



## Top Tips for 3-4 year olds

### Intent, Implementation, Impact – a practical guide to a quality curriculum for 3-4 year olds

Although the EYFS provides a general framework, it is up to settings to determine the detail of what they want their children to learn and how this learning will be supported, using the staff's knowledge of the interests and abilities of their individual children, as well as being influenced by the ethos of the setting.

Ofsted will judge the quality of the education you offer by looking at your **intent** (what you want the children to learn), **implementation** (how well you are teaching or developing the knowledge and skills of the children) and **impact** (are children learning successfully and will they be ready for school?)

#### Intent

- As a group, staff should think about and agree not only the knowledge you want the children to have, but also the skills and personal attributes that are important to help them be successful (for instance curiosity, resilience, kindness, independence, articulate, imaginative). This will help you develop a setting **ethos**.
- When getting to know your children try to determine not only what they can/can't do but also what play and learning experiences they have had in their lives. This will vary enormously between children. When planning your curriculum try to offer opportunities to all that some children would otherwise miss, particularly with regard to experiencing the wider world around them. These experiences and opportunities are known as **Cultural Capital**. It includes their experiences of having good quality interactions with interested adults, as well as access to quality books and resources and to trips out into the wider world to develop a sense of awe and wonder. If children haven't experienced a variety of things, how will they learn a variety of vocabulary?

- Break down the things you want children to be able to do/know into a planned logical sequence. Each stage should build on what the children can already do and be matched with the appropriate level of development for their age/stage/ability. For instance if you want children to develop pencil control, you would begin with lots of gross motor activities, then move on when they are ready to fine motor skills, including mark making with large tools, before moving to smaller pencils/pens etc. Each step would occur at a different time for different children according to their success at the previous stage.
- Practitioners need to be able to explain to OFSTED why an activity is being offered to a child (what is the intent). You need to be able to show that over time the experiences offered have developed in line with the child's development. If a 4 year old is still offered the same funnel and spade in the sand tray that they were offered at 2 their skills are not being developed and their learning will not have moved on.
- Do all your staff share high aspirations for all children? By offering activities that build on previous skills and knowledge but are just slightly more difficult, and by supporting them to achieve/understand the new step, you will maximise children's potential. Are you doing this for all your children, even the less able or those with SEND? – success may look different for these children but it is about helping them to achieve their maximum potential.

## Developing your curriculum – practical ideas and suggestions

- Think about each of your areas of continuous provision. What skills can children develop there? Try to think of basic skills, developing skills and advanced skills. Do you have resources you can offer to help develop children's skills at each of these levels?  
EXAMPLE: Joining paper in the making area.  
Basic skills – using a glue stick  
Developing skills – using sellotape, blu-tack, masking tape  
Advanced skills – selecting and using split pins, punched holes and string (tying knots) – selecting the appropriate method and collecting and tidying resources independently.
- Conduct an audit of your resources in each area to see whether you have the correct ones to develop skills beyond the basic level, or are they too difficult for some children to use? Can children access these? Do you need to put items away or enhance areas as children develop? If you have a wide range of abilities in one room the adults will have to encourage children to use more challenging resources to develop skills.
- Children who are developing advanced level skills should be able (and allowed and empowered) to use those skills in a variety of situations around the indoor and outdoor areas and across all 7 areas of learning.
- Stagnation of skills – some children enjoy the familiar and are happy to play with the same things each day – encouragement may be needed to move these children on. Other children get bored more easily if they are not challenged or things are always the same and this can lead to difficult behaviour. Do you observe children to see whether this is the case? Do you remove and swap around resources and add enhancements to provoke learning?
- Alistair Bryce-Clegg suggests that sand, water, playdough and painting areas are particularly prone to stagnation of skills. When was the last time you changed the resources in these areas? What are children doing in these areas that they couldn't do 6 months ago, or 18 months ago? They may enjoy pouring water and filling containers, but that is in the 16-26 month band, so your 4 year olds should have moved on.
- Do you support children to develop their characteristics of effective learning? Do you give children enough time to engage deeply in child initiated play and support them to solve problems, persevere and learn from their mistakes, have ideas and build on previous learning? Children need open-ended resources that offer lots of different opportunities for decision-making in their play. Do you foster a love of learning? Do you encourage children to talk about what they are doing, be inquisitive and ask questions?

