

Make and use
TOYS
for toddlers and
young children

All toys are made from
recycled materials



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How is this book organised?

This book is organised into three sections

- **Section One: Toys for toddlers and children 2 - 5 years old**

Note that the toys in this section can be used for more than one age group. There will be a note in the Information Box that tells you when you can use the toy appropriately for each age group.

- **Section Two: Toys for toddlers 2 - 3 years old**

- **Section Three: Toys for children 4 - 5 years old**

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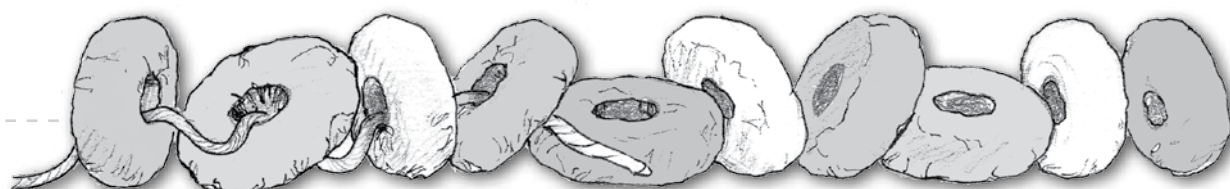
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Introduction



What is the purpose of this book?

This book is designed to give you, the practitioner ideas to

- make, use and organise suitable toys and equipment for young children (there is a note about how, why, when and how to use each toy)
- share experiences with your fellow practitioners who have tried out and helped to develop many of the toys
- make the best use of available and recycled materials in your environment that are easy to collect from shops, your home, family and friends
- develop the professional skills you need to achieve the full potential of the children in your care
- use toys to help children achieve milestones

How will the children benefit from using the toys?

The children will learn many of the skills needed for success at school through playing with the toys. The toys will help children develop

- cognitive skills (thinking skills they learn as they go through the stages of development and make sense of what they see, hear, feel, touch etc.)
- language and communication skills by playing together
- imagination and creativity
- muscle co-ordination
- the ability to follow instructions and concentrate
- initiative and independence (ability to think of activities and do them on their own) etc.

Children naturally want to play and have fun

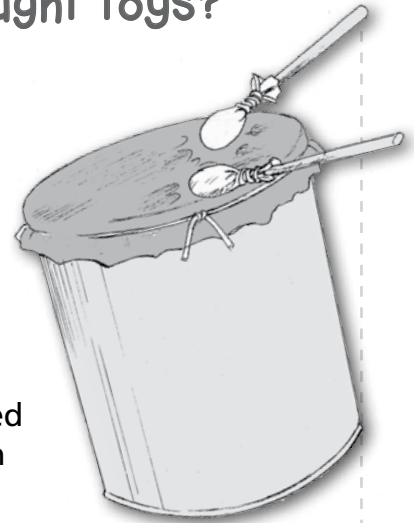
Children naturally want to play and have fun. It is through play that they learn most of their early skills and explore the world to make their own discoveries. The purpose of early learning through play is to develop habits and abilities that will prepare the children and make them successful for learning at school later on. Children learn through exploring and discovering in a concrete context (with real toys that they can use in ways that are meaningful to them).

What is your role?

It is your role as the practitioner to provide the toys and organise activities that allow children to learn first through their own free play and then through extending the play with meaningful activities that make the children want to play. Children need to play freely with any new toys first, before you show them different activities for using them. Remember that there are many different ways children will enjoy using the toys to build their self-confidence and creativity.

Are home-made toys as effective as bought toys?

The activities and toys are designed to help children develop physical, logical and social skills through play. This book has a variety of toys for you to make to provide toddlers and young children with creative opportunities for learning through play. The toys that you make are just as effective in developing skills (e.g. construction, threading, puppets for imaginative play, books etc.) as those that can be bought. 'True' toys like blocks and dolls use imagination while many expensive toys require little imagination from the child (e.g. battery operated toys, machines that speak or screen-based activities like computer games). Think about what the child can do rather than what the toy can do.



You could involve parents and the community to get together and help you make and repair the toys as they are not durable (long lasting) in the long term and you will need a lot of toys to keep the children interested.

What equipment will you need to make the toys?

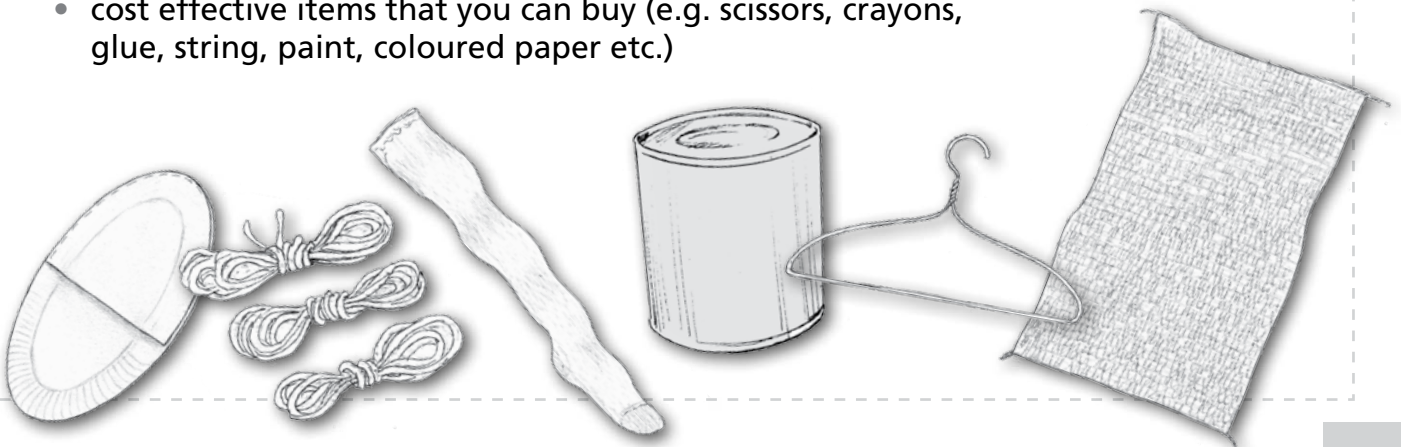
You will need a collection of recycled materials as well as basic equipment (e.g. scissors, pencil, glue, ruler etc.)

