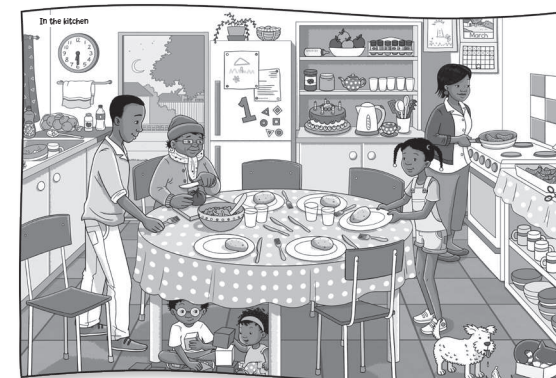


## Day 1 Story time: Big picture story (In the kitchen)

Look carefully at the picture and ask your child to tell you what they see. Then ask these questions:

- ★ What is happening in the picture?
- ★ Look carefully and tell me everything you can see.
- ★ How many people/plates/mugs/knives/forks are there?
- ★ Are there enough plates/mugs/knives/forks for everyone? How can we find out?
- ★ Would there be enough chairs for everyone if a visitor came for supper?
- ★ Are there more plates or more forks? How do you know?
- ★ How many dogs/cats/clocks/green apples can you see?



## Day 2 Drawing and writing

- ★ Talk to your child about all their favourite meals.
- ★ Ask them to choose their favourite meal and draw it on a plate or in a bowl.



## Day 3 Looking and listening

- ★ Look at the big picture again and see how many small things you can find. Take turns to find something and ask each other to find it in the picture.
- ★ Play "I spy with colours", for example: *I spy with my little eye, something that is red.* Take turns to give the clues and to guess the answer.



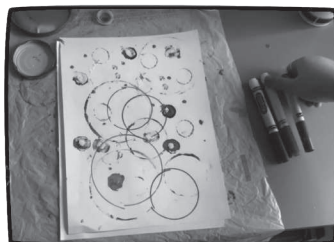
## Day 4 Games

Play the snap and memory games together. Look for the game cards and follow the instructions.



## Day 5 Shapes, letters and numbers

- ★ Look for circles around you.
- ★ Take turns forming a circle with your fingers on the floor, in the air, on your hands, on each other's backs, your leg, or on the wall.
- ★ Use paper and a crayon to trace around plates and cups to make circles.
- ★ Find the circle template and do the activity.



## Activity Record

Remind your child to colour in a star as they finish each activity. (The Activity Record is on the last page of this booklet.)



## Every day, remember to:

- ★ Ask your child to help set the table, making sure to match the number of plates, forks, etc. to the number of people eating. Count how many of each thing there are.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *I like the way you're thinking!* OR *Try again, you're almost there.*

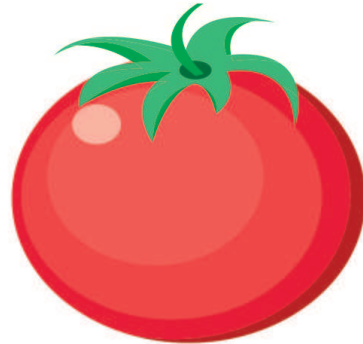
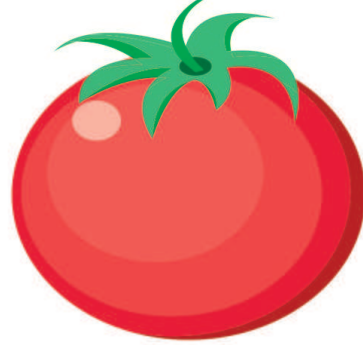


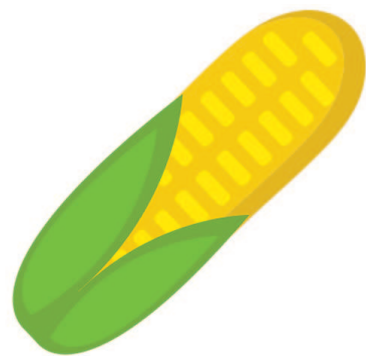
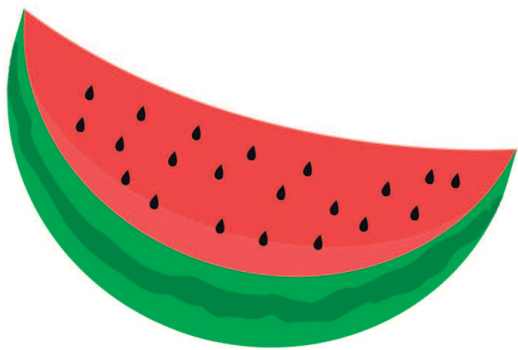
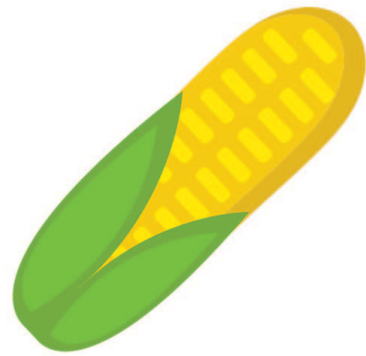
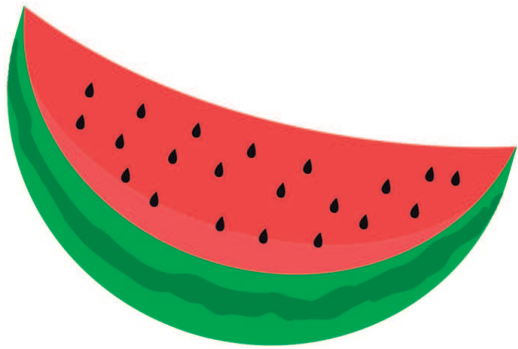
# In the Kitchen



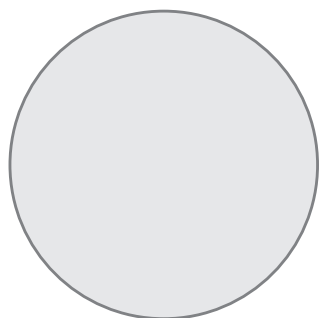
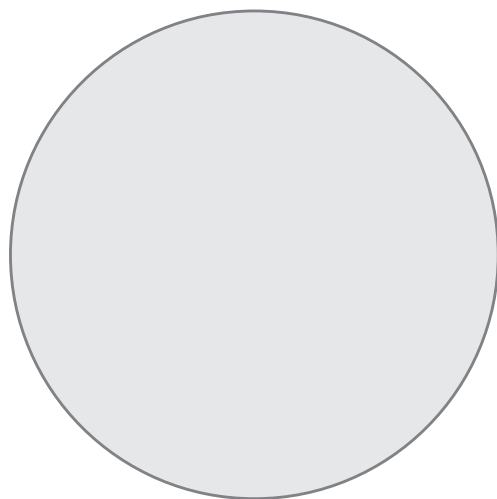
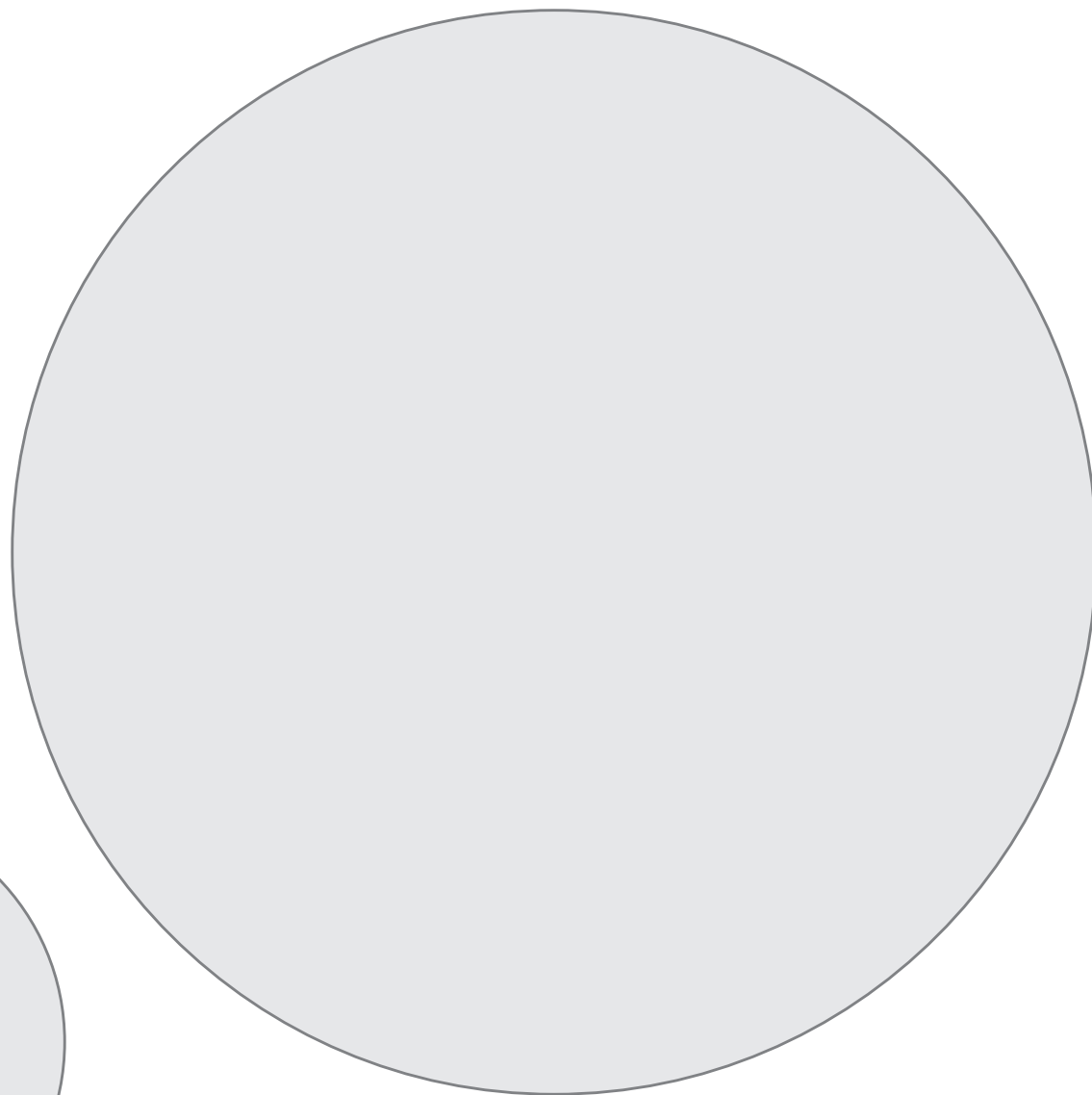
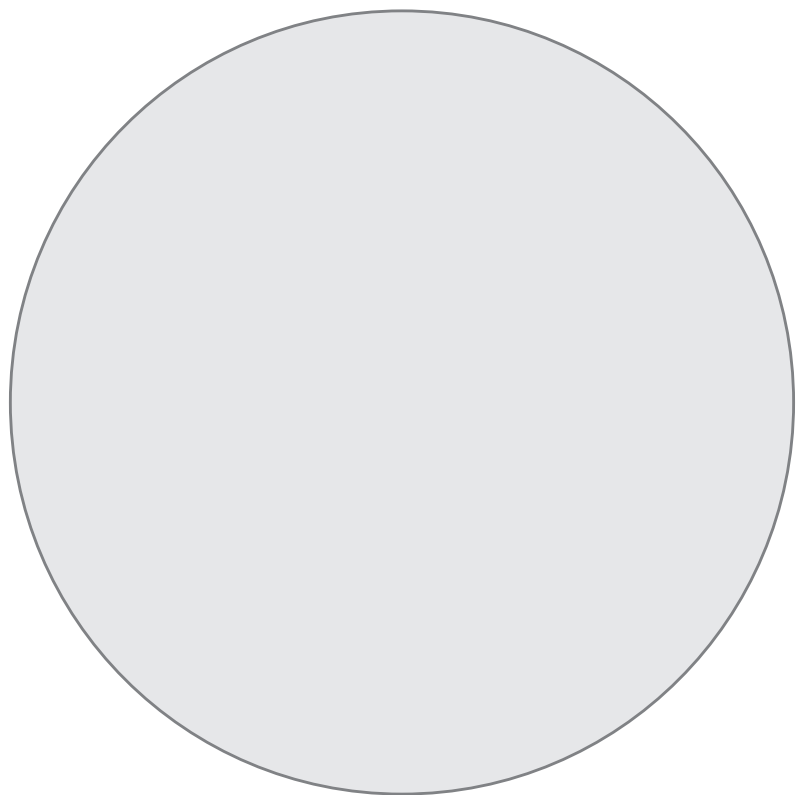
**Snap game:** Cut out the cards and shuffle them. Deal the pictures out in face-down piles. Each player turns over a picture from the top of their pile and places it face-up in a second pile in the middle of the players. If the two pictures at the top of the piles in the middle are the same, the first player to shout "Snap!" takes both face-up piles and adds them to the bottom of their pile. The player who collects all the pictures is the winner.

