



## Fun things to do at home

### EYFS Development Matters Statements - Prime areas of learning birth to three

For children demonstrating learning and development behaviours noted in the left-hand column, here are some suggestions of 'fun things to do at home'. This will help children consolidate their developmental stage in the prime areas of learning and support them to acquire new skills or concepts.

Communication and Language	Things to do	Things you may need
<p>Enjoy singing, music and toys that make sounds.</p> <p>Copy what adults do, taking 'turns' in conversations and activities. Try to copy adult speech and lip movements.</p> <p>Copy your gestures and words.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Watch someone's face as they talk.</p> <p>Turn towards familiar sounds. Accurately locate the source of a familiar person's voice such as a parent.</p>	<ul style="list-style-type: none"> <li>Sing and share nursery rhymes every day.</li> <li>Read stories to your child, using different sounds and voices for the characters. To help retain their attention, use soft toys or make puppets with your child to help you tell the story.</li> <li>Allow your child to tell their own stories by putting words and ideas to pictures in books</li> </ul>	<ul style="list-style-type: none"> <li>'Twinkle Twinkle Little Star'; 'Humpty Dumpty'; 'Jack and Jill'; 'Ride a Cock Horse'; 'Mary Mary quite contrary'; '1, 2, 3, 4, 5 Once I caught a Fish Alive'; 'London Bridge is falling down'; 'Hey Diddle Diddle'; 'Baa Baa Black Sheep'; 'Hickory Dickory Dock'; 'Polly put the kettle on'; 'This old man...', 'Sing a song of sixpence'; 'Little Miss Muffet'; '3 Blind Mice'; 'Ring-a-Ring-o-roses' ...</li> <li>Lolly sticks, paper bags, sellotape, felt pens, fabric pieces, paper, card, glue, sequins, ribbon, any bits you have.</li> <li>Variety of books</li> <li>Soft toys</li> </ul>
<p>Recognise and point to objects if asked about them.</p> <p>Listen and respond to a simple instruction</p> <p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand single words in context – 'cup', 'milk', 'daddy'.</p>	<ul style="list-style-type: none"> <li>Encourage your child to help you with household tasks such as sorting the laundry, tidying a room, sorting out a drawer, working in the garden and talk all the time.</li> <li>Describe what you are doing and ask your child questions as you work together on tasks and encourage your child to do the same.</li> </ul>	<p>Your home and everything in it.</p>

Listen to other people's talk with interest, but can easily be distracted by other things	<ul style="list-style-type: none"> <li>• Make a simple sandwich with your child explaining what you are doing and what you will do next</li> </ul>	
Understand simple questions about 'who', 'what' and 'where'	<ul style="list-style-type: none"> <li>• Ask questions about what you are doing together using "who", "what", "where" and "why" such as "who's that?" or "Where is?"</li> </ul>	

Physical Development	Things to do	Things you may need
<p>Pass things from one hand to the other. Let go of things and hand them to another person or drop them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Enjoy moving when outdoors and inside</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p>	<ul style="list-style-type: none"> <li>• Play ball games such as football or passing the ball back and forth</li> <li>• Make an obstacle course using cushions, chairs, clothes airers, duvets, blankets, pillows and encourage your child to move around, over, under, between, in different ways.</li> <li>• Take a trip to the local park and play together on the play equipment. Show your child how to safely use the equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Large soft ball</li> <li>• Cushions, chairs, small tables, clothes airers, stools, pillows etc</li> <li>• Local Park</li> </ul>
<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Develop manipulation and control.</p> <p>Show an increasing desire to be</p>	<ul style="list-style-type: none"> <li>• Play dress up and help your child to dress their teddies or dolls with different types of clothes such as coats, jumpers and dresses, and different types of fastenings, such as buttons, Velcro and zips.</li> </ul>	<ul style="list-style-type: none"> <li>• Soft toys or dolls and small appropriately sized items of clothing.</li> </ul>

independent, such as wanting to feed themselves and dress or undress.		
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<b>Personal; Social and Emotional Development</b>	<b>Things to do</b>	<b>Things you may need</b>
<p>Engage with others through gestures, gaze and talk.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>	<ul style="list-style-type: none"> <li>• Start to make a den from sheets and blankets that you can play in together or with other family members.</li> <li>• Enact playing with your child's toys/games to entice your child to play with you without you directly instructing them to join in.</li> </ul>	<ul style="list-style-type: none"> <li>• Sheets, blankets, cushions, chairs, sofas.</li> <li>• Existing toys and games at home</li> </ul>
<p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>	<ul style="list-style-type: none"> <li>• Make a box with different things in it, like glue and different types of paper or recyclable objects, that your child can choose from when making a picture or model.</li> <li>• Allow your child to choose what they would like to wear. Sometimes choosing a few options first and allowing them to pick one make the choice easier for them.</li> <li>• Ask your child what they would like for their snack and/or lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Craft materials; glue; tape, dried pasta; used recyclable containers and/or tubes; cardboards boxes; paper.</li> <li>• Your/ your child's clothes or dressing up items.</li> <li>• Healthy snacks and lunch options such as fruit; vegetables; finger sandwiches.</li> </ul>
<p>Learn to use the toilet with help, and then independently</p>	<ul style="list-style-type: none"> <li>• Talk to your child about the order they need to do things in, like brushing their teeth, using the toilet and getting ready for bed.</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures as visual cues to help your child learn the order in which they should do things. Images can be drawn or cut out of magazines.</li> </ul>