

Section Two

Toys for toddlers
2 - 3 years old

SECTION TWO

Toys for toddlers 2 - 3 years

Introduction

What can toddlers do?

Social and emotional

Toddlers can start to play together instead of alongside each other. They can share toys and use them for games.

Reasoning and understanding

Toddlers are ready for imaginative play with a variety of toys that you can make. They can see and understand how things happen and like to use toys to make things happen. They can reason and begin to understand that if they do something it will cause something to happen, e.g.

- If I pour water into the sandpit I can make mud.
- If I throw the ball to my friend she can catch it.
- If I twist the lid of the bottle, I can take it off/put it on.
- If I thread some beads on the string, I can make a necklace etc.

Going from the concrete to the abstract (matching real objects to pictures)

Toddlers enjoy looking at simple clear and realistic pictures in books and matching them to real things they know in their environment (e.g. they will enjoy finding a picture of a banana in a book and showing you a real banana).

Emergent mathematical concepts

Toddlers begin to understand numbers. They can show you two/three fingers to show you how old they are. Later they can

- understand colours and shapes and sort/classify them
- match pictures, letters and numbers (match two that are the same)

Toddlers begin to recognise shapes.

They can

- crawl in and out of a large shape box
- match cut-out shapes onto a sheet with pictures of the shapes

Following instructions

Toddlers can follow instructions

- Put the blocks into the box.
- Put the dress/hat etc. on the doll.
- Put the beads into the container or take them out.
- Hang the dolls clothes on the line with the pegs.
- Walk along the line/up to the line and then walk back/jump over the line etc.

Emergent literacy

There are many proven benefits from reading to children even at a very early age (e.g. providing a foundation for reading and writing)

Enjoying stories in books

- Toddlers like looking at pictures and talking about familiar events in story books
- Talk about pictures. Look at the little boy in this picture, he likes playing with his dog. He is holding a red ball. Will he throw the ball? Will the dog catch the ball and run away with it? I wonder where he will drop the ball etc.
- Toddlers enjoy listening to stories and respond to the same book many times until they know the story off by heart.



**Indoor
play**

How to use

Clothes

for doing up buttons, zips, buckles etc



Purpose

To give toddlers threading skills to do up laces, buttons and belts by using available clothes

What you need

- shoes with buckles, laces or Velcro fastenings
- clothing with buttons, zips or press studs (e.g. shirt, blouse, shorts etc.)
- belts with buckles
- clothes pegs to hang up the clothes and pick up small objects
- string to hang up clothes

What you do

Step 1

Show children how to do up and undo the items of clothing that you have provided.

Step 2

Tie a clothes line with string for children to hang up the clothes with the pegs.

Step 3

Place an assortment of small objects on a table (e.g. pieces of scrap material and paper, small packets etc.) for children to pick up using the pegs.

Using the clothes

How

Toddlers

- choose the clothes they want to try on
- try to do up the fastenings
- hang up clothes with pegs on the clothes line

Why

Toddlers enjoy doing things for themselves. (Develop Independence)
Provide clothes to give them opportunities to practise dressing themselves.

When

Use the set of clothes when toddlers play dressing up in the Fantasy Corner. (Pretend Play)

Progression

Toddlers

- learn how the clothes go on
- do up the fastenings
- put clothes on the right way

Milestones

- Starts to dress himself/herself (e.g. can do up buttons, put on shoes, put on and take off items like cardigans)
- Can put clothes away



How to make Shape cards for matching

Purpose

To give toddlers opportunities to identify shapes by touching, feeling and matching different shapes

What you need

- thick stiff cardboard sheets or you can use the cardboard by undoing strong cardboard boxes
- a large piece of cardboard to draw the shapes on
- scissors or sharp knife
- ruler and pencil
- the pattern on pages 88-89 for the shapes

What you do

Step 1

Draw the shapes of the triangle, square, oval, circle, rectangle onto a large piece of cardboard using the pattern on pages 88-89. Cut out shapes.

Keep the large picture of the shapes.

Step 2

Cut out pieces of cardboard about A5 in size (half the size of this page).

Step 3

Draw the shapes of the triangle, square, oval, circle, rectangle onto pieces of cardboard using the pattern on pages 88-89. Make a set of four copies of each shape. Cut out each shape.

Use the shapes for toddlers to match onto the large piece of cardboard you drew for Step 1.

Using the shape cards for matching

How

Toddlers

- feel the cardboard shapes
- sort the shapes
- match the set of cardboard shapes by placing the matching shapes on the card

Why

Identifying shapes is an Emergent Mathematics skill. The shape cards provide opportunities for toddlers to develop Visual Discrimination (seeing the difference between different shapes) when they

- manipulate shapes
- feel and see shapes
- observe the difference between shapes

- match shapes
- sort shapes

When

Use the shape cards when you teach a theme about shapes.

Progression

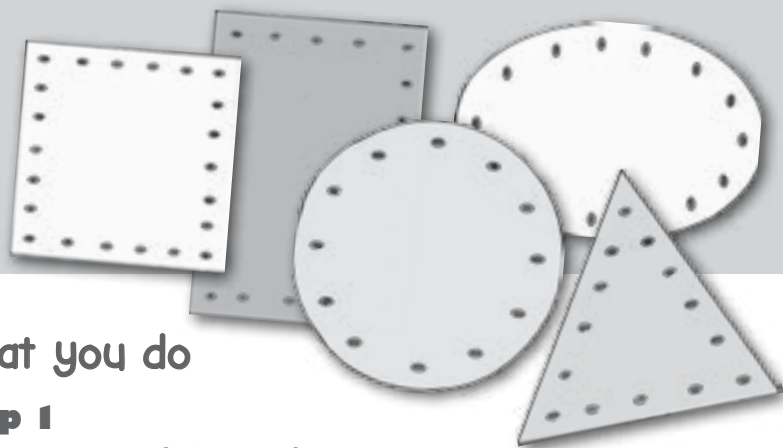
Toddlers

- learn the names of the shapes
- find similar shapes in the classroom

Milestones

- Matches shapes that are the same
- Identifies and names shapes
- Develops Visual Discrimination

How to make Shape cards for threading



Purpose

To give toddlers threading skills by threading cards of different shapes

What you need

- thick stiff cardboard sheets or you can use the cardboard by undoing strong cardboard boxes
- scissors
- string for threading
- ruler
- glue or tape
- a punch if you have one or you can use a sharp nail to poke holes through the cardboard and then trim the edges around the holes neatly with scissors
- the pattern on page ... for the shapes

What you do

Step 1

Cut out a set of shapes from the cardboard using the pattern on pages 88-89

Step 2

Punch holes about 3cm apart and about 2cm from the edges of the shape cards.

Step 3

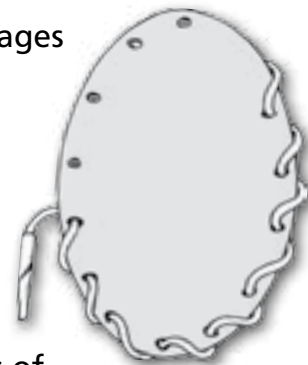
Draw your own pictures on pieces of cardboard to make more threading cards. You could draw simple shapes (e.g. a fish, star, jug etc.).

Step 4

Dip the ends of the string into glue or tape the ends to make it easier for toddlers to thread the cards.

Step 5

Show toddlers how to thread the string through the holes.



Using the shape cards for threading

How

Toddlers

- learn how to thread the string through the holes in sequence
- older children can use the cards as a sewing card when you tape one end of the string to the back of the card and show them how to thread it in and out to make sewing stitches

Why

Threading is a skill that develops Hand-eye and Fine Motor Co-ordination (small muscles)

When

Use the shape cards for toddlers when they are about three years old.

Progression

Toddlers learn to

- concentrate on a task
- complete a task
- use the cards for sewing

Milestones

- Begins to develop ability to thread
- Begins to learn to thread cards in stitches as in sewing
- Develops Fine Motor skills

How to make a Caterpillar for threading



Purpose

Threading the caterpillar develops Fine Motor Skills and Concentration

What you need

- a long egg box (the best is an egg box container for 18 eggs)
- scissors
- string for threading
- green paint
- paint brush
- a knife with a sharp point for poking holes in the egg box
- a pair of scissors
- packing tape

What you do

Step 1

Cut out a long strip from the egg container.

Step 2

Poke holes into the back and front of each egg container with the point of a sharp knife. Trim the holes and make sure they are big enough for threading string through them.

Step 3

Paint the caterpillar green.
Paint eyes on the head.

Step 4

Make feelers out of string and tape and push them through small holes onto the head.

Step 5

Show toddlers how to thread the string through the holes as shown in the picture of the caterpillar above.

Using the caterpillar for threading

How

- Talk about the caterpillar
- Show toddlers the string for threading and how it goes through the holes
- Let toddlers pull the string out and then try to thread it through the holes

Why

Toddlers

- co-ordinate small muscle movements for threading (Hand-eye Co-ordination)

When

Do the threading activities when you

- want to give toddlers a task to try and complete (Develop Concentration)

Progression

Toddlers learn how to thread the caterpillar correctly by themselves

Milestones for toddlers

- Begins to develop ability to thread
- Develops Fine Motor Co-ordination (threading)
- Concentrates and tries to complete a task
- Follows simple instructions

How to make a Big Book

Purpose

To introduce toddlers to books by making a Big Book about **My Body**

What you need

- 4/6 sheets of cardboard about A3 size (twice as big as this page)
- sheets of plain scrap paper (about the size of this page), one for each child
- lots of newspaper
- scissors
- string for tying the book together
- finger paint in two different colours (see page ... for how to make finger paint)
- 2 large flat plastic containers for the finger paint (big enough for children to make a hand or foot print)
- a pair of scissors
- glue
- a koki pen or thick crayon

What you do

Step 1

Cut out the pieces of cardboard so that they are all the same size (A3 is twice the size of this page)

Step 2

Make the cover of the book. Write the title **My Body**, copy and stick the picture of the boy and girl on the cover.

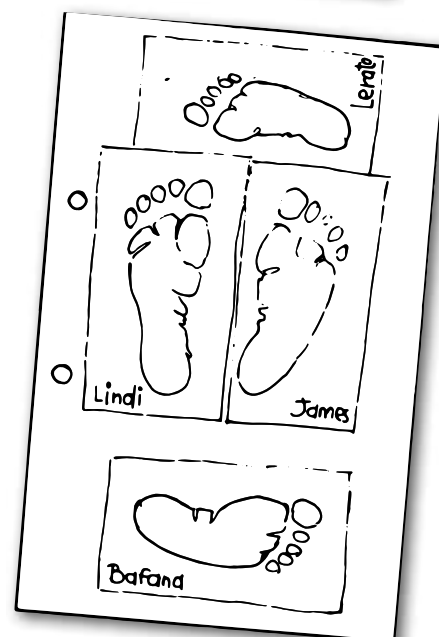
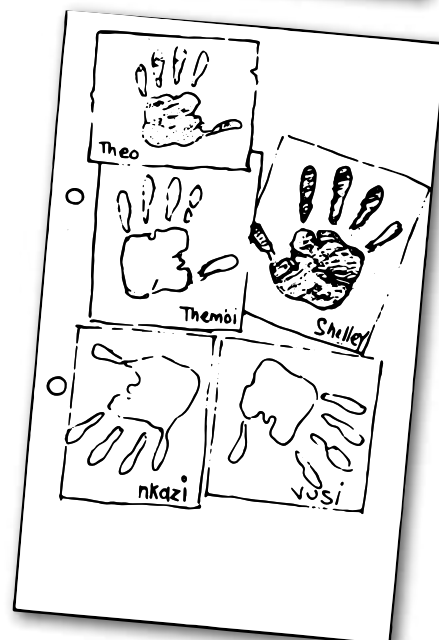
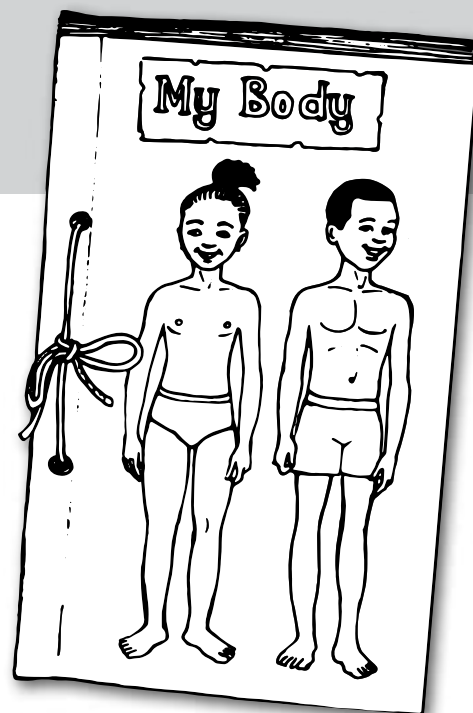
Step 3

Prepare finger paint in two different colours. Put each colour into its own large flat plastic container.

Step 4

Prepare the area for finger painting outside to avoid making a mess.

- Make sure that you and the children are wearing aprons.
- Place newspaper over the whole area for finger painting.



- Place the containers with finger paint on the newspaper.
- Have a bowl of water and a cloth for washing hands and feet after the painting.

Step 5

Give each child a piece of scrap paper with his/name written on it. Let each child use the finger paint to make a handprint or a footprint on his/her piece of scrap paper. Let the paint dry.