**Memory game:** The aim of the game is to find all the pairs of pictures. Shuffle the pictures and then put them face down in rows to form a grid. Each player takes a turn to turn over two pictures. If the pictures are the same (a pair), it's a match and that player takes the pair. Otherwise, the cards are turned face down again and the next player has a turn. The game ends when all the pairs have been found. The player with the most pictures is the winner.





**Circle template:** Help your child to tear newspaper, old magazines or scrap paper into little pieces and glue the pieces onto the circles to fill them up. When they are finished, they can cut out the 4 circles. Ask your child to show you which circle is the biggest and which is the smallest. Then help them to arrange the circles in order from smallest to biggest and then from biggest to smallest.



## Day 1 Story time: Little book story (Look at the animals)

Fold the little book with your child and then look at the pictures together. Here are some questions to ask before you read the little book:

- ★ What animals can you see? Where are these animals?
- ★ Remind your child of an experience linked to the pictures in the book. For example: Do you remember when we went to a farm?
- ★ What noises do the animals make? Listen – can you hear any animals outside?



## Day 2 Drawing and writing

- ★ Encourage your child to draw a picture of one of the animals from the little book.
- ★ Ask your child to tell you about their picture and then ask if you can write down what they say about their picture. Some children might want to try 'writing' themselves, even if their writing just looks like scribbles.



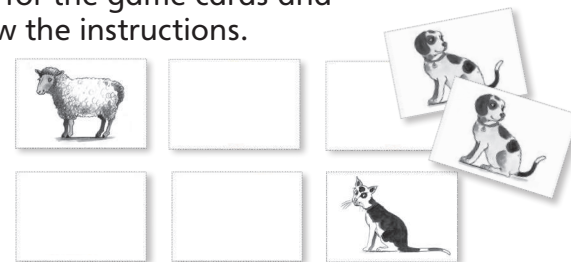
## Day 3 Looking and listening

- ★ This is a "Guess the animal" activity. Start with the animals in the little book (then later think of other animals). Describe something about the animal – give clues, but do not name the animal.
- ★ Let your child guess the name of the animal you are describing. For example: an animal that gives us milk, a very big animal with a trunk, or an animal with a very long neck that likes to eat leaves.



## Day 4 Games

Play the snap and memory games together. Look for the game cards and follow the instructions.



## Day 5 Shapes, letters and numbers

- ★ Look at the letter template. Ask your child to try and copy the shape with big movements or using their body.
- ★ They can draw the letter with their finger or a stick in the sand. They can jump along the shape that they have made. Tell them the sound the letter makes and ask them to say the sound while they form the letter.
- ★ Do the activity on the letter template.



## Activity Record

Remind your child to colour in a star as they finish each activity.

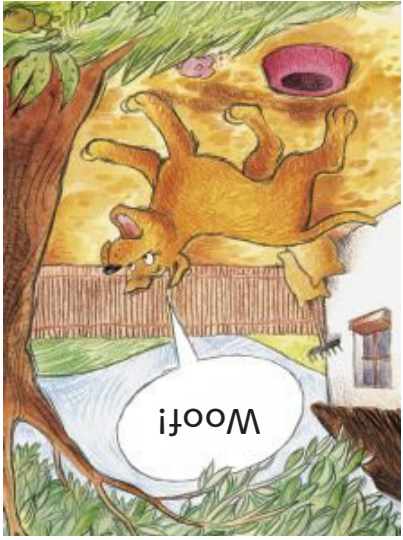


## Every day, remember to:

- ★ Count out loud to 5 as you walk along or count out 5 cars or 5 dogs.
- ★ Sing counting songs and say counting rhymes.
- ★ Talk to your child about what you can see around you. Ask: *What else can you see?*
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *That's really interesting!* OR *Well done, I am proud of you.*



The dog says, "Woofi!"



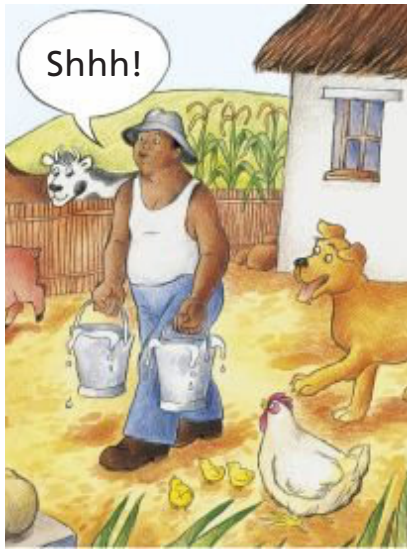
The chicken says, "Clucki!"



The pig says, "Grunti!"



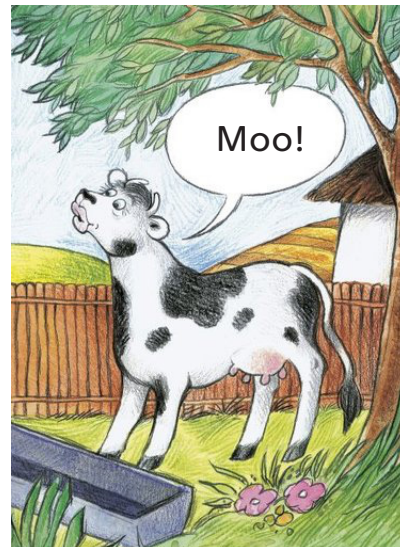
The horse says, "Neighi!"



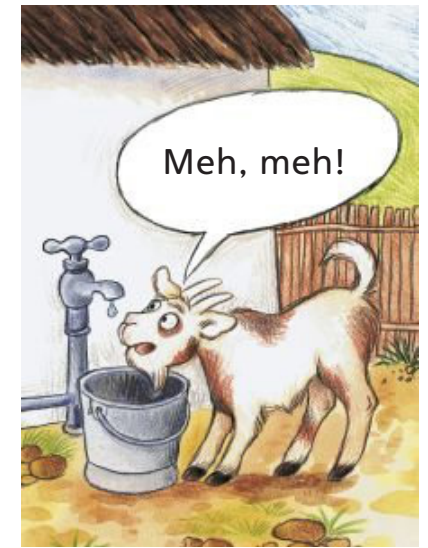
The farmer says, "Shhh!"