You can choose activities that use materials that are readily available in your own area. You might have mealie cobs (for dolls), calabashes (for musical shakers), cardboard boxes (for construction) etc. Make all toys to the best of your ability so that they are strong enough for handling, inviting, attractive and exciting for the children.

You can collect many different items and store and sort them into boxes for use. The following list is only to give a general idea of the type of materials you can use. Specific materials will be given for each item under the heading **What you need** in each section for each toy.

Readily available and inexpensive materials are required including

- recycling materials (e.g. cardboard boxes and tubes plastic containers, egg boxes, scrap paper, magazines, newspapers, advertisements, fabric scraps, wool, bottle caps, drinking straws, wire coat hangers, lids for jars, milk cartons, brown paper bags, paper plates and cups, shells, seeds, socks, string, tin cans etc.)
- cost effective items that you can buy (e.g. scissors, crayons, glue, string, paint, coloured paper etc.)



What kind of toys will you find in this book?

You will find useful and practical ideas that you can use to make suitable toys for activities that will stimulate the children in your care. You can adapt the toys to meet your own needs (e.g. you can use blocks, straws, clothes pegs, cotton reels, cardboard boxes etc. for children to use their imagination to make buildings).

What has not been included?

- A selection of items for outdoor equipment (e.g. swings, slides, see-saws etc.) have been illustrated but not included in this book as they require tools and manpower. You will need help from the community to make these items.
- Children's handicrafts (e.g. drawing, cutting, painting, pasting, modelling etc.) could be the subject of a future book as the scope of this book includes only toys that you, the practitioner can make.

Outdoor equipment that the community can provide



Using the toys appropriately

For each toy you make you will find an information box that includes

- the purpose of the toy
- a list of what you need to make the toy
- step by step instructions with illustrations for selected steps
- brief notes in an information box about how, when and why to use each toy and what skills are being developed
- what milestones are aimed for

Using the pull-along car

For toddlers and young children

How

Give children cars to play with freely and observe what they do.

- For Language Development ask children to tell you about
 - where their car goes
 - how they behave in a car
 - car seats
 - who drives a car etc.
- Draw a road with chalk on a paved area or on a large piece of paper or material.
- Show children how to play with
 - the blocks to make garages, tunnels, buildings etc. along the road (Constructive Play)
 - small planks of wood to make ramps (Problem Solving)

Why

Boys prefer wheeled toys to dolls although both boys and girls

- enjoy pulling toys to make them move (Hand-eye Co-ordination)
- are fascinated with wheels (Emergent Mathematics)

A simple toy car gives children more opportunities to develop imagination.

When

Use toy cars when you

- do a theme about transport
- talk about road safety
- want children to make roads/garages/tunnels during imaginative play with blocks/building materials etc. (Social and Emotional development)

Progression

Emergent Mathematics

Children learn

- about shapes (the wheels are circles)
- to count the number of wheels on a car
- tell you the colours of the car's body/wheels etc.

Fine Motor Movements

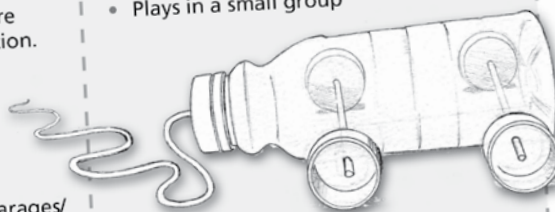
- moving/turning the car/keeping it on the road
- how to put the wheels back on the car if they come off (Problem Solving)

Road Safety

- not to run into the road when cars are coming

Milestones for children

- Begins make-believe or pretend play
- Co-ordinates movements to explore new toys
- Follows simple instructions
- Begins to understand safety rules
- Plays in a small group



Toys are for the children to play with

Children must use the toys for play during which they learn many new skills. They are not for display purposes.

How to store and organise your toys and materials

You will need to

- check the toys often to make sure that they are clean and in good repair
Remember that toys may break and need mending and replacing.
- store and sort your toys into boxes to keep them together (e.g. all beads in a box)
- store and sort your materials for making toys into groups of objects (e.g. all paper, all wool and string, all scraps of material etc.) in separate boxes

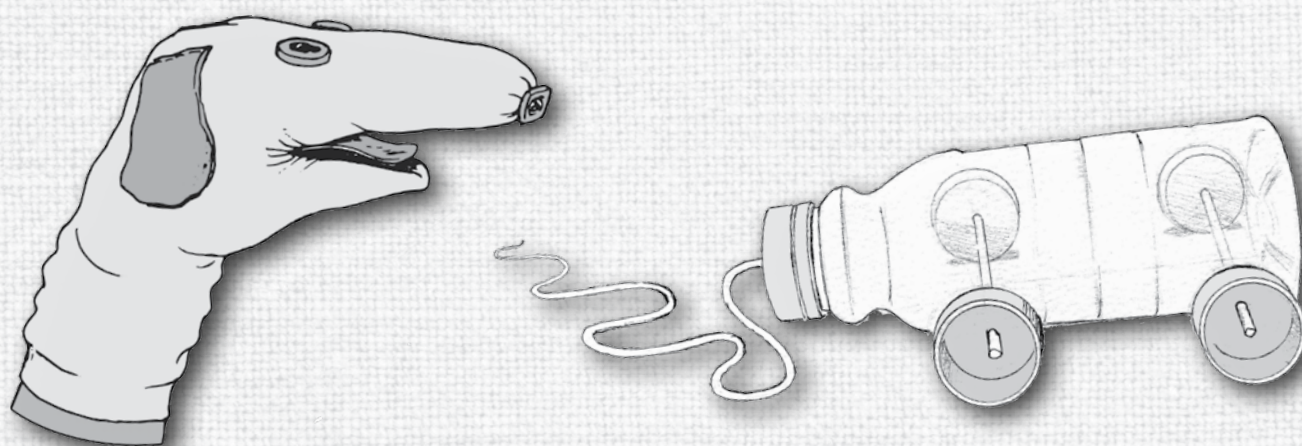


Safety first!

Check all materials (e.g. paint, kakis, glue) to make sure they are clearly labelled non-toxic.

