

PSED

Making relationships

- Take part in lots of games with your child.
- Role play with your child. This may include playing with dolls, teddies or washing up.
- Practice turn taking and sharing.

Self-confidence and self-awareness

- Encourage children to choose what activities they would like to do and encourage them to ask for help if the need it.
- Encourage children to take part in lots of activities at home. This may include an obstacle course in the garden or setting the table for dinner.
- Vary activities so that children are introduced to different materials.
- Make materials easily accessible at child height, to ensure everybody can make choices.

Managing Feelings

- Provide photographs and pictures of emotions for children to look at and talk about.
- Make available a range of music that captures different moods.
- Ensure children have lots of time to talk about how they are feeling and why.
- Give children opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys.
- Set clear boundaries and routines. This may include taking part in PE sessions at 9am each day.
- Use pictures or consistent gestures to show children with SEN the expected behaviours.
- Provide materials for a variety of role play themes.
- Provide a safe space for children to calm down or when they need to be quiet.
- Provide clear boundaries for children.

Physical Development

Moving and handling

- Provide time and space to enjoy energetic play daily.
- Practise movement skills through games with footballs, small balls, hoops or any equipment you might have at home.
- Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching.
- Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments.
- Provide play resources including smallworld toys, construction sets, threading and posting toys, dolls' clothes and material for collage.
- Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them eg child scissors.
- Show children how to hold a pencil correctly, and practice copying circles and lines.
- Show children how to form letters in their name.

Health and self-care

- Encourage children to wash and dry their hands.
- Encourage children to practice dressing and undressing for themselves.

Communication and language

Listening and attention

- When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. "*m-m-mummy*", "*sh-sh-shadow*", "*K-K-K-Katy*".
- Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds.
- Sing lots of familiar rhymes and songs. Stop singing and encourage children to sing the second line, e.g. '*Hickory Dickory boot, The mouse ran down the...*'
- Set up a listening area where children can enjoy rhymes and stories.
- Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.
- Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.
- Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task.

Understanding

- Set up lots of experiences eg cooking/ creating that children can talk about.
- Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action.
- Find out from parents how children make themselves understood at home; confirm which their preferred language is.
- When taking part in activities, ask children lots of 'how' and 'why' questions.
- Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel.

Speaking

- Display pictures and photographs showing familiar events, objects and activities and talk about them with the children.
- Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.
- Talk lots with children about events/ activities you have been doing at home
- Provide opportunities for children whose home language is other than English, to use that language.
- Help children to build their vocabulary by extending the range of their experiences.
- Give children lots of time to talk. This could be half an hour a day to talk 1:1 with your child.

SPECIFIC AREAS

Literacy

Reading

- Provide some simple poetry, song, fiction and non-fiction books.
- Practice reading stories that rhyme. Emphasise the rhyming words.
- Encourage children to listen carefully to stories daily. Ask lots of questions when reading stories and talk about events and characters.
- Spot print in the environment eg on food packaging/ magazines.
- Practice finding/ writing their name.
- Model the language of print, such as *letter, word, page, beginning, end, first, last, middle*.
- Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake.
- Ensure access to stories for all children by using a range of visual cues and story props.

Writing

- Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.
- Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.
- Model writing poems and short stories, writing down ideas suggested by the children.
- Provide activities during which children will experiment with writing, for example, leaving a message.
- Include opportunities for writing during role-play and other activities.
- Encourage the children to use their phonic knowledge when writing.

Mathematics

Numbers

- Give children a reason to count, e.g. by asking them to select enough bracelets for three friends when playing with dolls.
- Practice counting lots of objects at home and saying how many.
- Provide number labels for children to use, e.g. by putting a number label on each bike and a corresponding number on each parking space.
- Include counting money and change in role-play games.
- Practice looking at numbers and finding them at home eg on TV remotes/ on food packing etc
- Provide story props that children can use in their play, e.g. varieties of fruit and several baskets like Handa's in the story *Handa's Surprise* by Eileen Browne.

Shape, space and measures

- Play with lots of construction materials if they have these at home including duplo, lego and wooden blocks.
- Describe where objects are using 'on' 'in' and 'under'.
- Play games involving children positioning themselves *inside, behind, on top* and so on.
- Provide rich and varied opportunities for comparing length, weight, capacity and time.
- Talk about shapes and spot them at home.
- Show pictures that have symmetry or pattern and talk to children about them.

Understanding the world

People and communities

- Give children opportunities to talk about their experiences, events, likes and dislikes.
- Talk to children about what makes them special/ what they are good at
- Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.
- Look at the different jobs people do
- Provide role-play areas with a variety of resources reflecting diversity.
- Make a display with the children, showing all the people who make up the community/ family.

The world

- Talk about the local area (you could talk about the local area or look from the window/ garden).
- Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.
- Provide small world equipment for children to create their own environments eg a zoo/ mosque/ school.
- Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs. Talk about the processes.

Technology

- Use computers/ tablets and encourage children to talk about how to use them. Limit the time on these.

Expressive arts and design

Exploring and using media and materials

- Lead imaginative movement sessions based on children's current interests such as moving like different zoo animals.
- Provide a place where work in progress can be kept safely.
- Provide children with opportunity to explore with a range of media eg paint/ glue/ collage materials.
- Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down.
- Introduce children to a wide range of music, painting and sculpture.

Being imaginative

- Tell stories based on children's experiences and the people and places they know well. Give children lots of opportunities to role play/ dress up.
- Offer a story stimulus by suggesting an imaginary event or set of circumstances, e.g., "*This bear has arrived in the post. He has a letter pinned to his jacket. It says 'Please look after this bear.' We should look after him in our room. How can we do that?.*"