

## Threading letters

What you need:



- egg box
- bag from butternut or oranges
- cereal box
- drinking straw or headless matchstick or twig
- scissors and marker

## Threading letters

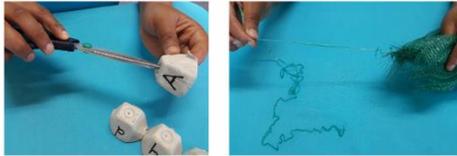
What to do:



1. Tear the egg box into individual cups and trim the edges.
2. Write one letter of your child's name on each cup. Use a capital letter to start and lower case for all the other letters. Your child needs to start to understand that capital letters are used to start important words, so try not to ever write your child's name all in capital letters or all in lower case.

## Threading letters

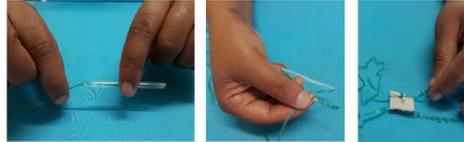
What to do:



3. Make a hole in the top of each cup with your closed scissors.
4. Pull the individual threads from your butternut/citrus bag, and cut one to about 20cm. Don't make it too long or your child will find it hard to work with.

## Threading letters

What to do:



5. Cut your drinking straw to a length of approximately 4 cm, and thread the string from your butternut bag through the straw. Tie both ends together in a knot on the outside of your straw to stop it from slipping off while your child is using it. If you don't have a straw, you can tie the end to a headless matchstick, or use some sellotape wound around the end to make it stiff.
6. Tie a piece of egg box onto the other end of the string.

## Threading letters

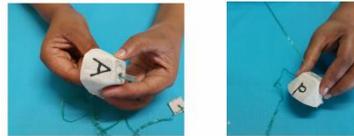
What to do:



7. Write your child's name on a piece of cardboard from a cereal box or a piece of paper. Remember to make your letters look the same as the ones on the egg cups, with capital letter to start and lower case letters for the rest.
8. Help your child to match each letter and place it in the correct order. As they place them in a row, you say the name of each letter. Even before they are able to name each letter, your child will be able to match the letters by looking at the shape.

## Threading letters

What to do:



9. Let your child thread each letter, in order, onto their string. When they are finished, let them check it against their name on the cardboard to ensure they have put them in the right order.

You can also write numbers on the cups and get your child to thread them in order, or paint them different colours and let your child put them in a pattern or sequence. You can do this same activity with spelling words, or as a way of building a vocabulary for terms used in history, geography or science for older children.

Dear Caregivers

We know that this is a difficult time, and we hope that you stay strong. We have put together some simple activities for you to play with your young children that use things that you have in your house. These activities encourage your children's brain development and help prepare them for 'big school'.

Take 10 minutes each day to have fun with your child with one of these activities. You can also ask your older children to help you to make them.

Have fun and stay safe!  
The Singakwenza Team

FOR MORE IDEAS GO TO  
[www.singakwenza.co.za](http://www.singakwenza.co.za)



## Flick Soccer

What you need:



- 4 bottle tops - milk, cold drink, etc.
- Any scrap paper - from magazines, newspaper, toilet roll, paper towel, advertising brochures, etc

## Flick Soccer

What to do:



1. Your child can tear off a strip of paper.
2. Let them scrunch the paper into the smallest, tightest ball that they can, using the tips of their fingers.

## Flick Soccer

How to play:



1. Put two lids on your child's side and 2 lids on your side as the goals.
2. Player one places their wrist on the table behind their goals, and uses their index finger to flick the paper ball to get it in the goals.
3. Player two stands their index finger only between their goals to defend.
4. Take turns and count the number of goals scored.

## Flick Soccer

Skills developed:

Finger isolation is the ability to move each finger one at a time. Infants move all fingers together at the same time, and then, as they get older, they need to learn to move each of the fingers individually. This ability is very important in order to hold a pencil correctly and to be able to count using their fingers.



