside school collection point.

### **Directed Daily Activities:**

It is important to note that there are a variety of resources that can be offered so that we are mindful about the amount of screen time early years children experience. If possible, send the daily activity to the parents/carers and then ensure that it does not require technology to be completed. This ensures learning is active and that parents/carers and children are not limited by ICT access.

The daily activity could be designed to support one particular aspect or skill but with many things Early Years is likely to cover a number of skills. It needs to be short enough that it does not place too greater demand on the parents/carers or child and rely upon resources found in the home or simple things that can be done under national restrictions.

Parents/carers notes are provided so the activity can be very supportive of learning and fun for both adult and child alike. It is useful to explain the learning that the activity supports so parents / carers can see the value and grow in confidence about other similar things they may do as part of their everyday routine across the day.

<b>Example of Activity with parent notes</b>		
<b>Emerging cohort</b>	<b>Consolidating cohort</b>	<b>Parent Notes</b>
Teddy's bears picnic – host a teddy bear's picnic. This can be done by using a blanket or tablecloth laid	Teddy's bears picnic – host a teddy bear's picnic. This can be done by using a blanket or tablecloth laid on the floor. Invite	<a href="#">This activity is a simple activity in which children can 'pretend' with you and their favourite toys. They can think about what they might do and need when having a picnic or snack together based on their experiences of this. They</a>



<p>on the floor. Invite their favourite teddies, dolls or action figures. You can make it part of snack or lunch time or just use pretend food.</p> <p>Area of learning: Being imaginative: join in make-believe by pretending; Communication and language.</p>	<p>their favourite teddies, dolls or action figures. You can make it part of snack or lunch time or just use pretend food.</p> <p>Area of learning: Being imaginative: join in make-believe by pretending; Communication and language.</p>	<p>can imitate everyday actions and experiences and engage in 'make-believe' play.</p> <p><u>Top Tips</u> Spending time with your child planning and preparing for the picnic, gathering the toys, blanket and food and then sharing in the picnic itself is a great opportunity to talk and enjoy 'pretending' together.</p> <p><u>Extension:</u> You could even share a story or song together during the picnic. Give your child time to tell you about the toys they chosen to bring to the picnic and think about why they might enjoy a picnic.</p>
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Be honest in your communication and think of how your parents/carers might feel if you are asking them to read a story using different voices for different characters or to play using their imagination or participate in feelings game. Try to offer short pieces of research and encouragement that support the way in which you are asking them to work. Remember to respond to parent/carer posts, even a thumbs up will do but a comment when possible is important. It is the dialogue that supports and encourages participation. Where possible differentiate or personalise comments or activities so that it is manageable and appropriate for families based on your knowledge.

It is also useful to post comments directly to children so parents / carers can read them and the 'teachers' voice reaches the child; this can be encouragement and praise such as "Well done Charlie it is amazing that you are writing your name so clearly now" ..."Keep practising that tricky letter 'e' shape" This is also a really successful way to maintain connectedness. **Acknowledge everything!**

**Live Sessions and video recordings:**

Consider whether this is appropriate and what parents/carers have access online. A live session can provide a vital point of contact and can inspire and engage some children and families who would struggle with activities alone. If the live session compliments the activity this can be a useful point of consolidation or an opportunity to make links. Live story telling can also support Parents to see how we might present a story and help them develop their confidence as story tellers.

Live stories can be recorded on zoom and then posted as videos so those who cannot attend, these can then allow access at other more flexible points for working parents/carers.

In addition, video can sometimes support particular aspects such as phonics and listening games and again can be accessed at parents/carers convenience. Parents/carers reflected that it was useful to have phonics on video so they could revisit sessions.

**Organisation:**

Developing a remote learning program takes quite a lot of organisation as you are managing your 'face to face' offer alongside your remote offer in many cases. For this to happen you do have to adjust what is possible and consider how and when you can squeeze a little bit of time.

Key Workers and senior leaders worked collaboratively to develop the activities and parental notes. Staff who need to isolate at any point but are not ill themselves will work on developing the activities, so we stay ahead, and it stays relevant.

Planning is in blocks of 4 weeks and placed on a grid such as the one shared above but will adapt if something happens, for example snow! We then take turns on a weekly basis, with ½ day support time to place the information from the grids on to PowerPoint and add photographs etc. so that it is ready to simply copy and paste each morning onto the App.

