

# Home learning activities:

## Taste

Doves: 3 months -20 months.



Gingerbread men: Measure out the ingredients and encourage your child to help pour and scoop them into a mixing bowl. Let them do this for an extended period of time. Use your hands and a spoon to mix the ingredients together. Give your child a rolling pin and show them how to roll out the dough. Push down on cutters to cut out a gingerbread man shape (or any cutter you have at home).



[https://www.bbc.co.uk/food/recipes/gingerbread\\_men\\_99096](https://www.bbc.co.uk/food/recipes/gingerbread_men_99096)

**Learning objective:** Enjoys emptying and filling containers.



Edible finger painting: Make edible paint (follow the link for recipe: <https://www.learning4kids.net/2014/10/07/homemade-edible-finger-paint/>) Use the paint to make marks on paper. How do they move their hands? Can they splat, poke or smear the paint onto the paper? This can also be done with a paintbrush or a food pastry brush.

**Learning objective:** To make marks with different strokes.

Food sensory tray: Use a selection of food (most that your child may not be familiar with). Keep them whole or chop them into appropriate size for your child's age. Place them in a tray or on a table. Feel, taste, smell and explore them. Use descriptive words such as sweet, sour, spicy, lumpy, crunchy or bitter to represent what they are eating.



**Learning objective:** Develops own likes and dislikes in food and drink.

## Doves continued



Porridge oats play: Sprinkle porridge into a tray, explore how it feels and what you can do with it. Sprinkle it from a height or move your finger around to leave marks on the tray. Slowly add water encouraging your child to help you and watch the texture change. Use different facial expressions when talking to your child. Now explore the wet and sticky oats, describing how it

feels. Can you still sprinkle it from a height or make marks on the tray with your finger?

**Learning objective:** Exploring and experimenting with different media using their senses.

Frozen jelly play: Make jelly (as per instructions on the packet). Instead of setting in the fridge, place it into the freezer. Once set turn the jelly out into a tray or mat. Frozen jelly can be squeezed, squashed, poked and eaten. Encourage your child to use all their senses when playing with the jelly. What happens when you bite it? It is cold? Is it hard?



**Learning objective:** Grasps finger foods and brings them to their mouths.

## Starlings: 16 months– 26 months



Blind Taste testing: Place a variety of food in ramekin dishes. Put two dishes in front of them. Encourage them to close their eyes or blind fold them. Place a food item in their hand and ask them to guess what it could be by tasting it. Use food they are familiar with and food they may not have tried before. What does it taste like?

**Learning objective:** Willing to try new food and textures.

## Starlings continued



Angel delight play: Make chocolate angel delight (as per instructions on the packet) and set in a bowl. When ready to use spoon out onto a tray and add some farm animals. Can they move the animals through the 'mud'? What sounds does each animal make? Can they see the different footprints the animals make in the 'mud'?



**Learning objective:** Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.



Preparing lunch: Prepare lunch together. Can your child help chop fruit/vegetable sticks using a child safe knife (closely supervised). Can they butter the bread? Stand side by side to enable them to see and this will give room for them to mimic you. Comment on what you are doing and what they are doing "If you move the knife up and down it spreads the butter across the bread"

**Learning objective:** May be beginning to show preference for dominant hand.

Feeding baby: Use real or toy food and pretend to feed the dolls or each other. How many plates, cups and bowls do you need for everyone that is playing? "There are 3 of us, can you help me count 3 plates, 1,2,3" What are you going to have for dinner? "I think baby might like to have pasta tonight" Talk about how things taste and use descriptive words e.g. "Oh baby loves to eat watermelon, its so sweet and juicy"



**Learning objective:** Expresses self through physical action and sound.

## Starlings continued



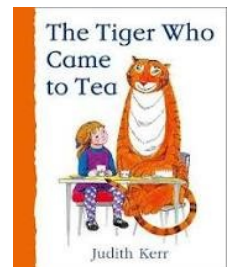
Vegetable printing: Chop vegetables in half and dip into paint. Look at the different marks they make. Use different sized vegetables and compare the markings. Can they find the matching colour of paint for the vegetable they are using?



**Learning objective:** Experiments with colours and marks.

## Kingfishers 2-3 years.

The tiger who came to tea: Read 'The Tiger Who Came To Tea by Judith Kerr and then set up a water tray with different sized containers. Encourage your child to fill all the pots up with water. Introduce a tiger (toy or picture) who would like to come to tea. Play imaginatively as the tiger proceeds to drink it all up. What shall he have next? Extend the activity by asking your child to drink a little, drink half, drink most, drink more etc. Can they complete the action?



