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, childcare providers, early years practitioners, nursery teachers, teaching assistants and teachers to be able to pick up and quickly find a selection of activities to undertake for parent helpers, volunteers, childcare providers, early years practitioners, nursery teachers, teaching assistants and teachers.

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

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 equal to supporting many or various aspects of the curriculum such as role play, outdoor play, physical development and in free play.

The resource is intended to be flexible in its use. It is suggested that two or three of these activities will be used to develop and will ease the pressure of organising activities.

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.

This resource contains 101 simple activities and games to be undertaken with a small group of typically developing children, aged between 3 and 5.
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 per card which allows you to choose 2 or 3 cards to use with a small group of children. The activities have been created by a multi-agency group and offer a clear reference to the EYFS principle: "This resource offers a run way to encourage development of a range of core skills through simple activities that are designed to be used to provide support for their learning in these areas."

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.

It is also has a list of recommended further reading, although it is expected most publications will already be familiar requiring follow up or referral or related to the child’s profile.

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 arising which children aged between 2½ and 5 years old. The activities have been designed to be used to provide support for their learning in these areas.

There are tips for running a small group which are aimed at those not so familiar with doing so.

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

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 arising which children aged between 2½ and 5 years old. The activities have been designed to be used to provide support for their learning in these areas.
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
Particpants

Tips for running the group

Participants

- Promote positive behaviour: give the children the opportunity to tell you what behaviour is expected.

- 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.
  
  "If I'm really pleased with the way you are sitting still, etc."

- Make praise specific rather than, e.g. "good girl" or "good boy", say instead something like "good listening".

- Use rewards: positive praise and attention, stickers, etc.

- If behaviour is inappropriate, don't stress what is wrong, but instead stress what behaviour is required.

- For example ask them, "So that we can all hear and have fun what do we need to do?"
Tips for running the group

• Use a visual time table and include visual symbols and gesture in your introduction and in any
  instructions.
• Abandon or step down the activity if the child appears to struggle or lose interest. Keep it fun.
• Choose the activity level which matches the ability of the child in the group.
  Show it to the children: “Do you remember when we...let's do it again!”
• If there is a camera available ask someone to take a picture of the group so that next time it can be
  shown to that person.
• Ask the children to tell you whose turn it is next and ask them (where appropriate) to pass the object
  to that person.
• Ask the children to lie if they need to lie and help them wait.
• Keep a motivating activity for the end of the group – especially for children with attention control
  difficulties – to lie and help them wait.
• Give plenty of change e.g. say “we've finished singing next we are going to do...”
  reinforced with “good sitting”.
• Give clear expectations of behaviour. For this game we need to be sitting still and facing forwards
  the finished box.
• Clearly signal the end of an activity – singling has finished put symbol from the visual time table in
  the finished box.
• 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'.

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

Wave 'hello' to everyone: 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

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

Everyone: bye bye, bye bye, bye bye

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

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

Everyone: 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:

- If the child is not looking at the speaker they are unlikely to hear and process all that the person is saying.
- The ability to learn is enhanced by the skill of attending to a speaker or activity and listening to information being given.

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

For example, turn taking in conversation.

Important pragmatic skills are learnt by observing those modelled by a competent communicator.
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.

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

Increase the pause gradually between ‘steady’ and ‘go’.

Listing the following ideas, encourage the child to wait for you to say ‘go’ before doing the action.

Ready? Steady? Go!
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?

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’, 1:1

- Knocking down, building a tower
- Marbles down a tube
- Rolling a ball
- Mirrors down a ladder
- Knocking down, building a tower

Resources:
- Bricks, blocks, marbles & tube
- Ball, pop up toy
- Books, blocks, mirrors & tube

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

EYFS Themes and Commitments:
- 1.1
- 2.2
- 3.1
- 4.3

Ready? Steady? Go!

Look Listen Note
Attention and Listening

Look Listen Note

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

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.

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

Resources:
- Quiet space
- Noisy object, e.g. loudly ticking clock

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

EYFS Themes and Commitments:
- 1.2
- 2.3
- 3.1
- 4.2

Find the Noisy Object
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?

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

Note that this is a challenging activity made easier by asking the children if they can just 'echo' the instrument used for the younger children and can be a sequence of sounds played so that the children are copying what is said. They increase the number of beats, etc.

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

4.2
3.1.3.2.3.3
2.3
1.1

The adult makes a noise with one of the children's instruments and the children copy.

The adult then makes two claps and asks the children to copy:

2/3.4 claps and ask the children to copy:

1.1
2.3
3.1.3.2.3.3
4.2

The adult can then increase the number of beats, etc.

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

Attention and Listening

Musical Instrument Matching

Resources:

Instruments

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

EYFS Themes

1.1, 2.3, 3.3
4.2
3.1

Instruments

Other media and movement
Curiosity, wanting to explore

Note that this is a challenging activity made easier by asking the children if they can just 'echo' the instrument used for the younger children and can be a sequence of sounds played so that the children are copying what is said. They increase the number of beats, etc.

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

4.2
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1.1
2.3
3.1.3.2.3.3
4.2

The adult can then increase the number of beats, etc.

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

Attention and Listening

Musical Instrument Matching

Resources:
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?

Place 4 large pieces of paper with different objects drawn on them on the walls round the room. The children run and stand next to the picture of the named object. When the music stops 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. How are the children showing that they are listening and paying attention to what others are saying?

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

Areas of Learning and Development:

• Personal, Social and Emotional
• Communication, Language and Literacy

Creative Development

Resources:

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

EYFS Themes

Musical Islands

Themes and Commitments:

1.1, 1.3 2.3 3.1 4.2
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?

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. In the middle of the group when it stops the child in the middle must locate the child with the tambourine. 

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

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

EYFS Themes and Commitments:
- 1.1
- 2.3
- 3.1
- 4.2

Finders Keepers

Resources:
- Noise maker - instrument or noisy toy

Look Listen Note

Are the children able to listen and sustain concentration during this activity?

Are the children using all of their senses?
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?

Mats are spread round the room. Music is played and children dance. When the music stops the children and when the music stops the children.

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'.

Disappearing Islands

Resources:

- Large space
- Large mats
- Small or large mats
- Music
- CD/tape player
- Resources:

Areas of Learning & Development:

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

EYFS Themes & Commitments:

- 1.1, 1.3, 2.3, 3.1, 4.2

Physical skills?

- Are the children showing signs of further developing physical skills?

- Are the children enjoying music and dancing?

- How are the children showing that they are listening and paying attention?

- Do the children enjoy music?

- Are the children using all of their senses?

Look, Listen, Note
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?

Children close their eyes whilst the group leader hides an object around the room. Children open eyes and put their 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 hiding. Make it harder by getting one of the children to hide an object around the room, open eyes and put their hand up when they can see the object. Group leader hides an object around the room. Children close their eyes whilst the child to make it easier by asking the child to point or use one word to say where the object is hiding.

Areas of Learning:
- Physical Development
- Understanding of the World
- Personal, Social and Emotional Development
- Language

Resources:
- Soft toy

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

EYFS Themes and Commitments:
- 1.12.3.3.1.4.2

Find the …
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?

