

Home learning activities: Touch



Doves: 3 months -20 months.

Treasure basket: Make a treasure basket to explore using brushes, sponges, metal objects, different textured fabric, utensils and pots and pans. Let your child explore, initially on their own unless they initiate play with you. Talk about how each object feels and what they can do with it.



Learning objective: Exploring objects by using different approaches e.g. shaking, hitting, looking, feeling, mouthing and tasting.



Bubbles: Blow bubbles towards your child. Can they reach up or across to pop them? Can they use other body parts to make them pop? How do they react when it pops on their clothes hand, head etc?

Learning objective: To strengthen muscles across their body.

Shaving foam: Squirt shaving foam onto a plastic tray or plate and add different textures or smells i.e. essences, crushed cereal or roughly chopped vegetables. (chop vegetables in larger pieces and not discs as these could be a choking hazard)



Learning objective: To encourage their exploratory impulse.

Doves continued



Rainbow spaghetti: Make rainbow spaghetti (click link for recipe).

Place in a tray or on a mat on the floor. Encourage your child to squeeze, poke, pull and rub the spaghetti with their hands and feet. How does it feel? Sing the colours of the rainbow song during play.

<https://www.tablespoon.com/recipes/rainbow-pasta/d7cb2f45-dea6-43e7-893f-6708e2dc10ec>

Learning objective: To concentrate on an object or activity for a short period of time.

- Coloured ice cubes: Make coloured ice cubes using paint or food colouring. Explore the ice cubes and colours they can see. How does it feel? Using descriptive words such as cold, slippery, hard and wet.



Learning objective: Explores and experiments with a range of media through sensory exploration.

Starlings: 16 month-26 months



Textured path: Create a texture path using bubble wrap, cushion covers, cardboard, felt or tin foil taped to the floor with masking tape. Children to take off their socks and walk across the path. Can they squat to feel it with their hands? Can they tell you how each part feels as they walk across it? Help

them with describing words and compare them to something else e.g. "Its shiny like the moon"

Learning objective: Squats with steadiness to rest or play with an object on the ground.

Starlings continued

Jelly play: Make and explore the set mixture- (do not play with raw jelly as it is a choking hazard). For younger children you can add large plastic/rubber toys and for older children you could add small items when setting the jelly. Can they use their thumb and finger to fish out the objects? They could also use clothes pegs or tweezers.



Learning objective: Strengthening finger muscles to improve fine motor skills.



Ice play: Explore ice in a shallow tray. How does it feel when you touch it? What happens when you hold it in your hand? Why? Extend this activity by colouring your ice with food colouring. What happens when the colours mix? Can they build with them?

Learning objective: Beginning to balance blocks to build a small tower.

Handprint trees/flowers: Using a variety of different coloured paint to make a tree or flower pictures. Add sand or mud to create a new texture for them to explore. Does it change how the flower/tree looks? Do you like the feel of it on your hands? Paint brushes can also be used. Display them in your window for people to see when they walk past.



Learning objective: Making connections between the movement they make and the marks they leave.

Starlings continued



Making a simple fan: Concertina a piece of paper or a paper plate and decorate with pens, pencils or crayons. Ask your child to close their eyes as you fan different parts of their body. Can they guess correctly where the wind is blowing? Take it in turns to close your eyes and use the fan.

Learning objective: Demonstrates sense of self and body awareness.

Kingfishers 2years-3 years.

Ice play: Build with coloured ice cubes (using food colouring)- add shaving foam, sand or soil for cement. What can you build? How tall can you make it?. Can they make a simple pattern using the ice? E.g. red, yellow, red, yellow. What happens as they handle the ice? Why?



Learning objective: To explore changes and the factors that cause them.



Sensory bags: Put a little paint, hair gel or baby oil in to sealable sandwich bags. Add a variety of textured items into each bag. You can make one soft, one bumpy or one have a mixture of textures in. Sellotape the top of the bag and encourage your child to explore! Extend by closing your eyes, now feel the bags and guess which item you are feeling.

Learning objective: Exploring textures and giving meaning to their marks.

Kingsfishers continued

Texture hand: Draw around your hand and write a texture on each fingertip e.g. soft, bumpy, rough etc. Encourage your child to find an item to stick on each finger.



Learning objective: To identify different textures and sort them accordingly.



What's that?: Encourage your child to lay face down and not peek. Having gathered a variety of items choose one to tickle on your child's bare foot. Lay 3 items out for them.... Can they guess which one you used? To extend, hide the items and let them guess without seeing the choices.

Learning objective: To use their senses with a variety body parts to make sense of the world.

Texture trays: Set out a variety of pots with different textures in each one such as leaves, grass, rocks, material, metal and plastic items. Encourage your child to explore them on different parts of their body e.g. face, feet, neck. How does each feel? Put them back into the right pot. Extend this activity by mixing them all together and asking your child to sort them into groups. Can they describe the texture in each group?



Learning objective: To categorise items through touch.

Pre-School: 3+ years.



Texture book: Create a book of textures. Stick a different textured item on each page. Extend this activity by encouraging your child to write the texture on the page. Can they find more items that feel that way to add to their book?

Learning objective: To categorise items using characteristics they have in common e.g. smooth, sticky.

Texture box: Use a cardboard box and cut a hole in the side (big enough to fit their hand/arm in) Put an item inside the box and encourage them to feel it without looking. Can they describe the item? What do they think it might be? Continue this activity with a variety of different textured items.



Learning objective: To build confidence to explore an unknown item and describe a variety of textures.



Find the number: Hide small objects (or plastic numbers if you have them) in cooked jelly, baked beans, shredded paper etc. Give your child a number (say it aloud or show them the written numeral). Can they find the correct number/number of objects? To extend, take turns to wear a blindfold whilst the other person describes an item/number to you. Can you find it now?

Learning objective: To gain confidence in unknown situations and to be able to hold the information they are given whilst trying to find the item.

Preschool continued

Textured playdough: Make some playdough and add different textures to it e.g. sand, uncooked rice, gravel etc. Explore how they feel as you squeeze and flatten them with your hands.

Learning objective: To combine different media to create a new effect and manipulate the dough to achieve a planned effect.



Mark making: Put some flour on a tray. Write your name/make patterns in it. Now add water to it and do the same. Discuss how the textures differed. Now get some paper and use dry chalk and then wet chalk—do these feel different? Extend by putting items e.g. coins, leaves, buttons under a piece of paper for chalk/crayon rubbings.

Learning objective: Experiment to create different textures. Can they predict what the effect will be?

Remember to choose 2 phonic sounds this week and reinforce using activities sent out in week 3.