Avoid anything

- with sharp points or edges
- toxic or poisonous substances (some berries, plants, insects can be harmful)
check any plants you use for poisonous berries or sticks (e.g. berries from Syringa trees are poisonous)
- with small pieces for children aged two and three years because of the danger of choking
- made of glass, rather use plastic as glass shatters and is dangerous
- that can suffocate children (e.g. plastic bags must be out of reach at all times)



Section One

Toys for toddlers and
children 2 - 5 years old

SECTION ONE

Toys for toddlers and children 2 - 5 years

Introduction

The same toys can be used for different age groups

The toys in this section can be used for more than one age group. They are suitable for toddlers from 2-3 years old and for children from 4-5 years old. You make the same toys but use them in different ways. There is a note in the Information Box below the instructions for each toy that tells you how you can use the toy appropriately for each age group.

Progression

Be aware that children learn new things and progress all the time. Give them opportunities to do more demanding activities when they are ready. Do not give them the same things to do until they get bored - always think of new ways to use the toys or add new items to them, for example when they have built the village, find new things for them to build by adding

- toilet rolls that are cut so that they join together to make walls and towers
- sticks or straws to make a fence or road
- leaves, feathers or egg shells to paste onto walls of the houses for decoration
- boxes of different sizes from small to big to make a tower
- round blocks cut from sticks or thin logs to build with

You will find ideas for progression in the Information Box for example children progress from playing with

- big soft balls to small soft balls
- small soft balls to harder more bouncy small balls (tennis balls)

- very big cardboard boxes with large shapes cut in them for climbing into to placing small cut- out shapes that fit onto a picture of different shapes
- walking along a wide knitted line to walking forwards and backwards along a string line to walking heel- to- toe etc.

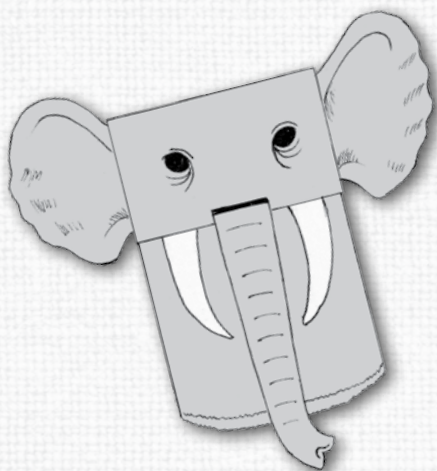
Different kinds of toys

There are different toys for the many kinds of play you want children to enjoy. In this section you will find toys designed to help children develop

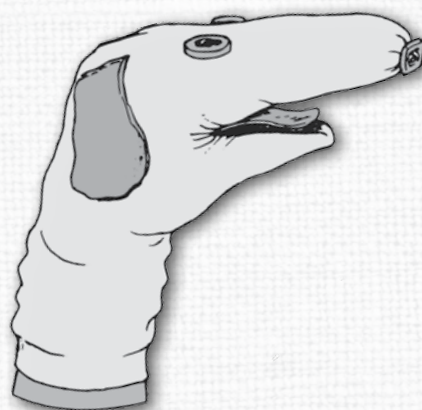
- Fantasy Play (puppets, masks, dolls, cars)
- Conceptual Play (box for sorting shapes, beads for counting, sorting and learning about colours)
- Musical Play (jingle bells, drum)
- Creative Play (finger paints)
- Ball Play (bat, pom-pom ball, catcher, beanbag)
- Manipulative Play (sieve for sifting sand, beads for threading)
- Constructive Play (construction set made of toilet rolls)
- Explorative Play (using natural items to build a village)

Change the toys often

- As soon as you see children getting bored with a toy, pack it away for use later on.
- Replace toys with new toys that you make so that there is always a variety.
- Replace any broken toys.
- Make sure the toys are clean and in good condition.



Indoor play



How to make Paper bag puppets

This puppet is a cat, but you can also make puppets of farm animals and wild animals.

Purpose

To use puppets for children to enjoy, respond to and develop imagination

What you need

- a brown paper bag (about the size for wrapping a loaf of bread)
- A4 size sheet of orange coloured paper or cardboard
- glue
- scissors
- black Koki pen or crayons
- the pattern on page 80 for the cat puppet

What you do

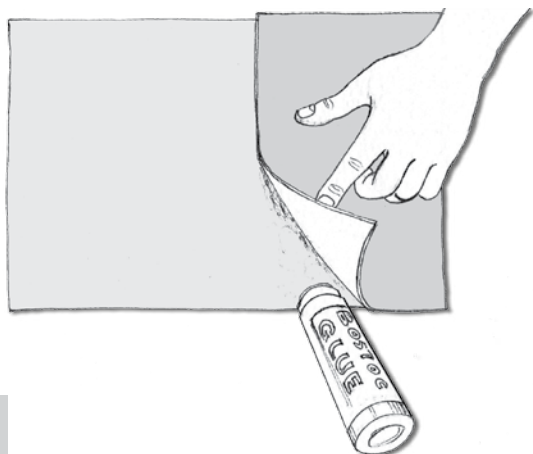
Step 1

Cut out a rectangle from the orange paper as wide as your paper bag and 6cm long.



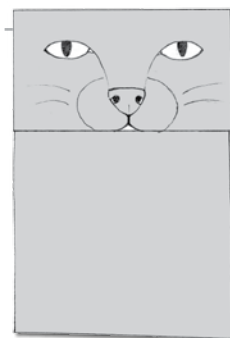
Step 2

Glue the orange rectangle onto the closing end of the paper bag.



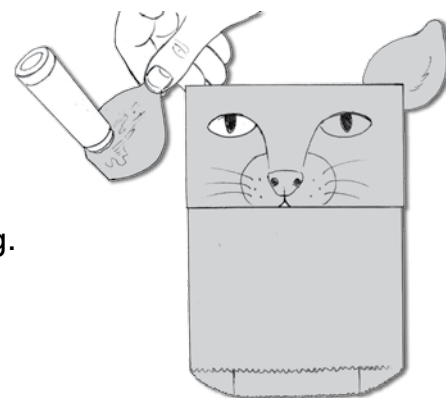
Step 3

Use the pattern piece of the eyes to draw the eyes on the cat. Draw the whiskers of the cat on your orange rectangle.



