**Activity – Fine Motor Skills**

**Sorting coins, buttons, counters**

**What to do**
- Provide the objects to sort and the container to sort them into.
- Look at the mixed-up buttons (or similar). Ask how we could sort them?
- Ask your child to sort the objects according to their own rules.
- This could be repeated for different criteria (e.g. *shape, colour, pattern*).
- You might need to give a reason for the sorting – e.g. *I want to sort these buttons so I can do some mending.*

**What you need**
- Small flat items which can be sorted by type, colour, shape etc. e.g. *coins, counters, buttons, beads*
- Sorting container with several sections, e.g. *egg box, muffin/cupcake tray, circles drawn on a piece of paper*

**Extension**
- Make it harder by challenging your child to pick up the objects with tweezers – they are too hot to handle!
- Introduce a timed challenge.
- Ask questions and try natural irregular objects, like pebbles or leaves.
- Make a picture with the sorted items.

**Questions to ask**
- How could we sort these?
- Where will all of the red buttons go?
- How many counters are in the green pile?
- Which group has the most/least in it?
## Activity  – Fine Motor Skills

**Colander hedgehog or flower arrangement**

### What to do
- Collect the pokable materials and place a colander upturned
- Challenge your child to:
  - poke as many pipe cleaners/ twigs/ spaghetti sticks in the holes to make a hedgehog/ monster etc.
  - create a flower/nature arrangement by sticking stems through the holes.

### What you need
- An upturned colander
- Things you can poke in the holes, e.g. *pipe cleaners, dry spaghetti, thin twigs, picked flowers with thin stems, leaves with long stems*

### Extension
- Turn the colander up the other way and challenge your child to make a web/weave with thread and a blunt sewing needle or pipe cleaners.
- Mix and match things to poke through (e.g. *leaves and twigs*).
- Make an arrangement as a table decoration.

### Questions to ask
- What animal have you made?
- What is it called?
- How many twigs have you used?
- Can you make a pattern?
- How can we fit things through the holes more easily?
## Activity  — Role play a shop
### Set up and run a shop

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<th>What to do</th>
<th>What you need</th>
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| o Set up the shop together, laying out the different items.  
o Make up price labels together, writing them on the paper (e.g. 2p, 10p, 50p etc.) and pricing up the goods.  
o Set up a till area with money (the money can be imaginary).  
o Make an 'open' and 'closed' sign' by folding a sheet of paper so it will stand up and writing one word on each side.  
o Take turns with your child being the shopkeeper and a shopper. | Goods to sell (this could be anything: *canned food, toys, books, craft supplies, clothes, etc.* )  
Paper or post its for making price labels  
Play till or container for keeping real or play coins  
Tabletop space  
Other paper or card for making signs, labels and promotions  
A telephone |

### Extension
Work out the cost of two items by adding them together. What coins do we need?  
Order the items by price.  
Hold a sale. Now everything is 1p less.  
Do a stocktake. Make a list of what is in the shop. Ring up the supplier to replace sold goods.

### Questions to ask
How much does this book cost?  
Can you help me find the peas?  
I want to make a cake. What ingredients should I buy?  
What time do you open tomorrow?  
Can I work in your shop? What tasks will I need to do?
## Activity  - Mark making

### Creating leaf, stone, wall and bark rubbings

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| o Choose a bumpy surface and talk about the texture. Encourage your child to run their fingertips over it and describe what they feel.  
o Demonstrate how to create a rubbing by holding the paper in place on the bumpy surface and rubbing firmly over it with the side of a crayon. Discuss what happens and explore how a light touch doesn’t show on the paper and pressing too hard creates a harsh, uneven effect.  
o Explore other potential surfaces to create a rubbing from, allowing your child to explore and experiment.  
o Explore different surfaces of the same object, e.g. sides of a leaf. | Fat crayons with sides exposed (peel off paper wrappers)  
Outside textures to rub – leaves, brick/stone wall, trees and any other bumpy surfaces  
Paper |

### Extension

Try to guess which surfaces created which patterns.
Try different colours, experimenting with layering one rubbing over another.
Cut out some of the rubbings into different shapes to make a picture.

### Questions to ask

How could we describe the texture? How does it feel?
What pattern do you think it will make?
Shall we test it?
What pattern have we got?
What is the best way to hold the crayon?
What happens if we swap colours?
Do you think the wall will make a pattern?
What will happen if we try the other side?
### Activity — Researching and sharing

#### Give an expert report

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| o Follow your child’s interests – *dinosaurs, unicorns, a team, a sport or a collectable toy*, etc.  
 o Pick someone who needs an ‘expert’ to tell them all about it, e.g. ‘Grandma was asking me the other day about Twisty Pets. She didn’t know what they were.’  
 o Discuss what information you could give your audience and if you need to check some facts – use books, the internet and/or factual programmes.  
 o Prepare a talk together (in the style of show and tell) where your child talks about their topic, showing objects or pictures.  
 o Give the report in person, over social media or by videoing and sending. | A topic of interest  
 An audience  
 Ways to check facts – internet, books, etc.  
 Printed pictures or objects to show |

### Extension

- Make a poster or booklet together to share the key facts. Draw some pictures and add labels.
- Create a quiz to test your audience.
- Look at non-fiction books and find out about other topics.

### Questions to ask

- What do you know about unicorns?
- What do you need to explain to Grandad?
- How can we find out how many types of frog there are?
- What picture would help show what a stegosaurus looks like?
1. Discuss what St. George's Day is, when it is celebrated and the story behind the celebration.

2. Find out what the flag of England looks like and what colours it is made up of. Colour the flag above accordingly.

Extension:

Can you create a larger England flag using art materials?
Design a Dragon

Give it a name and a special power.

St. George's Day