

## Preface

This resource contains 101 simple activities and games to be undertaken with a small group of typically developing children, aged between 3 and 5.

It is intended for parent helpers, volunteers, childminders, early year practitioners, nursery teachers, teaching assistants and teachers to be able to pick up and quickly find a selection of activities to undertake. This in mind it is acknowledged some of the content will already be well known and indeed many users with their experience and skill will elaborate on and add their own improvements to each activity, so this should be seen as a starting point.

The resource will require some training but this is intended to be minimal and it is hoped the resource will be user friendly and will ease the pressure of organising activities.

The resource is intended to be flexible in its use. It is suggested that two or three of these activities are undertaken with a small group of children (e.g. two or three) in a quiet area. However, it should be equally successful when used to support many or various aspects of the curriculum such as role play, outdoor play, physical development and in free play.

The resource aims to keep equipment to a minimum and tries to use equipment readily available in Early Years Settings.

## Introduction

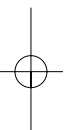
Most children develop their skills naturally through self-initiated activities and play in a stimulating environment. Some children, however, find developing certain skills more difficult and these activities are designed to be used to provide support for their learning in these areas.

This resource offers a fun way to encourage development of a range of core skills through simple activities which can be enjoyed by children aged between 2<sup>1/2</sup> and 5 years old. The activities have been created by a multi-agency group and offers clear reference to the EYFS principles. There is one activity per card which allows you to choose 2 or 3 cards to use with a small group of children.

The activities in this resource may also be used throughout the session, as the opportunities arise.

There are tips for running a small group which are aimed at those not so familiar with doing so. It is suggested that you use post notes or the recording method familiar to your setting to record attendance, participation and achievements. This method may also be used to note any points requiring follow up or referral or related to the child's profile.

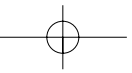
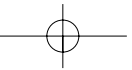
It also has a list of recommended further reading, although it is expected most publications will already be familiar.



## Core Skills

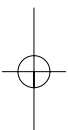


- Attention & Listening
- Language Skills
- Communication Skills
- Fine Motor Skills (Hand skills)
- Gross Motor Skills (Physical skills)
- Symbolic Play



N.B. There are themes that run across all core skills for example; memory and learning styles.

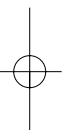
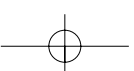
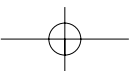


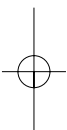


## Tips for running the group

### Leader

- Have lots of fun!
- Be prepared
- Use clear and simple language
- Model expected behaviour
- Keep voice calm and encouraging
- Appear confident and positive
- You are the children's role model

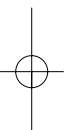
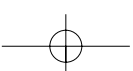
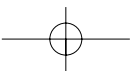


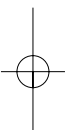


## Tips for running the group

### Participants

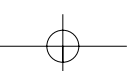
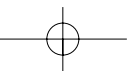
- Promote positive behaviour; give the children the opportunity to tell you what behaviour is expected, for example ask them "So that we can all hear and have fun what do we need to do?"
- If behaviour is inappropriate don't stress what is wrong, but instead stress what behaviour is required.
- Use rewards: positive praise and attention, stickers, etc.
- Make praise specific rather than 'good girl' or 'good boy' say instead something like 'good listening' or 'I'm really pleased with the way you are sitting still', etc.
- If a child is struggling use 'forced alternatives' i.e. giving the child a choice of two things so they feel they have some control over the situation.

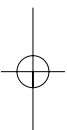




## Tips for running the group

- Use a visual time table and include visual symbols and gesture in your introduction and in any instruction.
- Clearly signal the end of an activity – singing has finished put symbol from the visual time table in the finished box.
- Give clear expectations of behaviour 'for this game we need to be sitting still and facing forwards' reinforced with 'good sitting'.
- Give warnings of change, e.g. say "we've finished singing next we are going to do..."
- Keep a motivating activity for the end of the group – especially for children with attention control difficulties – to try and help them wait.
- Ask the children to tell you who's turn it is next and ask them (where appropriate) to pass the object to that person.
- If there is a camera available, ask someone to take a picture of the group so that next time it can be shown to the children: "Do you remember when we...let's do it again!"
- Choose the activity level which matches the ability of the children in the group.
- Abandon or step down the activity if the children appear to struggle or lose interest. Keep it fun.
- You could hold the cards in a fan and allow the children to choose which activity to do first.





## Warm Up

Sit the children in a circle so everyone can see each other, go round the group and sing 'hello' to everyone:

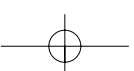
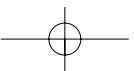
Wave 'hello' to [name]: hello, hello, hello

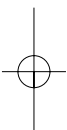
Clap 'hello' to [name]: hello, hello, hello

Stamp 'hello' to [name]: hello, hello, hello

Jump 'hello' to [name]: hello, hello, hello

Nod 'hello' to [name]: hello, hello, hello





## Cool Down

Sit the children in a circle so everyone can see each other, go round the group and sing 'bye bye' to everyone:

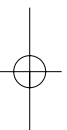
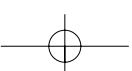
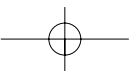
Wave 'bye bye' to [name]: bye bye, bye bye, bye bye

Clap 'bye bye' to [name]: bye bye, bye bye, bye bye

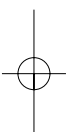
Stamp 'bye bye' to [name]: bye bye, bye bye, bye bye

Jump 'bye bye' to [name]: bye bye, bye bye, bye bye

Nod 'bye bye' to [name]: bye bye, bye bye, bye bye







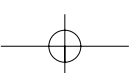
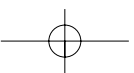
# Attention and Listening

## Introduction

The ability to learn is enhanced by the skill of attending to a speaker or activity and listening to information being given.

If the child is not looking at the speaker they are unlikely to hear and process all that the person is saying.

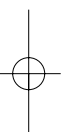
Important pragmatic skills are learnt by observing those modelled by a competent communicator. For example, turn taking in conversation.

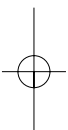


These skills are important for meeting the rules and etiquette of social communication.

*'When working with children, it is important to model good listening skills for them, and to help them to develop good listening behaviours. Look at the children who are talking to you, actively listen to what they have to say, and help them to become good listeners. This is easier in a quiet environment, and it can help to use visual clues, such as pictures or photographs. Use specific words, signs or symbols to indicate to children that you want them to 'listen'.'*

Dcsf The National Strategies Inclusion Development Programme – Supporting Children with speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage.





## Attention and Listening

### Frequently Asked Questions:

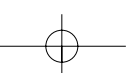
**How do I support Continuous Provision for the development of attention and listening skills?**

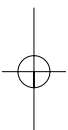
**Answer:**

Give the children access to a collection of objects that make different sounds and noises.

Allow the children access to musical instruments indoors and outdoors.

Look out for opportunities for children to make up their own games.



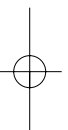
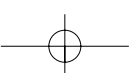
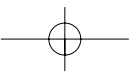


## Attention and Listening

### Ready? Steady? Go!

Using the following ideas, encourage the child to wait for you to say 'go' before doing the action.  
Increase the pause gradually between 'steady' and 'go'

- Knocking down, building a tower
- Marbles down a tube
- Rolling a ball
- Putting Toys in a box (at tidy up time)
- Going down a slide
- Releasing a pop-up toy



## Attention and Listening

### Look Listen Note

- Are the children taking turns appropriately? Do they need support to do this?
- Are the children able to wait for and respond to a verbal cue?
- Are the children using all of their senses?
- Are the children listening and paying attention to what others say?
- Are the children curious about words and their meanings?

### Ready? Steady? Go!

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### Resources:

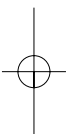
Bricks, blocks, marbles & tube, ball, pop up toy

### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

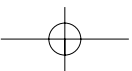
Personal, Social and Emotional  
Communication, Language and Literacy  
Physical Development



## Attention and Listening

### Look Listen Note

- Are the children showing curiosity, wanting to explore and discover?
- Are the children listening and paying attention to what others say?



### Find the Noisy Object

Introduce an object which makes a continuous noise. Let each child look at it and listen to the noise it makes.

Then hide the object around the room whilst it makes the continuous noise.

Children take it in turns to listen carefully to locate the object.

Make it easier by giving verbal clues as to the location of the object.

### Resources:

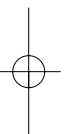
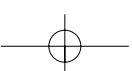
Quiet space  
Noisy object e.g. loudly ticking clock

### EYFS Themes and Commitments:

- 1.2
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy  
Knowledge and Understanding of the World  
Creative Development



## Attention and Listening

### Look Listen Note

- Are the children showing curiosity, wanting to explore and discover?
- Are the children experimenting with sound, other media and movement?
- How are the children showing that they are listening and paying attention to what others are saying?

### Musical Instrument Matching

The children and adult have a matching set of 2, 3 or 4 instruments.

Start by clapping 1/2/3/4 claps and ask the children to copy.

The adult makes a noise with one of their instruments and the children copy (matches the sound). The adult can then increase the number of beats, etc. played so that the children are copying a sequence of sounds.

Note that this is a challenging activity for the younger children and can be made easier by asking the children if they can just 'echo' the instrument used by the leader.

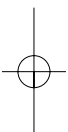
**Resources:**  
Instruments

**EYFS Themes and Commitments:**

- 1.1
- 2.3
- 3.1, 3.2, 3.3
- 4.2

**Areas of Learning & Development:**

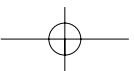
Personal, Social and Emotional  
Communication, Language and Literacy  
Creative Development



## Attention and Listening

### Look Listen Note

- How are the children showing that they are listening and paying attention to what others are saying?
- Do the children enjoy sharing stories, songs, rhymes and games?



### Musical Islands

Place 4 large pieces of paper with different objects drawn on them on the walls round the room. The children dance to music. When the music stops the children stop and listen to what they have to do. Name an object, children run and stand next to the picture of the named object.

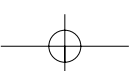
This activity could be undertaken outside. Variations of this activity could include 'colour corners' or 'shape corners'.

### Resources:

Large space. Four large object pictures from a category e.g. table, house, girl, boy, etc.

### EYFS Themes and Commitments:

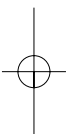
- 1.1, 1.3
- 2.3
- 3.1
- 4.2



### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy  
Physical Development  
Creative Development

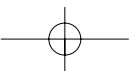




## Attention and Listening

### Look Listen Note

- Are the children using all of their senses?
- Are the children able to listen and sustain concentration during this activity?



### Finders Keepers

One child sits in the middle of the circle and covers their eyes. One of the children in the circle is given a noise maker to play. The child with the blindfold on must listen carefully and point in the direction of the child they think is making the noise.

Variation: Quietly pass a tambourine round the group when it stops the child in the middle must locate the child with the tambourine.

