

Getting Ready to Learn



Development can only take place when children are actively involved. Within the home there are many day to day routines which offer huge potential for learning. This booklet will highlight ways that you can help your child develop and learn through simple daily routines carried out within your home.

Learning Potential within Daily Routines

- Routines provide a meaningful context for learning to take place.
- Within routines children have opportunities to learn methods associated with math and sequencing.
- Routines can also have a powerful and positive impact on language development because of all the opportunities they provide for promoting and extending vocabulary.
- Routines also teach children specific skills involved in the routine as well as skills that can be used in other circumstances.

Language Development

Language and communication is vital in the development of young children. It is critical that your child is actively involved in conversation within your home. Involving your child in active and meaningful conversation will help to develop their understanding of language and enable them to be confident communicators.

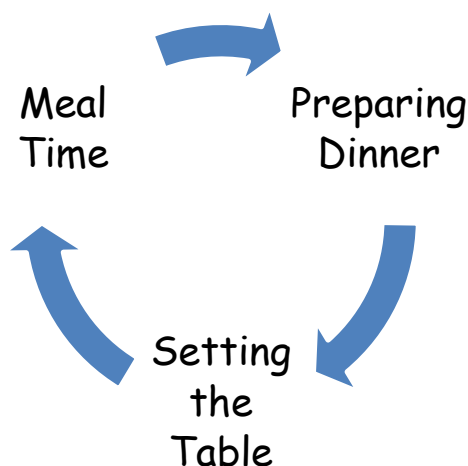
Children at this age 3-4 years absorb so much and are eager to learn, so learning through routines is a great way to develop their language and early mathematical understanding.

Mathematical Development

A child's daily life at home offers many practical opportunities to learn about number, shape, space, pattern, sorting, matching, mathematical language, time and 1-to-1 correspondence.

Maths is everywhere in your home!!!! With the support of parents, children can grasp many mathematical concepts through daily routines and play at home.

Dinner Time Routine



Preparing Dinner


Language Potential	Mathematical Potential
<p>Talk about where you have bought your food from? Store, market, farm shop.</p> <p>Name kitchen appliances:</p> <ul style="list-style-type: none"> • Cooker / Oven / Microwave • Fridge / Freezer • Kettle / Toaster <p>Function of kitchen appliances?</p> <p>Discuss possible health and safety dangers in the kitchen:</p> <ul style="list-style-type: none"> • Temperature of oven • Sharpness of knife <p>Reading - Draw attention to labels in the home, point out key words e.g. Milk, Bread.</p> <p>Read cookery books together, discuss the process of making food.</p> <p>Talk about action words whilst cooking:</p> <ul style="list-style-type: none"> • I am filling the pot • I am stirring the soup • I am pouring the sauce responsibly 	<p>Introduce children to concept of money, discussing how much food items cost.</p> <p>Touch count the different fruits or vegetables in your basket/bowl.</p> <p>Draw children's awareness to passage of time Dinner will be ready in 10 minutes Only 5 more minutes left.</p> <p>Include children in estimation e.g. how much pasta will we need? A little or a lot?</p> <p>Numeral recognition- highlight key numbers on food labels e.g. 'Serves 5'</p> <p>Shapes- talk about the different shapes of cartons/ cans/ boxes / packages (Cuboids, cylinder, cube)</p> <p>Matching - match for size, match the correct lids to saucepans small and large.</p> <p>Introduce concept 'More or less' - measure amounts which are needed, allow child to estimate 'will we need more water or less?'</p>

