

# Kindy



Activities you can do at home to support your child to consolidate concepts they are learning at school.

Concept	Ideas for learning at home
<b>Play</b>	
<ul style="list-style-type: none"> <li>• Enjoy play while learning</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructions with natural and other materials</li> <li>• Set up obstacle courses at home - climb over cushions, under chair legs, roll across the mat</li> <li>• Have fun with sand play, water play, bubble play, playdough play</li> </ul>
<ul style="list-style-type: none"> <li>• To develop hand and finger strength</li> </ul>	<ul style="list-style-type: none"> <li>• Use tongs or tweezers to pick up small items.</li> <li>• Put pegs on the side of containers</li> <li>• Pick up small pieces with pointer and thumb in pincher grip</li> <li>• Thread beads/cut straws/pasta onto string</li> </ul>
<ul style="list-style-type: none"> <li>• Explore science, maths and literacy through play at home</li> </ul>	<ul style="list-style-type: none"> <li>• Match lids to containers</li> <li>• Sort kitchen containers according to size, shape, colour</li> <li>• Make a treasure hunt with clues to find items around the house</li> <li>• Make patterns using household materials</li> <li>• Cook together and explain the steps as you cook</li> </ul>
<b>Speaking and Listening</b>	
<ul style="list-style-type: none"> <li>• To develop a greater vocabulary and to understand that different items can be sorted into categories</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about or find objects around the house. Sort them into categories e.g towel, bath mat and shower cap all belong in the bathroom. Where do toaster, spoon and plate belong?</li> <li>• Select different items around the house that may be familiar or unfamiliar. Name them and talk about where they belong.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand different purposes for language</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy participating in role play with your child. Pretend that you have a hospital where toys or teddies need fixing. Talk about making an appointment, asking/answering questions about what is wrong, role play being the patient and the doctor. Model what you say for the different roles. Some additional ideas - going to the supermarket, to a restaurant, a post office etc. Have paper and pencils around for students to pretend to write and encourage all attempts. Marks on a page or just ticks and lines are beginning writing behaviours. Praise all attempts.</li> </ul>
<ul style="list-style-type: none"> <li>• Be able to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Give your child instructions and see how well they follow them. Increase the difficulty of them as they get better. eg - can you please go and get the bowl for me. Can you get the bowl and then the apple. Can you get the apple before you get the bowl. Can you go around the table to get the bowl after you have got the apple and orange.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop listening skills and tune into sounds and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Play games such as I spy or I hear... eg - I can hear something that is dripping (water from the tap), I can hear something chirping (bird), I spy something that is red and large and you can sit on it (our couch), I spy something silver and small and I use it to make my coffee (a teaspoon).</li> </ul>

## Reading

<ul style="list-style-type: none"> <li>• Develop an enjoyment of books and reading</li> </ul>	<ul style="list-style-type: none"> <li>• The most important thing is to develop a love of reading. If they are not interested in any additional concepts around reading, just make it about loving the experience of sitting down and sharing a book together and talking about the pictures as you read.</li> </ul>
<ul style="list-style-type: none"> <li>• Tune in to rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• If you want to explore more concepts, continue with some of the below suggestions - find words that rhyme in books - e.g. say cat and hat rhyme, they sound the same at the end. Can we think of more words that rhyme with cat - hat bat sat fat lat dat rat (words don't have to be real words, nonsense words are fine as well). Praise all attempts but if they are wrong say - great try - cat hat and sat rhyme, say cat, hat and sat.</li> </ul>
<ul style="list-style-type: none"> <li>• Be exposed to some early concepts of print</li> </ul>	<ul style="list-style-type: none"> <li>• When reading, talk about the way we hold a book, say this is the front, this is the back of the book, this is the way we turn the pages, these are the words, these are the pictures and then point to the words as you read simple books. This can be done every now and then.</li> </ul>
<ul style="list-style-type: none"> <li>• Answer simple questions around texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about books as you read them and ask questions. We call it 'think aloud' when we talk about things aloud as we read. e.g. I wonder why they have gone to the supermarket, do you think they have run out of some food? Can you remember when we ran out of ... and went to the supermarket to get it. How did you feel about that? Who are the characters in the story? What do you think the character is feeling here? Where are they? What did you like about the book? Can you remember what happened in the beginning of the story? Middle of the story? At the end of the story?</li> </ul>
<ul style="list-style-type: none"> <li>• Learn and discuss new words/vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Pick out any new words as you read and explain what they mean. e.g that says huge. Do you know what huge means? Huge means very big or enormous - Aeroplanes are huge, aren't they. Skyscrapers are huge too. Can you think of anything else that is huge? New vocabulary is very important as we learn about language.</li> </ul>

## Maths

<ul style="list-style-type: none"> <li>• Count and recognise numbers to 10. Count objects to 10. Make this to 5 initially and extend to 10 if ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Count to 10 while completing things around the house. Hop in the bath by the time I count to 10, finish your fruit by the time I count to 10, put on your socks, pick up your toys, hide etc See if your child will count for you while you put on your socks, butter the toast, etc</li> <li>• Count objects up to 10, how many cups do we have out, let's touch them as we count them, how many stones can we collect outside, how many cars are we playing with, how many strawberries will we eat. Make sure you model touching each object only once as you count them.</li> <li>• Cut up some cards with the numbers 1-5 on them. Go through the cards and say the number on the card. This is the number 3. Let's find 3 spoons. Add extra numbers as they learn to recognise them. Reduce the number if they find it too hard.</li> </ul>
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