

Rucksack KiTa
Alltagsintegrierte Sprach- und Familienbildung



The Nursery Rucksack

Parents' Pack

Revised by 'AK IKEEP' (the working group on intercultural elementary and primary education of the federal state of North Rhine-Westphalia's Regional Support Office for Children and Young People from Immigrant Families [RAA]) and by Recklinghausen Town Council, funded by the Ministry for Intergenerational Affairs, Family, Women and Integration of the State of North Rhine-Westphalia, and supported by the Freudenberg Foundation, Weinheim.

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The Nursery Rucksack programme: Parents' Pack

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Foreword

Dear parents,

We are delighted to present you with this first English-language version of the Parents' Pack accompanying *The Nursery Rucksack*.

In 1999, the workgroup on intercultural elementary and primary education (IKEEP) of the Regional Support Office for Children and Young People from Immigrant Families (RAA) in North Rhine-Westphalia (NRW) adapted the 'Rucksack I' programme that originated in the Netherlands, translating and revising it for use in Germany. The intercultural and interactive approach was developed further, and the material was made more authentically relevant to life and conditions in Germany. *The Nursery Rucksack* started being implemented in 1999: initially in those towns where an RAA office is located and, soon afterwards, also in municipalities in NRW without an RAA office, and in many other German federal states as well – with numbers increasing every year. It has now become evident that *The Nursery Rucksack* is an initiative that can be put into practice on a wide scale.

After working with the first version ('Rucksack I') for seven years, we felt it was time to subject the material to another overhaul. Thanks to financial support from the Ministry for Intergenerational Affairs, Family, Women and Integration of the State of North Rhine-Westphalia, and the Weinberg-based Freudenberg Foundation, we were able to produce a new version of *The Nursery Rucksack* which we can now present in English for the first time.

The Nursery Rucksack is suitable for children aged four and above.

This pack will introduce you, the parents, to the activities that you'll repeatedly encounter through the entire programme which serve as recurring principles for a positive parent-child relationship and which will help your children thrive in their development. In the instruction sheets that are presented and issued on a weekly basis by your parent coach, these activities will appear only as broad headings. If you are unsure exactly what is involved, you can consult the 'Activities' section to find out why they are recommended as promoting child development.

With your coach's assistance, you'll work through topics that are tailored to everyday life and to your child's age.

These topics are agreed in consultation between your parent coach and the day nursery. If your children see that the topics they are working on with you at home are also covered at nursery, this will promote effective bilingual development. In their respective municipalities, the RAA offices provide the day nurseries with supplementary materials in the second language (i.e. German) designed to run

parallel with the Parents' Pack that accompanies the *Nursery Rucksack* programme. This will help your children develop well both in their native language and in German, their second language.

We have included topical areas such as 'Appreciating nature' and 'Celebrating festivals and special days' in the Parents' Pack as year-round topics. Over the year, the day nurseries carry out projects with the children that provide time and space for addressing one of the themes useful in their development. The children learn to explore a topic of interest to them over an extended period of time, to continually 'pick up the threads', as it were, and see how they all connect up. As parents, you can support your child as they investigate the current topic. We have also provided ideas to the teachers and educational staff as to how they can continually integrate these thematic areas and weave them in with their own activities.

For you as parents, how to manage your child's TV consumption habits is an ever-present issue, which is why we have included guidelines on this in the programme.

At the Regional Support Office for Children and Young People from Immigrant Families (RAA), we hope that you'll really enjoy working with your children and that the Parents' Pack helps you with this. We would be grateful for feedback, constructive criticism and ideas for additional content based on your own practical experience.

We would like to thank all those who have helped prepare the *Nursery Rucksack* Parents' Pack: San Altuntas, RAA Mönchengladbach, Rima Chati, RAA Essen, Livia Daveri, RAA/NRW Central Office (Hauptstelle), Nurhan Dogruer-Rütten, RAA Bochum, Leyla Güler, Recklinghausen youth services department, Renate Henscheid, RAA Gelsenkirchen, Irene Kastenholz, RAA Oberhausen, Monika Kostewitz, RAA Hagen, Claudia Mai, RAA Herne, Maria Trepper, RAA Kreis Unna, Nadire Yilmazer, RAA Bielefeld, Diler Senol-Kocaman, RAA Hamm.

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Introduction for parents:

Information on the Nursery *Rucksack* programme

At the day nursery, your child will move forward in their development. And they will be developing at home, too. Every day your child will learn more. You can do a lot to help them thrive and progress. The aim of the Rucksack programme is to support you in this and give you ideas.

What you can do:

- Speak to the teachers and educational staff about your child and how they are getting on at the day nursery.
- Talk with your child about their experiences.
- Try singing the suggested songs with your child.
- Have your child put on and take off clothes unaided as often as possible, as they will need to do this at nursery too.

In this programme, there is a special focus on language. The activities are designed to aid your child's linguistic development. If your child is making

progress in language, they can make themselves understood better. Perhaps you have often heard the argument that you should speak German with your children. In this programme, we want to encourage you to speak with your children in the language you yourself are best at. You'll establish a good relationship with your child in the language you feel most comfortable with. You'll be able to communicate effortlessly with your child, without having to search for the right words. You'll be most able to share feelings with your child in your strongest language. If you have a good relationship and are fluent in the language you use, this will help your child develop successfully. And this will improve your own language ability, too.

Observe your child at play and watch how they get on with other children. Respond to the things your child says and asks. Take time with your child to explore their interest in a particular thing. This observation will help you to be aware of your child's needs, to respond to these needs better and to be able to support your child more effectively in their development.

The tasks you'll be doing again and again throughout the programme include:

- reading a book with your child.
- talking with your child about their time at nursery.
- doing a drawing together.
- playing a game together, such as a the 'Concentration' memory-matching game or Kim's Game.

Your parent coach will provide you with information about these activities.

Why are you participating in this programme?

Many children who grow up bilingually have difficulties with language in general, and sometimes with both languages they are exposed to.

You, as parents, play an important role in your child's linguistic development. The *RUCKSACK* programme is an invaluable aid for you.

What's the best way to work with *RUCKSACK*?

Your parent coach will explain the programme to you during your weekly meeting. Every day you'll do an activity with your child, such as reading them a book or working with the exercise sheets.

Before doing an activity, it's worthwhile considering a few guidelines:

- Sit down quietly with your child; you may want to let other children join in.

- Gauge whether your child is feeling at ease; if not, try to motivate them with a joke, a game, etc.
- Do as many activities as possible, but always in a fun way and without it being 'forced'.

What you'll need:

- Parents' instruction sheets;
- Exercise sheets for your child;
- Pencils, a rubber, glue, scissors, coloured pencils, paper, etc.

This sample weekly timetable shows you how much time you can spend with your child on the *Rucksack* programme every day.

Day	Activity	Time	Material
Mon.	Speech cue pictures	15 min.	Exercise sheets
Tues.	Book	20 min.	Loaned book
Wed.	Worksheet	15 min.	Exercise sheets
Thurs.	Language game	20 min.	Exercise sheets
Fri.	Language game	15 min.	Exercise sheets

Activities



Speech cue pictures

Speech cue pictures can be used in many different ways. You and your child can:

- name the things you can see in the picture;
- talk with each other about the picture;
- say what the connection is between the various elements (e.g. umbrella and rain);
- ask questions about the picture (starting with easy questions such as “Can you see a boy?” and moving on to more difficult ones like “Why did the boy fall down?”);
- name objects and say what they are for;
- count things;
- look for opposites (e.g. large – small, clean – dirty);
- talk about what might happen next in the situations shown;
- make connections between the picture and the child’s experiences (e.g. “Have you ever fallen off your bike?”).

From time to time you could also use pictures in a newspaper, catalogue, etc. as a prompt for talking together.

Have fun talking with your child!



Reading aloud

Children enjoy being read to. They often repeatedly ask to have the same book read to them (sometimes five times in a row!) - which is a good thing. They can learn so much this way: new words, yes, but they'll also be experiencing and processing situations and events.

Reading aloud:

- Read aloud in the language you are best at.
- You can also retell the stories in your own words.
- Speak clearly and at a gentle pace.
- Allow your child to respond to the story after you have read it.
- Together, look at each picture on every page and talk about them.
- Don't read too much at a time.
- If your child doesn't start speaking at once, you can ask questions:
 - What is the story about?
 - What happened to ...?
 - Who's her friend? (And so on.)
- Before you finish, ask your child if there is anything else they want to say or ask.
- If you have your own way of reading aloud and your child enjoys it, you should carry on doing it like this.
- If possible, read to your child every day.

Have fun reading together!

Games

‘Find the same thing’

This game is ideal for perception training, as your child will have to look and think carefully.

- Start with six pictures (three different illustrations and two of each), enabling pairs to be formed.
- Let your child look for the same pictures and place them side by side (i.e. form pairs).
- When your child has mastered the game using six picture cards, you can extend it to 12 or 24 cards.

‘Concentration’

‘Concentration’ is a good game for training the memory.

- Place all the cards with the picture side face down.
- One of the players can now turn over two of the cards. If they both have the same picture, the player is allowed to keep this pair and turn over another two cards, and so on. If two cards are turned over that are not alike, they must be replaced face down and it’s the next player’s go.
- The next player turns over two cards, and so on.
- The person with the most cards at the end of the game is the winner.

Kim’s Game

This is another game that involves learning to look closely and keeping things.

For this game you’ll need a collection of different objects. The following example uses things from the kitchen: a spoon, oven gloves, a sweet, a cup. Cover these items with a tea towel.

Have your child close their eyes, bring something out from under the cloth and hide the object you’ve removed.

Your child can now open their eyes; you remove the cover. They now have to say what’s missing.

This game can be played with lots of different things:

- With toys;
- With useful everyday objects, etc.

You can repeat this game often, with minor variations or adding new elements.

The Parrot Game – pronunciation training

In this game, your child will learn to listen carefully and pronounce words in the right way. This is an important ability that will help your child later when they learn to read. This 'precursor skill' is called phonological awareness, which refers to the child's becoming familiar with the specific sounds of speech. They need to learn how to pronounce words correctly, by which we mean differentiating between vowels, consonants and syllables, and between questions and statements. Nursery rhymes, verses, counting rhymes, tongue-twisters, playing with words, etc. are very effective ways of raising awareness about language. Phonological awareness is evident in the ability to break down words into small units – as when clapping syllables, or in the ability to rhyme words.

Pronunciation should always be practised through play. The Parrot Game is used in different ways within this programme:

- Listening to and repeating words, vowels and consonants;
- 'Syllable clapping' for new, difficult words;
- Making rhymes for words;
- Looking for opposites.



Year-round topics

Appreciating nature



In nature, children find many ways of experiencing and discovering a diversity of things that stimulate their senses, their body awareness and their inquiring minds. And children can also learn to experience and explore the natural world around them (gardens, parks, woods, meadows, ponds and streams, and so on), which can be a very enriching experience for them.

Children who get close to nature from an early age develop a positive relationship with their environment. It's important to help children find their own 'natural adventure playgrounds' in which they can explore nature creatively and through play.

Here are some ideas:

- Regularly visit the great outdoors with your child: go to a park, a nearby wood, a lake or a river.
- With your child, consciously observe how nature changes with the seasons (leaves, bushes, meadows, flowers, etc.).
- Find out which different kinds of trees, bushes, flowers, etc. your child is already familiar with.
- Try to be aware of the different smells in nature (like the scent of flowers, plants, and herbs, and the smell of the soil).

- With your child, listen to the different sounds in nature (wind, rain, thunder, the rustling of leaves, the rushing of a stream, animal noises, etc.).
- With your child, feel some different natural materials (tree bark, soil, moss, sand, stones, grass, water, mud, etc.).
- With your child, collect natural materials (stones, sticks, leaves, bark, chestnuts, sand, flowers, etc.). You can be creative with them, playing with them and using them to make things.
- With your child, find out which 'wild' animals live in your area and talk about them (insects, snails, birds, squirrels, rabbits, etc.).
- With your child, observe over an extended period the way in which a seed becomes a plant that grows and thrives. Talk with your child about how to look after plants and their need for light and water.
- Talk with your child about the importance of nature and how we can protect it. Explain to your child that indiscriminately pulling up plants, breaking off branches or being cruel to animals is not acceptable.
- Talk with your child about how we don't drop litter in the countryside (in woods, meadows, lakes and rivers, etc).
- Also talk with your child about the things in nature that can be dangerous, such as poisonous plants, toadstools and some wild animals.

Celebrating festivals and special days



Celebrating together is not only fun and enjoyable, but strengthens our feeling of belonging and mutual tolerance.

Preparing and waiting for these occasions is associated with a keen sense of anticipation; children, especially, get very excited!

Festivals and special days are highlights in the calendar. They are times for getting together with relatives, friends and neighbours, swapping news and observing rituals together. They provide opportunities to bring joy and pleasure to others. Giving and receiving gifts is an important part of many of these occasions.

In order to integrate as many festivals and special days as possible into the activities at day nursery, the nursery will need help from parents. It's important that the focus is on the rituals and customs, and that exploring the deeper religious significance is left to the parents.

Here are some ideas:

- You can talk with your child about the meaning of festivals and special days that are important to you, and how you used to celebrate them as a child. Involve your child in your activities on – and in the run-up to – these occasions.
- Exchange ideas with other parents, teachers and educational staff at the day nursery on how different festivals can be celebrated together there. Here, too, include your child in your activities and preparations. For both

you and your child, it's enriching to experience different festivals, rituals, customs and traditions from other cultures.

- Everyone can plan specific activities for the day nursery and do them together:
 - Cooking and baking;
 - Making small presents, decorating the rooms;
 - Dances, songs and drama;
 - Stories, fairy-tales, poems and rhymes.



Main topics

Your body



Children are fascinated by their bodies. Everyone has one, and everyone is curious to find out how it works and what they can do with it.

This topic looks at the following aspects:

- The face;
- Movement;
- The arms and legs;
- The internal organs;
- The sensory organs;
- Babies and elderly people;
- Growing.

There are many situations you can make use of to talk with your child about the body. For example, children are especially likely to ask questions when bathing/showering, when dressing and undressing, in front of the mirror or when playing with dolls.

Have fun exploring the topic 'Your body' together!

WEEK 1: YOUR BODY

Day 1

What you'll need:

- Exercise sheets 2 and 3;
- Coloured pencils;
- A mirror.

What your child will learn:

The various parts of the face.

Tasks:

- Have your child copy the moon face on sheet no. 2 and read the poem aloud.

POEM

I can see the moon rise
Up in the night skies
It has a nose, a mouth and two eyes!

- Have your child stand in front of the mirror and name all the parts of the face.
- Have your child draw their own face on sheet no. 3.

Extra tasks:

- Have your child take a shower or a bath all by themselves. Observe them: how well can they already wash themselves independently? Which parts of the body is your child particularly interested in?
- When your child is bathing/showering and getting dressed, talk about the different parts of the body. Say things like:
 - "Open your eyes!"
 - "Close your eyes!"
 - "Open one eye and close the other!"
 - "Open both eyes; close both eyes!"

Day 2

Task:

- Look at a book together and talk about it. (Bear in mind our guidelines for reading.)

Extra task:

- With your child, find rhymes for the following words:
 - Moon
 - Mouth
 - Eye
 - Nose

Day 3

What you'll need:

- Exercise sheet no. 4;
- A ball of wool;
- A pair of scissors.

What your child will learn:

The words/concepts *long* and *short*.

Tasks:

- With your child, cut long and short pieces of wool.
- On sheet no. 4, have your child give one of the faces long hair and the other face short hair.

Extra task:

- Talk, for example, about who in the family has long hair and who has short hair, or look and see which neighbours have short curtains and which have long curtains.

Day 4

What you'll need:

- A doll or a cuddly toy.

What your child will learn:

To name and point to the various parts of the body;
The words/concepts *big* and *small*.

Tasks:

- Using a doll or a cuddly toy, have your child point to and name the various parts of the body.
- Have your child look to see who's the biggest person in your family, and who's the smallest, etc.

Extra task:

- What you'll need:
- Some scrap wallpaper;
- A pair of scissors;
- A pencil;
- Crepe tape or sellotape.

What your child will learn:

To perceive themselves and others 'life size'.

- Lie down on the roll of wallpaper and have your child draw around your body outline. You then draw round your child. Each of you cut out the outline of your own body, and then put these up on a wall or door using sellotape or crepe tape. Have your child name and point to the parts of the body on the life-size drawing.

Day 5

What you'll need:

- Exercise sheet no. 5;
- Coloured pencils.

What your child will learn:

The different parts of the body;
To perform actions to a song.

Tasks:

- Sing the song.
- Talk with your child about the illustration on sheet no. 5. Ask things like:
 - "What is the boy drawing?"
 - "In the picture, are the doll's eyes open or closed?"
 - "What is the doll missing?" (Toes, neck, ...)

SONG

Head and shoulders, knees and toes
Knees and toes
Head and shoulders, knees and toes
Knees and toes
And eyes and ears and mouth and nose
Head and shoulders, knees and toes
Knees and toes!