PLUS - eye-hand coordination, fine motor development, motor planning, proprioception, counting, concentration



## Ball

What you need:



- 5 bread bags (or 1 plastic bag and damp magazine pages, or newspaper, or chip packets) to make a small ball, 20 bread bags to make a soccer ball
- netlon bag from onions or tomatoes (optional)
- scissors



## Ball

What to do:



1. Scrunch each bread bag one at a time (or scrunch your damp paper into a ball) and put it inside a bread bag.
2. Squeeze as much of the air as you can out of the bag, pushing the inside bags (or paper) as far down as you can to make a small, firm, round ball.
3. Only then close the opening of the bag. The less air you have, the less likely the ball is to pop.



## Catch the spider

What you need:



- cereal box or piece of cardboard/paper
- egg box
- lid from a cold drink bottle
- scissors and marker



## Catch the spider

What to do:

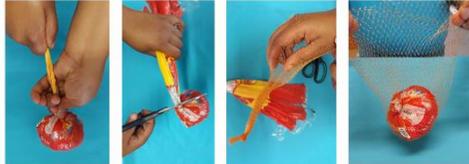


1. Cut your cereal box or paper into strips.
2. Draw around your lid.
3. Add 8 legs and a smiley face so that your child isn't terrified of your spider!
4. Put one spider on the first card, 2 on the second, 3 on the third, etc. Make sure the spiders don't touch each other, as young children need to see them as separate items.



## Ball

What to do:



4. Tie a knot in the bag, making sure that you pull it right down onto the ball to stop the air from getting in.
5. Cut off the tail, right next to the knot.
6. The netlon bag is optional, but it does make your ball stronger and less likely to pop. Turn your netlon bag inside out, so that the knot is on the inside.
7. Put the ball in so that the knot of the ball is on the side.



## Ball

What to do:



8. Cut your netlon into 2 equal pieces, right up to the edge of the ball (don't pop your ball!).
9. Tie the two pieces together with 3 knots to make it very secure.
10. Cut the ends off and your ball is ready to play with!



## Catch the spider

What to do:



5. Break your egg box into individual cups.
6. Trim around the edges to make "spider catchers".
7. Put out your spiders in order from 1 to 5 or 1 to 10, depending on the age and stage of your child, with the spider catchers in a pile.



## Catch the spider

How to play:



1. Tell your child that he/she is the spider catcher, and they need to "catch" the spiders on each card by quickly putting the catcher over them. Let them catch all their spiders on all the cards. Make it fun.
2. Then take all the catchers off and tell them that they are going to COUNT how many spiders they have caught. Let them "catch" the spider on the first card and say "One!". Say to them, "You caught one spider. Well done!" Let them catch the spiders on the second card, saying "One!" on the 1st spider and "Two!" on the 2nd spider. Ask them how many spiders they caught on that card. Say, "Well done, you caught two spiders!" Continue with each card, making sure they only say the number when they catch the spider.



## Ball

Other fun ideas:

1. Play skittles. Use whatever you have at home - empty bottles, toilet roll inners, plastic cups. The younger your child, the wider the line of skittles needs to be. Let your child count how many skittles they knocked down & how many are still standing.
2. Put numbers on your skittles. For younger children let them name the numbers on the skittles they have knocked down, and older children can do addition and multiplication sums with the numbers.
3. Let your child push the ball with their nose from one side of the room to the other. Have races.



## Ball

Other fun ideas:

4. Let your child squeeze the ball between his/her knees and jump/run from one spot to another.
5. Use tin foil inners to make cricket wickets and bat.
6. Use a round margarine/ice cream container as a basketball/netball hoop. Cut a hole in the centre for the ball to fall through.
7. Let your child balance their ball on various body parts and move from one spot to another.



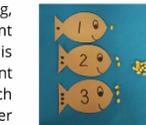
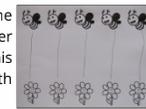
## Catch the spider

Skills developed:

One-to-one correspondence - This is the ability to match one object to another corresponding object. In Numeracy, this means being able to match one number with one object.

Many children can sing the number song, "1,2,3,4,5..." but often don't learn to count objects. It is important that when a child is counting objects, he can either touch or point with a finger at each object as he says each number, so that he learns that one number goes with each item. Practical ways of doing this includes getting a child to put spoons out for everyone at dinner, counting pictures in a storybook, chairs in the house, shoes in the cupboard, etc.

Without one-to-one correspondence, a child won't be able to cope with addition and subtraction in Numeracy.



