



Teddy Time!

Ideas to help support your Rising School child's development and learning at home next week commencing 30th March...

Making and Creating with empty boxes, you will need: scissors, masking tape (easier for children to use independently) various sized boxes, scissors (child size/friendly) crayons/paints/felt pens. Use associated language to build vocabulary and talk about position (e.g. under/next to/behind). Use mathematical language (e.g. small/big/larger/smaller). Some children will decide what they are making as they go along, whilst others will have a plan beforehand. Encourage discussion through-out and help them to problem solve, by 'suggesting' something if they are becoming frustrated, for e.g. you might say, " That looks a bit tricky, I wonder what would happen if we turn the box that way?".

This activity supports: CL/PD/PSED/L/M/EAD

Role Play with cuddly toys/dolls, this could be Doctors/Nurses, shops, vets etc. Children often use actual experience, mixed in with imagination and fantasy during their role play and will use language that they have heard; this will not always be in complete context, as they are consistently absorbing information about 'the world' and 'relationships'. Role play is a safe way for children to explore how they feel about situations that they may have experienced or witnessed. Allow children to 'lead' play and engage at their level, for e.g. accept a 'cup of tea' or allow yourself to be bandaged up! Extend children's vocabulary by providing the correct terminology for objects for e.g. you might say "That is called a *thermometer* and helps us to see if someone is too hot and if they are poorly". You could also provide a 'running commentary' for e.g. you might say "Ah, we are giving the babies a bath; they will be lovely and clean afterwards!

This type of activity supports: PSED/CL/PD/UW/EAD

Other ideas

Writing skills: spring-time drawings; from observing the garden or your local environment (seen on your daily walking allowance). Using sticks to make marks in mud/sand (this helps build the muscles needed for effective 'pencil control'). *Using play-dough (this strengthens hand and wrist muscles, needed for effective 'pencil control'). * Recipe at end of document

Any physical activity that involves using hands/arms to make anti-clockwise circular movements and up/down/zig-zag movements; this could be in the air, using scarves/ribbons, or on paper, whiteboard, blackboard, easel etc. using pens/pencils/chalks/sticks/wipe-board markers/paints etc.

Sharing stories, books and rhymes remains the best way to encourage a love of reading and to encourage speech and language development. Whilst sharing books, look at the pictures and discuss what you can see in them, encourage children to guess 'what might happen next' in the story. Children's learning is consolidated with repetition, so if they consistently choose the same book, please do not be concerned! (I'm sure there are already a few that you could recite in your sleep!)

Independence Skills

If your child has not yet mastered toileting, now may be a good time to start, since many of us are confined to our homes at the moment. Encourage your Rising School child to get themselves dressed/undressed; we were going to start 'PE' next term and the main aim of that was to allow them to practice their 'self-help' skills. Children will benefit from helping with simple household chores, such as pairing-up clean socks, tidying away toys (good luck with that one!) laying the table and making their own bed.

Our Rhyme of the Week is:

Ride-a-cock-horse to Banbury Cross
To see a fine lady upon a white horse
With rings on her fingers
And bells on her toes
She shall have music wherever she goes!

Play Dough Recipe

2 cups of flour (plain or self-raising)
2 cups of water (add food colouring if wanted)
Half cup of salt
4 teaspoons cream of tartar
1 tablespoon of cooking oil

You can use a microwave or cooker to combine the ingredients in order to make the dough, please see below

Microwave: mix all ingredients in a large bowl, then heat on full power for a minute at a time; removing and stirring after each minute. It will crust a bit around the edges of

the bowl, but just scrape these into the mixture and mix in thoroughly; they will be absorbed back into the mixture by the end of the process. Once dough has formed, tip out onto a suitable surface and allow to cool. Once cooled, knead dough to smooth it out and store in an air-tight container.

Saucepan: Mix all ingredients together in the pan, stirring constantly until moisture is absorbed; it will become quite difficult to stir and resemble dough. Tip out onto a suitable surface and allow to cool. Once cooled, knead it to smooth it out. Store in an air-tight container.

Please also see 'Wake up to Learning' and 'Mark Making and Hand Gym Activities', for ideas and activities that can be re-visited on an on-going basis each week.