The child touches the parts of the body that are mentioned as they sing the song. Once they are confident, the song can gradually get faster.

Extra task:

- Talk about what you can do with the following parts of your body:
 - Your eyes
 - Your legs
 - Your hands
 - Your nose

What happens if you don't have them?

WEEK 2: YOUR BODY

Day 1

What you'll need:

- Exercise sheet no. 6,
- Coloured pencils.

What your child will learn:

- How to learn a short poem by heart;
- How to do a drawing by joining the dots.

Tasks:

- Together, say the poem about the moon again.
- Have your child join the dots on sheet no. 6.

POEM

I can see the moon rise
Up in the night skies
It has a nose, a mouth and two eyes!

Extra tasks:

- Together, look at the moon and talk about the night and the stars.
- Have your child talk about the picture on sheet no. 6. Ask things like:
 - "Has the boy got big eyes?"
 - "Has the boy got a lot of hair?"

Day 2

Task:

- Look at a book together and talk about it. (Bear in mind our guidelines for reading.)

Extra task:

- Together, sing the action song 'One finger, one thumb, keep moving'.

ACTION SONG

One finger, one thumb, keep moving (x3)
We'll all be merry and bright

One finger, one thumb, one arm, keep moving (x3)
We'll all be merry and bright

One finger, one thumb, one arm, one leg, keep moving (x3)
We'll all be merry and bright

One finger, one thumb, one arm, one leg, one nod of the head,
keep moving (x3)
We'll all be merry and bright

One finger, one thumb, one arm, one leg, one nod of the head,
stand up, sit down, keep moving (x3)
We'll all be merry and bright

One finger, one thumb, one arm, one leg, one nod of the head,
stand up, sit down, turn round, keep moving (x3)
We'll all be merry and bright

Actions: start the song sitting down. For each verse, stick out or point to the body part(s) currently being mentioned. On saying 'keep moving', move it/them about simultaneously.

Day 3

What you'll need:

- Exercise sheet no. 7;
- Coloured pencils.

What your child will learn:

The different names for the fingers;
The different parts of the foot.

Tasks:

- Have your child name the fingers on their hand – thumb, index finger, middle finger, ring finger, little finger – and the different parts of their foot

(toes, ankle, heel and sole). Together, think about whether you know a rhyme or song about the fingers.

- On sheet 7, draw around your child's hand and foot and have your child draw in the details. Do the same with your own hand and foot.

Extra task:

- Do this finger play with your child.

FINGER PLAY

Tommy Thumb, Tommy Thumb

Where are you?

Here I am, here I am (*waggle thumb*)

How do you do?

Peter Pointer, Peter Pointer

Where are you?

Here I am, here I am (*waggle index finger*)

How do you do?

Toby Tall, Toby Tall

Where are you?

Here I am, here I am (*waggle tallest finger*)

How do you do?

Ruby Ring, Ruby Ring

Where are you?

Here I am, here I am (*waggle ring finger*)

How do you do?

Baby Small, Baby Small

Where are you?

Here I am, here I am (*waggle smallest finger*)

How do you do?

Fingers all, Fingers all

Where are you?

Here we are, here we are (*waggle all the fingers*)

How do you do?

Day 4

What you'll need:

- A 'magic wand' (a wooden spoon or something similar will do).

What your child will learn:

To name the different parts of their body.

Task:

- Sit opposite your child. Start by being the magician yourself. Take the wand and recite a magic spell such as: 'Abracadabra, hocus pocus, Alakazam! I'm going to make your hand/middle finger/knee/ankle disappear!' (Alternatively, you can think up your own spell.) While doing so, tap your child on whatever part of the body you want them to make disappear (their hand, for example). Your child hides their hand behind their back, covers their nose with both hands, etc. Other 'magic tricks' might be: "Wiggle your bottom/your teeth/your ears", "walk on tiptoe/on one leg/on all fours", "sit on your hands", etc. After a time, switch roles so that your child is the 'magician'.

Day 5

What you'll need:

- Exercise sheet no. 8;
- Coloured pencils;
- A bar of soap;
- A towel.

What your child will learn:

To listen and perform a task;
The words/concepts *hot* and *cold*.

Tasks:

- Wash your hands with hot water and then with cold, and have your child do the same. Ask your child what difference they felt.
- Talk about the picture on sheet no. 8. Say things like:
 - 'What can you see in the picture?'
 - "What is the girl doing?'

Extra task:

- In the supermarket, have your child look for different things used to clean the body, like soap, toilet paper, toothpaste and toothbrushes.

WEEK 3: YOUR BODY

Day 1

What you'll need:

- Exercise sheet no. 9;
- A pair of scissors;
- Glue;
- Clean and dirty laundry;
- Old newspapers, magazines, etc.

What your child will learn:

The words/concepts 'clean' and 'dirty';
What smells good and what smells bad.

Tasks

- Have your child smell the clean and dirty laundry.
- Using old newspapers, magazines, etc., have your child cut out arms, legs etc. and glue them onto sheet no. 9 to make a doll.

Extra task:

- Have your child fill the washing machine with dirty laundry and take the clean clothes out again afterwards.

Day 2

Task:

- Look at a picture-book together and talk about it. (Bear in mind our guidelines for reading.)

Extra task:

- To explore more ideas about movement, ask your child to do the following:
 - Walk like an old person;
 - Move like a fat person;
 - Lie down like a baby;
 - Pretend you're picking an apple from a tall tree;
 - Make yourself small and then slowly grow again.

Day 3

What you'll need:

- Exercise sheet no. 10;
- A pair of scissors;
- Toilet paper;
- A bar of soap;
- A towel.

What your child will learn:

To talk about everyday things.

Tasks:

- Talk with your child about towels. Ask things like:
 - “Is the towel hard or soft?”
 - “What do you use it for?” (You can also talk about the scissors and the toilet paper this way.)
- Have your child wash their hands with soap and observe them: how independently can your child do this?
- On sheet no. 10, have your child cross out the ‘odd things out’ in each row.

Extra tasks:

- Have your child think of things that have to do with the bathroom (e.g. soap dish, toothbrush, towel, etc.)
- Sing songs from your country of origin.

Day 4

- What you’ll need:
- A hand mirror;
- A blanket;
- Soft music.

What your child will learn:

To be aware of their body:

Task:

- First create a quiet atmosphere by making the room a little darker, and perhaps having peaceful music (such as relaxation music) on quietly in the background.
- Spread out a blanket on the floor. Lie on it with your child. Ask them these questions and, after each one, give them time to try these things out:

- “When you’re really quiet, can you hear your heart beating?” (If your child has difficulties with this, have them put their ear up against your own chest so they can hear your heartbeat.)
 - “Can you hear my tummy and insides working?” (Have your child listen to see if they can hear any noises from your abdominal area.)
 - “If you breathe in slowly and steadily, can you hear yourself breathing?”
- Now pick up the hand mirror and have your child hold it in front of their nose and mouth while breathing in and out. The mirror will cloud over, making their breath visible.

Extra tasks

- Talk about losing and growing new teeth, and about why we brush our teeth.
- Talk about parts of the body that you can’t see (such as the bones, the blood and blood vessels, and the muscles.)

Day 5

What you’ll need:

- Exercise sheets no. 11 and 12;
- Coloured pencils.

What your child will learn:

To repeat words precisely;
The words/concepts *hot* and *cold*.

Tasks:

- On sheet no. 11, have your child colour everything that’s hot in red and everything that’s cold in blue.
- Play ‘syllable clapping’ with the following words:
 - Tooth-brush, tooth-brush hol-der;
 - Foot, foot-ball;
 - Hand, hand-wri-ting;
 - Ear, ear-war-mer;
 - Nose, nos-ey park-er;
 - Mouth, mouth or-gan;
 - Etc.

Extra tasks:

- Talk with your child about circles, triangles and squares.
- Have your child colour in all the squares on sheet no. 12 yellow.

Clothes



Now we've talked about our bodies, it's time to look at clothes! The body is almost always covered with clothes. Our bodies need clothes to protect them from the weather.

We distinguish between the following kinds of clothes:

- Underclothes and outer clothes;
- Clothes we wear for festivals and special days;
- Winter and summer clothes;
- Clothes worn for religious reasons;
- Clothes for work.

This programme involves various tasks for which a dressing-up box will come in handy.

So it's a good idea to put one together. The following items are suitable:

- Jumpers in different sizes;
- A skirt;
- A dress;
- A pair of underpants;
- A vest;
- A shirt;

- A pair of men's trousers;
- A tie;
- A pair of pyjamas;
- A nightie;
- Etc.

You can also add all kinds of accessories like:

- a necklace;
- a belt;
- costume jewellery;
- a bag.

All the time you're working on this topic, it's a good idea to keep the dressing-up box in a place suitable for playing. For a child, dressing up means playing a role: pretending they're a princess or a fireman, say.

Children can learn a lot when role-playing by dressing up in this way. It can help them process many different experiences – and this applies to boys as well as girls.

Have fun with clothes together!

WEEK 1: CLOTHES

Day 1

What you'll need:

- Exercise sheet no. 14;
- Items of clothing in different sizes.

What your child will learn:

The names of different items of clothing;
Differences in size.

Tasks:

- In front of the mirror, have your child try on items of clothing in different sizes.
- Have your child lay the items of clothing on top of each other and look at how they differ in size.
- Talk with your child about the picture on sheet no. 14.

Extra tasks:

- When shopping with your child in a clothing store, have your child name the items of clothing that they see.
- Have your child take a look at the different special departments, such as sportswear or hats and caps.

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Extra task:

- Using the dressing-up box, have your child dress up as if they were going to a festival.

Day 3

What you'll need:

- Exercise sheet no. 15;
- Coloured pencils;

- Summer and winter clothes.

What your child will learn:

The differences between summer and winter clothing;
The colours *red* and *blue*;
The words/concepts *hot* and *cold*.

Tasks:

- Talk about the differences between summer and winter clothing. Say things like:
 - "Are summer clothes thick?"
 - "When do we put thin clothes on?"
- Have your child colour in the items of clothing on sheet no. 15; red for summer clothes and blue for winter clothes.

Extra task:

- When putting on/taking off the clothes, comment on the order in which you are doing so. This will help your child get dressed and undressed independently.

Day 4

What you'll need:

- The dressing-up box.

What your child will learn:

To dress themselves.

Task:

- Have your child dress as if it's very cold or very hot outside.
- Observe your child getting dressed and undressed: how independently can they do this? Can they pick out the right clothes?

Extra task:

- With your child, try and find rhymes for items of clothing, such as 'socks box'. You can also make up nonsense words like 'trousers flousers'.
- Play the Syllable Game with your child.

THE SYLLABLE GAME

On small cards, write down as many words as you can (of different lengths) related to the current topic. Have the child draw one, and read them the word on the card. With your child, repeat the word aloud and clap out the syllables.

Variation on the game (for older children):

Begin the game as described above, but have the child clap the syllables on their own. If they have clapped the right number of syllables, they can walk forward as many steps as the word has syllables. Then it's the next player's turn.

How quickly can the child reach the far wall? Who'll reach the 'finish line' first?

Alternatively, this game can be played with several children.

Day 5

What you'll need:

- Exercise sheet no. 16;
- A pair of scissors;
- Clothes to put on.

What your child will learn:

The quickest order in which to get dressed;
To say what this sequence is.

Tasks:

- Put out your child's clothes all jumbled up, and have your child lay them out in the order in which they'll be putting them on.
- Discuss with your child what would happen if they were to first put their shoes on and then their socks!
- Have your child cut out the pictures on sheet no. 16, then put them in the right order and number them. Ask them to describe what's happening in the pictures.

Extra tasks:

- With your child, tidy up the wardrobe. Use the words *big*, *small*, *over* and *under*.
- With your child, put out their clothes ready for the next day.

WEEK 2: CLOTHES

Day 1

What you'll need:

- Exercise sheets nos. 17 and 18;
- Coloured pencils;
- A hat;
- A pullover;
- A pair of trousers.

What your child will learn:

To talk about a picture;
The words/concepts *on*, *over* and *in*.

Tasks:

- Have your child put on the clothes:
 - Put the jumper on over their head;
 - Put the hat on their head;
 - Put their leg in the trouser leg;
 - Put their arm in the sleeve of their jumper.
- Ask your child to talk about the picture on sheet no. 17.
- Ask your child to complete the picture on sheet no. 18.

Extra task:

- Play the 'suitcase game'

GAME: 'I'm packing my suitcase'

Player 1 says: "I'm packing my suitcase and I'm taking a pair of trousers."

Player 2 says: "I'm packing my suitcase and I'm taking a pair of trousers and a pullover."

Player 1 says: "I'm packing my suitcase and I'm taking a pair of trousers, a pullover and my radio."

Player 2 ... etc.

Alternatively, the game can be played with several people.

Day 2

What you'll need:

- A suitcase or travel bag.

What your child will learn:

- To think about what they need for an overnight stay;
- To pack a suitcase.

Task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Extra task:

- With your child, pack a suitcase or a travel bag as if they were preparing for an overnight stay.

Day 3

What you'll need:

- Exercise sheet no. 19;
- Shoes you put on in different ways.

What your child will learn:

- More precise perceptual skills;
- To cope with different shoe bindings.

Tasks:

- Name the different parts of shoes, such as the tip, heel, sole, etc.
- Discuss what happens when a shoelace is undone.
- Have your child colour in the picture on sheet no. 19, using green for everything that belongs to child 1; red for everything that belongs to child 2; yellow for everything that belongs to child 3; and blue for everything that belongs to child 4.

Extra task:

- Teach your child to tie their shoelaces.

Day 4

What you'll need:

- The dressing-up box.

Tasks:

- Have your child think about who in your family is wearing what clothes today.
- Have your child put on a 'costume', dressing up like a sporting hero or a ballet dancer, for instance.

Day 5

What you'll need:

- Exercise sheets no. 20 and 21;
- Coloured pencils;
- A pair of scissors;
- Some scrap material and an advertising leaflet.

What your child will learn:

To choose clothing and cut out (paper!) clothes of the right size.

Task:

- Ask your child to cut out, using scrap material or pictures from the leaflet, items of clothing for the children on sheet no. 20.

Extra task:

- Ask your child to colour in the picture on sheet no. 21: the circles yellow, the squares red, and the triangles green.

WEEK 3: CLOTHES

Day 1

What you'll need:

- Exercise sheets nos. 22 and 23;
- A pair of scissors.

What your child will learn:

To combine things:

What order we do things in: getting up, getting washed, etc.

Tasks:

- With your child, talk about the picture on sheet no. 22 and discuss what might happen next.
- Ask your child to cut out the picture on sheet no. 23 along the dotted lines.
- Play dominoes together using the cut-out cards.

THE DOMINO GAME

Deal out the 'domino tiles' to the players.

Someone puts a tile on the table. The next player places a tile beside it that matches one of the two pictures already laid down.

If someone doesn't have a matching tile they can put down, they have to miss a turn.

The first player to get rid of all their tiles has won.

Extra task:

- Ask your child to look in the laundry basket for two items of clothing that belong together, such as a pair of socks, or shirt and trousers.

Day 2

What you'll need:

- The dressing-up box.

Task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Extra task:

- Have your child try out an unusual combination of clothes, as if they were going to a carnival.

Day 3

What you'll need:

- A tea towel.

What your child will learn:

- To look closely;
- To memorise things;
- To tell a story.

Tasks:

- Play Kim's Game using the following objects: a shoe, a sock, a comb, a cap and a shirt.
- First have your child name all the things.
- Repeat the game with different items.

Day 4

What you'll need:

- Old newspapers, magazines and/or mail-order catalogues;
- A large piece of paper;
- Glue;
- Coloured pencils.

What your child will learn:

- They will familiarise themselves with different items of clothing;
- Their fine-motor skills will be trained.

Task:

- Have your child cut out pictures of clothes (such as skirts, trousers and shoes) from catalogues, newspapers and magazines. Your child can now practise dressing people, or rather 'assembling' them from these cut-out clothes. They can finish off by drawing the people's heads and hands. In this way, a collage will be created from differently-dressed people. This collage can then be used to decorate the wall of your child's room.

Extra task:

- Do a role-play with your child. They can decide which member of the family they want to be, and choose their clothes accordingly.

Day 5

What you'll need:

- Exercise sheet no. 24;
- A pair of scissors.

What your child will learn:

To correctly sequence a series of cards.

Tasks:

- Have your child cut out the pictures on sheet no. 24.
- Have your child put the pictures in the right order.

Extra task:

- Read the nursery rhyme.

NURSERY RHYME

Cobbler, cobbler, mend my shoe
Get it done by half past two
My big toe is peeping through
Cobbler, cobbler, mend my shoe.

Cobbler, cobbler, mend my shoe
Get it done by half past two
Half past two is much too late
Get it done by half past eight.

The day nursery



After several weeks at their day nursery, the children will already be familiar with the classroom, with the other children and with their teachers.