Each keyworker copies and pastes their own group as they know the children and can choose from the differentiated activities. If time is short a leader on site can post and collect names from Keyworker for the differentiated work before posting. We have administrators who keep our Facebook up to date and share the daily post more widely to support other families learning at home.

Keyworkers also have 30 minutes at the end of their day where they answer and respond to children's/parent's posts that we try to protect because it is vital to the engagement continuing. It is really important it is the keyworker because they can personalise and make links in their comments.

However, if that is not possible because time is always tricky to find, and we do have staff 'working from home' we change the message sender to KNS team, and they can also answer posts to support workload. This ensures something goes out daily and covers gaps when keyworkers are not able to respond or personalise.

In addition, staff take turns to make videos and host live Zooms, but we do use staff's skill sets, so some staff who are less confident may look for online support to post to parents/carers rather than hosting or may make the video rather than starring in it.

When the KNS team started this process back in March 2020 it felt overwhelming but as confidence grew to use technology and the team began to find quick ways of posting and pre-preparing activities it began to feel like an integral part of what could be offered. When KNS opened fully in September 2020 the home/school learning continued because its value had been absolutely proved and home school boxes with weekly activities going home started in week 1.

### **Monitoring and Maintaining Engagement:**

It is not enough to simply post an activity. **The remote learning works if there is connectedness** so there needs to be a 'dialogue' between school/setting and home for this work to be effective so it must be monitored.

It is really important that a leader has an overview of parental engagement so that each family is accessing and supporting learning at home. The App you use may allow you to note which parent/carer have 'seen' the activity, note who is posting responses and engaged in a dialogue about the learning. KNS also note who attends live sessions, some families prefer live sessions others daily activities they can do when time allows and some both.

It is then essential to communicate, and this can happen in a variety of ways. Parents/carers who have not engaged may need a phone call/e mail/letter or doorstep visit if close, to check they are ok and see if they are having any difficulties. They may need an e mail and possibly a reminder about the educational and emotional well-being of young children during this period when then cannot access 'face to face' or they may just need a little confidence building. Sometimes a phone runs out

of 'data allowance' and parents/carers cannot access the online messages, they may need a hard copy of the week's activities sent and calls to find out 'how it is going?'.

Experience shows that parents/carers who temporarily 'dip out' of remote learning can and do start again with the right support and equality of access but communication is key. It can also be useful to send out a new box of activities or a top up to refresh and re-ignite interest. KNS chose week 3 to tell parents about a sensory box for the 2-year-olds and an 'atelier' box of materials to explore creatively for the 3-year-olds in addition to the established daily offers.

Monitoring can also help you to notice which activities in which formats get a good response from your community. You can begin to revise your offer or develop the activities you are accessing online and adapting in response to what your families really enjoy. KNS found 'finding' activities followed by a recall game such as Kim's Game were successful, and parent's / carer feedback indicated they enjoyed them as much as the children. Older siblings also joined in, so the family had a shared experience in the day.

### 9. Where can I see examples of what is being offered?

Kenilworth Nursery School (KNS) have worked to develop a series of appropriate activities that would be possible to deliver online and for parents/carers to take part in with their children at home. It offered a very successful remote learning program during the first lockdown that was accessed by over 10,000 families during the Summer term with very positive feedback.

As one of the Lead Schools in the Warwickshire Teaching School (birth to 7 specialist), KNS are now working in partnership with Warwickshire LA to provide free daily home learning activities that parents/carers can access. All activities are planned using resources that may be found in the home. They are also developing various videos and leaflets on topics such as phonics and early reading aimed at parents/carers to explain how children learn through play.

Their daily activity can be found at <https://www.facebook.com/KenNurserySch/> for you to share or to use as a point of inspiration as you begin to develop your own programs and approaches.

### 10. ICT to support remote learning:

ICT is a **tool for communication** but can also offer extensions and possible wider activities that you can reference parents/carers to. A bank of ICT ideas is always useful but again equity of access needs consideration.

The following resources are **available free**, they would not form a remote learning offer but could support it more widely as optional extras for Parents to dip into.

