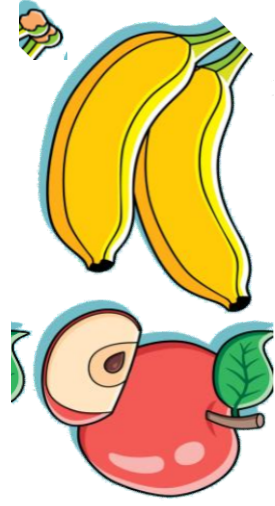




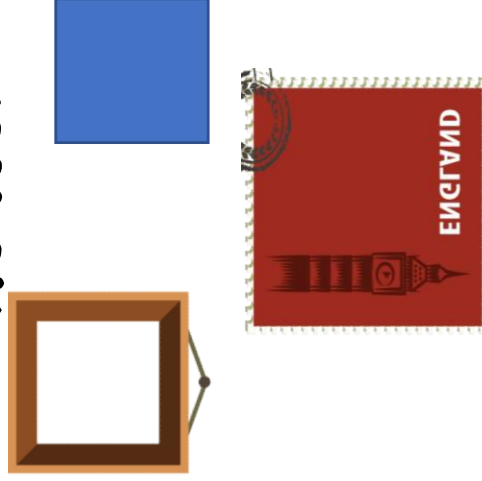
Draw 2 of your favourite fruits.



Encourage the use of different colours. Question what colours are being used. Encourage the recognition of what has been drawn.



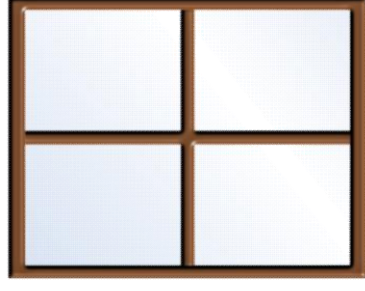
Find 5 squares around the house.



Children to find things around the house that are square. Ask questions such as: What other shapes can you find?



Look out of the window.



What can you see?



Look out of the window, encourage the use of positional language. There is a bird **on** the fence. The car is **in front** of the garage.



Make a cake with an adult.



What did you do?

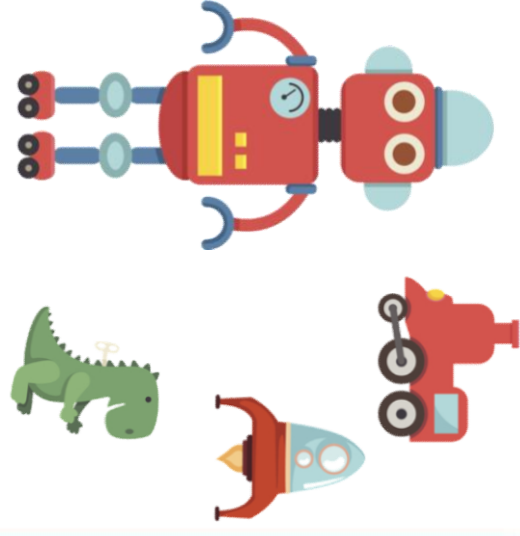


123

How many red objects can you find?



Use your toys to tell a story.



Encourage the use of time related language. For example: *first*, then *next*.

When tasting, talk about the smell, taste and texture.

Once objects have been found, encourage the counting. Giving one number name to each object. Challenge further by asking: What is one more? What is one less?

Once the story has finished, ask questions about the story, or questions that will extend the story. What happens to (character)? Why did they do?



Create a picture of your family.



Talk about who is in your 'family'.  
Talk about what they do to help,  
e.g. Grandma sometimes makes me tea at her house.



Talk about a favourite holiday.



Talk about a holiday or trip you have been on. Talk about what you did and why that might be your favourite trip/ holiday.



How many star jumps can you do in 30 seconds?