There are several different rooms at the nursery. The first thing your child needs to know is how to get from their room to the toilet; later, the children will familiarise themselves with the other rooms and the playground. If they have an older brother or sister who's already going to the same nursery, it'll be easier for the child to find their way around the building.

For you, too, there will be a lot to look out for both inside and outside the building. The building alone will tell you a good deal about what the atmosphere there is like:

Things to look out for:

- What's your overall impression of the building?
- Are there pictures on the wall?
- Do the children in the corridor look busy?
- Are the classroom doors open?
- Is there anything that appeals to you in particular?

You can talk with your child about the following things:

- What are the corridors like?

- What's the playroom like?
- Are there differences between the groups?
- What are the other groups called?
- Is there a special room for school-age children?
- Is there a crèche for babies?

Try and remember what you experienced when you were the same age; speak to your child about it.

What did you play back then?

Have fun at day nursery!

WEEK 1: THE DAY NURSERY

Day 1

What you'll need:

- Exercise sheets nos. 26 and 27;
- (Possibly) Coloured pencils.

What your child will learn:

To talk about a picture.

Tasks:

- Talk with your child about the name of their day nursery and enter it in the blank box on sheet no. 28. Develop this conversation further with questions like: "Where are the children going?", "Who's taking them there?", and "What have they got in their hands?"
- Get your child, prompted by the picture, to tell a story from their own experience at nursery.
- On sheet no. 27, have your child draw a doorbell, a letterbox and a window.

Extra tasks:

- With your child, look around your home for things that can be opened and closed (e.g. a window, a door, a tin or a coat).
- Together, think about what things you have at home that can be turned, closed, locked, screwed, buttoned, pressed, etc.

Day 2

Task:

- Read a book and speak about it together. (Bear in mind our guidelines for reading.)

Extra task:

- Speak with your child about their day at nursery: "What did you like best today? Why?", "Did anything happen today that wasn't so nice?", "Was anyone not there today? Who was it?", etc.

Day 3

What you'll need:

- Exercise sheet no. 28;
- A pencil.

What your child will learn:

To describe their journey to the day nursery.

Tasks:

- With your child, go to the nursery and discuss the route as you go.
- Switch roles: the child is the parent, the parent is the child. Ask your child where they can cross the road, and where there are traffic lights and a zebra crossing.
- Have your child describe the journey from home to the nursery and draw it on sheet no. 28; you can ask them questions like: "How many streets do you have to cross?" (Count them together). "What can you see on the way to nursery?" (Drawing a proper city map is not the aim here!)

Day 4

What your child will learn:

To give directions;

To give their name, address and telephone number.

Tasks:

- Talk about how to get to other places – to the shops or to grandma's, for instance.
- Talk with your child about what to do if they get lost. Help your child practise giving their name, address and telephone number.

Day 5

What you'll need:

- Exercise sheet no. 29;
- A green coloured pencil.

What your child will learn:

To be aware of the risks from traffic;

To cross the road safely.

Tasks:

- Explain to your child how to cross the road safely. Give them rules like: "Look left, then look right, and then look left again." If this has been drilled so often that your child can almost sing it, they will be sure to follow this rule when crossing the road.
- Have your child talk about the picture on sheet no. 29.
- Have your child colour in green the traffic light on sheet no. 29 and talk with them about the meaning of the different colours (red, amber and green).

Extra tasks:

- Recite the following limerick until the child can say it along with you. This will also help your child with their memorising skills.
- On the way to the day nursery, speak with your child about the rules of the road.

LIMERICK

There was a green apple called Bruce
Who was out on the streets on the loose
Didn't look left or right
Then a car came in sight
And the next minute poor Bruce was juice!

WEEK 2: THE DAY NURSERY

Day 1

What you'll need:

- Exercise sheet no. 30;
- Coloured pencils.

What your child will learn:

The difference between summer and winter clothing;
The words/concepts *cold* and *hot*, *happy* and *sad*.

Tasks:

- Talk with your child about the clothes they wear in summer and winter. Use the words *hot* and *cold* a lot.
- On sheet no. 30, have your child draw a happy face and a sad face.
- Have your child say why one face looks happy and the other one sad.

Extra task:

- Sing this song with your child.

SONG

Here we go round the mulberry bush
The mulberry bush, the mulberry bush
Here we go round the mulberry bush
On a cold and frosty morning.

This is the way we wash our clothes
Wash our clothes, wash our clothes
This is the way we wash our clothes
On a cold and frosty morning.

This is the way we scrub the floor
Scrub the floor, scrub the floor
This is the way we scrub the floor
On a cold and frosty morning.

This is the way we sweep the house
Sweep the house, sweep the house
This is the way we sweep the house
On a cold and frosty morning.

This is the way we bake our bread
Bake our bread, bake our bread
This is the way we bake our bread
On a cold and frosty morning.

Here we go round the mulberry bush
The mulberry bush, the mulberry bush
Here we go round the mulberry bush
On a cold and frosty morning.

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Extra task:

- Talk with your child about their teachers and the day nursery. Ask questions like: "What's your teacher's name?", "What's the teacher in the group next door called?", "What do you wear for PE?" "What do you do in the sports room?", and "What do you do after that?"

Day 3

What you'll need:

- Exercise sheet no. 31;
- A red and a yellow coloured pencil;
- A rucksack;
- A cup;
- Something to eat.

What your child will learn:

What they have to take to nursery;

The words for summer and winter clothing.

Tasks:

- Discuss what things are practical to take to nursery, such as:
 - something to eat for the mid-morning break;
 - PE gear;
 - tissues.

- Have your child prepare a rucksack with food and drink for the mid-morning break at nursery.

Extra task:

- On sheet no. 31, have your child colour in the winter clothes red and the summer clothes yellow.

Day 4

What your child will learn:

To listen attentively, to respond appropriately and to improve their spatial orientation.

Task:

- Play the Hot/Cold Game

THE HOT/COLD GAME

Hide some of your child's toys when they are not looking.

Have your child look for these toys.

If they're getting closer, call out "Warm, warmer, hot, boiling hot...", and if they're going in the wrong direction, call out "Cold, colder, freezing cold..."

Extra task:

With your child, refresh how to give their name, address and telephone number.

Day 5

What you'll need:

- Exercise sheets nos. 32 and 33;
- A toy catalogue;
- A pair of scissors;
- Glue.

What your child will learn:

The words *same* and *different*;

The difference between toys for *inside* and those for *outside*.

Tasks:

- Have your child look for the four differences between the pictures on sheet no. 32.
- Have your child cut out pictures of toys from a catalogue.
- Have your child divide up these toys into two groups: those that can be played with inside, and those that can be played with outside. Which toys are for both inside and outside?

Extra tasks:

- On sheet no. 33, have your child match the animals and their silhouettes.
- Tell your child what you used to play with outside. (Don't forget your experiences with sand and water!)

WEEK 3: THE DAY NURSERY

Day 1

What you'll need:

- Exercise sheet no. 34;
- Coloured pencils.

What your child will learn:

- To be more aware of their surroundings;
- To talk about their surroundings.

Tasks:

- Have your child talk about the day nursery. Ask questions like: "Where is your group?", "How many floors does the building have?", "How many groups are there in the nursery?", "Where do you play outside?", and "Where's the PE room?"
- Have your child do a drawing of their nursery on sheet no. 34.

Day 2

Task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Extra tasks:

- Talk with your child about their day nursery.
- Talk with your child about how birthdays are celebrated at nursery.
- Tell your child how you celebrated your birthday yourself when you were a child.

Day 3

What you'll need:

- Exercise sheets nos. 35 and 36;
- A pair of scissors;
- Glue.

What your child will learn:

- To glue carefully;
- To put loose parts together to make a whole.

Tasks:

- Have your child cut out the pictures on sheet no. 35.
- Have your child make one big picture out of the individual small pictures, and glue this onto the back of the lorry on sheet no. 36.

Day 4

What your child will learn:

To recognise and describe different kinds of traffic lights.

Task:

- Go for a walk with your child and look for different kinds of traffic lights. Discuss with your child the differences between traffic lights for cars and pedestrian crossing lights.

Day 5

What you'll need:

- Exercise sheet no. 37.

What your child will learn:

The prepositions *on*, *under*, *behind*, *in front (of)*, *in* and *outside*;
A new song.

Tasks:

- Look at the pictures on sheet no. 37 and have your child describe where the cat and the dog are.
- With your child, work out the opposites to the following:
 - The cat is under the table.
 - The cat is in front of the cupboard.
 - The dog is outside the kennel.
- Have your child show where the cat and dog actually are.

Extra task:

- Sing the song together and then adapt it by using different words, such as:
 - If you're happy and you know it, play a game!
 - If you're happy and you know it, have a swim!
 - If you're happy and you know it, do a dance!
 - If you're happy and you know it, read a book!
 - If you're happy and you know it, eat a snack!

SONG

If you're happy and you know it, clap your hands!
If you're happy and you know it, clap your hands!
If you're happy and you know it, and you really want to show it
If you're happy and you know it, clap your hands!

If you're happy and you know it, nod your head!
If you're happy and you know it, nod your head!
If you're happy and you know it, and you really want to show it
If you're happy and you know it, nod your head!

If you're happy and you know it, stamp your feet!
If you're happy and you know it, stamp your feet!
If you're happy and you know it, and you really want to show it
If you're happy and you know it, stamp your feet!

If you're happy and you know it, say "we are!"
If you're happy and you know it, say "we are!"
If you're happy and you know it, and you really want to show it
If you're happy and you know it, say "we are!"

If you're happy and you know it, do all four!
If you're happy and you know it, do all four!
If you're happy and you know it, and you really want to show it
If you're happy and you know it, do all four!

The group



For many children, playing with their group at day nursery will be the first time they've played without their Mum. The teacher will, therefore, be an important person for the children (and, therefore, for you too of course!) The children need to feel safe in the group. The activities on offer in the classroom need to stimulate the children in their ongoing development.

A classroom is often divided into 'corners' and groups of tables. In each play area, and at every shared table, the children can do something different.

At a day nursery, you might find these different play areas:

- The dolls' corner;
- The construction corner;
- The reading corner;
- The drawing and painting corner;
- The play shop;
- Etc.

At the nursery you may also find different tables:

- The drawing and painting table;
- The breakfast table;
- The arts and crafts table, etc.

Not all day nurseries are laid out like this. In some nurseries, children can do any activity they like at each table.

If you can, it's a good idea to take a look at the nursery with your child. This will give you the chance to see how things are organised in your child's group. You can talk with your child about the different play areas.

After a few weeks at day nursery, your child will already know a lot of the class rules that have to be followed in the group. These give your child the chance to be more independent, which in turn gives them greater self-confidence.

It's a good idea to go along and spend some time observing what goes on in your child's group. Just ask your parent coach or the teachers about this.

Have fun at day nursery!

WEEK 1: THE GROUP

Day 1

What you'll need:

- Exercise sheet no. 39;
- A red coloured pencil;
- A blue coloured pencil.

What your child will learn:

To enhance their ability to remember and perceptual skills;
The colours *red* and *blue*;
The words *bead* and *necklace*.

Tasks:

- Talks to your child about the things they can play with at nursery. Ask questions like: "What is there in the dolls' corner?", "What can you play with outside?", "What can you do at the table?", "What do you play with in the playroom?"
- Have your child colour in the bead necklace on sheet no. 39: the first bead blue, the second one red, the third one blue, etc.

Extra tasks:

- Have your child look at different pieces of jewellery, such as a necklace, a ring and a bracelet.
- With your child, make a necklace of beads, buttons or pasta.

Day 2

Task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Extra tasks:

- Have your child talk about things that are old and things that are new - in your home or in the wardrobe, for instance.
- Have your child point to all the things in your living room that are round.

Day 3

What you'll need:

- Exercise sheet no. 40;
- Coloured pencils;
- Objects that are round, rectangular, triangular or square.

What your child will learn:

Different shapes: round, rectangular, triangular and square;
The colours *green, red, blue* and *yellow*.

Tasks:

- On the way to the day nursery with your child, look for things that are round, square, rectangular and triangular, such as windows and traffic signs. Turn this into a searching game and talk with your child about the different shapes, asking questions like: "Is this window rectangular or square?"
- Have your child colour in the shapes on sheet no. 40: the squares red, the triangles green, the circles yellow and the rectangles blue.

Extra task:

- Arrange to go along to the day nursery and observe how your child behaves in the group.

Day 4

What you'll need:

- Modelling clay, play dough or wool.

What your child will learn:

To make the different shapes - round, rectangular, square and triangular - themselves.

Task:

- Have your child make squares, rectangles, circles and triangles using modelling clay, play dough or wool.

Extra task:

- Talk with your child about what they did at nursery today. Ask things like:
 - "What songs did you sing?"
 - "Did your teacher read you something?"
 - "What did she read?"

Day 5

What you'll need:

- Exercise sheets nos. 41, 42 and 43,
- Coloured pencils.

What your child will learn:

To put what they see into words.

Tasks:

- Talk with your child about the picture on sheet no. 41.
- Have your child look for the four differences on sheet no. 41.

Extra task:

- Draw the shapes from sheet no. 43 onto strong paper and cut them out. Have your child copy them onto a new piece of paper. You could use a round bowl and a square coaster for this activity instead.

WEEK 2: THE GROUP

Day 1

What you'll need:

- Exercise sheet no. 44;
- Coloured pencils.

What your child will learn:

- To enhance their ability to remember;
- To say which pictures go together.

Task:

- Have your child say the names of the children in the group, how old they are, whether they're a boy or a girl, etc.

Extra task:

- On sheet no. 44, have your child draw lines between the pictures that belong together:
 - The Dad belongs to the Mum;
 - The sock belongs to the shoe;
 - The flower belongs to the vase;
 - The bucket belongs to the spade.

Day 2

Task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheet no. 45;
- Coloured pencils.

What your child will learn:

- To say what their classroom looks like.

Task:

- On sheet no. 45, have your child draw objects from their classroom. Use

their drawing as a prompt for asking questions like: “What’s your favourite doll in the dolls’ corner?”, “Where are there building blocks?” and “Are there clothes for dressing up?”

Extra task:

- Ask your child what they did at nursery today.

Day 4

What you’ll need:

- Round, square, rectangular and triangular objects from your home;
- A cloth bag or a non-transparent plastic bag.

What your child will learn:

To identify and name shapes by feel alone.

Task:

- Put the objects in the bag. Get your child, by feeling only, to find something square, rectangular, round or triangular. Say: “Can you find me something round/square/etc?”
- Take turns with your child.

Extra task:

- Talk with your child about jewellery from your country of origin. Pay special attention to the shapes and colours.
-

Day 5

What you’ll need:

- Exercise sheet no. 46;
- Coloured pencils;
- A pair of scissors.

What your child will learn:

To colour in;
To do cutting-out;
To do a jigsaw puzzle;
To look closely.

Tasks:

- Have your child colour in the picture on sheet no. 46. Cut out the picture

along the thick lines to make a puzzle.

- Have your child put the puzzle together.

Extra task:

- Play Kim's Game using the following objects:
 - A bead;
 - A jigsaw puzzle;
 - Something round;
 - Something square.

WEEK 3: THE GROUP

Day 1

What you'll need:

- Exercise sheet no. 47,

What your child will learn:

- To express their thoughts in words;
- To make connections between pictures.

Task:

- Talk with your child about the picture on sheet no. 47.
- Ask the following questions: "What are the children doing?", "What are they using to do this?", "What are they painting?"

Extra tasks:

- Play the Parrot Game with the following words: puzzle, build, glue, draw, colour in, line, dot.
- Play the Parrot Game, but this time with more difficult words:
 - Brush, e.g. paintbrush: "Do you know other kinds of brushes?"
 - Paper, e.g. coloured paper: "Do you know other words that go with 'paper'?" (e.g. toilet paper and drawing paper)
 - Doll, e.g. doll corner: "Do you know other words that go with 'doll'? (e.g. doll's dress and doll's house)

Day 2

Task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheet no. 48;
- Coloured pencils or watercolours.

What your child will learn:

- To do mirror drawing and measuring. Doing mirror drawing is very difficult; if your child isn't ready for this yet, it doesn't matter.

Task:

- Find the butterfly picture on sheet no. 48. Have your child decorate the right wing in the same way as the left wing.

Extra task:

- Play the Parrot Game with your child. You say a word and your child says the opposite:
 - Not big, but... (small);
 - Not beautiful, but... (ugly);
 - Not clean, but... (dirty);
 - Not fat, but... (thin);
 - Not a boy, but a ... (girl);
 - Not long, but... (short).

Day 4

What you'll need:

- Exercise sheets nos. 49 and 50.

What your child will learn:

To match identical pictures.

Task:

- Have your child colour in and cut out the pictures on sheets nos. 49 and 50, and use these to play the 'Concentration' memory-matching game.

Day 5

What your child will learn:

They will 'refresh' a song from a previous topic;

They will learn a game to help their ability to perceive and concentrate.