## PSED:

Site	Content	School/setting support
<a href="https://www.childrenscommissioner.gov.uk/report/childrens-guide-to-coronavirus/">https://www.childrenscommissioner.gov.uk/report/childrens-guide-to-coronavirus/</a>	A downloadable book for talking to children about Coronavirus.	Reference parents wanting support to.
<a href="https://www.annafreud.org/coronavirus-support/">https://www.annafreud.org/coronavirus-support/</a>	Practical advice and tips and advice for parents/carers on supporting children's mental well-being	Settings could reference Parents or view themselves and share information they think helpful for individuals or their community
<a href="https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html">https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html</a>	a selection of play-based activities to promote young children's social and emotional development	Reference Parents to this charity-based site for free activities to support EY PSED.

## Communication and Language & Literacy:

Site	Content	School/setting support
<a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a>  audio books	During school closures all children's audiobooks are free. There is a 'little learners' section'. Children will need a supporting adult to access this content.	It may be worth referencing what you would like Parents to access and copying links onto your communications
<a href="https://www.booktrust.org.uk/books-and-reading/bookfinder/">https://www.booktrust.org.uk/books-and-reading/bookfinder/</a>  lists of books but with other offers	Recommended booklists to support parents/carers choices. Some familiar stories available electronically which are supported with signing. Additional family activities are included in the 'Home Time' section. Children will need a supporting adult to access this content.	Settings may use this list to decide books they will base activities on or reference to the home time section.
<a href="https://resource-bank.scholastic.co.uk/content/FREE-Julia-Donaldson-and-Axel-Scheffler-Home-Learning-Packs-40114">https://resource-bank.scholastic.co.uk/content/FREE-Julia-Donaldson-and-Axel-Scheffler-Home-Learning-Packs-40114</a>  Scolastics site but content is free and for a range of books.	You can download a range of home learning activity packs to complete as your read the books	Settings could use and share materials, or you could simply sign post you parents as additional
<a href="https://childrens.poetryarchive.org">https://childrens.poetryarchive.org</a>  national poetry archive	Short audio clips of poems for children to listen to. Printed words also available.	You may wish to provide additional questions and activities around the poem to extend learning

## Physical Development:

Site	Content	School/setting support
<a href="https://www.bbc.co.uk/programmes/b006mvsc">https://www.bbc.co.uk/programmes/b006mvsc</a> CBeebies videos	Videos that are 2-3 minutes long using actions and songs for children to copy and join in with. Interactive and fun. Children do not need an adult to access this content.	Needs ICT to access videos  May wish to sign post Parents to this as children can watch and copy without need for much parental support.
<a href="https://www.nhs.uk/10-minute-shake-up/shake-ups">https://www.nhs.uk/10-minute-shake-up/shake-ups</a> Disney shake ups, from NHS change for life program.	Physical activities using Disney characters from the Change for Life NHS programme. Simple instruction cards as well as videos and easy to follow challenges to get children moving. Children need an adult to access this content.	Again, needs ICT to access videos

## Number

Site	Content	School/setting support
<a href="https://nrich.maths.org">https://nrich.maths.org</a>	A range of activities available on activity cards with clear instructions and hands-on learning activities for parents, carers and children to engage in together. Good opportunities for developing problem solving and reasoning. Children will need a supporting adult to access this content	Some additional resources to support enhance the activities, but not required. Settings could use this to plan activities to send home or simply reference parents to the site.
<a href="https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths">https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths</a>	A range of practical activities with accompanying videos to support all areas of mathematical development. Children will need a supporting adult to access this content. Videos require ICT access.	No additional resources required, may reference Parents to this as additional or to specific tasks.

<https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/free-online-learning-resources>

This site references you to other sites but is mainly focused on 4 years+. It is worth looking at for stories to support understanding of corona virus to EAL challenges. You would need to work on adapting some materials before they were ready to share.