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 the target word ‘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 group leader has 7 counters and a pot. Each time they hear the word they must put a counter in their pot. At the end of the game they must have 5 counters in their pot. If not, they must put a counter in their pot.

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

Count the Bears

Count the Bears

Areas of Learning & Development:

Communication, Language

Creative Development

Problem Solving, Reasoning, Numeracy

EYFS Themes and Commitments:

1.1
2.3
4.2
3.1

Resources:

Counters
Pot

How are the children using all of their senses?

What are they saying?

How are they listening and paying attention to what others are saying?

Are the children curious about words and their meanings?

Are the children curious about words and their meanings?
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?
• Are the children using all of their senses?

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

Outsider's could be found or used.

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

Resources:

- Sound Lotto game

Areas of Learning & Development:

- Physical
- Personal, Social and Emotional

EYFS Themes and Commitments:

1.2 3.1 4.2 1.3

Sound Lotto

- 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?
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?

Group leader randomly says children’s names. When they hear their name they must stand up and then sit 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.”

Resources:

- Areas of Learning
  - Communication, Language, Personal, Social and Emotional
  - Development

- EYFS Themes and Commitments:
  - 1.1, 1.2, 2.3, 3.1, 4.2

- Name Game

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

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.

Treasure Hunt

Resources:
- Objects/pictures

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

EYFS Themes:
- 4.2
- 3.1, 3.3
- 2.3
- 1.1, 1.2

Look Listen Note

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

Objects are hidden in a bag. An adult gives clues and the children guess what they have found in the bag. The child who finds the object says what it is or gives a verbal clue to the others about what they have found in the bag. Make it 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'.

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

Read, Write, Talk

- Resources: Objects, Bag

**Areas of Learning**

- Personal, Social and Emotional Development
- Communication, Language

**EYFS Themes and Commitments**

1.1, 2.3, 3.1, 3.3, 4.2

**Look Listen Note**

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

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

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

EYFS Themes and Commitments:
1.12.3 3.14.2

Jungle Switch

Look Listen Note

Are the children interested in new words and their meanings?
- Are the children interested in new words and their meanings?
- Are the children interested in new words and their meanings?
- Are the children interested in new words and their meanings?
- Are the children interested in new words and their meanings?

Are the children using all of their senses?
- Are the children using all of their senses?
- Are the children using all of their senses?
- Are the children using all of their senses?
- Are the children using all of their senses?

Are the children interested in new words and their meanings?
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**

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

*Activity?*

AEFS Themes

1. 2

1. 1.1

2. 3

4. 2

Understanding of the World

Knowledge and Understanding of the World

Physical Development

and Literacy

Communication, Language

Emotional

Personal, Social and

8 Development:

Areas of Learning

Resources:

**Areas of Learning**

Knowledge and Understanding of the World

Physical Development

Communication, Language

Emotional

Personal, Social and

8 Development:

**EYFS Themes**

1.1, 1.2

2.3

1. 1.2

**Resources:**
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?

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 and make a choice between the adult and the instruments played. The adult hides their instruments by making a screen between the adult and the child. The child then has to listen to and make a choice between the adult and the instruments played.

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

Resources:
- Instruments
- Barrier
- Pictures

Areas of Learning & Development:
- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Creative Development
- EYFS Themes

EYFS Themes
- 4.2
- 3.1
- 3.2
- 1.1
- 2.3
- 3.2
- 4.1

What's that sound?

Look Listen Note
**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?

**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

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

**EYFS Themes and Commitments:**
- 1.1
- 2.3
- 3.1
- 4.2

**Picture Pairs**
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, and relevance to the topic.

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.

Listening, use of gesture, initiating and maintaining conversations, polite use of language such as 'Hello' and 'Goodbye', maintaining eye-contact, and also involves use of politeness utterances such as 'Please' and 'Thank you'.

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

• Are the children using spoken language, naming something that was seen using one of the prompts?

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

Encourage the children to add in their own words.

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

Areas of Learning & Development:
Communications, language, literacy

EYFS Themes and Commitments:
1.12.3 3.14.2

I went to the zoo/farm
How do I support Continuous Provision for the development of language skills?

**Frequently Asked Questions**

**Language Skills**

- 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. As children grow older, younger children enjoy 'lift the flap' books and older children will enjoy the challenge of 'Where's Wally?' books. 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 sequencing. Ask children what comes next. Reuse the sequence in their own experiences. Read stories that sequence talk to them about what comes next. Ensure the sequence is their own experience. Read stories that have sequences that are meaningful to them.

- 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 sequence talk to them about what comes next. Reuse the sequence in their own experiences. Read stories that have sequences that are meaningful to them.

- 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. Ensure children have access to a range of styles of music including pop, classical and music from other cultures and traditions.

- Enable your environment to make sure that children can access resources independently around the setting. As children grow older, younger children enjoy 'lift the flap' books and older children will enjoy the challenge of 'Where's Wally?' books. 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 sequencing. Ask children what comes next. Relate the sequence to their own experiences. Read stories that sequence talk to them about what comes next. Reuse the sequence in their own experiences. Read stories that have sequences that are meaningful to them.
Look Listen Note

• Are the children using spoken language, naming?

Language Skills

Secret Messages

Physical Development

Communication, Language

Areas of Learning

EYFS Themes

1. 2. 3. 4. 12. 33. 14. 2

Music

Music player

a zzz animal, etc

t e.g. name a yellow fruit, name

Selection of secret messages

Resources:

Secret Messages

Language Skills

Look Listen Note

• Are the children using spoken language, naming?

Language Skills
Look Listen Note

Language Skills

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

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

Ages of Learning

6 Development:

Areas of Learning:

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

EYFS Themes and Commitments:

1.1, 1.2, 2.1, 2.2, 3.1, 4.2

Tell the children that the objects are mixed up and need sorting out. Ask different categories?

Organising information in different categories?

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

Things That Go Together

When eating?

Which are clothes? Which are used when eating?

Which are clothes? Which are used when eating?

Tell the children that the objects are mixed up and need sorting out.

Ask: Are the children learning to name everyday objects?

Tell the children that the objects are mixed up and need sorting out.
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?

Choose a simple activity the children will have done during the day (e.g., having a snack, getting ready to come home). Corner, "orange juice. Keep the sentences simple. For example, "we had marmalade on toast and orange juice."

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

Areas of Learning

Creative Development

Communication, Language, Emotional

Personal, Social and Emotional Development

EYFS Themes

1.1, 1.2, 2.3, 3.1, 3.2, 4.2

Resources:

Old phone/toy phone.

Home corner resources.

Phone Talk

Handout

Oxfordshire
Look Listen Note

• Do the children show an understanding of words insentences?
• Are the children demonstrating increasedvocabulary and learning to organise information in to different categories?

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

Where is the…?

Instruct the child to find something you can drive, e.g. “Find something you can draw” or “Find something you can drive”.

