

Engineers

Activity	What could I say or do to help learning?	What will they be learning?
<p style="text-align: center;">Tidying up time</p> <p>Children to be encouraged to put the toys away that they have been playing with.</p>	<ul style="list-style-type: none"> • Make it into a game, how many can you put in the box/tray/cupboard? • Can children predict/estimate how many they can pick up? Can they count them at the end to see if they were right? • Who has put away the most/least? You could count at the end. • Can you tidy before the timer runs out. Who did it the quickest? Can you tidy before the timer runs out? This could be a sand timers or a visual timer. (https://www.online-stopwatch.com/countdown/) 	<ul style="list-style-type: none"> • Maths - developing an understanding of number when counting items • Maths - estimation • Maths - developing an understanding of time if you use a timer. • Managing feelings and behaviour - following boundaries
<p style="text-align: center;">Timings of the day/ daily routine -</p> <p>Children to be encouraged to learn about their daily routine.</p>	<ul style="list-style-type: none"> • What do we need? Can children be encouraged to think and find what they might need for the activity? I.e. breakfast - spoon, bowl, cereal, what would happen if they used a plate for their cereal? Where is everything kept? What do you need to do when you have finished? Why do we need to tidy up? Wash up? • When talking about your day ahead with your child, What do they need to do? What is the routine for the day? I.e. what do we do in the morning? What happens after lunch but before bed? Why do we need to do these things? • Encourage children to think about the objects they need for the day i.e. if you are going out for your daily exercise what do they need to do? Thinking about the weather, what would they need to wear? Why? Will that keep them dry/warm? 	<ul style="list-style-type: none"> • Maths - developing an understanding of time (after, before) • Science - Materials to keep them dry/warm • Communication - understanding why questions

	Encourage children to reflect on this, is it keeping you warm? Dry? What else could you have worn?	
<p>Dressing -</p> <p>This could be in the morning, going outside or for bed.</p>	<ul style="list-style-type: none"> • Can children find what items of clothing they will need for the day? Thinking about the weather, what would they need to wear? • Why do they think they will need ...(jumper/coat) ? • Can they put on the items they need for their day? Can they do this independently including buttons and zips? 	<ul style="list-style-type: none"> • Fine motor - Dressing/undressing • Physical health and wellbeing - Dressing/undressing and independence skills • The world/Science - Materials to keep them dry/warm
<p>Toileting / hand washing</p>	<ul style="list-style-type: none"> • If children are currently toilet training, can they take themselves? Do they know the order of what to do? • Can they wash their hands without reminding them? • Why do we need to wash our hands after using the toilet? What happens if we don't? 	<ul style="list-style-type: none"> • Physical health and wellbeing -independence skills •
<p>Daily exercise -</p> <p>Children can learn about what they need to wear, Keeping safe outside and the importance of exercise.</p>	<ul style="list-style-type: none"> • Children to be encouraged to think about the weather for the day, what will they need to wear if they are going outside? Why do they need to wear it? What will happen if they don't? • Before going out can children talk about how they can keep safe? What do they need to do to keep safe? (this may be holding hands to cross roads, stopping before the end of the pavement, staying close to a familiar adult. Not talking to strangers) • https://www.youtube.com/watch?v=odL77zH42Vs • https://www.youtube.com/watch?v=pl4Ye4EZo00 • Encourage children to think about why we need to exercise and the importance of doing so. How else can we exercise? What happens to our bodies when we exercise? What would happen if we didn't exercise? 	<ul style="list-style-type: none"> • Physical health and wellbeing - independence skills and gross motor skills • The world./ Science

<p style="text-align: center;">Cooking</p> <p>This could be making breakfast / lunch/ dinner/ cakes/ topic related.</p>	<p>breakfast, or lunch:</p> <ul style="list-style-type: none"> • What do they need to do before they start cooking? (wash hands) and why do we need to do this? • Ask children what they will need to make their meal? Where are these items kept? Can they do this independently? • Can they make their meal independently? (ie cereal for breakfast sandwich for lunch) <p>Cakes or other topic related cooking:</p> <ul style="list-style-type: none"> • What do they need to do before they start cooking? (wash hands) and why do we need to do this? • Ask children what they will need to make their chosen item? Where are these items kept? Can they do this independently? • Can children weigh the ingredients independently? How much do they need? How do they know this? Why do they need that much/or that ingredient? • Where does it need to go once its made? (oven/fridge/freezer) why? How long for? With support from an adult if it is the oven can they check if its done? How do they know? • Children to evaluate their cooking, what is like it? Does It need anything different? What could they do differently next time? 	<ul style="list-style-type: none"> • Maths - measuring and time • Science - changing of materials • Communication - following instructions and answering questions. • Fine motor - mixing and pouring, cutting
<p style="text-align: center;">Laying the table at mealtimes</p>	<ul style="list-style-type: none"> • How many people do we need to set the table for? What do we need on the table ready for our meal? • Can they set the table plates/spoons/knife/fork etc for everyone there, independently? • Do they have enough? Too many? What can they do about this? 	<ul style="list-style-type: none"> • Maths - Number