

# 25 Lockdown Ideas for Nursery Age Children



1. How many socks?
2. All About Me!
3. Colour Matching Houses
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Welcome to our 101 things to do during the lockdown. These ideas are from a multitude of sources but all things that you can do in your home or garden. After each activity I have written about what skills your child will gain through doing it. Some of the statements are from Developmental Matters which is what we use in nursery when assessing and planning. The skills your child could gain are highlighted on each page. However, what I will say is that these are fun ideas and the main objective is to play and have fun. So enjoy!!



# 1. How Many Socks?

Find as many socks as you can and place them on the floor. Set your child a task to discover how many socks it takes to measure you. Lie on the floor and get your child to place the socks alongside you. Ask your child to record in whatever way they can. They might want to draw how many socks alongside the picture.....



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Use this idea to measure the whole family. You could use it to measure their toys, the sofa, the dining room table...the list is endless.

As an extension ask your child to estimate how many socks the table, floor etc might be.

## Mathematics Number

22-36 months

Recites some number names in sequence.

Creates and experiments with symbols and marks representing ideas of number

30-50 months

Uses some number names and number languages spontaneously

Recites numbers in order to 10

Beginning to represent numbers using fingers, marks on paper or pictures

Shows an interest in representing numbers

40-60+ months

Counts up to three or four objects by saying one number name for each item

Counts objects to 10, and beginning to count beyond 10

Estimates how many objects they can see and checks by counting them

Records, using marks that they can interpret and explain

Mrs Parker

## 2. All About Me!

You will need:

Magazines, Card / Paper, glue, scissors, pens

Using the card first decide what shape your child would like to use e.g. a large circle, star etc.

Draw and cut out the shape. Your child may need a little support here but allow them to be as creative as they wish.... remember it is all about them!

The next set of questions are entirely up to you. Here are some possibilities: -

What is your favourite food?

What is your favourite colour?

What is your favourite animal?

Each time either cut out and stick a picture on from the magazines or your child can draw their own.

Here is what mine would look like.



### **PSE**

#### **Self Confidence and Self Awareness**

**22-36 months**

Expresses own preferences and interests.

**30-50 months**

Can select and use activities and resources with help

Welcomes and values praise for what they have done

Enjoys responsibility of carrying out small tasks

**40-60+ months**

Confident to speak to others about own needs, wants, interests and opinions

Can describe self in positive terms and talk about abilities

Mrs Parker

### 3. Colour Matching Houses



You will need:

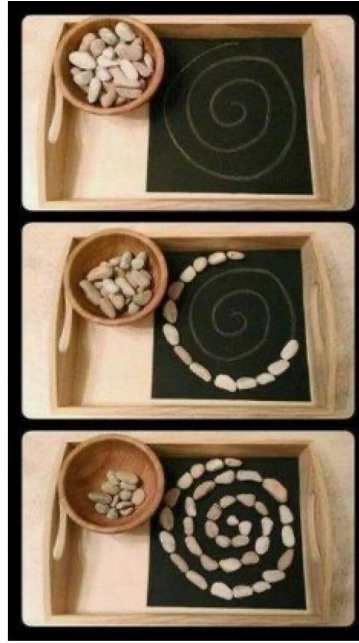
Empty milk cartons, coloured permanent pens, scissors, coloured cars and anything else you might like to add to the houses / garages that match the colour.

This picture is pretty self-explanatory. Cut the space for the car and design the house. You might want to find things in your house/ garden to match the colours to really extend the street e.g. grass from the garden to go with the green house etc.

Colour naming and matching is a skill that all children need. It is not part of Developmental Matters but a skill we feel is very important in life!

Miss Wadey

# 4. Pebble Spirals



You will need:

Pebbles, chalk, dark paper or the garden path.

Draw a shape/spiral on the paper or ground. Encourage your child to follow the lines using the pebbles. Ask your child to then draw spirals and place the pebbles on.

This activity supports hand to eye co-ordination and is a basis to letter formation.

