

## 5.1

### **Understanding 'in', 'on' and 'under' at the simplest level.**

Use a box or jar with a lid and your child's favourite little character/small toy, play a game of 'in' and 'on'. Ask your child to hide their character 'in' the box and then repeat by asking your child to put the item 'on' the box.

You can also play a game of hide and seek around the house with your child's favourite teddy or soft toy. Hide the toy and when your child spots it say where it is hidden: 'the toy is hiding on top of the sofa'.



## 5.2

### **Learning to remember and then say the name of two things.**

Use a selection of pictures (no more than six) of everyday items: dog, cup, hat, car etc. Then select two pictures and don't show them to your child. Tell your child what you have on your cards, 'I've got a dog and a hat'. Show your child the cards and ask them to repeat the two items, 'Well done, I've got a dog and a hat'.

You can also play this game with their favourite toys. Have a selection of toys and hide two behind your back. Tell your child what you have hidden and see if they can remember what you have hidden.



## 5.3

### **Learning to play with a friend.**

Play games that need two people to encourage turn taking. Build a tower and take turns to add a brick on to the tower, complete a jigsaw puzzle together or do a cutting and sticking picture together, using old magazines.

You can also play games whilst you're outside or at the park; riding on see-saws or going on the swing.



## 5.4

### **Learning the names of colours.**

Use building blocks and build a tower asking for different colours each time. Use 4 colours to start off with: red, blue, green and yellow. Can you find the red block?

Talk about colours every day, whilst you're getting dressed, eating your tea, playing with cars or creating a colouring picture. 'I have red socks on today'.



## 5.5

### **Learning the meaning of 'where'.**

Play a game of hide and seek with their favourite toys, place them around the room and then ask your child, 'where is your ball?'. Repeat, with a few of the child's toys, repeating the word 'where' each time. You could even model back answers for your child, 'the ball is on the table'.

You can play this game inside and outside to make it lots of fun!



## 5.6

### **Encouraging the use of three-word sentences.**

Use daily routines to encourage your child to say longer sentences. Talk about what you are doing e.g. 'Mummy's cooking dinner/Daddy's ironing the clothes.'

Ask your child 'What are you doing?' If they answer with just one or two words, repeat what they have said, adding another word. e.g. Child: 'Building' Adult: 'You're building a tower.'



## 5.7

### Using 'under' in a simple game.

Hide some favourite toys under things either indoors or when playing outside. When your child finds something, they say where they found it e.g. 'under box'. If they can't remember the word 'under' give them a choice 'Is it in the box or under the box?'

Make 'bridges' with different objects and roll a ball/car under the bridge, saying the word under as you play the game.



## 5.8

### Beginning to use 'What' and 'Where'.

Take turns with your child at pointing to something and saying, 'What is it?' while you are sharing a book.

Put some favourite small toys into a bag. Take turns at pulling one out and saying, 'What have I got?'

Sort shopping together and take turns at saying 'Where does..... go?'



## 5.9

### **Understanding what things are for.**

Use real life situations at first and stress one use –e.g. you eat apple, eat banana, eat biscuit. Or sit on chair, sit on box, sit on settee.

Play a guessing game with familiar objects. Start with two objects e.g. apple, pencil. Ask your child e.g. 'What do we eat?'

Hide some objects in a bag. Can your child guess what each object is from a clue e.g. something we draw with/something you wear/eat.



## 5.10

### **Using simple plurals.**

Use everyday activities to emphasise plurals e.g. washing up (cups/plates/spoons), sorting clothes (pants/socks).

When playing with toys say e.g. 'Here's one brick/here's lots of bricks' Repeat so your child can listen and remember.