Look at the animals  
Adapted from an African Storybook story

African Storybook.org CC Wordworks



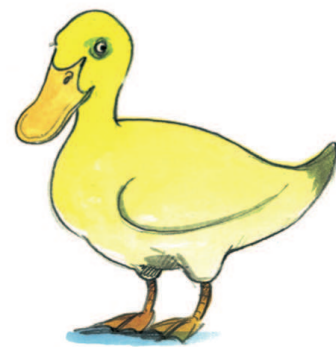
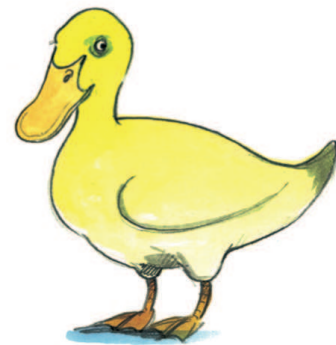
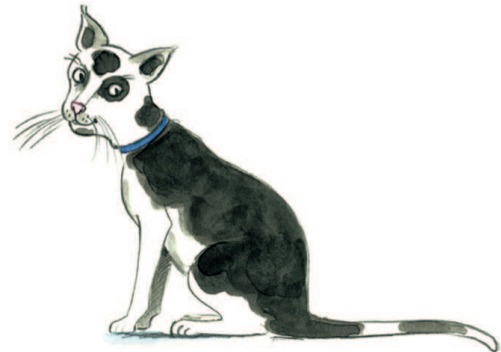
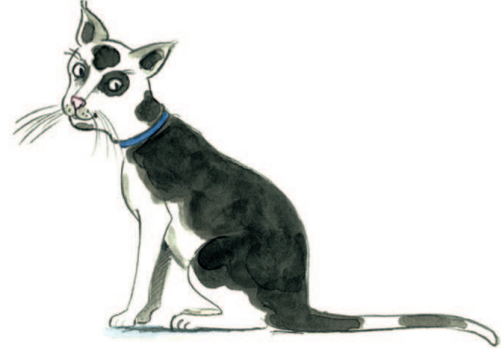
The cow says, "Moo!"

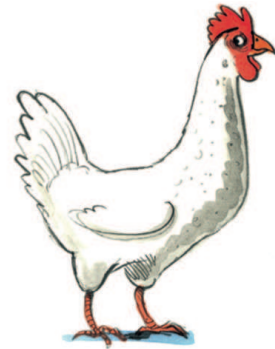
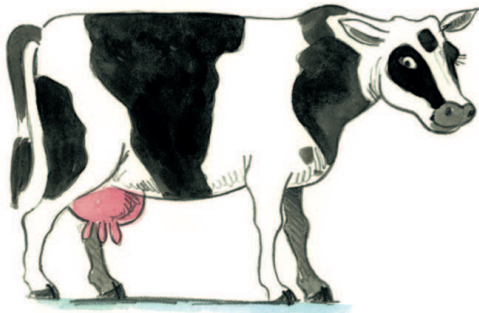
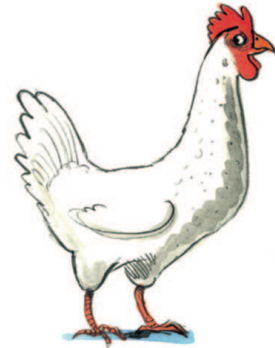
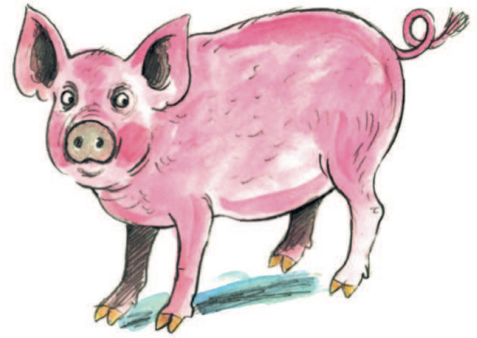
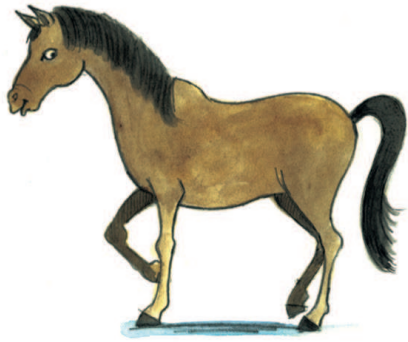


The goat says, "Meh, meh!"

**Snap game:** Cut out the cards and shuffle them. Deal the pictures out in face-down piles. Each player turns over a picture from the top of their pile and places it face-up in a second pile in the middle of the players. If the two pictures at the top of the piles in the middle are the same, the first player to shout "Snap!" takes both face-up piles and adds them to the bottom of their pile. The player who collects all the pictures is the winner.

**Memory game:** The aim of the game is to find all the pairs of pictures. Shuffle the pictures and then put them face down in rows to form a grid. Each player takes a turn to turn over two pictures. If the pictures are the same (a pair), it's a match and that player takes the pair. Otherwise, the cards are turned face down again and the next player has a turn. The game ends when all the pairs have been found. The player with the most pictures is the winner.

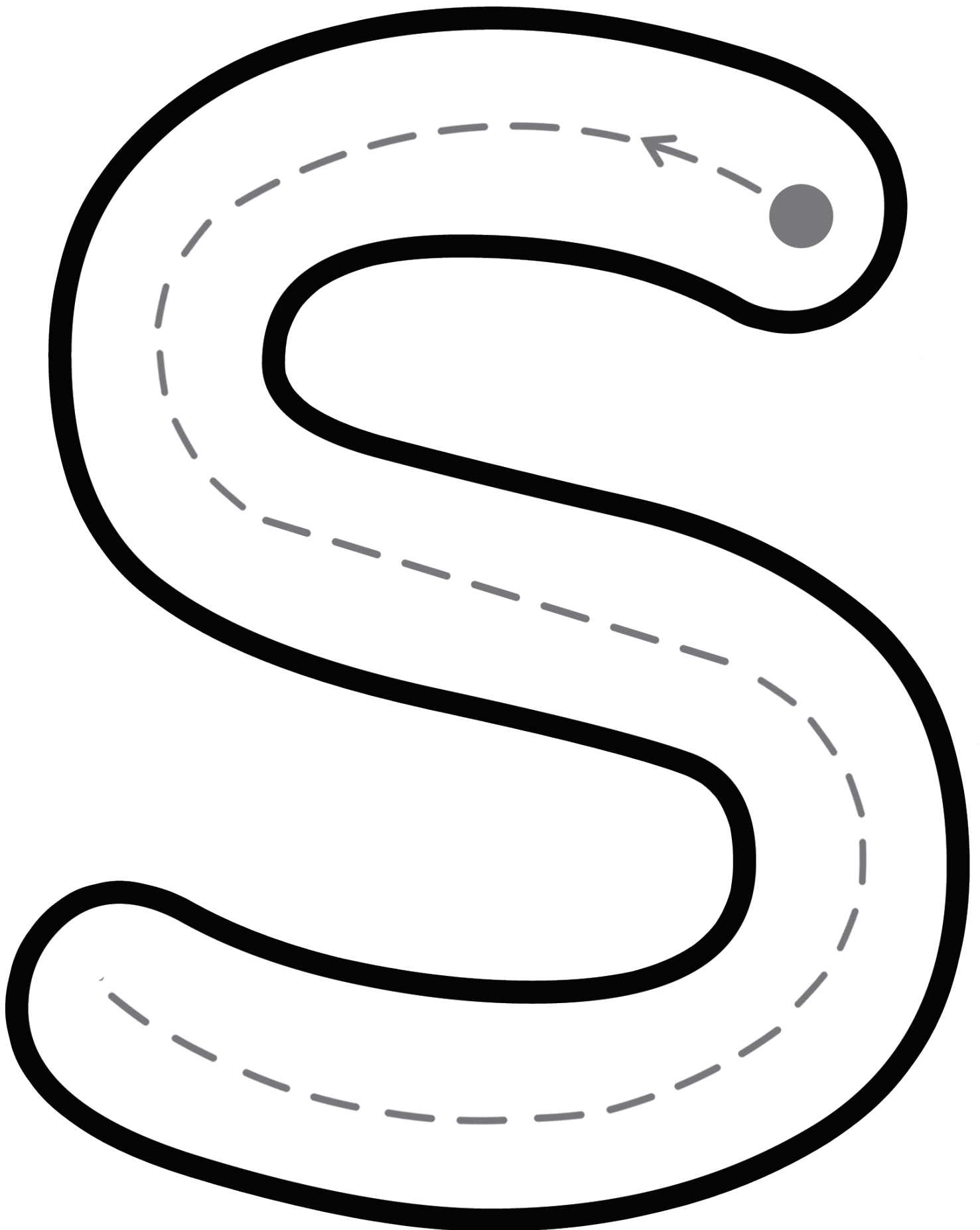




**Letter template:** Give your child different colour crayons and ask them to draw the letter over and over again inside the large letter to make a rainbow letter.

They can draw objects that start with the sound. For example: **ssss** is for soap, sun, sausage, spoon, snake or socks.