### Resources:

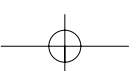
Noise maker - instrument or noisy toy

### EYFS Themes and Commitments:

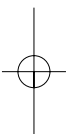
- 1.1
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy  
Physical Development  
Creative Development



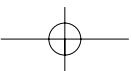




## Attention and Listening

### Look Listen Note

- Are the children using all of their senses?
- Do the children enjoy listening to and sharing songs, music, rhymes and games?
- How are the children showing that they are listening and paying attention to what others are saying?
- Are the children showing signs of further developing physical skills?



### Disappearing Islands

Mats are spread round the room. Music is played and children dance. When the music stops, each child must get onto an island (mat). Before the music is started again an island is taken away. If a child falls off an island they are out.

Make it harder: Use a hoop as a boat and when the music stops the children must listen for the number to share a boat, e.g. '2 to a boat' or '3 to a boat'. Then they are listening for the music to stop and attending to the number given.

#### Resources:

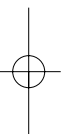
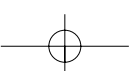
Large space  
Small or large mats  
Music  
CD/Tape player

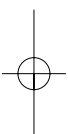
#### EYFS Themes and Commitments:

1.1, 1.3  
2.3  
3.1  
4.2

#### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy  
Physical Development

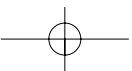




## Attention and Listening

### Look Listen Note

- Are the children using all of their senses?
- How are the children showing that they are listening and paying attention to what others are saying?



### Find the ...

Children close their eyes whilst the group leader hides an object around the room. Children open eyes and put hand up when they can see the object. Children describe where the object is hiding.

Make it easier by asking the child to point or use one word to say where the object is. Make it harder by getting one of the children to hide an object around the room and then give verbal clues.

### Resources:

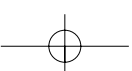
Soft toy

### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Personal, Social and Emotional  
Knowledge and Understanding of the World  
Physical Development  
Creative Development  
Problem Solving, Reasoning and Numeracy



## Attention and Listening

### Look Listen Note

- Are the children using all of their senses?
- How are the children showing that they are listening and paying attention to what others are saying?
- Are the children curious about words and their meanings?

### Count the Bears

Position the children so that they are unable to see each other. Each child and group leader has 7 counters and a pot. Children are told to listen for target word 'bear' as adult says list of random animal names including 'bear' five times. Each time they hear the word they must put a counter in their pot. At the end of the game children should have 5 counters in their pot the same as the group leader.

Introduce one or two new animals to widen vocabulary for the older child.

#### Resources:

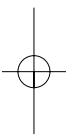
Counters  
Pot

#### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

#### Areas of Learning & Development:

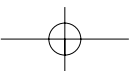
Communication, Language and Literacy  
Creative Development  
Problem Solving, Reasoning and Numeracy



## Attention and Listening

### Look Listen Note

- Are the children using all of their senses?
- How are the children showing that they are listening and paying attention to what others are saying?
- Do the children enjoy sharing stories, songs, rhymes and games?



### Sound Lotto

Identify environment/animal sounds and match them to pictures.

This could be done with a sheet of pictures that could be matched and sounds identified on a 'sound walk' outside.

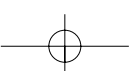
Make it harder by encouraging language by asking where the object could be found or used.

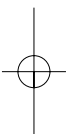
**Resources:**  
Sound lotto game

**EYFS Themes and Commitments:**

- 1.1
- 2.3
- 3.1
- 4.2

**Areas of Learning & Development:**  
Personal, Social and Emotional  
Communication, Language and Literacy  
Knowledge & Understanding of the World

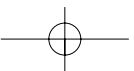




## Attention and Listening

### Look Listen Note

- Are the children using all of their senses?
- How are the children showing that they are listening and paying attention to what others are saying?



### Name Game

Group leader randomly says children's names. When they hear their name they must stand up and then sit back down. This can also be done by adult blinking randomly at a child who when blinked at stands up/sits down.

Make it harder by saying 'everyone with brown hair swap places' or stand up and sit down depending on ability. Or use other instructions where there isn't a visual clue, such as 'everyone with a brother/sister/dog/cat stand up and then sit down'.

### Resources:

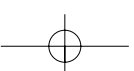
#### EYFS Themes and Commitments:

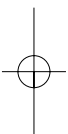
- 1.1, 1.2
- 2.3
- 3.1
- 4.2

#### Areas of Learning & Development:

Personal, Social and Emotional

Communication, Language and Literacy

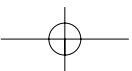




## Attention and Listening

### Look Listen Note

- Are the children using all of their senses?
- Are the children interested in exploring the environment and in finding out about other people?
- Are the children making connections in their experiences?
- Are the children interested in new words and their meanings?



### Treasure Hunt

Objects or pictures are hidden around the room. Children are told what to go and find. Children must wait until all children have been given an instruction before going to find their one.

This can be made easier by giving the child a picture to find and match.

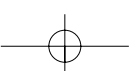
This can also be extended by using categories, or things that go together.

**Resources:**  
Objects/pictures

**EYFS Themes and Commitments:**

- 1.1, 1.2
- 2.3
- 3.1, 3.3
- 4.2

**Areas of Learning & Development:**  
Personal, Social and Emotional  
Communication, Language and Literacy  
Physical Development



## Attention and Listening

### Look Listen Note

- How are the children showing that they are listening and paying attention to what others are saying?
- Are the children interested in new words and their meanings?

### Guess the Object

Objects are hidden in a bag. Adult gives the children clues and they guess what the object might be.

Use 2 or 3 very different objects in the bag and ask the child to find one by feeling (peeping if necessary).

Make harder by asking the child to give verbal clues to the others about what they have found in the bag - the child plays 'teacher' e.g. 'have a drink' = cup.

#### Resources:

Objects  
Bag

#### EYFS Themes and Commitments:

- 1.1,
- 2.3
- 3.1, 3.3
- 4.2

#### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy

## Attention and Listening

### Look Listen Note

- Are the children using all of their senses?
- Are all the children confident, playfully engaged and fully involved in the activity?
- Are the children experimenting with sound, other media and movement?
- Are the children interested in new words and their meanings?

### Jungle Switch

Using jungle animal names; children are told what animal to be. They must listen for their animal name or noise that it makes and swap chairs when they hear it. If they hear the word 'jungle' all the children must swap chairs.

Make it easier by giving the children pictures or small toy animals of their animal to remind them.

A variation would be to use food or transport names.

### Resources:

Pictures of jungle animals or small toy jungle animals

### EYFS Themes and Commitments:

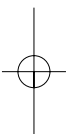
- 1.1
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Personal, Social and Emotional

Communication, Language and Literacy

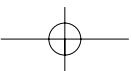




## Attention and Listening

### Look Listen Note

- Are the children using all of their senses?
- Are the children able to focus and sustain concentration during this activity?
- Are all the children able to follow the game and make appropriate responses?



### Blinking Game

Adult blinks at two children in the circle who then have to swap places. Or adult blinks at one child who then has to blink at another child and swap places with them.

Make it easier by pointing or nodding head to indicate the children should move places.

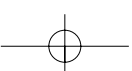
### Resources:

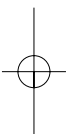
#### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1
- 4.2

#### Areas of Learning & Development:

- Personal, Social and Emotional
- Communication, Language and Literacy
- Physical Development
- Knowledge and Understanding of the World

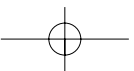




## Attention and Listening

### Look Listen Note

- Are the children showing curiosity and a desire to explore?
- Are the children experimenting with sound, other media and movement?
- How are the children showing that they are listening and paying attention to what others are saying?
- Do the children enjoy sharing stories, songs, rhymes and games?

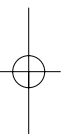


### What's that Sound?

Show the children the instruments and name them. Ensure the children are familiar with the names of the instruments or give them pictures to use for identification.

The adult hides their instruments by making a screen between the adult and the child. The child then has to listen to identify which instrument/s the adult played.

Make harder by introducing sequences of two or three sounds and ask which was played first and last.

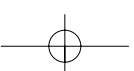


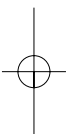
**Resources:**  
Instruments  
Barrier

**EYFS Themes  
and Commitments:**

- 1.1
- 2.3
- 3.1
- 4.2

**Areas of Learning  
& Development:**  
Personal, Social and  
Emotional  
Communication, Language  
and Literacy  
Creative Development

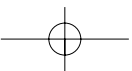




## Attention and Listening

### Look Listen Note

- Are the children showing curiosity, wanting to explore and discover?
- Are the children making connections in their experiences?
- Are the children showing interest in their environment?



### Picture Pairs

Using pairs of pictures placed round the room. Children are given the identical picture from the second set and have to go and find their matching one.

Variation: this can be made harder by using pictures of things that go together - e.g. bucket and spade.

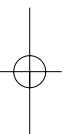
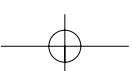
**Resources:**  
Picture Pairs

**EYFS Themes and Commitments:**

- 1.1
- 2.3
- 3.1
- 4.2

**Areas of Learning & Development:**

Personal, Social and Emotional  
Communication, Language and Literacy  
Physical Development  
Knowledge and Understanding of the World



## Language Skills

### Introduction

When encouraging language development you should consider the following four aspects:

**Receptive Language** – what the child understands of the language spoken to them. The Derbyshire Language Scheme defines this understanding in terms of the number of names, doing words, and describing words that a child understands in a sentence. The words that carry meaning are referred to as 'Information Carrying Words' (ICWs).

**Expressive Language** – this is the language the child themselves uses. It is defined by the number of words they say, for example, 'Daddy gone' is a two word utterance.

**Social Communication** – this is the use of language in a social context. It covers the unspoken rules of conversation, those defined by Grice (1975) as quality of information, quantity of words used, relevance to the topic and...

It also involves use of polite utterances such as 'Hello' and 'Goodbye', maintaining eye-contact, listening, use of gesture, initiating and maintaining conversations.

**Pronunciation** – An ability to make all the sounds correctly is required to be able to pronounce words intelligibly. Activities which encourage development of this skill can be found in the oro-motor section.

## Language Skills

### Look Listen Note

- Are the children using spoken language, naming or giving instructions?

### I went to the zoo/farm

Use pictures or toys as prompts in the centre of the circle or on the table. The leader says 'I went to the zoo and saw a...' Encourage the children to add something that was seen using one of the prompts.

Try various categories e.g. 'I went to the supermarket and I bought...'  
'I got up in the morning and I put on...'  
'I went to the farm and I saw...'

#### Resources:

Pictures or toys relating to the zoo or the farm, etc.

#### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

#### Areas of Learning & Development:

Communication, Language and Literacy

## Language Skills

### Frequently Asked Questions

#### How do I support Continuous Provision for the development of language skills?

Answer:

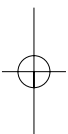
Make a display of things that go into pairs e.g. socks, shoes etc. for children to explore during the session.

Give the children access to phones, including old mobile phones, in the setting both indoors and outdoors to enable them to use phone talk in their imaginative play.

