



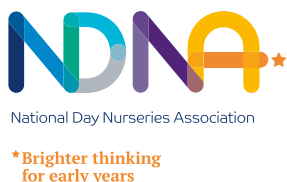
At home

Your home learning pack supported by:



# Healthy Body, Happy Me 2022

## Home Learning Pack



Campaign supported by:



## Activity 1 Homemade agility hand and foot game

Agility is an important element of motor and cognitive development and refers to the ability to think quickly and react by moving the body to change direction, or position, while actively in motion, or to stop and start movements quickly. Providing children with opportunities to practise and enhance their agility skills at home, as well as in the setting, through activities such as this homemade agility hand and foot game, will support them to develop physical coordination, balance and control.

### Learning opportunities include:

- Physical coordination and balance
- Develop alertness and speed
- Memory and concentration skills
- Hand-eye coordination.

### Homemade agility hand and foot game

#### Activity outline

- Using the 18 squares of paper, draw five left hands, five right hands, four left feet and four right feet. You can trace around hands and feet or use a template
- Arrange the images into six rows with three columns in random order. The aim is for children to complete the three actions simultaneously in each row, moving forward row to row. For example, the first row could be – left foot, right hand, right foot. The second row could be left foot, right foot, left hand
- Once you are happy with the layout, secure the squares down with tape
- Demonstrate how to complete the agility ladder, putting the correct hands and feet on the correct images
- Let children have fun completing the agility ladder.



Help the planet



### Resources

- 18 large squares of plain paper/ card (provide suggestions to parents about recycled options e.g. envelopes, greetings cards or empty cereal boxes)
- Pen/pencil
- Tape.



### Extension ideas

Change the order of the images, creating different agility ladders each time to make it harder.

Time how long it takes to complete the agility ladder and see if you can beat your time each time you complete it.

Create a homemade version of the popular game, Twister. Create large coloured spots (four blue, four red, four yellow and four green), securing these down in four columns on the floor. Shout out instructions to children, such as 'right hand green, left foot blue,' to further develop their agility skills. Children may need some help to identify their left and right but for older children this is a great opportunity to teach them this.



## Activity 1 Continued...



### Ideas for different ages

Get children to run on the spot as fast as they can and when you shout 'stop,' they have to stop and when you shout 'go,' they have to go again. The more they practise, the quicker they will get.

Soak sponges in water outdoors and throw these at a chalked target on the wall or floor.

Save bubble wrap from parcel deliveries and let children jump on it or pop the bubbles with their fingers.

Prepare a list of things to search for whilst out on a walk in your local area and write these on paper, or save these to your phone and see how quickly children can spot them. Can they spot a flower, a blue car, something with a tail, something tall etc?

Create simple homemade obstacle courses indoors and outside, including things they can weave in and out of. Provide objects of different size and weight which they can safely pick up and explore so they begin to learn how much strength they need to pick up and coordinate movements safely.



## Activity 2 Speaking with signs

Using a few well-known signs from the Makaton programme can be a great way to enable all children to express themselves. Empowering parents with this knowledge means they can support their baby or young child, with or without special educational needs to communicate; easing frustration and increasing confidence.

### Speaking with signs

#### Activity outline

- Choose one song which you are going to focus on teaching children and parents to sign. Singing Hands have lots of great video examples of different songs you might like to try:

#### Watch here

<https://bit.ly/3mepNFx>

- You can first introduce the song to the children in the setting, modelling some of the simple signs in it
- Prepare some photos with the actions of the songs you want grown ups to reinforce at home and use all of your communication channels to reinforce this message
- Ensure you explain why you are fostering the use of signs and how it supports language development
- A powerful way to teach parents and carers the signs you are using is to create a short video for your online learning platform, or website, with practitioners modelling the signs whilst singing the songs.



#### Resources

- Photo of practitioner doing two or three different Makaton signs
- Online video of practitioner modelling signs.

#### Extension ideas

Once children are confident with the simple signs you have introduced, you can invite parents to your setting to watch a live performance, or record a video of the children performing the song.

#### Ideas for different ages

Teaching babies some simple signs builds on their natural inclination to use non-verbal gestures to communicate, such as lifting up their arms when they want to be picked up. Parents and carers may need some reassurance that teaching babies to sign will enhance, not inhibit, their language development.

Teach babies to sign in relation to a context that they are motivated by, such as food. Remind parents and carers to keep it fun and work at their baby's own pace. Any gesture which obviously mimics the meaning of the word works well, such as "where" – shrug your shoulders with your palms facing out.

Encourage parents and carers to take photographs of their children doing the signs and share them with you in the setting.





## Activity 3 Floating & sinking

Parental involvement in early learning has a greater impact on children's well-being and achievement than any other factor. This outweighs factors such as family income, parental education or the quality of the child's early learning provision. Moreover, this impact lasts right through school to ages 17 and 18. (Effective Pre-school, Primary and Secondary Education, 2004.)