# 5. Seed Tray Egg Boxes

You will need:

1 egg box, seeds or pips from apples, soil from the garden, and water (alternatives for experimental growing could be cotton wool, tissues, saw dust etc)



Explain that you are going to grow something. Talk about the packet of seeds that you have or the pips from an apple that they have eaten. Talk about what they think will happen if they plant it. Discuss what they think the seed / pip might need to grow. This is the time you could experiment with other materials such as growing the seed in cotton wool, saw dust etc. Plant the seeds in whatever your child wants to and talk about what it needs next. Pop on a windowsill and watch what happens. It can be good to record the growth using photographs on your phone. At the end of the lockdown watch how much the seed / pip has grown.



## The World

30-50 months

Can talk about some of the things they have observed such as plants, animals, natural and found objects

Talks about why things happen and how things work

Developing an understanding of growth, decay and changes over time

40-60+ months

Looks closely at similarities, differences, patterns and change

## Early Learning Goal

Children know about similarities and differences in relation to places, objects, material and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Mrs Stephenson

# 6. Nature Detective

You will need :

2 empty loo rolls, cellotape, pens, paints or crayons to decorate



Join 2 loo rolls together to make a pair of binoculars and decorate in any way you like. Attach wool if you like to however always supervise if wool or string is attached for safety reasons.



Next take your binoculars on a nature hunt. See what you can see in your garden. You could even start to do a nature diary and record what you see pictorially. We are very excited to know what you saw in your garden.



**The World**

22-36 months

Notices detailed features of objects in their environment

30-50 months

Comments and asks questions about aspects of their familiar world such as the place they live or the natural world

Can talk about some of the things they have observed such as plants, animals, natural and found objects

40-60+ months

Looks closely at similarities, differences, patterns and change

**Claire Taylor**

# 7. Balloon Tennis

You will need:

A balloon, a range of utensils that can be used as a bat e.g. fly swat, wooden spoon, spatula



Make yourself a net using cushions on the floor. Take it turns to bat it to each other. A point is given when your opponent misses. 1<sup>st</sup> one to 10 wins.

This activity is great to support hand to eye coordination for your child.

Lori Wood

# 8.



You will need:

Cardboard boxes, card to make the posting cards, scissors and pens

Encourage your child to feed the correct shape into the matching monster mouth.  
Discuss the names of the shapes as you do and how many sides/corners they have.

## Shape, Space and Measure

22-36 months

Notices simple shapes and patterns in pictures

Beginning to categorise objects according to properties such as shape or size

30-50 months

Shows an interest in shape and space by playing with shapes or making arrangements with objects

Uses shapes appropriately for tasks

40-60+ months

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes

Selects a particular named shape

## 9. Rainbows



You will need:

Cotton wool balls, pegs, paper, paints

Nip the peg onto a ball of cotton wool and dip in the paint. Dab the cotton wool with paint onto the paper. Change colours for each arc.

Each time your child squeezes the peg and nips it onto the cotton wool they are strengthening their pincer grip which in turn supports your child when holding and controlling a pencil. The stronger these muscles are the better the pencil grip could be.

# 10. Move like an Animal



You will need:

Card, scissors, glue, pens and paper

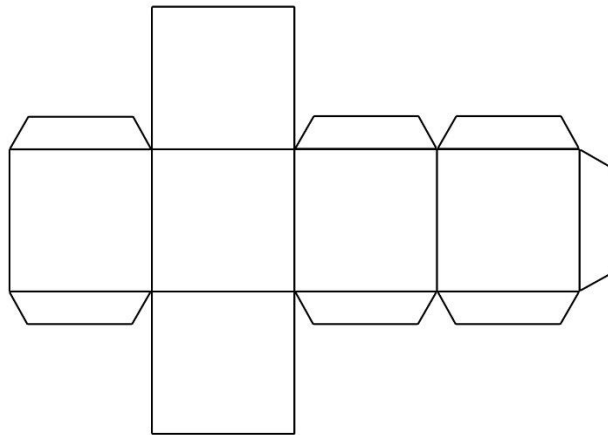
Make a cube using this type of template.

