

2. Allow them to experiment with different media so that your child can choose how they want to express their ideas
3. Make sure that the resources are easily accessible so that your child can come to this activity whenever they choose and, if you have access to an outdoor area or garden, allow your child to mark make outside using large brushes and chalk;
4. Encourage them to hold the pencil/marker properly with a pincer grip
5. Draw out the letters they may want to copy on a large piece of paper- start with the letters of their name using a capital for the first letter and lower case for the rest of their name.
6. When you first do this activity do one letter at a time (one a day or for a few days) and the same with the other letters of their name. Say the sound of the letter with them.
7. Give them plenty of time to explore this activity
8. When they are finished you can talk about other objects that start with the same letter

Keywords: letters, sound, line, circle, square, fast, slow, big, small, soft, heavy, hard, light, etc.

EYFS Learning outcomes:

Communication and language

Listening and attention

- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).
- Maintains attention, concentrates and sits quietly during appropriate activity.

Understanding

- Understands the use of objects (e.g. “What do we use to cut things?”)
- Responds to simple instructions, e.g. to get or put away an object.

Speaking

- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events. Introduces a storyline or narrative into their play.

Physical development

Moving and handling

- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines
-

Personal, social and emotional development

Self-confidence and self-awareness

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys the responsibility of carrying out small tasks.
- Shows confidence in asking adults for help.

Literacy

Reading

- Links sounds to letters, naming and sounding the letters of the alphabet;
- Begins to read words and simple sentences;
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books;

Writing

- Gives meaning to marks they make as they draw, write and paint;
- Begins to break the flow of speech into words;
- Links sounds to letters, naming and sounding the letters of the alphabet.

Expressive arts and design

Exploring and using media and materials

- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts to work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.