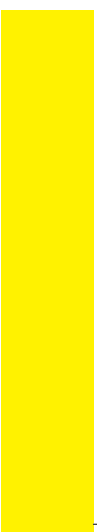
Enable your environment to make sure that children can access resources independently around the setting e.g. items stored in boxes with photographic or symbolic labels on. Have expectations that children should know where resources are stored and that they will ask for specific resources they cannot access every day. Find opportunities to reinforce positional language in children's physical play and also in experiences such as cooking with an adult. Younger children enjoy 'lift the flap' books and older children will enjoy the challenge of 'Where's Wally?' books.

Introduce sequencing jigsaws to the children for them to use independently during the session. As children sequence talk to them about what comes next. Relate the sequence to their own experiences. Read stories that have sequences of familiar routines.

Make sure the children have access to a simple CD player in the setting that they are able to use independently. Ensure children have access to a range of styles of music including pop, classical and music from other cultures and traditions.

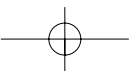
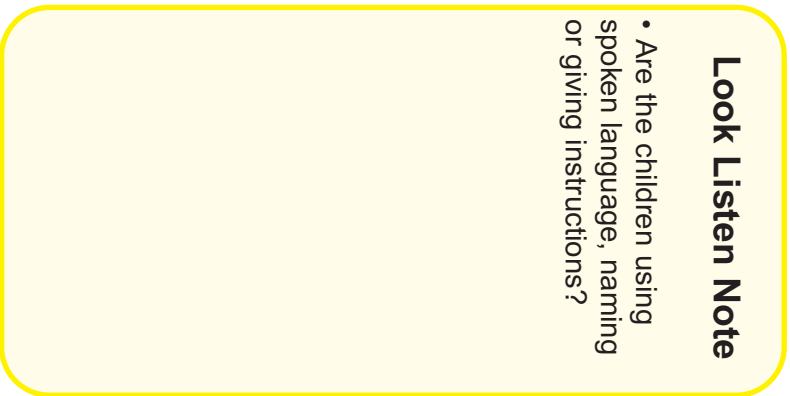


## Language Skills



### Look Listen Note

- Are the children using spoken language, naming or giving instructions?



### Secret Messages

Use a pot and put pieces of paper in it with written 'secret messages'. Play music and pass round the pot. When the music stops, the child who has the pot pulls out a message. The leader reads the message, and the child responds.

#### Resources:

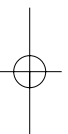
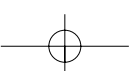
Selection of secret messages (e.g. name a yellow fruit, name a zoo animal, etc)  
Music player  
Music

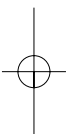
#### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

#### Areas of Learning & Development:

Communication, Language and Literacy  
Physical Development

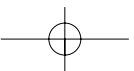




## Language Skills

### Look Listen Note

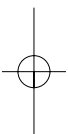
- Are the children learning to name everyday objects?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?



### Things That Go Together

Tell the children that the objects are mixed up and need sorting out. Ask them which things go together, i.e. which are clothes? Which are used when eating?

There are not necessarily right or wrong answers – talk about why the child thinks one thing or another.



### Resources:

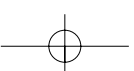
Objects or pictures of socks and hat, soap and toothbrush, bowl and glass etc.

### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.1, 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Communication, Language and Literacy  
Knowledge and Understanding of the World  
Problem Solving, Reasoning and Numeracy





## Language Skills

### Look Listen Note

- Are the children developing their speech and language skills by hearing you model talking?
- Are the children learning to report information?

### Phone Talk

Choose a simple activity the children will have done during the day (e.g. having a snack, getting ready to come to nursery, getting dressed to go outside). Take it in turns to pretend to talk on the phone about what you did e.g. "we were having breakfast". Then pick out two or three interesting points "we had marmalade on toast and orange juice". Keep the sentences simple.

This activity would be especially good in a naturalistic setting such as the home corner.

### Resources:

Old phone/toy phone.  
Home corner resources.

### EYFS Themes and Commitments:

- 1.1, 1.2,
- 2.3
- 3.1, 3.2,
- 4.2

### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy  
Creative Development

## Language Skills

### Look Listen Note

- Do the children show an understanding of words in sentences?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?

### Where is the...?

Ask a child to find things hidden in a picture. Help by giving clues that build the child's understanding of 'position' words, i.e. "It's near the sink" or "It's at the top of the picture".

Or use clues to identify an object by its use, "Find something you can draw with" or "find something you can drive".

Make it harder for the child by letting them play teacher and give the instructions.

### Resources:

Large picture of a room (bedroom, kitchen, nursery)

### EYFS Themes and Commitments:

- 1.1,
- 2.3,
- 3.1, 3.2
- 4.2

### Areas of Learning & Development:

Communication, Language and Literacy  
Knowledge and Understanding of the World  
Problem Solving, Reasoning and Numeracy

## Language Skills

### Look Listen Note

- Are the children curious about words and their meanings?
- Are the children confident to make a choice of their own?
- Are the children building their vocabulary?
- Do the children show an understanding of words in sentences?
- Are the children introducing new sounds in words?

### Shopping

Set up a shopping game with a selection of items to buy, money or tokens to exchange, a shopping bag, etc.

Select items from your chosen target vocabulary, which are familiar to the child. Discuss with the child what the item is for, etc.

Take turns with the child to buy and sell the items.

#### Resources:

Objects familiar to the child  
Shopping bag  
Money or tokens

#### EYFS Themes and Commitments:

- 1.1, 1.2,
- 2.3
- 3.1
- 4.2

#### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy  
Problem solving, Reasoning and Numeracy

## Language Skills

### Look Listen Note

- Are the children exploring and experimenting when labelling and expressing?
- Are the children curious about words and their meanings?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?
- Do the children show an understanding of words in sentences?
- Are the children introducing new sounds in words?

### Fishing, Spiders Posting

Attach a selection of pictures to fish/spiders.

The children choose a fish/spider, and tells the adult what the picture is.

Make it harder by naming and adding a descriptive word e.g. 'big ball'.

For older children the pictures could be action pictures to encourage verbs, remember this is very challenging and just model the action words if necessary.

#### Resources:

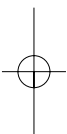
Fishing/spider game  
Post box  
A selection of pictures, e.g. animals, food, etc.

#### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

#### Areas of Learning & Development:

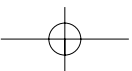
Personal, Social and Emotional  
Communication, Language and Literacy  
Physical Development



## Language Skills

### Look Listen Note

- Are the children listening and paying attention to what others say?
- Are the children curious about words and their meanings?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?
- Do the children show an understanding of words in sentences?
- Are the children introducing new sounds in words?



### Dressing a...

Ask each child to find something that teddy would wear on his head, legs, etc.

Give the label for each item of clothing.

To make a little harder introduce simple sequencing: 'what should you put on first, next, last...' Also extend the activity by asking what teddy or doll would wear if it was wet or sunny, to go to the beach or to the park.

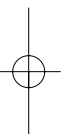
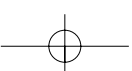
**Resources:**  
Teddy/dolls clothes

**EYFS Themes and Commitments:**

- 1.1
- 2.3
- 3.1
- 4.2

**Areas of Learning & Development:**

Personal, Social & Emotional  
Communication, Language  
and Literacy  
Knowledge and  
Understanding of the World  
Problem Solving, Reasoning  
and Numeracy



## Language Skills

### Look Listen Note

- Are the children listening and paying attention to what others say?
- Are the children enjoying and sharing stories, songs, rhymes and games?
- Are the children curious about words and their meanings?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?
- Do the children show an understanding of words in sentences?

### Story Bags

Leader reads a story to the children.

The children previously choose a soft toy or picture from a 'Feely bag'.

The children listen to the story and hold up their toy when they hear their object.

The children select the toys; the adult helps them to name.

### Resources:

Story, e.g. Dear Zoo  
Zoo animals or pictures of zoo animals  
Or  
Hungry Caterpillar  
Plastic food or food pictures

### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1, 3.2, 3.3
- 4.2

### Areas of Learning & Development:

Communication, Language and Literacy  
Knowledge and Understanding of the World

## Language Skills

### Look Listen Note

- Are the children listening and paying attention to what others say?
- Are the children curious about words and their meanings?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?
- Do the children show an understanding of words in sentences?
- Are the children introducing new sounds in words?

### Category Bingo

Give each child a board of four or six pictures of a specific category, for example – farm, clothes, etc.

Call out something from one of the boards, and the child covers the picture with a counter.

Use the second set of pictures to cover and re-enforce comprehension.

#### Resources:

Lotto boards in categories  
Counters

#### EYFS Themes and Commitments:

2.3  
3.1, 3.3

#### Areas of Learning & Development:

Communication, Language  
and Literacy  
Knowledge and  
Understanding of the World

## Language Skills

### Look Listen Note

- Are the children listening and paying attention to what others say?
- Are the children curious about words and their meanings?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?
- Do the children show an understanding of words in sentences?
- Are the children introducing new sounds in words?

### I Spy...

This game can be used to encourage the child to identify the first sound of the word.

Keep this easy by using target objects, which are very familiar and visible to the child.

If working on a specific sound, collect a selection of objects beginning with the same sound, but give an extra clue to do with the function or attribute of the object,

e.g. *"I spy with my little eye...  
Something you would find in the...  
Something you would use for..."*

### Resources:

A selection of objects familiar to the child

### EYFS Themes and Commitments:

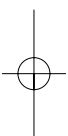
- 1.1
- 2.3
- 3.1, 3.3
- 4.2

### Areas of Learning & Development:

Communication, Language and Literacy

Knowledge and Understanding of the World

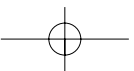




## Language Skills

### Look Listen Note

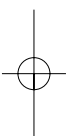
- Are the children increasing their vocabulary and development categories whilst reinforcing their semantic link?



### Bingo Mix Up

Put a selection of pictures face up on the table. The leader says the name of a category and the children have to find a picture within that category.

Alternatively, have all the pictures face down. The leader says a category, the children choose a picture, turn it over, and if it is in that category they say 'Bingo'.



### Resources:

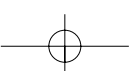
Selection of pictures in categories e.g. animals, food, transport.

### EYFS Themes and Commitments:

- 1.1,
- 2.3,
- 3.1
- 4.2

### Areas of Learning & Development:

Communication, Language and Literacy  
Knowledge and Understanding of the World  
Problem Solving, Reasoning and Numeracy



## Language Skills

### Look Listen Note

- Are the children curious about words and their meanings?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?
- Do the children show an understanding of words in sentences?
- Are the children introducing new sounds in words?
- Are the children looking closely at similarities, differences, patterns and change?

### Sorting - what goes together

1. Leader positions one object from each group in a hoop/circle. The child selects an object from the remaining objects and decides which group it belongs to. Adult names objects and encourages children to name the objects they select.
2. Picture sorting game as above, with pictures. Can be extended to include different classes of vocabulary, e.g. zoo animals, insects, colour, actions.

### Resources:

Farm animals, cars, dolls  
house furniture  
3 circles or hoops  
Pictures of animals, cars,  
doll's house furniture

### EYFS Themes and Commitments:

1.1,  
2.3  
3.1  
4.2, 4.3

### Areas of Learning & Development:

Communication, Language  
and Literacy  
Knowledge and  
Understanding of the World  
Problem Solving, Reasoning  
and Numeracy

## Language Skills

### Look Listen Note

- Are the children demonstrating that they are learning about words and meaning?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?
- Do the children show an understanding of words in sentences?
- Are the children introducing new sounds into words?