Step 6

Cut out enough of the handprints/footprints to fill four/five pages of the Big Book. Write each child's name on his hand/foot print. Glue the hand/footprints onto the pages.

Step 7

Make holes on the left hand side of the pages and the cover. Tie the pages together with string to make a book.

Using the Big Book

How

- Toddlers sit on the carpet and look at the book as you tell them about it. (Listening)
- Ask them to show you their hands and feet.
- Tell them that their footprints and handprints are in the book.
- Read their names and point to the hand and foot prints. (Emergent Reading)

Why

Toddlers learn how to

- look at the pictures in a Big Book (Emergent Reading)
- turn the pages
- 'read' their names

When

Read the book when you

- want to introduce books to toddlers (Language Development)
- do a theme about the body

- show toddlers how to handle a book and turn the pages (Emergent Literacy)

Progression

Toddlers

- show you their hands and feet

Emergent Mathematics

- show you 1/2/3 fingers or toes
- count their fingers and toes
- identify the different colours of the hand and footprints

Milestones for toddlers

- Enjoys sitting and looking at a book (Emergent Reading)
- Recognises pictures of real objects in a book
- Talks about pictures in a book
- Begins to identify colours
- Begins to match familiar objects to realistic pictures in a book

How to make a Feely Bag/Box



Purpose

To give toddlers a physical experience of identifying objects by using their sense of touch (feeling objects) in the Feely Bag/Box

What you need to put into the Feely Bag /Box

When you have made the Feely Bag/Box put a selection of small objects (avoid objects that could cause choking) into the bag or box (e.g. a feather, a piece of cloth, a sucker, a toy car, a small ball, a pebble, a sea shell, a small pine cone etc.)



What you need to make the Feely Bag

You can also make large drawstring bags for storing equipment (e.g. blocks, construction toys, cuddly toys etc.)

- scraps of material to make the bag
- string to tie up the bag
- scissors
- needle and cotton

What you do to make the Feely Bag

Step 1

Cut out 2 pieces of scrap material the same size (about 30cms by 30cms).

Step 2

Sew the sides together and hem the bag around the top end leaving a small part open to insert the string.

Step 3

Insert string through the opening in the hem and leave enough string at each end to tie the bag.

Step 4

Pull the strings together to close the bag leaving enough space for a toddler to put her hand into the Feely Bag.



What you need to make the Feely Box

- a strong cardboard box
- a piece of material bigger than the top of the box
- tape to stick the material over the top of the box
- scissors



What you do to make the Feely Box

Step 1

Cut out a piece of material that fits over the top of the box and goes over the sides of the box by about 5cm all the way around.

Step 2

Cut a slit into the middle of the material (big enough for a toddler to put his hand into the box).

Step 3

Tape the material over the sides of the box.

Using the Feely Bag/Box

How

Let toddlers put their hands into the Feely Bag and try to identify the objects by using their sense of touch (Tactile Perception and Identification)

Ask toddlers

- Can you feel something in the bag?
What do you think it is?

They can take the object out of the bag and see if they got it right.

Why

Toddlers explore different shapes through their own physical and concrete experience of touching (Tactile Identification, Tactile Perception)

When

Toddlers play with the Feely Bag when you start teaching a theme about the body e.g. How we use our senses (touch)

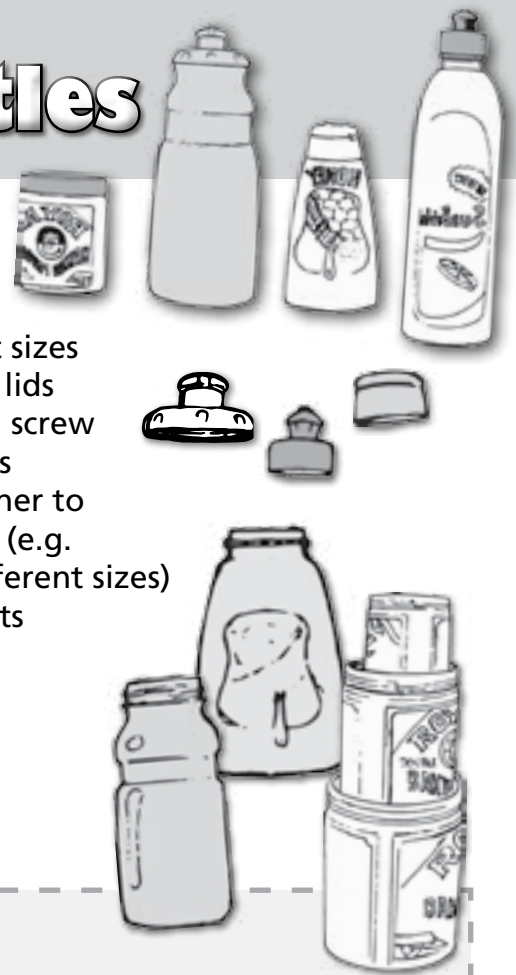
Progression

When toddlers learn the names of the shapes you can put cut-outs of the different shapes in the Feely Bag

Milestones for toddlers

- Can feel the difference between objects through sense of touch
- Develops sense of touch (Tactile Identification, Tactile Perception)

How to use collections of Tins and plastic bottles



Purpose

To give toddlers a physical experience using Fine Motor (small muscle) Movements to

- screw lids on and off bottles or tins of different sizes
- match bottles/tins with their lids
- fit tins of different sizes into each other
- use plastic bottles filled with sand/small stones/seeds/rice etc. as shakers

What you need

- a collection of
 - plastic bottles of different sizes and shapes with screw on lids
 - tins of different sizes with screw on lids and no sharp edges
 - tins that fit into one another to make a nest of containers (e.g. Baking Powder tins of different sizes)
- a collection of small objects for toddlers to put in and take out of the tins
- plastic bottles half filled with sand/small stones/seeds/rice etc. for shakers

Using the bottles and tins

How

Let toddlers

- choose things to put in and take out of the bottles/tins (e.g. stones, small blocks, shells etc.) (Fine Motor Movements, Eye-hand Co-ordination)
- twist a lid on or off a bottle/tin and learn the twisting movement (Fine Motor Movements, Eye-hand Co-ordination)
- Collect plastic bottles to use for shakers. Half fill one with sand, another with seeds etc. Fasten the lids on tightly. Let toddlers use the shakers when you do movement or musical activities. (Rhythm and Movement with Music, Eye-hand Co-ordination, Enjoyment)

Why

Toddlers learn how to

- sort the lids that fit the bottles/tins
- manipulate lids to twist them on and off (Fine Motor skills, Hand-eye Co-ordination)
- explore different shapes and sizes through their own physical and

concrete experience of touching (Tactile Identification, Tactile Perception, Spatial Relationships)

When

Toddlers play with the bottles/tins and lids to recognise and sort different shapes and sizes.

Progression

Toddlers

- find the right lid for a bottle/tin from the collection of tins/bottles (Sorting and Concepts of Size and Shape)
- fit tins of different sizes into each other to make a nest of tins. The tins for this activity do not have to have lids (Develop Spatial Relationships)
- can use the shakers to keep time to the music (Rhythm)

Milestones for toddlers

- Learns how to manipulate objects that fit together
- Can sort objects according to size and shape



**Outdoor
play**

How to make a

Knitted measuring strip

Purpose

To use a measuring strip for toddlers to

- walk along in a straight line
- start measuring height, distance

What you need

- scraps of wool or string for knitting
- knitting needles

What you do

Step 1

Cast on 24 stitches.

Step 2

Knit rows of plain stitches until your strip looks like a long scarf and is about three metres long and about 12 cm wide.



Using the measuring strip

How

Give toddlers the measuring strip to play with outside freely at first and observe them. (Free Play)

Ask toddlers to

- walk on the measuring strip in a straight line
- walk/jump up to it and touch it when it is placed a distance of about 4 metres in front of them
- jump up to it and try to reach it when it is placed on the wall at a height they can reach

Why

Toddlers

- develop Gross Motor Co-ordination (skills that use large muscles)
- explore Emergent Mathematical Concepts physically (e.g. distance and height)



When

Use the measuring strip when you want toddlers to exercise in different ways.

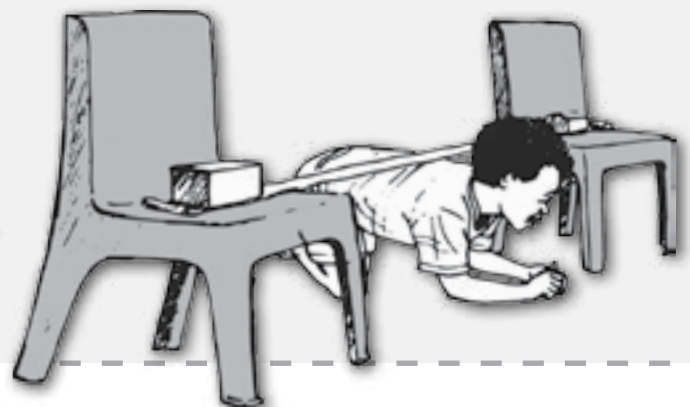
Progression

Language Development: prepositions over and under, forwards, backwards
Toddlers

- walk backwards on the measuring strip
- jump over the measuring strip when it is about 10-20cms from the ground
- creep under it when it is stretched low between two chairs etc.

Milestones for toddlers

- Makes co-ordinated movements
 - jumping
 - standing
 - walking in a straight line etc.
- Participates in group activities (Social and Emotional Development)



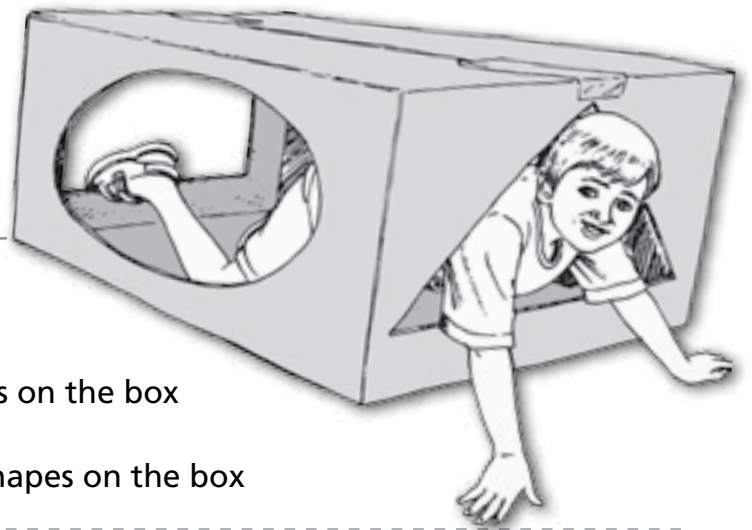
How to make a Big shapes box for toddlers to crawl in and out

Purpose

To give toddlers a physical experience of different shapes by climbing in and out of a big box with different shapes cut out on each of its sides

What you need

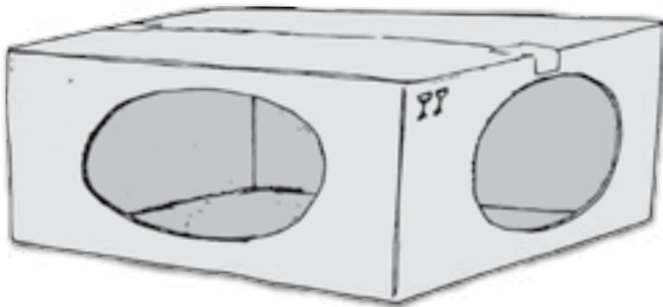
- a very big cardboard box
- a sharp pointed knife to cut out the shapes on the box
- a ruler to measure the size of the shapes
- a koki pen or ballpoint pen to draw the shapes on the box



What you do

Step 1

Draw a large circle on the box, big enough for toddlers to climb through. Cut out the circle with the cutter or sharp knife.

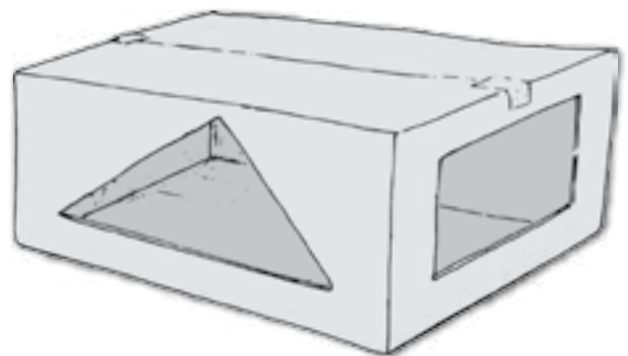


Step 2

Draw a large oval on the next side of the box, big enough for toddlers to climb through. Cut out the oval with the cutter or sharp knife.

Step 3

Draw a large square on the next side of the box, big enough toddlers to crawl through. Measure the sides with the ruler so that all the sides are the same. Draw straight lines with the pen. Cut out the square.



Step 4

Draw a large triangle on the next side of the box, big enough toddlers to crawl through. Measure the sides with the ruler so that all three sides are the same. Draw straight lines with the pen. Cut out the triangle.

Using the big shapes box

How

Let toddlers play freely with the big shapes box and observe what they do.
(Free Play)

Ask toddlers

Language Development-prepositions (e.g. in and out)

- Can you get into and out of the box?
- Is there anything in the box? Can you get it out?
- Which side of the box do you want to go in?
- Which shape do you like going in? Show me how you do it.