**Learning objective:** Enjoying filling and emptying containers. Understanding and using language of quantities.



Role play: Make a meal for your dolls or soft toys. What do they like to eat? Talk about the food you are giving them. Can they sort it into main and pudding? Healthy and treat food? Can they act out their routine with their toys? What comes next? Talk through their routine to give them prompt and encourage them to act it out.

**Learning objective:** To play imaginatively with toys.

Create a meal: Draw or use collage materials to make your favourite meal. Can you describe what you like about the food? Extend this activity by making the meal together (or part of it depending on their menu!) Take a picture of their artwork and the cooked meal and put it on Tapestry.



**Learning objective:** Give meaning to the marks they make.





Puree dips: Puree some vegetables to make a dip e.g. carrot, chickpea. You could also use some different flavour hummous. Use it to dip vegetables and breadsticks in for a snack. How do they taste? Can you feel the different textures on your tongue? Extend the activity by getting your child to help chop the vegetables with a child sized knife and use the blender under supervision.

**Learning objective:** Use tools carefully and understand the need for safety. To try a variety of food.

Smoothies: Make a fruit smoothie. Give your child a choice of fruits and ask them to choose some. You can repeat this activity and make a vegetable smoothie— why not add an ingredient your child hasn't tried before? Chop the ingredients together and put them in the blender. Encourage your child to taste a little of each ingredient before blending. Do they like it? Can they taste it in their finished product? Here is a link to some smoothie ideas. Talk them through the blending process and show them the different part e.g. blades, lid plug.



<https://www.bbcgoodfood.com/recipes/collection/smoothie>

**Learning objective:** To use tools safely and with good control. To learn how equipment works.

### Preschool 3 years+



Make banana bread: Encourage your child to help prepare and mix the ingredients. Talk about the different ingredients you need—can they locate them in the cupboard/on the table? Once it is cooked encourage them to try some and describe the taste and texture to you. Follow this link for a recipe or make

your own. <https://www.theworktop.com/breakfast-brunch-recipes/eggless-banana-bread/>

**Learning objectives:** To join in with family routines and activities. Compare quantities, using language such as full, half full, empty etc.

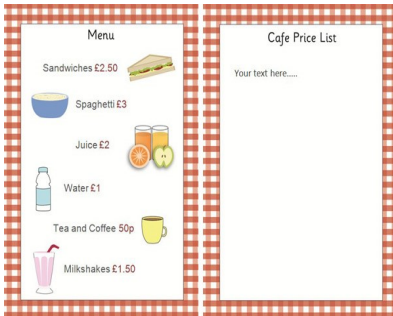
## Preschool continued.

**Taste test:** Put small portions of a variety of food on a plate for lunch. As your child eats each item ask them to give you one word to describe the taste. After they have finished eating they can create a picture and add their describing words. Encourage them to write the initial letter and then any other sounds they hear, then help scribe the remainder or Alternatively, sound out each letter of the word for them to write using the phonic sounds.



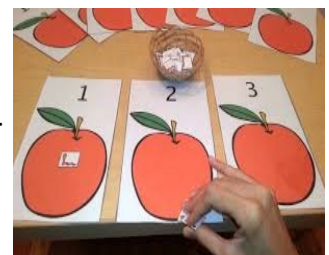
**Learning objective:** To enjoy a varied diet. Use the correct formation to write letters and transform their speech into words.

**Make a menu:** Make a menu for a café or restaurant. Draw pictures to represent the food. Can you write the initial letter? What sound do you think comes next? Extend this by thinking about a description of each food. Use your menu in a role play game. If you don't have the meal items what could you use instead?

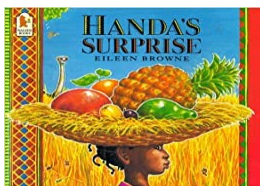


**Learning objective:** To use words for a purpose and show an understanding of occupations. Participating in imaginative play, creating props to support this play.

**Maths with food:** Using numbers 1-5, can your child put the correct number of fruit to each number? e.g. satsuma segments, raisins etc. Introduce higher numbers. What happens if you eat 1, get 2 more etc?



**Learning objective:** Recognising numerals, matching number and quantity and showing an interest in simple number problems.



**Balancing:** Read 'Handa's Surprise' by Eileen Browne. Make an obstacle course/relay race in your garden or indoors. Start with a box or tub of items. Each time you reach the starting line, take an item out of the box and then the next person races. Can you

feel what is happening each time you take an items out of the box? How does your body feel when you have finished? Why do you think this is?

- **Learning objective:** To move in a variety of ways on, under and over obstacles. Understand the effect of exercise on our bodies.