Resources:

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

Areas of Learning and Development:

• Language, Communication, Language

Areas of Learning & Development:

• Communication, Language and Literacy

Knowledge and Understanding of the World

Problem Solving, Reasoning

EYFS Themes and Commitments:

1.1, 2.3, 3.1, 3.2, 4.2

Resources:

• Large picture of a room

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

Areas of Learning & Development:
- Personal, Social and Emotional
- Communication, Language and Literacy
- Problem solving, Reasoning and Numeracy
- Science

EYFS Themes and Commitments:
1.1, 1.2, 2.3, 3.1, 4.2

Resources:
- Objects familiar to the child
- Shopping bag
- Money or tokens
- Selection of items to buy, money or tokens to exchange

Shopping

Set up a shopping game with a selection of items to buy, money or tokens to exchange. Take turns with the child to buy and sell the items. Discuss with the child what the item is for, etc. Select items from your chosen larger set and introduce new sounds, words, vocabulary, etc. Have the child introduce new words.

Look Listen Note

Language Skills
Look Listen Note

- Are the children exploring and experimenting when labeling and expressing?
- Are the children curious about words and their meanings?
- Are the children demonstrating increased vocabulary and learning to organize information into different categories?
- Do the children show an understanding of words in sentences?
- Are the children introducing new sounds and syllables?
- Are the children naming and adding descriptive words to their speech?

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

Make it harder by naming and adding a descriptive word, e.g., "big ball." The child chooses a fish/spider and tells the adult what the picture is.

Attach a selection of pictures to fish/spiders. The children choose a fish/spider or a selection of pictures to fish/spider, and the adult names the picture, e.g., animal, food, etc.

Resources:
- Fishing/spider game
- Post box
- A selection of pictures

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

EYFS Themes and Commitments:
- 1.2.3.4.14.2
- Fishing, Spiders Posting

Language Skills

Fishing, Spiders Posting
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 into different categories?
• Do the children show an understanding of words in sentences?
• Are the children introducing new sounds in words?
• Are the children understanding words in sentences?
• Do the children show an understanding of words in sentences?
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• Are the children showing an understanding of words in sentences?
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 into different categories?
- Do the children show understanding of words in sentences?

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 listen to the story and hold a soft toy or picture from a 'Feely bag'. The children select the toys; the adult helps them to name.

Areas of Learning & Development:
Communication, Language and Literacy

EYFS Themes and Commitments:
1.1, 2.1, 3.3, 3.3

Resources:
- Story, e.g. Dear Zoo
- Zoo animals or pictures of zoo animals
- Hungry Caterpillar
- Plastic food or food pictures
- Story bags

Look Listen Note
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 into different categories?
• Do the children show an understanding of words in sentences?
• Are the children introducing new sounds in words?

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

Areas of Learning & Development:
• Knowledge and Understanding of the World
• Communication, Language and Literacy

EYFS Themes:
• 3.1.3
• 2.3

EYFS Themes and Commitments:
• 2.3.3.1, 3.3

Category Bingo

Look Listen Note
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 into different categories?
• Do the children show an understanding of words in sentences?
• Are the children introducing new sounds in words?
• Do the children know and understand different categories?
• Do they organise information in vocabulary and learning to demonstrate increased understanding?

Resources:
A selection of objects familiar to the child

EYFS Themes Areas of Learning & Development:
Communication, Language and Literacy
Knowledge and Understanding of the World

I Spy…

Something you would use for…
Something you would find in the…
E.g. “I spy with my little eye…”

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

If working on a specific sound, collect an extra clue to do with the object or attribute of the same sound, but give an extra clue to the child.

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

I Spy with my little eye…
Language Skills

Look Listen Note

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

Put a selection of pictures face up on the table. The leader says the name of a category. The children have to find a picture within that category. If it is in that category they say 'Bingo'.

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.

Areas of Learning & Development:
- Communication, Language and Literacy
- Knowledge and Understanding of the World
- Problem Solving, Reasoning and Numeracy
- EYFS Themes

EYFS Themes and Commitments:
- 1.1, 2.3, 3.1, 4.2

Bingo Mix-Up

Look Listen Note
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 into different categories?
• Do the children show an understanding of words in sentences?
• Are the children introducing new sounds in different classes of vocabulary?
• Are the children looking closely at similarities, differences, patterns and changes?

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.

Areas of Learning & Development:

Communication, Language and Literacy

Knowledge and Understanding of the World

Problem Solving, Reasoning and Numeracy

EYFS Themes and Commitments:

1.1, 2.3, 3.1, 4.2, 4.3, 3.1, 2.3

Sorting - what goes together

Resources:

Farm animals, cars, doll’s house furniture, pictures of animals, cars, 3 circles or hoops

Look Listen Note
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 different categories?
- Do the children show an understanding of words in sentences?
- Are the children introducing new sounds into words?
- Are the children making it harder by using pictures or toys to prompt?
- Make it easier by adding an adjective to the animal: e.g., 'big bear', 'tall giraffe', or 'green crocodile'.
- Another animal until someone makes a mistake, and the next person repeats and adds...
- First person says ‘I went to the zoo and saw a...’

Resource:
Set of toy zoo animals or pictures (optional). Could be examined in advance or set of toy zoo animals or pictures (optional).

Areas of Learning and Development:
- Communication, Language and Literacy

EYFS Themes and Commitments:
- 2.3: Demosntrating understanding of words in different contexts.
- 3.2: Demonstrating increased vocabulary and learning.
- 3.3: Demonstrating that they are learning about words and meaning.

I went to the zoo and saw...
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 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?

Variation:
The "pair" game: 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 and have them find the "pair" to each and say why they go together. Children are given an object or picture to find a "pair" for. They go and find the "pair" to it. If children are having difficulties, give them a hint. Include a similar "pair". The "pair" goes together and say why they go together.

Resources:
Set of pictures of things that go together, e.g. toothbrush & toothpaste, car & petrol pump. Or objects that go together, e.g. hammer & nail, cup & saucer, or objects that go together, e.g. brush & paste, go together. 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. The "pair" goes together and say why they go together.

EYFS Themes & Commitments:

- Understanding of the World
- Communication, Language and Literacy
- Knowledge and Understanding of the World
- Development

Areas of Learning

- Picture / Object Partners
- Language Skills
- Look Listen Note
Language Skills

Look Listen Note

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

Introduce a teddy as the children tell each other their name. The leader tells the bear their own name while holding the teddy. The teddy is then passed around the group until everyone has had a turn to tell their name. Make it harder by asking the children to add a detail about themselves e.g. their favourite toy or food, etc.

When the child holds the teddy, they tell the teddy 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. Each child 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

Arenas of Learning

Communication, Language, Personal, Social and Emotional Development

EYFS Themes and Commitments:

1.1 2.3 3.1 3.2

Talking Teddy

Look Listen Note

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

- Are you observing the development of social interaction and talking in the group, with a minimum of language demands? The leader starts with the children to say a sentence e.g. "My name is..." or ask them a question. Make it harder by asking the children to have had a turn. Roll the ball to the next child who says hello and角色 the next child who says hello and rolls the ball to the leader. The leader then rolls the ball to the next child who says hello. The leader then rolls the ball to the child who says hello. Then roll the ball to a child who says hello. The leader starts with the ball. They say a sentence e.g. "My name is..." or ask them a question. Make it harder by asking the children to have had a turn.

