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Alphabet letters are accompanied by drawings which could be photocopied and coloured by the children.	

(1) INTRODUCTION

Many of a young child's most valuable learning experiences will continue to take place with their parents or carers at home. However, an ever-increasing number of children are spending more time with nannies and carers, or in a range of settings including play groups, day nurseries, nursery units, private nursery schools, as well as nursery and reception units in primary schools. The activities in this publication will be appropriate for use in any of these settings or at home. The Early Years Foundation Stage statutory framework for children sets the standards for development, learning and care for children from birth to 5 years of age. Any Early Years provider must ensure that provision meets the learning and development requirements as specified in the EYFS.

THE EYFS PROFILE

Children's attainment at the end of the EYFS is summarised and described in the early years profile and is based on on-going observation and assessment in three Prime areas and for specific areas of learning and the three learning characteristics.

The Prime Areas of Learning

- Communication and Language
- Physical Development
- Personal, Social & Emotional

The Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

The Learning Characteristics

- Playing & Exploring - engagement
- Active Learning - motivation
- Creating & Thinking critically - thinking.

There are 17 Early Learning goals covering the seven areas of learning which describe what children should be able to do by the time they reach 5 years and assessments are made using them.

Whatever the age of the children in your group, or at home, it is obvious that these areas form the essential core of teaching and learning.

This publication focuses particularly on the Physical Development area of learning. There should be a recognition, however, that provision of appropriate learning experiences for physical development will encourage and enable children to extend, not only their physical mobility and dexterity, but also their thinking, understanding, imagination, communication and language, numeracy and shape. Particular importance is attached to Personal, Social and Emotional Development in the National Curriculum and, indeed, it can be nurtured during all activities, whatever the focus.

If you are working in a setting which needs to deliver to the Early Learning Goals then there should be a system of planning in place and during inspections evidence of planning should be available. Careful planning is required to provide a balanced curriculum across all areas of learning which suits both your children and your setting.

Effective planning can help identify gaps in your provision and improve further teaching as well as help with the assessment process.

It is vitally important that all the children in your group have equal access to the activities and facilities, regardless of their gender, race or abilities. This will often mean that children with special needs will require specially matched activities. *(Pages 7 and 8 will give further guidance on inclusion.)*

The learning environment must be safe *(Health and Safety considerations must be met)* whilst still allowing children access and the opportunity to develop imagination in their movement.

One of the most useful resources in any setting is an open space indoors. If this is not always available, consider clearing a part of the room several times a week, or once a day to enable children to indulge in rough and tumble, dance, move to music, play games, use larger equipment, or purely to sit and sing rhymes. *(Preferably this space should be carpeted!)*

Young children cannot be expected to sit still and concentrate for any length of time, so engaging in action rhymes and a varied programme of activities will enable them to concentrate for longer- periods.

Providing opportunities for regular and frequent physical activity extends also to the outdoor environment. The space must be safe to use and any outdoor clothing which is worn during these activities should be safe and sensible.

Children need to be given plenty of time to explore, experiment and refine movements and actions unhurriedly in a well-planned and resourced learning environment. *(See pages 15, 16 and 17 for resources and equipment.)*

When referring to the indoor and outdoor space, safety obviously becomes a concern. Young children need careful and constant supervision and you should be aware of any health conditions concerning the children in your care. Try to anticipate hazards and be always on the alert. If sand or water is spilled, clean it up immediately to prevent accidents and always keep the room tidy and clean. Make sure that models and building bricks are constructed in a safe place *(i.e. not behind a door!)* and ensure that all materials are suitable for the age range. Supervise children closely when sharp objects or heat sources are being used. Before embarking on any outing, check with the Local Authority on the correct adult to child ratio.

Parents and carers are the most important people in a young child's life and the experiences and values which a child brings from home should complement the playgroup, nursery or pre-school experiences. Working closely with parents and carers will enrich the development of the child, and an integrated system can involve and support them in the education of their children.

(4) ACCESS TO PHYSICAL ACTIVITY

All children should have equal access and opportunity to benefit from physical activities. Participation can provide a wide variety of experiences ranging from the sheer enjoyment of running, jumping and climbing, to the interest and pleasure of imaginative play or to developing social skills and language. Observation of children at play reveals how much they enjoy physical activity and “showing off” what they can do builds self-esteem and develops self-confidence.

Physical or developmental disabilities

The benefit and enjoyment derived from successful participation is equally important for those children who have physical or developmental disabilities. It is important to find ways of including rather than excluding young disabled children. Discover what children can do and build from there. In many cases being able to select appropriate equipment for their own level of achievement is all that will be necessary to ensure their full inclusion. However, it may also be necessary to make adaptations to the equipment or the environment to allow access for the more physically disabled children.

If children have more serious mobility problems or move with artificial aids some of the following ideas may help with inclusion.

