

Put us together

Equipment and resources

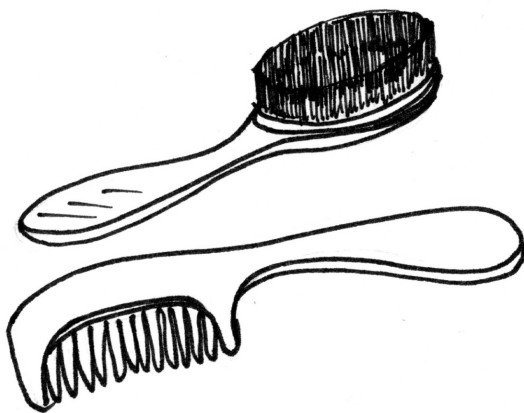
A large clear space. One practitioner to lead the activity and more practitioners to support the children. A selection of objects or pictures of objects that form recognised pairs, such as: a brush and a comb, a knife and a fork, a shoe and a sock, a pencil and paper, a scarf and gloves.

Activity

- * Invite the children and adults to sit in a circle and place the objects or pictures in the centre. Point to each in turn and name it. Encourage the group to discuss the pairs of objects that go together.
- * Hold up one object or picture and ask a practitioner first: What do I need to go with this (shoe)? The practitioner should pick up the matching item and offer it to you, so that you may take it and say: Yes, a (sock). Ask each person in turn, holding up a different object or picture each time.
- * Once children are confident, ask the questions, such as: What do I need to go with a (pencil)? without touching the named item and ask them to offer you the appropriate item for the pair as before, telling you its name if they can.

Extensions

- * Introduce more subtle differences between the pairs of objects or pictures. For example, match: the red brick and the yellow brick, the big teddy and the little teddy or the old book and the new book. Move onto models or pictures that belong to the same group but can look quite different, such as: dogs, fish, cakes, vegetables and cars. Challenge children to put the groups together and learn some of the names of the items.
- * Discuss materials and textures and use a variety of toys, so that you may ask for: something else made of hard wood or shiny metal or soft fabric or smooth plastic, something else that is heavy or light or something else that feels rough or smooth.
- * Invite preferences using pictures or photographs of activities and places. Hold up a picture of a place as you ask: What do you like to do indoors at nursery? or outside at nursery? or at home? or in your bedroom? or in your garden? or at the park? Children should point to a picture of an activity, such as: drawing, running, reading, sand play or using a swing, and name or talk about it if they can.



Learning opportunities linked to Early Learning Goals

(See pages 8–13 for abbreviations.)

- * CL-LA: 11
- * CL-U: 1, 4, 5, 6, 8, 11
- * CL-S: 5, 15, 16
- * PSED-MR: 5, 10
- * PSED-SCSA: 1, 2, 8
- * PSED-MFB: 9
- * EAD-EUMM: 12
- * UW-W: 2, 4, 5