Resources:
- Ball

Areas of Learning & Development:
- Physical Development
- Communication, language and literacy
- Personal, Social and Emotional Development

EYFS Themes
- 3.1, 3.2
- 2.3
- 1.1

Language Skills

Roll the Ball
Look, Listen, Note

- Are you observing the development of social interaction and talking in the group with a minimum of language demands? Use either a teddy bear or a ball for this activity. The leader starts with the teddy bear or 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 or ball

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

EYFS Themes and Commitments:
- 2.1
- 2.3
- 3.1, 3.2

Pass the Teddy
Language Skills

Look Listen Note

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

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

Areas of Learning & Development:

Communication, Language and Literacy

EYFS Themes and Commitments:

4.1
3.2
2.3

Develop committed until all puzzles are complete. Continue with a selection and put it in the correct place. A piece of a puzzle is taken by the child when the music stops. The children walk/dance around and when the music stops, the child must take a piece of a puzzle from the selection and put it in the correct place. Continue until all puzzles are complete.

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

Musical Puzzles
Language Skills

Look Listen Note

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

Each child is given an animal mask. The leader makes the noise for the child’s animal. They must move forward one space. When the leader makes the noise, the child holding the dog, cat, or mouse must move forward one space. The child who reaches the end first is the winner.

Make it harder for the children by letting them lead.

Resources:
- Animal masks
- Picture of animals
- Toy animals
- Animal masks

Areas of Learning & Development:
- Communication, Language and Literacy
- EYFS Themes and Commitments:
  - 4.2
  - 3.1, 3.2
  - 2.3
  - 1.1

EYFS Themes and Commitments:
- Animal Noise Race

Animal Noise Race

Look Listen Note

Language Skills
Language Skills

Look Listen Note

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

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
- MusicSpace

Areas of Learning

Creative Development
Communication, Language

EYFS Themes

1.1, 1.2, 2.3, 3.2, 3.1, 4.2

Musical Statues

Space
Music
Music Player

Creative Development

Communication, Language

EYFS Themes
Language Skills

Look Listen Note

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

Areas of Learning & Development:

Communication, Language and Literacy

Creative Development

Resources:

Drum

Bells

4.2

3.1, 3.3

EYFS Themes

2.3

1.1, 1.2

Fairy Steps
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 sentence or a given clue to describe the item?

Put all the pieces from a Formboard Jigsaw on the centre of the table. Tell the children the item they have to find and let them respond to the clues. Make it harder for the children by letting them lead or give clues to describe the item. Let them do it by themselves or with some help.

Formboard Jigsaws

Resources:

Formboard Jigsaw Puzzles

Areas of Learning

Communication, Language and Literacy

EYFS Themes and Commitments:

2.3, 3.2

Oxfordshire County Council

SHN
Language Skills

Look Listen Note

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

A series of objects are placed in a box.

The leader gives the children verbal clues as to what is in the box. The leader gives the child verbal clues as to what is in the box. The leader gives the child verbal clues as to what is in the box.

Make it easier by allowing the children to peek.

Make it harder by not allowing the children to peek.

Make it harder by not allowing the children to peek.

Make it harder by not allowing the children to peek.

Describe what they feel.

The end of the activity the leader can hold on to the object if they are correct. The leader can hold on to the object if they are correct. The leader can hold on to the object if they are correct. The leader can hold on to the object if they are correct.

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

Areas of Learning & Development:

Communication, Language

EYFS Themes and Commitments:

1.1, 1.2, 2.3, 3.2, 3.3

Resources:

Variety of objects
Box

Guess the object
Language Skills

Look Listen Note

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

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.

Are the children using language skills?

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

Areas of Learning & Development:
- Communication, Language

EYFS Themes and Commitments:
- 3.1.3.2
- 2.3

Language Skills

Post box
Look Listen Note

Language Skills

• Are the children using spoken language, naming?

Resource: Inset jigsaws

Areas of Learning & Development:

- Communication, Language
- Personal, Social and Emotional
- Literacy

EYFS Themes and Commitments:

1.12.3, 3.2, 2.3, 1.1

Inset jigsaw

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, tell them which piece to find and put the piece in the puzzle. The second child finds the piece, puts it in the puzzle, and then chooses another child to tell them which piece to find.
Language Skills

Look Listen Note

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

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

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

EYFS Themes and Commitments:
- 2.3
- 3.1

Fishing for Words

Look Listen Note
Look Listen Note

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

Lay the large outline of the person or teddy down in the middle of the group. The children give each other instructions as to what item of clothing to put on the person or teddy. Lay the large outline of the person or teddy ready on the table, 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. Are the children using spoken language, naming, or giving instructions?

Resources:
- Large outline of person or teddy
- Pictures of items of clothing

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

EYFS Themes and Commitments:
1.1
2.3
4.2
3.1

Language Skills

Dressing Teddy
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. Confidence communicating is important for children because it impacts on their social and emotional development.

Confidence communicating is important for children because it impacts on their social and emotional development into speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage. DCSF (2008) The National Strategies Inclusion Development Programme - Supporting Children with Special Educational Needs and Disability and their Families - Language and communication needs: A guide for practitioners in the Early Years Foundation Stage.
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.

Frequently Asked Questions

Communication
Look Listen Note

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

Areas of Learning & Development:
Communication, Language

EYFS Themes and Commitments:
1.1, 1.2

Resources:
Ball, push/go toy, music and player

Who wants the…?

Children are encouraged to take a turn. Group leader repeats so all children hear. Child rolls the toy back to the group leader. Child responds by either miming, signing, gesturing ‘me’ or saying ‘me’ or ‘I do’. Children respond by either miming, signing, gesturing ‘me’ or saying ‘me’ or ‘I do’. Child rolls the toy back to the group leader. Repeat so all children are encouraged to take a turn.

Creative development
and Literacy

Communication, Language
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?

Children listen to a story/rhyme, etc and have to copy the group leader. Then they have to copy the group leader. Then

Actions can be done to music e.g. 'Here we go round the mulberry bush', 'The wheels on the bus', etc.

Can you do what I do?

Look Listen Note

Areas of Learning

Personal, Social and Emotional

Communication, Language

EYFS Themes

Music and Movement

Group - Wheels on the bus

Action books - copied as a group

Resources:

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

Aims of Learning & Development:

EYFS Themes and Commitments:

1.12.3 1.14.2
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?

Children take it in turns to fish a picture/object out of a pond. (Attach a paperclip to a picture/object). The child then 
mimics/tells the puppet what to do/be - e.g. actions such as jump, laugh, sleep. The child then clips to a picture/object. The child then 
object out of a pond. (Attach a paper/puppet, objects/pictures, 

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

Areas of Learning and Comprehension:
EYFS Themes and Commitments:
Communication, Language & Development

EYFS Themes

Resources:
Talking Puppet Toy

Look Listen Note

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

animal sounds or movements of a particular 
est or animals such as making the 
e.g. actions such as jump, laugh, sleep.

• Are the children developing confidence in a group when speaking?

• Are the children you model taking language skills by hearing developing their speech and 

• Are the children

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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?

A large drawing of a house with trees, pond, fence and a car. 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 the tree”, “on top of the car” etc.

Resources:

• Laminated picture of a house with trees, pond, fence and car.
• Coloured sticker spots with tree, pond, car + fence.