Name the shapes as you talk about the shapes toddlers use. Ask

- Can you go in through the circle/oval/square/triangle?
(Emergent Mathematics)

Why

Toddlers

- develop large muscles (Gross muscle Co-ordination)
- explore different shapes through their own physical and concrete experiences of seeing, feeling or touching (Emergent Mathematics)
- observe very large shapes before doing activities with smaller shapes
- notice the difference between shapes before playing with more advanced perceptual toys using shapes
- observe and feel the different shapes when they crawl in and out of the box (Tactile Perception)

When

Toddlers play with the box when you start teaching shapes (possibly as a theme)

Progression

Toddlers learn the names of the shapes

Milestones for toddlers

- Begins to identify large shapes
- Observes the difference between shapes
- Follows instructions
- Takes turns (Social and Emotional Development)

Section Three

Toys for children
4 - 5 years old

SECTION THREE

Toys for children 4 - 5 years old

Introduction

Children investigate their world through play

At this stage children develop social habits and many of the skills necessary for learning at school through the opportunities they get from free and organised play with well - chosen educational toys. The toys you make for the children will help them develop the abilities they need for more formal learning.

Children learn first with real objects

This means that you need to help children progress in the way they make meaning and understand what they experience.

First Children need to use real objects like the toys they touch and feel (the concrete)

Second Children need to see and identify pictures of real objects they know (the semi-abstract)

Third Children need to understand letters, words and numbers (the abstract)

Children can concentrate for a longer period of time

Children can give their full attention to an activity for a longer period of time.

- They can choose their own activities and explore their own ideas through experimenting with different objects or toys.
- They can follow instructions and enjoy using materials like paint, playdough, water and sand creatively.

- They know shapes and colours and can use shapes or beads for sorting, arranging and matching activities.
- They understand spatial relationships and enjoy putting things together and making constructions using their imagination and their own ideas.

Self-expression

Children use puppets and dolls for fantasy play and language development. They express emotions in drawing and painting pictures. They participate in singing, actions and exercises to music.

Language development

Language is basic to all thought processes. Children need to understand and use language during all their activities to exchange ideas and discuss experiences. They enjoy playing with and communicating with other children. Children enjoy listening to stories, making books and telling stories. They use dolls and puppets for role play. They tell you about their constructions and the pictures they draw or paint.

Emergent Mathematics

Encourage children to count whenever possible (e.g. count beads, the number of times they catch the ball, skip, jump, hop etc.)

Mention colour and shape of different objects.

Talk about size (big and small)



**Indoor
play**

How to make a Village

Purpose

To provide a collection of natural objects (e.g. stones, boxes, sticks, pieces of wood etc.) from your environment for children to make a village



What you need

You can use any of the following items that are in your environment and add your own ideas to the list

- cardboard boxes of different sizes and shapes
- toilet rolls
- stones of different sizes and shapes
- shells
- pinecones
- leaves
- sticks
- wooden blocks or pieces of wood of different sizes

- branches cut into different sizes
- gourds
- dried seeds
- straw
- mealie cobs
- a large cardboard box to store all the above items

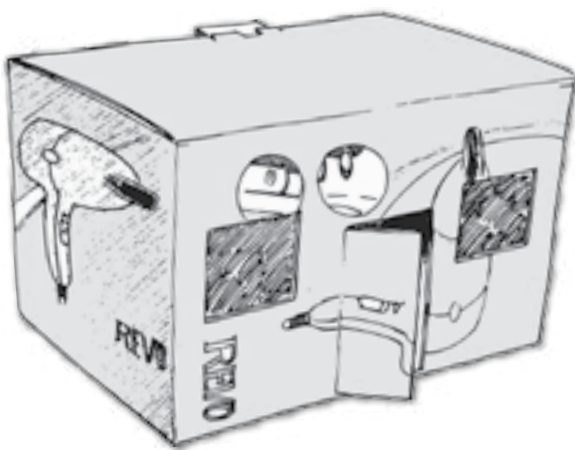
Equipment for cutting out doors and windows in a box to make a house

- a sharp pointed knife or pair of scissors

What you do

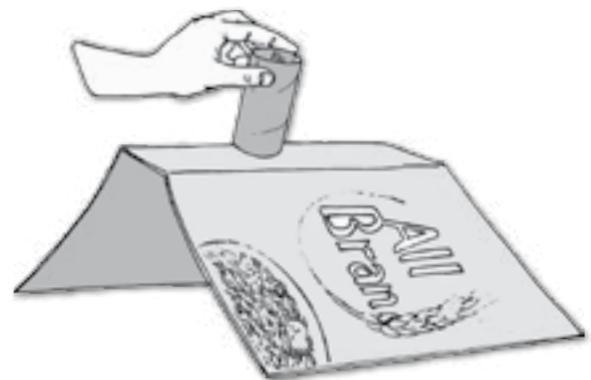
Step 1

Make a house from one of the larger more sturdy boxes by cutting out a door and two windows.



Step 2

Undo a box and fold it to fit over the house to make a roof (the toilet roll can be a chimney if your roof has two folds in the middle to provide a flat space for a chimney)



How to make a Construction set

Purpose

To provide

- a set for building constructions in many different ways
- developing skills of fitting things together to design constructions

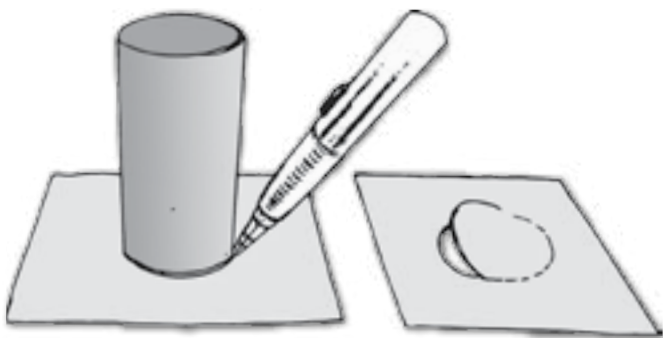
What you need

- 21 toilet rolls
- a sharp pointed knife or pair of scissors for cutting cardboard
- a pencil or a pen

What you do

Step 1

Place a toilet roll standing upright on a piece of paper. Draw a circle around the bottom of the toilet roll.

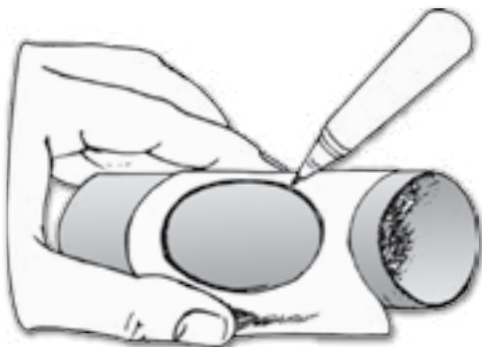


Step 2

Cut out the circle.

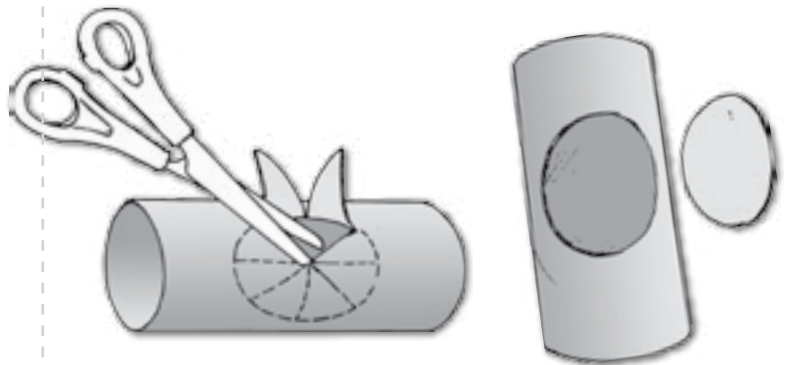
Step 3

Use the circle you have cut out to draw a circle in the middle of the toilet roll.



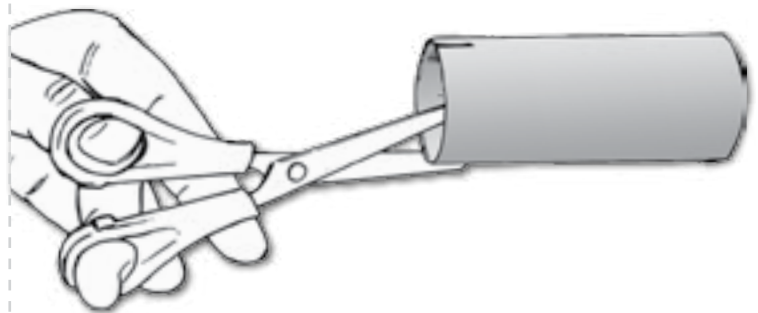
Step 4

Cut a hole in the toilet roll the size of the circle.



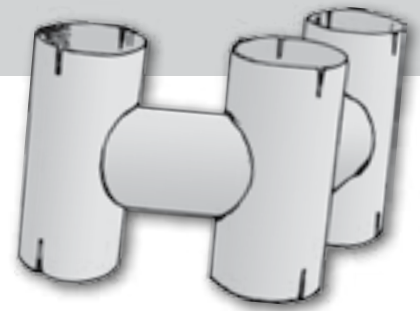
Step 5

Cut slots at both ends of the toilet roll.



Step 6

Follow the same Steps 1-5 for 14 of the toilet rolls. Do not cut the remaining 7 toilet rolls. Leave them as they are.

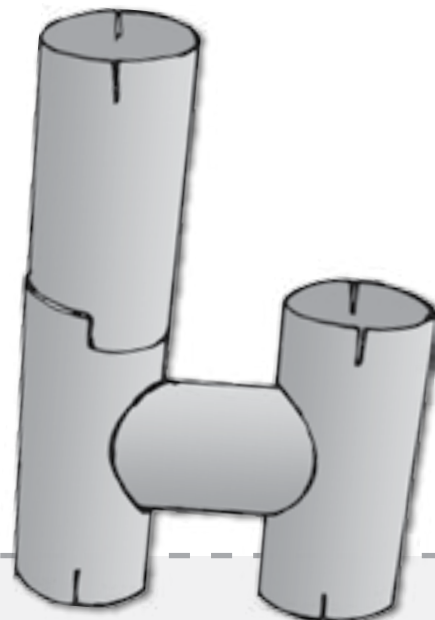


Step 7

Push the uncut toilet rolls into the holes.

Step 8

Separate all the toilet rolls and store them in a big box to keep the set together and ready for the children to use to make their own constructions.



Using the construction set

How

Allow children to experiment in their own way with the construction items. Observe what they do. (Free Play)
You may need to show children how the set works by fitting a few pieces together.

Ask children to

- take everything out of the box
- discover how they can fit the parts together to make their own constructions

Why

The activity enables children to

- develop Eye-hand Co-ordination by manipulating objects to fit together
- develop finger and hand control for small muscle movements (Fine Motor Development)
- learn about size and shape by fitting circles together (Spatial Relations)
- develop skills for solving problems (Logical Thinking and Reasoning)

When

Use the construction set when you want children to

- design and build constructions (Thinking and Reasoning)
- add constructions to other play

materials (e.g. extend the village, design constructions together with blocks and other toys for building)

- enjoy imaginative play (Imagination and Creativity)

Progression

Children

- add materials for construction to other activities (e.g. blocks, a village, buildings made of cardboard boxes etc.)
- tell you about their construction (Language Development)
- show and explain how they put the parts together (Language Development, Thinking and Reasoning)

Milestones for children

4-5 years old

- Fits construction pieces together for building (e.g. tower, fence, wall etc.)
- Manipulates a variety of materials for imaginative play
- Develops ability to concentrate on a task
- Explains how some objects work (what the construction is for)
- Co-operates in a group (Social and Emotional Development)

How to make Finger puppets

You can make finger puppets of different characters and animals.

Purpose

To use a puppet to develop children's imagination by creating fun characters for them to manipulate and use for role play



What you need

- cardboard
- coloured scraps of paper
- scraps of material or wool
- glue
- scissors
- pencil
- ruler
- black Koki pen or crayons
- the pattern on page 81

What you do

Step 1

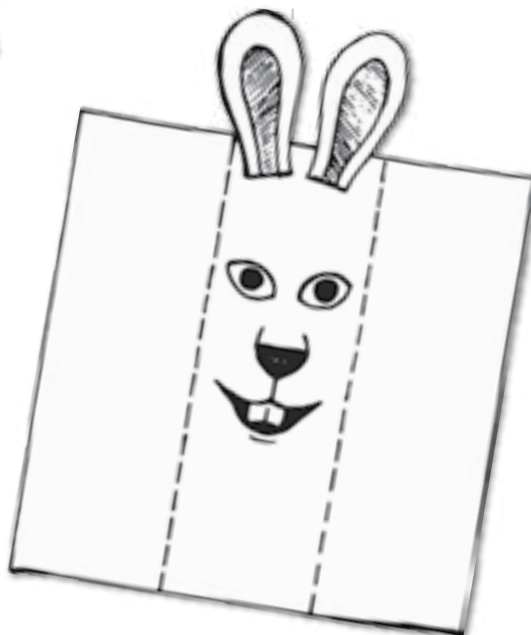
Cut out a square from the cardboard measuring 10cm by 10cm.



