

Early Years - Home Learning

Washing dishes



Description:

Children love to participate in almost everything. Through this learning experience, we want to encourage children to participate more in the family routine learning step by step in their own time. It is important to introduce new moments at home where children feel helpful and happy for being part of the family routine, including some domestic chores of course!

We need to believe in children's capacities and watch them becoming more confident day by day. Even the youngest children can help with dishes. Adding tasks as a child grows increases attention to detail and following a longer sequence, as well as acknowledging how much a child has grown and is capable of now.

Resources needed:

- a selection of sponges, cloths and brushes, washing-up liquid/soap;
- a stool or chair to stand on;
- a variety of pots, pans and utensils.

Duration:

Open-ended, as long as children can keep their interest.

Intent:

- Encourage the children to play in the sink (water tray) to promote a multi-sensory experience which allows them to explore mathematical and scientific concepts. It also enhances physical development and is a rich language experience.



- Through this learning experience we, also, want to encourage the children to describe what happens to the water as it goes down the plug hole and consider where it goes next;

Implementation:

1. Fill your sink with warm water, help your child to adjust the temperature of the water and allow them to add the washing-up liquid/soap.
2. Give them time to experiment with different utensils in the water.
3. To expand this activity, ask your child some of these questions: “ What do you think will happen to this plate when we put it into the water?”, “The bubbles are staying in the sieve, but the water is coming out. Why do you think this is happening?”
4. Can your child estimate how many cups of water they will need to fill a pot? Find out together.

Keywords: float, sink, sponge, squeeze, drain, light, heavy, big, medium, small, ladle.

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

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.
- Responds to instructions involving a two-part sequence.

Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in the correct order (e.g. went down slide, hurt finger).



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

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.

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.

Mathematics

Numbers

- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.

Shape, space, and measures

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.

Understanding the world

World

- Talks about why things happen and how things work.