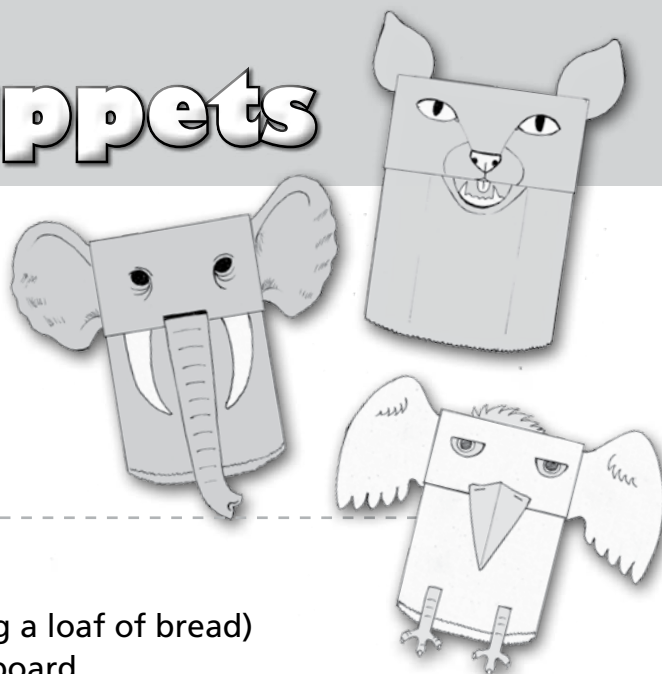
Step 4

Use the pattern piece of the ears on page... to cut out the ears and paste them onto the corners of the paper bag.

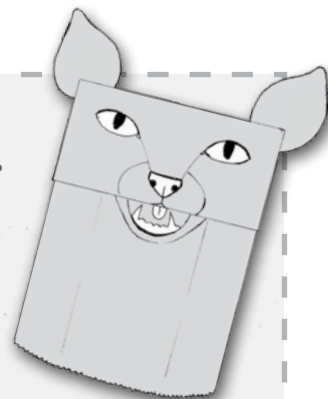


Step 5

Turn the paper bag over. Fold the orange cat's face down. Use the pattern piece of the tongue and mouth on page... to cut out the mouth and paste it onto the paper bag below the cat's face.



Using the cat paper bag puppet



For toddlers

How

Introduce Mrs Cat to the toddlers. Ask

- What does Mrs Cat say?

Mrs Cat says miaow when she wants to tell you a story.

She purrs when she likes something etc.

When

Use the cat puppet when you want to

- make activities more exciting and interactive (the puppet can tell toddlers what to do/the toddlers can tell the puppet what to do)
- get the toddlers' attention (Concentration)
- tell a story about a cat (apply this to other animal puppets you make)
- talk about cats as pets/domestic animals etc. (Knowledge Expansion)

Why

The cat puppet can

- make lessons more exciting and interactive (Language Development)
- encourage shy toddlers to speak (Social and Emotional Development)

Progression

Mrs Cat tells a story and toddlers listen and understand what happens. (Language and Vocabulary Development)

Milestones for toddlers

- Begins to enjoy fantasy play
- Gets involved in pretend play
- Understands a simple story

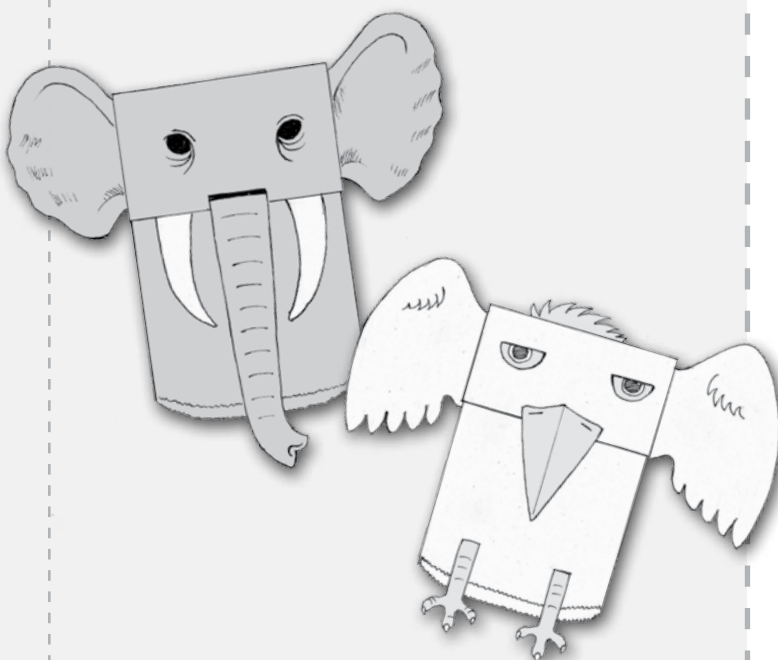
For children 4-5 years old

Add to the above activities for progression

- Ask the children: Does Mrs Cat know her colours/numbers/shapes? (Emergent Mathematics)
- Ask Mrs Cat what colour/number/shape this is etc.
- Children pretend to be cats (Movement and Imaginative Play)
- Children ask Mrs Cat questions e.g. What do you eat? What can you do? Etc.
- Children take turns to use the puppet for creative play

Milestones

- Develops imagination by engaging in make-believe play
- Begins to know the difference between fantasy and reality
- Asks and answers questions (Logical Thinking and Reasoning)
- Expresses emotions through role play



How to make a Sock puppet

Purpose

To use puppets for children to enjoy, respond to and develop imagination

What you need

- a sock
- scrap material for nose and mouth
- 2 buttons that are the same for the eyes
- needle and thread
- scissors
- the pattern on page 80 for the ears and nose

What you do

Step 1

Cut out the ears, nose and tongue from material scraps using the pattern on page...

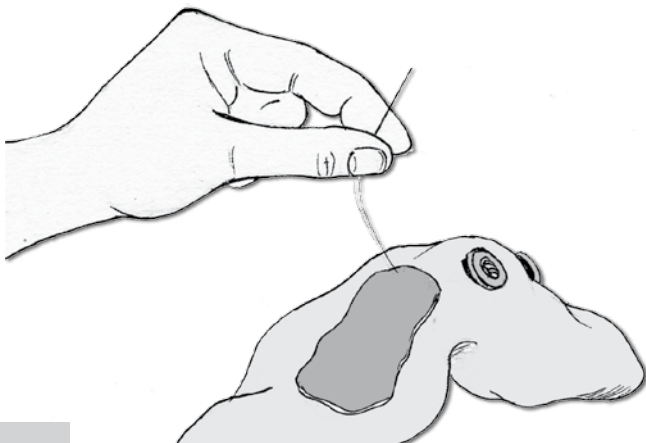
Step 2

Put the sock over your hand so that it looks like this. Push your thumb into the heel of the sock.