Cut out squares of paper and draw animals that you want you and your child to move like.

Example – hop frog, slither snake, gallop horse etc

Stick the paper you have drawn on to the cube.

Roll the dice and away you go.



## Communication and Language

### Listening and Attention

30-50 months

Is able to follow directions

### Understanding

22-36 months

Identifies action words by pointing to the right picture, e.g. 'Who's jumping?'

30-50 months

Responds to simple instructions

## Physical Development

### Moving and handling

22-36 months

Runs safely on whole foot

30-50 months

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping

Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles

Can stand momentarily on one foot when shown

40-60+ months

Experiments with different ways of moving

# 11. Washing Basket Ball Game



You will need:

Washing baskets, coloured balls, coloured paper

Stick a colour on each washing basket and take it in turns to see how many of the correct coloured balls you can get in each basket, but if you land in the wrong one uh oh it's a point deducted. Don't forget to try and record how many you have scored in whatever way your child wants.

## **Physical Development**

### **Moving and handling**

40-60+ months

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

## **Mathematics Number**

22-36 months

Recites some number names in sequence.

Creates and experiments with symbols and marks representing ideas of number

30-50 months

Uses some number names and number languages spontaneously

Recites numbers in order to 10

Beginning to represent numbers using fingers, marks on paper or pictures

Shows an interest in representing numbers

40-60+ months

Counts up to three or four objects by saying one number name for each item

Counts objects to 10, and beginning to count beyond 10

Estimates how many objects they can see and checks by counting them

Records, using marks that they can interpret and explain

This activity also supports colour naming and matching

# 12. Park your Name



You will need:

Paper, cars, pens, glue or cello tape

Write and cut out your child's name, cut out and stick to the tops of the cars.

On a large piece of paper make car parking spaces with your child's name written across.

F	r	e	D	d	i	e
---	---	---	---	---	---	---

Ask your child to try and match the letters to the ones on the tops of the cars. If this is too difficult try colour coordinating the letters to the cars.

This activity will support your child in recognising their own name, individual letters and how to put these letters together in the correct order to form their name.

# 13. Super Hero Day



You will need:

Your imagination, pens and a large piece of paper.

Begin by drawing around your child. If you don't have wallpaper big enough try going outdoors and using chalk. Now ask your child what their super hero power would be. Encourage your child to draw the features in and write down what they can do. Now set the following challenges and get your child to imagine how they would save the day.

**Challenge 1.** There is a robber who has stolen all of the chocolate in the world. He has taken it to Villain Island to share with all of his evil friends. The island is surrounded by shark infested waters and the baddies have placed traps on the beach filled with crabs to nip your toes if you try to walk across it. In the forest there are traps to catch you if fly through the trees. Outside of his evil palace there flying monkeys who are trained to stop anyone entering. What would you do?

The children in the world are all so upset as they will never get to eat chocolate ever again. Please help them!

**Challenge 2.** A super computer has made everyone's televisions break. The super computer is buried deep underground and is ran by Rotten the Robot. He will stop at nothing to get rid of all TV's following his failed attempt to get through to Britain's Got Talent! Once he has finished with the televisions he aims get rid of CBeebies too on the internet! How will you stop him?

## Speaking

### 22-36 months

Uses language as a powerful means of widening contacts. Sharing feelings, experiences and thoughts

### 30-50 months

Beginning to use more complex sentences to link thoughts (e.g. using and, because)

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall a relive past experiences

Questions why things happen and gives explanations. Asks e.g. who, what, when, how

Uses a range of tenses (e.g. play, playing, will play, played)

Uses vocabulary focused on objects and people that are of particular importance to them

Builds up vocabulary that reflects the breadth of their experiences

Uses talk in pretending that objects stand for something else in play e.g. 'This box is my castle'

### 40-60+ months

Uses language to imagine and recreate roles and experiences in play situations

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events

Introduces a storyline or narrative into their play

## Being Imaginative

### 22-36 months

Beginning to make-believe by pretending

### 30-50 months

Engages in imaginative role-play based on own first-hand experiences

Builds stories around toys, e.g. farm animals needing rescued from an armchair 'cliff'

Uses available resources to create props to support role-play

### 40-60+ months

Creates simple representations of event, people and objects

Introduces a storyline or narrative into their play

Plays cooperatively as part of a group to develop and act out a narrative

## Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



# 14. Sorting



You will need:

Objects of different colours, bowls, coloured card

Have a tray with a range of mixed up objects in and ask your child to sort.