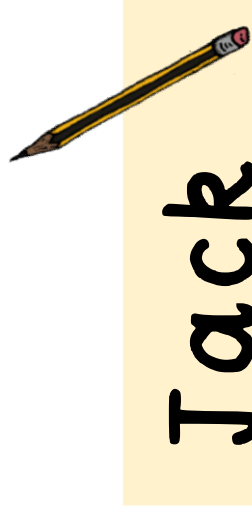
Can you beat your record?



Talk about how long 30 seconds is.  
*Did it feel like a long time? Can you count your own jumps?*



Practise writing your name.



Talk about what the name starts with (the letter itself and capital letter). Children may want to trace their name first, then have a go at writing it independently.



Draw a picture.



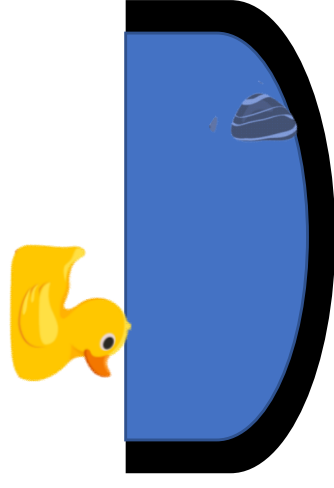
Explain what you have drawn.



Encourage the use of different colours. Question what colours are being used. Children to explain and describe their picture.



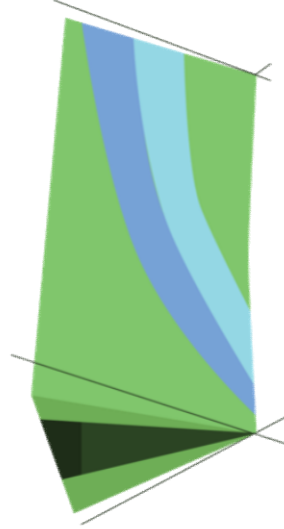
Find 5 things that float and 5 that sink.



Talk about what **float** and **sink** mean. Before putting them in the water, ask the children to make a prediction about whether it will float or sink.



## Build a den.

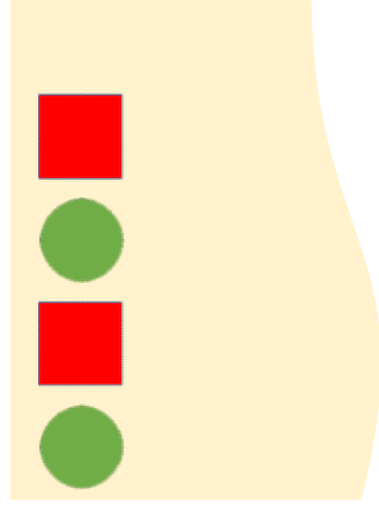


Classroom  
secrets  
EYF5

Children to use different household materials to make a den. Talk about what you have used to make the 'den'. Whilst in the den, you could share a story.



## Make a pattern.



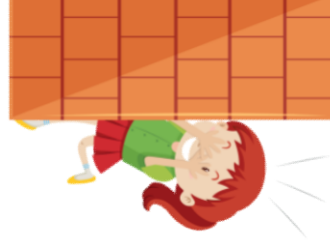
## Does it repeat?

Classroom  
secrets  
EYF5

Use different objects to create a pattern. Children may want to print their objects on paper with paint, or create a row of objects on a table. Describe the pattern.



## Play hide and seek.



## Where were you hiding?

Classroom  
secrets  
EYF5

Encourage the use of positional language to explain the hiding places used in the game, e.g. *I was hiding under the table.*



## Share a memory.

I remember when...



Classroom secrets EYF5

Take it in turns to talk about a memory. Encourage children to describe their memory. Think about who was there. Is it a good memory? Why?



## Play a board game together.



Classroom secrets EYF5

Count the spots on the dice. What have you/ I rolled? What number have you/ I landed on? Has the number got bigger or smaller?



## Make a shaker.



Classroom secrets EYF5

Using dried pasta, rice and pots, make a shaker. Use this to make music. Children could use it whilst singing familiar nursery rhymes.