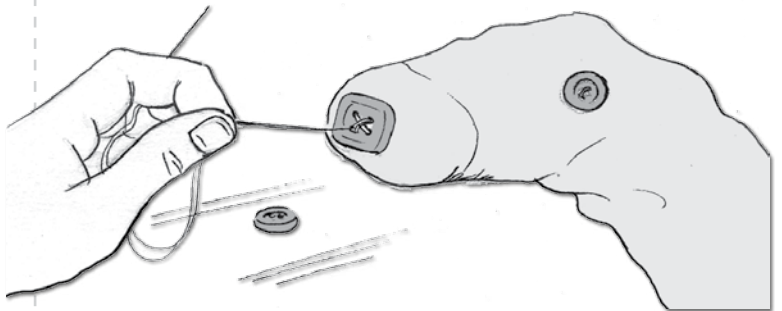
Step 3

Sew the ears on both sides of the sock.



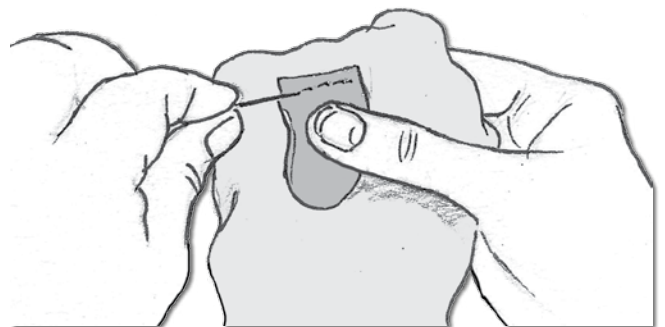
Step 4

Sew the eyes and nose on the head.



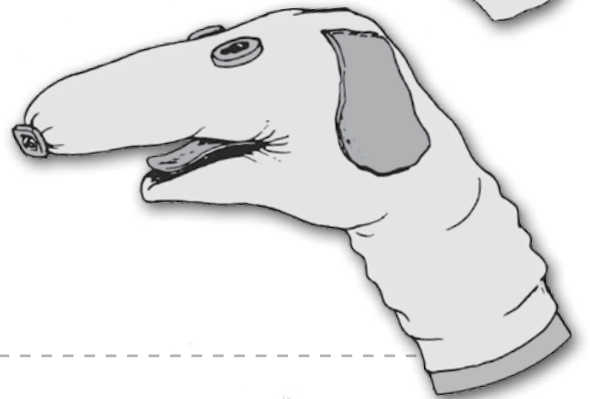
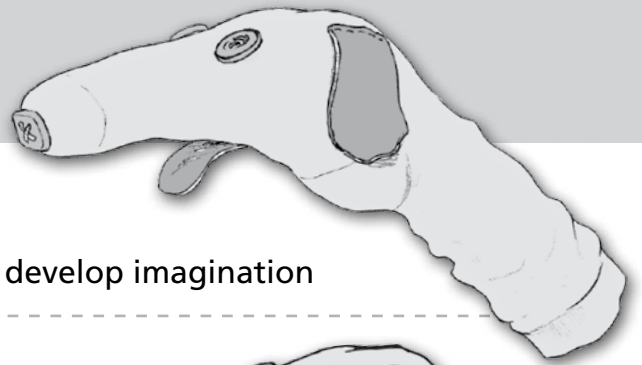
Step 5

Sew the tongue into the mouth.



Using the Sock puppet

Follow the instructions on page 13. You will change them for the character you give to your sock puppet.



How to make

Paper plate puppets/masks

These puppets can be used as

- stick or hand puppets
- masks

Purpose

To use puppets/masks to create fun characters for children to enjoy, respond to, role play and develop imagination

What you need

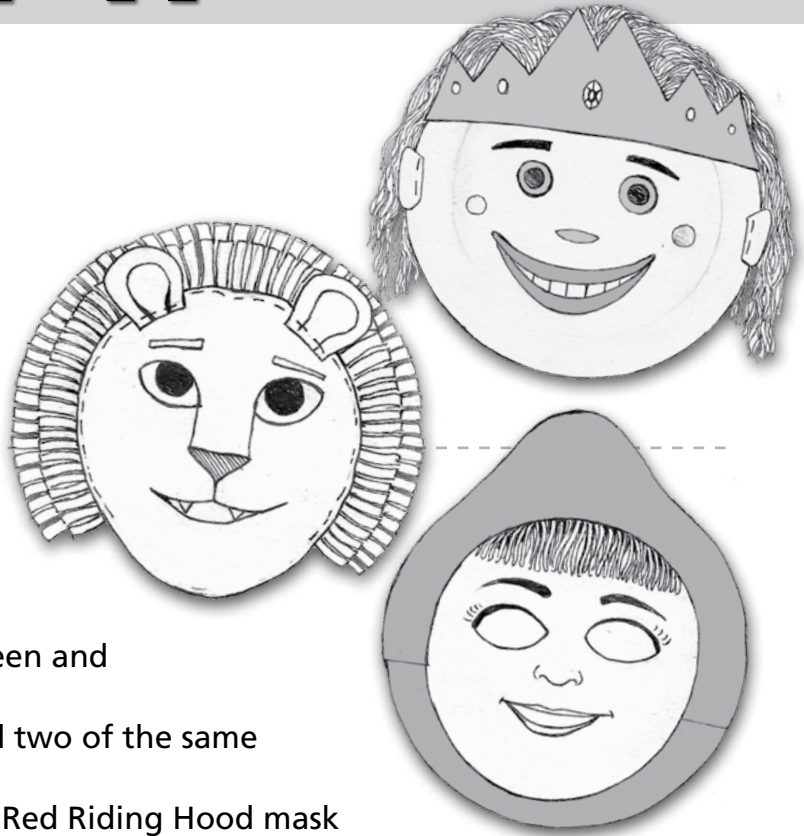
Choose what you want to make

You will need

- wool scraps for hair if you make the queen and two of the same buttons for the eyes
- coloured paper if you make the lion and two of the same buttons for the eyes
- red paper or material if you make Little Red Riding Hood mask and wool for the hair and ties