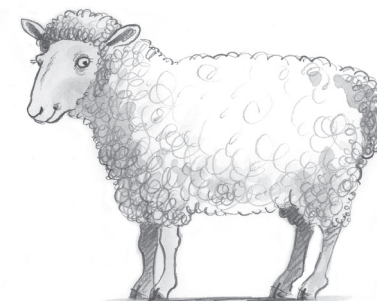
In English, each letter has a name and a sound. Adults usually use the name (for example: "es" for **s**). To learn to read and write, children need to learn the sound of the letter (for example: **ssss...**).



## Day 1 Story time: Read aloud story (One by one)

Read the story to your child. Remember to look at the poster for guidelines. After you have read the story, have fun asking these questions:

- ★ How many lions are in the story? Could you make a house out of paper for a real lion?
- ★ How many tails does a giraffe have? Who would have a tall house?
- ★ Where do you think a crocodile would make its house?
- ★ A sheep has one nose. How many other things does a sheep have only one of?
- ★ What would giraffe need for her house? Which animal in the story only has 2 legs?



## Day 2 Drawing and writing

- ★ Ask your child which is their favourite animal from the story and talk about where the animal lives.
- ★ Encourage your child to draw the animal in its house.



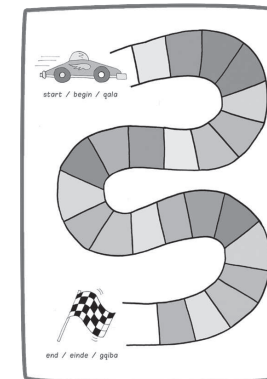
## Day 3 Looking and listening

- ★ Ask your child to look at your face or to look in the mirror at their face. Say: *What do we have one of or two of on our faces (and then on our bodies)?* For example: one nose, two eyes, and so on.
- ★ Encourage your child to name more difficult parts after the easy ones. For example: eyebrows or elbows.



## Day 4 Games

Play the racing car game together. Look for the game board and follow the instructions.



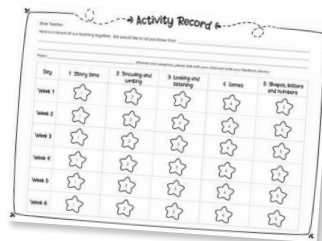
## Day 5 Shapes, letters and numbers

- ★ Look at the number template. Take turns forming the number with your fingers on the floor, in the air, on your hands, on each other's backs, on the wall, or on a tree trunk. Can you form the number with your toe?
- ★ Do the activity on the number template.



## Activity Record

Remind your child to colour in a star as they finish each activity.



## Every day, remember to:

- ★ Count as you clap or click up to 5.
- ★ Sing counting songs and say counting rhymes.
- ★ Talk about what you are planning to do. For example: *On Saturday we are going to ....*
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *I like spending time with you. OR You've almost got it!*



# One by one

Read aloud story

One day Mrs Eno, the teacher, said, "Children, we need to make houses for our farm animals to keep them safe and tidy".

"We will!" said Neo and Kuti. "We love animals!" So they started thinking about making houses for the animals using blocks and boxes. "Look at our animals, there is only one of each," Neo said. "Yes," said Kuti, "and each animal is different. We cannot put them all together in one house. Imagine if we put the lion with the sheep!"

"Wow," said Neo, "the lion would eat the sheep for sure! And what if we put the giraffe with the chicken! The giraffe would never be able to see out of the windows. And no-one wants to sleep in the same house as the crocodile! He would eat them for supper!"

"That means that we have to make one house for each animal. One house for one giraffe. One house for one lion. One house for one pig, and so on," said Kuti.

So Neo and Kuti started building. They built the most beautiful houses from blocks and boxes. Some of the other children came to see. "This is very hard work," said Neo. "It is," said Kuti. "Let's sing a song to help us."

*We're building our houses one by one  
one by one  
one by one  
we're building our houses one by one  
the animals will be happy.*

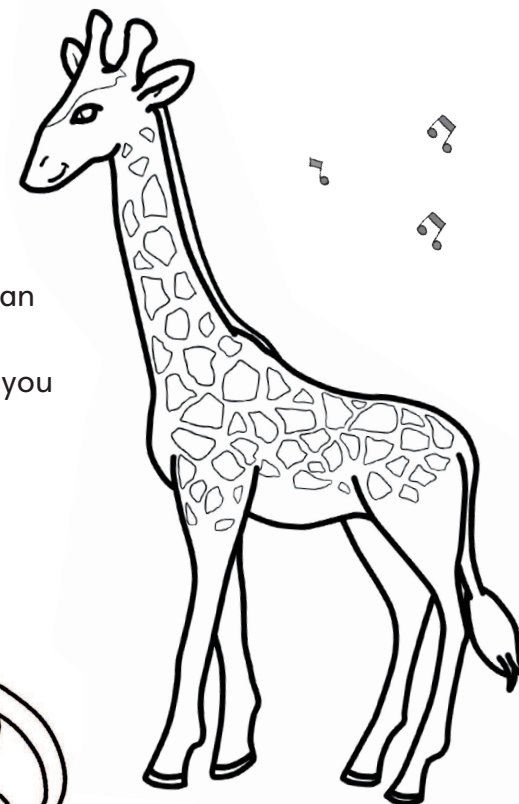
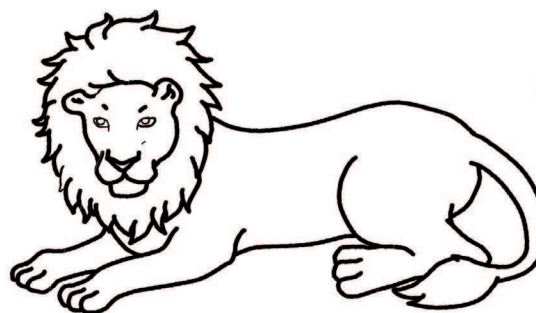
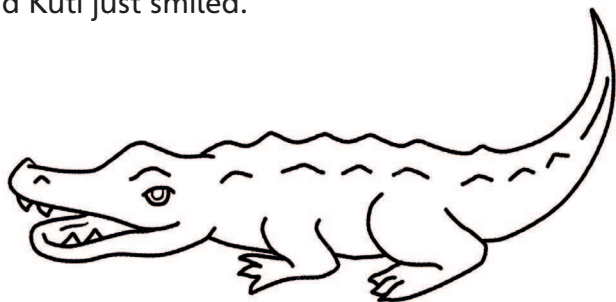
When they finished, the animals each came one by one to see their new houses. "Lovely," said the giraffe, "I can see out of my windows. I don't have to bend down and hurt my neck. Thank you Neo and Kuti."

"This is the best house ever," said the pig. "I can make a huge mess and nobody will ask me to tidy up. Thank you Neo and Kuti."

"I love it," said the sheep, "now I don't have to worry about lions. Thank you Neo and Kuti."

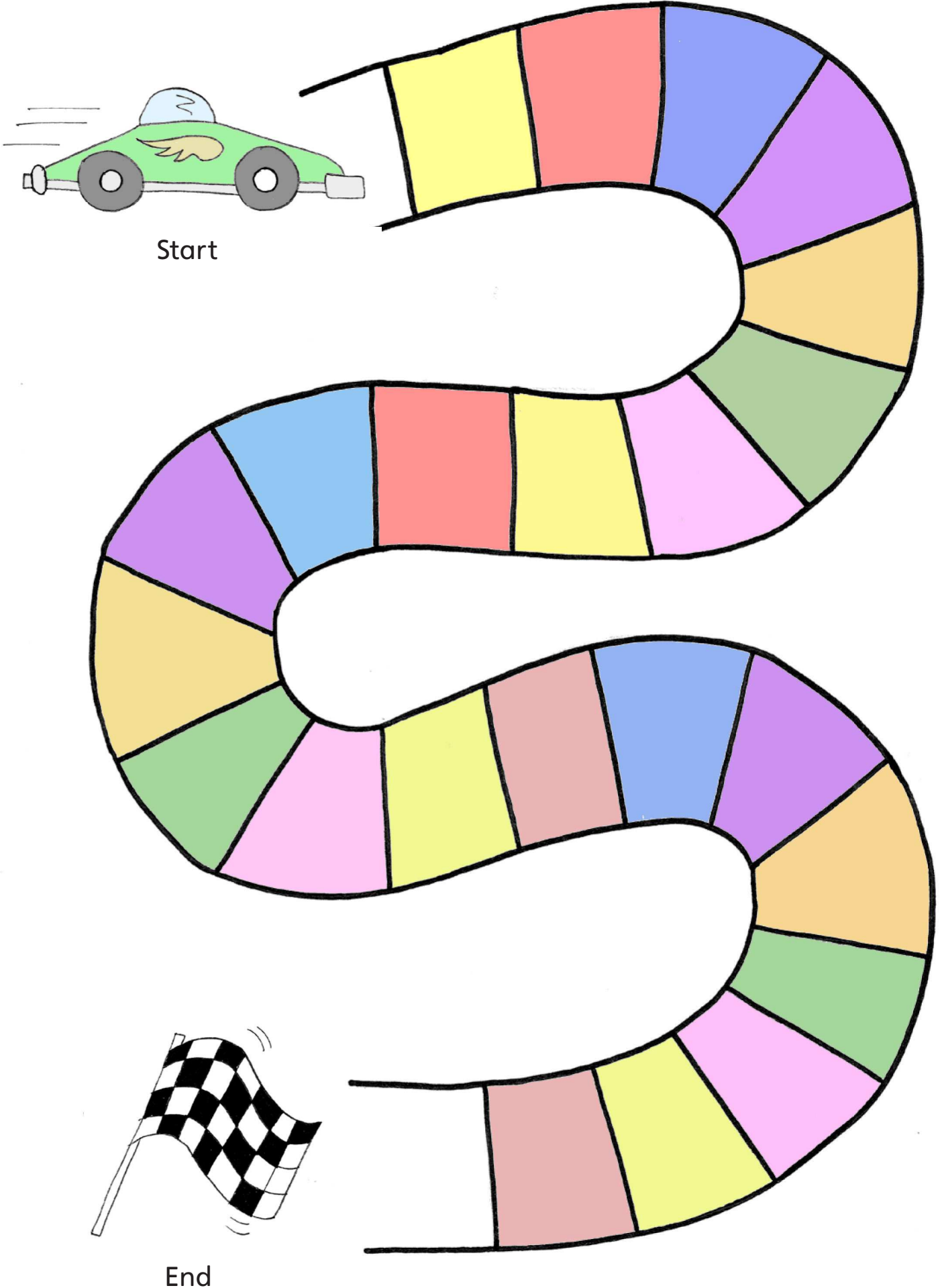
Only the crocodile was not happy. "If there is only one animal in my house," he said, "I will have to go out to catch my supper." Neo and Kuti just smiled.