## Appendix 1: Example of plans for remote learning

50 things to do at home: Home school activities Kenilworth & Whitnash Nursery school Nurture Nursery

Week	Emerging cohort	Consolidating cohort	Parent Notes	Live Zoom sessions/ Learning Videos
1. Weds	<p>Teddy's bears picnic – host a teddy bear's picnic. This can be done by using a blanket or tablecloth laid on the floor. Invite their favourite teddies, dolls or action figures. You can make it part of snack or lunch time or just use pretend food.</p> <p>Area of learning: Being imaginative: join in make-believe by pretending; Communication and language.</p>	<p>Teddy's bears picnic – host a teddy bear's picnic. This can be done by using a blanket or tablecloth laid on the floor. Invite their favourite teddies, dolls or action figures. You can make it part of snack or lunch time or just use pretend food.</p> <p>Area of learning: Being imaginative: join in make-believe by pretending; Communication and language.</p>	<p>This activity is a simple activity in which children can 'pretend' with you and their favourite toys. They can think about what they might do and need when having a picnic or snack together based on their experiences of this. They can imitate everyday actions and experiences and engage in 'make-believe' play.</p> <p><u>Top Tips.</u> Spending time with your child planning and preparing for the picnic, gathering the toys, blanket and food and then sharing in the picnic itself is a great opportunity to talk and enjoy 'pretending' together.</p> <p><u>Extension:</u> You could even share a story or song together during the picnic. Give your child time to tell you about the toys they chosen to bring to the picnic and think about why they might enjoy a picnic.</p>	
Thurs	<p>Choose a favourite story to share with your grown-up. As you are sharing the story can your grown-up stop reading and ask 'What you can see on the page?' and together you can point out the pictures and the characters in the story.</p> <p>Area of learning: Literacy: Reading: Listens to stories with increasing attention and recall.</p>	<p>Counting hide &amp; Seek - Collect 5 special things from around the house and ask grown-up to hide them in different places around the house. <i>Can you find them and count them?</i> Now it's your turn to hide them. <i>How many different hiding places can you find?</i></p> <p>Area of learning: An activity to develop concentration, memory and recall.</p>	<p><u>Emerging:</u> Today's activity supports communication and language and develops understanding. The story activity: it is important your child chooses a book; you can extend by choosing your favourite story to read them later if you wish.</p> <p><u>Consolidating:</u> Today's activity can support your child in a range of learning experiences, from language development to expressing preferences, to recall and 're-cognising'.</p> <p><u>Top Tips.</u> <u>Emerging:</u> Reading with expression and voices will help engage your child and remember children having fun release all the right chemicals in their brains to build new connections!</p>	

			<p><u>Consolidating:</u> Items going out of sight and being found again can provide ‘fun’ and interest. It also practices important emotional learning.</p> <p><u>Extension:</u> <u>Emerging:</u> Return to it and recall the story, prompt and question what do they remember?</p> <p><u>Consolidating:</u> You could perhaps use the words ‘hot’ and ‘cold’ to say how close or far away you are from the hidden treasure. This will help develop good ‘listening’ skills as they listen and respond to you to find the hidden treasure.</p>	
Fri	<p>Go on a wintery walk – What do you notice? Look at the patterns you can make with your feet as you walk on different surfaces.</p> <p><b>Area of learning:</b> Understanding the World: Notices features in their environment.</p>	<p>Go on a wintery walk – What do you notice? Look at the patterns you can make with your feet as you walk on different surfaces.</p> <p><b>Area of learning:</b> Understanding the World: Notices features in their environment and talk about some of their observations.</p>	<p>Today's activity is all about ‘noticing and discussing’ the World around them. If you cannot get outside today you can do it from a window but if you can get outside, it is always better to also ‘feel’ the weather physically.</p> <p><u>Top Tips:</u> Try to watch and follow your child’s interest, we can prompt and support, but it is always interesting to see the World through their eyes, the more you listen to their ideas the more they will share and tell you them. Leave space for your child’s voice whenever you can during these activities.</p> <p><u>Extension:</u> What other senses can be used on the walk – consider what you and your child can smell, feel, touch and what sounds you can hear.</p>	
2.				
Mon	<p>Pouring and filling – in the bath or in a washing up bowl or bucket – find a few containers of different sizes (empty bottles, plastic cup, bowl, lids, scoops, spoons) and explore</p>	<p>Pouring and filling – in the bath or in a washing up bowl or bucket – find a few containers of different sizes (empty bottles, plastic cup, bowl, lids, scoops) and explore filling the different sized containers.</p>	<p>Today's activity supports mathematical development and is a great introduction to capacity. It also links to learning about size and shape and can be used to practice counting as the water is scooped up and poured into the containers. It also great</p>	

