**Lindon Bennett School**

**Suggested Home Activities for EYFS and KS1**

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| Putting washing into the washing machine. | Thread pasta tubes onto wool on string. Or maybe try threading ‘Cheerios’ onto dry spaghetti! |
| Helping to sort out laundry/pair up socks/match coloured items | Use chalks to decorate the paths and walls by your house. What colours have you got? Can you draw lines and circles? |
| Hanging washing on the washing line or airer | Make paper aeroplanes and fly them! Which one flies the furthest? |
| Sorting out cutlery/matching/helping to lay the table | Add some bubbles to make water play different! Or try adding a few drops of food colouring. |
| Have an indoor or outdoor Teddy Bear’s Picnic | Label cups or plates with numbers and add the correct number of items. Count out objects as they are placed in the cups/on the plates. |
| Pouring water into cups, using different sized jugs or bottles | Post objects into empty tubes. Decorate the tubes with colours and post the coordinating coloured objects into the tubes. |
| Mark making in flour/sand/mud/foam | Make a sensory box from items collected from walks or in the garden- leaves, twigs, sticks and twigs, pine cones and mud. Explore the box indoors too! |
| Outdoor water painting (brushes/sticks/toothbrushes/sponges and cups or pots of water) on the ground or walls. | Plant a seed and take care of it. Watch it grow! Sunflowers seeds are easy to grow. |
| Identifying shapes of objects in the home and outdoors on walks. | Play hide and seek/ peek-a-boo |
| Colour walk/Finding different coloured items at home and on daily walks. Take some photos of what you find! Go on a flower hunt- can you see flowers that are different colours? | Create a mini mud kitchen with old pots, pans, cutlery and utensils to make mud pies! Season them with flowers, leaves and stones. |
| Water play- using bowls, buckets or the bath! | Make toast. Support your child to safely help to use the toaster and then spread on their favourite toppings. Count how many shapes you cut. Make some squares and triangles! |
| Cooking- mixing, pouring, rolling, sharing. Helping to make sandwiches- spreading butter and cutting bread. | Make twirly, ribbon sticks. Attach ribbon/bits of material to sticks found on walks. Watch them blow in the wind/dance with them! |
| Sharing books, looking at magazines/labels. Looking at signs when out of daily walks. Can you see any rainbows in windows? | Make a collage from magazines, newspapers, old greetings cards and other things you can find in the recycling bag. Cut the paper into different shapes and sizes. |
| Collecting leaves, sticks, stones or natural resources- sorting them/matching/painting with them | Scrunch, rip, and tear up different pieces of paper to help develop fine motor movements. Throw scrunched up paper into a bucket/box. |
| Singing, listening to and moving to different types of music! Dance to music with scarves or pieces of material. | Sort out the shoes and pair them. Can you order them by size? Separate all the big and small shoes. |
| Using household items to make musical instruments- saucepans and wooden spoons. Fill up cups and containers with rice, pasta or similar to make shakers. Children can use their hands to pick up and transfer to the containers or use different sized spoons to add challenge. | Make some skittles by filling up empty plastic bottles. You could add food colouring and glitter too! Label them with numbers and have fun knocking them down! |
| Turn taking games- balls/cars etc. Making ramps to roll them! | Make your own ice lollies or ice cubes. Add some juice or food colouring to change them. Observe how they change after being in the freezer! And enjoy ☺ |
| ‘Ready steady go’ games e.g. pushing a toy car or letting a balloon go. Encourage your child to anticipate ‘Go’ and to vocalise for ‘go’ | Create a sensory bottle. . You can fill any size bottle up with almost anything. Think not just in terms of the visual but the noises the contents make, too, as well as the weight! |
| Favourite activities your child likes e.g. tickles, chase, pushing on a swing then stop and wait for them to vocalise or indicate that they want more | Fill the kitchen sink with safe, non-breakable kitchen equipment and bubbles. Give your child a sponge or cloth and let them ‘wash up!’ |
| Making a blanket den and hiding in it. Share a story inside! | Move in different ways such as bear walking,  Crawl like a crab, slither like a snake, flap your arms like a bird. |
| Finding and hiding toys that are in/on/under something | Tape up a doorway and give your child different pieces of paper/cotton wool balls/ scrunched up balls of paper to throw or attach to the tape. |
| Putting toys and other item away in the correct places. | Put some body lotion, hair gel or similar into a zip up clear bag. Encourage your child to press on it to make different marks and shapes. |
| Helping with dressing, tooth brushing and feeding themselves | Play with and in cardboard boxes from deliveries! |
| Sharing favourite toys and food. | Cook some spaghetti and once cooked place on a tray for a sensory experience. Add food colouring to make it more fun! |
| Make some yummy pizzas for the family to share. You could decorate them with rainbow vegetables or make a smiley face! | Make a bird feeder by threading cereal onto a piece of string. |
| Build towers with blocks and then knock them down… ready, steady….go! You could stack up empty cardboard boxes from your recycling box if you don’t have any bricks! | Create a picture or a card for Daddy or someone special and take it to the post box to post it to them. |
| Roll the tubes from toilet/kitchen rolls down ramps. Decorate them with coloured pens, paint or sticky materials. | Make an open topped sandwich. Spread some butter/mayo/soft cheese etc and ask your child to select some favourite toppings. Help them to cut the bread/roll into pieces. |
| Cut up lots of fruit and add some juice to make a summer fruit salad. | Develop independence by supporting children to help apply their sun cream after their initial cream has been thoroughly applied to all areas of their exposed skin. |
| Use chalks to make marks and patterns on the ground/walls. Can you make shapes? How many marks can you count? |  |
| Have fun playing with water outside in the hot weather. Provide opportunities to develop motor control by pouring and aiming when spraying water. |  |