

Investigators

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"> • Some children benefit from a tidy up song as a cue to tidy up (https://www.youtube.com/watch?v=oY-H2WGThc8) Check with your child's class teacher as some children can find this distracting. • Is the box full yet? • Make it into a game, how many can you put in the box/tray/cupboard? • 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 - following your daily routine • Maths - full and empty. • Maths - developing an understanding of number when counting items • Maths - developing an understanding of time if you use a timer. • Managing feelings and behaviour - following boundaries • Communication - understanding who questions
<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"> • Can children choose from a choice of two items for what they need as part of that routine or activity? • What do we need? Can children be encouraged to think and find what they might need for the activity? I.e. breakfast - finding a spoon, or bowl or the cereal. Can they use a spoon or fork independently? Can they use a knife? • What do we need to do first? Next? Last? Encourage children to think about what they do first/next/last as you carry out your routine? 	<ul style="list-style-type: none"> • Maths - developing an understanding of time (now, next, then, last) • Managing feelings and behaviour - following boundaries and routines • Communication - understanding what objects they need. • Fine motor and physical health and wellbeing - eating skills and independence skills

<p style="text-align: center;">Dressing</p> <p>This could be in the morning, going outside or for bed.</p>	<ul style="list-style-type: none"> • If children do not want to wear something ie a jumper but its cold, could they have a choice from two? • Can they pull up their sock once it is on? Can they put their foot in their shoe once opened? Can they do up the Velcro? Or laces? • Can they put on their own t-shirt or jumper (they may need help with the correct way round) • Can they take off their own t-shirt or jumper? (you may need to help with the buttons, encourage children to attempt these initially) • Can they put on their own trousers/tights/leggings? You could support the correct way round If needed. 	<ul style="list-style-type: none"> • Fine motor - • Physical health and wellbeing - Dressing/undressing and independence skills
<p style="text-align: center;">Toileting -</p> <p>This may be children who are still in nappies/pull ups or just learning to use the toilet</p>	<ul style="list-style-type: none"> • Do they help with any of the changing? • Children to be changed in the bathroom • Will children sit on the toilet or potty? Even if this is for several seconds? • Are children showing any awareness that they need changing? (you can talk to your child's class teacher about a toileting strip to help them develop their awareness) • 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? 	<ul style="list-style-type: none"> • Physical health and wellbeing - toileting skills and independence skills
<p style="text-align: center;">Daily exercise -</p>	<ul style="list-style-type: none"> • See the dressing section. It's raining what do we need to wear? Can children choose from a choice of 2 items such as trainers and wellies? Its cold, what do we need to wear to keep warm? 	<ul style="list-style-type: none"> • Physical health and wellbeing - independence skills and gross motor skills

<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"> • Whilst outside exercising, can you encourage the children to use their senses? What can the children smell? Hear? See? • Supporting children to keep safe – this may be learning to hold hands, wear their supportive back pack. Adults can model what you need to do to keep safe when crossing the road ie “stop, look, listen”. Encourage children to join in with you to remember what to do, The next time you cross a road, can they remember what they need to do? • https://www.youtube.com/watch?v=odL77zH42Vs • https://www.youtube.com/watch?v=pl4Ye4Ezo00 	
<p style="text-align: center;">Cooking</p> <p>This could be making breakfast / lunch/ dinner/ cakes/ topic related.</p>	<p>breakfast, lunch, or dinner:</p> <ul style="list-style-type: none"> • Do children need reminding to wash their hands, or do they do this independently? “what do we need to do before we start cooking?” • If making breakfast, lunch or dinner and children like certain foods, could you show them a choice of two? • Encourage children to help find what they need ie is making toast, find the bread/butter/jam/knife/plate. • Can they spread or add the items independently? <p>Cakes or other topic related cooking:</p> <ul style="list-style-type: none"> • Do children need reminding to wash their hands, or do they do this independently? “what do we need to do before we start cooking?” • Encourage children to think about what they may need the cooking? Can they find these in the house? ie the flour, butter, sugar, bowl or tray. • Can children help you to weigh the ingredients. • Children to follow instructions to add/mix/stir/spoon items. 	<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

	<ul style="list-style-type: none"> • Once cooked, what do they smell like? What do they taste like? 	
<p>Laying the table at mealtimes</p>	<ul style="list-style-type: none"> • How many people are sitting at the table? Can you count them? • Can you give everyone 1 plate/spoon/knife/fork? • Exploring items needed around meal times such as plate, spoon, bowl, cup, table, chair. • Explore counting each object out with you, based on the number of people at the table ie counting plates as you place them, 1,2,3.... This could be repeated with each item. 	<ul style="list-style-type: none"> • Maths - Number