Have fun colouring  
in the animals.

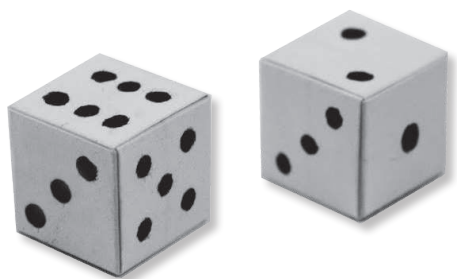
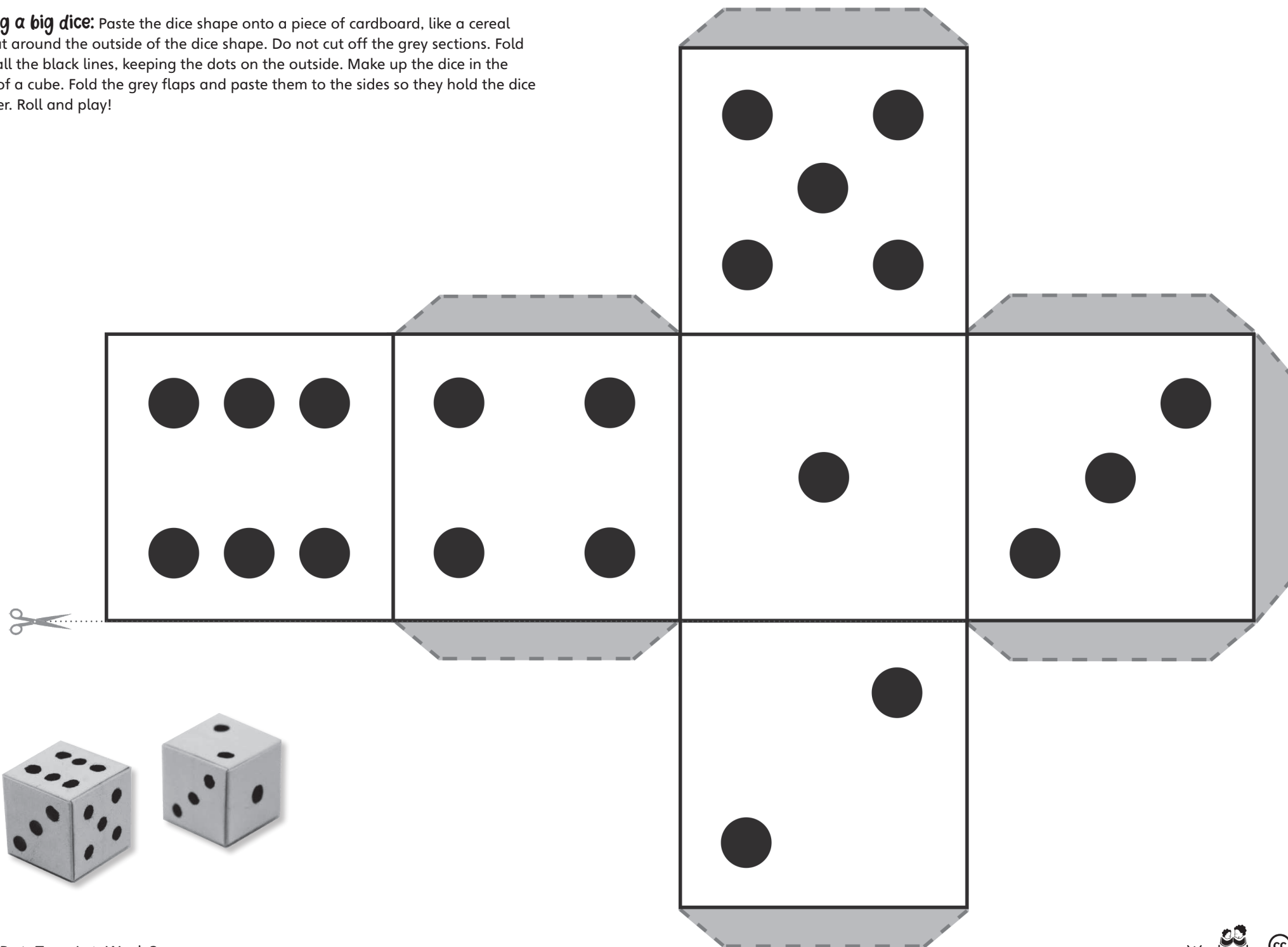


redink ©

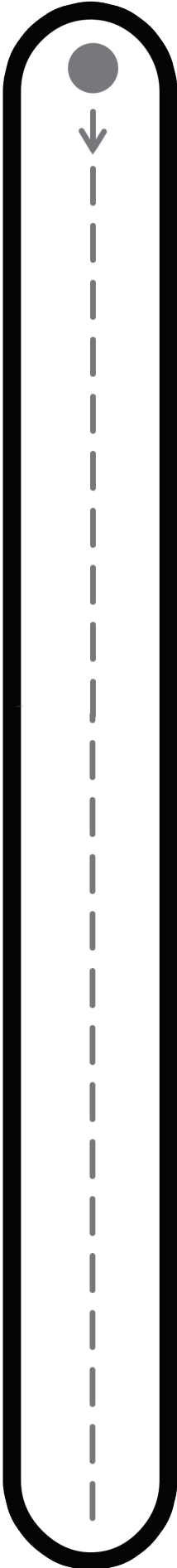
**Racing car game:** Each player has a counter (for example: bottle top/pebble) to be their 'racing car'. Players take turns to roll the dice and to move that number of blocks along the race track. The winner needs to land exactly on the flag block, so if they have 3 blocks left and throw a 5 on the dice, they will need to count 3 to the end and turn around and count 4, 5 back along the track. The players continue taking turns until one of the players throws the correct number on the dice to land on the flag at the end of the track.



**Making a big dice:** Paste the dice shape onto a piece of cardboard, like a cereal box. Cut around the outside of the dice shape. Do not cut off the grey sections. Fold along all the black lines, keeping the dots on the outside. Make up the dice in the shape of a cube. Fold the grey flaps and paste them to the sides so they hold the dice together. Roll and play!



**Number template:** Ask your child to tear newspaper, magazines or scrap paper into small pieces and then squash them into little balls. They can stick the balls inside the number 1 template where everyone can see your child's lovely work.



## Day 1 Story time: Big picture story (At the shop)

Look carefully at the picture and ask your child to tell you what they see. Then ask these questions:

- ★ What is happening in the picture?
- ★ Have you ever been to a shop like this? What kinds of things can you buy in this shop?
- ★ Can you find a circle?
- ★ Count the ice-creams/sandwiches/trolleys/baskets.
- ★ How many children/adults/women/men/dogs are in the shop?
- ★ Can you see anything in the shop with a number on it? What is the number?
- ★ Can you see any letters in the picture?



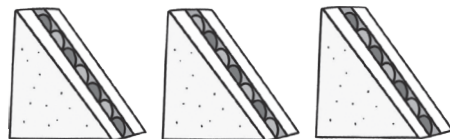
## Day 2 Drawing and writing

- ★ Make a shopping list with your child. Talk about things you would like to buy when you go to the shops. Encourage your child to draw a picture of each item.
- ★ You can write the words next to each picture or ask your child to write themselves even if they use scribe writing.



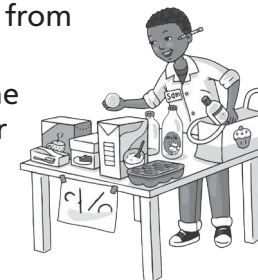
## Day 3 Looking and listening

- ★ Ask your child to look carefully at the big picture story and find: 1 granny, 2 boys, 3 sandwiches, 4 apples and 5 ice-creams.
- ★ See if you can find other groups of 2 things, 3 things up to 4 and 5 things.



## Day 4 Games

- ★ Make a pretend shop with your child.
- ★ Collect recycled boxes, packets and tins or cut out pictures from shopping brochures.
- ★ Cut out the coins on the template. Stick a paper coin on each recycled item or picture.
- ★ Have fun shopping!