This home learning activity idea can help parents and carers to see that they do not need expensive equipment or specialist knowledge to help their child's learning in the home. All they need is a bath and objects from around their home.

### Floating & sinking

#### Activity outline

Ensure parents and carers know they must supervise any activity involving water.

- Send a list of suggested household items that families can use to test if they float or sink at bath time, or during outdoor play in a bowl of water or paddling pool (supervised play)
- Ask them to record their findings so children can talk about what they tried and what happened back at the setting.

#### Ideas for different ages

Fill a tall, transparent container with water. One by one drop objects into the water and watch how fast or slow they sink.

Playing peekaboo with babies is a fun social game. You can use shimmering scarves or lightweight fabric. Young babies can visually track the actions their parents are making and older babies will laugh along and join in with the actions and repeat the word 'boo.' It will also help babies to develop the concept of object permanence (that something out of sight is still there). Introducing language such as 'where is it?' and then re-introducing the item is a really fun way to support younger children's curiosity.



#### Resources

- A bathtub, sink, paddling pool, washing up bowl (ensure grown ups know they must supervise any activity involving water)
- A mix of items that will float or sink from around the home
- Water.

#### Learning opportunities include:

- Have fun
- Build on previous play and learning
- Show curiosity on the topic of sinking and floating.

#### Extension ideas

Adults can encourage their child to gather a basket or box of items from around the home to further test out floating and sinking of objects. Encourage children to make predictions before putting the item into the water.



## Activity 4 Scavenger hunt

Many children love scavenger hunts! Being able to find items while out and about and tick them off on a picture chart is so much fun. There are so many benefits to scavenger hunt activities. Children are practising their observation skills, expanding their vocabulary and developing their understanding of the world around them. In addition to this are the numerous health and emotional benefits of being outside in the fresh air. This activity can be used with children of all ages and introducing physical items as a reference means that children of all abilities and ages can join in and reap the benefits of this activity.

### Scavenger hunt

#### Activity outline

- Share the pictures and vocabulary chart with children and their adults. Choose places that aren't too spread out and explore on foot, bike, scooters or in prams for younger children
- Try and find places that use all of the senses as well as ones at different heights, at their level, above and on the ground
- Look for the items and places on the chart and talk to children about where you are headed next
- Talk with children about the items or places on the chart as they find them and introduce new words to children. Try to extend this where you can, for example: a red car could be extended to a shiny red car
- Help them to notice the features of the different places, such as the swishing leaves under the big oak tree
- Take photos when you get to the places or items and then share these back in the nursery setting. You could support older children to take their own photographs
- Talk about the scavenger hunts in the setting. Support children to share their experiences through the use of the photos and videos.

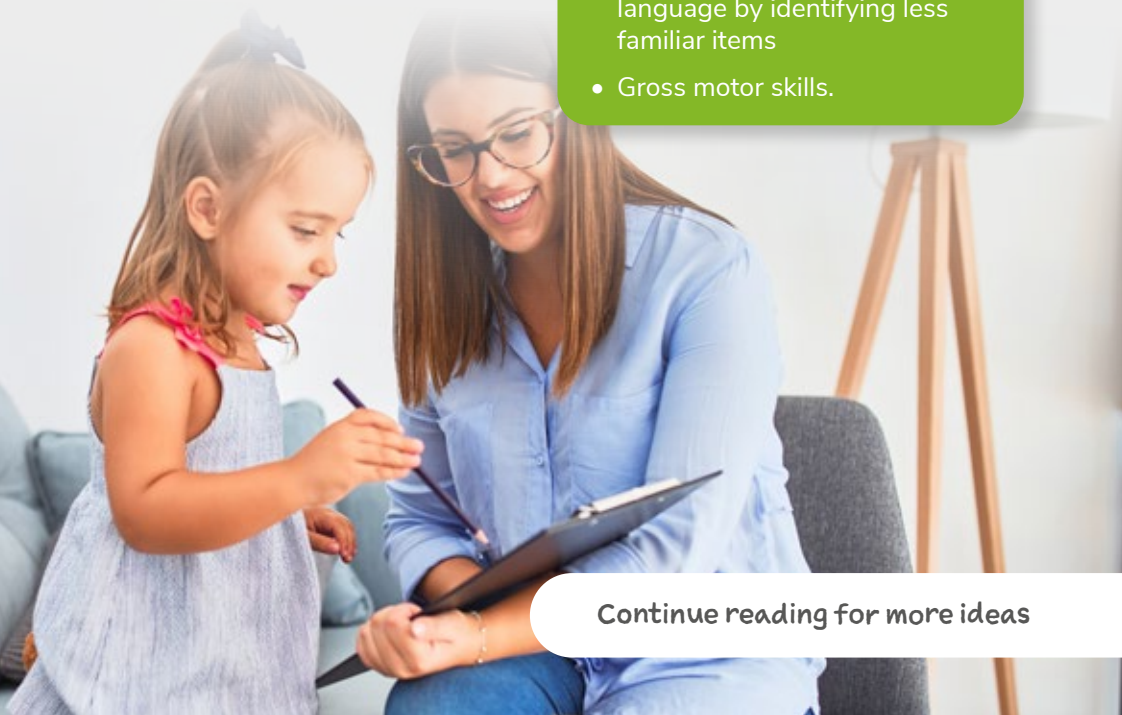


#### Resources

- Picture and vocabulary hunt sheet
- Concrete objects, such as a toy dog, toy car
- Local area map (if available)
- Camera
- Crayon.