### I went to the zoo and saw...

First person says "I went to the zoo and saw a ..."

The next person repeats, and adds another animal until someone makes a mistake.

Make it easier by using pictures or toys to prompt.

Make it harder by adding an adjective to the animal e.g. 'big bear', 'tall giraffe' or 'green crocodile'.

### Resources:

Set of toy zoo animals or pictures (optional).  
Could be examined in advance and either left on display or not, according to level of ability.

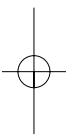
### EYFS Themes and Commitments:

2.3  
3.2

### Areas of Learning & Development:

Communication, Language and Literacy

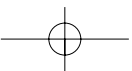
Knowledge and Understanding of the World



## Language Skills

### Look Listen Note

- Are the children curious about words and their meanings?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?
- Do the children show an understanding of words in sentences?
- Are the children introducing new sounds in words?
- Are the children describing, questioning, representing and predicting?



### Picture / Object Partners

Place half the set of objects or pictures in the middle of the group. Give the other items one at a time to the children. They go and find the "pair" to it and say why they go together.

Variation:

Children are given an object or picture each, and have to find the child with the "pair".

### Resources:

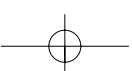
Set of pictures of things that go together,  
e.g. tooth brush & tooth paste,  
car & petrol pump  
Or objects that go together, e.g.  
hammer & nail, cup & saucer

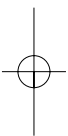
### EYFS Themes and Commitments:

2.3  
3.1, 3.2

### Areas of Learning & Development:

Communication, Language and Literacy  
Knowledge and Understanding of the World





## Language Skills

### Look Listen Note

- Are you observing the development of social interaction and talking in the group, with a minimum of language demands?

### Talking Teddy

Introduce a teddy as the 'talking teddy'. The leader tells the bear their own name while holding the teddy. The teddy is then passed around in turn to each child.

When the child holds the teddy, they tell it their name and then pass the bear to someone else. The bear should be passed around the group until everyone has had a turn to tell the bear their name.

Make it harder by asking the children to add a detail about themselves e.g. their favourite toy or food, etc.

### Resources:

Teddy

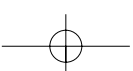
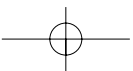
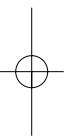
### EYFS Themes and Commitments:

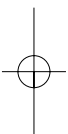
- 1.1
- 2.3
- 3.1
- 3.2

### Areas of Learning & Development:

Personal, Social and Emotional

Communication, Language and Literacy

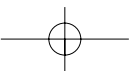




## Language Skills

### Look Listen Note

- Are you observing the development of social interaction and talking in the group, with a minimum of language demands?



### Roll the Ball

The leader starts with the ball. They then roll the ball to a child who says 'hello', and then rolls the ball back to the leader. The leader then rolls the ball to the next child who says 'hello' and rolls it back. Continue until all the children have had a turn.

Make it harder by asking the children to say a sentence e.g. 'my name is...' or add detail of a favourite toy or food.

#### Resources:

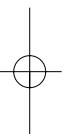
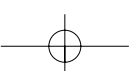
Ball

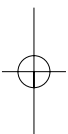
#### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1, 3.2

#### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy  
Physical Development

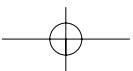




## Language Skills

### Look Listen Note

- Are you observing the development of social interaction and talking in the group, with a minimum of language demands?



### Pass the Teddy

Use either a teddy bear or a ball for this activity. The leader starts with the teddy/ball, and passes it to the child on their left, saying the name of the child. The child then passes it to their left, again saying the name of the child on their left. Continue round all the children. Repeat the activity, passing it to the right.



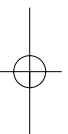
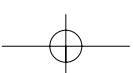
**Resources:**  
Teddy bear/ball

**EYFS Themes and Commitments:**

- 1.1
- 2.3
- 3.1, 3.2

**Areas of Learning & Development:**

Personal, Social & Emotional  
Communication, Language  
and Literacy



## Language Skills

### Look Listen Note

- Are the children developing an appropriate response to music and non-verbal sounds?

### Musical Puzzles

Play a music tape and have a number of inset puzzles. The children walk/dance around and when the music stops, the children must take a piece of a puzzle from a selection and put it in the correct puzzle. Continue until all puzzles are complete.

Make it harder by getting the child to name the object in the puzzle or name the part of it.

#### Resources:

Music player  
Music  
Variety of inset puzzles

#### EYFS Themes and Commitments:

2.3  
3.2  
4.1

#### Areas of Learning & Development:

Communication, Language and Literacy



## Language Skills

### Look Listen Note

- Are the children developing an appropriate response to music and non-verbal sounds?

### Animal Noise Race

Each child is given an animal mask, picture of an animal or a toy animal to hold. When the leader makes the noise for the child's animal, they must move forward one space e.g. the leader says 'woof' and the child holding the dog moves forward. The child to reach the end first is the winner. Swap the masks/toys around so the children have a turn at listening for different noises.

Make it harder for the children by letting them lead.

#### Resources:

Animal masks  
Picture of animals  
Toy animals

#### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1, 3.2
- 4.2

#### Areas of Learning & Development:

Communication, Language and Literacy

## Language Skills

### Look Listen Note

- Are the children developing an appropriate response to music and non-verbal sounds?

### Musical Statures

Play the music and the children dance around, when it stops the children must stand still. Anyone not standing still or the last to stand still is out.

#### Resources:

Music player  
Music  
Space

#### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1, 3.2
- 4.2

#### Areas of Learning & Development:

Communication, Language and Literacy  
Creative Development

## Language Skills

### Look Listen Note

- Are the children developing an appropriate response to music and non-verbal sounds?

### Fairy Steps

Play loud or soft music on a drum or bells, and the children do fairy steps if it is quiet, and giant footsteps when you play loudly. You could also play slowly for the giant, and quickly for the fairy footsteps.

#### Resources:

Drum  
Bells

#### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1, 3.3
- 4.2

#### Areas of Learning & Development:

Communication, Language and Literacy  
Creative Development

## Language Skills

### Look Listen Note

- Are the children listening, understanding and responding to a spoken word or sentence?

### Finders Keepers

Show the children a selection of objects or pictures and talk about what they are. Hide the objects or pictures around the room. Tell each child in turn what they are to find.

They can either do the activity one at a time, or in pairs. Alternatively they can all be told what to find, and must remember their object while all the other children are given instructions.

### Resources:

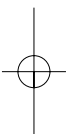
Selection of objects/pictures (e.g. Car, Book, Food, Teddy, Ball, Cup, etc)

### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

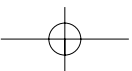
Communication, Language and Literacy



## Language Skills

### Look Listen Note

- Are the children listening, understanding and responding to a spoken word or sentence?



### Formboard Jigsaws

Put all the pieces from a formboard jigsaw in the centre of the table. Tell each child in turn which piece to find and then they can put it in the puzzle.

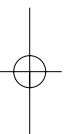
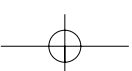
Make it harder for the children by letting them lead or give clues to describe the jigsaw piece rather than naming.

**Resources:**  
Formboard jigsaw puzzle

**EYFS Themes and Commitments:**

2.3  
3.1, 3.2

**Areas of Learning & Development:**  
Communication, Language and Literacy



## Language Skills

### Look Listen Note

- Are the children listening, understanding and responding to a spoken word or sentence?

### Guess the object

A series of objects are placed in a box. The leader gives the children verbal clues as to what is in the box. The children guess the contents and if they are correct can hold on to the object till the end of the activity.

Make it easier by allowing the children to peep.

Make it harder by not allowing the children to peep and asking them to describe what they feel.

### Resources:

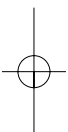
Variety of objects  
Box

### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1, 3.2, 3.3
- 4.2

### Areas of Learning & Development:

Communication, Language  
and Literacy



## Language Skills

### Look Listen Note

- Are the children using spoken language, naming or giving instructions?

### Post box

Put a selection of either pictures (verbs or nouns) or objects on the table, together with a post box. The children take it in turns to choose another child, and then tell that child what to post in the box.

Make it harder by giving clues rather than naming the object.

### Resources:

Post box  
Selection of pictures/objects  
(verbs or nouns)

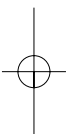
### EYFS Themes and Commitments:

2.3  
3.1, 3.2

### Areas of Learning & Development:

Communication, Language  
and Literacy





## Language Skills

### Look Listen Note

- Are the children using spoken language, naming or giving instructions?

### Inset jigsaws

Remove all the pieces from an inset jigsaw and put them on the table with the base of the puzzle. Discuss the picture in the puzzle. Then the children take it in turns to choose another child, and tell them which piece of puzzle to find. The second child finds the piece, puts it in the puzzle, and then chooses another child to tell which piece to find.

### Resources:

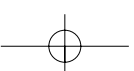
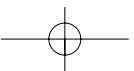
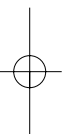
Inset jigsaw

### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1, 3.2
- 4.2

### Areas of Learning & Development:

Communication, Language and Literacy  
Personal, Social and Emotional





## Language Skills

### Look Listen Note

- Are the children using spoken language, naming or giving instructions?

### Fishing for Words

Put paperclips on to verb pictures, and drop them into a large container. The children use magnetic fishing rods to fish out a picture and say what it is. Alternatively, the children can tell each other which picture to fish out.

Make it easier by using familiar objects or categories of objects rather than verbs.

#### Resources:

Verb pictures  
Paperclips  
Container  
Magnetic fishing rods

#### EYFS Themes and Commitments:

2.3  
3.1

#### Areas of Learning & Development:

Communication, Language and Literacy

## Language Skills

### Look Listen Note

- Are the children using spoken language, naming or giving instructions?

### Dressing teddy

Lay the large outline of the person or teddy down in the middle of the group with a selection of clothes laid to the side separately. The children give each other instructions as to what item of clothing to put on the person or teddy.

To make it simpler use an outline already dressed for the children to copy.

#### Resources:

Large outline of person or teddy  
Pictures of items of clothing

#### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

#### Areas of Learning & Development:

Personal, Social & Emotional  
Communication, Language  
and Literacy

# Communication

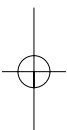
## Communication Skills

### Introduction

*'Communication describes the different systems that we can use to pass on messages to other people. The information can be conveyed with words (spoken or written) or sounds. You can also communicate using pictures or symbols, or using non-verbal communication such as gestures (waving goodbye or nodding in agreement) or a signing system.'*

DCSF (2008) The National Strategies Inclusion Development Programme - Supporting Children with speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage.

Confidence communicating is important for children because it impacts on their social and emotional development; on their ability and ease of making friends; their ability to learn appropriate behaviour skills; their access to play and learning opportunities; their ability and opportunity to develop their language skills and their development of skills in literacy, mathematics and other areas of the curriculum.