As an extension you could ask your child to sort by material, size or even texture.

## Shape, Space and Measure

22-36 months

Beginning to categorise objects according to properties such as shape or size

30-50 months

Shows awareness of similarities of shapes in the environment

Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

40-60+ months

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes

# 15. Marble Painting

## Marble Painting

What you need:  
Use a tray, paint and some marbles or any balls which you are able to wash afterwards.





What to do:  
Add paper to the tray, a few blobs of paint and your marbles.  
Then have fun rolling them around, watch the colours mix.

## Expressive Arts and Design

### Exploring and Using Media Materials

22-36 months

Experiments with blocks, colours and marks

30-50 months

Explores colour and how colours can be changed

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects

40-60+ months

Explores what happens when they mix colours

Experiments to create different textures

Understands that different media can be combined to create new effects

Manipulates materials to achieve a planned effect

# 16. Car Wash

You will need:

Toy cars, soapy water, spray bottles, brushes and cloths.

Explain that the children are going to wash the cars. Encourage them to use cloths and brushes to wash the whole car. Talk about which part of the car they are washing. As an extension ask your child to help wash your car.



## **Physical Development**

### **Moving and handling**

#### **22-36 months**

Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands

Shows control in holding and using jugs to pour, hammers, books and mark-making tools

May be beginning to show preferences for dominant hand

#### **30-50 months**

Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors

#### **40-60+ months**

Handles tools, objects, construction and malleable materials safely with increasing control

Shows a preference for a dominant hand

Begins to use anticlockwise movement and retrace vertical lines

# 17. Bowling

You will need:

A ball and a range of empty bottles



Set up your bottles in whatever arrangement you like. Take it in turns to bowl your ball and see how many you knock down. Discuss how many you started off with standing, how many you have knocked down and how many you have left standing. Ask questions such as how many have you knocked down? How many are left standing? How many altogether? If I knock down 2 how many will still be standing?

## **Mathematics Number**

22-36 months

Recites some number names in sequence.

Begins to make comparisons between quantities

Uses some language of quantities, such as 'more' and 'a lot'

Knows that a group of things changes in quantity when something is added or taken away

30-50 months

Uses some number names and number languages spontaneously

Recites numbers in order to 10

Knows that numbers identify how many objects are in a set

Compares two groups of objects, saying when they have the same number

Shows an interest in number problems

Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same

40-60+ months

Counts up to three or four objects by saying one number name for each item

Counts an irregular arrangement of up to ten objects

Uses the language of 'more' and 'fewer' to compare two sets of objects

Finds the total number of items in two groups by counting all of them

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting

# 18. Leaf Rubbing



You will need:

Crayons, paper and leaves

Have a look in your garden or whilst out for your walk and find different sized leaves of interest. When home place the leaf under the paper and use the crayons to colour over the leaf. If you like you could do in rainbow colours, cut out and make your own rainbow tree.

Discuss what your child can see on the leaf rubbing. Closely examine and discuss the veins etc.