Setting Table

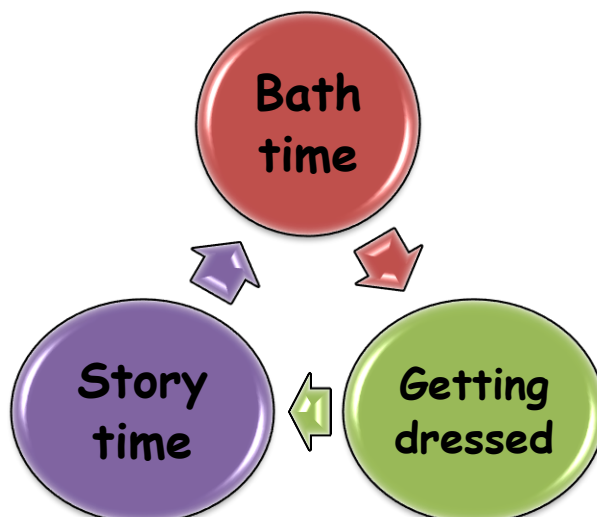
Language Potential	Mathematical Potential
<p>Introduce and expand vocabulary when you set the table with your child. For example: Crockery, Cutlery, Jug, Tray, Napkin, Place mat, Coaster. Explain their function and why we use them at dinner time.</p> <p>Exchange roles in the family, with your child take on role of waiter or chef to help develop their imaginative skills.</p> <p>Give your child instructions to develop the memory and recalling skills.</p> <p>Help your child follow two- and three-step directions: "Go to the cupboard, and bring me your bowl".</p>	<p>Count how many places will be set at the table. How many plates will we need?</p> <p>When setting the table talk about the weight of the items. Are the plates heavy or light?</p> <p>Introduce size and comparison 'Is mummy's plate bigger or smaller than your plate?'</p> <p>Sorting for colour/ shape / size - Can you put the red cups out?</p> <p>Matching for colour/ pattern - Place the blue cup beside the blue plate? Can you find a plate that has dots on it?</p> <p>Positional language - Place the napkin in the glass, put the plate on the table, your placemat should be under you plate, sit beside your sister, you are sitting opposite me.</p>



Meal Time

Language Potential	Mathematical Potential
<p>During meal times involve you child in conversations about things such as; the food on their plate.</p> <ul style="list-style-type: none"> • Colour • Texture • Taste • Where does it come from? • What food do you like? • What food do you not like? <p>Promote turn-taking in conversations, encourage children to wait until others are finished talking.</p> <p>Ask the children questions and encourage them to ask questions back developing 'Wh' questions. (Who, What, When, Where, Why?)</p> <p>Develop eye-contact encourage children to look when they are speaking and model good eye-contact back.</p> <p>Build and expand on what was said. "Want juice? I have juice. I have orange juice. Do you want orange juice?"</p> <p>Ask questions that require a choice. "Do you want an apple or an orange?"</p> <p>Work on forming and explaining categories e.g, Fruits and vegetables.</p> <p>Teach your child social language e.g. please, thank you, your welcome. Building on social communication.</p>	<p>Introduce concept of capacity, "Is your cup full or empty?"</p> <p>Draw children's attention to different primary and secondary colours. "What colour is your napkin?"</p> <p>Discuss various shapes, "is your plate circle shape or square?"</p> <p>Talk about the outline of shapes "Is your plate round?"</p> <p>Introduce the concept quantity "Would you like a little or a lot?" or "Would you like many or few?".</p> <p>Develop 1 to 1 correspondence - encourage your child to give everyone at the table one piece of bread</p> <p>Develop skills of estimation- "How many more spoonfuls until you finish your desert?"</p> <div style="text-align: center;">  </div>