## Cultural Capital

You know your children and families. What is it that some of your children may have missed out on which puts them at a disadvantage?

- **Adults who talk to them and spend time with them** – this can be true of children from all backgrounds. Ensure you spend time talking to all your children, the quiet and loud ones, girls and boys, the ones who are always good and the ones who are challenging! Those who are struggling to develop their speech and language skills should be a particular focus.
- **Books and learning resources in the home** – offer a wide range of books, offer opportunities for children to borrow books from the setting, take children to visit the library (and invite parents), read often to the children, including to individuals, pairs and small groups, particularly if this isn't happening at home, consider making up packs of basic mark-making materials and paper to send home if necessary.
- **Opportunities to visit different places** – visit local places, go for walks often, these don't need to be expensive trips – make a list of what is within walking distance (the walk itself is a learning opportunity if you discuss what you see as you walk along), ask the children to tell their parents what they found out - then perhaps they will take them again later.
- **Opportunities to learn about people who are different to them** – use your contacts to ask visitors in to talk to the children (prepare the visitors with some ideas of what you would like them to talk about, whilst also letting the children ask questions) As well as people from other cultures, consider asking an older member of the community, or people with different types of jobs (not just nurses, vets and police). Builders, farmers, refuse collectors, car mechanics, cooks, carers, shop staff and many others are all interesting to children. Consider what boys as well as girls would find interesting – ask the children who they would like to talk to.

## Implementation

How does your setting ensure children develop the skills and knowledge that you want them to? How do you support children's learning through your environment and resources, your routines, your interactions and your direct 'teaching'.

Consider how you...

- Support new practitioners to embed their understanding of how children learn, including the importance of the characteristics of effective learning.
- Ensure all practitioners are aware of how they can support children with their language development, especially by using high quality adult interactions – following the children's interests and talking to them about these, allowing thinking time, listening and responding to what the child says, limiting questioning, extending children's phrases, using simple, clear language, giving specific praise, explicitly introducing new vocabulary and repeating it often.
- Ensure staff are knowledgeable about all the 7 areas of learning they are supporting children with.
- Ensure all staff understand the purpose (intent) of any activities and why it is being offered to particular children. Do they know the children well and understand their needs and interests, including those children with SEND? Do they understand the sequence of skills development for each area of learning?
- Make sure all staff have a clear understanding of how the observation and assessment system works in your setting and your shared expectations.
- Share children's learning with parents, support parents to help their children at home and how you encourage parents to share children's successes at home with you.
- Ensure that you respond to the ways boys learn best – by being active, following their interests and learning outdoors as much as possible.



## Impact

How successful have you been in supporting children to be able to know and do the things you intended? Are children ready for their next stage of learning? How can you show this?

Can you describe and show how your children are able to...

- Enjoy, listen to and respond to songs and stories. Have they had lots of practice? Can they listen and pay attention for extended periods? A 3-4 year old should be able to listen for around 10 minutes.
- Articulate their needs and have a wide vocabulary from across all the areas of learning. Do they have a good understanding of language? Can children describe events? If a child is using vocabulary within their play and in conversations with their friends and adults, it is truly embedded. Listen to children carefully. Are they using mathematical language and language from stories or themes you have covered in their play? (eg using numbers, first/second, bigger/smaller/lighter, once upon a time, ate it all up, going on a bear hunt, vocabulary related to visits or visitors)
- Demonstrate age appropriate knowledge and skills. You will no longer need to provide written assessment data to OFSTED but may need to describe how you know where the children are. There is no preferred system for assessment and much of the information will be in practitioners' heads, although you may use a paper-based or tablet-based system as well. Although the key worker may know a particular child best, the other adults need to be able to confidently talk about each child's needs and abilities too. Of course you still need to report to parents about the progress children are making.
- Demonstrate coordination and control in gross and fine motor movements. Can they pedal, hop, run, jump, climb? Can they use a pencil with good control, begin to use scissors, thread beads, manipulate small construction pieces, use modelling tools?
- Show the skills they need for school. Discuss as a staff what you think these are. These might include being able to pay attention for a length of time on an adult led activity, talking to and being understood by others, sharing resources, being independent in play, having self-care skills in toileting and dressing, separating happily from carers.

