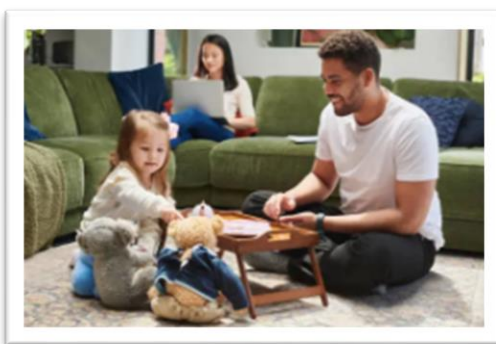


### 3.1

#### **Making sense of the world through pretend play.**

Use a large doll/teddy/character toy and some real objects e.g. cup/spoon/brush/hat. Pretend to have a drink and then give the toy a drink. Say 'Give teddy a drink' and let your child copy what you did.

You can also do familiar actions like, washing face, brushing hair, wiping nose, feeding, putting to bed



### 3.2

#### **Using songs to learn names of body parts.**

You and your child each have something to cover your toes e.g. a scarf or towel as you sing:

Everybody hide your toes, hide your toes, hide your toes.  
Everybody hide your toes – now let's find them. 1...2.... 3..woooo (as you uncover them)

Repeat with hiding your knees, tummy, chin, head.



### 3.3

#### **Learning what 'action words' (verbs) mean.**

Comment on what the child is doing (verb) throughout the day.

Jumping, running, kicking, eating, building, climbing.....

While sharing books or watching favourite TV programmes, name the actions that characters are doing.

Play some music. When the music stops choose an action to do.

Video your child doing lots of different actions. Play back the video and name the action while your child copies it.

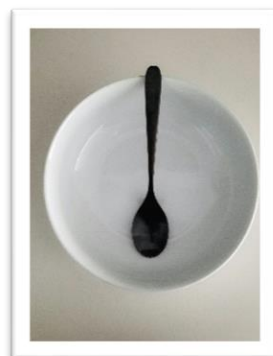


### 3.4

#### **Understanding sentences with two key words.**

Put out two familiar toys e.g. doll/teddy/character toy and two familiar objects e.g. box/chair. Ask your child to put the toy in or on one of the objects

Encourage your child to help you with jobs at home; 'put the socks in the basket', 'put your spoon in the bowl'.



### 3.5

#### **Understanding instructions without clues.**

Give your child instructions to go and get things from around the house e.g. 'Go and get Mummy's shoes', 'go and find your tractor.'

When outdoors, ask your child to run and touch something e.g. the fence. When they are good at following one instruction, you could ask them to run and touch 2 things e.g. the fence and the chair.



### 3.6

#### **Putting 2 words together (using 'more' or 'gone')**

Use bubbles – when your child indicates they want more say 'More bubbles'.

You could also do the same with small pieces of banana or toast.

Get a large cardboard box with a hole cut in the top. Have a selection of small items to post through the hole and as you do this say e.g. 'Keys gone' Encourage your child to say 'gone' then put both words together.



### 3.7

#### Using one word to describe an action.

Video family members doing different actions e.g. eating/ sleeping/ washing/ cooking/clapping/drawing/cutting/ sweeping then watch the videos and ask your child to tell you what the people are doing.

Play some music and when the music stops choose an action for you and your child to do. When your child is familiar with the actions, let them say which action they want you both to do.



### 3.8

#### Naming everyday things.

Play a 'naming game' together. Get a pillowcase and put about 10 everyday items inside. Let your child feel in the pillowcase and pull one item out, saying its name. If she/he doesn't know the name of the item, give a choice e.g. is it a spoon or a bowl? When all the items have been removed from the pillowcase, ask your child to pick up one at a time, name it and put it back in the bag.



3.9

### Using actions in rhymes and songs.

Play some simple songs and rhymes which have actions – you can find lots on YouTube: Twinkle, twinkle little star, I'm a little teapot. You can make up your own actions and encourage your child to join in with you. Remember to repeat the same songs lots of times!



3.10

### Talking about what I have seen and done.

Have fun when you're out and about, point to and name things which may capture your child's interest e.g. bird, dog, cat, flowers, car, bike, truck, traffic light, items in a shop. You could also take photos then let your child show another member of the family and say what they have seen.

What about playing a simple game of eye spy? 'I spy with my little eye, I can see a car'.