Step 2

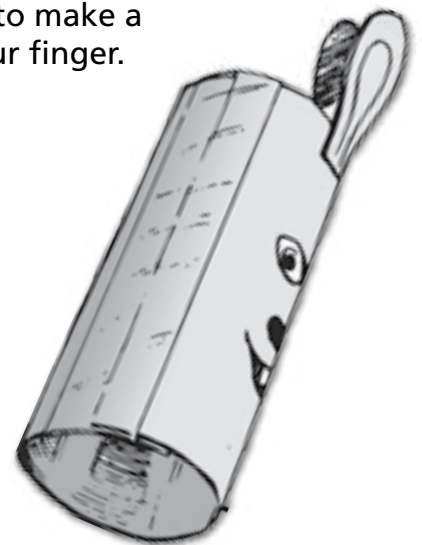
Draw the face of your animal or character on the cardboard in the dotted lines.

You can stick on ears, whiskers, tail etc. to make your animals come alive. You can stick on hats, hair, ribbons, crowns etc. to make your characters come alive.



Step 3

Glue the two ends of the cardboard together joining the dotted lines to make a tube that fits your finger.



Using the finger puppets

How

Introduce finger puppets to the children

Ask:

- Who is this? Introduce the finger puppet character.
- What does the finger puppet say/do/ eat/like/sing etc.
- Where does he live?
- How big/small is she?
- What noise does it make (if it is an animal)?

Why

The finger puppets can

- make activities more exciting and interactive
- promote fantasy and role play
- promote Language Development (Listening and Speaking)
- encourage shy children to talk (Social and Emotional Development)

When

Use the finger puppets when you want to

- get the children's attention (the puppet can tell children what to do e.g. wash hands/put away toys etc.)
- tell a story about the animal or the character
- give the children a chance to manipulate the finger puppets and make them talk (Role play)

Progression

Listening and Speaking

The finger puppet

- tells a story and children listen and understand what happens
- asks the children who wants to use it

Children take turns to use the finger puppet to role play by using it to

- ask and answer questions
- make up a conversation
- tell a story etc.

By manipulating the finger puppet children develop

- Eye-hand Co-ordination
- small muscle control (Fine Motor Co-ordination)

Milestones

- Explores feelings through role play and puppets
- Develops fantasy and imagination in make-believe play
- Likes to imagine and pretend during play
- Recounts or tells stories and has conversations
- Engages in dramatic play

How to make a Concertina Book

Purpose

To introduce children to books by making a Concertina Book about healthy food.

What you need

- scraps of cardboard cut into 6 cards (all rectangles the same size about A5- half the size of this page) or recycled Greeting Cards
- tape for joining the cards
- glue
- pictures of healthy foods using adverts from shops or magazines (eggs, meat, fish, vegetables, fruit, dairy products, brown bread, mealie meal etc.)
- scissors
- a koki pen



What you do

Step 1

Cut out the pieces of cardboard so that they are all rectangles of the same size (A5 is half the size of this page).

Step 2

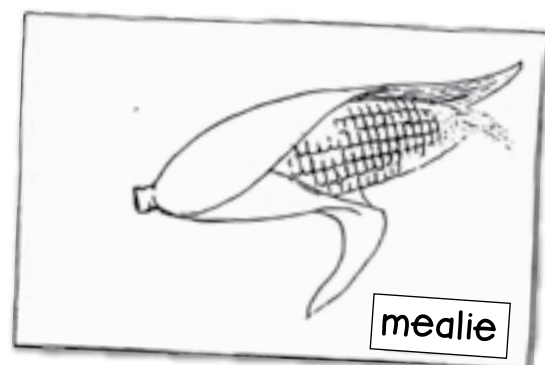
Cut out large clear pictures of healthy foods from the adverts (e.g. fruit, dairy products, meat, vegetables, brown bread, mealie meal, maas etc.)

Step 3

Make a cover card for the book. Write the title on the card: **Healthy Food** and paste pictures of a few healthy foods below the title.

Step 4

Glue one picture onto the front and back of each card and write the name of the food below the picture (e.g. the picture of a mealie with the word mealie written below the picture).



Step 5

Tape the cards together to make a Concertina Book.

Using the Concertina Book

How

- Show the book to the children.
- Explain how the book opens.
- Ask questions about the different foods
 - What food do you like?
 - What food does our body need to grow strong?
 - What food is good for us/not good for us?
 - Why should we buy healthy food instead of sweets, biscuits, chips etc.
 - How do we make healthy sandwiches?

Ask questions about

- shapes (e.g. oranges, apples are round etc.)
- colours (e.g. bananas are yellow, spinach is green etc.)

Why

Children learn how to

- look at the pictures and words (Emergent Reading)

When

Read the book when you

- want to introduce books to children (Language Development)
- do a theme about healthy eating

Progression

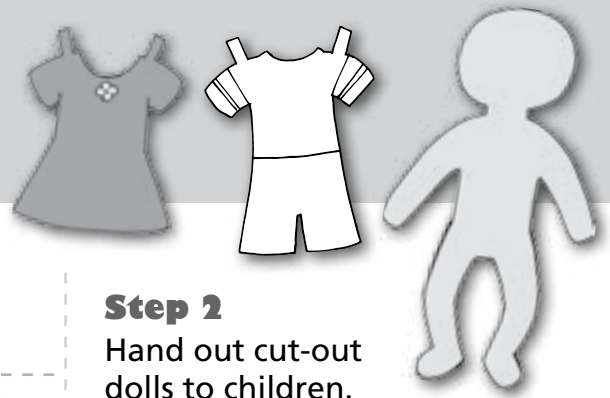
Children

- cut out pictures of healthy food from adverts (Manipulate scissors)
- make a page of a book
- draw pictures of healthy food they like (Creativity)

Milestones for children

- Enjoys sitting and looking at a book and wants to 'read' books by himself (Emergent Reading)
- Recognises pictures of real objects in a book (Visual Perception)
- Talks about pictures in a book (Language Development)
- Identifies colours and shapes (Emergent Mathematics)

How to make Paper dolls



Purpose

Children develop creativity and imagination.

What you need

- scraps of paper, 2 for each child
- scissors
- crayons for each child
- the patterns on page 91



What you do

Step 1

Use the pattern to cut out a doll and a dress for each girl child and a doll and shorts for each boy child. (Progression: You can photocopy the pattern on sheets of paper and let the children cut them out when they know how to manipulate small safe pairs of scissor for cutting out.)

Step 2

Hand out cut-out dolls to children. Children draw faces, hands and feet on the paper dolls and colour them in.

Step 3

Hand out cut-out dolls dresses or shorts to children. Children draw buttons, patterns, decorations etc. on the clothes and colour them in.

Step 4

Children place the clothes on the dolls for you to display on the walls of the classroom.

Using the paper dolls

How

- Display the cut-out paper dolls.
- Explain how they draw and colour in the doll and the clothes
- Ask questions about the different clothes, colours, patterns etc. that they draw
- Develop Creativity and Fantasy by talking about
 - what the doll does
 - where it goes
 - its name
 - what games it plays
 - what food it likes etc.

Why

Children use their creativity to draw, decorate and design paper dolls.

When

- You want children to
- tell you about their drawings

(Language Development)

- do a theme about clothes, the body, seasons etc.
- begin to use safe scissors for cutting out (Fine Motor Co-ordination)

Progression

Children cut out

- the photocopied paper dolls
- paper dolls that they draw themselves
- more paper doll outfits they make

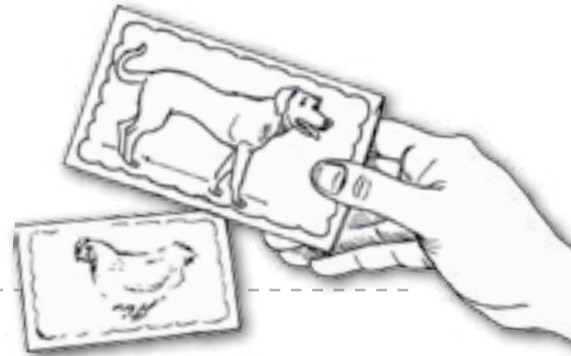
Milestones for children

- Enjoys drawing pictures
- Begins to manipulate scissors
- Enjoys a variety of creative activities
- Can concentrate and complete an activity
- Can follow instructions
- Talks about own pictures (Language Development)

How to make a set of Picture playing cards

What you need

- scraps of plain cardboard
- scissors
- glue
- the pictures of the cards to copy and cut out on page 92



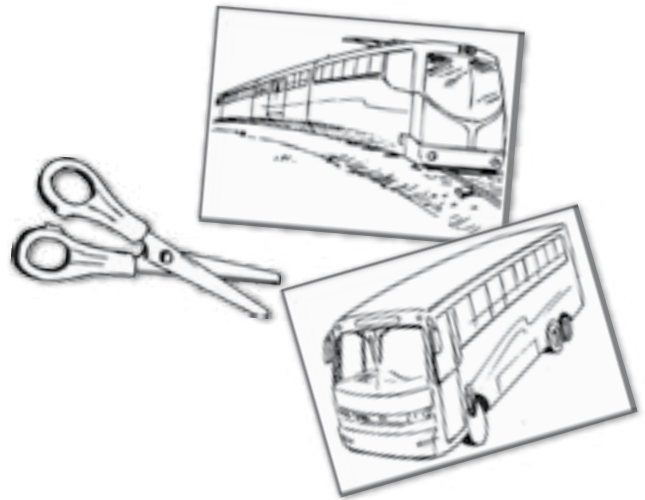
What you do

Step 1

Copy the pictures of the cards on page 92
Glue the cards onto the scraps of cardboard
and cut them out.

Step 2

Show the children how to play the
following games with the cards.



Matching

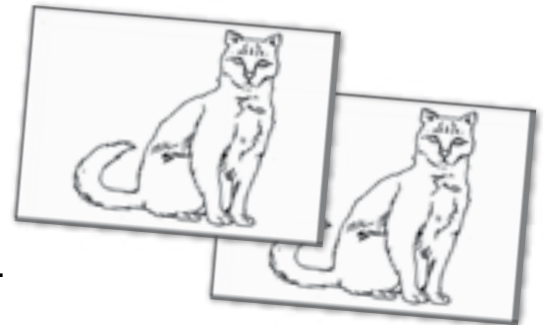
Game for 16 children

1. Hand out the cards, one to each child.
2. Each child has a turn to hold up her card.
3. The child with the matching card holds up his card.

Memory

Game for 5 children

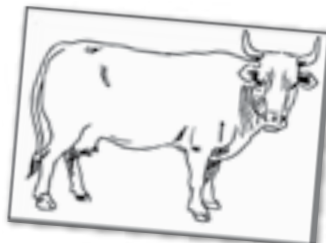
1. Place all the cards face down on a table.
2. Each child has a turn to turn up 2 cards.
3. If the cards are the same, the child keeps the cards.
4. If the cards are not the same the child replaces the cards in the same position on the table face down.



General knowledge

Hold up an animal card and ask:

1. What animal is this?
2. What does it do?
3. What noise does it make?
4. What do you know about it? Etc.



Hold up a transport card and ask:

1. What shape are the wheels?
2. When do you go in this?
3. Where do you go?
4. How do you behave when you go in this to keep safe? Etc



Using the picture playing cards

How

- Play the games with the children see page 73
- Show children how to follow the rules of the game.

Why

Children enjoy playing games with cards.

When

You want children to

- learn how to follow the rules for playing games (Develop Concentration)
- play games together and take turns (Social and Emotional Development)

Progression

Once children know the rules of the Memory Game, they can play it in a group on their own.

Milestones for children

- Can concentrate and learn how to play game
- Can understand and follow instructions
- Develops spatial concepts (e.g. can recall position of cards)
- Enjoys playing with other children
- Participates in group activities



**Outdoor
play**

How to make Stilts

Purpose

To provide stilts for children to play with outside for balance and large muscle strength

What you need

- 2 large tins the same size (do not use high tins)
- 2 pieces of string measuring about 3 metres each (depends on the height of the child)
- a hammer and nail for making holes in the tins
- tape or cardboard

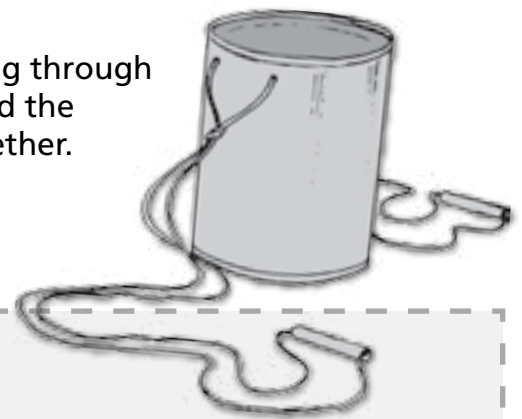
What you do

Step 1

Make holes in the tin on both sides near the unopened end of the tin with a hammer and nail. Do the same with the second tin. Make handles out tape or cardboard.

Step 2

Thread a piece of string through the holes in the tin and the handles and tie it together. Do the same with the second tin.



Using the stilts

How

You may need to show the children how to walk on the stilts and then let them practise until they can do it. Try walking on them yourself. You can organise stilt walking distances and then races.