Tasks:

- With your child, sing the song 'If you're happy and you know it' (which you first sang when doing the topic 'The day nursery') and repeat it together.
- Play 'I spy' with your child.

Extra tasks:

- With your child, repeat the song, but this time use different words. You could sing:
 - If you're happy and you know it, play a game!
 - If you're happy and you know it, have a swim!

- If you're happy and you know it, do a dance!
- If you're happy and you know it, read a book!
- If you're happy and you know it, eat a snack!

SONG

If you're happy and you know it, clap your hands!
If you're happy and you know it, clap your hands!
If you're happy and you know it, and you really want to show it
If you're happy and you know it, clap your hands!

If you're happy and you know it, nod your head!
If you're happy and you know it, nod your head!
If you're happy and you know it, and you really want to show it
If you're happy and you know it, nod your head!

If you're happy and you know it, stamp your feet!
If you're happy and you know it, stamp your feet!
If you're happy and you know it, and you really want to show it
If you're happy and you know it, stamp your feet!

If you're happy and you know it, say "we are!"
If you're happy and you know it, say "we are!"
If you're happy and you know it, and you really want to show it
If you're happy and you know it, say "we are!"

If you're happy and you know it, do all four!
If you're happy and you know it, do all four!
If you're happy and you know it, and you really want to show it
If you're happy and you know it, do all four!

- Have your child talk about objects that are hard or soft.

Playing outside



All children will have some experience of playing outside. This topic offers a wide range of things to do with your child. For instance, you can go to the playground, the park or the woods.

This topic includes the following ideas for outdoor play:

- Playing in the street
- Playing in the rain
- Playing with marbles
- Playing in the woods

You can also talk about what you used to play as a child in your country of origin. And you can observe your child playing outside: do they play with other children, or alone? Do they play with or without toys? When playing in the street, do they pick quarrels with the others, and if so, why?

Have fun playing outside together!

WEEK 1: PLAYING OUTSIDE

Day 1

What you'll need:

- Exercise sheets nos. 52 and 53;
- Coloured pencils.

What your child will learn:

- To listen carefully;
- To make connections between games and the toys involved.

Tasks:

- Talk with your child about the picture on sheet no. 52.
- On sheet no. 53, have your child match the play situations with the toys.
- With your child, try to find rhyming words or nonsense words that go with the following: car, sand, road, coat, dirty, quick.

Extra task:

- Go for a bike ride with your child and name the things you can see when you're outside.

PLEASE NOTE

The starting point for this topic is the picture on exercise sheet no. 52. You can use this picture to talk about playing outside. But you can also have your child name the things they can see in the picture; ask questions, especially 'what', 'where' and 'why' questions.

If your child wants to colour in the picture, talk with them about what they are colouring while they are doing so.

Day 2

Task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Extra task:

- Visit the local library with your child.

Day 3

What you'll need:

- Exercise sheet no. 54;
- Coloured pencils;
- Four different objects.

What your child will learn:

The difference between *big* and *small*.

Tasks:

- Use the four objects to talk about *big* and *small*.
- On sheet no. 54, have your child colour in the large objects in green and the small objects in yellow.

Extra tasks:

- Have your child name big and small things they see on the way to nursery.
- Ask your child what they play with outside.

Day 4

What your child will learn:

To develop their motor skills.

Task:

- Go outside with your child and, together, do a movement activity they are familiar with, like hopscotch, skipping or French skipping.

Extra task:

- Sing a song from your country of origin.

Day 5

What you'll need:

- Exercise sheet no. 55;
- Coloured pencils.

What your child will learn:

Colours (*red*, *green*, *yellow*, and *blue*);

Shapes (circles);

The words/concepts *big* and *small*.

Task:

- On sheet no. 55, have your child colour in the biggest circles red, the next-biggest ones green, the second-smallest ones yellow and the smallest ones blue. You could say something like: "Point to the biggest circle. Are there more big circles? You can colour the biggest circles in red. Which are the biggest circles left now? Show me. You can colour those green."

Extra task:

- With your child, compare sock sizes among different members of your family. Have your child match the socks to the people.

WEEK 2: PLAYING OUTSIDE

Day 1

What you'll need:

- Exercise sheets nos. 56 and 57;
- Coloured pencils;
- A pair of scissors.

What your child will learn:

- To abide by the rules of a game;
- To name objects they can see.

Task:

- With your child, cut out the pictures on sheets nos. 56 and 57 along the dotted lines and have your child put them next to each other in pairs.

Extra tasks:

- With your child, make cards for a 'Concentration' memory-matching game. Stick the cut-out pictures onto card so you can re-use them.
- Play the game together.

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheet no. 58;
- A pencil.

What your child will learn:

- To name the different parts of a bicycle.

Task:

- On sheet no. 58, have your child decide which parts of the second bicycle are missing and draw them in.

Extra task:

- Look at a real bicycle with your child and have them name the different parts. Also get them to say what the parts are used for.

Day 4

What you'll need:

- Pavement chalk.

What your child will learn:

- To use chalk;
- To draw over a large area.

Task:

- Go outside with your child and do some drawing with pavement chalk.

Day 5

What you'll need:

- Exercise sheet no. 59;
- Coloured pencils.

What your child will learn:

- To make connections between pictures.

Tasks:

- With your child, look at the two pictures on sheet no. 59 and talk about what has happened.
- Have your child draw a line between one of the objects and a picture that goes with it.

Extra tasks:

- Talk with your child about things that are wet or dry.
- Put a soft toy, a ball and a rope in a box and have your child feel (with their eyes closed) what's inside it.

WEEK 3: PLAYING OUTSIDE

Day 1

What you'll need:

- Exercise sheet no. 60;
- A pencil;
- Coloured pencils.

What your child will learn:

To carefully compare things.

Tasks:

- Have your child join up the matching shoes and socks on sheet no. 60.
- With your child, go outside and look for two objects that are the same, such as leaves, stones or sticks.

Extra task:

- Fill a bag with the things you've collected and have your child feel inside for, and take out, two things that are the same.

Day 2

Task:

- Look at a book together and talk about it. (Bear in mind our guidelines for reading.)

Day 3

What your child will learn:

To get their bearings and find their way around outside.

Task:

- Go outside with your child and play hide-and-seek.

Day 4

What you'll need:

- Exercise sheet no. 61.

What your child will learn:

To talk about different ways of moving and to try these out.

Tasks:

- Talk with your child about the picture on sheet no. 61.
- With your child, think about the different ways we can move, such as hopping, running and jumping. Try them out together. Observe which movements your child finds easy or more difficult. What do they like doing, and what don't they enjoy? Can your child stand on one leg?

Day 5

What you'll need:

- Exercise sheet no. 62;
- A ball of wool or a long rope;
- Coloured pencils.

What your child will learn:

To keep their balance.

Task:

- With your child, go outside and use the wool or rope to mark out a stretch of ground on which you and your child can practise balancing. Vary the game by hopping, jumping, etc.

Extra task:

- On sheet no. 62, have your child colour in the shapes in each row that are the same.

Movement



Young children have a lot of energy for moving around. Children like to explore the world about them, and test their own capabilities and limits.

The older children get, the easier they find movement is. They try out increasingly difficult ways of moving. For smaller children, skipping is very difficult, but the first time they succeed, they are quick to move on to trying out harder jumps. They make big movements when drawing and painting, and they play with large building blocks.

Older children can make finer movements, like those involved in colouring in or cutting something out along the lines.

The phrase 'gross motor movements' refers to things like:

- cycling;
- running;
- climbing;
- dancing to music;
- playing a drum with drumsticks.

And 'fine motor movements' means things like:

- cutting with scissors;
- colouring in;
- cutting out dough, etc;

- pouring drinks;
- tying shoelaces;
- doing up buttons.

Sometimes we move for practical reasons, because we have to (for example, to get from A to B we have to walk.) Sometimes we move purely for enjoyment.

So get moving - and have fun together!

WEEK 1: MOVEMENT

Day 1

What you'll need:

- Exercise sheets nos. 64 and 65;
- Music for dancing to.

What your child will learn:

- To look closely at a picture;
- To think about a picture;
- To give reasons for something.

Tasks:

- Briskly, make a series of false statements about the picture on sheet no. 64, such as: "There's a boy dancing, isn't there", and "The girl's dancing with her teddy, isn't she". Watch to see how your child responds. Do they notice the mistakes? Ask them what is really happening in the picture and have them describe the action.
- With your child, listen to different kinds of music and dance to them. Does your child dance in a different way to the various styles of music?
- Have your child trace the line on sheet no. 65 and find out what the boy is playing with.

Extra task:

- Together, sing the song 'Head and shoulders, knees and toes'.

SONG

Head and shoulders, knees and toes
Knees and toes
Head and shoulders, knees and toes
Knees and toes
And eyes and ears and mouth and nose
Head and shoulders, knees and toes
Knees and toes!

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Extra task:

- With your child, do a dance from your country of origin.
- Sing again the song you learned on Day 1.

Day 3

What you'll need:

- Exercise sheet no. 66;
- Two wooden spoons;
- Coloured pencils.

What your child will learn:

The words/concepts *fast* and *slow*.

Tasks:

- Have your child make noises with the wooden spoon: you could sing a simple song together and have them tap the rhythm to it.
- Drum on the table with your fingertips as if it's raining: first gently, then harder, then really hard.
- Clap together: first slowly, then getting faster and faster still.

Extra task:

- Have your child colour in two things on sheet no. 66 that go together.

Day 4

What you'll need:

- Some everyday objects;
- Coloured pencils.

What your child will learn:

To make music using everyday objects;
To be creative and inventive.

Tasks:

- Have your child make music with instruments, such as teaspoons, pan lids, a comb as a harmonica, or an upturned pot as a drum.
- Make your own musical instruments with your child, from things like cans, bottles, yoghurt pots, rice or peas.

Extra task:

- On sheet no. 67, have your child count how many toys are pictured and colour in that number of circles.

Day 5

What you'll need:

- Exercise sheet no. 68.

What your child will learn:

The words/concepts *under, over, in front of, behind* and *next to*.

Task:

- With your child, cut the cards on sheet 68 along the dotted line. Shuffle the cards face-down on the table. Each player draws a card in turn, says where the ball is and has to 'act out' their card.

Extra task:

- At your local playground, have your child look at the various things there are to play on, name them and say what kind of movement is involved, such as sliding, swinging or tilting.

WEEK 2: MOVEMENT

Day 1

What you'll need:

- Exercise sheet no. 69;
- Coloured pencils.

What your child will learn:

Colours;
Different shapes and movements.

Tasks:

- Speak with your child about the picture on sheet no. 69 and ask questions about it.
 - "What are the children doing in the picture?"
 - "Where are the children?"
 - "What are the different things you can play on?"
 - "How many children are on the seesaw?" (roundabout, slide, swings)Have your child answer with a complete sentence, as in: "Three children are on the slide".
- On sheet no. 69, have your child colour in the various items of playground equipment in different colours.

Extra task:

- With your child, sing the song 'See the little bunnies' and act out the movements.

SONG 'See the little bunnies'

See the little bunnies sleeping till it's nearly noon
Shall we go and wake them with a merry tune?
They're so still...are they ill?
Wake up little bunnies!
Hop little bunnies, hop, hop, hop
Hop little bunnies, hop, hop, hop ... and stop!

(Alternative words: see the ponies...trot
see the monkeys ... swing
see the frogs ... jump
see the elephants ... plod)

see the sharks ... swim
see the kittens ... creep
see the snakes ... slither, etc.)

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheet no. 70;
- A dice.

What your child will learn:

To count from 1 to 6.

Tasks:

- Choose a starting point and a finishing point, either in your home or outside. Each player throws the dice in turn and walk the number of steps indicated. The winner is the first person to reach the finish.
- Have your child count the things on sheet no. 70 and tick this number of circles.

Day 4

What you'll need:

- Exercise sheet no. 71;
- Glue;
- A pair of scissors;
- Coloured pencils;
- A sheet of cardboard;
- Music.

What your child will learn:

To make their own dice;

To improve their fine motor skills and responsiveness.

Tasks:

- On sheet no. 71, have your child colour in the boxes showing the children moving in different ways. Then have them carefully cut out the template for the dice and stick it onto card. Now, with your child, make the dice by folding the cardboard inwards along the dotted lines, applying glue to the flaps and slotting them in.
- With your child, do a movement activity using the homemade dice: with the music on, have your child throw the dice. Both perform the movements indicated by the dice – do them several times consecutively. Take turns to throw it.

Day 5

What your child will learn:

Awareness of the passage of time.

Tasks:

- Talk together about what has happened today. What day of the week is it? What day is it tomorrow?
- Say the nursery rhyme 'Solomon Grundy' with your child. You can turn it into a finger play.

NURSERY RHYME / FINGER PLAY

Solomon Grundy
Born on a Monday
Christened on Tuesday
Married on Wednesday
Took ill on Thursday
Worse on Friday
Died on Saturday
Buried on Sunday
This is the end
Of Solomon Grundy.
(Count off the seven days of the week on seven fingers.)

- With your child, talk about your plans for the next day.

Extra task:

- With your child, play the dice game from Day 4.

WEEK 3: MOVEMENT

Day 1

What you'll need:

- Exercise sheet no. 72;
- Coloured pencils.

What your child will learn:

To talk about feelings like being happy, sad and angry.

Task:

- Talk with your child about the picture on sheet no. 72. Ask things like:
 - "What are the children arguing about?"
 - "Where are they playing?"

Extra tasks:

- While bathing/showering, have your child count their fingers and toes.
- Read the nursery rhyme aloud to your child and recite it together several times.

NURSERY RHYME

Sneeze on Monday, sneeze for danger
Sneeze on Tuesday, kiss a stranger
Sneeze on Wednesday, get a letter
Sneeze on Thursday, something better
Sneeze on Friday, sneeze for sorrow
Sneeze on Saturday, see your sweetheart tomorrow.

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Extra task:

What you'll need:

- Two pieces of ribbon or rope at least one metre long and two small sticks about the length of a pencil.

What your child will learn:

- To improve their gross motor skills;
- To associate language with movement

- Tie one of the ribbons (or ropes) to a stick. Ask your child to make circular movements with the ribbon. Once your child can do this well, have them do it using two instead of one. Your child can also try waving them in different ways (making snake-like movements, for instance).

Day 3

What you'll need:

- Exercise sheet no. 73;
- Buttons or beads in different sizes;
- Buttons of different appearance.

What your child will learn:

- To recognise differences and similarities;
- The words/concepts *big* and *bigger*, *small* and *smaller*, *smooth* and *rough*, *dark* and *light*.

Tasks:

- Give your child different tasks involving the buttons, such as:
 - "Find two buttons the same size."
 - "Find a button that's smaller than this one."
 - "Find a blue button."
 - "Find a button with two holes in it."
 - "Find a round button."
- On sheet no. 73, have your child draw lines between two buttons that are the same.

Extra tasks:

- Have your child think up a game with buttons.
- Have your child use a sewing needle to string the buttons or beads onto a thread or ribbon, to make (for instance) a necklace or bracelet.
- Have your child count how many buttons there are on their clothes.

Day 4

What you'll need:

- Old sheets of newspaper;
- A pair of scissors;
- Music for dancing to.

What your child will learn:

To concentrate;

To react logically;

The shapes *circle*, *triangle*, *square* and *rectangle*.

Task:

- With your child, cut big shapes out of the sheets of newspaper: a circle, a square, a triangle and a rectangle. Distribute these shapes around the room. Put the music on so your child can move to it. Stop the music and give your child a task. Then put the music back on, stop it again and give them a new task, and so on.
- Ideas for tasks: "Stand in the circle," "Walk around the rectangle," "Hop onto the triangle", etc.

Day 5

What you'll need:

Exercise sheet no. 74;

What your child will learn:

To name the different parts of the face, such as the cheeks, chin, teeth, eyebrows, eyelashes; a poem.

Tasks:

- Stand in front of the mirror with your child and point to the following parts of the body:
 - My cheeks, your cheeks;
 - My chin, your chin;
 - My eyelashes, your eyelashes;
 - Etc.
- With your child, try making different facial expressions: frowning, raising your eyebrows, fluttering your eyelashes, a happy face, sticking out your tongue, etc.

- On sheet no. 74, have your child draw a face including as many details as possible.
- Read the poem aloud to your child and then say it together several times.

POEM

Here are my cheeks
And this is my chin
This is my mouth
With all my teeth in!
This is my hair
My nose and my eyes
I've got two ears too
And that's no surprise!

Extra tasks:

- Ask your child humorously silly questions such as:
 - "Is that my nose?" (Point to one of your ears)
 - "Am I flying?" (Sit on the floor)
 - etc.
- Have your child ask you questions in the same funny way.

At home



‘At home’ is a topic that doesn’t require much organisation. After all, most people have one of some description! And there’s no better place to explore this topic than within your own four walls.

With your child, explore the different rooms of your house:

- The living room;
- The children’s room;
- The kitchen;
- The bathroom;
- The bedroom.

You can also talk about the furniture and other things in the various rooms. You can talk about what these rooms are used for. With your child, look at the walls and the windows from both inside and outside.

