

**Photos from Nursery –**  
if your child goes to Nursery, you may have already been given a photo of their Key Person, or you can ask for one. Put the photo somewhere at home, at your child's eye level so they see it and touch it. Over time you may be able to add other photos of your child at their setting. Use the photos as a talking point – chat about their key person, how much that person cares about them, what they like to do with them, who they see at Nursery. Use lots of language about caring, loving, being special to people. This will help your child to connect with their Key Person and feel confident about their place in the world. The setting may use an online platform to send you photos, and you can share these with your child too. If your child is at an earlier stage of development, provide lots of language, with questions and affirmations as your child points to the photos or vocalises.  
**Self Confidence and Self Awareness**

**How I'm feeling –**  
as well as naming your child's feelings when you notice them arising, you can name your own emotions too. If something has made you really happy, say so! *I had a cup of tea with grandad today and that made me so happy.* Or cross: *I felt cross today when I dropped my keys in a muddy puddle.* Or sad: *I broke my favourite mug today and I felt sad.* Notice what your child does – they may give you a cuddle, or laugh with you, or ask you a question. You could prompt them with a suggested response: *Let's put on some happy music because it was so lovely to see grandad* or *Let's have a cuddle, that would cheer me up.* Use feelings language that your child will understand. With children at an earlier stage of development, use facial expressions and gestures to mirror their feelings and your own.  
**Managing Feelings and Behaviour**

**Blindfold walk –**  
use a scarf as a blindfold, and let your child explore being blindfolded before you set off on your walk. Pop the blindfold on your child once they're ready and, holding their hand, take a short walk outside. What do they notice? What can they hear? Give them some directions: *we're stepping up now* or *we're going round a tree now.* If your child is less confident about being blindfolded, you could do this inside, and you could wear the blindfold and they could give you directions before you swap.  
**Listening and Attention, and Understanding**

**Sensory tray –**  
you can use a tray, washing up bowl, or small table for this activity, and you'll need some smaller containers (food cartons will do). Collect together things with different textures into the small containers; water, oats, bits of sticky tape, playdough (or a home made mix of flour and a little water), a bit of ribbon or soft fabric, a bit of sand paper. You can select items that are safe, depending on your child's stage of development. Put the small containers on the tray/small table and explore them with your child. It might get a bit messy! Use lots of language – rough, smooth, sticky, gloopy, soft, hard. And use facial expressions to show surprise and excitement.  
**Speaking**

**Parachute Games –**  
a 'parachute' for playing games with children is a lightweight circular sheet. You can easily play parachute games at home using a bed sheet/cot sheet. The bigger the sheet the more people you will need to join in with your play. Start with the sheet flat on the floor and everyone spaced evenly round the edges (including your child). Everyone can hold the edge of the sheet and lift it up. Woosh it up and down a few times – you'll have to work together to make it happen. Now the fun really starts! Your child can let go and run under the sheet as it is lifted up, re-appearing and holding on at the other side – take it in turns to do this; they can sit/lie on the floor under the sheet and feel it flap up and down above them; holding on together, put a soft toy on top of the sheet and work as a team to move the toy from one side to another, bounce it up and down, bounce it off! At earlier stages of development, use a smaller sheet and let your child explore it with their hands and mouth before gently floating the sheet up and down above your child as they sit/lie on the floor – if you have 'helpers' you could sit on the floor with your child.  
**Making Relationships**

**October's activities are all about the Prime Areas of Learning: Personal, Social and Emotional Development, Physical Development and Communication and Language.**  
Share your child's experiences with their Key Person to build a picture of your child's interests and what they already know.

**Make a sandwich –**  
get your child involved in some simple food preparation they can do themselves. What spread will they choose, what filling, which bit of bread (or whatever you're using) will be the bottom and which will be the lid? Dollop the filling on the bread with a spoon, choose a safe knife for them to spread with. Squash the lid down! What shape will they cut it into? You could do squares, triangles, or if you have cookie cutters you could go wild! Support your child at each step but let them do the making. For earlier stages of development, let your child explore taking spoonfuls of things like yogurt, and use baby safe cutlery to prod and press into bread/rusks at mealtimes.  
**Health and Self Care and Moving and Handling - Fine Motor skills**

**How low can you go? –**  
do the limbo dance. You'll need a longish stick – maybe a broom handle, a long cardboard or plastic tube, or a long stick you found on a walk. You can have a person holding it at either end or balance it on two chairs. Make sure you can change the height of the stick, adding a new level of challenge as the bar lowers. Show your child how to bend back and waddle under the stick (you could look at pictures of people doing the limbo). Children at later stages of development might like to add the 'no hands or knees touching the ground' rule, while children who are just walking can have fun toddling under the bar, perhaps bending down as it gets lower. You could play some funky music to add some rhythm. And get everyone to join in!  
**Moving and Handling – Gross Motor skills**

**Month 2**



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