Why

The activity develops

- balance
- large muscles (Gross Motor Co-ordination)
- Eye-hand Co-ordination
- Hand and Leg Co-ordination
- the ability to see the relation of objects to himself (Spatial Relationships)
- the ability to carry out movements guided by sight and touch (Sensory Motor Integration)

When

Use the stilts when you want children to do something new and exciting outside. They can walk on the stilts to become taller, look over the wall or pretend to be the tallest man on earth.

Progression

Children

- see how far they can walk balancing on the stilts
- take bigger steps
- walk faster
- have stilt walking races

Milestones for children 4-5 years old

- Co-ordinates hand, leg and foot movements for balance
- Develops Gross (large) Motor Skills through balancing and walking
- Enjoys trying new toys
- Practises new movements until they can be done confidently



How to make Skipping ropes

Note that these ropes cannot be used for tying heavy equipment e.g. swings or tying tyres together as they are not strong enough to be safe.

Purpose

To use skipping ropes to develop

- Gross (large) Motor Co-ordination through jumping up and down
- Cognitive Skills (e.g. counting number of jumps)

To use a long skipping rope for

- walking in a straight line/crawling under/jumping over/skipping activities

What you need

- plastic bags
- scissors

What you do

Step 1

Use the scissors to cut the plastic bags into long straight strips about 10cms wide.

Step 2

Plait the plastic strips together to make ropes of different lengths. Tie a knot at both ends of the ropes.

Step 3

Make one rope that is at least 2-3 metres long for skipping.

Step 4

Make a rope that is at least 10 metres long for walking, crawling, jumping, turning and skipping etc.



Using the skipping ropes

How

Show the children how to use the

- skipping rope for individual skipping
- long rope for walking on it in a straight line/walking backwards and forwards/crawling under it and jumping over it/two children turning the rope for child to skip in and out etc.

Why

The activities with ropes develop

- balance (e.g. walking along the rope forwards and backwards)
- large muscles (Gross Motor Co-ordination)
- Eye-hand Co-ordination
- Hand and Leg Co-ordination
- the ability to see the relation of objects to herself by crawling under or jumping over the rope (Spatial Relationships)

When

Use the ropes when you want children to play skipping, jumping, walking, crawling, running games outside.

Progression

Children

- see how far they can walk backwards in a straight line on the long rope
- two children turn the long rope for skipping in and out

Milestones for children

4-5 years old

- Co-ordinates hand, leg and foot movements for skipping
- Develops Gross (large) Motor Skills through balancing and walking
- Practises new movements until they can be done confidently

How to make Giant's feet



Purpose

For children to co-ordinate hand and foot movements by walking on the large feet

What you need

- large pieces of thick strong cardboard
- scissors
- string or elastic bands
- pencil



What you do

Step 1

Stand on the cardboard and use a pencil to draw outlines of two big feet around your feet (left and right feet).

Step 2

Use the scissors to cut out the shapes of the two feet.

Step 3

If you are using string, poke holes into both sides of the cardboard feet where they can be tied onto the child's feet.

Thread string through the holes. Use enough string to tie the feet onto a child's feet.

If you have elastic bands use them to hold the feet firmly in place over the child's feet.

Step 4

Make pairs of giant feet for the children to walk with.

Using the giant's feet

How

You may need to show the children how to walk on the giant's feet and then let them practise until they can do it successfully. Tell them to pretend to be giants.

Why

The activity is fun and develops

- balance
- large muscles (Gross Motor Co-ordination)
- Eye-hand Co-ordination
- Hand and Leg Co-ordination

When

Talk about giants. Tell stories about giants.

Progression

Children

- see how far they can walk on the giant's feet
- take bigger steps
- walk faster
- can pretend to be giants
- have races using the giant's feet

Milestones for children 4-5 years old

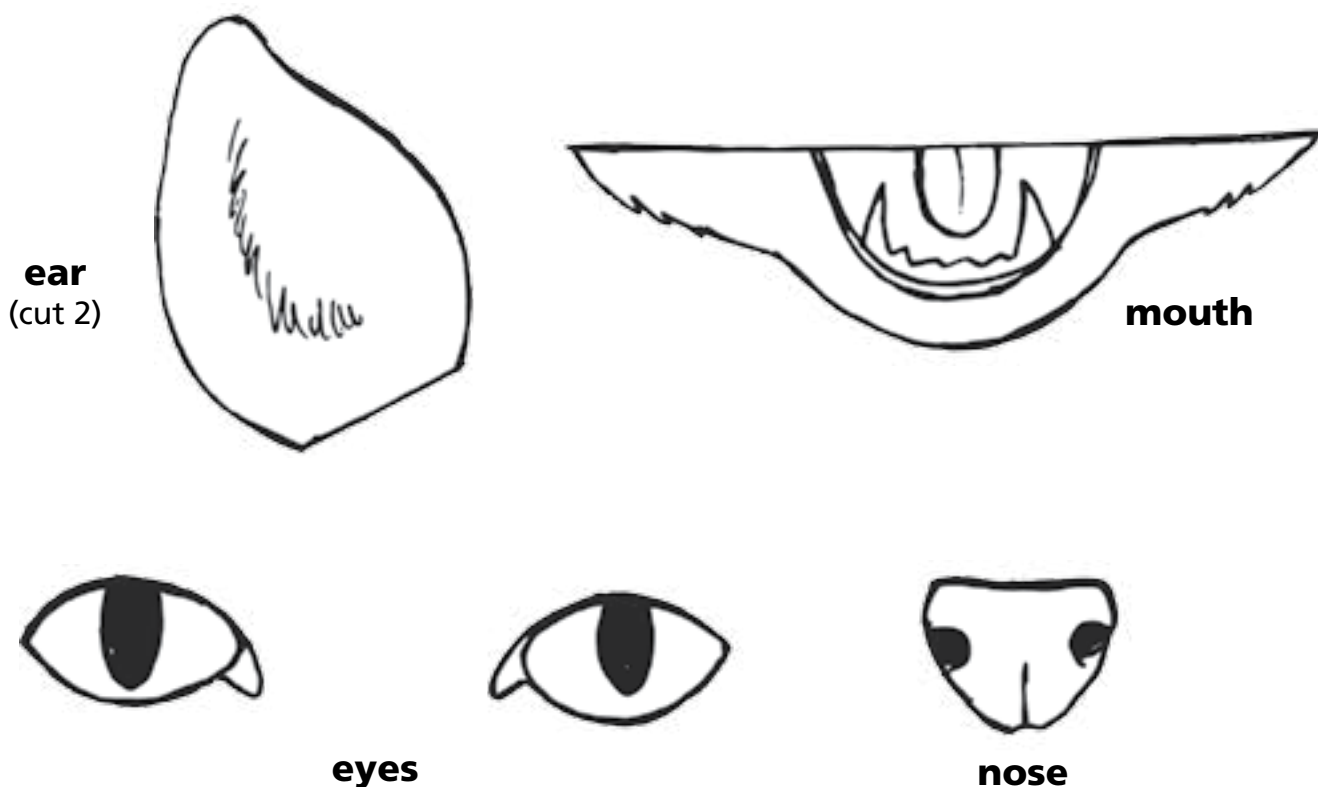
- Uses toys for imaginative play
- Develops Gross (large) Motor Skills through balancing and walking
- Practises new movements until they can be done confidently