You will need the following items for the paper plate puppets and the mask

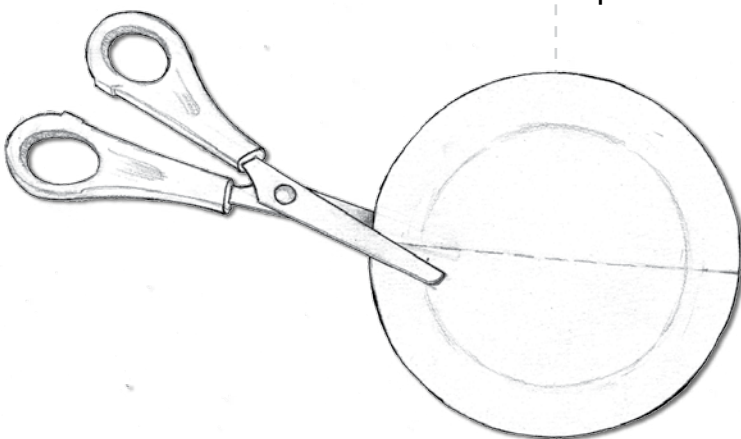
- 2 plain white round paper plates about the size of a dinner plate
- Koki pens or crayons
- scissors
- stapler or glue
- ruler or stick if you want to make a stick puppet



What you do

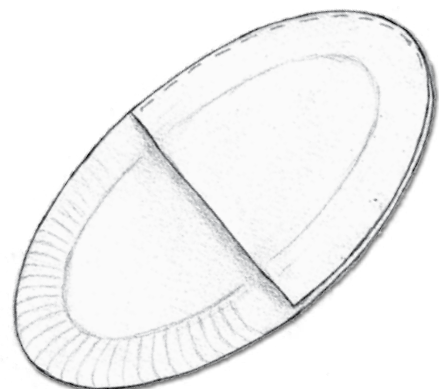
Step 1

Cut one of the paper plates in half.



Step 2

Staple or stick one half of the paper plate to the whole paper plate.



Step 3

For the lion

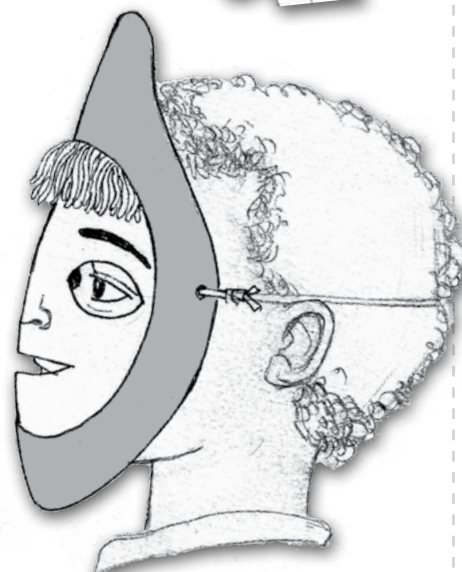
1. Cut out the orange or yellow paper so that it is about 4cm bigger than the paper plate.
2. Cut a fringe around the edge.
3. Glue/staple the coloured paper onto the paper plate.
4. Cut out ears for the lion and glue them onto the coloured paper.
5. Draw the eyes, nose and mouth of the lion onto the paper.
6. Place the ruler or stick into the back of the puppet.



Step 4

For the Little Red Riding Hood mask

1. Glue or staple wool for hair onto the head.
2. Cut out a cloak from red paper or red material to go around the head.
3. Stick or staple the cloak onto the head.
4. Draw the nose and mouth on the face.
5. Draw holes in the shape of a mask for the eyes on the face.
6. Cut out holes for the eyes.
7. Staple ties onto each side of the head for tying on the mask.



Step 5

For the queen

1. Stick the buttons for eyes onto the face.
2. Draw the nose and mouth on the face.
3. Cut out a crown and stick it onto the head.
4. Glue or staple wool for hair onto the head.
5. Place the ruler or stick into the back of the puppet.



Using the paper plate puppets

Follow the instructions on page 13.
You will change them for the character you give to your paper plate puppet.

How to make a Doll



Purpose

To use a doll for girls and boys to play with for

- imaginative play
- role play
- expressing emotions
- caring for others
- practising dressing
- learning about body parts etc.

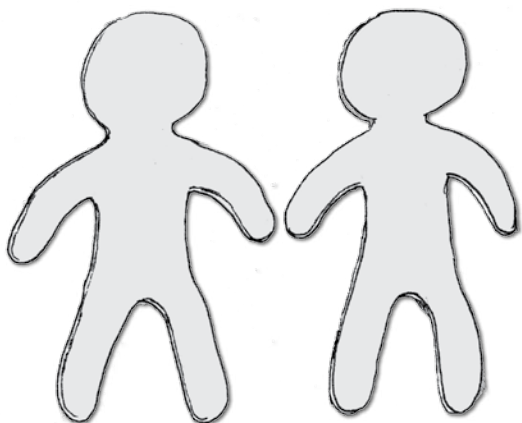
What you need

- wool scraps for hair
- scraps of any strong material for the doll's body (material from mealie meal bags)
- torn up paper for the stuffing of the doll
- needle and cotton for sewing the doll
- scissors
- the pattern on pages 82-83

What you do

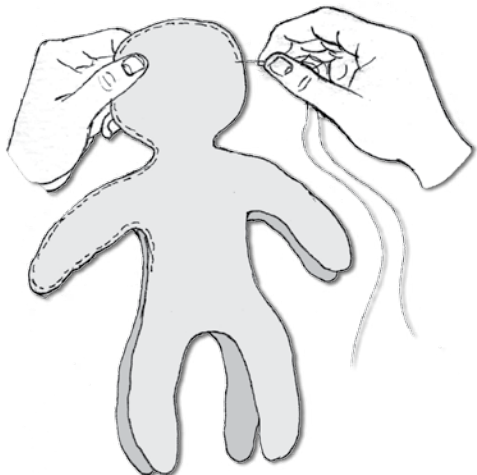
Step 1

Use the pattern to cut out two doll shapes exactly the same from the material scraps.



Step 2

Sew the two pieces of material right sides together leaving an opening for the head of about 5cms.



