

Playing & Learning at Home

Area of Learning: Personal, Social and Emotional development
Making Relationships

Early Years Foundation Stage Curriculum

(Age in months: These are typical stages of a child's development. The activity above or below may also be appropriate)

8-20m. Learning outcome: - "Seeks to gain attention in a variety of ways, drawing others into social interaction"

Communication begins with social interaction and to encourage this you can engage in playful interactions that encourage your baby to respond to, use gestures or imitate actions from adults. A perfect game to play would be Peek A Boo or Row Row Your Boat, as the repetition will encourage your child to learn the actions and will also introduce turn taking. Also playing games with 'Ready Steady Go' and rolling a ball or a car, hesitating before saying 'Go' or waiting for or encouraging your baby to say 'Go'.

Playful interactions from an early age are important in order to develop social skills which will later develop into conversation skills.

16-26m. Learning outcome: - "Plays cooperatively with a familiar adult"

To support and encourage your child to be able to play cooperatively alongside a familiar adult. Spend some 1:1 time with your child supporting them to play cooperatively with you for example use a ball or a car and push it back and forth together. You can also cooperatively play alongside your child doing some of their favourite activities such as puzzles and dancing. Follow your child's lead by reacting to what they are doing and commenting on it. Cooperative play is important because it allows your child to learn social rules such as taking turns, sharing and cooperation.

22-36m. Learning outcome: - "Show affection and concern for people who are special to them"

During this time your children are sure to be missing their friends and family and it can be hard for them to understand why they can't see them. A lovely activity could be to make cards for your family and friends, to see if they are ok and tell them you are missing them. You can draw some amazing pictures, do some sticking and gluing or maybe even add some real pictures. It is then up to you if you want to send it to them or keep it safe for them until you next see them. This not only gives you the chance to be able to talk to your child about their feelings and who they are missing but also really supports them in developing affection and showing concern for people who are special to them – a vital part of their personal, social and emotional development.

30-50m "Can play in a group, extending and elaborating play ideas, eg: building up role play activity with others".

Spend some time together taking part in imaginative activity. Talk to your child about past experiences that they have enjoyed and use available props from your home to role play their experience. For example, line up cushions on the floor to take a train ride or make a tent with sheets and blankets. This is a great way for your child to interact with you, and to continue forming a strong relationship. Encourage your child to use their imagination and together set up the activity. You can then invite anybody else who is in the house to join in.

40-60m. Initiates conversations, attends to and takes account of what others say"

Engage in a conversation together with your child about a certain topic. Have some items of interest to initiate conversation; the shell you found at the beach, a photo of a person or place, a book or DVD case. Let your child choose what they would like to talk with you about. This is a great way of forming a strong relationship with your child and will give your child the skill of initiating and sustaining conversations, sharing their experiences and understanding and listening to how conversations work.

Please feel free to take photos and share all the great learning at home with us on Tapestry. We would love to see what you have been getting up to :)

Early Learning Goal – Understanding (reached typically by the end of the Reception year)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings and form positive relationships with adults and other children.