Also look at houses and other residential buildings when you’re out and about. You’ll see that there are many similarities between them, but also many differences. The roofs may be different; some have a garden; some have several floors. There are also blocks of flats with more than 20 floors.

Not all people live in what we think of as normal houses. Even today, some people are nomads, living in tents; some Eskimos live in igloos, and princes and princesses used to live in palaces.

Using boxes of different shapes and sizes, you can make houses with your child. You can even build a whole town with streets and a playground.

Have fun building together!

WEEK 1: AT HOME

Day 1

What you'll need:

- Exercise sheets nos. 76 and 77;
- Coloured pencils.

What your child will learn:

- To look closely;
- To think about their surroundings.

Tasks:

- Talk with your child about the picture on sheet no. 76. Ideas for questions:
 - What room is the child in?
 - What is the child doing?
 - How late might it be?
 - When do you go to bed?
 - How does your room look?
 - Have you got posters in your room, too?
- With your child, go into the bedroom and, in turn, give each other instructions or ask each other questions. Some ideas:
 - Sit on your bed.
 - Lie under your bed.
 - What's in the cupboard?
 - What's hanging on the wall?
 - Stand next to your bed.

Extra tasks:

- On sheet no. 77, have your child draw a house they would like to live in.
- Talk with your child about the days of the week. Ask questions like:
 - What day is it today?
 - What day was it yesterday?

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheet no. 78;
- Coloured pencils;
- A box containing the following: a wooden spoon, a stone, a handkerchief, a plastic spoon and a plastic cup, a glass.

Your child will learn:

about the properties of different materials.

Tasks:

- Cut a hole in the box big enough to put your hand through, or put a cloth over the box. (The idea is that your child should be able to feel the things but not see them.)

Tip: Keep this feel box for future use!

Ideas for tasks:

- Have your child look for the handkerchief.
- Have your child look for something hard.
- Have your child look for something that feels hard and cold.
- Have your child take something from the box themselves and decide whether it's cold or warm, hard or soft.
 - Have your child take something from the box themselves and say something about it.
 - Etc.
- On sheet no. 78, have your child draw a line between the home and the materials it's made of.

Day 4

What your child will learn:

The different times of day.

Task:

- Talk with your child about the different times of day. Ask questions like:
 - What do you do in the mornings?
 - Are you at home in the middle of the day?
 - Where are you in the evening?

Day 5

What you'll need:

- A box;
- Small tins;
- Rolls of toilet paper;
- Sticks (e.g. wooden shish kebab skewers);
- Paper;
- Newspapers;
- A pair of scissors;
- Glue.

What your child will learn:

To cut out and glue carefully;

To estimate how big something is.

Task:

- With your child, create a miniature bedroom in the box. (This can either be a free-standing box just to look at, or part of a doll's house.)

Extra tasks:

- With your child, talk about large towns, small villages, streets and different kinds of homes (such as caravans, tents, houseboats, farmhouses, log cabins, tower blocks and igloos).
- Sing a lullaby with your child.

WEEK 2: AT HOME

Day 1

What you'll need:

- Exercise sheets nos. 79 and 80;
- Coloured pencils;
- A pair of scissors.

What your child will learn:

To think logically;
The difference between day and night.

Tasks:

- Have your child look at the picture on sheet no. 79 and talk about the differences.
- Cut out the pictures on sheet no. 80 (or have your child do this). Each picture is part of a sequence of three that go together, but these are jumbled up. Discuss these 'stories' with your child. Ask questions like:
 - Here you can see a pair of dirty hands, and there you can see a pair of clean hands.
 - What do you think happened?
 - Here you can see a dirty child and there you can see a child in the bathtub. Which picture comes next?
 - Here you can see dirty cups and there you can see a sink. What do you think's going to happen?

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- A box and various art & craft materials;
- A pair of scissors;
- Glue;
- A photo of a street with houses (ideally, the street where you live).
- A photo of your living room.

Your child will learn:

to cut and glue carefully,
about the depiction of reality.

Tasks:

- Talk with your child about the photos. Ask things like: "What can you see in the photo?", "Who lives there?", "Where do our neighbours live?", "Can you show me in the photo where the cupboard is?"
- Have your child 'recreate' the living room using the different materials and say something about it.

Day 4

Tasks:

- Talk with your child about the different rooms in the house and about what you can do there.
- Outside, have your child feel different materials such as a stone, a wooden window-frame, or the metal parts of a bicycle.
- Play with your child using the feel box.

Day 5

What you'll need:

- Exercise sheets nos. 81 and 82;
- A pencil;
- Coloured pencils.

What your child will learn:

To be aware of differences;
To identify objects that can move.

Tasks:

- On sheet no. 81, have your child draw in the missing details.
- Have your child name the objects on sheet no. 82 and colour in only the things that can move.

Extra tasks:

- Have your child make a new room for the doll's house.
- Tidy up with your child and talk about the things you come across while doing so.

WEEK 3: AT HOME

Day 1

What you'll need:

- Exercise sheets nos. 83 and 84;
- Coloured pencils;
- A pair of scissors.

What your child will learn:

To talk about feelings.

Tasks:

- Have your child talk about the picture on sheet no. 83. Ask questions like:
 - "When does a baby cry, and when do you cry?"
 - "Why do you cry when that happens?"
 - "At nursery, what does your teacher do when you cry?"
 - "Do you cry only when you're afraid, or also when you're cross?"
- Have your child act out being sad and being comforted by someone.
- Cut out (or have your child cut out) the pictures on sheet no. 84, and have your child talk about them.
- Have your child divide up the pictures into those that make them happy and the ones that make them sad.

Extra tasks:

- Tell your child what makes you happy, and what made you happy when you were a child.
- Using the pictures on sheet no. 84 as a prompt, share memories with your child.
- Put new things in the feel box and have your child guess what's in it.

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheets nos. 85 and 86;
- A handkerchief;
- A spoon;
- Toys;
- An apple;
- A pair of scissors;
- Glue.

What your child will learn:

- To put things where they belong;
- To cut out carefully.

Tasks:

- Talk with your child about these things and have them focus especially on how the objects feel.
- Ask your child to tidy the things away one at a time (perhaps you could play the Hot/Cold Game while doing so).
- Have your child cut out the small pictures on sheets nos. 85 and 86 and stick them where they belong.

Extra task:

- With your child, think of rhymes or have your child make up rhymes for these words:
 - House...
 - Moon...
 - Rope...
 - Window...
 - Tent...
 - Live...

Day 4

What you'll need:

- Exercise sheet no. 87

Tasks:

- Have your child talk about the 'homes' which belong to the animals they can see on sheet no. 87.

- With your child, recite these nursery rhymes about homes and do the actions:

NURSERY RHYME

There was an old woman	<i>(bend fingers and move hand to indicate a hunched old woman walking)</i>
Who lived in a shoe	<i>(cup hands to make a shoe)</i>
She had so many children	<i>(wiggle all ten fingers)</i>
She didn't know what to do	<i>(gesture in despair)</i>
She gave them some broth	<i>(mime drinking)</i>
Without any bread	<i>(mime eating)</i>
Then hugged them all closely	<i>(‘hug’ the fingers of one hand with the other hand)</i>
And put them to bed.	<i>(mime sleeping)</i>

NURSERY RHYME

Ladybird, ladybird, fly away home	<i>(hook thumbs and flap hands)</i>
Your house is on fire	<i>(wiggle fingers to indicate flames)</i>
And your children are gone	
All except one	<i>(raise index finger)</i>
And her name is Ann	
And she hid under the frying pan.	<i>(hide one hand under the other)</i>

Day 5:

What you'll need:

- Exercise sheets nos. 88 and 89;
- Coloured pencils;
- A box with art & craft materials.

What your child will learn:

To depict reality in scaled-down form;

The colours *red*, *green*, *yellow*, *blue* and *purple*.

Task:

- On sheet no. 88, have your child do this colour-by-numbers activity:
 - Colour in red all the areas numbered 1
 - Colour in green all the areas numbered 2
 - Colour in yellow all the areas numbered 3
 - Colour in blue all the areas numbered 4
 - Colour in purple all the areas numbered 5

Extra tasks:

- Talk with your child about the pictures on sheet no. 89 and use the words *front* and *back*.
- Have your child glue the matching front and back together.
- Play with your child using with the feel box.

Eating and drinking



Food is a necessity: everyone needs to eat! But it's also a pleasure: food tastes good, and eating is enjoyable and sociable. In many families, a meal is a time when everyone comes together to see and talk with each other, and to take a break from other activities.

People have different habits when it comes to eating:

- They eat at different times;
- They eat different kinds of meals (for instance, hardly any German families have two hot meals a day);
- They use different crockery and cutlery, and different spices and other ingredients.

This topic looks not only at the different foods we eat, but also how we buy and prepare them. After that, teeth-brushing is discussed.

With your child, you can keep a diary in which you note what you have eaten on what days. Maybe you'd like to do something together with your parent coach, such as:

- going shopping;
- cooking and eating at the nursery;

- eating foods from different countries;
- inviting each other for meals.

Have fun together and *bon appetit!*

WEEK 1: EATING AND DRINKING

Day 1

What you'll need:

- Exercise sheets nos. 91, 92 and 93;
- Coloured pencils;
- A pair of scissors;
- Glue.

What your child will learn:

- To plan a shopping trip;
- To go shopping.

Tasks:

- Have your child talk about the picture on sheet no. 91;
- On sheet no. 92, make a shopping list and have your child buy these things or go shopping for them together;
- Follow the instructions on sheet no. 93 to make a little book with your child that will serve as a 'food and drink diary'. Make an entry for Day 1.

Extra task:

- Talk with your child about the meals you'll be having (or have had) today.

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)
- With your child, make an entry for Day 2 in the diary: What have you eaten and drunk today?

Extra tasks:

- With your child, peel an apple and see what it looks like inside.

Day 3

What you'll need:

- Exercise sheets nos. 94 and 95;
- Coloured pencils;
- Three empty bottles.

What your child will learn:

The words/concepts *full*, *empty*, *half-full*;

The colours *red* and *blue*;

Different kinds of fruit.

Tasks:

- Have your child fill one bottle with water and another only half-full, with the third bottle remaining empty. Have your child compare the bottles.
- Suggest to your child that they could colour in the half-empty bottles on sheet no. 94 blue and the full bottles red.
- With your child, make an entry for Day 3 in the diary: What have you eaten and drunk today?

Extra task:

- Have your child colour in only the pictures of fruit on sheet no. 95.

Day 4

What you'll need:

- Fresh fruit;
- Other ingredients for a fruit salad, according to taste;
- A knife.

What your child will learn:

To name different kinds of fruit.

Tasks:

- Talk with your child about the different kinds of fruit that grow in Germany and in your country of origin.
- Make a fruit salad with your child and encourage your child to cut the fruit themselves.
- With your child, make an entry for Day 3 in the diary: What have you eaten and drunk today?

Observational task:

Observe your child while they are cutting fruit.

Day 5:

What you'll need:

- Exercise sheets nos. 96 and 97;
- Coloured pencils;
- Buttons.

What your child will learn:

To tell apart different kinds of fruit and vegetables;
The numbers 1, 2, 3, 4 and 5.

Tasks:

- With your child, make an entry for Day 5 in the diary:
- What have you eaten and drunk today?
- With your child, practise counting using buttons.
- On sheet no. 96, have your child colour in as many rings as there are apples illustrated and circle the right number.

Extra tasks:

- Have your child talk about the pictures on sheet no. 97, and colour everything that can be eaten or drunk in red, and the toys/things you can play with in yellow.

WEEK 2: EATING AND DRINKING

Day 1

What you'll need:

- Exercise sheet no. 98.

What your child will learn:

Different ways of preparing different foods;
Rules for mealtimes.

Tasks:

- Talk with your child about the picture on sheet no. 98.
- Talk with your child about your particular rules for mealtimes and who sits where at the table.
- With your child, brainstorm what you can make with different foods:
 - Apples: stewed apple, apple pie, apple juice, etc.
 - Milk: cocoa, ...
 - Rice: rice pudding, ...
- What do you need to make soup?
- What do you need for ...? (Insert a dish of your choice here.)

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheet no. 99;
- Coloured pencils;
- Buttons.

What your child will learn:

The numbers from 1 to 10;
The phrase/concept *just as much...as*.

Tasks:

- With your child, practise counting with buttons. Say things like: "Give me eight buttons". (Write down the number 8 on a piece of paper.)
- On sheet no. 99, have the child draw a circle around the right number.
- Have your child lay the table.
- Together, count the plates, knives and forks, etc.

Day 4

What you'll need:

- Different ingredients for baking (according to taste);
- Baking utensils.

What your child will learn:

- To bake;
- To understand the concept of quantities.

Tasks:

- Do some baking with your child and have your child do as much as possible on their own.
- Have your child lay the table and, together, count the plates, glasses, knives and forks, etc.

Day 5

What you'll need:

- Exercise sheets nos. 100 and 101;
- Coloured paper.

Task:

- Have your child decorate the cake on sheet no. 100 using the paper.

Extra tasks:

- Have your child count the objects on sheet no. 101 and draw a circle around the right number.
- Make a sandwich with your child and have them choose what they want to put on it.

WEEK 3: EATING AND DRINKING

Day 1

What you'll need:

- Exercise sheet no. 102;
- Coloured pencils.

What your child will learn:

To express their thoughts in words.

Tasks:

- On sheet no. 102, have your child colour in all the things that can be eaten, using the right colours.
- Talk with your child about the pictures on sheet no. 102 and have your child name the things they like to eat. (You can say whether they're healthy and why.)

Extra task:

- Together, learn this limerick by heart.

LIMERICK

There was a tomato named Bruce
Who was out watching trains on the loose
He ran over the track
Without looking back
And the next minute poor Bruce was juice!

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Extra task:

- Borrow a children's cookbook from the library and prepare a meal with your child.

Day 3

What you'll need:

- Exercise sheet no. 103;
- Coloured pencils.

What your child will learn:

To talk about foods and to say what they like.

Tasks:

- Have your child draw the meal on the plate that they find tasty.
- Have your child draw the cutlery for the plate on sheet no. 103.

Extra task:

- Talk about why we need to brush our teeth.

Day 4

What your child will learn:

To brush their teeth properly.

Task:

- With your child, brush your teeth and show them the right way to do this.

Extra task:

- With your child, sing a song that mentions food.

Day 5

What you'll need:

- Exercise sheet no. 104;
- A pencil;
- Coloured pencils.

What your child will learn:

The words/concepts *healthy* and *unhealthy*, *tasty* and *not tasty*;

To use a pencil for a specific purpose.

Tasks:

- With the aid of the pictures on sheet no. 104, talk with your child about what animals eat.

- Have your child use a pencil to draw the route the animal must take to get to its food.

Extra task:

- Play a game with your child: you name different foods and have your child reply by saying *tasty* or *not tasty*, *healthy* or *unhealthy* and then explaining why they think that. Then switch roles.

The family



Families are very important for adults and, of course, for children as well. There's a lot you can tell your child about your family.

You can explain to them about your family relationships (who's related to whom, and how), and about the members of your immediate family: father, mother, brothers and sisters, grandmas and grandpas, uncles and aunts, etc.

You can also distinguish between those members of your family who live close by and those who live far away. There are different ways of staying in touch with the family. You and your child can write a card together to members of your family who live a long way away. And perhaps your child can spend the night with relatives who live close at hand. The family photo album is also a practical visual aid for this topic.

You can often spot the family likeness in different members of the family. They may share the same looks, like the shape of their nose, mouth and eyes. But often family members look different, too. Also talk about your family in your country of origin and about the feelings you associate with your family.

Have fun exploring the topic 'The family' together!

WEEK 1: THE FAMILY

Day 1

What you'll need:

- Exercise sheet no. 106;
- Coloured pencils;
- Family photos.

What your child will learn:

How they are related to grandparents, uncles and aunts, etc. (i.e. family relationships).

Tasks:

- Talk with your child about the family photos and members of your family.
- Encourage your child to paint their family on sheet no. 106.

Day 2

Task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Extra task:

- With your child, do this finger play called 'The Mouse Family'.

FINGER PLAY

This is Daddy Mouse.

(Grasp one of your thumbs with the other thumb)

He looks just like any other mouse:

(Shrug your shoulders quizzically)

soft fur,

(Stroke the back of a hand)

pointy nose,

(Use both hands to make a nose)

big ears,

(Use both hands to make the ears)

and a tail this long.

(Indicate how long using your index fingers)

This is Mummy Mouse.

(Grasp index finger)

She looks just like any other mouse: (...as above)
 soft fur,
 pointy nose,
 big ears,
 and a tail this long.

This is Sister Mouse. (Grasp middle finger)
 She looks just like any other mouse: (...as above)
 soft fur,
 pointy nose,
 big ears,
 and a tail this long.

This is Brother Mouse. (Grasp ring finger)
 He looks just like any other mouse: (...as above)
 soft fur,
 pointy nose,
 big ears,
 and a tail this long.