- Any aiming games could be made more accessible if the children have a ball attached by string or elastic to their wrist. This will enable them to throw the ball at the target then retrieve it by pulling the string or elastic.
- Many of the activities could be performed seated instead of standing.
- For steering activities, spaces between the slalom will need to be wider and the type of equipment more easily controlled, e.g. larger, softer balls.
- For games which require objects to be placed on, or be picked up from the floor, a container could be placed on a chair thus raising the “floor” and making the game more accessible
- Try to give young disabled children success before making the activity more challenging.

Visual impairment and hearing impairment

Visually impaired children will need more verbal and tactile “clues” and instructions whilst hearing impaired children will need more visual “clues”, signals or signs. Visually impaired children can respond more easily and naturally to voice, percussion and music. Therefore, some of the following ideas may aid inclusion.

- Effective use should be made of equipment which has some “sound” to it, e.g. a “bell-ball” or a balloon or “balzac” ball with rice in it.

“THE ACTION KIDS WARM-UP SONG”

The Action Kids warm-up song can be used to warm children up and get their bodies moving at the start of **any** activity session.

To ensure children are active throughout the song, there are suggested movements to accompany the different sections. These movements and actions can be used as they are written, or adapted by the group. Children should become familiar with the short version of the Action Kids Song (*Track 36*) before moving on to the full version (*Track 37*).

Track 36 **Short version of Action Kids warm-up.**
(Chorus, Verse 1, free activity, chorus.)

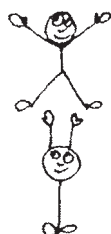
Track 37 **Full version of Action Kids warm-up.**
(Chorus, Verse 1, free activity, chorus, verse 2, free activity, chorus.)

“Action Kids Chorus”



**“We are the Action Kids, Action Kids, Action Kids
We are the Action Kids, we’re always on the move.”**

(Children hold their hands and arms above their heads and sway them from side to side, on the spot or on the move)



**“Are we healthy – YES WE ARE!”
“Are we happy – YES WE ARE!”**

(On the question they stand with hands on hips – on the answer they jump into a high and wide stretched position)

**“We can stretch and bend and move
We can play and dance and groove”**

(In their own time or copying the practitioner, they stretch both arms high, then curl them up to their chest. They repeat the stretch or curl and stretch into different places around the body bouncing if they wish)



“We are the Action Kids, Action Kids have FUN”

(Raise arms and sway them from side to side then up into a high wide stretch on “FUN”)



(2) DRESSING UP AND ROLE-PLAYING

The practitioner takes out the dressing-up collection and places it, unsorted, beside her, with the children sifting in front of her on the carpet area. Items are taken out of the container one at a time for children to identify and discuss e.g. their colour and shape, who might wear them or use them, **why** they would wear them or use them and **when** they would wear them or use them. When all, or a selected number of the items have been taken from the box and discussed, the children tidy them up by putting them into suitably labelled containers which are then returned to the imaginative play corner for free play.

Suitable items for the dressing-up boxes could include:-

hats, scarves, shawls, lengths of fabric, old net curtains, aprons, shirts, T-towels, dusters, dishcloths, small washing-up brush, wigs, notebooks, pencils, costume jewellery, handbags, shopping bags, suitcases, old watches, newspapers, comics and newspapers, selection of shoes, and specific items from a range of cultures.

All items should be clean and regularly washed. Children are encouraged to move about independently and dress up to engage in imaginative role-play.

- For very young children, limit the number of items discussed.
- Children could cut out pictures of bags, hats and shoes from pages of magazines and make collage pictures.



(20) ONE, TWO, BUCKLE MY SHOE

ONE, TWO
(Clap)

BUCKLE MY SHOE
(Children touch their feet)

THREE, FOUR
(Clap)

KNOCK AT THE DOOR
(Children pretend to knock at a door)

FIVE, SIX
(Clap)

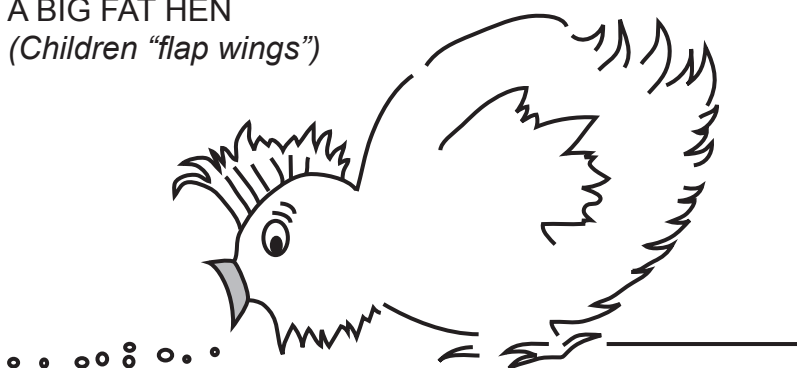
PICK UP STICKS
(Children bend to the floor)