	<p>filling the different sized containers.</p> <p>Area of learning: Mathematics: beginning to use language of size and capacity as they fill and empty containers.</p>	<p>Area of learning: Mathematics: beginning to use language of size and capacity as they fill and empty containers.</p>	<p>for practicing hand and eye co-ordination. Water play can also be mesmerizing and is a calming sensory activity for your child.</p> <p><u>Top Tips.</u> Talk about how full or empty the containers: nearly full, half full, nearly empty, half empty.</p> <p><u>Extension:</u> As well as counting how many scoops it will take to fill one of the containers, you could try estimating first. "I think it will take 5 scoops to fill it. How many do you think? Let's count together."</p>	
Tues	<p>Choose a favourite Nursery Rhyme and sing it in different ways. <i>Can you sing it loudly, quietly, in a whisper, in a growly voice, in a squeaky voice, fast, slow, with actions, with clapping or tapping?</i></p> <p>Area of learning: Language development and Reading</p>	<p>Choose a favourite Nursery Rhyme and sing it in different ways. <i>Can you sing it loudly, quietly, in a whisper, in a growly voice, in a squeaky voice, fast, slow, with actions, with clapping or tapping?</i> You could try adding some actions to the rhyme e.g. stamps, crouching up and down, stretching arms, running on the spot.</p> <p>Area of learning: Language development and Reading</p>	<p>Today's activity supports language development and is a key part of children's early reading development as they play with words, rhythm and rhyme.</p> <p><u>Top Tips.</u> Sing Nursery rhymes every day! Repetition of rhymes is good for the brain by teaching the different rules of language and building the memory. Research shows that awareness of and ability to sing rhymes supports language development and early literacy and reading skills.</p> <p><u>Extension:</u> Can your child add in the missing words if you miss some out? Can your child recognize the rhyme if you hum the tune? Can they hum the tune for you to guess?</p>	
Weds	<p>Make a healthy snack for someone in your house to share – perhaps a fruit kebab, fruit smoothie, a sandwich, a fruit salad. Children can help with cutting up soft fruits like banana or buttering the bread.</p> <p>Area of learning: Physical development</p>	<p>Make a healthy snack for someone in your house to share – perhaps a fruit kebab, fruit smoothie, a sandwich, a fruit salad. Children can help with cutting up soft fruits like banana or buttering the bread. Find out what everyone's favourite healthy snack is in your house and prepare one for each of them.</p>	<p>Today's activity supports the safe use of equipment and tools, such as cutlery for spreading or cutting or mashing soft foods and is an opportunity to talk about what makes us healthy and strong.</p> <p><u>Top Tips.</u> Let your child have a go. It doesn't matter what shape the banana gets cut into or how thick the butter is spread on the bread! It is important to let your</p>	<p>Live Zoom – 'Whatever Next?' story and activity to pack a suitcase/bag to go on an adventure.</p> <p>Today's story time will support listening and attention, knowledge and interest about books and their wider</p>