This is Baby Mouse. (Grasp little finger)
 Doesn't look like any other mouse (Shake your head)
 no fur, (Pat the back of your hand)
 blunt nose, (Use both hands to form a blunt nose)
 small ears (Use both hands to make small ears)
 and a tail this short. (Indicate how short using your index fingers)

Day 3

What you'll need:

- Exercise sheet no. 107;
- A suitcase;
- Things that fit in your suitcase;
- Things that are too big for your suitcase.

What your child will learn:

That there's a limit to what fits in a suitcase;
 To improve their memorising skills.

Tasks:

- With your child, play the game 'I'm packing my suitcase and I'm taking'

GAME: I'm packing my suitcase

I'm packing my suitcase and I'm taking ... for Grandpa.

I'm packing my suitcase and I'm taking ... for Grandpa and ... for Grandma.

I'm packing my suitcase and I'm taking ... for Grandpa, ... for Grandma and ...

for Auntie ____

etc.

- With your child, pack things in the suitcase – but not too many, so that you can still close it.
- On sheet no. 107, have your child colour in only the things that fit in the suitcase.

Extra task:

- Tell your child a story and have them retell this story in their own words.

Day 4

What your child will learn:

To listen to a story and tell one themselves.

Task:

- Tell your child a story from everyday family life and, after a while, have your child carry on this story.

Day 5

What you'll need:

- Exercise sheets nos. 108 and 109;
- Coloured pencils.

What your child will learn:

To imagine how a story might end.

Task:

- Encourage your child to talk about the pictures on sheet no. 108 and have them decide which one of the two pictures best completes the story.

Extra task:

- On sheet no. 109, have your child do this colour-by-numbers activity:
 - Colour in orange all the areas numbered 1
 - Colour in red all the areas numbered 2
 - Colour in blue all the areas numbered 3
 - Colour in yellow all the areas numbered 4
 - Colour in green all the areas numbered 5

WEEK 2: THE FAMILY

Day 1

What you'll need:

- Exercise sheets nos. 110 and 111;
- The telephone;
- Phone numbers of family members.

What your child will learn:

To use the phone and to talk about a picture.

Tasks:

- Write the phone number of a family member clearly on a piece of paper (there shouldn't be anything else written on it). Have your child dial the number. Listen to see whether your child says their own name.
- Talk with your child about the picture on sheet no. 110 and about how to stay in touch with members of the family who live a long way away: by phone, by writing, by sending a picture, by sending an e-mail, etc.

Extra tasks:

- Have your child telephone a friend. Also explain to them that the phone is very important in emergencies.
- Have your child cut out the small pictures on sheet no. 111. Which pictures go together?

Day 2

Task:

- Look at a book together and talk about it. (Bear in mind our guidelines for reading.)

Extra tasks:

- With your child, go to a letter box and post a letter.
- Have your child look in the letter box at home and tell you all the things they find there:
 - A letter;
 - A postcard,
 - A newspaper,
 - An advertising brochure, etc.

Day 3

What you'll need:

- Exercise sheet no. 112;
- Photos in which your child looks happy or sad.

What your child will learn:

- To pronounce words in syllables;
- To express their thoughts in words.

Tasks:

- Have your child repeat words after you and clap out the syllables in rhythm:
 - Flower Flo - wer
 - Chin Chin
 - Apple App - le
 - Nursery Nur - se - ry
 - Suitcase Suit - case
 - Teaspoon Tea - spoon
 - Triangle Tri - ang - le
 - Finger Fin - ger
 - Pencil Pen - cil
 - Telephone Te - le - phone
- Talk with your child about your photos: can your child say whether they look sad, happy, etc. in these pictures?
- Talk with your child about the pictures on sheet no. 112: how do the children shown there feel?

Day 4

What you'll need:

- Exercise sheet no. 113;
- A pencil.

Task:

- On sheet no. 113, have your child join up the numbers from 1 to 10.

Extra task:

- Play 'I spy' with your child: choose something in the room that's round, triangular, square or rectangular. Have your child guess what it is.
You can play this game anywhere: in the car, at the market, on the train, etc.

Day 5

What you'll need:

- Exercise sheets nos. 114;
- Various family photos.

What your child will learn:

To spot, and remember, things that are missing.

Tasks:

- With your child, play Kim's Game using family photos.
- On sheet no. 114, have your child colour in the picture that goes with the picture in the left-hand column.

WEEK 3: THE FAMILY

Day 1

What you'll need:

- Exercise sheets nos. 115 and 116;
- Coloured pencils.

What your child will learn:

- To name members of your family;
- To associate quantities with numbers.

Tasks:

- Look at sheet no. 115 and have your child talk about the various members of this family.
- On sheet no. 116, have your child draw lines between the objects and the child wearing the right number.

Day 2

What you'll need:

- Exercise sheet no. 117;
- A pencil;
- Coloured pencils.

What your child will learn:

- To think about their own family.

Task:

- On sheet no. 117, have your child do a picture of themselves, their father, their mother, and (if they have any) their brothers and sisters.

Extra task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheet no. 118;
- Old family photos;
- An old photo of your child.

What your child will learn:

To understand the relationship between children, parents and grandparents.
To make their own 'family album'.

Tasks:

- Look at the photos with your child and talk about them together. Ideas for your conversation:
 - Who's the oldest and who's the youngest?
 - Who's a father and who's a child?
 - Dad is one of Grandma and Grandpa's children.
 - Auntie ____ is Mum's sister and she's also one of Grandma and Grandpa's children.
- On sheet no. 118, have your child make their own 'family album', doing a self-portrait in the box labelled '*Das bin ich*' ('This is me') and a picture of their parents in the box labelled '*Vater und Mutter*' ('Mum and Dad'), and so on.

Day 4

What your child will learn:

The words used for the different members of the family.

Task:

- Do this finger play with your child.

FINGER PLAY

This is Grandpa, short and fat	(thumb)
This is Grandma, having a chat	(index finger)
This is Dad, who's big and strong	(middle finger)
This is Mum, busy all day long	(ring finger)

This is the baby, who's fast asleep, and - *(little finger)*

Here's the whole family, that's my hand!

Day 5

What you'll need:

- Exercise sheets nos. 119 and 120;
- A pencil;
- Coloured pencils;
- A stamp.

What your child will learn:

To send a postcard.

Tasks:

- On sheet no. 119, have your child colour in the picture, cut it out and stick it onto a thick piece of paper. Encourage your child to draw lines for the address on the back and then send off the card together. (Your child can also put the card in the letter-boxes of family members in the neighbourhood.)
- On sheet no. 120, have your child complete the pictures.

Out and about



For our purposes, just stepping out of the door counts as being 'out and about'! It doesn't necessarily mean travelling a long way or visiting a theme park; it can also involve doing simple, fun things in your local area.

You can go on a trip in your local area:

- To a park;
- To a wood;
- To a lake;
- To a river;
- To a farm.

The sun doesn't have to be shining for you to go to the park; it can be fun in the rain, too!

You can look at flowers and plants there, and enjoy their different colours.

Why not visit your local library? Most of them provide a friendly setting for looking at books, trying out board games and (if you get a library card) for borrowing lots of interesting books and other media.

Travel using different means of transport: take the train, bus, tram or underground, and go by bike, by car, etc.

It's nice to be out and about, and it's also fun to make plans. It's important that you involve your child. Talk together about things like what you can take on your next trip to the woods.

Have fun out and about together!

WEEK 1: OUT AND ABOUT

Day 1

What you'll need:

- Exercise sheet no. 122;
- Coloured pencils;
- Photos taken on holiday or on other trips.

What your child will learn:

Words to do with going on trips;
To refresh their memories.

Tasks:

- Look at the photos and talk together, perhaps with the whole family. Ideas for conversation:
 - Where was this photo taken?
 - Why was this photo taken?
 - Who can you see in this photo?
 - What can you see in this photo?
- Talk with your child about the picture on sheet no. 122:
 - Who can you see in this picture?
 - Where do you think they're going?
 - Have you ever travelled by train?
 - What other ways are there of travelling?

Extra tasks:

- Tell your child a travel story from your own experience.
- Go for a walk with your child and show them the different kinds of transport in your local area, like buses, the underground, trains and trams.

Day 2

Task:

- Look at a book together and talk about it. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheet no. 123;
- Books or pictures of animals on the farm, in the zoo, etc.;
- Coloured pencils.

What your child will learn:

The differences between animals on the farm and animals in the zoo;
To use some new words.

Tasks:

- With your child, look at the books and draw their attention to the differences between farm animals and zoo animals.
- Talk with your child about the animals on sheet no. 123. Ideas:
 - "What sort of animal is that?"
 - "Where does this animal live?"
 - "Colour in the animals that live on a farm."

Extra task:

- Have your child complete these sentences:
 - You eat with your ... (mouth);
 - A duck eats with its ... (beak);
 - An elephant eats with its ... (mouth), but it puts the food in its mouth using its (trunk);
 - A cat smells with its ... (nose);
 - A dog can wag its ... (tail);
 - A donkey hears with its ... (ears);
 - A tiger sees with its (eyes) and has a long (tail).

Day 4

What you'll need:

- Exercise sheets nos. 124 and 125;
- A pair of scissors;
- Some card;
- Glue.

What your child will learn:

To recognise and describe situations and places;
To make their own board game.

Task:

- Play this travelling game. Stick sheets nos. 124 and 125 onto card, then cut out the cards on sheet no. 125.

The travelling game

You'll find the route for the travelling game on sheet no. 124.

The children on the game board visit different places and have adventures. Which places they visit and which adventures they have depends on which cards your child puts in the empty boxes marked 1-5. The cards your child can choose from are on sheet no. 125.

By always selecting different cards, your child can have different adventures.

Have your child put the cards from sheet no. 125 onto sheet no. 124 and tell you (or another member of your family) the story.

Day 5

What you'll need:

- Exercise sheet no. 126.

What your child will learn:

To spot mistakes.

Task:

- Talk with your child about the picture on sheet no. 126 and have your child find out what's wrong here.

Extra task:

- With your child, take a trip on a tram or a bus. You could go to the market, perhaps, or the park.

WEEK 2: OUT AND ABOUT

Day 1

What you'll need:

- Exercise sheet no. 127.

What your child will learn:

- To describe a picture;
- To imitate animal sounds.

Tasks:

- Talk with your child about the picture on sheet no. 127.
- Ask your child what noises these animals are making. Does your child know any other animal sounds?

Extra task:

- With your child, play an adapted version of the game 'I'm packing my suitcase and I'm taking ...'. It might go:
 - I'm going on holiday by coach.
 - I'm going on holiday by coach and by tram.
 - I'm going on holiday by coach, by tram and by train.
 - etc.

Day 2

Task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Extra task:

- Play the travelling game.

Day 3

What you'll need:

- Exercise sheet no. 128;
- Coloured pencils.

What your child will learn:

- To plan a walk and to describe the route.

Task:

- Have your child draw a route on sheet no. 128 and describe the things they pass on this walk.

Extra task:

- With your child, look at a map and see how to get to your country of origin or to a holiday destination. Have your child say what toys they would like to take there.

Day 4

What you'll need:

- Exercise sheet no. 129;
- Coloured pencils.

What your child will learn:

To think about themselves.

Tasks:

- Have your child talk about what the children on sheet no. 129 are doing.
- Have your child colour in the pictures that show things they can already do themselves.

Day 5

What you'll need:

- Exercise sheet no. 130;
- Coloured pencils.

What your child will learn:

To check things carefully and combine things that go together.

Task:

- The pictures on the left form part of one of the pictures on the right. Have your child colour in the picture that the smaller picture is part of.

Extra tasks:

- Have your child count to ten.
- With your child, practise moving in different ways, such as: walking quickly, hopping, walking on tiptoe, crawling and creeping.

WEEK 3: OUT AND ABOUT

Day 1

What you'll need:

- Exercise sheets nos. 131 and 132;
- Coloured pencils.

What your child will learn:

To describe the things you can do in the holidays.

Tasks:

- Talk with your child about the pictures on sheet no. 131.
- Talk with your child about various activities that you can do in the holidays, like:
 - travelling;
 - visiting the family;
 - going for a walk;
 - going swimming.
- Have your child say what the nicest thing is that you can do on holiday.

Extra task:

- With your child, go through the days of the week and, together, use sheet no. 132 to draw up a fun 'timetable' for the holidays with activities of their choice.

Day 2

Task:

- Look at a book together and talk about it. (Bear in mind our guidelines for reading.)

Extra task:

- Play the 'I'm packing my suitcase' game with your child, asking the question: "What shall I take with me on my travels?"

Day 3

What you'll need:

- Exercise sheet no. 133;
- Coloured pencils;
- A pair of scissors.

What your child will learn:

To look closely and to combine things.

Task:

- Have your child cut out the pictures at the bottom of sheet no. 133 and stick them next to the picture they go with.

Extra task:

- Go for a walk with your child in your local neighbourhood and watch to see what your child takes most notice of.

Day 4

What you'll need:

- Exercise sheet no. 134;
- Glue;
- A pair of scissors.

What your child will learn:

What the various means of transport are;
Cutting out and gluing.

Tasks:

- With your child, cut out the pictures showing different means of transport.
- Using sheet no. 134, have your child decide where these cut-out pictures go, and stick them on the sheet.

Extra tasks:

- Play the travelling game with your child.

Day 5

What you'll need:

- Exercise sheet no. 135.

What your child will learn:

- To make plans and make decisions;
- To fold a paper boat.

Tasks:

- Talk with your child about the different ways of travelling when we're out and about.
- With your child, try creating different travel and transport situations using various (improvised?) play materials, such as blankets, carpets, building blocks, cars and action figures).
- With your child, play the game 'I'm packing my suitcase and taking ...'. You could start by saying, "Today we're going on a trip, and you can say where we're going, how we're going to get there and what we're going to take there."

Extra task:

- With your child, fold a paper boat from a piece of paper, following the instructions on sheet no. 135.

Animals



All children love animals. Animals stir emotions and meet children's needs for cuddling, stroking and affection. Often, however, animals can also give rise to feelings of fear and uncertainty. The way people relate to animals is very different in different countries.

For children, animals are fascinating creatures and they are very keen to find out all about them. There are many different kinds in the animal kingdom; they look very different and have a great variety of living habits. There is a very wide range of sources of information about animals. Reference books, picture books and films provide opportunities to talk with your children about animals.

In order that your child can appreciate and understand the topic of 'Animals', it's important that you give them the chance to experience animals at first hand. Think about where your child can have contact with pets, either in your own or a friend's family. There is bound to be an opportunity to get to know different kinds of animals in your local area. You could go to:

- a farm;
- a zoo or animal park;
- a petting farm;
- the circus;
- a game enclosure;

- a pet shop;
- etc.

Maybe there are other ways of getting close to animals near where you live. In the *Rucksack* group or with your friends, talk about what's on offer and visit these places with your child (maybe go together with other families).

Some wild animals can be encountered on a walk in the woods or in a meadow, pond or stream. It's even worthwhile raising your child's awareness about the small animals you share your home with, like flies, other insects and spiders.

Enjoy exploring the animal world!

The material for the topic 'Animals' was developed by the cross-cultural centre 'RAA - Büro für interkulturelle Arbeit' and is included here by kind permission.

WEEK 1: ANIMALS

Day 1

What you'll need:

- Exercise sheet no. 137;

What your child will learn:

- To name animals;
- To concentrate.

Tasks:

- With your child, look at the picture on sheet no. 137 and talk about it together. Ideas for questions:
 - Which animals in the picture do you know already? Can you tell me what they're called?
 - Which animal has stripes and looks like a horse?
 - Which animal has the longest neck?
 - Which animal can carry its babies around in a pouch?
 - Which animal is the heaviest?
 - Which animal is called 'The King of Beasts'?
 - Etc.
- Ask your child if they know any other animals.

Day 2

Task:

- Read a book together and talk about it. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheet no. 138;
- Coloured pencils.

What your child will learn:

- To notice differences.

Task:

- With your child, look at the pictures on sheet no. 138. Have them find the five differences between the pictures. When your child has discovered one, they can circle the object in question with a pencil and name it.

Day 4

What you'll need:

- Exercise sheets nos. 139 to 143;
- A pair of scissors;
- Coloured pencils;
- An A4 sheet of paper;
- A hole punch;
- Some cord.

What your child will learn:

How to make a book;
To play with words;
To enhance their fine motor skills;
To use their imagination.

Tasks:

- Have your child colour in the animals on sheets nos. 139 to 143. Then, for each individual sheet, get them to cut along the horizontal centre line (as indicated) to separate the two drawings. For each half-sheet, they then cut along the vertical line (but stop cutting where the line ends) and then make a pile of the finished pages. Have your child hole-punch the pages (on the non-cut edge). To complete the book, give it a card cover: this involves cutting a piece of card in half right down the middle and hole-punching the pages on the longer edge. With your child, put one piece of card at the front and one at back, and pull the cord through the holes.
- Together, have a look at this book of fantasy animals you've made. Have your child try out new combinations and make up nonsense names for them, like combining 'crocodile' and 'elephant' to make 'crocophant', 'eledile' or 'elephcroc'.