SEVEN, EIGHT
(Clap)

SHUT THE GATE
(Children pretend to push a gate shut)

NINE, TEN
(Clap)

A BIG FAT HEN
(Children "flap wings")



(21) IF YOU'RE HAPPY AND YOU KNOW IT

IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS
(clap hands twice)

IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS
(clap hands twice)

IF YOU'RE HAPPY AND YOU KNOW IT
AND YOU REALLY WANT TO SHOW IT
IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS
(clap hands twice)

Other verses in order are:-

STAMP OUR FEET
SHAKE OUR HEADS
RUB OUR TUMS
KNOCK OUR KNEES



Musical accompaniment – track 6.

(29) SEEK YOUR SPOT

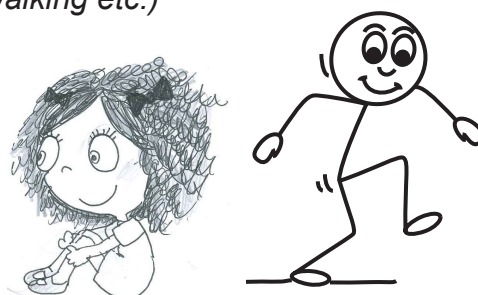
Each child has a marker and puts it into space (*the adult may have to help with the spacing out*).

Children sit on their own marker.

The practitioner chooses one or two children to leave their markers and walk or run on tip-toes in and out of the remaining children who are still sitting on their markers.

On a signal the children find their way back to their own marker and sit on it.

(This game could be developed by adding different ways of travelling e.g., bouncing, giant-striding, galloping, monkey-walking etc.)



(30) FISHES

Half the group remain sitting as the other half run on tip-toe (*swim like a little fish in a rockpool*) in and out of the seated children (*avoiding the rocks*).

When the practitioner says “the crabs are coming” the children swim back to the safety of their own marker.

(The game could be coloured by e.g. the children moving in and out of the rocks like crabs on all fours and when the adult calls “the seagulls are coming” they move back to the safety of their marker. The game could be further coloured by changing the shape of the stationary children e.g., they could spread out wide and be starfish).



(50) PAINTING

The practitioner puts out a vase of flowers (*e.g. daffodils*) and children are given a flower each to hold. They are encouraged to observe the flower - colour, shape, how it feels etc. and talk about where it might grow, or any experiences they have had with flowers.

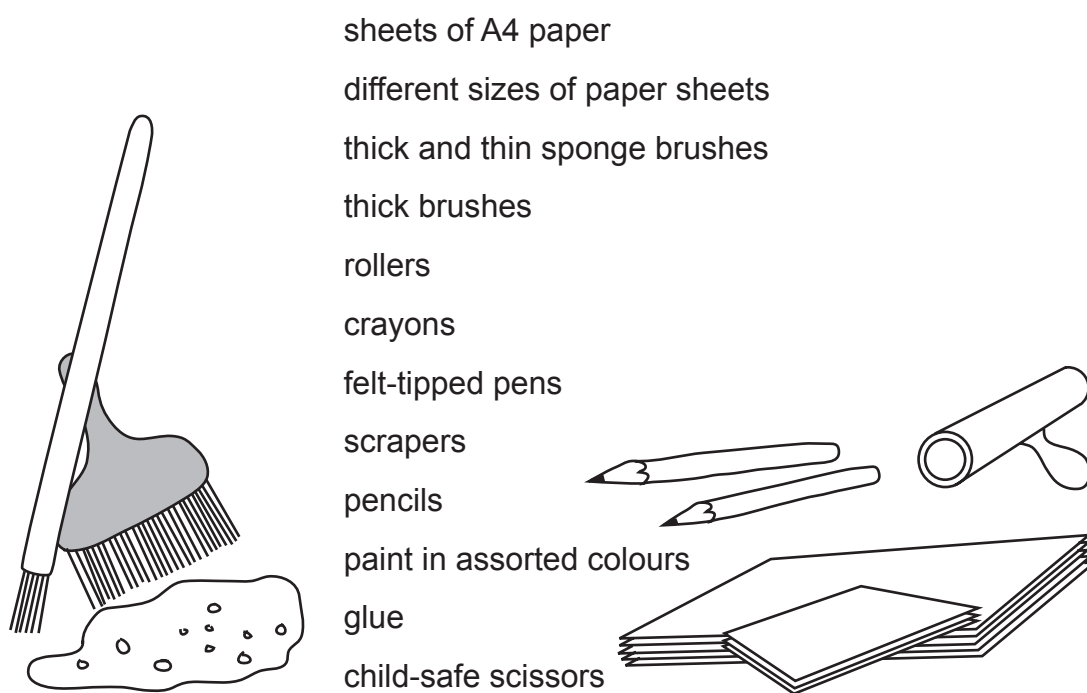
Children decide how they want to draw or paint their flower and which tools they want to use (*they can do two different pictures one large and one small*).