Areas of Learning & Development:

Communication, Language and Literacy

EYFS Themes and Commitments:

2.33.14.1 Raindrops
Look Listen Note

• Are the children listening carefully, paying attention to others and responding to instructions? Are the children listening?

Communication

Look Listen Note

• Are the children listening carefully, paying attention to others and responding to instructions? Are the children listening?

Communication

Look Listen Note

• Are the children listening carefully, paying attention to others and responding to instructions? Are the children listening?

Communication

Look Listen Note

• Are the children listening carefully, paying attention to others and responding to instructions? Are the children listening?
Communication

Look Listen Note
• Are the children listening carefully, paying attention to others and responding appropriately?
I went shopping and bought ...
I went on holiday and took ...
I went to the zoo and saw ...

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

Extend by completing activity without props.

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. Each child is encouraged to say what is already in the suitcase/box. Each child is encouraged to say what is already in the suitcase/box. Each child is encouraged to say what is already in the suitcase/box.

Areas of Learning & Development:

Communication, Language and Literacy

EYFS Themes and Commitments:

1.1
2.3
3.1
4.2

Resources:

- Props - suitcase, box, shopping trolley, cages, shopping bag
- Objects as props related to shopping, zoo, holiday

Memory Games
Are the children listening carefully, paying attention to others and responding appropriately during the activity?

Children sit in a circle. A child is secretly shown a picture of an animal or a simple action. A child is also shown a picture. The child then whispers the word to the next child, and so on around the circle. The last child completes the action or acts out the picture the same as the animal is the action is the same.

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

Resources:
- Picture cards of simple actions, familiar animals, transport or food.
- Areas of Learning & Development:
  - Communication, Language
  - EYFS Themes:
  - 1.1
  - 2.3
  - 3.1
  - 4.2

EYFS Themes and Commitments:
- 1.1
- 2.3
- 3.1
- 4.2

Communication
Look Listen Note
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 into different categories?

Areas of Learning

Communication, Language and Literacy

EYFS Themes and Commitments:

1.1  2.3  4.2  3.1  1.2

Resources:

Pairs of pictures – things that go together

Go together: each child to say why their two pictures go together. Play a pairs game encouraging each child to say why their two pictures go together. Are the children listening carefully, paying attention to others and responding appropriately?

Picture Partners

Or - using picture cards that go together play a pairs game encouraging each child to say why their two pictures go together. Are the children listening carefully, paying attention to others and responding appropriately?

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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?

Put some clothes pictures and tails in a feely bag. The children take it in turns to pull it. The children take it in turns to tell where the item is going to be put. The childen take it in turns to tell where the item is going to be put. The children take it in turns to tell where the item is going to be put.

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

Model appropriate language if children say 'there'. Model appropriate language if children say 'there'. Model appropriate language if children say 'there'.

Resources:

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

Areas of Learning & Development:

Communication, Language and Literacy

EYFS Themes and Commitments:

4.2
3.1
2.3
1.1

- different categories
- to organise information into vocabulary and learning
demonstrating increased confidence

Clothes on the donkey

Look Listen Note

• Are the children when speaking in a group
developing confidence
• Are the children
demonstrating increased
• Are the children

carefully paying attention to
others and responding
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?

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 quite challenging whilst others will be ready to begin from the group. The group leader will need to model sentence structures and help children to put the story together.

Resources:
- Objects
- Story board

Areas of Learning & Development:
- Communication, Language

EYFS Themes and Commitments:
- 2.3, 3.3, 4.3, 3.2

Communicate
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 both arms well back, feet on the floor and elbows/forearms gently resting on the table surface. Accordingly, ensure that the child is sitting on a chair of the correct height for the table, with both arms well back, feet on the floor and elbows/forearms gently resting on the table surface.
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.

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.
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, play dough made with yeast. As an extension consider introducing children to experiences with clay.

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 tight in the sand tray for children to fill with sand and then continue the sand play by pulling a peg on the end.

Leave pegs in a basket for children to access during self initiated play. Add pegs alongside socks, gloves and
deep play and continue the sand play by pulling a peg on the end.

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

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

Leave cotton reels or beads alongside threads for children to use independently during the session.
Fine Motor Skills

Areas of Learning

Physical Development

EYFS Themes

and Commitments:

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

Resource:

Play Dough

Look Listen Note

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?

Notes on producing dough:

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?

Physical Development

EYFS Themes

and Commitments:

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

Resource:

Play Dough

Look Listen Note

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?

Notes on producing dough:

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?

Physical Development

EYFS Themes

and Commitments:

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

Resource:

Play Dough

Look Listen Note

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?

Notes on producing dough:

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?

Physical Development

EYFS Themes

and Commitments:

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

Resource:

Play Dough

Look Listen Note

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?

Notes on producing dough:

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?

Physical Development

EYFS Themes

and Commitments:

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

Resource:

Play Dough

Look Listen Note

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?

Notes on producing dough:

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?

Physical Development

EYFS Themes

and Commitments:

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

Resource:

Play Dough

Look Listen Note

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?

Notes on producing dough:

• Are the children increasing their hand strength?

• Are the children increasing their hand strength?
Fine Motor Skills

Look Listen Note

- Are the children increasing their hand strength?
- Encourage them to copy
- Give each child a piece of bubble wrap.
- See who can make the most noise and pop the most bubbles.

Resources:
- Bubble Wrap

Areas of Learning & Development: Physical Development

EYFS Themes

1.1, 1.2, 2.3, 3.2, 3.3, 4.1, 4.2
Fine Motor Skills

Look Listen Note

- Are the children increasing their hand strength?
  Squeeze a squeezy 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.
- Squeezing the water back into the bowl.

Areas of Learning & Development:
Physical Development

EYFS Themes and Commitments:
1.1, 1.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2

Water Ball

Resources:
- Table tennis ball
- Squeezy bottle
- Water
- Large bowl (e.g. washing up bowl)
- Sponge or cloth
**Fine Motor Skills**

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

- **EYFS Themes & Commitments:**
  - 1.1, 1.2, 2.3, 3.1, 3.2, 4.2

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**Resources:**

- **Scrunched Paper**

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**Look Listen Note**

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

- **Activity:**
  - Scrunch paper to make balls and flick with thumb and finger in turn.
  - You could also use the balls to make a collage.

- **Materials:**
  - Paper

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**Translation from Fingers to Palm:**

- Demonstrate hand manipulation.
- Are the children translating from fingers to palm?
- Are the children doing specific hand manipulation?
Fine Motor Skills

Look Listen Note
- Are the children increasing their hand strength?

Make a low washing line that the children can reach. Get the children to peg out the clothes that are smaller and require more accuracy. You could use dolls clothes or dolls clothes pegs. Perhaps to name the items being hung up. 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

Areas of Learning & Development:
- Physical Development
- Communication, Language and Literacy

EYFS Themes and Commitments:
- 1.1, 1.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 1.2
**Fine Motor Skills**

Look Listen Note

• Are the children increasing their hand strength?
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.

**Areas of Learning**

Physical Development

• Problem Solving Reasoning

**EYFS Themes and Commitments:**

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

**Resources:**

- Dolls pegs
- Cardboard box

** Peg Race**
Fine Motor Skills

- Are the children increasing their hand strength?