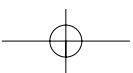
# Communication

## Frequently Asked Questions

### How do I support Continuous Provision for the development of communication skills?

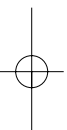
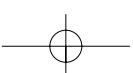
Answer:

Try to give the children access to a CD player and a selection of action rhymes/songs that they can access independently.



When the children are familiar with a story they will enjoy the opportunity to retell a story in their own words. Introduce a story with props and leave on display for children to select independently during the session.

Make a collection of 'things that go together' for children to talk about and explore. This will encourage children to make connections in their learning e.g. a knife and a fork, a cup and a saucer, a bucket and spade.



# Communication

## Look Listen Note

- Are the children taking turns appropriately? Do they need support to do this?

## Who wants the...?

In a small circle, children clap to the music. When the music stops, children listen for the question 'who wants the...?'

Children respond by either miming, signing, gesturing 'me' or saying 'me' or 'I do' etc. Child rolls the toy back to the group leader. Repeat so all children are encouraged to take a turn.

### Resources:

Ball, push/go toy, music and player:

### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Communication, Language and Literacy  
Creative development

## Communication

### Look Listen Note

- Are the children paying attention to others and responding appropriately?
- Are the children developing confidence when speaking in a group of other children?
- Are the children confident to make a choice of their own?

### Can you do what I do?

Children listen to a story/rhyme, etc and have to copy the group leader. Then encourage the children to say what they would like the rest of the group to do. Actions can be done to music e.g. 'Here we go round the mulberry bush', 'The wheels on the bus' etc.

#### Resources:

Action books - copied as a group - Wheels on the bus, music and player:

#### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

#### Areas of Learning & Development:

Personal, Social and Emotional

Communication, Language and Literacy

## Communication

### Look Listen Note

- Are the children developing their speech and language skills by hearing you model talking?
- Are the children developing confidence when speaking in a group of other children?

### Talking Puppet/ Toy

Children take it in turns to fish a picture/object out of a pond. (Attach a paper clip to a picture/object). The child then mimes/tells the puppet what to do/be - e.g. actions such as jump, laugh, sleep, eat or animals such as making the sounds or movements of a particular animal.

Make it harder by asking the child to name what they have caught.

#### Resources:

Puppet, objects / pictures, magnetic fishing rod, pond - blue paper or box

#### EYFS Themes and Commitments:

- 2.3
- 3.1
- 4.1

#### Areas of Learning & Development:

Communication, Language and Literacy

## Communication

### Look Listen Note

- Are the children demonstrating that they are learning about words and meaning?
- Are the children developing confidence when speaking in a group of other children?
- Are the children confident to make a choice of their own?

### Raindrops

A large drawing of a house... is shown to the children. The group leader tells the group that they are going to decorate the picture with coloured raindrops. Each child takes it in turn to use language to tell the group leader where to put the raindrop. E.g. 'put a raindrop on the car'.

Model back correct sentences at the child's level - 'on the car', 'on top of the tree' etc. Extend by encouraging the children to tell each other where to put the raindrops.

#### Resources:

Laminated picture of a house with tree, pond, car + fence etc. Coloured sticker spots or coloured counters.

#### EYFS Themes and Commitments:

- 2.3
- 3.1
- 4.1

#### Areas of Learning & Development:

Communication, Language and Literacy



# Communication

## Look Listen Note

- Are the children listening carefully, paying attention to others and responding appropriately?

## 10 Ways of Moving

Group leader makes eye contact with a child in the circle (add a wave/smile if it helps). Once eye contact is made the group leader mimes an action for the child to copy. Child then does the action whilst moving around the outside of the circle and back to where they were sitting.

Actions: hopping, skipping, jumping, swimming, marching, waving, wiggly, aeroplane, elephant, monkey.

Child then says what they were doing - 'jumping', 'I was jumping like a frog' (model appropriate sentence structure depending on language levels).

### Resources:

### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Communication, Language and Literacy  
Physical development

## Communication

### Look Listen Note

- Are the children listening carefully, paying attention to others and responding appropriately?

### Memory Games

I went shopping and bought ...  
I went on holiday and took ...  
I went to the zoo and saw ...

Put a range of objects related to chosen area in middle of a circle of children. Take it in turns to choose an object to put in the suitcase/box. Each child is encouraged to say what is already in the suitcase/box and what they added.

Extend by completing activity without props.

### Resources:

Objects as props related to shopping, zoo, holiday...  
Props - suitcase, box  
(for shopping trolley or cages).

### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Communication, Language and Literacy

# Communication

## Look Listen Note

- Are the children listening carefully, paying attention to others and responding appropriately?

## Whispers

Children sit in a circle. A child is secretly shown a picture of an animal or a simple action.

Child then whispers the word to the next child, and so on around the circle. The last child completes the action / acts out the animal. Is the action the same as the picture?

To simplify this activity you might put the pictures in the middle of the circle and then start the whisper circle off by choosing one of the pictures.

### Resources:

Picture cards of simple actions, familiar animals, transport or food.

### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Communication, Language and Literacy

# Communication

## Look Listen Note

- Are the children listening carefully, paying attention to others and responding appropriately?
- Are the children demonstrating that they are learning about words and meaning?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?

## Picture Partners

Sort cards into two piles and put the children into two groups. Group A are given a card and told to hold it up so the other children can see. Group B are given a card and on 'go' they look at their picture and have to find their partner from Group A. Children are then encouraged to say why they chose the partner they did.

Or - using picture cards that go together play a pairs game encouraging each child to say why their two pictures go together.

### Resources:

Pairs of pictures – things that go together

### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Communication, Language and Literacy

## Communication

### Look Listen Note

- Are the children listening carefully, paying attention to others and responding appropriately?
- Are the children demonstrating increased vocabulary and learning to organise information into different categories?
- Are the children developing confidence when speaking in a group of other children?

### Clothes on the donkey

Put some clothes pictures and tails in a feely bag. The children take it in turns to take an item and to tell the group leader where on the donkey they are going to put it.

Game can be extended by children telling each other where to put the item.

Model appropriate language if children say 'there'.

#### Resources:

A3 size picture of a donkey, pictures of clothes, coloured tails and feely bag.

#### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

#### Areas of Learning & Development:

Communication, Language and Literacy

## Communication

### Look Listen Note

- Are the children demonstrating that they are learning about words and meaning?
- Are the children showing that they understand words in sentences?
- Are the children developing confidence when speaking in a group of other children?

### Own Story

Children are given a couple of objects to make up a story about. Children take it in turn to add something to the story.

Consider the abilities of the children, some younger children may find this quite challenging whilst others will be ready to benefit from it. The group leader will need to model sentence structures and help children to put the story together.

#### Resources:

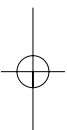
Objects  
Story board

#### EYFS Themes and Commitments:

2.3  
3.2, 3.3  
4.2, 4.3

#### Areas of Learning & Development:

Communication, Language and Literacy

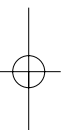
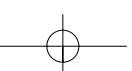
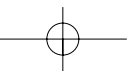


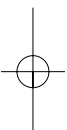
## Fine Motor Skills

### Introduction

Fine motor dexterity is the ability to perform small, precise hand movements with fluency and accuracy. It is based on appropriate development of a variety of foundation skills e.g. proprioception, tactile processing, proximal stability and muscle strength.

Before starting any table top activity ensure first of all that the child is sitting on a chair of the correct height for the table, with bottom well back, feet on the floor, and elbows/forearms gently resting on the table surface.



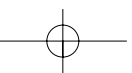


## Fine Motor Skills

### Warm Up Activities For Fine Motor Skills

Windmills: rotate shoulders with hands resting on top of shoulders; or standing up, rotate the whole arm through 360 degrees.

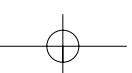
Draw large circles, snails, train wheels or horizontal/ vertical lines in the air.



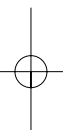
Press palms together or push palms against table surface.

Open and close hands.

Press tip of each finger in turn against thumb, you can sing to this as you go along, for example Incey Wincey Spider.







## Fine Motor Skills

### Frequently Asked Questions

#### How do I support Continuous Provision for the development of fine motor skills?

Answer:

There are many different types of dough that can be introduced as a tactile activity – stretchy dough, coloured dough, salt dough, dough made with yeast. As an extension consider introducing children to experiences with clay.



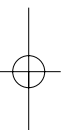
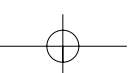
On a dry day introduce squeeze bottles filled with water to the garden for children to make patterns with on the ground. In the painting area make patterns with squeeze paint. These can be small or large scale.

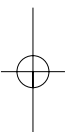
Make a treasure basket out of different resources that encourage a squeeze pincer movement for children to explore independently during the session.

If you have a washing line in your setting's garden look out for opportunities where children can be involved in pegging out the washing. Children can be involved in washing doll's clothes by hand for example.

Leave pegs in a basket for children to access during self initiated play. Add pegs alongside socks, gloves and tights in the sand tray for children to fill with sand and then 'contain' the sand by putting a peg on the end.

Leave cotton reels or beads alongside shoelaces/threads for children to use independently during the session.



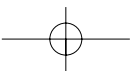


## Fine Motor Skills

### Look Listen Note

- Are the children increasing their hand strength?

Note whether the child is developing finger dexterity



### Play Dough

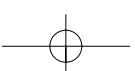
With fingers extended roll play dough into a sausage. Roll the dough into a coil, keeping fingers extended. Flatten a ball of dough on the table surface. Squeeze a ball of dough between each finger and thumb in turn until a hole is made. Push thumb in to a ball of dough held in the palm of the other hand. Wrap dough round all four fingers and stretch out to break the dough. Squeeze balls of dough between the sides of two fingers.

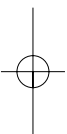
**Resources:**  
Play Dough

**EYFS Themes and Commitments:**

- 1.1, 1.2,
- 2.3
- 3.1, 3.2, 3.3
- 4.1, 4.2

**Areas of Learning & Development:**  
Physical Development



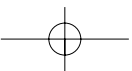


## Fine Motor Skills



### Look Listen Note

- Are the children increasing their hand strength?



### Bubble Wrap

Give each child a piece of bubble wrap, show them how to pop the bubbles and encourage them to copy.

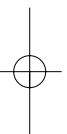
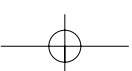
See who can make the most noise and pop the most bubbles.

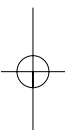
**Resources:**  
Bubble Wrap

**EYFS Themes and Commitments:**

- 1.1, 1.2,
- 2.3
- 3.1, 3.2, 3.3
- 4.1, 4.2

**Areas of Learning & Development:**  
Physical Development





## Fine Motor Skills



### Look Listen Note

- Are the children increasing their hand strength?



### Water Ball

Squeeze a squeeze bottle filled with water to chase a table tennis ball around a bowl of water.

Increase the benefits of this activity by cleaning up any spillages with sponges or clothes and squeeze out the water back into the bowl.

