
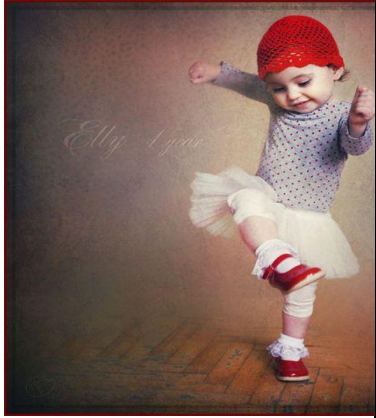



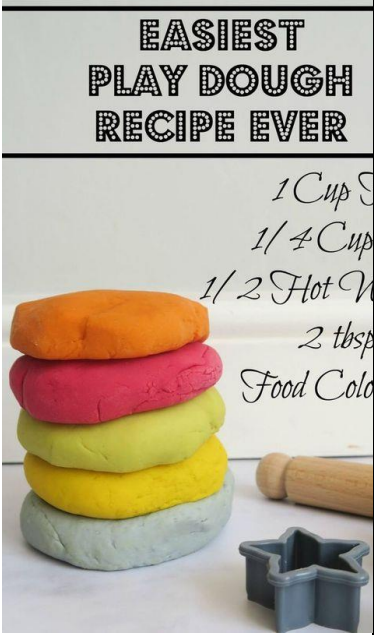

Stockton House School guide to entertaining young minds while 'home learning' Part 2

Title	Example	What resources do I need	The activity	What they learn
<p>Hoop tree</p>		<ul style="list-style-type: none"> ● Mug tree; ● Curtain rings; ● Bangles; ● Hair bands; ● Elastic bands. 	<p>Allow children to experiment with their grip, how many they place on each branch and where they put them. They may choose to stack them, hang them or spin them. Give a running commentary on what they are doing, repeat key words such as on and off, top, bottom, lots and few. Extend by talking about numbers and shapes.</p>	<p>Matching, sorting, numbers, weight, shapes. Hand-eye coordination. Sounds of the hoops dropping - listening skills and paying attention. What happens when they put too many on one branch - developing mathematical understanding about size and gravity. Encourages language. Textures and descriptions of objects.</p>
<p>Dance Party</p>		<ul style="list-style-type: none"> ● Action songs; ● Music. 	<p>Have a dance party. Put on some music and lose yourself in the music.</p> <p>Sing nursery rhymes with actions</p>	<p>Language skills, gross-motor movements, fine-motor movements, rhythm, timing, following instructions, understanding, bonding with you, self-expression, imitating actions, being imaginative and creative. Numbers/ colours/ shapes/ animals. Letting off steam.</p>




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<p>Tubes and ramps</p>		<ul style="list-style-type: none"> • Tubes of different sizes. <p>Add:</p> <ul style="list-style-type: none"> • Balls; • Cars; • Rice; • Pom-poms. 	<p>Tubes are versatile. Use them to make ramps, posting wall (see picture), talking tubes and binoculars.</p>	<p>Sorting, shapes, space, measure, language, decision making, gravity, movement, hand-eye coordination, fine-motor skills, problem solving, exploration, cause and effect, testing ideas.</p>



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Title	Example	What resources do I need	The activity	What they learn
<p>Play dough</p>		<ul style="list-style-type: none"> ● Flour; ● Salt; ● Water; ● Oil; ● Food Colouring/ paint. <p>To extend sensory aspect add:</p> <ul style="list-style-type: none"> ● Vanilla/mint/lemon essence; ● Herbs; ● Cocoa powder; ● Cinnamon; ● Fruit peel; ● Tea leaves. <p>For creativity:</p> <ul style="list-style-type: none"> ● Dry pasta; ● Rolling pin. ● Knife/ fork/ spoon; ● Cookie cutters; ● Sticks/ leaves/ grass/ stones. 	<p>Mix paint/food colouring together with water. Mix all ingredients together. Allow children to help with this where possible. Give them the freedom to decide colour and what resources they use with it. Model ways of moulding and using resources to prompt ideas.</p>	<p>Moulding, creativity, testing ideas, using sense, shapes, use of objects, colours, mixing and combining ingredients, measuring, filling and emptying, fine and gross motor skills, engaging different senses - ask them to smell, touch and feel.</p>
<p>Gloop/Oobleck</p>		<ul style="list-style-type: none"> ● Cornflour; ● Water; ● Food colouring/ paint; ● Cinnamon; ● Herbs; ● Cocoa powder; ● Spoons/ forks/ cups; ● Spades/ buckets. 	<p>Add any herbs and spices to the flour before mixing with water. Mix paint/ food colouring with water before adding to flour. Gradually add water to the flour until it is runny when lifted but like a sough when put under pressure.</p>	<p>Sensory experience, exploring textures, smells, cause and effect, movement of liquid, changes to texture. Hand-eye coordination, fine-motor movements, pouring, filling and emptying.</p>