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

Areas of Learning & Development:
- Physical Development
- EYFS Themes

EYFS Themes:
- 1.1, 1.2
- 2.3
- 3.1, 3.2, 3.3
- 4.2

Look Listen Note
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?
  Make it harder by considering the size of beads and the size of the hole. Use larger beads to make the activity easier.
  Threading beads onto the thread or elastic. If using elastic you could tie the ends together to make bracelets or necklaces.
  Make it harder by considering the size or smaller beads to make it harder.

Resources:
  Thread/elastic
  Beads, cotton reels or dried pasta

Areas of Learning & Development:
Physical Development

EYFS Themes and Commitments:
1.1, 1.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 2.3

Note whether the child is increasing their hand strength?

Thread the beads onto the thread or elastic.
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?
  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 fingers and a thumb print on the thumb, etc.

Resources:
- Finger paints
- Aprons
- Water
- Glitter or sand
- Paper

Areas of Learning & Development:
- Physical Development
- Creative Development

EYFS Themes and Commitments:
- 1.1, 1.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.3

Finger Painting

Note whether the child is increasing their hand strength.
Fine Motor Skills

Look Listen Note

- Are the children able to identify an object by feeling it before pulling it out and looking and name the object by feeling it before digging around for it? Try dig around for the mixed treasure, try digging around for the mixed treasure, try digging around for the mixed treasure.

Hidden Treasure

Identify an object through tactile stimulation. Are the children able to identify an object through tactile stimulation. Are the children able to identify an object through tactile stimulation.

Resources:
- A large container of rice, sand, pasta
- Get the container of rice, sand, pasta. Get the container of rice, sand, pasta. Get the container of rice, sand, pasta.
- small ball, small toys, coins
- In a large ball, small toys, coins In a large ball, small toys, coins In a large ball, small toys, coins
- (e.g. paper clip, rubber band, small ball or toys)
- (e.g. paper clip, rubber band, small ball or toys)
- Small recognisable objects on pasta
- Small recognisable objects on pasta
- A large container of rice, sand
- A large container of rice, sand
- A large container of rice, sand

Areas of Learning and Development:

- Physical Development
- Communication Language and Literacy
- EYFS Themes and Commitments:
  - 1.1
  - 1.2
  - 2.3
  - 3.1
  - 3.2
  - 3.3
  - 4.1
  - 4.2

Hidden Treasure

Fine Motor Skills
Fine Motor Skills

Look Listen Note

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

Resources:

Mystery Bag

Start.

Note: always ask a child if they are happy with being blindfolded before you blindfold and reveal the object.

Then give the item to the child and allow him or her to feel the item in their hand and ask questions:

- 'Is it rough or smooth?' 'Is it a nice feeling or yucky?' 'Does it feel squishy?' 'Does it feel cold?' 'Does it feel prickly?' 'Does it feel a nice feeling or yucky?' 'Does it feel rough or smooth?'

Use a bag that can not be seen through

EYFS Themes and Commitments:

4.2
3.1, 3.2, 3.3
2.3
1.1, 1.2

1. Areas of Learning & Development:

Physical Development

2. Resources:

3. Areas of Learning:

Communications, Language

4. EYFS Themes and Commitments:

• Use a bag (that can't be seen through) to hold mystery objects and textures. Blindfold the children one at a time and

Eye Contact:

4. Mystery Bag

Areas of Learning:

• Use a bag that can not be seen through to hold mystery objects and textures. Blindfold the children one at a time and

Resources:
Fine Motor Skills

Look Listen Note

• Are the children increasing their hand strength?

Note whether the child is developing finer dexterity.

Are the children increasing their hand strength?

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

Make it harder by putting the marbles into a small tube or roll on to a larger

Marble Grabs

Areas of Learning

Physical Development

EYFS Themes and Commitments:

1.1, 1.2, 2.3, 3.3, 4.2

Resources:

Marbles

Problems Solving Reasoning

Areas of Learning

EYFS Themes and Commitments:
Gross Motor Skills

Introduction

Gross motor skills are movements using joints and muscles of the whole body. Many gross motor skills require balance and co-ordination. Gross motor skills are dependent on having good shoulder and pelvic stability. 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.
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.

Give children access to a CD player that they are able to access independently during the session.
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?

When undertaking any activity (such as sitting on the floor):

Sit on the floor:

- With legs out straight and upper body straight.
- With crossed legs with back straight.
- Sit on a chair – correct height so feet are flat on the floor.

EYFS Themes and Commitments:

Physical Development

Areas of Learning

Resources:

3.1
2.3
1.1, 1.2, 1.4

Promotion of symmetrical body posture.

Are the children improving their movement between positions?

When sitting:

• Are the children benefiting from the children note whether the children are benefiting from the promotion of symmetrical body posture.

Sitting...

... Look Listen Note
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?

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:

Resources:
- Space
- Car or Ball (Optional: book or jigsaw)

Areas of Learning & Development:

EYFS Themes

1.1, 1.2, 1.4

Lying…

Look Listen Note

Promotion of symmetrical body posture and bending from the hip Note whether the children are bending from the hip.

Resources:
- Space
- Car or Ball (Optional: book or jigsaw)
Look Listen Note

Note whether the child demonstrates improved body control.

Standing on One Leg

Standing on one leg kick a softball whilst standing on one leg kick a softball. Then put your foot on the ball to stop it and keep it still before kicking it again. Remember alternate legs.

Resources:
Safe space
Ball

Areas of Learning & Development:
Physical Development

EYFS Themes and Commitments:
1.1, 1.2, 1.4, 2.3, 3.1

Gross Motor Skills

Gross Motor Skills
Look Listen Note

Note whether the child demonstrates improved body control.

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

Encourage children to hop sideways.

Children to hop over it.

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 child to hop over it. Make a line forwards and backwards.

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Note whether the child demonstrates improved body control.

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Encourage children to hop sideways.
Gross Motor Skills

Look Listen Note

Note whether the child demonstrates improved body control?

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, then throw and catch the ball across the group between each child. Kneel in a circle and pass the ball round sideways, forwards and backwards, go backwards, forwards and kneel again whilst remaining kneeling.

Resources:

- Safe space

Areas of Learning & Development:

- Physical Development

EYFS Themes and Commitments:

- 1.1, 1.2, 1.4
- 2.3
- 3.1

Knee Walking
Look Listen Note

Note whether the child demonstrates improved body control.

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 and wrap their arms around their legs and draw their knees in towards their chests and tell the children to lie on their backs 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.

Provide some resistance by gently pushing the child and asking how long can the parcel stay on the table without falling off? Can the child and ask how long the parcel can stay wrapped up. Ask them to see how long they can stay wrapped up.

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

Resources: Safe space

Areas of Learning & Development:

EYFS Themes: 1.1, 1.2, 1.4

Celebration Parcel

Gross Motor Skills
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?

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.
- Wave the flag and wave it on the opposite side.
- Give each child a flag and wave high in the air.

Resources:
- Safe space
- Flags

Areas of Learning & Development:
- Physical Development

EYFS Themes and Commitments:
- 3.1, 2.3, 1.1, 1.2, 1.4
- 1.1, 1.2, 1.4
- 1.1, 1.2, 1.4

Flag Waving

Look Listen Note

Flag Waving

Are the children’s handwriting skills benefiting?
- Are the children’s fingers? Joints of the arm, hand and arm strengthening?

