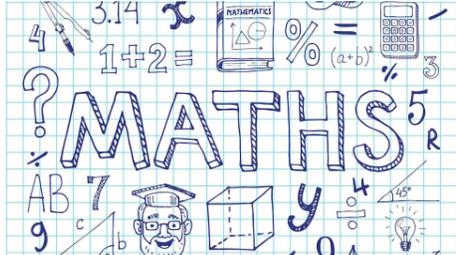




Language group ideas for the week beginning 11.5.20

Hi everyone, I hope you are all still well and are hopefully still keeping cheerful. This week I have been trying to go for a long walk each day to get my exercise. I have also been jumping on the trampoline with Matthew to get in a few extra steps. I think it has been giving me stiff legs in the morning!

Here are some activities for you to try this week. Try to practise them each day so that you get faster or super quick at thinking of things.



How many?

You need an empty tin or something similar and something like counters, but could be penny coins or anything which will make a noise when dropped into the tin.

You drop the items into the tin and the child has to listen and count. This will build focus and attention. You can then go on by asking them to count on from where you had got to until you end up at a new total. You can try taking one out and asking how many there would be. They can count to check. You can play around by adding in or taking out as suitable for your child. The idea is that they cannot see what is in the tin, you get them to listen to what you add and you can show them what you have removed and they can count the actual numbers to check their answers.



Following instructions

You will need some paper and crayons or felt tips, and a partner to play with. Your partner draws a simple picture (without you seeing it) and then tells you what you need to draw to make the exact same picture. It's a bit like the barrier games we play, but you are drawing instead of putting the pictures on. Your partner needs to give you very clear instructions of what to draw, for example "Draw a large, blue square," "Draw a yellow circle in the middle of the square." Start with about four instructions for your first pictures, and if you manage that then you could try five. Try to make sure your pictures end up looking the same. Maybe you could then swap, so that you tell your partner what to draw.

Adding adjectives.

Choose a few items to put in a bag or box. With your partner(s) take an item from the bag, and say what it is, then add an adjective to describe it. Then your partner thinks of a different adjective to describe the same object. See if you can think of three each. For example, you might have a pencil in the bag, so you could say "Thin pencil," "Long pencil," "Blue pencil," "Hard pencil," "Wooden pencil," and so on. To help you, think of how it feels, what it looks like, what it does, what colour it is etc.



Movement and listening.

Choose three different sounds to use, for example, banging on a tin, clapping and whistling or singing. Then choose three different actions, one for each noise. When you hear each noise, you must make the correct action. For example, you might have to hop when you hear banging. Then you hear clapping, so you need to start jumping. Have a go with three actions and noises, and if you have any energy left, perhaps you could try four!



3) Keep the Beat

Beat out a simple rhythm with your hands, and have the children copy your beat rhythm with their hands on their desks or on the floor. You can beat both hands on the desk together for symmetrical bilateral movements, or alternate hands.

You can bring some clapping or crossing over into the beat as well.



Starting Position



Symmetrical Beats