Day 5

What you'll need:

- Walnut shells;
- Some scrap card;
- Glue;
- Some black, grey or brown wool;
- A pair of scissors;
- A black felt-tip pen.

What your child will learn:

They will enhance their fine motor skills.

Tasks:

- With your child, do the 'Mouse Family' finger play that you already know from the 'Families' topic.
- With your child, make mice from nut halves. Have your child stick the nut halves onto card. Also stick a piece of wool onto the card as a tail. Once the glue has dried, you can cut round them. Two small pieces of wool can be used as whiskers. Have your child colour in the eyes with a felt-tip pen. To finish off, you can cut out ears and stick them on.

FINGER PLAY

This is Daddy Mouse.

(Grasp one of your thumbs with the other thumb)

He looks just like any other mouse:

(Shrug your shoulders quizzically)

soft fur,

(Stroke the back of a hand)

pointy nose,

(Use both hands to make a nose)

big ears,

(Use both hands to make the ears)

and a tail this long.

(Indicate how long using your index fingers)

This is Mummy Mouse.

(Grasp index finger)

She looks just like any other mouse:

(...as above)

soft fur,

pointy nose,

big ears,

and a tail this long.

This is Sister Mouse.

(Grasp middle finger)

She looks just like any other mouse: (...as above)
soft fur,
pointy nose,
big ears,
and a tail this long.

This is Brother Mouse. (Grasp ring finger)
He looks just like any other mouse: (...as above)
soft fur,
pointy nose,
big ears,
and a tail this long.

This is Baby Mouse. (Grasp little finger)
Doesn't look like any other mouse (Shake your head)
no fur, (Pat the back of your hand)
blunt nose, (Use both hands to form a blunt nose)
small ears (Use both hands to make small ears)
and a tail this short. (Indicate how short using your index fingers)

WEEK 2: ANIMALS

Day 1

What you'll need:

- Exercise sheet no. 144.

What your child will learn:

They will get to know farmyard animals;
To match animal sounds to animals.

Tasks:

- Speak with your child about the picture on sheet no. 144. Ideas for questions:
 - What animals can you see in the picture?
 - Which animals have you ever seen yourself?
 - Which animals can fly?
 - Which animal is often caught by cats?
 - Which animal gives milk?
 - Which animals lay eggs?
 - Which animals live in stables?
 - etc.
- Ask your child what sounds these animals make. Does your child know any other animal noises?

Day 2

Task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheets nos. 145 and 146;
- A pair of scissors;
- Glue.

What your child will learn:

How animals move in the places where they live

Tasks:

- Talk with your child about which animals live on land, which live on water and which spend most of their time in the air.
- On sheet no. 145, have your child cut out the animals and ask them how the various animals move in the places where they live. For example:
 - The fish *swims* in the water.
 - The bird *flies* in the air.
 - The cow *walks* over the field.
- With your child, try and match the animals to their habitats (who lives where?) and have your child stick the animals onto sheet no. 146.

Day 4

What you'll need:

- Exercise sheets nos. 147 and 148;
- Coloured pencils;
- Some scrap card;
- A pair of scissors.

What your child will learn:

- To identify and name animals;
- To enhance their responsiveness.

Tasks:

- Have your child colour in the animals on sheets nos. 147 and 148 using the appropriate colours, stick them onto scrap card and cut them out.
- Have your child distribute the animals over the floor a certain distance apart. Now read the rhymes, emphasising the name of the animals. As soon as your child hears the name of an animal, they jump directly onto the one in question.

Here comes a big green crocodile
Who swims in the Nile and wears a smile

The white polar bear plods through ice and snow
Her paws are cold, there's a long way to go

The zebra's stripes are black and white
But he hasn't learned to read or write

Hop quickly onto the little grey mouse
Or she'll scurry back into her little mouse house

The monkey is brown and he swings through the trees
What d'you think he likes eating? Bananas or cheese?

It's nice to stroke the black cat's fur
Scratch her back and she'll start to purr

Rolling in mud gives the pink pig a laugh
D'you think it's high time he had a bath?

The colourful parrot just never stops squawking
Do you think that he's better at flying or walking?

The fluffy chick's yellow – yes, even his leg
And he's just hatched out of a little white egg!

Day 5

What you'll need:

- Exercise sheets nos. 149 and 150;
- Coloured pencils;
- Some scrap card;
- Sheets of old newspaper;
- Glue;
- A pair of scissors;
- Watercolour paints.

What your child will learn:

- To make animals from paper;
- To enhance their fine motor skills

Task:

- Have your child colour in the different parts of the animals on sheets nos. 149 and 150, stick them onto card and cut them out. With your child, screw up sheets of newspaper into balls about the size of a tennis ball. Then decide which animal it's going to be, and paint the ball the right colour. Once the paint has dried, your child can stick on the right arms and legs. And there you have it – a home-made 'cuddly' toy!

WEEK 3: ANIMALS

Day 1

What you'll need:

- Exercise sheet no. 151.

What your child will learn:

They will get to know various sea creatures.

Tasks:

- Talk with your child about the pictures on sheet no. 151. Ideas for questions:
 - Which animals can you see in the picture?
 - Which is the biggest and the heaviest animal that lives in the sea?
 - Which of these animals look like stars?
 - Etc.

Day 2

Task:

- Read a book and talk about it together. (Bear in mind our guidelines for reading.)

Day 3

What you'll need:

- Exercise sheets nos. 152 and 153;
- Coloured pencils;
- A pair of scissors;
- Two pieces of paper;
- Glue.

What your child will learn:

To make a 'Concentration' memory-matching game;
To enhance their powers of recall;
To further develop their fine motor skills.

Task:

- Have your child colour in the pictures on sheet nos. 152 and 153, stick them onto card and cut them out once the glue is dry. Now the game can begin: every time a card is turned over, have your child name the animal.
- Start by using just half of the cards and gradually use more and more.

Day 4

What you'll need:

- Exercise sheet no. 154.

What your child will learn:

To concentrate.

Task:

- With your child, look at exercise sheet no. 154 and have your child look for and name the objects that don't belong in the picture.

Extra task:

- Go with your child to a nearby pet shop. Look at the animals there and have your child name them.

Day 5

What you'll need:

- Exercise sheets nos. 155 and 156;
- Coloured pencils;
- Some scrap card;
- A pair of scissors;
- A hole punch;
- An elastic band.

What your child will learn:

To be creative with their imagination;

To pretend to be an animal.

Task:

- Have your child choose an animal on sheet no. 155 or 156 that they would like to colour in. Have your child colour in the animal, stick it onto card and cut around it. Use the punch to make a hole in each edge so that you can use the elastic band to attach the mask to the head. Then help your child thread the elastic band through the holes and tie a knot in it. Now your child can put the mask on and pretend to be a monkey or a fish.

Media education



Media are an integral part of our daily lives. There are many media that we can't imagine life without.

Children and adults are best able to acquire media literacy by using media themselves. After all, it's only in the water that we learn to swim – and not by the edge of the pool. Pre-school children, in particular, need their parents' help with this. What media education means is that parents **choose content** for their children (e.g. picture books, TV programmes and games), **set times**, (ideally) **agree rules for use** and provide their children with **ongoing guidance**. The older the child is, the sooner they should have a say in all this. And you, the parents, can help your child to process the experiences they have when interacting with media.

Your children, like all children, will have already had a wealth of experience with media: they watch television, listen to audio dramas on CD and tape, look at picture books and are read to aloud from these books. They play with their older brothers and sisters using games consoles such as Wii, X-Box, Playstation or Nintendo DS.

Children live in a media-soaked world: they tell each other what they have seen on TV and draw pictures to illustrate it. They also act out scenes they have watched.

The following are among the most important media:

- Books;
- Television;
- Radio;
- Computers;
- Games consoles;
- Audio dramas;
- Music CDs;
- Mobile phones.

Our media education exercises will involve you interacting with media both with your child and on your own. You will learn how you can use them purposefully, not only to have fun but also to bring about positive learning effects.

These materials have been prepared in cooperation with the Media Authority of North Rhine-Westphalia (LfM) and 'AK IKEEP' (the working group on intercultural elementary and primary education of the federal state of North Rhine-Westphalia's Regional Support Office for Children and Young People from Immigrant Families [RAA]).

Media education exercises

You can help your child relate healthily to media by educating them on appropriate use of these resources. This will enable them to get their bearings in our media-dominated society. And it'll also give you the chance to have fun with, and get talking to, your child.

For younger children, it's TV that has the greatest appeal. That's why most of the Nursery Rucksack exercises cultivate an 'aware approach' to television. However, books, audio media and computer games are also dealt with.

In preparing for these activities with your child, it's important to take a good look at how media are used in your family. In the first instance, therefore, some of the tasks are intended more for the parents.

The exercises are divided into four sections which, taken together, will help your child gain an all-round media education:

- Rules and protection of minors;
- Interacting with media;
- Experiencing media;
- Creativity with media.

What precisely these sections involve is briefly described below:

1. Rules and protection of minors

"It's the dose that makes the poison!" – and media are no exception here.

Media are important sources of learning and understanding for children. At the same time, excessive media consumption can adversely affect learning and childhood development. Media use should definitely not, therefore, be at the heart of family life. It's very important that parents and children share activities that don't involve media. Children need to experience the world with all their senses; they need to move and to make, paint and draw things, to meet up with friends, to play and communicate – and by no means always using media!

Children don't need to watch TV every day. If they do, then children aged **between 3 and 5 shouldn't watch for more than 30 minutes a day.** For somewhat older children (6 to 9 years), 45 minutes is plenty. **Babies and toddlers shouldn't watch television at all.** Even though 'baby TV programmes'

do exist, there's a consensus among researchers that infants can't learn anything from television.

In order that your child doesn't spend a disproportionate amount of time in front of the TV, you need to **agree on clear rules** with them. What's the daily time limit for watching television? And what about computer games, music and audio-drama CDs or other media?

In Germany, as elsewhere, there are laws protecting children and minors. That's why age classifications are printed on the cases of all media such as films and video games sold in this country. You, the parents, can decide whether to follow these recommendations. **Please bear in mind, however, that there are good reasons for these age restrictions!** They're there to protect children and adolescents from pictures and content that are unsuitable given their age. These include images of violence or sex that are regarded as likely to be harmful or detrimental to young people.

2. Interacting with media

It's not just a question of how long your child sits in front of the TV or a computer game; more important is **what they watch**. And if your child doesn't show any interest in television, that's no cause for concern.

Do you actually know what your children like watching on TV or whether they have 'media heroes' from audio dramas, books or games? Take a good look! Make choices together with your child. Help your children to be more media-aware.

Try to use media as actively as possible. Talking is 'allowed' while watching television. Speak with your child about what they can see on the screen. Ask your child questions about what's happening in a TV programme. Or try to enjoy an audio drama or picture book with your child. It can also be fun to use learning software together: educational computer programs can be a good way of helping with language development through play.

3. Experiencing media

Processing media-based experiences is part of media education. This is because children don't just watch TV: they get involved with their heroes and live the stories unfolding on the screen. Children need to work through this experience as television images may remain on their minds and trigger emotions. Assimilating TV experiences is especially important if children have seen images that are not age-appropriate.

Which TV content particularly resonates with your children or has made a lasting impression on them? You can find this out and creatively explore these things by

having a painting and drawing activity. Perhaps you can remember a television character you liked or found frightening as a child. Why not draw your TV hero – or a cinema hero – on a piece of paper? Your child can make a picture of their own favourite character.

A discussion about TV programmes can also be very interesting. Talk about what your children like – or what they don't like or find scary. You could also 'watch the watcher': observe your children during their television time. Try to be aware that children perceive TV images quite differently and help your child to assimilate what they have experienced.

4. Creativity with media

Why always merely 'consume' media when you can create them instead? There are plenty of creative possibilities here. This will be fun and will also help your child to see 'behind the scenes' of the media realm.

By making a toy called a thaumatrope (which means 'turning wonder'), children can learn the principle by which animations and other films are made. A film consists of many thousands of individual images that are shown in rapid succession one after another. With the thaumatrope, two images are enough to create an illusion. If you use the template to make this toy, you'll see a dinosaur riding a scooter!

Or go hunting with your child for photos in your own home. Eagle eyes will be needed here!

Golden rules for using media

Each child is unique! They have their own favourite food, their own dreams and minds of their own! The following recommendations may help your child find their way in this world full of media. However, you'll have to flesh out these 'recipes' to find rules that work for you, your family and your child. And if conflicts occur – well, that's all part of family life!

Golden rules	Practical tips
Set an example Be aware of how you yourself interact with media and the example you set to your children with your own behaviour regarding TV and computer games.	Develop a critical approach to media and be aware of your content choices. Explain to your child that there is advertising both on television and the Internet. Don't arrange all the furniture in your living room with media in mind. Although there needs to be a place for the computer and the TV, make sure your family life isn't centred around these media!
Set clear rules Agree on clear rules with your child as to when and for how long they can watch TV. And make sure the arrangement is kept to.	Children don't have to watch TV every day. If they do, then children aged between 3 and 5 shouldn't watch for more than 30 minutes a day. For somewhat older children (6 to 9 years), 45 minutes is enough. Exceptions should be allowed, as with a film that exceeds the time limit. Alternatively, you can agree on a limit for media (say three hours a week) which your child can ration out themselves as they wish. This covers all electronic media (computer, games console, TV, ...)
Choose together With your child, choose age-appropriate programmes, audio dramas or computer games.	There's a lot of television or radio content that's frightening to children or which they don't understand. That's why TV programmes suitable only for adults are on in the (late) evening. With your child, draw up a television viewing plan including your child's favourite shows. Make sure the agreed TV time limit isn't exceeded.



	All the family members should have a say in what is seen, when it is seen and for how long. In choosing programmes, try to find solutions acceptable to all. It's important to cultivate a spirit of partnership in media education as in everything else. However, you should never forget your parenting responsibilities.
Guide your child Don't leave your child to their own devices with media. As often as possible, watch TV or try out a computer game together. Help them to assimilate their experience of media.	As a rule, you should watch programmes together with your child so that you can talk about the content and be there if the child is frightened by a particular scene. TV images may remain on a child's mind and trigger emotions. Children need to process these experiences. Talk with your child about what they have seen. Try to see things from your child's perspective. Children like programmes that have something to do with their own lives. Don't use the television as a 'babysitter'. However, children can occasionally watch familiar programmes or films on DVD alone – provided you know what they're watching and are sure your child can cope well with it. Don't use the TV as a reward or punishment; this would be assigning it far too much importance.
Switching off From time to time, switch off the TV and other media quite deliberately and do something else with your child.	If you show your child how to switch on the TV or radio, you also need to show them the off button!

Using media for language learning



Children learn a language by speaking and communicating with other people. To promote language acquisition in children, therefore, it's especially important to create opportunities for speaking. Children pick up a language best if they have fun with it and use all their senses, ideally in interaction with others.

Media can help with language development – but only if they are used actively. Watching a German TV show won't automatically mean that children are learning German; although they hear the language, they're not prompted to speak it themselves. Well-made television programmes therefore try to encourage children to speak and join in. This is also the case with good learning software which enables children to use the computer to develop language skills.

Tips for language learning with media:

- With your child, pick out TV programmes that invite viewers to join in, sing or dance along and specifically promote language development.
- Watch a show with your child, and talk about it while it's on. This encourages the child to use language to discuss the content of the programme.
- Take advantage of DVDs. They enable you to make use of a programme quite deliberately for a specific purpose. This will also give you the option of watching a programme in your native language. You can also arrange your child's 'TV time' to suit their very individual needs, and DVDs allow flexibility time-wise.
- Provide your child with learning software for the computer that promotes development of both spoken and written language. Compare notes with other parents as to which software is suitable. Software tips are also available (in German only) at www.kindersoftwarepreis.de, www.sin-net.de/paedi, www.internet-abc.de/eltern and www.spieleratgeber-nrw.de.
- Read aloud to your child from books as often as you can, or look at a picture book together. And tell stories without books – think some up (together)!
- Provide your child with audio dramas (on CD, tape or in MP3 form) or music to sing along with. Listen to stories or songs together with your child, talk about the content or sing along.

Have fun with media!

WEEK 1: MEDIA EDUCATION

Day 1**Keeping track of time – how long does your child spend in front of the TV?**

What you'll need:

- A piece of paper and pencil;
- 'Golden rules for using media' (exercise sheets 150-152);
- A pair of scissors;
- An old TV guide.

What your child will learn:

To be aware of, and manage, their television viewing habits.

Tasks:

- Together with your child, work out how long they watch TV every day. (See 'Golden rules for using media'.)
- Ask which programmes your child watched, say, the day before. How about at the weekend? Do they watch more or less television then?
- On a piece of paper, make a note of all the programmes watched. Have your child cut small pictures illustrating these shows out of a TV guide and stick them next to your written notes. If no pictures can be found, a small drawing will do. If your child has hardly watched any TV so far, look for favourite programmes and make a collage (together). If your child watches every day, make a sheet for just one day, a weekend or a whole week.
- With your child, count up the length of the programmes noted and talk about the result.