		Area of learning: Physical development	<p>child have a go with you there to keep them safe when using certain equipment, such as scissors or a fork.</p> <p>You can also talk about health and safety in terms of hygiene – washing hands before handling and eating food, using clean cutlery and bowls and cleaning up afterwards too.</p> <p><u>Extension:</u> Talk about your favourite snacks and food – likes and dislikes. Does your child know where different foods come from? What are their ideas about this?</p>	<p>knowledge of the World.</p> <p>It is also emotionally a point where children are doing the same thing as other children from their group. A point of structure in the day. That makes links to their ‘parent supported’ activity.</p>
Thurs	<p>Pack a suitcase or a bag for a little adventure. You might go for an adventure walking around the garden or to a different space in the house, or even a den....</p> <p><i>What will you take with you?</i></p> <p>Area of learning: Communication and language; Imaginative play; recalling and ‘re-cognising’ and early reading skills.</p> <p>Revisit the video if you would like to see it again. Or find another of your stories that might take you on an adventure somewhere.</p>	<p>Pack a suitcase or a bag for a little adventure. Go on an imaginative adventure and ‘pretend’ you are visiting somewhere. What will you need?</p> <p><i>Where are you going and what will you need? How many toys, soft toys, books will fit in your pack? How much can you fit in? Can you lift it? Is it heavy or light? What else will you need? Pj’s, a snack, pants and socks...</i></p> <p>Area of learning: Communication and language; Imaginative play; recalling and ‘re-cognising’ and early reading skills.</p> <p>Revisit the video if you would like to see it again. Or find another of your stories that might take you on an adventure somewhere.</p>	<p>Today’s activity supports lots of different areas such as developing early reading skills by recalling a story and developing language by sharing and talking about ideas together, listening and responding to each other. It also encourages your child to both use their imagination and draw on own experiences as they plan for and go on a pretend adventure.</p> <p><u>Top Tips.</u> This activity lends it-self to so many different areas of learning so go with the flow – follow your child’s lead and see where it takes you both. There is no right or wrong way to do this and the sky is the limit! Listen to your child’s ideas. Stories are always a good place to start if you need some inspiration.</p> <p><u>Extension:</u> Talk about what an adventure is, what might you need to take? What are your child’s ideas? What would you pack as a grown-up?</p>	<p>Video of packing a bag and going on an adventure in the garden.</p>
Fri	<p>Learn a song, “If you’re happy and you know it clap your hands” Stamp your feet, turn around... Can you do all three?</p> <p>Area of learning: Physical development</p>	<p>Get physical with the song ‘If you’re happy and you know it...’ clap your hands, stamp your feet, jump up and down, turn around.</p> <p><i>How many different actions/movements can you think of to do?</i></p>	<p>Today’s activity supports physical development with a focus on gross motor skills, balance and co-ordination. It’s also another opportunity to sing and learn a new or recall a familiar rhyme.</p> <p><u>Top Tips.</u></p>	<p>Video of song and actions.</p>

		Area of learning: Physical development	<p>Children need lots of opportunity to be physical and can be very energetic. As well as opportunities to move freely it is also important to practice more controlled movements such as balance and co-ordinated movements.</p> <p>Value the different ways in which your child moves and their different ideas for movements. Talk with your child about how their bodies feel after physical activity.</p> <p><u>Extension:</u> Encourage your child to try some more challenging movements e.g., balance on 1 leg, jump as high as you can, jump forwards and backwards. Can your child think of different movements to try?</p>	
3.				
Mon	<p>Find some pairs of socks of different colours or patterns – Can you use your socks as puppets on your hands. What will your puppets say to each other?</p> <p>If you want to can you line them up and count them, mix them up and match them again.</p> <p>Area of learning: Mathematics: Noticing colours and patterns through sorting and matching; exploring numbers.</p>	<p>Find some pairs of socks of different colours or patterns – Can you use your socks as puppets on your hands. What will your puppets say to each other?</p> <p>If you want to can you line them up and count them, mix them up and match them again.</p> <p>Area of learning: Mathematics: Noticing colours and patterns through sorting and matching; exploring numbers.</p>	<p>The collecting and sorting and matching of the socks are all key parts of activity. If your child is ready to count, then please also count the individual socks and the pairs of socks. If your child is not ready to count you can focus on the matching, so try and make the pairs very different.</p> <p><u>Top Tips:</u> If your child can only focus on this activity for a short while, you may also want to have a little bit of fun with some pretend play by using the socks as puppets!</p> <p><u>Extension:</u> Find socks of different sizes and think about who they might belong to in the family. Order them by size shortest to longest.</p>	
Tues	<p>Building a tower. Can you find 3 things to build a tower with? Can you make your tower even taller? How many objects tall is your tower now?</p> <p>Area of learning: Mathematics: using number language and</p>	<p>Building a tower. Can you find 3 things to build a tower with? Can you make your tower even taller? How many objects tall is your tower? You can build your tower with whatever you would like. You might use bricks, Duplo, boxes, cups. Explore which objects make the best towers. And don't worry if</p>	<p>Today's activity supports a variety of early mathematical concepts and skills including exploring quantity, reciting number names in sequence and counting with one-to-one correspondence. It can also be used to make comparisons between different towers (quantities).</p>	

