

## Language activities based on the Big Book of Ideas: Section 5

### Understanding in, on, under

- ✚ Practise just putting items **in** things around the house e.g. **in** the drawer/sink/bin/washing machine/cupboard/toybox/bath
- ✚ Get a box with a lid (could be something like a food storage box or shoe box). Give your child an object/toy and ask them to put it in, on or under the box. Repeat with another object/toy.

### Remembering the names of 2 things

- ✚ Have a box of toy animals behind your back. Take out 2 but don't show them to your child. Say e.g. 'I've got a horse and a pig' Can your child remember the 2 animals you said? If not repeat the names of the 2 animals. Your child can 'win' the animals.  
You could also try this with any small toys – vehicles/character figures or with picture cards.

### Learning the names of colours

- ✚ Go on a colour hunt around the house or garden. You could choose one colour each day and take photos on your phone of the items you have found.
- ✚ Use some red, yellow, green and blue bricks. Put out 1 of each colour. Build a tower by asking your child for one colour e.g. 'Find me the red brick'. Make sure there are always 4 colours to choose from and repeat until you have built the highest tower you can!
- ✚ Talk about the colours of the clothes you and your child are wearing.
- ✚ If you are outside, talk about the colours of cars you can see

### Learning the meaning of 'Where'

- ✚ Play 'hunt the toy' with some favourite toys. Place them around the room then ask your child to find one at a time by saying 'Where's the.....?' When your child finds the toy, say the answer for them e.g. 'Where's teddy? Teddy's on the chair'
- ✚ Find familiar items that are not in the room e.g. 'Where's your toothbrush/shoes/coat/pyjamas'
- ✚ Let your child help to put away the shopping and ask e.g. 'Where shall we put the milk?' You could also do this with putting away clean clothes or tidying away toys.

### Encouraging 3 word sentences

- ✚ Use every day routines to encourage your child to say longer sentences. Talk about what you are doing e.g. 'Mummy's cooking dinner/Mummy's ironing the clothes.'
- ✚ Ask your child 'What are you doing?' If they answer with just 1 or 2 words, repeat what they have said, adding another word. e.g. Child: 'Building' Adult: 'You're building a tower'

### Using the word 'Under'

- ✚ Hide some favourite toys **under** things either inside or outside. When your child finds something they say where they found it e.g. 'under box'. If they can't remember the word 'under' give them a choice 'Is it **in** the box or **under** the box?'
- ✚ Make 'bridges' with different objects and roll a ball/cars under the bridge, saying the word **under** as you play the game.

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### **Beginning to use 'What' and Where'**

- ✚ Take turns with your child at pointing to something and saying 'What is it?' while you are sharing a book.
- ✚ Put some favourite small toys into a bag. Take turns at pulling one out and saying 'What have I got?'
- ✚ Sort shopping together and take turns at saying 'Where does..... go?'

### **Understanding what things are for**

- ✚ Play a guessing game with familiar objects. Start with 2 objects e.g. apple, pencil. Ask your child e.g. 'What do we eat?'
- ✚ Hide some objects in a bag. Can your child guess what each object is from a clue e.g. something we draw with/something you wear/eat.

### **Using simple plurals**

- ✚ Use everyday activities to emphasise plurals e.g. washing up (cups/plates/spoons), sorting clothes (pants/socks)
- ✚ When playing with toys say e.g. 'Here's one brick/here's lots of **bricks**'