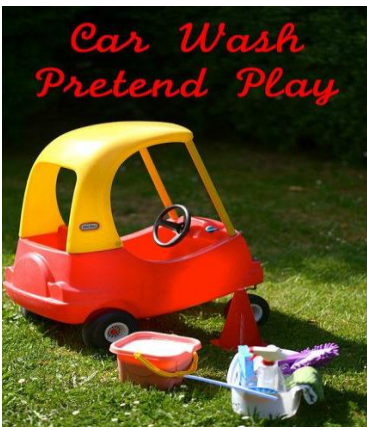


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Title	Example	What resources do I need	The activity	What they learn
<p>Natural resources</p>		<ul style="list-style-type: none"> ● Tray; ● Grass; ● Leaves; ● Mud; ● Branches/ twigs; ● Stones; ● Pinecones; ● Flowers; ● Bark. 	<p>Add natural resources to a tray and allow your child to explore their colours, textures and smells. Talk about the things you found, how they feel, what they look like. Put some of their cars/ diggers/ spades for them to extend how they use the resources. Allow them to help collect natural resources.</p>	<p>Exploring nature, textures, smells and visual aspects of resources.</p>
<p>Small world</p>		<ul style="list-style-type: none"> ● Cardboard box/ boxes; ● Scissors; ● Pens; ● Blocks; ● Cars. 	<p>Create your own little city out of blocks, boxes and toys. Use cereal boxes to create a road. Use old food boxes to create shops/ airports/ stations or blocks to build. Allow children to explore the area and resources.</p>	<p>Space, shapes, free play, imagination, creativity, hand-eye coordination, balance, patience, concentration, testing ideas, creating shapes, numbers colours. Role play, understanding use of objects and representing things they've seen.</p>
<p>Water painting</p>		<ul style="list-style-type: none"> ● Paint brush/ sponges; ● Pot of water; ● Card; ● Garden fence/ wall. <p>Add a drip of paint to the water to add some colour if desired.</p>	<p>Allow children to experiment with water painting. Provide a pot of water and anything they can use to paint with. Let them explore the water making marks and drying.</p>	<p>Hand-eye coordination, fine-motor movements, gross-motor movements, wet and dry, up and down, shapes, colours, mark making, hand-grip, techniques of using resources, exploration, creativity, testing ideas.</p>




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Title	Example	What resources do I need	The activity	What they learn
<p style="text-align: center;">Colour sorting</p>	 <p>The image shows a blue plastic scoop with a handle, resting on a wooden surface. Below it is a white muffin tin with six compartments, each containing a small ball of a different color: purple, blue, green, yellow, orange, and red.</p>	<ul style="list-style-type: none"> ● Muffin tin; ● Balls; ● Card/ coloured pen; ● Scoop. 	<p>Allocate colours to each hole in the tin. Provide balls of different colours. Let the child try and sort them into the correct hole. Provide a scoop for added challenge.</p>	<p>Hand-eye coordination, matching, sorting, colours, numbers, shapes, patience, concentration, challenge, determination.</p>
<p style="text-align: center;">Shape Sorting</p>	 <p>The image shows a young child sitting on a rug, playing with a muffin tin and several cardboard egg carton tubes. The child is attempting to fit the tubes into the holes of the muffin tin.</p>	<ul style="list-style-type: none"> ● Muffin Tin; ● Tubes; ● Egg carton. 	<p>Similar to above, provide muffin tin and egg carton for children to match the shape of tube to. Allow children to experiment with resources and how they work.</p>	<p>Hand-eye coordination, matching, sorting, numbers, shapes, patience, concentration, challenge, determination.</p>

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Title	Example	What resources do I need	The activity	What they learn
<p>Car Wash</p>		<ul style="list-style-type: none"> ● Car/ bike; ● Cloth; ● Bucket of soapy water. 	<p>Get stuck in. Grab a cloth and start washing their outdoor toys and get them involved.</p> <p>Let children help you clean, they enjoy helping their parents and they learn to take responsibility for their toys.</p>	<p>Responsibility, understanding use of objects, gross-motor movements, wet and dry, clean and dirty, learning instructions, language development.</p>
<p>Reading</p>		<ul style="list-style-type: none"> ● Books; ● Interactive and imaginative adult. 	<p>Play 'can you find...'. Read the story and point out any characters, objects or animals you can see. The next time you read it, ask them to find different things.</p>	<p>Recall, language, learning objects/characters/animals, emotions, names, identifying things that have similar traits, colours, shapes, sizes. Fine-motor movement - pointing and turning pages. Bonding with you, patience, concentration.</p>
<p>Hide and seek</p>		<ul style="list-style-type: none"> ● Favourite toy 	<p>Hide and seek with their favourite toy. Let them know if they are getting warmer or colder. Start by placing in an obvious place and build up to more difficult hiding spots.</p>	<p>Memory, attention, determination, problem solving, critical thinking, language, understanding instruction, following rules, bonding, gross-motor skills, developing positional language - under/ on top/ inside/ outside/ behind/ in front.</p>

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<p>Emotions</p>		<ul style="list-style-type: none"> ● Paper; ● Pen; ● Mirror. 	<p>Draw different emotions on pieces of paper, give them all names and demonstrate them to your child. See if they can imitate the faces you pull, give them a mirror to see what they are doing.</p>	<p>Emotions, cognitive development, memory, understanding instructions, self-awareness, language skills, understanding people and feelings, being creative with their own face, self-expression.</p>
<p>Family time</p>		<ul style="list-style-type: none"> ● Pictures of family; ● Videos of family; 	<p>Ask friends and family to send photos or videos of them singing and dancing. Let your child be curious about who these people are and watch them express themselves. Talk about who they are and why they are special.</p>	<p>People and communities, family and friends, relationships, bonding, language skills, role play, imitation, attachments, feelings and emotions, similarities and differences.</p>
<p>Finger gym</p>		<ul style="list-style-type: none"> ● Fingers; ● Stick; ● Grass. 	<p>Play with your child's fingers and get them to copy you, wiggle them, touch each one, make them talk, stretch them, scrunch them and interlock them. Use props to pinch and grab</p>	<p>Fine-motor skills, following instructions, bonding, movement to sound, grip, patience, understanding.</p>