	making comparisons between quantities.	your tower falls, you can always build it up again and again!  Area of learning: Mathematics: using number language and making comparisons between quantities.	<u>Top Tips.</u> Use the language of quantity as you play with the objects you use to build the towers, such as 'more' and 'a lot'. Model counting the objects by moving them one at a time or pointing to them as you say the number names in sequence.  <u>Extension:</u> Can the grown-up build a tower, and can you compare the towers? Ask 'Which tower is the tallest/shortest? Which has more/less bricks?	
Weds	Balloon activity. Using the balloon from your home learning box have a go at 'Balloon keepie-uppies' with your grown-up. <i>Can you keep your balloon in the air and stop it from touching the ground? Which body parts can you use to hit the balloon into the air? Can you and your grown-up hit the balloon to each other without it touching the ground?</i>  Area of learning: Physical development.	Balloon activity. Using the balloon from your home learning box have a go at 'Balloon keepie-uppies' with your grown-up. <i>Can you keep your balloon in the air and stop it from touching the ground? Which body parts can you use to hit the balloon into the air? Can you and your grown-up hit the balloon to each other without it touching the ground? How long can you keep the balloon in the air for? Can you count how long it stays up for before it touches the ground?</i>  Area of learning: Physical development.	Today's activity is another opportunity to get physical and move freely. This activity is also very exciting as your child anticipates where the balloon is going to float to or land. <u>Top Tips.</u> As this is such an exciting game and it may be useful to have a little 'cool/calm down' afterwards when the balloon is put away. May be laying on the floor or cushion and closing your eye. Place a hand on your tummy and feel it rise and fall as you take ten slow deep breaths. Talk with your child about how they feel after this physical activity: your heart rate increases, you may need to breathe more deeply or quickly, you may feel hot.  <u>Extension:</u> Can you think of any other games to do with the balloon – use your imagination and follow your child's ideas and lines of enquiry. They may want to explore and have some different ideas of what to do with their balloon.	Video of balloon game.  Zoom – 'Shark in the park' rhyming story and activity using a pretend or home-made telescope to play 'I spy'.
Thurs	Make a telescope and play 'I spy' with your telescope e.g., with colours around the house or on a walk. You may want to start with a selection of objects of different colours which are in	Make a telescope and play 'I spy' with your telescope e.g., with colours around the house or on a walk. This is a great game for turn taking. Take turns to use the telescope and guess each other's answer.	Today's activity supports a whole range of areas of learning. The first part of the activity is an opportunity to get creative by either finding something to represent a telescope or make their own from found materials. This fun task will encourage your child to think of ideas and test	

	<p>front of you both. Play the game and take turns to pick something from this selection to 'spy' with your telescope. This is a great game for turn taking. Take turns to use the telescope and guess each other's answer.</p> <p><b>Area of learning:</b> Creative thinking; Communication and language: listening and attention, understanding and speaking.</p>	<p><b>Area of learning: Creative thinking; Communication and language: listening and attention, understanding and speaking.</b></p> <p>Watch the video of the story 'Shark in the Park' and see if you can recall what the little boy saw with his telescope.</p>	<p>them out as they see what works best.</p> <p>The next part of the activity will support language development particularly listening and attention.</p> <p><u>Top Tips.</u> When playing 'I spy' give plenty of 'thinking' time. Don't jump in too quickly to give your child clues if they don't guess it straight away.</p> <p><u>Extension:</u> Play 'I spy' with other properties or ideas e.g., by size "I spy something big/small; by shape "I spy something round".</p>	
Fri	<p>Marking-making – using large scale movements. Using one or two crayons (one in each hand) can you make some big circles on some paper? You could do it with a stone or chalk on the ground outside, with a stick in some mud or sand or with a brush and water.</p> <p><b>Area of learning: Physical development.</b></p>	<p>Marking-making – using large scale movements. Using one or two crayons (one in each hand) can you make some big circles on some paper? You could do it with a stone or chalk on the ground outside, with a stick in some mud or sand or with a brush and water.</p> <p><b>Area of learning: Physical development.</b></p>	<p>Today's activity supports physical development. Large scale movements are really good for gross and fine motor development. You could even sing a nursery rhyme as you make the marks, for instance 'the wheels on the bus goes round and round' as you make circular marks together.</p> <p><u>Top Tips.</u> Value the marks your child makes and give plenty of time for them to explore the different ways they can make marks and talk about the marks they have made. They may give meaning to the marks they make e.g. "This is me" or they may simply enjoy experimenting.</p> <p><u>Extension:</u> Offer different ways of mark-making using a variety of media e.g., stones, fingers, hands, sticks, pencils, paints, and offer different surfaces to make marks on e.g., in the mud, in the sand, in flour, on the pavement, on corrugated card, on bubble wrap.</p>	