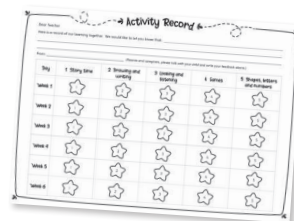
## Day 5 Shapes, letters and numbers

- ★ Look at the letter template. Ask your child to try and copy the letter with big movements or by using their body.
- ★ They can draw the letter with their finger or a stick in the sand. They can jump along the shape that they have made. Tell them the sound the letter makes and ask them to say the sound while they form the letter.
- ★ Do the activity on the letter template.



## Activity Record

Remind your child to colour in a star as they finish each activity.



## Every day, remember to:

- ★ Count fruit or vegetables (up to 5) when you are shopping. Talk about what you are buying and ask your child to bring you 2 apples, 1 loaf of bread, etc.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *I can see that you are doing your best.* OR *You are a star!*



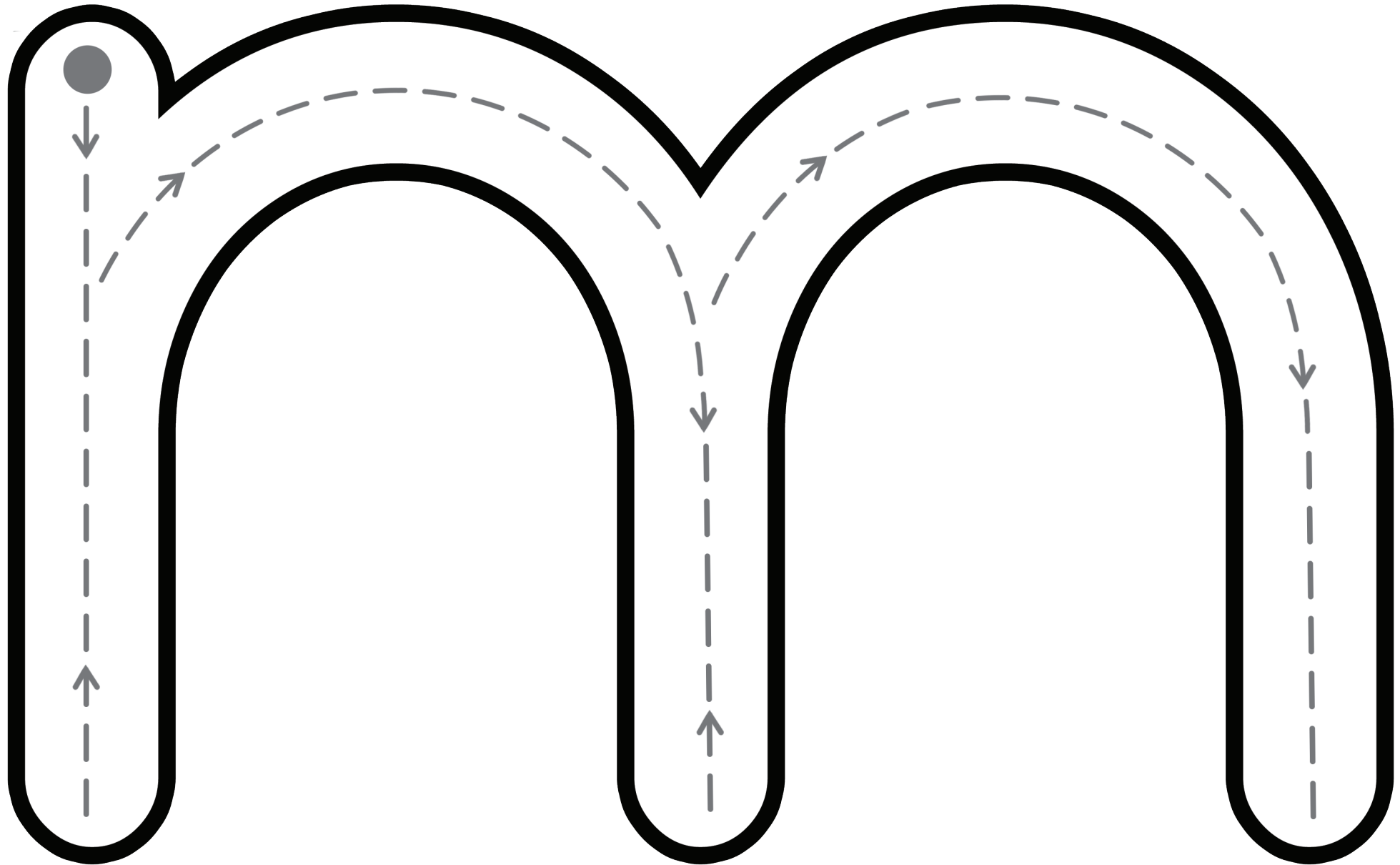
Coins for shopping: Cut out the pretend coins.



**Letter template:** Give your child different colour crayons and ask them to draw the letter over and over again inside the large letter to make a rainbow letter.

They can draw objects that start with the sound. For example: **mmm** is for man, mat, mouse or money.

In English, each letter has a name and a sound. Adults usually use the name (for example: "em" for **m**). To learn to read and write, children need to learn the sound of the letter (for example: **mmm**...).



## Day 1 Story time: Little book story (Where is my cat?)

Fold the little book with your child and then look at the pictures together. Here are some questions to ask before you read the little book:

- ★ What do you see? What is happening in these pictures?
- ★ Can you see where the cat is hiding? If you have a cat, talk about when your cat hid somewhere.
- ★ Why do think the cat is hiding?
- ★ Where could a cat hide in our home? Where do you think they would hide?



## Day 2 Drawing and writing

- ★ Encourage your child to draw a picture of a cat hiding somewhere.
- ★ Help your child by talking about what a cat looks like: it has a body, a head, 4 legs, a tail, whiskers, 2 pointy ears.
- ★ Ask your child if they would like you to write a sentence about their cat picture.



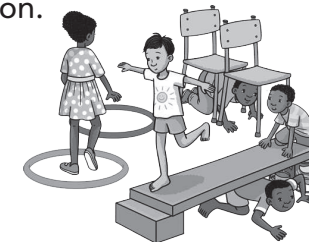
## Day 3 Looking and listening

- ★ Look for the cat template and ask your child to colour it in. Then play “Simon says”. For example: *Simon says put the cat behind your back, on your head, under your foot, next to the TV, behind the couch.*
- ★ Explain to your child that they must only do the action if you say *Simon says*. Give your child a chance to give the instructions.



## Day 4 Games

- ★ Set out a simple obstacle course, for example: a plank across 2 chairs, a table, a cardboard box.
- ★ Give instructions for your child to climb over, under, walk around, sit on.
- ★ Encourage your child to describe their movements as they move through the obstacle course.



## Day 5 Shapes, letters and numbers

- ★ Look at the letter template. Ask your child to try and copy the shape with big movements or by using their body.
- ★ Help your child to form the letter using leaves, stones, sticks, bottle tops or playdough.



## Activity Record

Remind your child to colour in a star as they finish each activity.



## Every day, remember to:

- ★ Look around the room and ask your child: *What is under/on/in/behind/in front of/next to? Where is the ...?*
- ★ Give instructions, for example: ask them to fetch their shoes under the table, etc.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *You are looking/listening so carefully. OR I enjoy our special time together.*



3

Is it on top of  
the cupboard?



7

Is it behind  
the couch?



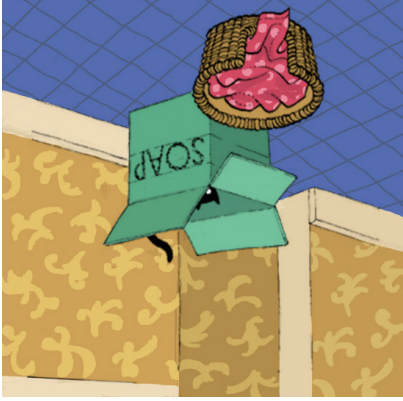
5

Is it next to  
the bin?



9

Is it inside  
the basket?



Is it outside  
the house?

2

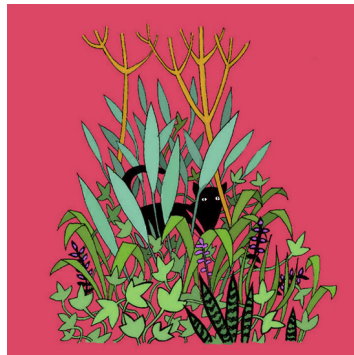


Is it under  
the bed?

1

Where is my cat?