Are the children increasing the strength in their shoulders?
- Are the children...
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?

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. And drop themselves up on their elbows increasing the strength in their shoulders.

Resources:

- Safe space

Areas of Learning & Development:

- Physical Development

EYFS Themes and Commitments:

- 1.1
- 1.2
- 1.4
- 2.3
- 3.1

Cross Motor Skills
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?

Get the children to crawl around on the floor on all fours, get a bucket and balls, beanbags, space

Resources:

Then still on all fours get a bucket and balls, beanbags and work around. Get the children to reach out for a ball or beanbag with alternate arms. Then ask the children to throw the ball or beanbag into a bucket using alternate arms. Are the children strengthening joints of the arm, hand and fingers?

Is there evidence that the children are strengthening their shoulders?

Increasing the strength in arms.

Are the children’s handwriting skills benefiting?

Areas of Learning & Development:

EYFS Themes

1.1, 1.2, 1.4

2.3

3.1, 3.2

4.2

Cats and Dogs

Physical Development

Resources:
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?

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 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.

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

Resources:

Wheelbarrows

Areas of Learning & Development:

Physical Development

EYFS Themes and Commitments:

1.1, 1.2, 1.4
2.3
3.1, 3.2
4.2

Safe Space
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?

On feet and hands with tummy facing towards the ceiling get the children to crab walk around the room pretending to be crabs. You could pretend to be the fisherman with a pretend net that will scoop them up if they come close to you.

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

Or you could play crab football.

Resources:

Space ball – optional

Areas of Learning & Development:

EYFS Themes and Commitments:

1.1, 1.2, 1.4

2.3

3.1, 3.2

4.2

Crab Walking

Look Listen Note

Cross Motor Skills
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?

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

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

Resources:

Space

Areas of Learning & Development:

EYFS Themes

1.1, 1.2, 1.4

2.3

3.1, 3.2

4.2

Are the children's hand-eye skills benefiting?

Are the children's fingers increasing the strength in their shoulders?

Is there evidence that the children are strengthening joints of the arm, hand and fingers?
Physical Development

Areas of Learning:

EYFS Themes

Look Listen Note

• Are the children demonstrating a full range of joint movement?

• Are the children developing a full range of wholebody 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.

Get the children onto their feet and dance and sing along to action songs such as the Wheels on the Bus, Head, Shoulders, Knees and Toes.

Resources:

Plenty of space

Music

Areas of Learning & Development:

EYFS Themes

Look Listen Note

Dancing

Gross Motor Skills

1.1, 1.2, 1.4

3.1

2.3

resources:

Music

Plenty of space

Areas of Learning & Development:

EYFS Themes

Look Listen Note

Dancing

Gross Motor Skills

1.1, 1.2, 1.4

3.1

2.3
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?

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.

Areas of Learning & Development:

Physical Development

EYFS Themes

Resources:

Obstacle Course

Obstacle Course Resources:

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

EYFS Themes

Communication:

1.1, 1.2, 1.4

2.3

3.1, 3.2

4.2

Body control

Developing balance and

demonstrating a full range of

Motor Skills

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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?

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. Can encourage the children to run, holding the parachute. The children to catch or collect them.

Resources:
- Space
- Parachute
- Playballs (optional)

Areas of Learning & Development:
- Physical Development

EYFS Themes and Commitments:
- 1.1, 1.2, 1.3, 1.4
- 2.3
- 3.1, 3.2
- 4.2

Look Listen Note

- Are the children developing balance and body control?
- Are the children developing a full range of direction, under, over, through, on top, around, etc.?
- Are the children benefiting from the introduction of concepts of direction, under, over, through, on top, around, etc.?
- 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.?
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?

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
   - try pulling toes backwards
   - try pulling toes backwards

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
   - move foot round in a circle 5 times
   - move ankle up and down 5 times

Busy Feet

Resource:

Areas of Learning & Development:

EYFS Themes:

1.1, 1.2, 1.3, 1.4

2.3

4.2

1.1, 1.2, 1.3, 1.4

Busy Feet

Resources:

Physical Development

EYFS Themes

1.1, 1.2, 1.3, 1.4

Look Listen Note

Busy Feet

Developing balance and body control:

Are the children...

Developing a full range of joint movement:

Are the children...

Looking for small objects:

Are the children...
**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?

4. Feet flat on the floor - scrunch up

5. Spread toes apart, especially the big toes

6. Walking - in a straight line, placing one foot in front of the other – heel toes

6. Walking - in a straight line, placing toes under the foot, using toes

4. Feet flat on the floor - scrunch up

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

**Resources:**

Areas of Learning

EYFS Themes

1.1, 1.2, 1.3, 1.4

2.3

3.1, 3.2

4.2

Physical Development

6 Developments

Ages of Learning

and Commitments:

More Busy Feet
Look Listen Note

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

Play catch with the balloon.

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

EYFS Themes

1.1, 1.3, 2.3

Physical Development

Areas of Learning

• Gross Motor Skills

Resources:

Space

Balloons

Gross Motor Skills

Look Listen Note

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

Play catch with the balloon.

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

EYFS Themes

1.1, 1.3, 2.3

Physical Development

Areas of Learning

• Gross Motor Skills

Resources:

Space

Balloons
Gross Motor Skills

Look Listen Note

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

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.

Kneeling Games

Resources:

- Ball
- Small ball
- Ball hoop

Areas of Learning & Development:

- Physical Development
- Emotional Development
- Personal, Social and Emotional Development

EYFS Themes and Commitments:

1.1, 1.3, 1.4
2.3
3.1
4.2

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

Look Listen Note

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

Practice dropping the ball on to the bat. Walk with the ball balanced on the bat. Begin with a balloon and bat to pat and bounce. Kneeling, roll the ball towards the child and encourage him/her to hit it. The child and encourage him/her to hit it.

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

Areas of Learning & Development:

- Physical Development

EYFS Themes and Commitments:

Ball Games

- Ball
- Balloon
- Ball

Resources:

Ball

Hand skills?

- Combination and bilateral coordination and bilateral coordination and bilateral coordination.

- The children are not yet competent.

- The children are not yet competent.
Gross Motor Skills

Look Listen Note

• Are the children demonstrating increased body awareness?
Encourage the children to copy actions involving large movements.

Say Simon says...

4 2
3 1
2 3
1 1

Simon Says...

Resources:
Safe space

Areas of Learning and Commitments:
EYFS Themes

Physical Development

6 Development

Simon Says...

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

• Are the children demonstrating increased body awareness?
Gross Motor Skills

Look Listen Note

• Are the children demonstrating increased body awareness?

Resources:
- Very large pieces of paper
- Pens/pencils
- Blue tack
- Mirror
- Blue tack
- Pens/pencils

Areas of Learning & Development:

Physical Development

EYFS Themes and Commitments:

1.1, 1.2, 2.3, 3.1, 4.2

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 them.

Then pin up the picture on the wall and help them to identify all the body parts.

• Where do we need to draw your hair?
• Where do you think the eyes go?
• Where do you think the nose goes?
• Where do you think the mouth goes?
• Where do you think the fingers go?

