

## 3 & 4 Year Olds Home Learning

### **Daily Count Challenge**

I would like to challenge all our families to have a 'daily count' during this lockdown period. You can count stairs, cutlery, food, toys, the choices are endless! The challenge is to demonstrate counting whilst in the presence of your child, without formally teaching them. You can demonstrate counting accurately, by moving objects into a line as you say each number aloud. You can also reinforce the concept of the end value of a number. "1, 2, 3, 4, 5...I have 5!"

Your child may not appear to be listening to you at first, but they will be learning as they observe your behaviour. This is called Incidental Learning. It involves using naturally occurring opportunities and interactions within the environment to teach skills, and a desired behaviour.

Incidental learning is often successful, as it's natural, unstructured, engaging, memorable and enjoyable. Children start to learn incidentally from infancy. Because there is no pressure on the child to 'perform' it is an easy way to teach a child a new concept, without them realising that they are being taught at all! It will not be long before your child begins to copy your counting behaviour.



### **Den Building**

Den Building is great fun for adults and children, there are many places in a house to build a den, putting a duvet cover over the table is always an easy option and your child will love to help you do this. To make the den comfy why don't you bring in your duvet, or if you would like to keep busy in your den why don't you have a little tea party.

### **Jigsaw Puzzles**

Jigsaw puzzles are calming activities that build a child's spatial awareness, handeye coordination and vocabulary when completed alongside a supportive adult. If you don't have any puzzles, you can make your own by cutting up a picture from a magazine into 4 to 6 pieces - can your child put them back

together to make the picture?

### Number Work

Ask your child to share some food or toys between two people. Do they have an equal amount? Is it fair if one person has more/less? How many in each pile?



### Counting

Make counting fun. Smarties or other coloured sweets are a great to count and can bring a lot of mathematical language to life.

How many red sweets? Are there fewer yellow sweets in the packet? I have more green sweets than you!

Sweets can be sorted into colours and then compared. Who has less/more blue sweets? Your child can count sweets and share them between siblings or other family members. Does everyone have the same, more or less?

The possibilities are endless.



### Matching Socks

- Get your child to help you collect the washing.
- Have them find the matching pairs of socks.
- Focus on the meaning of the word 'pair'
- ("A pair means 2, so you need 2 socks that both look the same in order to make a pair").

- Once all the socks are 'balled' in matching pairs, help your child to count how many pairs of socks you have.
- Help your child to count 1:1 by physically touching the pair of socks as you count and say each number.

### **Colour Matching**

- Have your child separate the clothes that need washing into different colour piles
- White clothes in one pile and red clothes in another pile etc.
- Help your child count how many different coloured piles you have. Again, use 1:1 counting.

### **Counting problems**

I know many of our children can count 5 objects or more with ease, but do they really understand number?

Give your child two sets of objects to count. One set of objects should be something small (e.g. pieces of pasta), whilst another set should be something much larger (e.g. apples). Provide more of the smaller set of items to count.

Ask your child to count each set, reminding them to move each object as they count to increase accuracy. How many pieces of pasta do they have? How many apples do they have? Which set has more?

It is important that children understand the numerosity of the comparison, i.e. the number of things, not the size of them.