Step 3

Turn the material inside out.

Push the pieces of paper into the doll's body. You can use a stick or knitting needle to push the paper firmly into the arms and legs.

Step 4

Sew together the opening on the head.

Step 5

Sew eyes and a mouth onto the face.

You can use wool to embroider the mouth and eyes or you can use buttons for the eyes and material for the mouth.



Step 6

Use scraps of wool to sew hair onto the head. Make a hairstyle with ribbons for the girl doll and a shorter haircut for a boy doll.

How to make a Dress for a doll



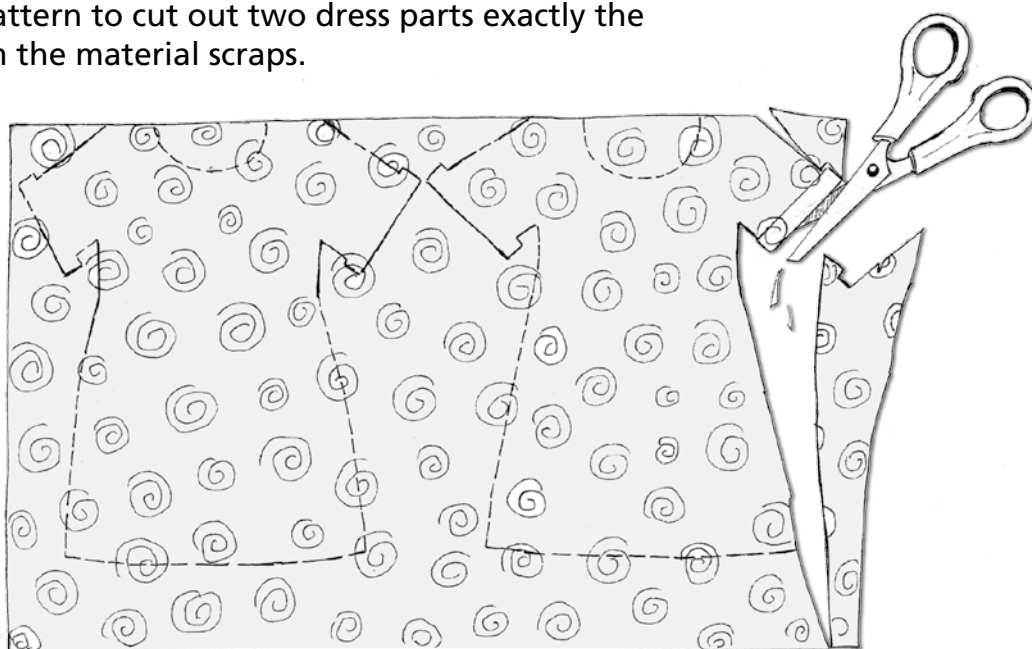
What you need

- scraps of any material for the doll's dress or T shirt and shorts (cut up worn out clothes)
- needle and cotton for sewing the clothes
- scissors
- the patterns on pages 84-85 for the dress, 86-87 for the T shirt and shorts.

What you do

Step 1

Use the pattern to cut out two dress parts exactly the same from the material scraps.



Step 2

Place the dress pattern pieces one on top of the other with the right sides facing each other. Sew the two sides of the dress together. Sew the shoulders together. Leave open the sleeves, the neck and the bottom of the dress.



Step 3

Turn the material inside out. Hem the neck, sleeves and bottom of the dress.

Step 4

Do the same for the T shirt. Sew the seams for the shorts.

Using the doll/dolls

How

- Introduce the doll to the children.
- Let the children give the doll a name.
- Tell a story about the doll (e.g. where it lives, how old it is, what it likes, what it wants to wear etc.)
- Let the children play with the doll for imaginative play (e.g. care for the doll/dress and undress it/make a bed for it/put it to sleep etc.)

When

- Girls and boys use the doll for free play in the Fantasy Corner
- You, the practitioner can use the doll for teaching themes about the body, clothes etc.

Why

Children enjoy playing with dolls for

- creating a world of imagination during free play
- emotional comfort and security (feeling safe) through role play (Social and Emotional Development)
- playing out and coping with their feelings (Social and Emotional Development)

Children develop

- Fine Motor (small muscle) skills by practising dressing and undressing dolls, feeding, rocking dolls etc.
- Gross Motor (large muscle) Skills by pushing dolls in pushchairs or boxes, arranging furniture, carrying etc.
- dressing skills by practising dressing dolls and then learning to dress themselves (Independence)
- caring and nurturing by being kind and gentle to others smaller than themselves (Social and Emotional Development)

- empathy (feeling and caring for others)
- problem solving skills through imaginative play and interacting with their environment (Cognitive Development)
- language skills by interacting with dolls, naming body parts, how they care for dolls etc. (Language Development)
- new learning concepts (see how the doll uses the potty, goes to sleep etc.)

Progression

Ask the children to

- show you how they dress the doll, make a bed for it, read it a story etc.
- say what they do with the doll, (e.g. I dress the doll, take it shopping, put it to bed etc.)

Milestones

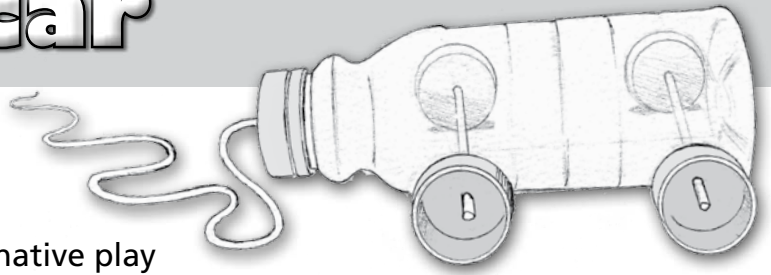
- Develops Co-ordination (e.g. can carry, feed and walk with the doll at the same time)
- Gets involved in pretend/fantasy play
- Understands a simple story (Language and Vocabulary Development)
- Expresses emotions through role play
- Develops empathy



How to make a Pull-along car

Purpose

To develop spatial and other concepts (e.g. go/stop, fast/slow etc.) through imaginative play