## **The World**

**22-36 months**

Notices detailed features of objects in their environment

**30-50 months**

Comments and asks questions about aspects of their familiar world such as the place they live or the natural world

Can talk about some of the things they have observed such as plants, animals, natural and found objects

Talks about why things happen and how things work

**40-60+ months**

Looks closely at similarities, differences, patterns and change

## **Speaking**

**22-36 months**

Learns new words very rapidly and is able to use them in communicating

**30-50 months**

Uses talk to connect ideas, explain what is happening

Questions why things happen and gives explanations. Asks e.g. who, what, when, how

# 19. Shopping

You will need:

Tins, pennies, paper for lists, paper for prices, purse / wallet or bag

Start off by selecting a range of tins from your cupboard. Ask your child what they think is inside and how they know this. Discuss how much you will charge for each item. Ask your child to write the price on the paper and label the tins. Next decide which shop you are going to be and design a logo e.g. Aldi, Morrisons etc. Decide who is going to be the shopper and the shop keeper and make a list of what you want buy. Encourage your child to use their own form of writing to do this.



In the shop buy items, discuss prices and count pennies. As an extension you could even ask how much in total?

## Literacy Reading

30-50 months

Shows interest in illustrations and print in books and print in the environment

Recognises familiar words and signs such as own name and advertising logos

40-60+ months

Links sounds to letters, naming and sounding the letters of the alphabet

## Literacy Writing

22-36 months

Distinguishes between the different marks they make

30-50 months

Sometimes gives meaning to marks as they draw and paint

Ascribes meaning to marks that they see in different places

40-60+ months

Gives meaning to marks they make as they draw, write and paint

Hears and says the initial sound in words

Links sounds to letters, naming and sounding the letters of the alphabet

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

Writes own name and other things such as labels, captions

## Mathematics Number

22-36 months

Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'

30-50 months

Uses some number names and number languages spontaneously

Uses some number names accurately in play

40-60+ months

Recognise some numerals of personal significance

Counts objects to 10, and beginning to count beyond 10

Finds the total number of items in two groups by counting all of them

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting

## Speaking

#### 22-36 months

Uses a variety of questions (e.g. what, where, who)

Uses simple sentences

#### 30-50 months

Beginning to use more complex sentences to link thoughts (e.g. using and, because)

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences

Builds up vocabulary that reflects the breadth of their experiences

Uses talk in pretending that objects stand for something else in play e.g. 'This box is my castle'

#### 40-60+ months

Uses language to imagine and recreate roles and experiences in play situations

Links statements and sticks to a main theme of intention

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events

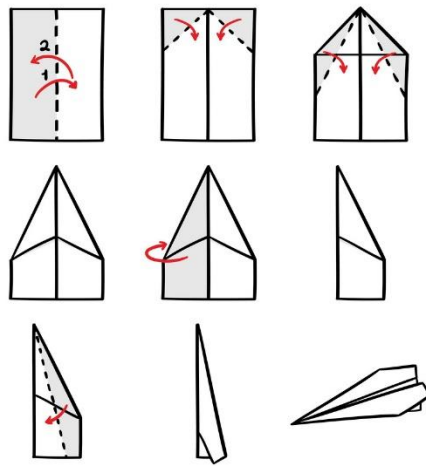
Introduces a storyline or narrative into their play

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## 20. Paper Planes

You will need:  
Paper and pens

Make the planes as shown



Decorate the planes and maybe even draw a pilot.

Now let's see whose plane goes the furthest. Measure the distance with a range of methods e.g. how many steps it takes to get to the plane, how many jumps, how many hands, measure with string etc.

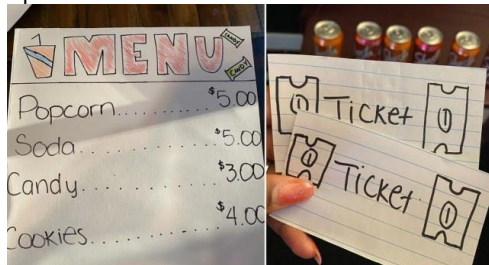
This activity will show your child that there are many ways to measure distance.

# 21. Movie Day

You will need:

Your favourite movie, popping popcorn, drinks and snacks, a torch, paper and pens

Begin by deciding which movie you are going to watch. Ask your child to help make tickets for the movie depicting or saying what the movie is and what time it starts. Make the popcorn in your microwave or pan. Darken down the room and ask your child to be the usher, giving you're your ticket, guiding you to your seat with a torch and selling you popcorn.