Patterns

For Section One,
Two and Three

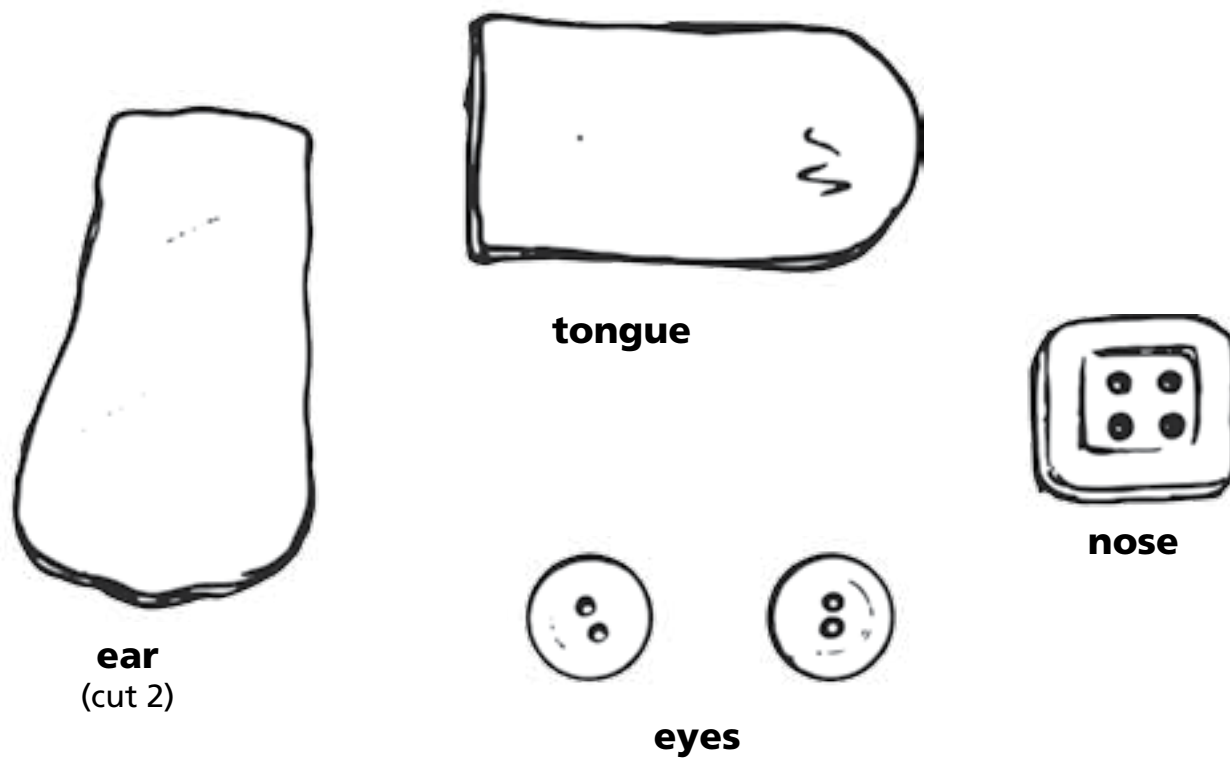
Pattern for cat puppet

Page 12



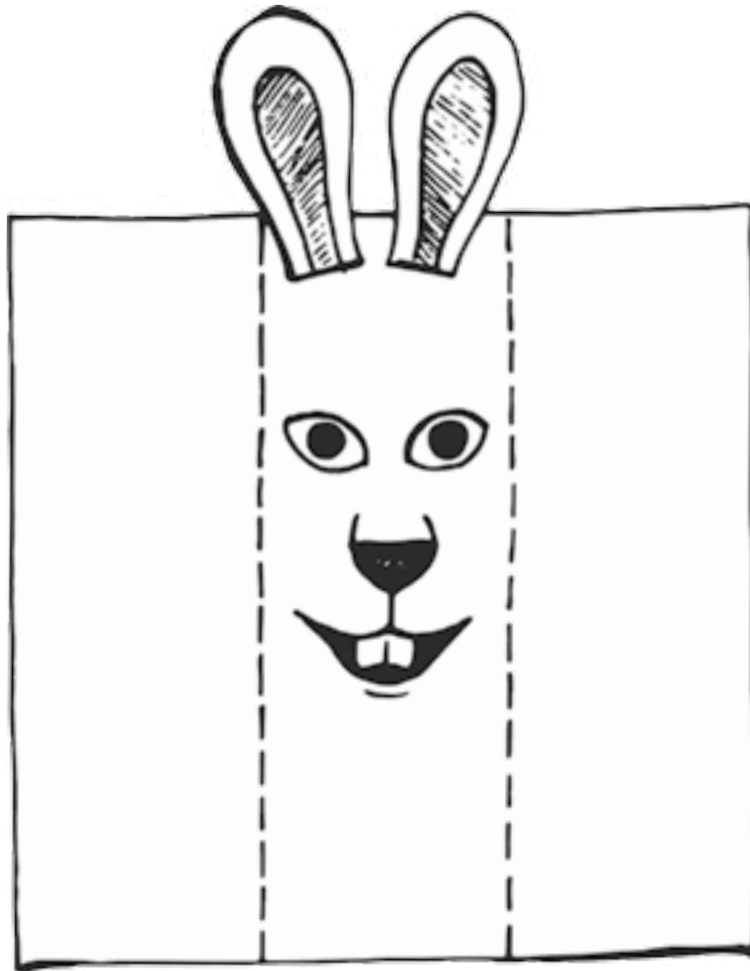
Pattern for sock puppet

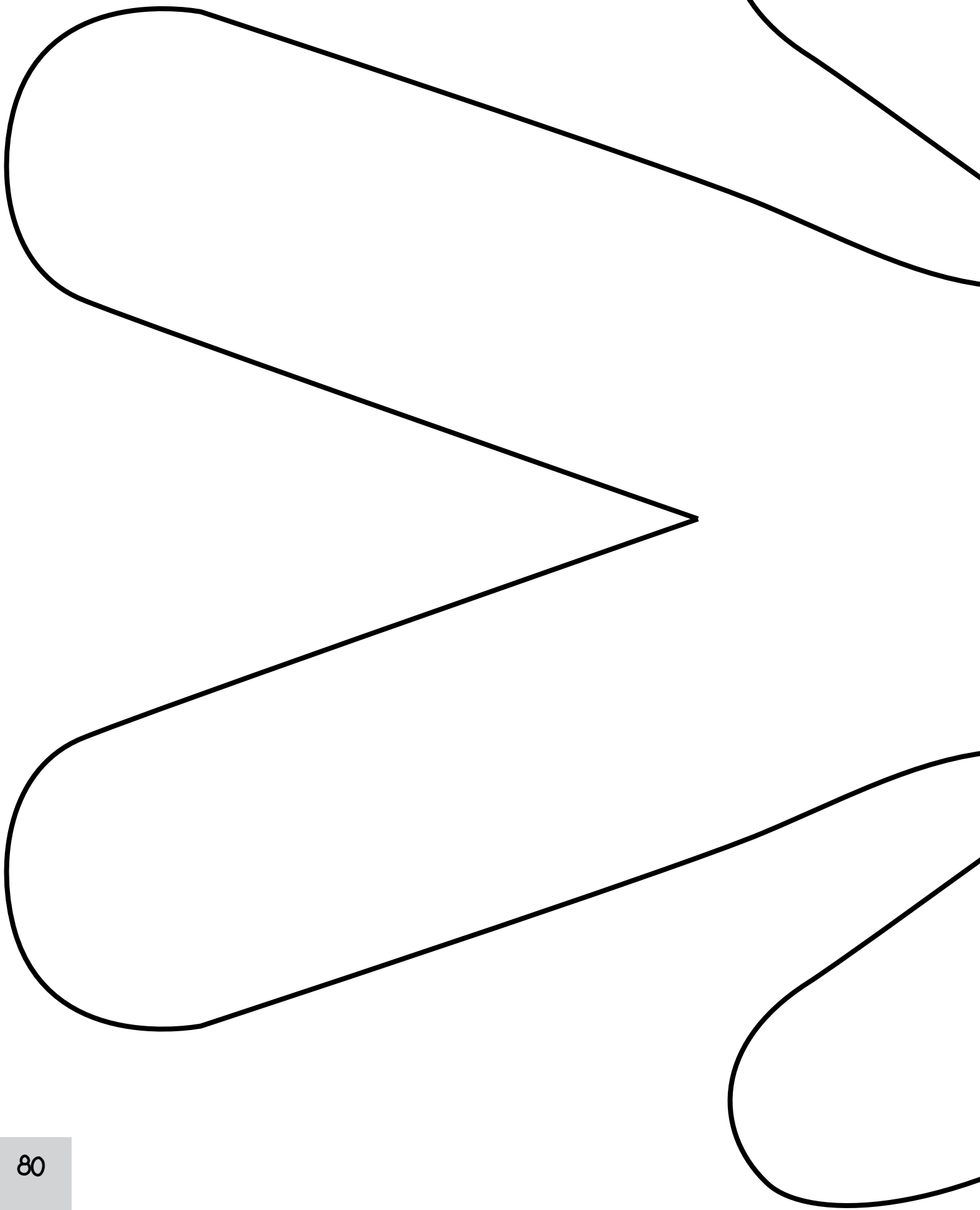
Page 14

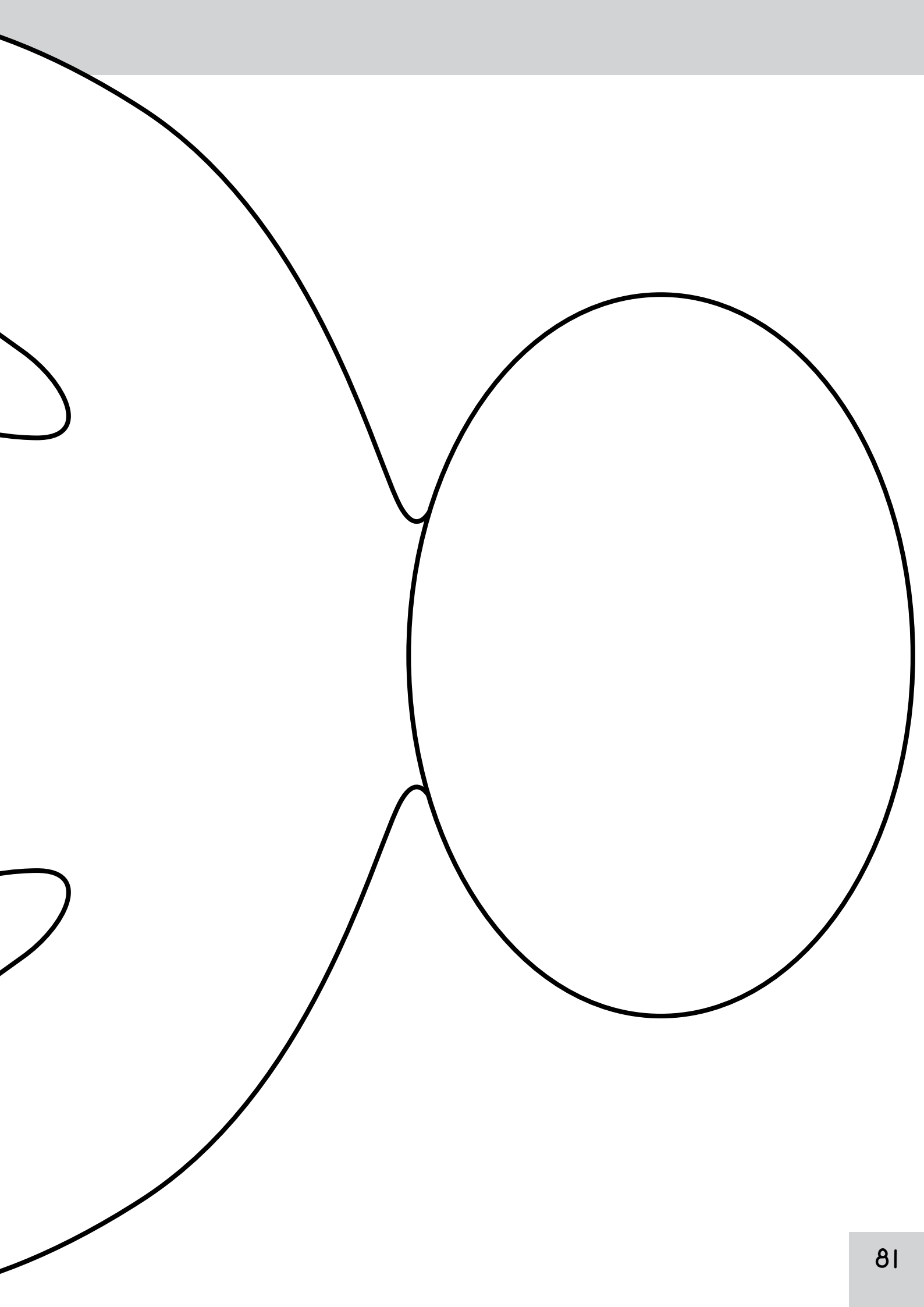


Pattern for finger puppet

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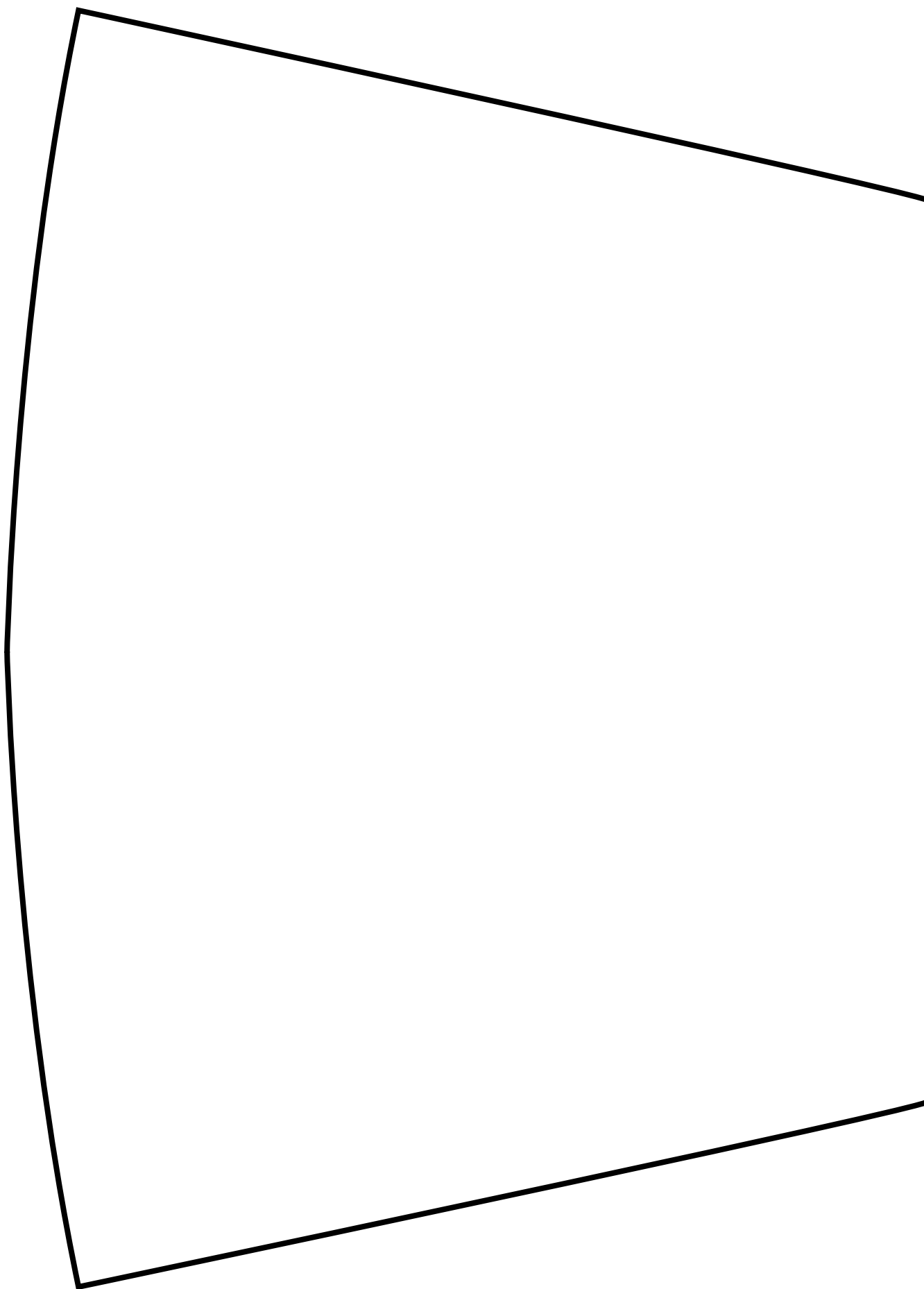