(When very young children first begin using paint it is better to restrict them to two colours e.g. yellow and green.)

Children are encouraged to make judgements and decide which tools are better for painting large pictures and which are better for painting small pictures.

Old shirts provide very good protection for young artists!

Available tools for painting could include....



all in separate containers, appropriately labelled.

Paintings and drawings could be pasted into the child's own "sketch book".

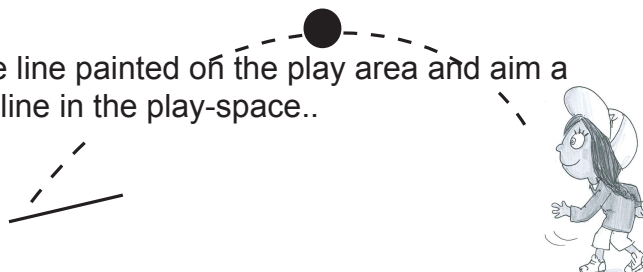


(71) THROWING AT, INTO, OR OVER A TARGET

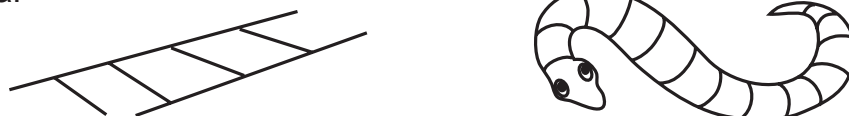
More success will be achieved initially if children use beanbags / quoits / koosh balls to throw as these pieces of equipment will generally land and stay in approximately the same place.

Target-throwing with a ball can sometimes lead to frustration because the ball keeps running away!

- (i) Children can stand behind one line painted on the play area and aim a beanbag to land over another line in the play-space..



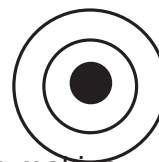
- (ii) They can aim into “ladders” or “snakes” or “faces” painted on the floor of the play area.



- (iii) Children can make a “barrier” e.g. skittles with a cane across and throw the beanbag over the barrier. To make this activity harder they can throw the beanbag over the barrier to land in a hoop on the other side.

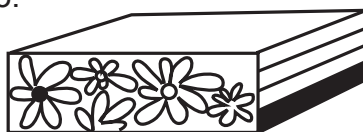


- (iv) Children can aim at a target painted on the wall or into a hoop leaning against the wall.

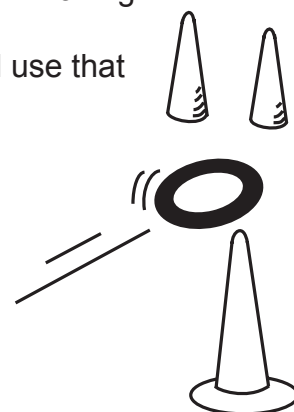


- (v) Children can aim at a skittle or into a target of their own making.

- (vi) Children can paint the outside of a cardboard box and use that for a target to throw into.



- (vii) Quoits can be thrown to “hoop-la” over a skittle.



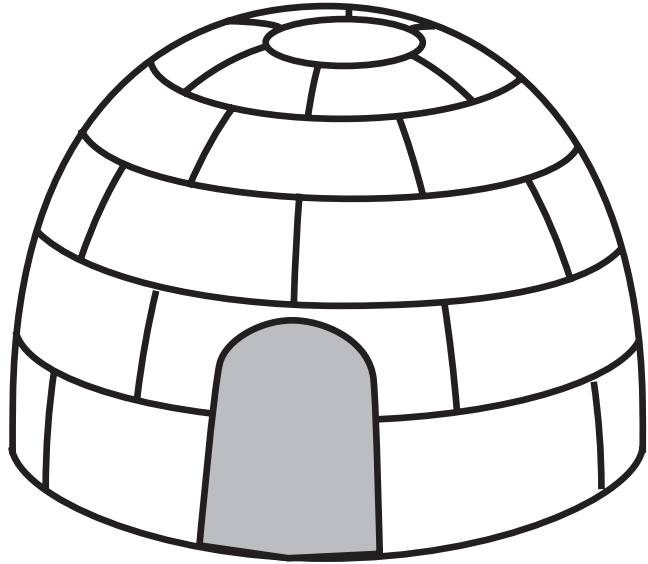
- (viii) Quoits can be thrown to land like a bulls-eye in the middle of a hoop etc.



All these aiming activities could be performed individually or with partners learning to take turns and “share”.

igloo

i i



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jam

J j



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