During an inspection OFSTED inspectors will look at the Intent, Implementation and Impact of all the activities they see going on in the setting. They will talk to children about what they are doing and what they have already learnt. They will discuss with practitioners why they have chosen to do an activity or provide a resource (intent), observe how the children engage with it (implementation) and how successful they felt it was in meeting the children's needs (impact). All this information will help them to make an overall judgement about the Quality of Education that you offer.

### Further reading

Early Years Inspection Handbook for Ofsted registered provision – May 2019

Development Matters – [www.foundationyears.org.uk](http://www.foundationyears.org.uk)

What to Expect, When – Action for Children/DfE

Continuous Provision: the skills - Alistair Bryce-Clegg 2015 (Featherstone)



## Sand

Think about the basic types of play you will observe children doing in the sand. Digging is the most obvious, now think about the types of resources you can provide to support the different skills levels.

- **Basic skills**- hand, scoop, short handled spade
- **Developing skills**- long handled spade, large spoons, ladle
- **Advanced skills**- small spoons, fingers, sticks

Think about other uses for sand such as pouring, mark making and moulding (making sandcastles etc) and apply the same principles.

Dry or wet sand also provides an element of differentiation as does the size, place and height of the sand tray/area.

**REMEMBER** to give children permission to move resources from one area to use in another. Support and inspire creativity and problem solving.

Natural, open ended resources and experiences encourage children to think, investigate and explore.

Children enjoy linking up small world creatures, natural materials, vehicles, planks, tubes, channelling and containers.

Literacy skills can be supported by re-telling stories or making up their own. Mark making is fun in the sand where 'secret' messages and 'hidden' clues can be found.

Sand play also promotes social skills and language skills as children gather together to play.

Sand can be used with water alongside the mud kitchen. You provide a bucket of water and some cake tins, trays and spoons, the children will provide the imagination to bring it to life.

Bigger sand pits are most important for physical development because they offer "real" digging opportunities. When children use long-handled tools, they stand and engage their full bodies, enabling them to build shoulder stability and muscle strength which are so important for writing.





## Water

Children love to play with water but the indoor water tray can lead to 'low level' play if the resources available always stay the same. Pouring is the first activity children will engage in with water as a liquid.

- **Basic skills**- large jugs, large wide funnels, big containers, waterwheels, basic squirting toys
- **Developing skills**- pipettes, water pistols, spray containers, syringes, increasingly smaller equipment as children develop dexterity and hand-eye coordination
- **Advanced skills**- pouring at different heights, pouring one handed and being able to balance the weight of the jug and hold the receptacle with the other hand and promoting accuracy which supports critical thinking such as about how fast to pour, how long to pour, how far to turn the spout, when it is time to stop

Providing 'real' opportunities throughout the day to practise these skills is important, e.g. allowing children to pour their own drink at snack time.

Further challenge is posed by changing the properties of the water such as adding things like cornflour so the consistency of water as a liquid is different. Provide opportunities for children to explore the properties of water e.g. freeze it to become a solid, watch it melt as heat is applied, under supervision watch water boil and become vapour (making jelly is great fun and a mould can be used to provide extra interest).

Water provides a great sensory experience. Make time to engage with the seasons and explore water, ice and snow from first-hand experience. Artificial snowflakes are more for decorative purposes and nothing can beat trying to catch a falling snowflake as it falls from the sky!

As children become more efficient with their basic skills, further resources and problem solving can be introduced.