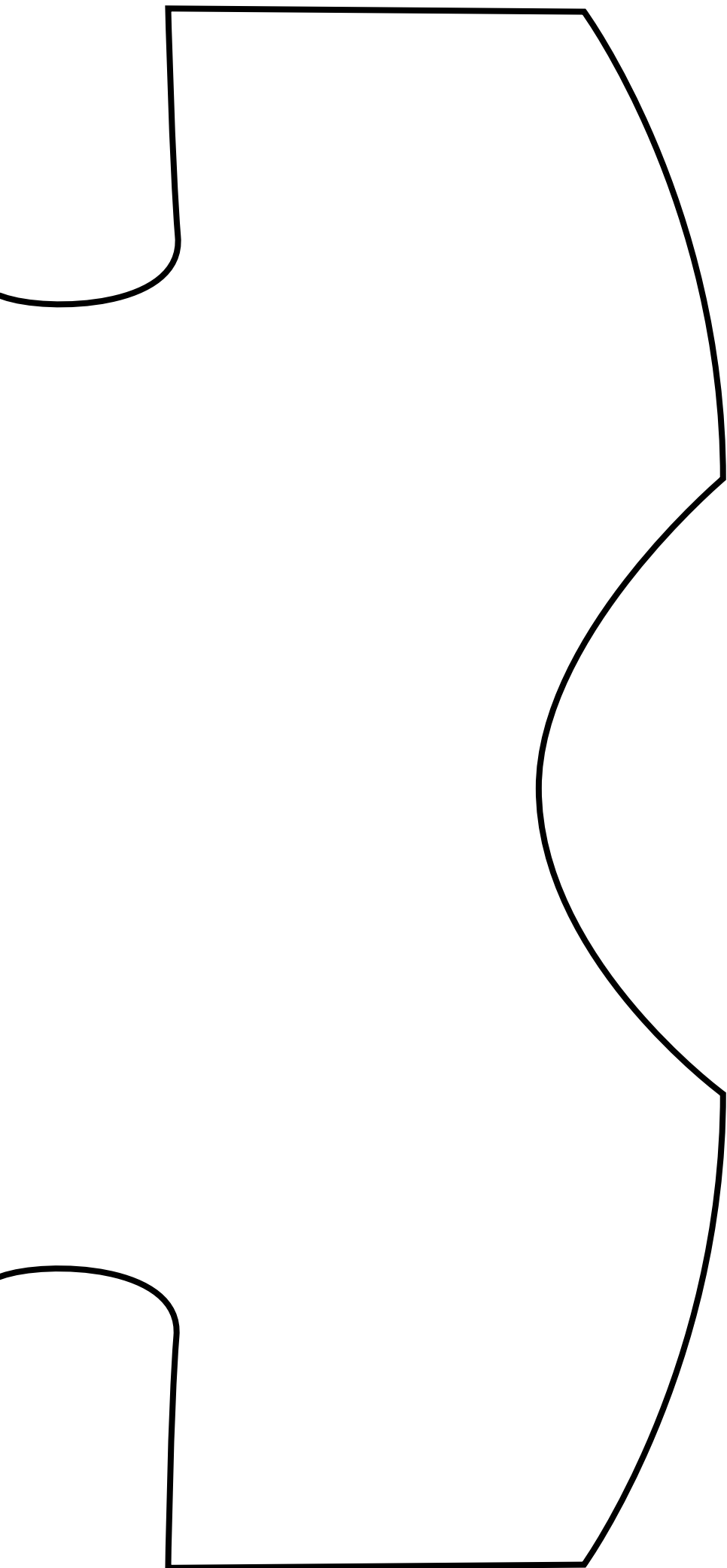




Pattern for doll's dress

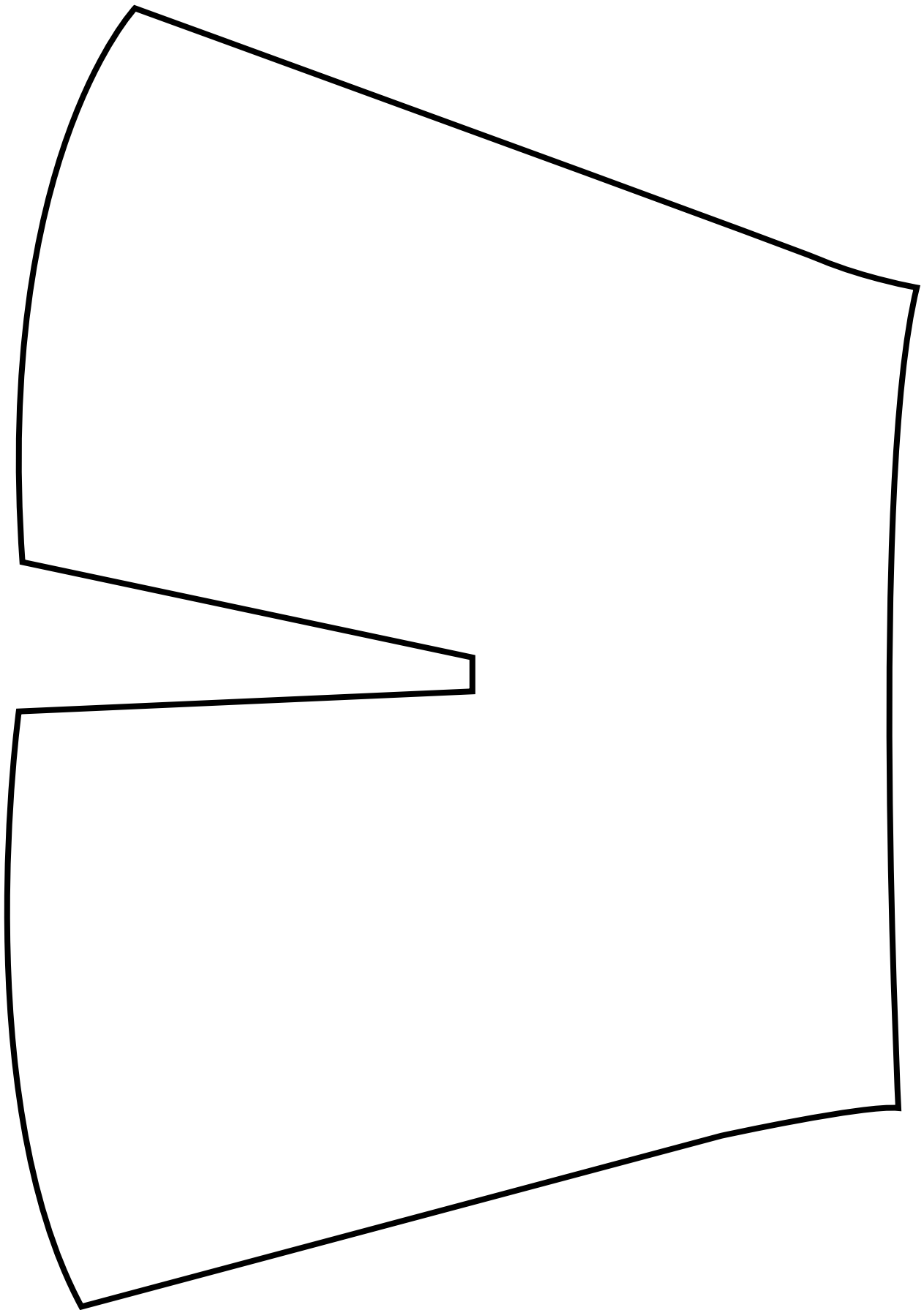
Page 18





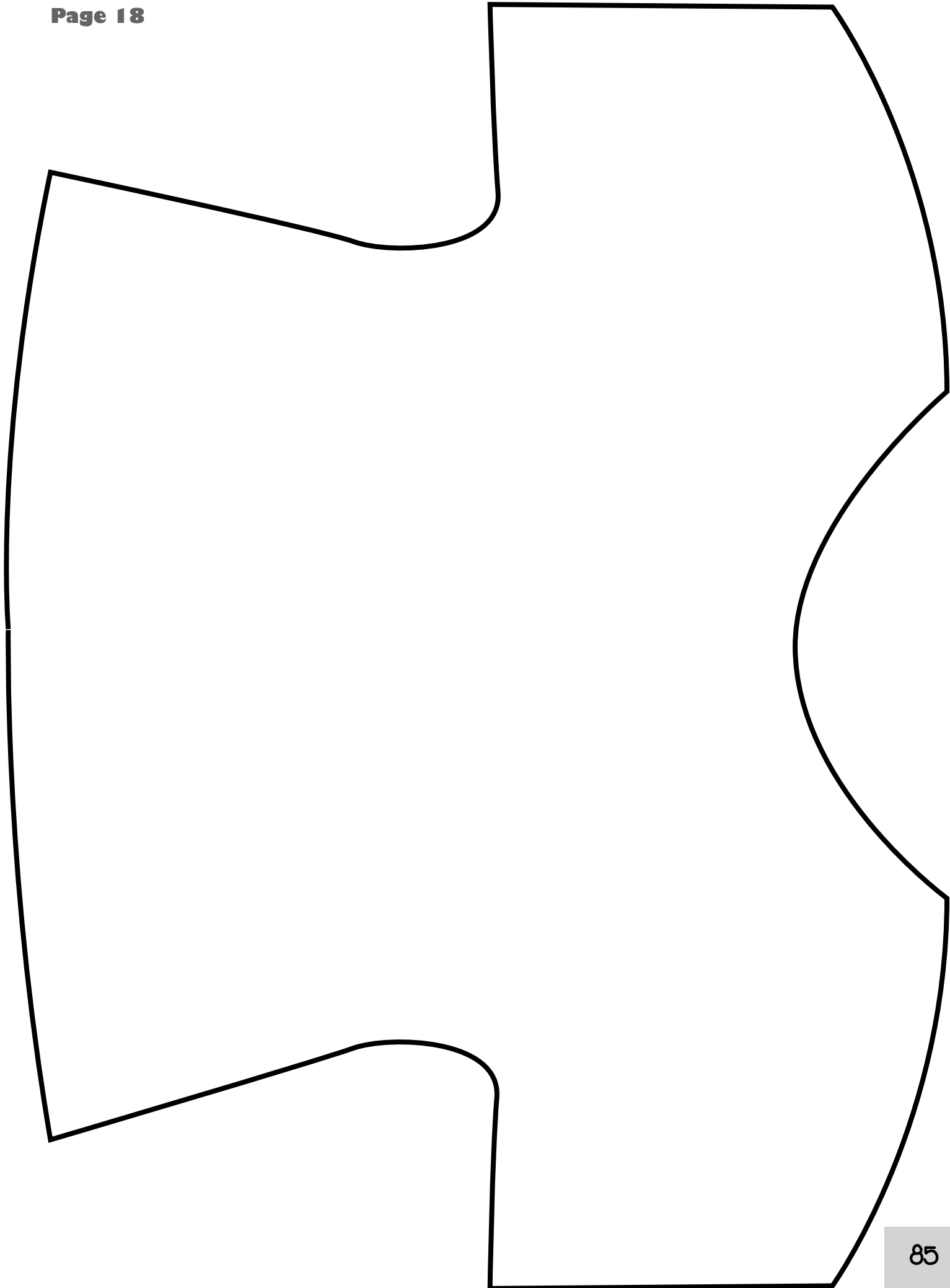
Pattern for doll's shorts

Page 18



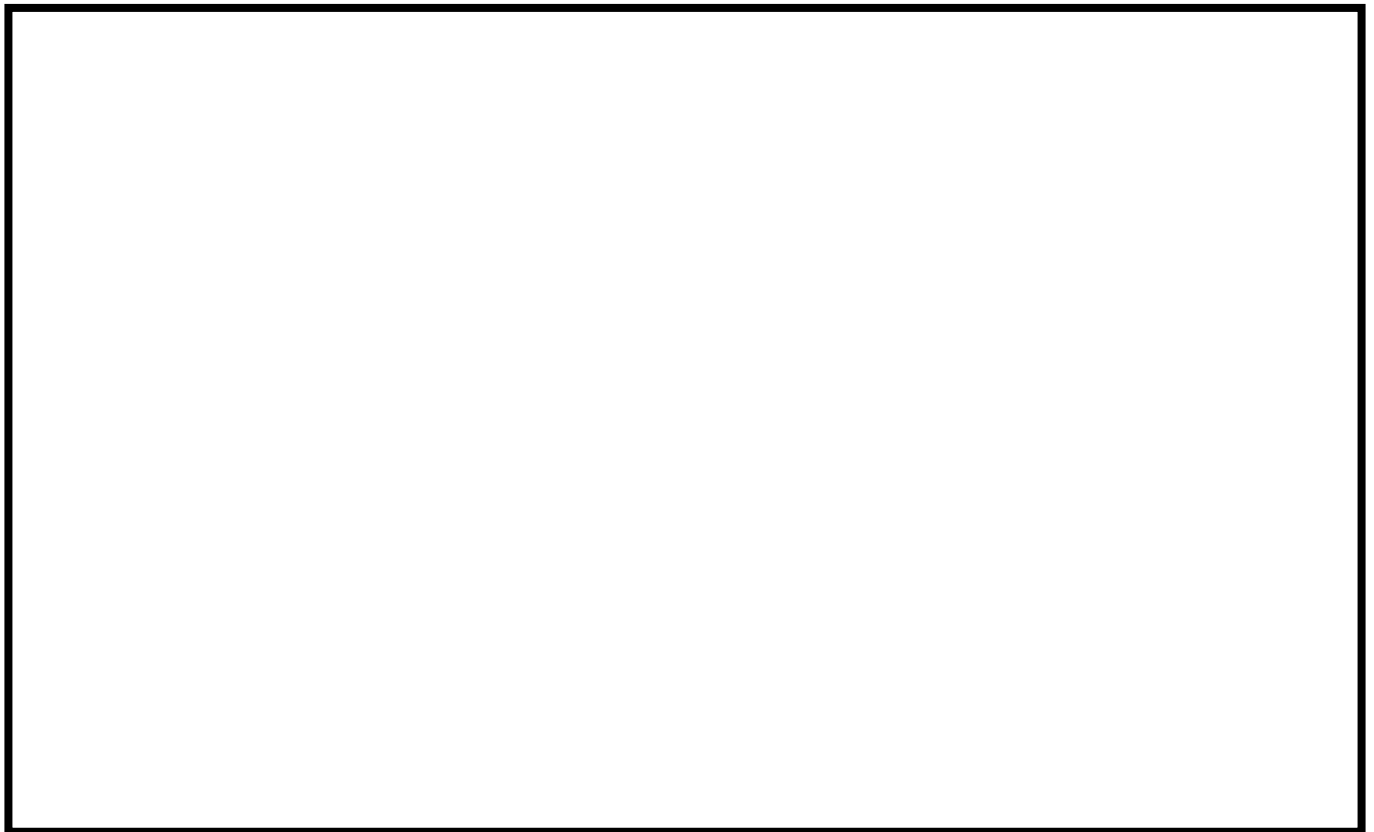
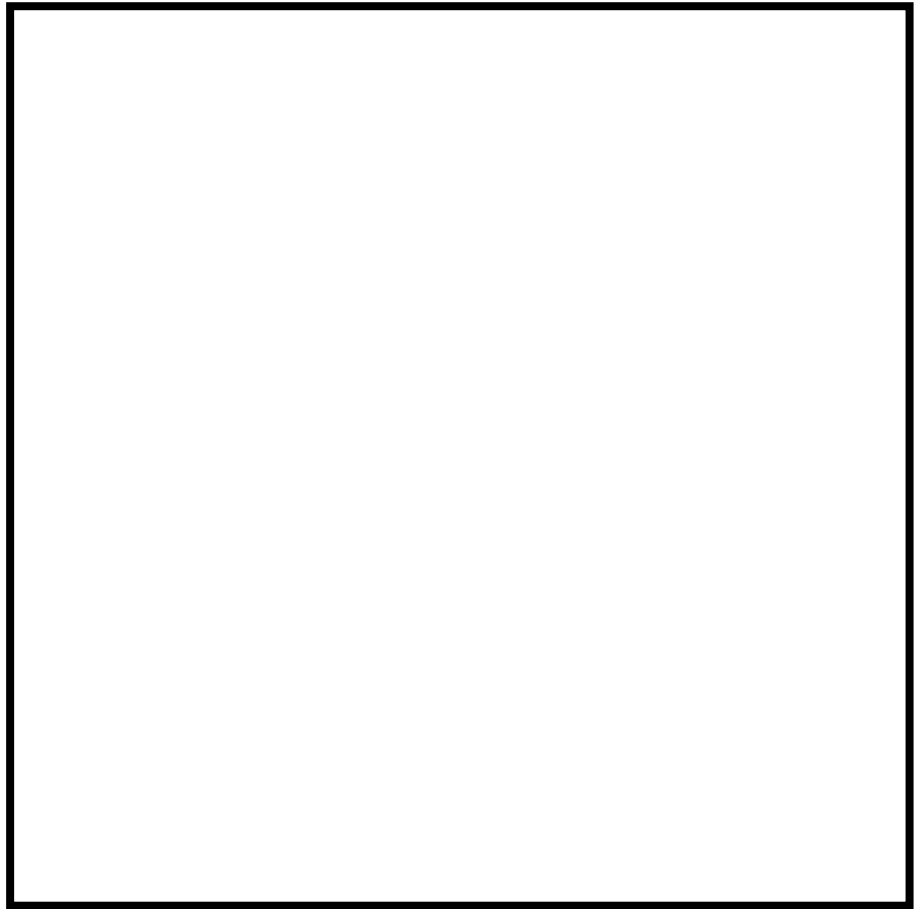
Pattern for doll's T-shirt

