

Playful Interactions

These are some useful points and examples of language to use with your child when they are playing to extend their learning. Let your child be the leader of their own play and go with their ideas, watch and wait to see how your child plays and how they want you to be a part of their play.

Language Rich

- **Respond to your child** with gestures as well as recapping what they have said, model sentence structure and correct use of tenses and pronouns at this time without overtly correcting them.
- **Make suggestions**—“could you try...” or “Maybe another way might work better...”
- **Make connections**—“What have you noticed?”, “What does this remind you of?”
- **Alternative viewpoints** especially in response to stories.
- **Explore ideas further** “How do you think the giant felt about Jack taking his things?” “What could Jack have done instead?” “What would you have done?”
- **Link back to previous learning**—“remember yesterday you thought only light objects would float... is that still true?”
- **Use how and why questions** and encourage prediction and elaboration.
- **Add challenge** to an activity e.g. “you made a great pattern using the gems, now could you use tweezers to place them back into the tray?”

- Use tweezers, tongs and spoons to transport things like sand, pasta, gems, etc.
- Engage in different types of movement and animal walks.
- Tie up knots when creating something or making a den.
- Use pegs to hang washing up.
- Find the end of the selotape independently.
- Syringes, pipettes and spraying cans for squirting water in the bath or to water plants!
- Puzzles and Lego will develop fine motor skills, too.

Physical

Imaginative

- **Model introducing a narrative/storyline** to the play e.g. “I’m just going to make a shopping list because I need ingredients to make a cake.”
- **Think of the purpose** of what they have made e.g. if your child has built a house—who is the house for? Could someone live there? What stories have a house in them? Why do people need houses?
- **Explore different materials and textures**—what is the same? What is different How does it feel?
- **Why have you used that colour?** What would happen if we mixed that colour with this one?
- **Evaluate the techniques** used by encouraging children to think about what worked well and how they might change it if they were to make it again. If they are using selotape to stick something together, question why they have used selotape instead of glue, etc.

- When building or making something, **encourage children to write signs and posters** for their creation e.g. if they are building a train can they write the sign of where it is going to? In a house can they write the name of the road it's on?
- Look out for **letters, sounds and words that children can try to read within their play**—the words on jigsaw boxes, words in the instructions booklet for a game, etc.
- Engage your child in **purposeful writing**—shopping lists, letters, cards, a 'home learning diary' that they can share with us, posters, instructions for washing your hands, post-it notes, treasure maps, etc. **through role play activities** such as shopkeepers, café owners, chefs, vets, doctors, teachers, pirates, mums and dads, etc.
- When **reading** with your child (whether it is their reading books or a story you are sharing), focus on prediction and **anticipating events, think about characters and setting**. When recapping, **focus on the main events of the story**. Discuss how the **characters feel**, why certain things happened and **make connections** between the characters/events and real-life.
- When your child is **writing**, encourage them to use the **sound mat and tricky word list** provided in the home learning pack but allow them to **write independently using their phonic knowledge**.
- **Model correct pencil grip and letter formation** if your child is finding it tricky and remind them of this when they are writing independently.

- Counting can be incorporated within any aspect of play... "how many people live in your house?" or "are there more people in your boat or my boat? How do you know?" as well as during tidy up time—let's get this tidy before we count to [17].
- Use language of addition and subtraction within play "you've got 6 pigs on your farm but -oh no! 2 of them are running away—how many have you got left?"
- Sharing and halving can be done during tidy up time, when eating, when playing games, etc. Using language of "6 shared between 2 is 3, half of 6 is 3."
- Estimating is a great skill and one that can be developed through play "how many spoonful's of sand do you think I can fit in my cupcake case?" or "how many fish do you think are in the pond?"
- Shapes are everywhere—especially in construction so looking at properties for example you could say "can you pass me the cuboid? That's the one with rectangular faces and not square faces" when building with blocks.
- Noticing, making and describing patterns using natural resources in the garden , Lego, etc.
- Questions that encourage problem solving—following a recipe, sorting objects into categories, sharing out objects, etc.
- Obstacle courses are great for timing and recording, who ran the fastest? Who came 1st? 2nd? Etc.

- Go outside and see the seasonal changes—what is happening? Why is it happening? How do we know it's turning to Spring?
- Provide open ended resources such as elastic bands, recycling, different materials, scissors, paper clips, etc. and see what your child comes up with—what have you made? How does it work? Can you test your creation?
- Do some planting and think about what the plant will need to grow, how you will look after it and why plants are important.
- Play in the water and sand tray—what will you explore?
- Use small world animals to sort and discuss habitats, animal types, etc.

I can use my senses and look closely

I can talk about things like plants, animals and natural found objects

I question why things happen

I use equipment and tools carefully

I have my own ideas

Understanding the World

I begin to use science words

I test my ideas

I understand other people like different things

I think about the environment and what we can do to look after our natural world

I notice similarities and differences

- Go through family pictures and some from before your child was born—how are things different? How have things changed?
- Read stories with characters who have different types of families—what is the same and what is different between you and them? Celebrate the differences and continue developing an understanding of individuality and tolerance.
- When playing with small-world people, introduce different storylines and different celebrations e.g. Easter or Mother's day—how did you celebrate it? Do you think everyone does the same thing?