#### Resources:

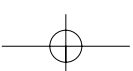
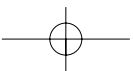
- Table tennis ball
- Squeeze bottle
- Water
- Large bowl (e.g. washing up bowl)
- Sponge or cloth

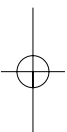
#### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1, 3.2, 3.3
- 4.1, 4.2

#### Areas of Learning & Development:

Physical Development





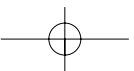
## Fine Motor Skills

### Look Listen Note

- Are the children increasing their hand strength?

Note whether the child is developing finger dexterity

- Are the children demonstrating use of specific hand manipulation - translation from fingers to palm?

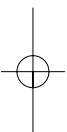


### Scrunching Paper

Scrunch paper to make balls and flick with thumb and finger in turn.

You could make a goal and get the children to flick the paper between the targets.

You could also use the balls to make a collage.

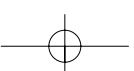


**Resources:**  
Paper

**EYFS Themes and Commitments:**

- 1.1, 1.2
- 2.3
- 3.1, 3.2
- 4.2

**Areas of Learning & Development:**  
Physical Development



## Fine Motor Skills

### Look Listen Note

- Are the children increasing their hand strength?

### Hanging Up the Washing

Make a low washing line that the children can reach. Get the children to peg out the clothes.

Perhaps to name the items being hung on the line to help develop vocabulary.

Make it harder by giving the children smaller items such as ties and socks to hang out. You could use dolls clothes that are smaller and require more accuracy.

#### Resources:

Washing line  
Pegs  
Clothes or dolls clothes

#### EYFS Themes and Commitments:

- 1.1, 1.2,
- 2.3
- 3.1, 3.2, 3.3
- 4.1, 4.2

#### Areas of Learning & Development:

Physical Development  
Communication, Language and Literacy

## Fine Motor Skills

### Look Listen Note

- Are the children increasing their hand strength?

### Peg Race

See how many dolls pegs you can fix onto the edges of a cardboard box in one minute.

Always think about areas of interest for the children and how you might turn the dolls pegs into something of interest e.g. add pictures of dinosaurs, farm animals etc.

#### Resources:

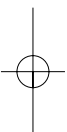
Dolls pegs  
Cardboard box

#### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1, 3.2, 3.3
- 4.2

#### Areas of Learning & Development:

Physical Development  
Problem Solving Reasoning and Numeracy



## Fine Motor Skills



### Look Listen Note

- Are the children increasing their hand strength?



### Tiddlywinks

Get the children to sit in a circle and to flip the tiddlywinks into a pot or bowl in the centre of the circle.

Or kneel or sit in a row and race your tiddlywinks, see who gets the furthest.

#### Resources:

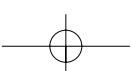
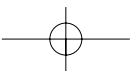
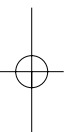
Tiddlywinks

#### EYFS Themes and Commitments:

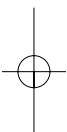
- 1.1, 1.2
- 2.3
- 3.1, 3.2, 3.3
- 4.2

#### Areas of Learning & Development:

Physical Development







## Fine Motor Skills

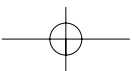
### Look Listen Note

- Are the children increasing their hand strength?

Note whether the child is developing finger dexterity

- Are the children demonstrating using two hands together?

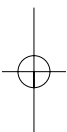
- Do you notice a dominant hand?



### Threading

Thread the beads onto the thread or elastic. If using elastic you could tie ends together to make bracelets or necklaces.

Make it harder by considering the size of beads and the size of the hole. Use larger beads to make the activity easier or smaller beads to make it harder.



#### Resources:

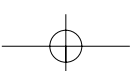
Thread/elastic  
Beads, cotton reels or dried pasta

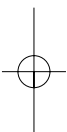
#### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1, 3.2, 3.3
- 4.1, 4.2

#### Areas of Learning & Development:

Physical Development





## Fine Motor Skills

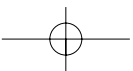


### Look Listen Note

- Are the children increasing their hand strength?

Note whether the child is developing finger dexterity

- Are the children able to use their fingers in isolation?



### Finger Painting

Use finger paints to make large shapes, or letter shapes on a piece of paper.

Extension:

Add glitter or sand to the paint.

Cut out hand templates and get the children to put finger prints on each of the finger tips and a thumb print on the thumb, etc.



#### Resources:

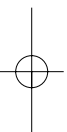
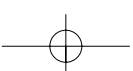
Paper  
Finger paints  
Aprons  
Water  
Glitter or sand

#### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1, 3.2, 3.3
- 4.1, 4.3

#### Areas of Learning & Development:

Physical Development  
Creative Development



## Fine Motor Skills

### Look Listen Note

- Are the children able to identify an object through tactile stimulation?

### Hidden Treasure

Hide small recognisable objects (e.g. Paper clip, rubber, button, small ball, small toys, coins) in a large container of rice, sand, pasta. Get the children to put their whole hand in and dig around for the mixed treasure, try and name the object by feeling it before pulling it out and looking.

### Resources:

A large container of rice, sand or pasta  
Small recognisable objects (e.g. paper clip, rubber, button, small ball or toys)

### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1, 3.2, 3.3
- 4.1

### Areas of Learning & Development:

Physical Development  
Communication Language and Literacy

## Fine Motor Skills

### Look Listen Note

- Are the children able to identify an object through tactile stimulation?

### Mystery Bag

Use a bag that can not be seen through to hold mystery objects and textures. Blindfold the children one at a time and stroke one item down their arm 3 or 4 times. Ask the child to tell you about the texture e.g. 'Is it rough or smooth?' 'Is it a nice feeling or yucky?' 'Does it feel cold?' 'Does it feel prickly?' 'Does it feel squashy?'

Then give the item to the child and allow him or her to feel the item in their hand and guess what it is. Then remove the blindfold and reveal the object.

Note: always ask a child if they are happy with being blindfolded before you start.

#### Resources:

Bag (that can't be seen through)  
Variety of familiar objects of different textures

#### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1, 3.2, 3.3
- 4.2

#### Areas of Learning & Development:

Physical Development  
Communication, Language and Literacy

## Fine Motor Skills

### Look Listen Note

- Are the children increasing their hand strength?
- Note whether the child is developing finger dexterity

### Marble Grabs

See how many marbles you can pick up in one hand at a time -without dropping any!

Then roll the marbles along the floor to see who can roll their marble the furthest.

Make it harder by putting the marbles into a small tube or roll on to a target at the end of the activity.

### Resources:

Marbles

### EYFS Themes and Commitments:

- 1.1, 1.2
- 2.3
- 3.1, 3.2, 3.3
- 4.2

### Areas of Learning & Development:

Physical Development  
Problem Solving Reasoning and Numeracy

# Gross Motor Skills

## Introduction

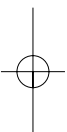
Gross motor skills are movements using joints and muscles of the whole body.

Gross motor skills are dependent on having good shoulder and pelvic stability.

Many gross motor skills require balance and co-ordination.

Strong core body stability is necessary for gross motor skills to be performed efficiently.

The following activities have been designed to encourage the development of these skills.



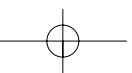
## Gross Motor Skills

### Frequently Asked Questions

#### How do I support Continuous Provision for the development of Gross Motor skills?

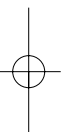
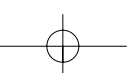
Answer:

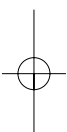
Children find it difficult to be physically still. Think about the times when children are required to 'sit still and listen' in your setting. Consider the need for children to learn through being active in mind and body.



Try to develop a 'movement' space in your setting where children can be encouraged to explore different movement and shape with their bodies as part of their independent learning. This could be linked to music experiences. Look, listen and note where children are moving in interesting and creative ways.

Give children access to a CD player that they are able to access independently during the session. Have CDs with familiar children's action songs available for children to choose to move to in their self initiated play.



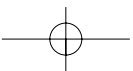


## Gross Motor Skills

### Look Listen Note

Note whether the children are benefiting from the promotion of symmetrical body posture

- Are the children improving their movement between positions?



### Sitting...

When undertaking an activity (such as any from this resource) encourage the children to sit on the floor:

With legs out straight and upper body straight

Or

With crossed legs with back straight

Or

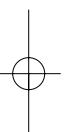
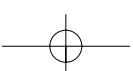
Sit on a chair – correct height so feet are flat on the floor.

**Resources:**  
Space

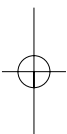
**EYFS Themes and Commitments:**

- 1.1, 1.2, 1.4
- 2.3
- 3.1

**Areas of Learning & Development:**  
Physical Development





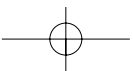


## Gross Motor Skills

### Look Listen Note

Note whether the children are benefiting from the promotion of symmetrical body posture

- Are the children improving their movement between positions?



### Lying...

Lie on your tummy opposite a partner and:

1. Read a book or do a jigsaw
2. Roll a ball or a car between each other.

Keep the head in the middle and stretch the body out.

### Resources:

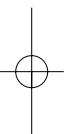
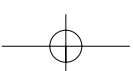
Space  
Car or Ball  
(Optional: book or jigsaw)

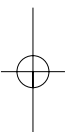
### EYFS Themes and Commitments:

- 1.1, 1.2, 1.4
- 2.3
- 3.1

### Areas of Learning & Development:

Physical Development





## Gross Motor Skills

### Look Listen Note

Note whether the child demonstrates improved body control?

### Standing on One Leg

Whilst standing on one leg kick a soft ball to one another (remember to alternate legs).

Then put your foot on the ball to stop it and keep it still before kicking it again.



#### Resources:

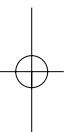
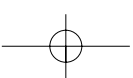
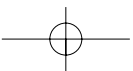
Safe space  
Ball

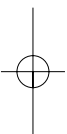
#### EYFS Themes and Commitments:

- 1.1, 1.2, 1.4
- 2.3
- 3.1

#### Areas of Learning & Development:

Physical Development





## Gross Motor Skills

### Hopping...

**Look Listen Note**  
Note whether the child demonstrates improved body control?

Place a hoop or ring on the ground and encourage the children to hop into it. Or make a line on the ground and tell the children to hop over it.

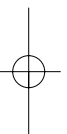
Encourage children to hop sideways, forwards and backwards.

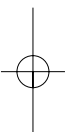
**Resources:**  
Safe space

**EYFS Themes and Commitments:**

- 1.1, 1.2, 1.4
- 2.3
- 3.1

**Areas of Learning & Development:**  
Physical Development





## Gross Motor Skills

### Look Listen Note

Note whether the child demonstrates improved body control?

### Knee Walking

Kneel in a circle and pass the ball round the group between each child.

Then throw and catch the ball across the circle still on your knees.

Put the ball in the centre of the circle and ask each child to take a turn at reaching in and picking up the ball, again whilst remaining kneeling.

End by walking round the room on your knees, go backwards, forwards and sideways.

### Resources:

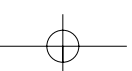
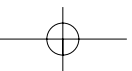
Safe space

### EYFS Themes and Commitments:

- 1.1, 1.2, 1.4
- 2.3
- 3.1

### Areas of Learning & Development:

Physical Development



## Gross Motor Skills

### Look Listen Note

Note whether the child demonstrates improved body control?