Water-storing gel beads (used in floristry and non toxic) will expand before your very eyes if you just add water.

Cornflour mixed with water (Oobleck) provides challenge and prompts scientific understanding.





## Painting

Painting aids development of mobility skills. Hand muscles are being used, which allows children scope to develop both mentally and physically. Children love the feel of paint on their hands and enjoy the process of creating far more than the final product. They enjoy experimenting with a variety of media and tools, using them to express feelings and ideas while honing basic skills.

- **Basic skills**- flat hands, sponges, thick brushes and wide decorating brushes (take it outside on a large scale, either flat on the ground or with water on the fence. Whole body movements support gross motor skills)
- **Developing skills**- toothbrushes, hair combs, fly swatters, scrubbing brushes, nail brushes, scrapers
- **Advanced skills**- paint brushes getting smaller in size, make your own natural brushes out of sticks, experiment with fine detail using cotton buds (now available made out of paper instead of plastic)

Painting doesn't just have to be about sitting at the table with a paintbrush and paint, be creative and offer it to children in different ways, large-scale painting is great for developing those social skills. Easels, especially made out of Perspex, offer a different dimension and allows children to explore transparency and see what happens on the opposite side.

Painting is very much a tactile sensory experience and for some children getting messy can be distressing, however, a high portion of children will love a messy session. Explore making marks on a variety of surfaces and textures. Use different types of paint and change the consistency by adding things like sand, glue or porridge oats.



Painting is a great way for children to communicate their thoughts either verbally or in the marks they make. Many opportunities can arise from a painting activity leading to exchanges in conversations.

Use a wide variety of tools to create different effects, flicking, splashing, scraping and dotting. Investigate shape form and colour by representing things seen, remembered or imagined.

## Ideas to support learning of a three and four year olds

Instead of engaging in parallel play, 3 and 4 year-olds may begin to play cooperatively with other children and develop friendships. Children can begin to take turns at this age so you may see the children begin to engage in simple games or activities that require them to practise patience.

Sand, water, paint and malleable play promotes social and language skills as children gather together to play. As children grow they are learning more about their own body and how to control it. They need to practise their physical skills so they can develop better balance and coordination. We need to think carefully about the resources we provide children in order for them to continue to develop their skills.

Resources that are high quality and open ended, including natural and found objects will excite children's imagination and curiosity, which in turn stimulates conversation.

We need to encourage children to initiate their own learning and allow time for them to become deeply involved. Sensory experiences will enable children to explore colour, texture and space.

Skills like balancing, moving your arms and legs in coordination and using both sides of your body together are vital building blocks that enable children to master everyday activities like getting dressed, using cutlery or using a pencil.

### Documents for reference:

Development Matters

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

What to expect when

<https://www.foundationyears.org.uk/wp-content/uploads/2018/11/what-to-expect-when-1.pdf>

Early Years Outcomes

[https://www.foundationyears.org.uk/files/2012/03/Early\\_Years\\_Outcomes.pdf](https://www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf)

Audit for 3 to 5 Year Old Provision

<https://www.cumbria.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp>

Get a Grip-Developing Ideas for Early Writing

<https://www.cumbria.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp>

## Obstacle Courses

### What you need:

Hurdles, ladders, hoops and bean bags or just use resources to hand like crates and planks of wood to enable the children to create their own courses.

Children can:

- Jump, hop or leap from spot to spot
- Bend down to pick up a ball or bean bag
- Roll a ball between two cones
- Creep, crawl through a box, tunnel or under a parachute
- Pencil roll along a mat

As balance and coordination improve, move the markers to jump further

- Twister is a fun game that can be played indoors on a rainy day which will support core strength and bilateral movement. You can also take it outside. Chalk the circles on the ground or use water colour paint on the grass-both will wash away.



## Throwing Games

### Newspaper Netball

What you need:

- Paper of varying size and thickness
- Targets such as a box or basket

Children can:

Crumple paper with one hand and throw into a basket. Alternate hands and vary the size and thickness of the paper. Throw into a bin from a distance or flick into a goal.