## Colour Flower

What you need:

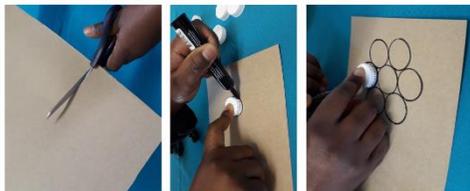


- cereal box or any other cardboard or paper
- magazine or newspaper or advertising brochures
- cold drink lids - 6 different colours
- glue - Pritt or homemade glue
- scissors, marker and pencil or pen



## Colour Flower

What to do:

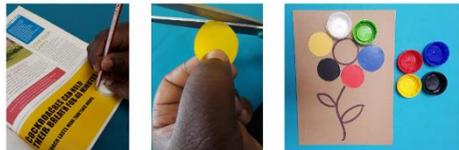


1. Cut your cereal box or paper to A5 size (approx. 15cm x 20 cm)
2. Draw around a cold drink lid. Put one circle in the middle and 6 circles around the outside. Draw a stem and leaves on your flower.



## Colour Flower

What to do:



3. Find colours in magazines, newspapers or advertising brochures that match the colours of your cold drink lids.
4. Trace around the lid, making sure you only have one colour inside the circle. Cut these circles out.
5. Stick one colour circle on each petal of your flower. To make your own glue, mix 1/2 cup water and 1/2 cup flour until smooth.
6. Turn your lids upside down. Let your child match the colours of the lids to the colours on the flower.



## Colour Flower

Skills developed:

Colour matching - Did you know that babies can see colour as well as adults from around the age of 6 months? They can see it, but don't understand that colour is a quality of an item (ie something that describes that item). So sometimes we will give the child a lid like the little girl is holding and tell her that it is a lid, another time we tell her it is plastic, another time we tell her it is round, another time we tell her it is small, another time we tell her it is red, another time we tell her it is hard...and so when we say, "What colour is this?" the child often just says the first colour name that pops into her head! To help children understand this, try to always say the quality and the name of the item eg. "This is a red lid" or "This is a round lid". The ability to match colours comes before the ability to name colours, so matching activities are important from around the age of two.



## Construction

What you need:



Any clean recycling that you have including:

- assorted plastic lids
- toilet roll and tin foil inners
- empty plastic containers from yoghurt, margarine, peanut butter, milk, coke, etc
- egg boxes
- polystyrene trays
- empty boxes from cereal, biscuits, etc



## Construction

What to do:

Put a whole lot of items on the floor. You can use different items on different days, or always use the same items if you wish. Each day you can make a different suggestion and ask your child to:

- build somewhere where people can live
- build something that can transport people from here to the beach
- build the tallest tower that you can
- build something that you would ride to the moon in
- build something that makes you feel happy
- build whatever you feel like today
- build something pretend
- build something that floats
- build a place where someone can hide



## Emotions Bingo

What you need:



- cereal box or piece of cardboard
- 8 cold drink or milk lids
- scissors, marker or pen



## Emotions Bingo

What to do:

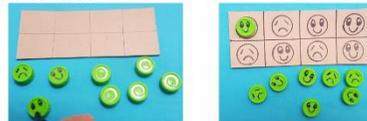


1. Cut your cereal box or cardboard into a rectangle that will fit your lids in two rows of 4.
2. Divide your cardboard into 8 sections, using the side of the cereal box as a ruler to draw the lines.
3. Draw around your lids so that there is a circle in each section.



## Emotions Bingo

What to do:



4. Draw some happy and some sad faces on your lids.
5. Draw the same number of happy and sad faces on the card.
6. There are different ways to use this. Initially you can get your child to identify a happy face on a lid, tell you what makes them happy, and match it to one on the card. Repeat this with a sad face lid. Then you can ask your child to tell you about something and you have to guess if that would make them happy or sad, and find the right lid. Then you tell your child something and they have to guess how you would feel and find the right lid. You can add different emotion pictures as your child gets older.



## Emotions Bingo

Skills developed:

Emotional development - Emotional intelligence is the ability to be aware of, control and express emotions. Young children don't know the words that describe how they feel when they experience emotions.