### Celebration Parcel

Tell the children to lie on their backs and draw their knees in towards their chests and wrap their arms around their legs so they are lying curled up in a ball. Tell them to pretend that they are a parcel celebrating an occasion e.g. birthday.

Ask them to see how long they can stay wrapped up.

Provide some resistance by gently pushing the child and asking how long can the parcel stay on the table without falling off?

### Resources:

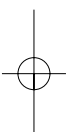
Safe space

### EYFS Themes and Commitments:

- 1.1, 1.2, 1.4
- 2.3
- 3.1

### Areas of Learning & Development:

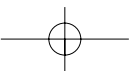
Physical Development



## Gross Motor Skills

### Look Listen Note

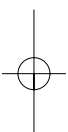
- Are the children increasing the strength in their shoulders?
- Is there evidence that the children are strengthening joints of the arm, hand and fingers?
- Are the children's handwriting skills benefiting?



### Flag Waving

Give each child a flag and wave high in the air.

- Extension of this activity:
- Switch hands and repeat waving.
- Cross the midline of the body and wave the flag on the opposite side.
- Wave the flag in a big circle.



### Resources:

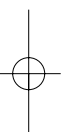
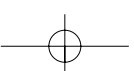
Safe space  
Flags

### EYFS Themes and Commitments:

- 1.1, 1.2, 1.4
- 2.3
- 3.1

### Areas of Learning & Development:

Physical Development



## Gross Motor Skills

### Look Listen Note

- Are the children increasing the strength in their shoulders?
- Is there evidence that the children are strengthening joints of the arm, hand and fingers?
- Are the children's handwriting skills benefiting?

### Elbows

Get the children to lie on their tummies and prop themselves up on their elbows whilst undertaking another activity from this resource or reading a book.

#### Resources:

Safe space

#### EYFS Themes and Commitments:

- 1.1, 1.2, 1.4
- 2.3
- 3.1

#### Areas of Learning & Development:

Physical Development

## Gross Motor Skills

### Look Listen Note

- Are the children increasing the strength in their shoulders?
- Is there evidence that the children are strengthening joints of the arm, hand and fingers?
- Are the children's handwriting skills benefiting?

### Cats and Dogs

Get the children to crawl around on the floor on all fours and to make miaow and woof noises. Get them to reach out for a ball or beanbag with alternate arms.

Then still on all fours get a bucket and ask the children to throw the ball or beanbag in to it, again using alternate arms.

#### Resources:

Space  
Beanbags  
Balls  
Bucket

#### EYFS Themes and Commitments:

1.1, 1.2, 1.4  
2.3  
3.1, 3.2  
4.2

#### Areas of Learning & Development:

Physical Development



## Gross Motor Skills

### Look Listen Note

- Are the children increasing the strength in their shoulders?
- Is there evidence that the children are strengthening joints of the arm, hand and fingers?
- Are the children's handwriting skills benefiting?

### Wheelbarrows

Tell each child to pair with another. Tell one of the children to go down onto all fours and for the other child to lift the other child's legs off the ground and to steer the child on the floor forward like a wheelbarrow.

They could pretend to be going round the garden or race the length of the room or outside.

### Resources:

Safe space

### EYFS Themes and Commitments:

- 1.1, 1.2, 1.4
- 2.3
- 3.1, 3.2
- 4.2

### Areas of Learning & Development:

Physical Development

## Gross Motor Skills

### Look Listen Note

- Are the children increasing the strength in their shoulders?
- Is there evidence that the children are strengthening joints of the arm, hand and fingers?
- Are the children's handwriting skills benefiting?

### Crab Walking

On feet and hands with tummy facing towards the ceiling get the children to walk around the room pretending to be crabs.

You could pretend to be the fisherman with a pretend net that will scope them up if they come close to you.

Or you could play crab football.

### Resources:

Space  
Ball – optional

### EYFS Themes and Commitments:

- 1.1, 1.2, 1.4
- 2.3
- 3.1, 3.2
- 4.2

### Areas of Learning & Development:

Physical Development

## Gross Motor Skills

### Look Listen Note

- Are the children increasing the strength in their shoulders?
- Is there evidence that the children are strengthening joints of the arm, hand and fingers?
- Are the children's handwriting skills benefiting?

### Bear Walking

Get the children to walk around the room on hands and feet with their tummy facing the floor, and pretend to be bears.

Variation: Go on a bear hunt using props to make under and over activities.

**Resources:**  
Space

**EYFS Themes and Commitments:**

- 1.1, 1.2, 1.4
- 2.3
- 3.1, 3.2
- 4.2

**Areas of Learning & Development:**  
Physical Development

## Gross Motor Skills

### Look Listen Note

- Are the children demonstrating a full range of joint movement?
- Are the children developing a full range of whole body movement?
- Is there evidence that the children's language skills are benefiting from the introduction of concepts of direction, under, over, through, on top, around, etc.

### Dancing

Get the children onto their feet and dance and sing along to action songs and rhymes such as the Wheels on the Bus, Head, Shoulders, Knees and Toes, or Tommy Thumb. There are many more action songs, so choose your favourites.

#### Resources:

Plenty of space  
Music

#### EYFS Themes and Commitments:

- 1.1, 1.2, 1.4
- 2.3
- 3.1

#### Areas of Learning & Development:

Physical Development

# Gross Motor Skills

## Look Listen Note

- Are the children demonstrating a full range of joint movement?
- Are the children developing a full range of whole body movement?
- Is there evidence that the children's language skills are benefiting from the introduction of concepts of direction, under, over, through, on top, around, etc.
- Are the children developing balance and body control?

## Obstacle Course

Create an obstacle course using your selected props and give instructions as the children go round.

Such as:

'Go over the cushions', 'Go through the tunnel', etc.

Include hopping, knee walking and curling up into a ball. And to develop fine motor skills include crab walking and wheel barrows.

### Resources:

Plenty of space  
Music  
Props for obstacle course e.g. tunnel, large blocks, cushions, etc

### EYFS Themes and Commitments:

- 1.1, 1.2, 1.4
- 2.3
- 3.1, 3.2
- 4.2

### Areas of Learning & Development:

Physical Development

## Gross Motor Skills

### Look Listen Note

- Are the children demonstrating a full range of joint movement?
- Are the children developing a full range of whole body movement?
- Is there evidence that the children's language skills are benefiting from the introduction of concepts of direction, under, over, through, on top, around, etc.
- Are the children developing balance and body control?

### Parachute

Get into a circle and all hold part of the parachute, raise arms up above head and then end right down to floor still holding the parachute.

Can encourage the children to run, crawl or walk under the parachute.

It can be fun to introduce playballs on top of the parachute or under it and ask the children to catch or collect them.

#### Resources:

Space  
Parachute  
Playballs (optional)

#### EYFS Themes and Commitments:

- 1.1, 1.2, 1.3, 1.4
- 2.3
- 3.1, 3.2
- 4.2

#### Areas of Learning & Development:

Physical Development

## Gross Motor Skills

### Busy Feet

Take shoes and socks off:

1. Sitting on a low chair/stool, one leg crossed over the other:
  - move ankle up and down 5 times
  - move foot round in a circle 5 times
2. Feet flat on the ground
  - try pulling toes backwards
  - pick up small objects under toes
3. Feet flat on the ground - "sweeping leaves", first to one side then the other.

### Resources:

#### EYFS Themes and Commitments:

- 1.1, 1.2, 1.3, 1.4
- 2.3
- 3.1, 3.2
- 4.2

#### Areas of Learning & Development:

Physical Development

### Look Listen Note

- Are the children demonstrating a full range of joint movement?
- Are the children developing a full range of whole body movement?
- Is there evidence that the children's language skills are benefiting from the introduction of concepts of direction, under, over, through, on top, around, etc.
- Are the children developing balance and body control?

## Gross Motor Skills

### Look Listen Note

- Are the children developing correct foot posture?
- Are the children demonstrating a full range of joint movement?
- Are the children developing a full range of whole body movement?
- Is there evidence that the children's language skills are benefiting from the introduction of concepts of direction, under, over, through, on top, around, etc.
- Are the children developing balance and body control?

### More Busy Feet

4. Feet flat on the floor - scrunch up tissue under the foot using toes
5. Spread toes apart, especially the big toes
6. Walking - in a straight line placing one foot in front of the other – heel toe walking
  - on tiptoes
  - on heels
  - with heel down first and pushing off with toes – heel toe walking.

Think about useful songs/rhymes that relate to these activities e.g. 'One elephant went balancing...'

### Resources:

#### EYFS Themes and Commitments:

- 1.1, 1.2, 1.3, 1.4
- 2.3
- 3.1, 3.2
- 4.2

#### Areas of Learning & Development:

Physical Development



## Gross Motor Skills

### Look Listen Note

- Are the children developing eye hand coordination and bilateral hand skills?

### Balloon Games

Play catch with the balloon.

Hit the balloon into the air and try not to let it touch the ground.

#### Resources:

Space  
Balloons

#### EYFS Themes and Commitments:

- 1.1, 1.3
- 2.3
- 3.1
- 4.2

#### Areas of Learning & Development:

Physical Development  
Personal, Social and  
Emotional Development

## Gross Motor Skills

### Look Listen Note

- Are the children developing eye hand coordination and bilateral hand skills?

### Kneeling Games

Pair up the children and give each pair a ball. Lead by pairing with a child to demonstrate to the other children what they are to do.

Kneel on the floor; roll a ball to the child and gradually roll it towards the left and right sides. Try the same activity with a smaller ball.

Throw a large ball through a low hoop. Do this with whilst kneeling with hips straight and then in half kneeling.

### Resources:

Small ball  
Ball  
Hoop

### EYFS Themes and Commitments:

- 1.1, 1.3, 1.4
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Physical Development  
Personal, Social and  
Emotional Development

## Gross Motor Skills

### Look Listen Note

- Are the children developing eye hand coordination and bilateral hand skills?

### Ball Games

Start by throwing and catching a ball. Move on to use a ball and a table tennis bat; only progress to a larger bat with a longer handle if the children are competent.

Begin with a balloon and bat to pat and balance. Kneeling, roll the ball towards the child and encourage him/her to hit it with the bat.

Walk with the ball balanced on the bat. Practice dropping the ball on to the bat.

### Resources:

Ball  
Balloon  
Bat

### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Physical Development  
Personal, Social and  
Emotional Development

## Gross Motor Skills

### Look Listen Note

- Are the children demonstrating increased body awareness?

### Simon Says...

Encourage the children to copy actions involving large movements.

Say 'Simon says...'

- ... Stretch up like a giraffe
- ... Curl up like a ball
- ... Put one arm up and one arm down
- ... Put your feet together
- ... Put your feet apart
- ... Step to one side, etc...'

### Resources:

Safe space

### EYFS Themes and Commitments:

- 1.1
- 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Physical Development

## Gross Motor Skills

### Look Listen Note

- Are the children demonstrating increased body awareness?

### Draw & Name Body Parts

Ideally there would be one adult for each child in the group for this activity.