### Balloon bat/volleyball two teams in high kneeling position pass a balloon over a net

What you need:

- Balloons and a net (you can improvise with a scarf or length of material held up by two children or tied across the space).

Children can:

In two teams in high kneeling position pass a balloon over a net without the balloon touching the ground. Balloon tennis is also great fun with a long balloon used as the racket.

### Skittles

What you need:

- Plastic bottles out of the recycling bin lined up in the classic 6 pin style

Children can:

On hands and knees roll a ball to knock them over. The game can be made harder by making the skittles/bottles and the ball smaller and setting them up further away.

10 Green Bottles could also be used with children first choosing a number card and having to knock the correct bottle over.



## Jumping Games

### Simon Says....Jump!

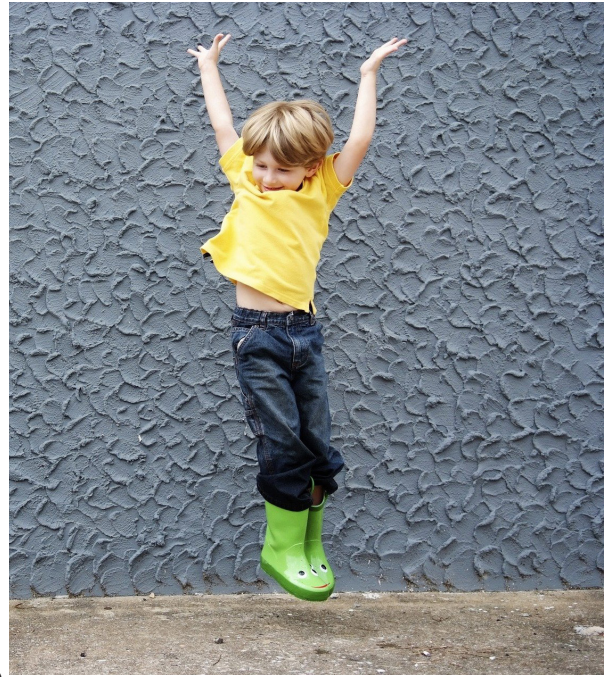
What you need:

List of statements e.g. If you have short hair, jump! If you have blue eyes, jump! Remember to decide before asking whether to preface the instruction with Simon Says.

Children can:

Stand in a line and see who crosses a finishing line first as they jump forwards one step each time. The children could come up with their own reasons for jumping. Different types of jumping could also be introduced such as jumping like a frog or bunny, jumping over small objects or jumping down from a short height.

On a rainy day you could sing Five Little Speckled frogs and jump down into the 'pool'.



### Stepping stones

What you need:

Hoops, paving slabs, wood off cuts or whatever is at hand so children can step from one marker to another.

Children can:

Use their imagination to decide why falling off is not a good idea. They may fall in the sea or get swallowed up by the lava from a volcano.

### Balance beam

What you need:

A length of material, some masking tape stuck down on the floor in a straight line or a plank of wood. (Circus music is optional).

Children can:

Pretend to be a pirate walking the plank or be a tight rope walker balancing with heel to toe walking along the line.



## **Fine Motor Control-Strengthening Muscles**

### **Rubbings**

What you need:

Broken crayons on an easel or other upright surface, paper and rough textured objects.

[Working at an easel works muscles against gravity and can help to improve grasp when using tools]

Children can:

Place paper over the object and by rubbing this strengthens the muscles and develops two handed co-ordination

### **Leaf printing**

What you need:

Calico squares (an old white sheet can also be used), small hammers and a log board or hard flat surface. A number of natural materials to print from. To produce a good print they need moisture in them – moist leaves and grasses work very well.

[Alternatives: Paper, Pebble or stone for bashing]

### **Peg Races**

What you need:

A box or basket and a variety of pegs.

Children can:

Place pegs on the side of a box or basket as fast as they can. Encourage them to use their dominant hand to hold the pegs and their helping hand to hold the box. Bull dog clips can also provide greater resistance.

