



DRAMATIC PLAY TEACHES SELF-REGULATION.

Children are known for acting with impulse, so dramatic play is a great stepping stone for learning to self-regulate their emotions and actions. Interestingly, when children assign and accept roles in dramatic play they are motivated to stick to them, thinking of them as rules to follow. Creating their own rules, helps develop the ability to coordinate and plan with others as well as control their impulses.

DRAMATIC PLAY ENCOURAGES LANGUAGE DEVELOPMENT.

Dramatic play teaches and encourages expressive language. Children are motivated to communicate their wishes to their peers and therefore must learn to speak from the perspective of their pretend roles. Dramatic play is often a very comfortable place for children who are shy or withdrawn to participate in a group.

DRAMATIC PLAY TEACHES CONFLICT RESOLUTION.

Both unstructured and structured dramatic play offer teachable moments about conflict resolution. Inevitably, disagreements will

naturally arise during dramatic play, which offers children a chance to work through their differences and arrange a compromise. It also encourages children to consider alternate perspectives as they recognise various roles of people in their lives and communities.

DRAMATIC PLAY SUPPORTS MATH AND LITERACY.

Dramatic play provides the perfect play setting for children to interact with functional math and print. Consider the children who is playing server at a restaurant. He will interact with both print and numbers as he takes orders, fills them and then rings up the total owed for the meal.

Dramatic play is also known for increasing comprehension as children love to act out their favourite story books.

DRAMATIC PLAY RELIEVES EMOTIONAL TENSION.

Dramatic play offers a safe place for children to act out real life situations. Adults tend to cope with dramatic events by retelling it again and again. Children cope with dramatic events by acting them out.

There are so many important benefits of dramatic play, the more important is to encourage it whenever possible! And it's simple to do because kids naturally gravitate toward it! If you don't have a lot of room for full on dress up clothes then go smaller. Try starting with a box of play materials and some hats or masks. Add a few dolls or stuffed animals. Let your children define objects for use and let them pretend whatever to be whatever they would like.



PRACTICE SCISSOR CUTTING

Scissor cutting skills are really **transferable to holding a pencil**. In fact, correctly holding and using scissors is very much the same as correctly grasping a pencil.

DO LOTS OF FINE MOTOR PLAY

Yes lots! Teaching pencil grasp should come primarily in the form of fine motor play. This is because fine motor play develops strength and dexterity of the small muscles of the hand, which are the same muscles used for holding a pencil. Some fine motor activities even mimic the exact grasp needed for correctly holding a pencil. But, since it is presented in the form of play, children are likely to spend more time practicing it.

KEEP IT FUN

It's so important to keep things light-hearted and fun. Children at this age don't benefit from added pressure, so look for creative ways to develop pencil grasp, rather than sitting and tracing lines for long periods

THE IMPORTANCE OF SCOOPING AND POURING ACTIVITIES

Scooping and pouring activities have a lot of value. Here are just a few life skills these activities help develop:

- >using utensils for self-feeding
- >scooping with a serving spoon
- >turning a door knob
- >screwing/unscrewing a cap on/off a bottle
- >brushing their own hair



AN INVITATION TO PLAY WITH BUTTONS



Setting up this invitation to play couldn't be easier. It's so simple, so basic, yet full of educational concepts.

It's a colourful way to count and sort. Record amounts, sizes and create repeating patterns.

It's full of various sized buttons, some of which are "teeny tiny," and children love all things that are teeny tiny, right?

The buttons make a wonderful sound when dropped into the ceramic ramekins.



Not only is it helpful when a child can dress him or herself, but it's also beneficial to the child in many ways. They work on building up strength, range of motion, coordination, memory, sequencing, spatial awareness, and body awareness, as well as learn how to complete a daily activity that is important and meaningful to them.

If your child is finding certain aspects of dressing challenging try teaching dressing using backward chaining.

BACKWARD CHAINING

This technique means that an adult provides assistance throughout several steps until the child can complete the last steps independently. For example – you help the child hold shirt, put arm through, put overhead and put other arm through. The child then completes the last step independently of pulling the shirt down. Continue this process by advancing to the child completing the last two steps...the last three steps (etc) until the child is independently putting on the shirt.

Repetition can be a strategy for increasing opportunities for practice.

DRESSING PRACTICE CAN HAPPEN:

At the beginning and end of the day

Whilst putting on shoes and socks before going outdoors.

Toileting is a way to practice lower body clothing management throughout the day.

During pretend play, provide various dress-up clothes in different social roles for many ways to practice dressing skills.

Encourage role play as a technique to build fine motor skills in dressing: Children can dress a baby doll.



Benefits:

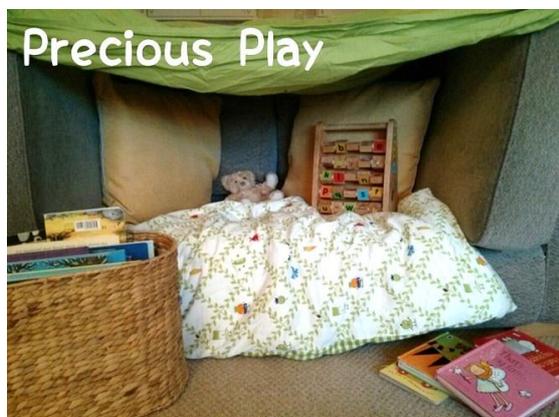
They boost children's language skills. ...

They sharpen your child's focus. ...

They teach the value of teamwork. ...

Board games soothe anxiety. ...

They show kids how to be a good loser...



PLAY PROMPT

Find a cosy spot in the house (or garden if warm enough!) and create a reading nook using some material and cushions. Climb inside and read, uninterrupted, for *at least* 15 minutes!



Create a story basket full of storytelling props to retell favourite fairy tales together in a playful way. It's so easy to set up with items from around the house and beneficial for so many strands of early literacy development.

Being able to tell a story without a book encourages greater eye contact, intonation and variation in voice, use of richer vocabulary and a closer bond during the process. Not to mention the simple fact that it means you can tell the stories wherever you are with no books needed!

PHONIC BASKETS – SORTING

Explain that first sound we say in a word was the one that we listen out for, and emphasise how to hear and say each on by saying it out loud and segmenting it from the rest of the word. "This is a dddd-og" so what's the first sound that it begins with? Then copy that approach with each object picked up, saying its name and hearing its first sound, before deciding which basket to place it in.