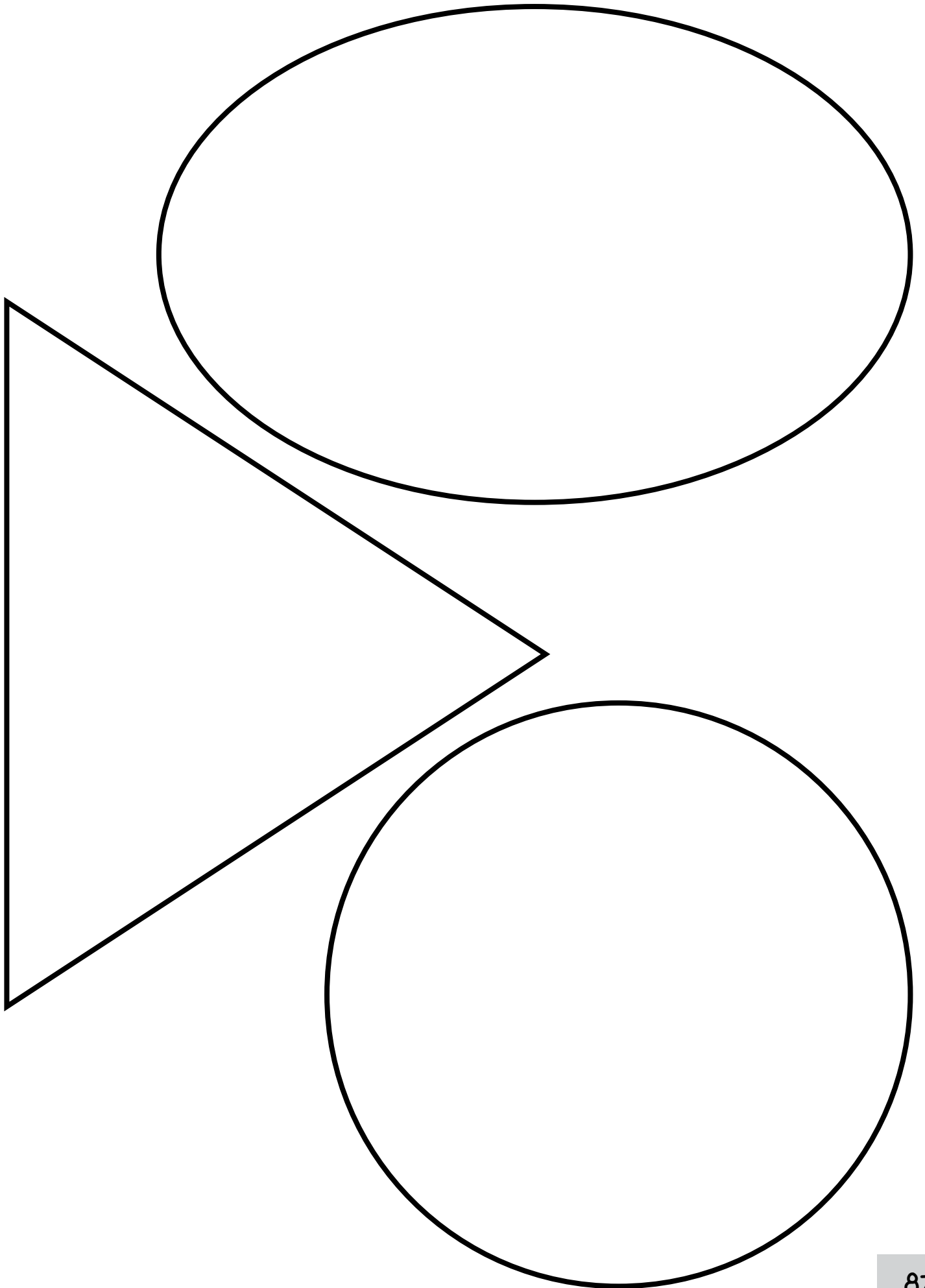
Page 18

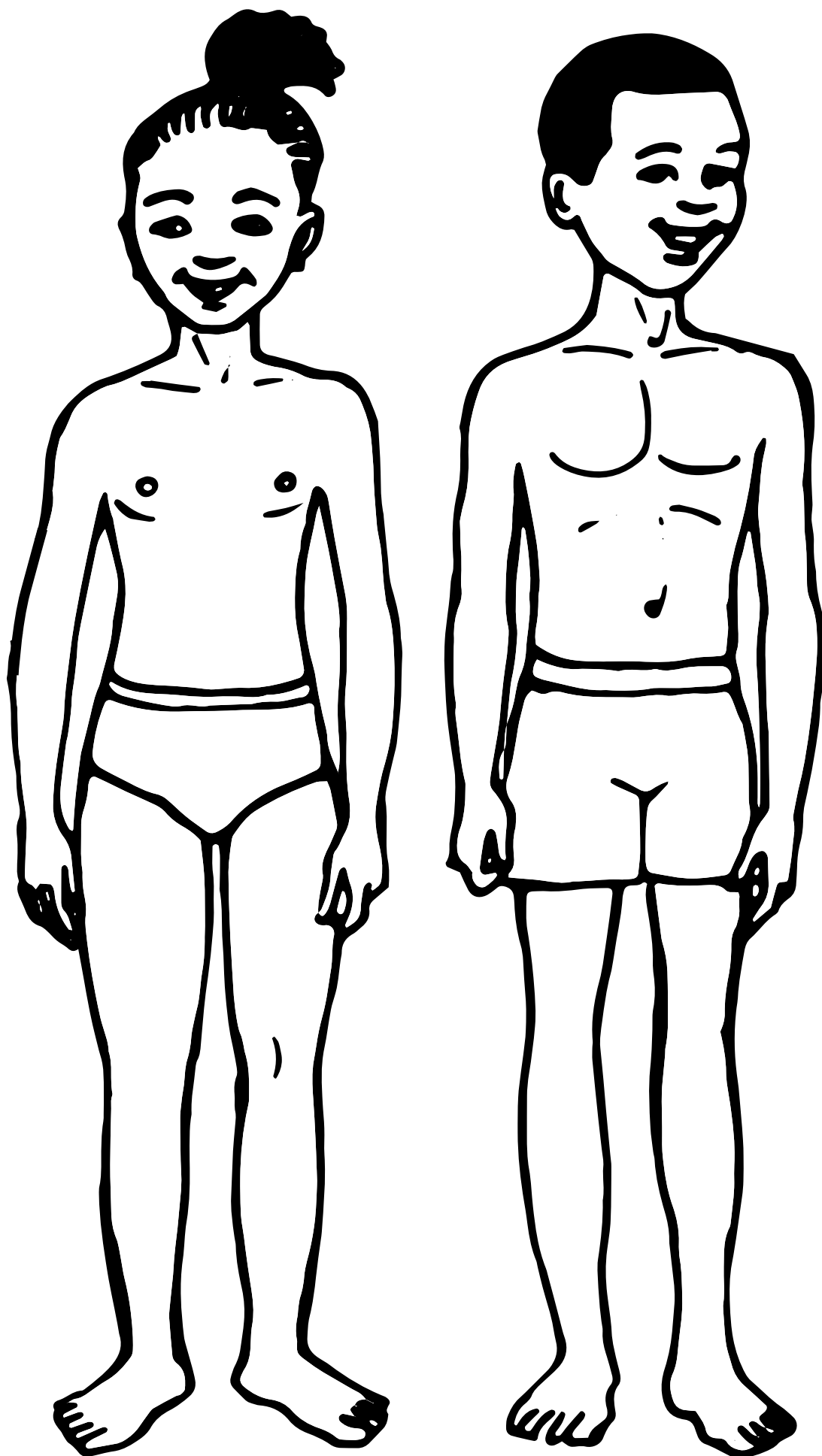


Pattern for shapes

Page 49-50



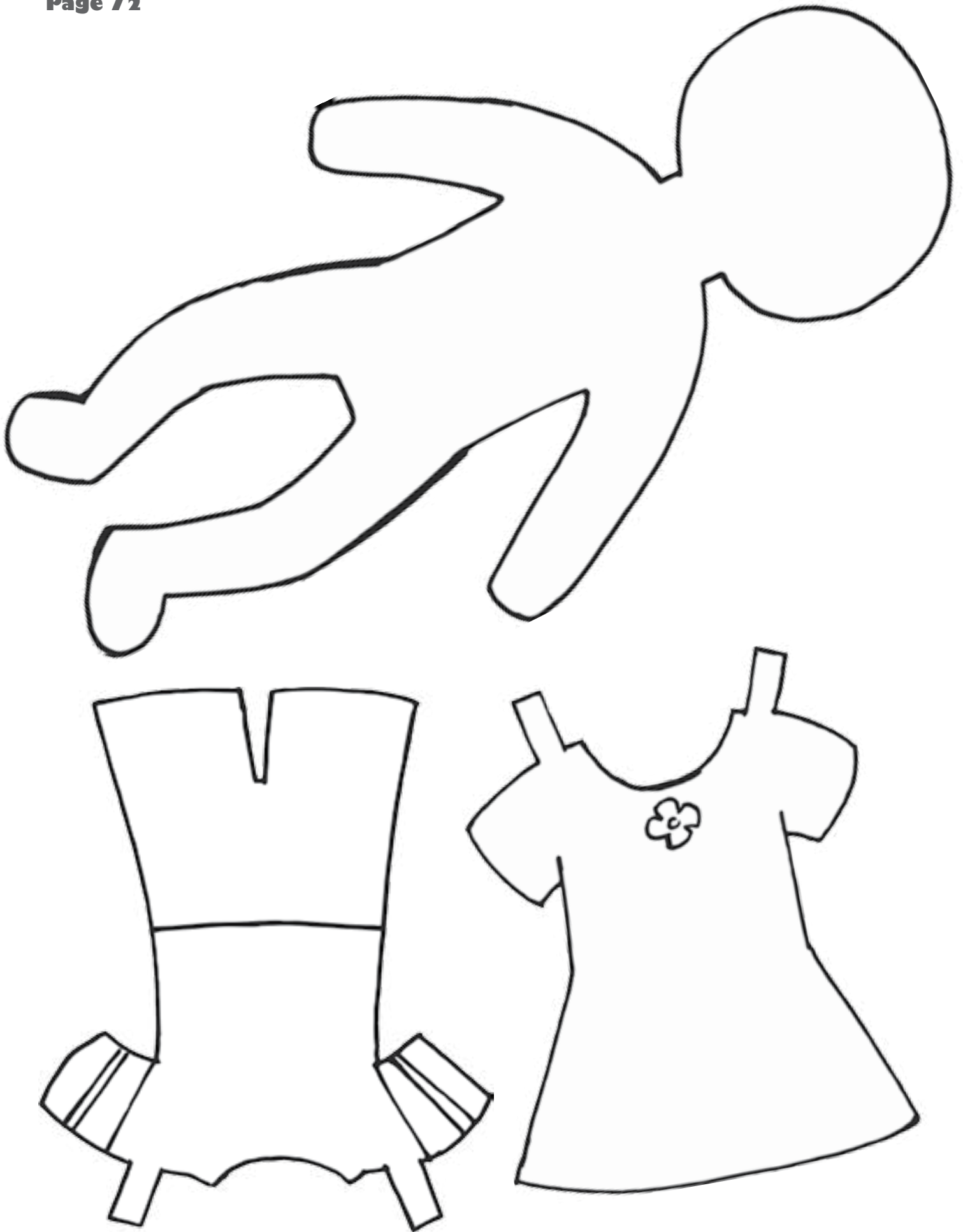




My Body

Pattern for paper dolls

Page 72



Pattern for playing cards