To give even more of an experience, using cardboard design your own seats / cars for a drive in cinema.

boxes



## Being Imaginative

22-36 months

Beginning to make-believe by pretending

30-50 months

Engages in imaginative role-play based on own first-hand experiences

Uses available resources to create props to support role-play

40-60+ months

Introduces a storyline or narrative into their play

Plays cooperatively as part of a group to develop and act out a narrative

## Speaking

30-50 months

Beginning to use more complex sentences to link thoughts (e.g. using and, because)

Builds up vocabulary that reflects the breadth of their experiences

Uses talk in pretending that objects stand for something else in play e.g. 'This box is my castle'

40-60+ months

Uses language to imagine and recreate roles and experiences in play situations

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events

Introduces a storyline or narrative into their play

## 22. Water Painting

You will need:

Water, a bucket, a range of different sized paint brushes



Fill a bucket with water and encourage your child to draw and write using the water on the walls and floors outdoors.



### Literacy Writing

22-36 months

Distinguishes between the different marks they make

30-50 months

Sometimes gives meaning to marks as they draw and paint

Ascribes meaning to marks that they see in different places

40-60+ months

Gives meaning to marks they make as they draw, write and paint

### Expressive Arts and Design

#### Exploring and Using Media Materials

22-36 months

Experiments with blocks, colours and marks

30-50 months

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects

Realises tools can be used for a purpose

# 23.Gloop

You will need:

Cornflour, water and food colouring if desired



Mix half a box of cornflour with water until slightly runny. Empty onto a large tray then watch your child explore. Discuss what it feels like, how it is changing and what it looks like.



## The World

30-50 months

Talks about why things happen and how things work

40-60+ months

Looks closely at similarities, differences, patterns and change

## Expressive Arts and Design

### Exploring and Using Media Materials

30-50 months

Beginning to be interested in and describe the texture of things

## Speaking

22-36 months

Learns new words very rapidly and is able to use them in communicating

30-50 months

Beginning to use more complex sentences to link thoughts (e.g. using and, because)

Questions why things happen and gives explanations. Asks e.g. who, what, when, how

Builds up vocabulary that reflects the breadth of their experiences

40-60+ months

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words

# 24.The Bean Game

You will need:  
Nothing

The types of beans we are going to be in this game is

1. Runner bean – children run on the spot
2. Jelly bean – children wobble like a jelly
3. Chilli bean – children shiver
4. Broad bean – children make themselves as wide as they can
5. Jumping bean – children jump around the room
6. Baked bean – children curl up in a ball on the floor
7. French bean – oo la la
8. String bean – children make themselves as tall and thin as they can

Play some music and when the music stop, shout out a type of bean. Play the music and repeat with another bean.

Enjoy!



## Communication and Language

### Listening and Attention

30-50 months

Is able to follow directions (if not intently focused on own choice of activity)

40-60+ months

Maintains attention, concentrates and sits quietly during appropriate activity

Two-channelled attention – can listen and do for short span

### Physical Development

#### Moving and handling

22-36 months

Runs safely on whole foot

Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands

30-50 months

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping

40-60+ months

Experiments with different ways of moving

# 25.New Feet



You will need:

Tissue boxes, paint, pens, paper, scissors and glue

Decide what type of 'new feet' your child would like. Then away you go.

## **Expressive Arts and Design**

### **Exploring and Using Media Materials**

22-36 months

Experiments with blocks, colours and marks

30-50 months

Realises tools can be used for a purpose

40-60+ months

Understands that different media can be combined to create new effects

Manipulates materials to achieve a planned effect

Constructs with a purposes in mind, using a variety of resources

Uses simple tools and techniques competently and appropriately

Selects appropriate resources and adapts work where necessary

Selects tools and techniques needed to shape, assemble and join materials they are using

Hope you enjoyed trying out these activities. Watch out in the coming weeks for the next instalment of 25 Lockdown Ideas for Early Years Children!

Take care

Mrs Jenny Parker and all the staff at Helen Gibson and Clervaux Nursery School.

