Child interest: banging

Next step:

A box of everyday things game

(Monday-Wednesday)

Nursery Rhymes (Learning to listen);

If you are happy and you know it,

dingle danglr scarecrow

I can be a …. (game)

Playdough (Wednesday)

One to one story reading

**C&L**

**PSED**

Bubbles; pop, more, again, bubble

again, bubbles please

Musical instruments;

Ready, steady, Go

Tickling game

Home corner play

**Week**

**02 and 9th /08 /2021**

**Every child is a talker**

Teddy needs help dressing (Monday-Wednesday)

Expressing my self through mking

marks in flour (Monday)

Painting on Easel (Monday)

Jelly play; scooping woobly, cold and

squeezy jelly (Tuesday)

water play (Thursday )

**PD**

**A box of everyday things game: learning and understanding new words (CL) (Intent):**

**Implement:**

1. Put a few everyday objects into a box e.g a cup, spoon, book, shoe vest, nappy, ball anything that they are likely to see every day.
2. Choose something and give to the child name it, let him or her explore it with their hands.
3. Make comments such as: cup for drinking, spoon for eating.
4. Sing a song like” This the way we brush our hair, brush our hair early in the morning”.

**Teddy needs help with dressing: (Intent: Learning new words/ PD Show a desire to help with dressing and undressing and hygiene routine)**

**Implement:**

1. Put some everyday objects in a box: socks, flannel, toothbrush, brush.
2. Involve a teddy.
3. As you take items out of the box use them on the teddy.
4. Show how you brush your teeth, wash face, put socks on, let them have a go-it does not matter if it’s not right.
5. Tell them what’s happening” you’re brushing teddy’s hair.
6. Repeat with remaining items.

**Expressing Myself through making marks in dry flour: (CL; express themselves through non- verbal language) (Intent).**

**Implement:**

1. Use the black tray and spread flour on a tray. Let the child make patterns with their hands, feet and they can use brushes too.
2. Show them you are pleased with what they have produced, take a picture of it and then show them the pictures and say “This your picture, I Love it “.
3. Talk about what they are doing and ow it looks and feel’ Use new words like brush, dab, dip, swirl

**I can be a ….. game:** support children’s listening and attention skills **(intent)**

**Implement**:

1. In a quiet area, face your child
2. Put toys in a bag and pull them out one by one making their sounds as they come out
3. Talk about the noise the toy might make, “The train says toot, toot!” the cow says moo!”.
4. Children will talk back copy using sounds, words or noises, let them experiment even if the sound isnt exactly right.

Tickling game: (intent; playing and interaction) (communication by Pointing and gazing):

**Implement:**

1. Talk about what you are doing e.g “tickle, tickle” “tickle your toes”” You tickled my chin”.
2. Ask what shall I tickle now, tummy or nose?
3. Respond when the child looks or point name what they show you. “Oh you want me to tickle your tummy”.
4. Use a puppet-even a sock on your hands can be fun for a child.