#### Learning opportunities include:

- Developing their understanding of the world around them
- Developing observation skills: paying attention to what they see around them
- Extending vocabulary and language by identifying less familiar items
- Gross motor skills.





## Activity 4 Continued...

### Extension ideas

Older children can create their own scavenger hunts by drawing pictures or cutting photos out of magazines with items for them and their parents to find out on a scavenger hunt walk. Scavenger hunts could follow children's interests such as: different vehicles, animals or even different flowers.

Older children may also enjoy creating tally charts of the items they have seen. Using a wipe board and pen, ask children to make a mark on the board next to each of the items. For example, if the item is a dog, then it is likely there will be more than one dog on the hunt!



Furry friends



### Ideas for different ages

Send children home with a picture and vocabulary chart of places items to spot out on a walk, such as dogs, cats, bus stops, red cars, bikes. Concrete items could be provided in a paper bag to help children to make connections between what they see and the items they are looking for.

Parents and carers can take photos and videos when they find the items and share these back in the setting. Practitioners in the settings can then talk to children about what they have found, using the appropriate vocabulary to extend the learning.



## Activity 5 Wall of happiness

Theorists believe that when people practise gratitude, not only do they report feeling happier, they also experience improved physical and mental health (Emmons and McCullough, 2015). Whilst young children may not understand the concept of being grateful, they can often identify who or what makes them happy and what they like. Parents and carers know their children best and often recognise their child's interests and preferred activities.

The wall of happiness is a great way to build up a big picture (literally), of all the people, things and activities that children love. Talking to children regularly about these things and using words such as 'thankful,' and 'grateful,' encourages children to develop a disposition of positivity, improving their overall mood and levels of happiness. When children have a strong sense of themselves, their world and the things that make them unique, they are more confident, and this confidence is a great springboard for all learning throughout their lives.

### Wall of happiness

#### Activity outline

- Talk with children about their favourite people, activities, memories and even foods
- Take photos of children spending time with these people or doing their activities, such as riding their bike or eating their favourite snack
- Ask your child to draw pictures or write little post-it notes about their favourite people and activities
- Put these photos on to a pinboard or on a wall (preferably where your child can see them easily)
- Talk to your child about the photos on the wall each day and use words such as 'grateful and happy' in your conversations
- Add new photos and notes to the wall over time.



#### Resources

- A photo of children doing their favourite activities
- Printed photos of important people in your child's life
- Printed photos of children's favourite things, e.g. food, characters, stories, songs, animals etc
- Blu-tac/fastenings to display photos
- Post-it notes.

#### Learning opportunities include:

- Communicating their preferences, interests and important people
- Developing self-regulation skills: recognising the strategies and activities that make them feel better when they experience difficult emotions
- Developing a sense of belonging.



## Activity 5 Continued...

### Extension ideas

Share the photos and notes with your child's setting. Ask them if there are any photographs they have that could be shared for your wall of happiness. Older children can also talk with their key person/worker about the photos and the people and activities in them.



*Learning more about what and who we love*

### Ideas for different ages

For younger children you can still create the wall of happiness. It may be that children cannot verbally tell you what they'd like to be included on the wall, but as parents and carers you will know what and who they love. You can show your child the photos on the wall and chat with them using age-appropriate language about who is in the photo and what they are doing. Use simple language such as happy, smile, love, cuddles as you talk with your child about the photos. This all adds to children's feelings of attachment and belonging.



## National Day Nurseries Association

At NDNA, we don't just provide nursery membership, lobby government and offer training, we are dedicated to making a difference. We are a charity that believes in quality and sustainability so we put our members' businesses at the very heart of ours. We enhance, support, nurture, cherish and challenge.

Every year we run an annual Healthy Body, Happy Me campaign to encourage better health and happiness by giving nurseries FREE resources for play, learning and fun.

Get involved with our 2022 campaign and help keep your children happy and healthy.

**Important: Activities with children must always be risk assessed, including for allergies. Children should always have adequate supervision. Resources and materials should always be appropriate for children's age and stage of development.**



National Day Nurseries Association

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National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ  
01484 407070 [marketing@ndna.org.uk](mailto:marketing@ndna.org.uk)



#HealthyBodyHappyMe

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for early years**

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