Bed Time Routine



Bath Time

Language Potential	Mathematical Potential
<p>Introduce new vocabulary and expand existing vocabulary e.g. wash, splash, hot, cold.</p> <p>Develop children's ability to follow instructions - "Wash your babies face"</p> <p>Discuss the possible dangers surrounding bath time.</p> <ul style="list-style-type: none"> • Temperature of the water • Amount of water in the bath <p>Draw children's attention to features of the bath:</p> <ul style="list-style-type: none"> • Tap • Plug • Soap <p>Talk about the concept of floating and sinking use toy boats or rubber ducks to help you.</p> <p>Draw children's attention to letter recognition when looking at shampoo bottles. "Look there is the letter 'S' that's is in your name".</p>	<p>Before bath time count the stairs or the steps it takes to get to the bath.</p> <p>Introduce the concept of capacity, this can be done through adding a number of plastic bottles or a jug to bath time. "Is your bottle full or empty?".</p> <p>When drying your children after the bath look at the different size of towels. "You need a small towel and daddy would need a big towel".</p> <p>Draw children's attention to patterns on towels "Which towel has dots and which has stripes".</p> <p>Introduce concepts like vertical and horizontal. "This towel has vertical stripes this towel has horizontal stripes".</p>

Getting Ready for bed

Language Potential	Mathematical Potential
<p>When changing your child for bed time name the various body parts. Why not sing the song head, shoulders, knees and toes.</p> <p>Discuss various nightwear that children can wear.</p> <ul style="list-style-type: none"> • Pyjamas • Dressing gown • Slippers • Night gown <p>Promote your child's listening and attention as they follow your instructions. "Put you pyjamas on first and you slippers on next".</p> <p>Talk about the texture of nightwear:</p> <ul style="list-style-type: none"> • Soft • Fluffy • Rough • Smooth 	<p>Draw children's attention to the sequence of getting dressed. Use words such as First, Next, Last.</p> <p>Promote number recognition encourage children to look at the digits representing the size of pyjamas 'aged 4'.</p> <p>Introduce the concept of pairs, "when you have 2 things together they are called a pair", "Look you have a pair of house slippers".</p> <p>Discuss with you children the different size of clothes and draw comparisons with other siblings. "Your sisters pyjamas are bigger your pyjamas are smaller".</p> <p>Introduce the concept of length "our legs are shorter, his legs are longer".</p> <p>Explore the different colours of nightwear.</p> <p>Look at the various patterns on pyjamas draw upon similarities " you have stars on your pyjama top he has stars on his pyjama bottoms".</p>



Story Time

Language Potential	Mathematical Potential
<p>Instil a love for books and language when reading with your child, model how to hold a book correctly and how to care and look after book.</p> <p>Build up your child's vocabulary: - Read to your child on a nightly basis for 5 minutes at bedtime to help relax your child.</p> <p>Retell or act out favourite stories and make new ones too (use toys, puppets and teddies to add excitement). <i>This might be better at a different time if your child is prone to getting over-excited!!!</i></p> <p>Compare events in stories or information books with things you've done together, so your child starts to make connections between these things and their own experiences.</p> <p>Sing simple songs and recite nursery rhymes to show the rhythm and pattern of speech.</p> <p>After reading your child a story ask simple questions such as:</p> <ul style="list-style-type: none"> - Who was in the story? - Where did they go? - What did they do? - Why do you think they didn't like it... ? <p>Talking about words and pictures is really important for building up a store of vocabulary and confidence - and it's fun too.</p>	<p>Develop your children's counting skills reading books such as: The Hungry Caterpillar.</p> <p>Promote your child's number recognition, this could be as simple as pointing out the page numbers in the book.</p> <p>Encourage your child to sort or classify when reading your story e.g. "Can you find another farm animal in the book"</p> <p>Draw children's attention to the sequence of stories 'Beginning, middle and end'.</p> <p>Highlight the passage of time when you are reading story, discuss morning time, day time and night time. It may be useful to use a sand timer when reading tell your child when the sand reaches the bottom then the story will be finished.</p> <p>Draw children's attention to shape and size of books.</p> <p>Promote mathematical language when reading with your child.</p> <p>Positional language - in, on, under, behind, beside.</p> <p>Language associated with capacity - full, empty.</p> <p>Language associated with weight - heavy, light.</p> <p>Language associated with size - Large, small, big, bigger, biggest, smaller, smallest.</p>