



## Activity ideas to support Learning at Home 2-5 year olds Early Years Service, Children's Services Buckinghamshire Council

### Sounds All Around

Walk around the house inside or outside and listen to everyday sounds. Describe them and talk about the differences in sounds.

Make noises with everyday objects – keys, packets, turning taps on/off, pots or pans. Carefully listen and talk about the different sounds. Can you make them loudly, softly, fast, slow?

### Instruments

**Play pots and pans** with wooden sticks. Take turns to tap out a pattern and copy each other? Fill plastic containers with different pasta or rice and make a **shaker band**. Use these to play music as you sing and dance.

### Sounds we can make

Make different sounds with your body, can you clap, pop your lips, stamp your feet, click your fingers?

Make up a secret handshake. Get creative with thumb wiggles, claps, slaps and clicks to make your greeting. Maybe you could even add a twirl!



### Early Phonics Fun

### Alliteration

Is the repetition of the same letter or sound at the start of a word

#### Play with your child:

**'I spy objects'** which start with the same sound – sofa, sausage, socks, soap (sssssss)

**Have fun with 'Tongue Twisters'** she sells seashells on the seashore

Use your Phone **Camera** to take photos of objects that begin with the same sound.

**Make silly names** for each other – Munching Mummy, Silly Sara, Funny Faizaan

### Rhythm, Beat and Rhyme

Sing songs and nursery rhymes - you will have favourites but find new ones [here - Words for Life](#).

**March in time to the Grand Old Duke of York,  
Oh the Grand old duke of York  
He had ten thousand men  
He marched them up to the top of the hill  
And he marched them down again  
And when they were up they were up  
And when they were down they were down  
And when they were only halfway up  
They were neither up nor down**

### Sounds with our voices

**Make up** voice sounds when reading e.g. for Goldilocks/ Daddy Bear.

Add sounds for an aeroplane, or a clock then you point to the pictures.

NYAAAAAAW or TICK TOCK, TICK TOCK,

**Sing songs with noises** – Old Macdonald had a farm

### Blending and Segmenting

**Play blending games** – ask you child to 'put on your s-o-ck-s, turn on the t-a-p shut the d-oor' You will be leaving a little gap between each sound in the word.

**Gym Bunny** – pretend to be in an exercise class – Ask you child to j-u-m-p, can you h-o-p adding different actions. Break each action word into the sounds.

## Information for Parents & Carers

### Top Tips

Help your child to develop their listening skills is the first step.

You can help by using lots of songs, nursery rhymes and play together to discover sounds, both hearing and repeating them helps.

Use instruments and your own bodies and voices to make and copy sounds.

Listen out for rhythm and rhyme (e.g. spotting the rhyming words in a nursery rhyme.) Being able to sing 7 nursery rhymes perfectly can help you child to read.

For older children, splitting a word into its separate sounds (e.g. 'd-o-g' makes 'dog') gets them ready for reading. Make sure when you talk about the sounds that letters make use the simplest sound. The letter M makes the 'mmmmmm' sound and not muh – find out more [here](#)

### Chatting Matters

**Vocabulary** and **increasing** the number of new words you child hears every day is very important for future learning.



### Find out More

[CBeebies Storytime](#)

[BBC Tiny Happy People](#)

[Words for Life - ideas for Parents](#)

[Hungry Little Minds Campaign](#)



### Communication and Language

30-50 months

**You might notice that your child can:**

Listen and join in singing nursery rhymes, songs and when you read books.

Join in with rhymes and recognise when words start with the same sound, like 'big boat' and 'tall tower'.

Clap their hands to match the sounds in words, like 2 claps for "he-llo".

Talk about stories, know they have beginnings and endings and sometimes will guess how the story will end.

Can listen to longer stories and talk about the people, places and what is happening.

Can tell you lots of words that rhyme with a word like "hat".

Can hear and tell you the first sound in a word when you say the word.

Can say each of the sounds in a short word like "cat".

Can put the sounds together and tell you the word when you say each of the sounds like "c-a-t"

### Find out more about your child's development

[What to expect when – Developmental Guide for Parents](#)

If you have any concerns about your child's development the first thing you can do is chat to your child's Key Person at their setting.

Most children learn to read during their first year at school, the Reception year. There are lots of things you can be doing before this to give them the best start. This stage is often called Phase 1 phonics.