### **Threading fun**

What you need:

A small mound of Blu Tack or playdough, uncooked spaghetti or chenille sticks with coloured beads or Cheerios to fit.

Children can:

Push lengths of uncooked spaghetti into a mound of playdough. Use a pinch grip (thumb and forefinger) to thread Cheerios onto the spaghetti sticks. Alternatively, thread beads onto a chenille stick or make a pasta necklace or Christmas tree decoration by painting your tubes of Penne pasta before stringing up (popcorn is another alternative)

## Posting peas

What you need:

A narrow necked bottle and some dried peas.

Children can:

Encourage children to use a pinch grip between thumb and fore finger to pick peas up and place them into the bottle. Hold the bottle with the 'non writing hand'. Counting can also be developed through this activity.

## Homemade Kerplunk

You will need:

A colander, uncooked spaghetti and some small objects to balance (marbles, acorns, pompoms whatever you have to hand).

Children can:

Thread the spaghetti through the holes of the colander. Balance the objects on top of the spaghetti and take it in turns to take a piece out without disturbing the objects.

## Other fun activities

Hand strength can also be improved by cooking activities-stirring, whisking and kneading bread. Experiment by adding new ingredients to the playdough such as hair conditioner, cornflour, sand or porridge oats to create different consistencies, resistance and texture. Use scissors to snip the playdough to develop strength and co-ordination.

Hammer golf tees into pumpkins or melons and then manipulate elastic bands between the pegs for a full finger workout.

Use a hole punch or scissors to make holes in paper plates, pieces of card or cardboard tubes. Weave wool or ribbon through the holes or tie twigs together and weave yourself a dream catcher.

Squeezing sponges, spray bottles, squeezey bath time toy squirters, trigger type spray bottles or water pistols are all great fun outside and creating targets also supports hand-eye co-ordination.

Use oversized plastic tweezers, kitchen/salad tongs or mini grabber (like a litter picker stick) to pick up increasingly smaller objects such as buttons, pasta shapes, beads, pebbles or pompoms. Have a competition at tidy up time to see who can collect the most building blocks or toys. Before planting your beans, have a go at moving them from one bowl to another using chop sticks! Sort coloured buttons into cupcake trays. Vary the game to sort according to size, shape or colour Use a sand timer to beat your best time.

Resurrect the game of Tiddlywinks, flicking the counters into a bowl or cup. Fingers have to manipulate and direct the counters accurately to score!

Children love posting activities. Use various sizes of container with plastic lids and cut holes of various sizes. Use tweezers to post pompoms or use different sized and colours of buttons and colour code the holes in the lid. Again, for greater resistance, you can make a slit into a tennis ball. Squeeze the ball with one hand to make it open and post things like dried beans with the other hand into the opening.



Play with puppets to open and close the mouth, rotate door knobs or unscrew lids. Provide strong Velcro or castanets which all support muscle strength and finger dexterity. Use scissors to snip playdough or draw a funny face and snip a funky hair do! Ooblec can be made by mixing cornflour and water. Mix and squeeze with the fingers and discuss the science in front of your eyes. Q Tips (cotton ear buds) are now made out of paper. Leave a few with the paint and experiment with Aboriginal art.

## Musical Games

### Match the sound

What you need:

Make pairs of sound bottles/sealed pots. Fill two with the same materials.

Children can:

Shake and listen, can you match them up?

### Sing-a-long

Encourage the children to sit in a group and join in with the songs or stories. Once songs are familiar, pause before the ends of sentences and wait for the children to fill the gaps, e.g. "The wheels on the..... (bus)" or "We're going on a ..... (Bear hunt)"

Create song stories with children, e.g. offer them a first line of a song and ask them to continue the song.

## Listening and Attention

### Copy me

What you need:

A drum and/or percussion instruments

Children can:

The leader claps or drums a short sequence and the children wait their turn and then copy. The sequence can gradually become more intricate by adding more claps/drum beats or by varying the rhythm. Actions and noises can also be introduced with each child round a circle copying the pattern and then adding their own to the sequence.



