

9.1

Understanding which day comes next.

Make a simple chart or list together. Write the names of each day at the top. It may be helpful to do Monday-Friday in a different colour than Saturday-Sunday. Encourage your child to talk about the different things he/she does each day. Maybe draw a picture next to each day, for example, swimming, dancing etc.

Talk about the days of the week when you are getting ready or whilst eating dinner together. 'Today is Monday and we go swimming today. The day after is...? See if your child can fill in the missing day.'



9.2

Understanding passive sentences

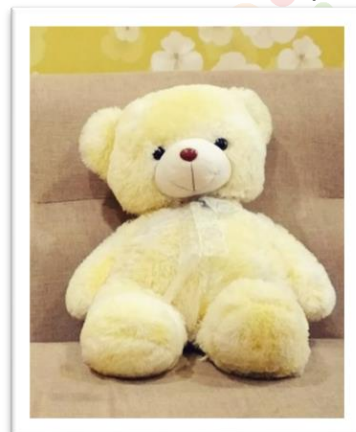
Whilst playing together gather some of your child's favourite toys e.g. car, teddy, doll, action figure. Along with a couple of other items; cup, sponge, brush, ramp.

Ask your child to listen to instructions and then do the action, for example.

'The car is being washed by teddy.'

'Baby Belle is being given a drink by teddy.'

'Teddy's hair is brushed by Spiderman.'



9.3

Recognising an increasing range of emotions and feelings, in ourselves and others.

Whilst reading stories discuss the pictures and how the characters are feeling. Look at the characters faces and explore feelings when things happen in the stories.

Whilst playing with the child and their toys act out different situations and explore the different feelings they may have during times of play. If you are playing with the cars, perhaps pretend to want the same one they are playing with. Share your feelings and talk about how they are feeling too.



9.4

Beginning to understand common phrases that have a different meaning (idioms).

These are phrases that are often used but may have a different meaning to the actual words within the phrase.

Make a list of common idioms; you have ants in your pants, it's raining cats and dogs, a piece of cake, cross your fingers and hold your horses etc. Gradually introduce them into conversation and discuss the real meaning behind them.

If you hear someone use an idiom, comment on it and explain the real meaning.

9.5

Predicting what might happen next.

When reading stories together read a couple of pages and stop at key points and ask; 'what do you think will happen next?'. Sometimes stories have funny or silly endings, stop before you reach the end to discuss their ideas for the ending of the story.

Play a simple sinking and floating game with different items, sponge, apple, car, pencil, paper and a car. Show one item that floats and then one item that sinks and explain the meaning of the words and then have fun testing lots of different items.

Put some raisins in lemonade and ask if they will sink or float. Then watch as they dance up and down in the bubbles. This is lots of fun!



9.6

Understanding periods of time.

Enjoy sharing some days of the week songs together. CBeebies have songs for each day of the week.

Make a calendar for your child with a counter, character or object that moves along as the days change each morning and encourage your child to talk about the different things he/she does each day.

Use photographs of your children to begin looking at seasons and celebrations at different times of year. Talk about the exciting events that take place and the different clothing you wear during Summer and Winter.

Watch [Talking about the past: Activity inspiration for 3-year-olds - BBC Tiny Happy People](#)

9.7

Remember more and more information.

Play the shopping game; 'I went to the shops and bought an apple'. Repeat this by adding on different items each time. You could also play the holiday version; 'I'm packing a swimming costume for my holiday', etc. This game can be played in the car or while you are waiting for something.

See how many items your child can remember from the shopping list or holiday packing list.



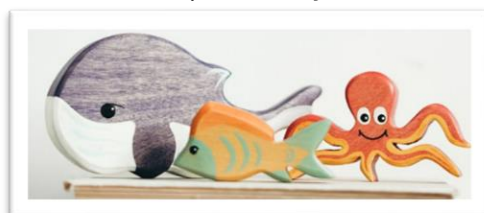
9.8

Using group names and talking about differences; including spotting the odd one out.

Gather together some items/pictures from a variety of categories, clothes, food, animals and transport vehicles.

Choose three items from the same category with two of the items have something in common, for example, cow, horse and fish.

Ask questions, 'are these animals or clothes?' Then ask which two items go together best? (for example; horse and cow). Ask why and listen to your child's explanations.



9.9

Making inferences using idioms.

Act out situations whilst playing, dropping the eggs whilst playing a shopping game or sneezing when you have just collected your cup of tea. Discuss how you feel in these situations.

Whilst reading story books together, talk about the characters feelings and use idioms whilst doing this. For example, 'Billy is in bed because he has a frog in his throat'. This implies that Billy isn't well, but he hasn't actually got a frog in his throat.

Repeat with different stories and see if your child can use idioms, with your help, too.



9.10

Talk about things that are going to happen (the future tense).

Gather together some food items and play a shopping game together. Give the child a list of picture items that you would like from the shop and ask; 'what are you going to buy from the shop?' Encourage the child to say; 'I'm going to buy ...'.

Talk about future plans if you are going somewhere or doing something. For example, when you go to the park say; 'I am going to go on the slide' or 'I'm going to put my hat on because it is cold outside.'

Watch this clip for some more ideas; [How to help toddlers talk about the future - BBC Tiny Happy People](#)