Help your child to start to identify and regulate their emotions by naming the emotion for the child, eg: "Sanele, I can see that you are getting frustrated because the blocks keep falling over." or "Busi, I can see you are angry that Vuyo took your car." Then you can help your child to choose what to do instead. "Sanele, we don't throw toys when we get frustrated. Would you like me to help you to get your blocks to balance?" or "Busi, we don't hit others in our home. Ask Vuyo to please give it back." By talking about what makes a child feel happy, sad, angry, excited, frustrated, etc, we can help our children to recognise emotions in themselves and in others. Remember that no emotions are 'bad'. What the child is feeling needs to be recognised, but the behaviour may not be acceptable and that is where you can guide them.



For more ideas, go to our website,  
[www.singakwenza.co.za](http://www.singakwenza.co.za)



EDUCATION & HEALTH NPC

## Number matching

What you need:



- egg box or toilet rolls
- beans, stones, straws, twigs or headless matchsticks
- scissors and marker



## Number matching

What to do:



- Depending on the number range that your child is working in, tear your egg box or tray to the appropriate size.
- Write the numbers in each cup, starting at the top left just like a child would read.



- Cut your toilet roll inners in half.
- On one side write the number, on the other side draw the correct number of dots to match the number.
- Cut your drinking straws into 4 or use twigs.



## Number matching

What to do:



- Let your child count the right number of beans, matchsticks, straws or twigs as they put them into each cup or roll.
- The reason why we put the dots on the back of the toilet roll inners is to help the child remember what the number symbol says. Let them count the dots if they forget the number name.
- As your child becomes more confident with these numbers, put in the next two numbers. Let them be confident with those, then add the next two.
- You can also use the toilet roll inners to practice counting backwards. This is the start of understanding subtraction.



## Number matching

Skills developed:



**Controlled placement** - When items must be put in a specific place, the eyes need to focus and stay focused in order to guide the hands to successfully complete the activity.



**Controlled placement** requires the eyes and the hands to communicate well to place the object in the correct place, but it also requires control of the muscles in the arms and hands so that the child doesn't put the item down too hard or let it go before it is in position.

This control is needed in order to be able to hold and control a pencil correctly.



For more ideas, go to our website,  
[www.singakwenza.co.za](http://www.singakwenza.co.za)



## Posting Matchsticks

What you need:



- polystyrene vegetable tray
- matches
- scissors and marker



## Posting Matchsticks

What to do:



1. Cut the head off all the matchsticks, so that your child is not using a match that can be lit. You can save used matchsticks for these activities.
2. Make rows of holes on your tray, or write the first letter of your child's name on the tray. You can also write numbers or words, once your child is familiar with the activity.



## Posting Matchsticks

What to do:



3. Depending on the age of your child, there are a number of different options on what they can do:
  - 9 - 14 months - Using the tray with the rows, you put the sticks in the holes and let your little one pull them out randomly, one by one. Praise each success so that they understand what you want them to do.
  - 15 months - 2 years - Using the tray with rows, let your little one try to get their sticks into any hole and be enthusiastic each time they get it.
  - 3 years and up - Using the tray with rows, let your child try to put the sticks into the holes in a sequence, starting at the top left. This is also preparing their eyes for reading - left to right and top to bottom.



## Posting Matchsticks

What to do:



4. Children from 3 years can use the tray with the first letter of their name. They are going to first poke holes all the way around the letter using one matchstick. Encourage them to start where they would if they were writing and follow the same direction as you would with a pencil. You are helping them to recognise and form the letters correctly.
5. Once they have made holes in the letter then they can fill those holes with their matchsticks, again focusing on where the letter would start when writing, and following the same direction as a pencil would go.



## Posting Matchsticks

Skills developed:

**Pincer Grasp** - This grasp enables a child to pick up small items using the thumb and 2nd/index finger. A child needs this pincer grasp well developed in order to hold a pencil properly. It starts with the "inferior pincer grasp" and, as the child's fingers become stronger, develops into the correct pincer grasp where items are held using the tips of their thumb and forefinger.

Inferior pincer grasp



Mature pincer grasp



Correct pencil grip



PLUS - eye-hand coordination, fine motor development, concentration, controlled placement, motor planning, proprioception, sequencing