## Go!

What you need:

Balloons, wooden bricks or a list of instructions

Children can:

Blow up a balloon and keep it pinched shut. Release the balloon on the command 'go'. Alternatively the children can make a tower of bricks and on 'go' can then knock it down. Make a list of instructions which children need to follow, but only on the command 'go'. Examples:

Clap twice. Go!

Hop. Go!

Pat your head and touch the ground. Go!

### Sleeping Bunnies

When singing songs such as 'Sleeping Bunnies' try and increase the length of time the children have to 'wait' before jumping up.

## Circle Games-Taking Turns and Working Colaboratively

### Fruit salad

What you need:

Children sit in a circle (ideally on a chair). The leader goes round the circle and tells each child the name of their fruit (choose three different types). Make sure everyone can remember their fruit-put your hands on your head if you are banana etc.

Children can:

Stand up when the leader says the name of your fruit and swap places to sit in an empty space. When the leader calls 'Fruit Salad' everyone changes places! Throw in a random object from time to time that is not a fruit to check children are paying attention. Other categories can be used such as types of vehicle and the instruction 'Traffic Jam' for everyone to get up together.

### Parachute games

What you need:

A parachute and balls of different sizes.

Children can:

Use different sizes of balls and work together to stop them falling off (or going down the hole in the middle if your parachute has this). Play 'Cat and Mouse' with one person being the mouse underneath the parachute. Everyone shakes the parachute low down to create waves and another person is the cat on top of the parachute who has to try and track the mouse down.



## Literacy

### I'm going on a picnic

What you need:

Pictures or real examples of food-optional

Children can:

Take it in turns going round the circle to choose an item of food to pack for the picnic. "We are going on a picnic and we are going to take....." The next child copies the one before and adds their own choice.

### What am I?

What you need:

Picture cards

Children can:

Use a set of picture cards and let the children guess from a description of its look, feel, taste, and smell, what the picture is.

e.g. a picture of a ball - 'I'm round, bouncy and you can kick me' a picture of toast - 'You can eat me for your breakfast with butter or jam on'.

### Alliteration animal

What you need:

Paper and pencils

Children can:

Draw a funny picture of an animal of their choice. Use alliteration to name the animal e.g. Alan the alligator. Introduce some descriptive words (adjectives) e.g. Alan the angry alligator. Alternatively ask the children to make up a rhyming first, middle and surname for their animal. Remember to have fun with words.



## Rhyming Fun

### Rhyming bags

You will need:

Have a bag of objects or pictures which represent rhyming songs e.g. a bobbin for 'wind the bobbin up' or a star for 'twinkle twinkle little star'.

Children can:

Children take it in turns to choose any object or picture out of the bag and the group then sing that song.

### Rhyming hoops

(lots of input is needed before playing this game, songs, rhymes and rhyming stories when you highlight the words that rhyme). Encourage parents/carers to find rhyming words and add to a display in the setting.

You will need:

Three hoops

Children can:

Take turns jumping through the three hoops whilst generating three words that rhyme.

## Maths-counting

### Count and dance (conservation of number)

What you need:

A small group of children who know each other's names, some music and enough space to dance.

Children can:

Count how many children are in the group, out loud. Put on some music or sing a song to dance around to, then stop and collect together again. Make sure the children realise that no-one has left and no new person has joined the group by checking everyone by name, then count the group again.

### Number towers

What you need:

A collection of objects e.g. buttons. A set of cards with numbers on the front or make your own with paper/card and pencils.

Children can:

Place the numbers in order and then put the correct number of objects in a line next to each card.



### Collection counting

What you need:

Small boxes (like an egg box), number cards and a collection of natural objects.

Children can:

Collect conkers, acorns, pebbles etc. Place a number card in each box and ask the children to count out the right number of objects.

### Tea plate numbers

What you need:

Six plates and a selection of number cards, one placed on each plate and a selection of objects.

Children can:

Put the right number of objects on each plate.