Lay each child on a large piece of paper and draw round them, asking the child to tell you the body parts as you draw around them. If they are unable to name them, tell them the name and use directions i.e. 'I am drawing down past your knee towards your ankle and round your foot past all your toes', 'Where do you think the eyes go?' 'Where do we need to draw your fingers?' etc.

Then pin up the picture on the wall and help them to identify all the body parts and draw in what is missing – eyes, ears & mouth etc.

### Resources:

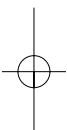
Very large pieces of paper  
Pens/pencils  
Blue tack  
Mirror

### EYFS Themes and Commitments:

- 1.1
- 2.1, 2.3
- 3.1
- 4.2

### Areas of Learning & Development:

Physical Development  
Personal, Social and Emotional Development



## Gross Motor Skills

### Look Listen Note

Note whether the children are benefiting from improved postural stability

### Timed Race

Pair the children; one child makes an arch with their body (on hands and toes), the other crawls under, then that child makes the arch and partner crawls through until they reach the end. Try each time to beat their previous time.

#### Resources:

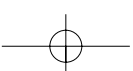
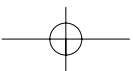
Stopwatch, egg timer or watch with a second hand.

#### EYFS Themes and Commitments:

- 1.1, 1.3
- 2.3
- 4.2

#### Areas of Learning & Development:

Physical Development





## Symbolic Play

Pretend play is important to the development of language and thinking, also concentration and reasoning skills. Within pretend play a child uses one thing to represent another. This skill transfers to language where words stand for real objects and feelings, etc.

**Stage 1:** Up until this stage, a child has explored objects by mouthing, banging, throwing, etc. Before they can name objects children need to know what they are for.

The best way to support a child is to show them what you want them to do and encourage and help them to copy you. Provide scaffolding for the child, as they get used to the 'game' give less help but still offer prompts such as gestures and giving a simple instruction. Always praise the child even if you are helping them to do an activity.

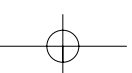
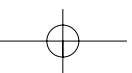
**Stage 2:** This stage is continuation of stage 1. At this stage the child recognises and uses familiar objects appropriately. Encourage the child to carry out the pretend actions on you/others. Extend the time you play the pretend games - increase the number of turns or add extra 'props'. Always talk about what the child is doing as they play.

**Stage 3:** Involving soft toys or dolls is quite a big step in the development of the child's imagination. Pretending that the teddy is a person as well as pretending there is food on the spoon or drink in a cup etc uses a lot of imagination as it is unlikely that the child has seen anyone who looks like a teddy.

The ability to play with teddies or dolls is important for language development and thinking. Children need to hear the words that go with the actions that they are doing with the teddy/doll. So it is important that you are with them at some point to say these words while they play.

It is important NOT to direct the child's play all the time but to let them experiment. The best way to show them how to play is not to tell them, but show them, by playing alongside them and then encouraging them to imitate you. They will soon copy you if you look like you are having fun!

Note: Pretend play takes time to develop. You may be working on one level for many months before moving the child on.



# Symbolic Play

## Look Listen Note

- Are the children developing an awareness of health and well being?
- Are the children demonstrating an increased knowledge and understanding of the world around them?

## Stage 1 : Pretend Play

Using the empty cup take it in turns to give each other a drink and make drinking noises.

Using the bowl and spoon take it in turns to feed each other with pretend food. Make eating noises and/or say 'mmm' or 'yummy'.

Take it in turns to do the action 3 or 4 times then stop. Don't be surprised if the child looks at you as if you are crazy - this is a normal response. The more they see you enjoying the game, the more likely they will join in.

**Resources:**  
Cup, spoon and bowl

**EYFS Themes and Commitments:**

- 1.1
- 2.3, 2.4
- 3.1, 3.2
- 4.1

**Areas of Learning & Development:**

Personal, Social and Emotional  
Communication, Language and Literacy  
Knowledge and Understanding of the World



## Symbolic Play

### Look Listen Note

- Are the children developing an awareness of health and well being?
- Are the children demonstrating an increased knowledge and understanding of the world around them?

### Stage 2: Pretend Play

This is a continuation on Activity 1: Stage 1 Pretend Play.

Encourage the child/children to carry out the pretend actions on you and other adults/children.

Extend the time you play the pretend games, increasing the number of turns or adding extra 'props' e.g. a toy teapot, a plastic pan, etc.

Always talk to the child/children about what they are doing as they play, e.g. 'we are having a drink...mmm that's nice'.

#### Resources:

Cup, spoon and bowl  
Toy teapot, pan, etc.

#### EYFS Themes and Commitments:

- 1.1
- 2.3, 2.4
- 3.1, 3.2
- 4.1

#### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy  
Knowledge and Understanding of the World

## Symbolic Play

### Look Listen Note

- Are the children developing an awareness of health and well being?
- Are the children demonstrating an increased knowledge and understanding of the world around them?

### Stage 3: Pretend Play

Choose a favourite soft toy or doll and make them 'part of the family', a member of the group.

Set them a place for the imaginary meal, feed them occasionally and give them a sip of drink. Encourage the child/children to do the same.

Once they are confident with this activity line up 3 or 4 toys and do the same action with all of them.

Gradually build up the length of the sequence acted out; if possible using real life situations such as snack time.

#### Resources:

Cup, spoon and bowl  
Toy teapot, pan, etc.

#### EYFS Themes and Commitments:

- 1.1
- 2.3, 2.4
- 3.1, 3.2
- 4.1

#### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy  
Knowledge and Understanding of the World

## Symbolic Play

### Look Listen Note

- Are the children learning to name everyday objects?
- Are the children demonstrating that they are learning about words and meaning?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?
- Are the children showing that they understand words in sentences?

### Puppet's Dinner

Children choose, name and give food items to a big puppet, who then eats them.

#### Resources:

Big puppet or doll  
Variety of play food items

#### EYFS Themes and Commitments:

2.3  
3.1  
4.1, 4.3

#### Areas of Learning & Development:

Communication, language and Literacy  
Knowledge and Understanding of the World

## Symbolic Play

### Look Listen Note

- Are the children achieving a sense of well being?

Note whether the children are demonstrating they are learning to care for others

- Are the children demonstrating an increased knowledge and understanding of the world around them?

### Putting Baby to Bed

Pretend to give the baby doll a bath, washing with the flannel and drying with the towel. Model first and allow the children to repeat the routine.

Then put baby doll to bed, cover with the blanket, give the baby a kiss and then say "good night".

Extension: continue the sequence to involve getting up and having breakfast, etc.

#### Resources:

Doll  
Bath, flannel & Towel  
Bed & Blanket

#### EYFS Themes and Commitments:

2.3  
3.1, 3.2  
4.1

#### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy  
Knowledge and Understanding of the World

## Symbolic Play

### Look Listen Note

- Are the children achieving a sense of well being?

Note whether the children are demonstrating they are learning to care for others

- Are the children demonstrating an increased knowledge and understanding of the world around them?
- Are the children sharing appropriately?

### Teddy's & Doll's Picnic

Sit in a circle and let each child hold a teddy or doll. Share out the cups and plates amongst the toys and offer each toy some food and a drink.

#### Resources:

Teddies and dolls  
Play food  
Cups and plates

#### EYFS Themes and Commitments:

2.3  
3.1, 3.2  
4.1

#### Areas of Learning & Development:

Personal, Social and Emotional  
Communication, Language and Literacy  
Knowledge and Understanding of the World

## Symbolic Play

### Look Listen Note

- Are the children demonstrating an increased knowledge and understanding of the world around them?
- Are the children learning to name everyday objects?
- Are the children demonstrating that they are learning about words and meaning?
- Are the children demonstrating increased vocabulary and learning to organise information in to different categories?

### Shopping

Let each child take it in turns to fill the basket with a variety of food and take it to the till to pay.

Extension: Give the child a pictorial shopping list to collect. Allow the child to compose their own pictorial shopping list.

Use scraps of paper to scribble receipts.

Use scraps of paper to encourage mark making for shopping lists.

### Resources:

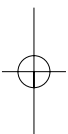
Till, play money, basket or bag and a selection of play food.

### EYFS Themes and Commitments:

- 2.3
- 3.1, 3.2
- 4.1

### Areas of Learning & Development:

Communication, Language and Literacy  
Knowledge and Understanding of the World



## Symbolic Play

### Look Listen Note

- Are the children demonstrating an increased knowledge and understanding of the world around them?

### Empty Boxes

Clear a large space so that there are no other toys or distractions around.

Place the empty cardboard boxes in the middle of the space and tell the children they can play with them.

Watch as the children create rockets, houses, shops, etc and their own games.

### Resources:

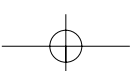
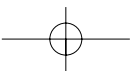
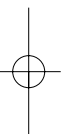
Clear space  
5 or 6 large cardboard boxes

### EYFS Themes and Commitments:

2.3  
3.1  
4.1, 4.2, 4.3

### Areas of Learning & Development:

Creative development



## Symbolic Play

### Look Listen Note

- Are the children demonstrating an increased knowledge and understanding of the world around them?
- Are the children learning to name everyday objects?
- Are the children making connections between the activities.

### Cars and Garages

Set up the toys and minimise distractions around the area. Talk through the playing with the cars and garage. Start by driving the car in to fill up with petrol. Take the car on a journey making up a reason for that trip. Pull into the garage and park. Perhaps drive to the shops or a friends house.

Allow the children time to act out their stories.

**Resources:**  
A garage and a few cars

**EYFS Themes and Commitments:**  
2.3  
3.1  
4.1, 4.2, 4.3

**Areas of Learning & Development:**  
Knowledge of the world



# Symbolic Play

## Look Listen Note

- Are the children demonstrating an increased knowledge and understanding of the world around them?
- Are the children learning to name everyday objects?
- Are the children making connections between the activities.

## Home Corner Meal Time

Make a meal in the home corner. Talk through all the different stages giving a running commentary on what you are doing.

Prepare the meal – wash the vegetables and cook them on the stove or in the oven. Lay the table to eat. Serve the food and sit at the table to eat. Clear the plates away and wash up.

Remember to have fun! Cook the children's favourite foods and talk about those.

## Resources:

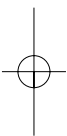
Home corner: kitchen area, table and chair.  
Play food, plates & forks, etc.

## EYFS Themes and Commitments:

- 2.3
- 3.1, 3.2
- 4.1, 4.2, 4.3

## Areas of Learning & Development:

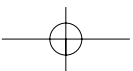
Creative development



## Symbolic Play

### Look Listen Note

- Are the children developing an awareness of health and well being?
- Are the children demonstrating an increased knowledge and understanding of the world around them?



### Puppets

Use a puppet and some play resources – she feels poorly today – which bit hurts? Give a kiss, rub, medicine, etc...

Variations: Use animal puppets and play vets.

**Resources:**  
Puppets or doll

**EYFS Themes and Commitments:**

- 2.3
- 3.1, 3.2
- 4.1

**Areas of Learning & Development:**

Personal, Social and Emotional  
Communication, Language and Literacy  
Knowledge and Understanding of the World