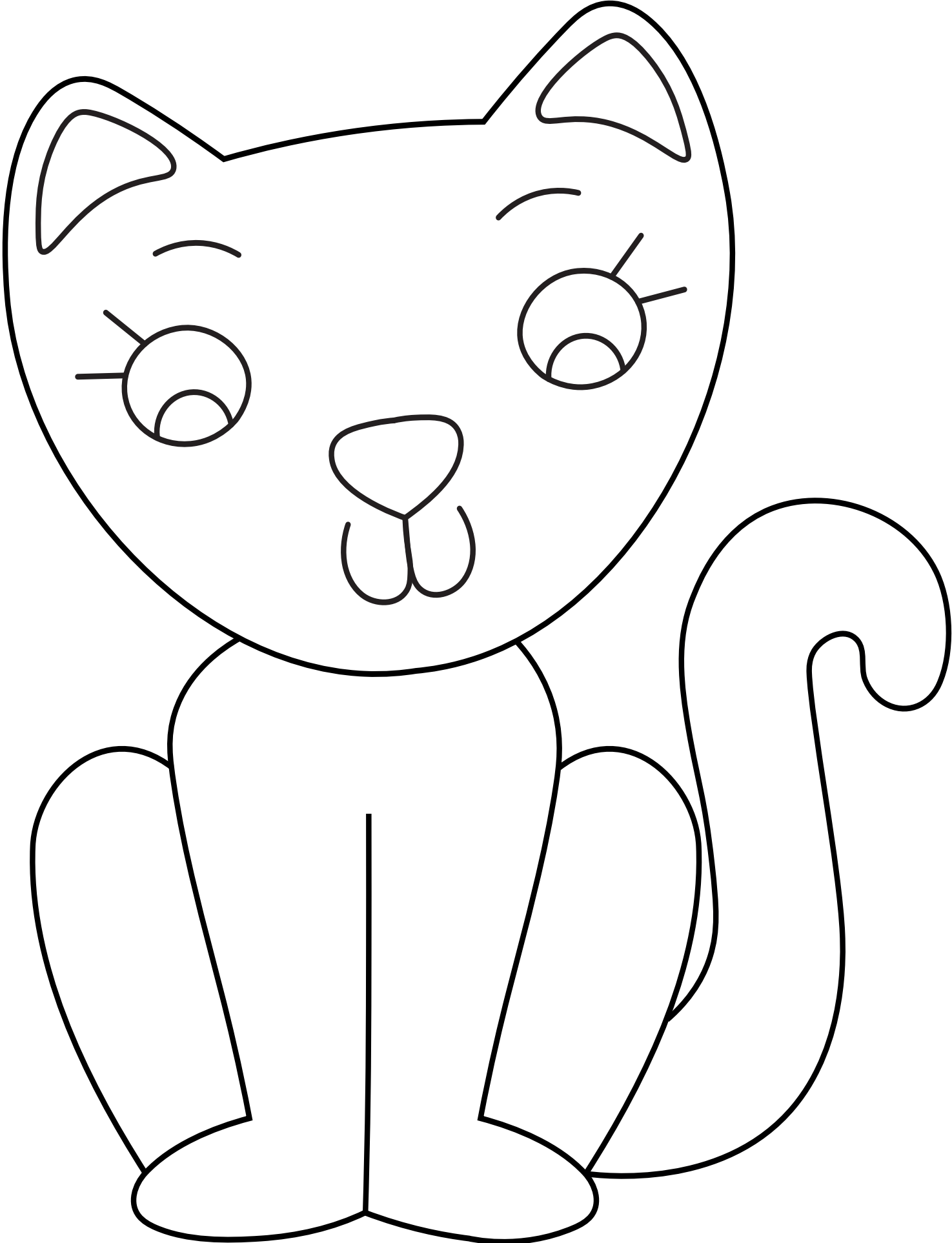
Adapted from an African  
Storybook story



Here it is!

7

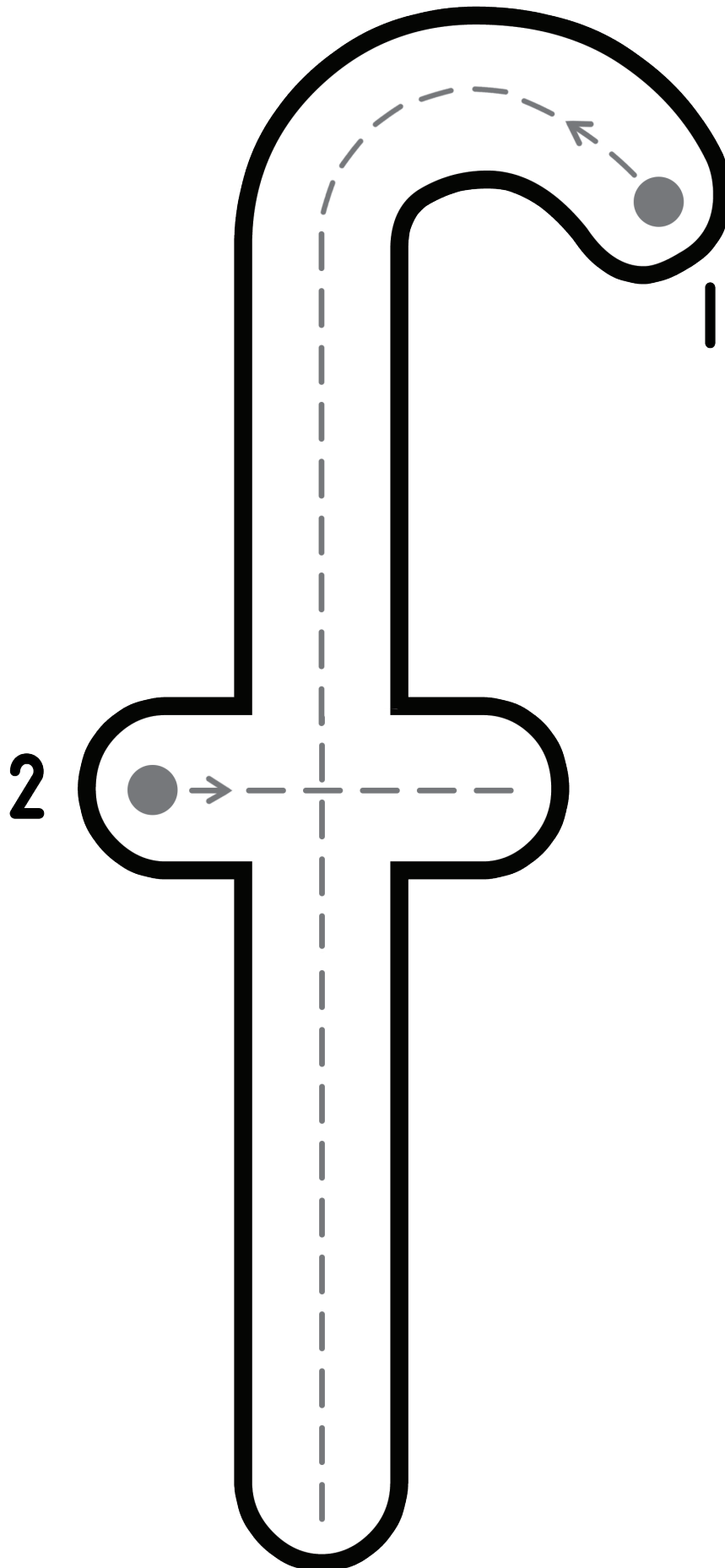
Cat template: Colour in and cut out the cat.



**Letter template:** Give your child different colour crayons and ask them to draw the letter over and over again inside the large letter to make a rainbow letter.

They can draw objects that start with the sound. For example: **fff** is for foot, face, feather, fish or flower.

In English, each letter has a name and a sound. Adults usually use the name (for example: "eff" for **f**). To learn to read and write, children need to learn the sound of the letter (for example: **fff**...).



## Day 1 Story time: Read aloud story (Roly-poly children)

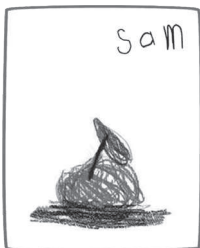
Read the story to your child. Remember to look at the poster for guidelines. After you have read the story, have fun asking these questions:

- ★ Where were the children going? What did the teacher bring with her?
- ★ How did the apples end up on the taxi floor?
- ★ What happened when the taxi turned left and right?
- ★ Why were the apples rolling? What else was rolling around the taxi?
- ★ What do you think would have happened when they opened the door of the taxi to let the children climb out?
- ★ What could the children do next time to make sure the fruit doesn't fall and roll around?



## Day 2 Drawing and writing

- ★ Ask your child what part of the story they liked best. Encourage them to draw their favourite part of the story.
- ★ Ask them to tell you about their picture. Write what they say about their picture.



## Day 3 Looking and listening

- ★ Collect a few things from around the house and put them in a bag. For example: a spoon, a pen, an apple.
- ★ You can start by saying, *In my bag I have something! What is it? Here are your clues: You find it in the kitchen. You eat with it. It starts with ssss (a spoon).*
- ★ Your child can ask questions to help them work out the answer.



## Day 4 Games

Play the alphabet game together. Look for the alphabet board and follow the instructions.



## Day 5 Shapes, letters and numbers

- ★ Start off by looking for triangles and squares around you.
- ★ Look at the shapes template and take turns forming a square and a triangle on the floor, in the air, on your hands, on your back, on the wall. Can you form a square or triangle with your toe?
- ★ Do the activity on the shapes template.



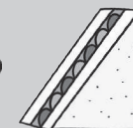
## Activity Record

Remind your child to colour in a star as they finish each activity.



## Every day, remember to:

- ★ Look around you for things that are shaped like a circle, a triangle or a square. For example: a plate, a sandwich, a table, a window, a road sign.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *Keep thinking, keep thinking. OR I can see you are really trying.*



# Roly-poly children

Read aloud story

The children from Neo and Kuti's school were going on a school outing to the Fun Day. They took their lunch, their skipping ropes and their balls with them. "It's hot today children," said Mrs Eno, "so we also need lots and lots of bags of apples and oranges".

"It's going to be fun!" said the children. Mrs Eno put all the lunch, the skipping ropes and the balls at the back of the taxi. She put the bags of apples and oranges on the seat next to Kuti and Bobo. "Watch these bags children, please don't let them fall," she said. Mrs Eno got into the front of the taxi and off they went!

The taxi driver drove up and down streets and around corners, all the way to the Fun Day. He turned left, and then he turned right, and then he turned left again around a very sharp corner. Whoops! The bags of apples fell off the seat.

