

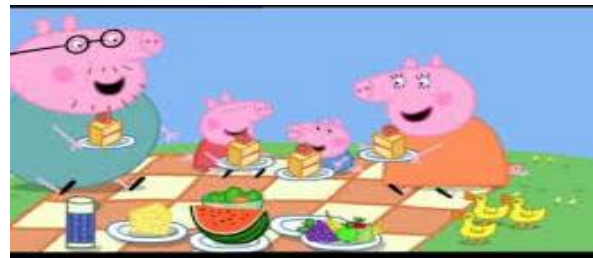
## Parent Friendly Ideas for Communicating in the Home Learning Environment

### **Indoor and Outdoor Picnics**

Invite friends round for a picnic either in the garden or in the house. Plan and make some simple invitations together.

Go shopping for the food using your child friendly shopping list. Use paper/plastic plates and cups and eat finger foods that your child has helped to make such as carrot or cucumber batons, small sandwiches and pieces of fruit.

Lay down a rug, old sheet or a table cloth to sit on and enjoy! Take lots of photographs to remember the day.



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## Parent Friendly Ideas for Communicating in the Home Learning Environment

### **Bathtime**

Spend time talking to your child about names of body parts and the items used in the bath such as soap, water and toys.

Use words repetitively such as bubbles, warm, wet, slippy and splash.

In summer, use the warm weather to provide bathing opportunities outside using a large washing up bowl or a paddling pool with warm soapy water



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## Parent Friendly Ideas for Communicating in the Home Learning Environment

### Indoor and outdoor picnics

This activity encourages early sequencing skills which are needed for story telling and literacy skills later on when your child is at school. Planning how to make invitations helps children with their thinking skills and provides opportunities for lots of creative ideas. This activity also lets children explore the ingredients for their picnic using all their senses of smell, touch, taste, look and hearing.

Liz Elks and Henrietta McLachlan 2012.

Want to find out more about your child's learning and development in the early years?

Download:

<https://www.foundationyears.org.uk/wp-content/uploads/2019/01/0778-What-to-Expect-When-2018.pdf>



## Parent Friendly Ideas for Communicating in the Home Learning Environment

### Bathtime

This activity encourages the use of lots of vocabulary such as naming body parts, action words and describing words. Again all the senses can be used providing a multi-sensory experience as children learn in different ways. Adults are involved by following the child's lead and modelling the vocabulary needed for the child to hear.

Templin (1957) estimated that by the age of six children have a vocabulary of 14,000 words.

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