It doesn't matter about getting the figures exactly right. The point of this exercise is to make ourselves aware of what the family / our children do all day. As parents, reflect on whether you're happy about the situation or whether something needs to change.

Extra tasks:

- Together with your child, prepare a second sheet with other leisure activities (ball games, cycling, reading, just romping around, making music, singing, painting/drawing, having a rest, going for a walk with Mum and Dad, ...).
- Talk about the finished sheet.

Day 2

A TV viewing plan – rules for using media

What you'll need:

- A piece of paper and pen;
- 'Golden rules for using media' (exercise sheets 150-152);
- Coloured drawing paper;
- A pair of scissors;
- A marker pen.

What your child will learn:

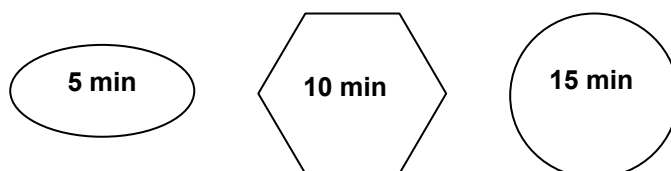
- To abide by rules and stick to agreements;
- To manage their time as they see fit;
- (If applicable) To make arrangements with siblings.

Tasks:

- With your child, try to find rules for using TV that work for your family. (See 'Golden rules for using media'.)
- Using coloured drawing paper, make different 'time cards' (you can be as creative as you like with regard to shape and colour).



or



- Write different lengths of time on the 'time cards': two or three cards with '5 min', another two or three with '10 min' and two cards with '15 min'. You could make the cards different sizes, with the '5 min' card the smallest, or you can help your child by choosing different colours and/or shapes corresponding to the different lengths of time.
- Give your child 'time cards' to use for the day, appropriate for their age: a 3-year-old child should receive time cards adding up to no more than 30 minutes.
- Let your child choose the programmes they most want to watch.
- Discuss with your child how long the various shows last and which 'time card(s)' are needed.
- Now let your child select a suitable programme.

- With your child, before starting to watch, set a timer for the duration of the programme, with a beep signal to remind your child when the time is up.

These 'time cards' can also be used for siblings, so that the children will have to agree on who watches what and when.

Day 3

Living without electricity – alternatives to using electronic media

What you'll need:

- Exercise sheet no. 158;
- A piece of paper;
- A pen.

Your child will learn:

which media require electricity and which don't;
about alternatives to using media.

Tasks:

- With your child, look at the picture on exercise sheet no. 158 and talk about the various illustrations: "What works using electricity? Which things don't we need power for?"
- Perhaps your child can think of a few activities they would like to do that don't require electricity. Brainstorm and write down all the alternatives to using electronic media that you can think of. How could you find things out? What fun things could you do? Your list might include: reading the newspaper, looking at picture books, playing board games by candlelight, painting/drawing, building a kite, etc.
- Together, do one of the activities on your list.

Extra task

- Discuss with your child what a day without electricity and electrical equipment would be like. The main point is that all electronic media (TV, computer, mobile phone, radio, etc.) would not work without power.

Day 4

Age classification hunt – tracking down the ratings

What you'll need:

- Original cases with films on DVD, Blu-Ray or VHS, and computer and/or console games from Germany.

This exercise works best with films and computer games in your own home. However, you can also borrow media from a library (or media library).

What your child will learn:

the difference between the various age classifications for films, computer games and learning games.

Films and computer games released in Germany must be labelled with an age classification: FSK for films and USK for computer and console games.

The ratings given are as follows:

- No age restriction;
- 6 years and above;
- 12 years and above;
- 16 years and above;
- 18 years and above.



The ratings are based on the developmental stages of children and adolescents.

Source: www.fsk.de

The label 'Infoprogramm gemäß § 14' ('information programme under § 14') or 'Lehrprogramm unter gemäß § 14 JuSchG' ('educational programme under § 14 of the German Children and Young Persons Act, JuSchG') can be found on the DVD itself and on the case if the film or computer game isn't detrimental to the development of children and adolescents, as is the case with travel videos, nature documentaries, educational films, films on sport or fitness and children's informational programmes.

**INFO-
Programm
gemäß
§ 14
JuSchG**

**LEHR-
Programm
gemäß
§ 14
JuSchG**

Tasks:

- With your child, look for these labels in your home. What ratings can you find on the films and games? And what do they mean?
- Discuss with your child the fact that not all films and games are suitable for all ages.

Day 5

TVs, computers, mobile phones and the rest – time to take a good look

What you'll need:

- Exercise sheet no. 159;
- Other pictures of media appliances/devices (television sets, games consoles, mobile phones, ...) from advertising inserts etc. (or the appliances/devices themselves);
- A pair of scissors;
- Glue;
- Paper.

Your child will:

familiarise themselves with different technical appliances/devices;
learn their functions and the names for their various parts.

Tasks:

- Look at the exercise sheet which illustrates a computer and accessories.
- With your child, name all the parts you can see (monitor, keyboard, mouse, printer, cable, plug).
- With your child, consider what functions the various parts of the computer have: "That's the keyboard; we use that for typing in letters or words."
- Together, look for pictures of other media appliances/devices in a catalogue or something similar. Your child can cut out the pictures and stick them onto a piece of paper. Then talk about the collage. "What's that? What can you do with it?"
- You can also do this exercise with actual appliances/devices and try out the various functions they have. ("That's the TV remote control; we can use it to change channels and adjust the volume.")

Extra task:

- Play the 'appliance/device game' with your child and give them specific tasks, such as: "Go to the keyboard and type a letter"; "Take the remote control and switch on the TV." (Make sure it's set to a children's channel!)

WEEK 2: MEDIA EDUCATION

Day 1**Talking about TV**

What you'll need:

- Exercise sheet no. 160;
- A TV set or a computer that can receive a children's channel.

What your child will learn:

To think and talk about what's on television;
To speak about things that happen on TV and what feelings this triggers (fun, fear, tension, curiosity).

Tasks:

- With your child, look at and talk about the picture on exercise sheet no. 160.
- Watch a programme together and talk about what you've seen.

Children can learn from productive TV watching and this is easiest when they have support from real people who watch with them.

Day 2**Be on your guard – the gaudy world of advertising**

What you'll need:

- Exercise sheet no. 161;
- Different items (clothes, packaging, ...) on which characters from children's programmes and films can be seen.

What your child will learn:

To recognise advertising when watching TV;
To tell the difference between adverts and programmes;
To understand the point of advertising;
Why well-known media characters can be found on packaging;
To develop critical brand awareness for the first time.

Tasks:

- With your child, look at the picture of two television sets on exercise sheet no. 161. The top one is showing regular programming, as indicated by the channel logo in the corner. The other TV is showing an advert; the channel

logo has disappeared. In other words: on German television, advertising isn't accompanied by a channel logo.

- Have your child guess which of the TVs is showing adverts.
- With your child, look for products in your home that feature media characters. Is there, say, a cornflake packet with a picture of *SpongeBob*, a shampoo bottle with *Lilifee* or a similar product? Ask your child: "Would you buy this product if there weren't any pictures on the packaging?"
- Explain that the contents are the same, but that we prefer to buy the product with attractive packaging. Depending on your child's age and stage of development, you can talk with your child about the fact that advertising promises something to encourage us to buy a product.
- The next time you watch television together, encourage your child to recognise when advertising comes on and to switch the TV off while it's on.

Extra tasks:

- Together, play 'Spot the adverts'. When you go for a walk together, get your child to call out when they see any advertising. Award points for each time!
- Be 'brand detectives' together and look out for advertising logos on clothes, toys, consumer electronics, etc.
- Look out for media characters on packaging in the supermarket.

On German TV, all broadcasters are required to make a clear distinction between advertising and normal programming. The lack of a logo is the easiest way to spot that adverts are on. What about television from your home country? How do channels differentiate between commercials and programmes?

Day 3

Come play with me – explore learning software together

What you'll need:

- A computer with loudspeakers;
- Age-appropriate software;
- 'Golden rules for using media', exercise sheets 150-152.

Learning games are available from your local library.

What your child will learn:

- To tell the difference between age ratings for computer games;
- To enjoy playing with their parents;
- To use the computer;
- To make agreements with their parents and keep to them.

Tasks:

Preparing parents for these tasks:

Try out the games beforehand. For instance, you can find and try out software for play in the library.

You can also 'test drive' software before buying it in certain bookshops or in specialist games stores. As, for the time being, your child will use only the illustrations on the case to help them make their choice, set yourself the task of finding out more about the game with your child.

- Choose a computer game together. Be aware of the USK seal (age rating: 0, 6, 12, 16, 18 years and above). Read about the content of the game in the insert (if available). Make comments like: "This game involves animals; that might be interesting for you. What do you think?"
- Back at home, give your child the game CD you've just bought or borrowed and (if possible) let them insert it themselves. Then install the software together.
- Play the game together. Let your child use the mouse; however, it's a good idea to take turns. Continuously talk with your child about what's happening on the monitor. Ideally, don't play for longer than 20 to 30 minutes. Time on computer games should count towards the total media time limit. If possible, save the game score in a suitable place. Then switch the computer off.

- Ask your child if they liked the game: “What did you like best? What didn’t you like so much? Would you like to play this game with me again soon?”

Day 4

Prick up your ears – a ‘sound tour’ through one’s own home

What you’ll need:

- Exercise sheet no. 162;
- A comfortable spot in your home;
- Normal everyday media appliances/devices like a TV set, radio or CD player.

What your child will learn:

To listen carefully; (focused) perception of the environment using their eyes.

Tasks:

- With your child, find a comfortable spot in your home. Sit or lie down together. What can you hear?
- Ask your child about all the things they can hear. Together, count all the audible noises and sounds. Where do they come from? Do any of them come from electronic media?
- With your child, look at exercise sheet no. 162. Ask your child what they can see.

Extra tasks:

- Close your eyes while you’re concentrating on the noises. How does it feel?
- Turn off all the media appliances/devices. What can you hear now?
- Switch on all media appliances/devices at the same time. What can you hear now?
- Talk about what you can hear, and especially about the difference with and without media.
- Together, make a list of all the noises.

Day 5

A feast for the ears – discovering audio dramas

What you’ll need:

- A player for playing audio dramas, such as a CD player, a cassette recorder or MP3 player;

- An audio drama.

Audio dramas can also be borrowed from your local library.

What your child will learn:

- To listen carefully;
- To use a CD player.

Tasks:

- Listen to an audio drama with your child. Make sure you choose one that is age-appropriate and thematically interesting for your child.
- Talk with your child about whether they enjoyed the audio drama: "Which character did you like best? What happened in the story? Tell me!"

Extra task:

- Go on a journey of discovery with your child and a radio: this medium also has a lot to offer children. The programmes cover a wide range from funny to curious, from fantasy and fairy tales to quite serious topics.

WEEK 3: MEDIA EDUCATION

Day 1**Here's looking at you, kid! – Watching your child watching TV**

What you'll need:

- A TV set;
- (Possibly) A notepad and pen.

What your child will learn:

- To watch television with you;
- To express feelings while watching TV.

Tasks:

- Sit with your child when they're watching television and, for the time being, just observe them: when do they laugh? At what points do they seem tense? Can you see the connection between the content and your child's response?
- Respond to your child's behaviour or to what's on TV. Reinforce the visual experience by commenting on the programme: "I think that's really funny – do you think so too?"

Body contact is important; not necessarily all the time but, during exciting scenes, it gives the child a sense of security and helps them work through what they have experienced.

Day 2**Stories on paper – looking at a book together**

What you'll need:

- A picture book on the subject of media.

What your child will learn:

- To talk about stories;
- Self-expression;
- Recounting what they have seen and heard.

Task:

- Together, look at a picture book or read aloud from one. Continually ask your child questions about the story or the pictures. Bring the story to life by using different voices.

Extra task:

- With your child, create a special place just for children's books. Children love looking at and hearing the same stories over and over again. Your child should have free access to the books.

Day 3

Images inside our heads – making pictures of our media experiences

What you'll need:

- A large piece of paper;
- Coloured pens or pencils;
- Exercise sheet no. 163.

What your child will learn:

To be in touch with their own feelings;
To process media experiences;
Self-expression.

Children will have both good and bad experiences when watching TV. They'll feel many things, from happiness and enjoyment to fear or anxiety. From the adult perspective, the things children describe as good or bad experiences may vary greatly. What a grown-up may find particularly unpleasant or problematic may be quite different for children. It's important to understand your child's television experiences and offer help in assimilating scenes that leave a particularly lasting impression.

Tasks:

- Encourage your child to paint or draw something they have seen on TV:
"Why don't you draw/paint something nice you've seen on television! What have you enjoyed?"
- It's a good idea to make a picture yourself too.

- When your child has finished the picture, look at it together. Let your child explain it to you and don't put words in their mouth; don't interpret the picture yourself.
- Your child can then ask you questions about your own picture.
- With your child, look at exercise sheet no. 163. Ask them to tell you what it shows.

Extra tasks:

- A painting or drawing activity can also be used to work through negative experiences that your child has had while watching TV. Start by asking questions like: "Tell me about something you didn't like at all on TV or something that made you cross. Have you ever seen your favourite television character do something stupid which annoyed you? Have you ever been scared by something you've seen on TV?"
- Your child can also make a picture about these experiences. Talk about the picture together in detail.

Ask your child open questions to get them talking. Unlike closed questions which are answered with "Yes" or "No", open questions encourage the child to open up. An example of a closed question: "Did you enjoy that?" An example of an open question: "What did you like about it?"

Give your child assistance if negative memories persist. Try to find solutions so your child can experience a good outcome.

Day 4

An optical illusion – make your own thaumatrope

What you'll need:

- Exercise sheets nos. 164-167;
- A pair of scissors;
- Some glue;
- A round beer mat (or a piece of card);
- Two elastic bands or some strong string.

What your child will learn:

How to make a thaumatrope;

The principle behind animated films; how motion works in film.

Tasks:

- Collect all the materials you'll need and, with your child, spread these out on a table. Let your child do as many of the following steps as possible themselves. You may need to help at one point or another. If the thaumotrope is to work, precision is called for in cutting, glueing etc.
- With your child, cut out the pictures of the dinosaur and the scooter on exercise sheet no. 164. **Please note:** don't cut through the hatched line as the two circles need to be attached!
- Take a round beer mat or cut a piece of card so that the dinosaur template fits on it exactly.
- Punch two holes in the edge of the beer mat (see marking on exercise sheet no. 165). Attach an elastic band or some strong string on the left and right (see exercise sheet no. 165).
- Have your child glue the front side of the template (with the scooter) onto the round piece of card. The template can then be folded along the hatched line and stuck onto the back of the card. The two pictures are now upside down in relation to each other (see exercise sheet no. 166).
- The thaumotrope is now finished and can be used: with your child, firmly hold the elastic bands between the thumb and index finger of the left and right hands. Now twirl the elastic bands back and forth between your fingers. The thaumotrope should rapidly rotate and the pictures should appear, as if by magic, to combine into a single image: a dinosaur riding a scooter! (See exercise sheet no. 167.)
- If the child doesn't get the hang of the twirling movement, you can 'wind up' the two ends of the elastic bands or string by rotating the disc and then simply letting them wind down.

Day 5

Picture riddles – a photo hunt in your own home

What you'll need:

- A digital camera or a mobile camera phone.

What your child will learn:

How to use a camera;

To look closely (perception and concentration exercise)

Tasks:

- With your child, create a picture riddle.
- As this involves photographing an object in detail, you'll first need to show your child how to use the camera or mobile camera phone. Set the camera beforehand to macro mode. You will find this in the camera's menu; the symbol is a flower (a tulip).
- Hold the lens up close to the object (or part of the body) so as to photograph only a small part of it (e.g. photograph the snowflake symbol on the radiator knob or part of a door hinge).
- After taking this close-up photo, take another picture showing the entire object (e.g. the whole knob, the whole radiator or the whole door). With your child, make sure the image is sharp.
- Now you, and then your child, can go off alone and photograph a few riddles. (It's best to do it unobserved so you can guess what each other's pictures show.) First look at the close-up. Now guess what the object is. If the guesser gets stuck, they can ask questions like: "Is the object in the kitchen?" "Is it made of wood?" "Can you eat it?" Clues can be provided if necessary, and points can be awarded to add to the fun.
- Then, together, look at the answer to the riddle.

Extra tasks:

- You can photograph several picture riddles all at once for subsequent guessing.
- With your child, you could take photos for a picture riddle and let another member of the family guess.
- You can look at the pictures directly on the camera or mobile camera phone.
- Alternatively, you can put the pictures onto the computer and look at them on the monitor. Many cameras can also be connected up directly to a TV set, or the integrated card can be put directly in the television. Give it a try!