It burst open and all the apples rolled out onto the floor. They rolled backwards and forwards, up and down the taxi. There were apples all over the taxi floor. "Stop!" called Kuti, "the apples have fallen out of their bags!" But Mrs Eno and the driver were talking. They didn't hear Kuti.

The taxi driver turned right again around another sharp corner, and this time the bag of oranges fell off the seat. It burst open and all the oranges rolled out onto the floor.

They rolled backwards and forwards up and down the taxi floor. Now the taxi floor was full of apples AND oranges. "Stop!" called Bobo, "the apples and oranges have fallen out of their bags! They are all rolling around the floor!"







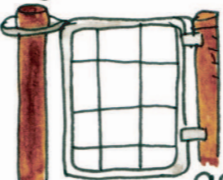














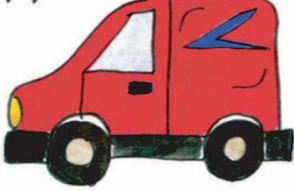

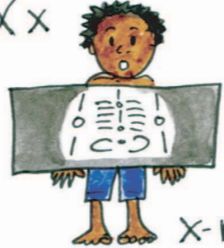


But Mrs Eno and the driver were still talking. They didn't hear Bobo. There were so many apples and oranges rolling around in that taxi! When they got to the Fun Day, Mrs Eno turned to the driver and said, "Goodness, where are my children? Look driver, I think they have all turned into roly-poly apples and oranges!"



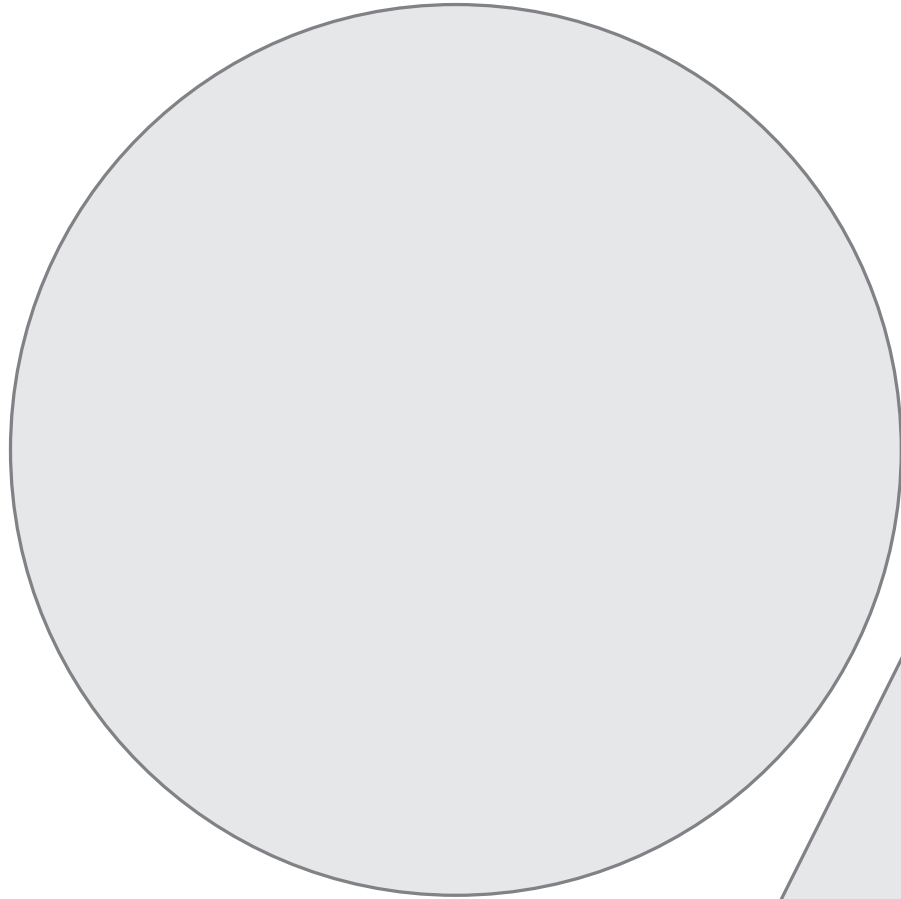
**Alphabet game:** Ask your child to look at the alphabet board and tell you if they recognise any letters from their name.

Ask your child to throw a counter onto the board.

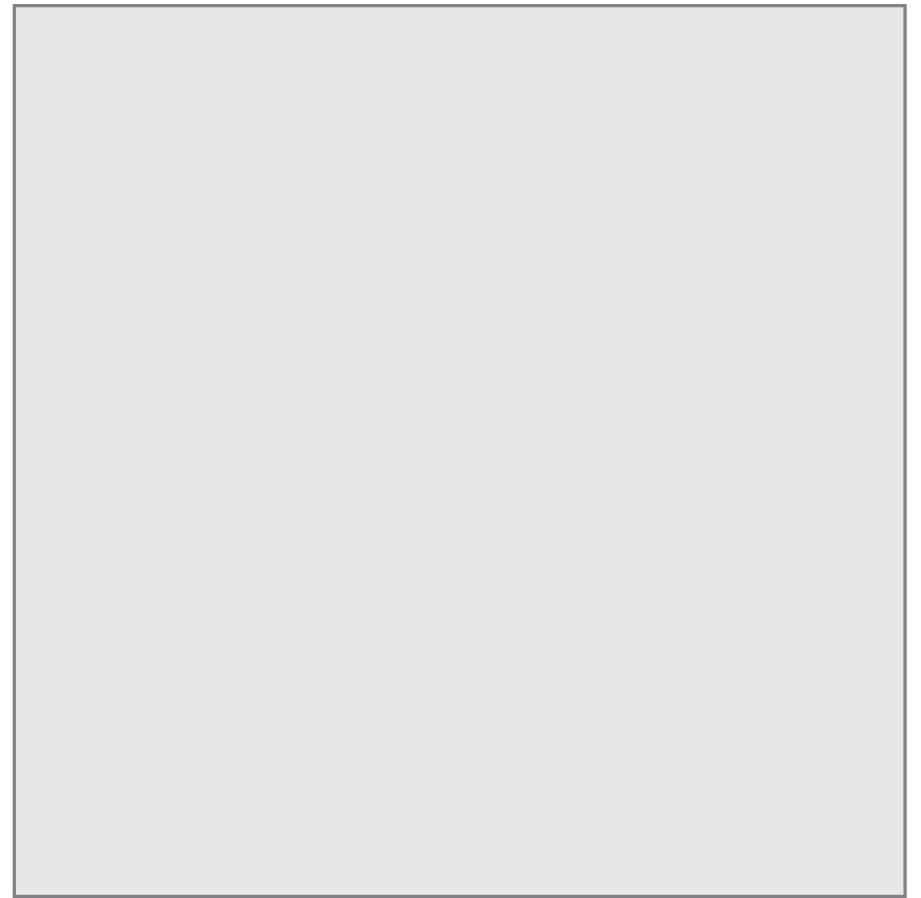
Ask: "What picture did you land on? Yes, you landed on the bed! It starts with **b**. Let us sound it together: **b...b...b...b...bed.**" As you say the sound, ask your child to watch your lips. Repeat this and ask your child to say it again: **b...b...b...b...bed.** Ask: "What else starts with the **b** sound? *Baby, bottle, banana!* Yes!"

Aa  apple	Bb  bed	Cc  cat	Dd  dog
Ee  elephant	Ff  fish	Gg  gate	Hh  hat
Ii  inside	Jj  jump	Kk  key	Ll  lion
Mm  man	Nn  nest	Oo  oranges	Pp  pen
Qq  queen	Rr  radio	Ss  sun	Tt  table
Uu  umbrella	Vv  van	Ww  watch	Xx  x-ray
Yy  yo-yo	Zz  zebra	a b c d e f g h i j k l m n o p q r s t u v w x y z	

**Shapes template:** Ask your child to tear coloured scrap paper or newspaper, stick it onto the shapes and then cut them out. They can also trace around the shapes onto newspaper and cut those shapes out too.



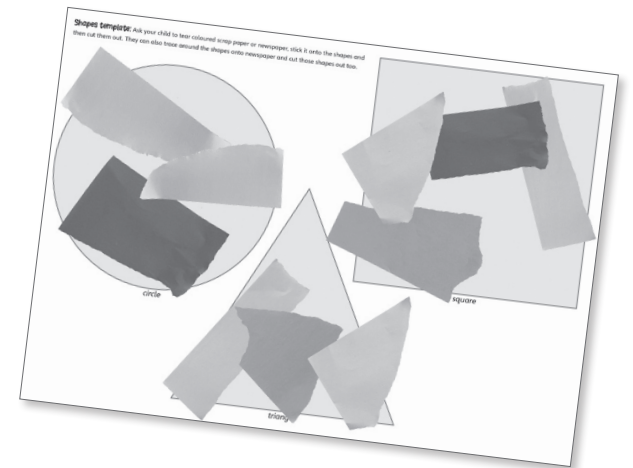
circle



square



triangle



# Activity Record

Dear Teacher

Here is a record of our learning together. We would like to let you know that: \_\_\_\_\_

From: \_\_\_\_\_ (Parents and caregivers, please talk with your child and write your feedback above.)

Day	1 Story time	2 Drawing and writing	3 Looking and listening	4 Games	5 Shapes, letters and numbers
Week 1	1	2	3	4	5
Week 2	1	2	3	4	5
Week 3	1	2	3	4	5
Week 4	1	2	3	4	5
Week 5	1	2	3	4	5
Week 6	1	2	3	4	5