If they are unable to name them, tell them the name and use your finger to show it. Repeat this for all the body parts.

Resources: Very large pieces of paper, pens/pencils, blue tack, mirror.
Look Listen Note

Note whether the children are benefiting from improved postural stability.

Gross Motor Skills

Areas of Learning

Physical Development

Goals: 5 Development:

4.2
2.3
1.1, 1.3

EYFS Themes and Commitments:

Resources:

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.
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.

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

Stage 2:
This stage is continuation of Stage 1. The child has explored objects appropriately. Providing school for the child, always give less help but still offer prompts such as gestures and provide school for the child as they get used to the game. Give less help but still offer prompts such as gestures and providing school for the child. Before they can name objects, they need to know what they are for.

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 bear.

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 they are doing with the teddy. 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 listen and then encourage. The best way to show them how to play pretend 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.
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

Resources:
Cup, spoon and bowl

Areas of Learning:
Knowledge and Understanding of the World
Personal, Social and Emotional
Communication, Language

EYFS Themes and Commitments:
1.12.3, 2.4 3.1, 3.2 4.1 2.3

Stage 1: Pretend Play
• Are the children interested in the game? If they see you enjoying the game, the more they are likely to join in.
• The child looks at you as if you are crazy but times then stop. Don’t be surprised if there is a normal response. The more you see the child the more likely they will be to enjoy the game.

Using the bowl and spoon take turns to feed each other with pretend food. Make eating noises and/or say "mmm, yummy". Using the bowl and spoon take it in turns to give each other a drink and make drinking noises.

Using the empty cup take it in turns to do the action 3 or 4 times.

Symbolic Play

Read 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

Resources:
Cup, spoon and bowl

Areas of Learning:
Knowledge and Understanding of the World
Personal, Social and Emotional
Communication, Language

EYFS Themes and Commitments:
1.12.3, 2.4 3.1, 3.2 4.1

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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?

This is a continuation on Activity 1: Symbolic Play

Stage 2: Pretend Play

Resource:
- Cup, spoon and bowl
- Toy teapot, pan, etc.
- A plastic pan, etc.
- Or adding extra props e.g. a toy teapot.

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

Extend the time you play the pretend games, increasing the number of turns.

Always talk to the child/children about what they are doing as they play.

EYFS Themes and Commitments:
1.12.3, 2.43.1, 3.24.1

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

Stage 1: Pretend Play
Look Listen Note

Symbolic Play

Stage 3: Pretend Play

After real life situations such as snack time, gradually build up the length of the sequence acted out. If possible using same action with all of them.

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

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

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

Resources:
- Cup, spoon and bowl
- Toy teapot, pan, etc.

EYFS Themes and Commitments:
1.1
2.1
2.3
3.2
1.2
3.1
2.4

Are the children...
- Demonstrating an increasing awareness of health and well-being?
- Developing an awareness of health and well-being?
- Are the children developing an awareness of health and well-being?
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 into different categories?
• Are the children showing that they understand words in sentences?

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

Resources:

Big puppet or doll

Variety of play food items

Areas of Learning and Development:

Communication, language and literacy

Knowledge and understanding of the world

EYFS Themes and Commitments:

2.33.14.1, 4.3

Puppets' Dinner

In sentences, that they understand words

to organise information in vocabulary and learning demonstrating increased

are learning about words

demonstrating that they

are everyday objects?

Learning

are the children learning

Are the children showing

that they understand words

and meaning?
Look Listen Note

• Are the children achieving a sense of well being?

• Are the children demonstrating they are learning to care for others?

资源:
- 洗澡娃娃
- 玩具毛巾
- 床
- 毯子

EYFS 主题与承诺:
- 2.33.1
- 3.24.1

领域与发展:
- 个人、社会和情感
- 交流、语言和读写
- 理解世界的知识和理解

扩展:
在完成给娃娃洗澡后，可以继续将其送到床上，盖上毯子，给娃娃一个吻，然后说“晚安”。

Look Listen Note

• Are the children? achieving a sense of well being?

• Are the children demonstrating they are learning to care for others?

Note whether the children

Symbolic Play

Puttig Baby to Bed

等领域和发展:
- 知识和理解
- 个人、社会和情感
- 交流、语言和读写

资源:
- 洗澡娃娃
- 玩具毛巾
- 床
- 毯子

EYFS 主题与承诺:
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领域与发展:
- 个人、社会和情感
- 交流、语言和读写
- 理解世界的知识和理解

扩展:
在完成给娃娃洗澡后，可以继续将其送到床上，盖上毯子，给娃娃一个吻，然后说“晚安”。

Look Listen Note

• Are the children achieving a sense of well being?

• Are the children demonstrating they are learning to care for others?

Note whether the children
Look Listen Note

- Are the children achieving a sense of well being?

- Are the children demonstrating they are learning to care for others?

- Are the children sharing appropriately?

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

- Are the children learning to share food and drinks?

- Are the children demonstrating they are learning to share food and drinks?

- Are the children achieving a sense of well being?

Areas of Learning & Development:

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

EYFS Themes and Commitments:

- 2.33.1, 3.24.1

Resources:

- Teddies and dolls
- Play food
- Cups and plates
- Teddy's & Doll's Picnic

Symbolic Play

Sit in a circle and let each child hold a toy some food and a drink.

Share out the toys and offer each child one teddy or doll. Share out the cups and plates amongst the toys and offer each child a drink or a snack.

Teddy's & Doll's Picnic
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?

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

Areas of Learning & Development:
- Communication, Language and Literacy
- Knowledge and Understanding of the World

EYFS Themes and Commitments:
- 2.33.1
- 3.24.1

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

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

Use scraps of paper to compose their own pictorial shopping list.

Extension: Give the child a pictorial list. Use scraps of paper to encourage mark making for shopping lists.

Look Listen Note

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

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

Areas of Learning & Development:
Creative development

EYFS Themes

2.3 3.1 4.2 4.3

Commitments:

Look Listen Note
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.

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 friend’s house.

Resources:
A garage and a few cars

Areas of Learning
Knowledge of the world

EYFS Themes
• 4.1, 4.2, 4.3
• 3.1, 3.2, 3.3

Car and Garages

Activities:
• Are the child making connections between the garage and everyday objects?
• Are the children learning to understand knowledge and demonstrate an increased understanding of the world around them?
Look Listen Note

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

Make a meal in the home corner. Take children’s favourite foods and talk about

Remember to have fun! Cook the meal. Clear the plates away and wash up.

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

Home Corner Meal Time

Creative development

Areas of Learning

EYFS Themes

and Commitments:

Resources:

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

2.3
3.1
3.2
4.1
4.2
4.3

Symbolic Play

Activities:

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

Home Corner Meal Time

Look Listen Note
Symbolic Play

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?

Variations: Use animal puppets and play vets.

Resources: Puppets or doll

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

EYFS Themes and Commitments:
- 4.1, 3.2
- 3.1, 2

Look Listen Note:

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

Puppets

Play vets.

Variations: Use animal puppets and play vets.

Hurt? Give a kiss, rub, medicine, etc.
She feels poorly today - which bit hurts? Give a kiss, rub, medicine, etc.