What you need

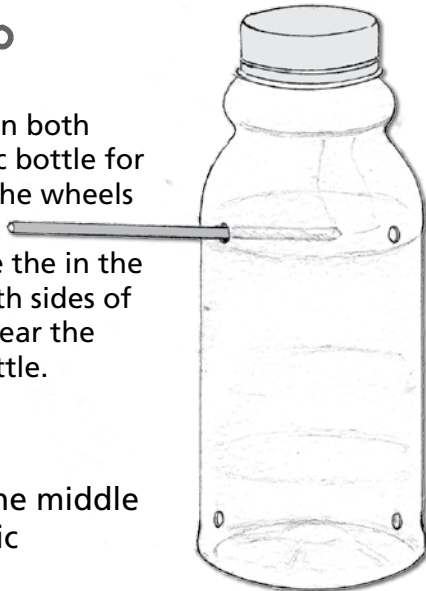
- a plastic bottle with a screw top lid
- 2 wooden dowel sticks/kebab sticks
- string
- 4 plastic bottle tops (all the same size) for wheels
- a sharp pointed tool or a sharp nail for making holes in the plastic lids and in the plastic bottle
- rubber bands to keep the wheels on the axles

What you do

Step 1

Make two holes on both sides of the plastic bottle for where you want the wheels to go.

The holes must be the in the same place on both sides of the bottle quite near the bottom of the bottle.



Step 2

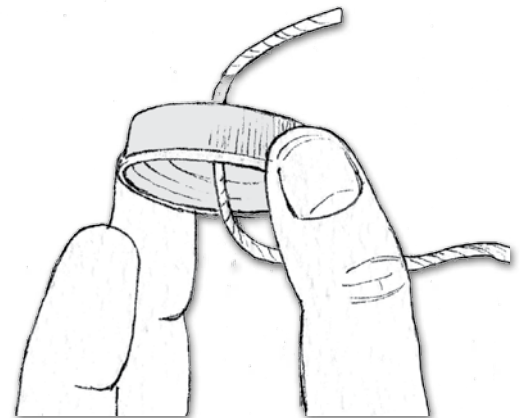
Make holes in the middle of the five plastic bottle tops.



Step 3

Make a knot at one end of the string. Thread the string through the lid of the plastic bottle so that the knot is on the inside of the lid.

Screw the lid onto the bottle so that the piece of string is on the outside of the bottle.



Step 4

Cut the wooden sticks to the size you need to go through the bottle for the wheels. Push the sticks through the holes and attach the wheels. Use rubber bands to hold the wheels on the axles.

Using the pull-along car

For toddlers and young children

How

Give children cars to play with freely and observe what they do.

- For Language Development ask children to tell you about
 - where their car goes
 - how they behave in a car
 - car seats
 - who drives a car etc.
- Draw a road with chalk on a paved area or on a large piece of paper or material.
- Show children how to play with
 - the blocks to make garages, tunnels, buildings etc. along the road (Constructive Play)
 - small planks of wood to make ramps (Problem Solving)

Why

Boys prefer wheeled toys to dolls although both boys and girls

- enjoy pulling toys to make them move (Hand-eye Co-ordination)
- are fascinated with wheels (Emergent Mathematics)

A simple toy car gives children more opportunities to develop imagination.

When

Use toy cars when you

- do a theme about transport
- talk about road safety
- want children to make roads/garages/tunnels during imaginative play with blocks/building materials etc. (Social and Emotional development)

Progression

Emergent Mathematics

Children learn

- about shapes (the wheels are circles)
- to count the number of wheels on a car
- tell you the colours of the car's body/wheels etc.

Fine Motor Movements

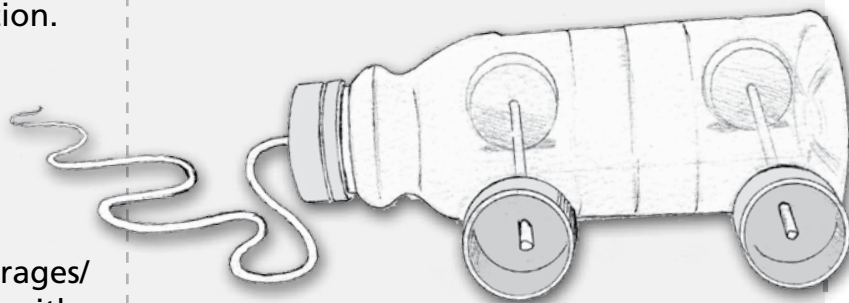
- moving/turning the car/keeping it on the road
- how to put the wheels back on the car if they come off (Problem Solving)

Road Safety

- not to run into the road when cars are coming

Milestones for children

- Begins make-believe or pretend play
- Co-ordinates movements to explore new toys
- Follows simple instructions
- Begins to understand safety rules
- Plays in a small group



How to make

Papier-mache beads

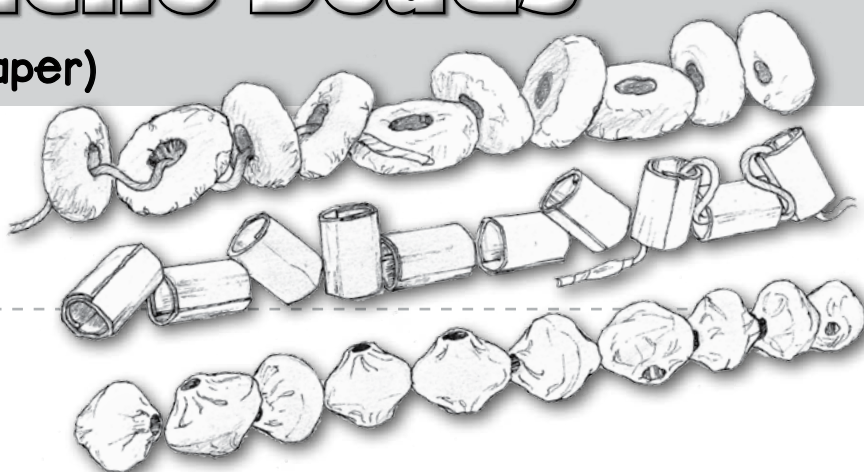
(made of flour and newspaper)

Purpose

To use a set of beads for threading, counting and learning about colours

What you need

- 6 cups of water
- 2 cups of flour
- ball point pen or wooden kebab stick or round dowel stick or knitting needle to make holes (big and small) in the beads
- newspaper
- mixing bowl
- large pot
- paint non toxic (red, yellow blue and green)
- paint brush
- string
- packing tape for winding around the ends of the string



What you do

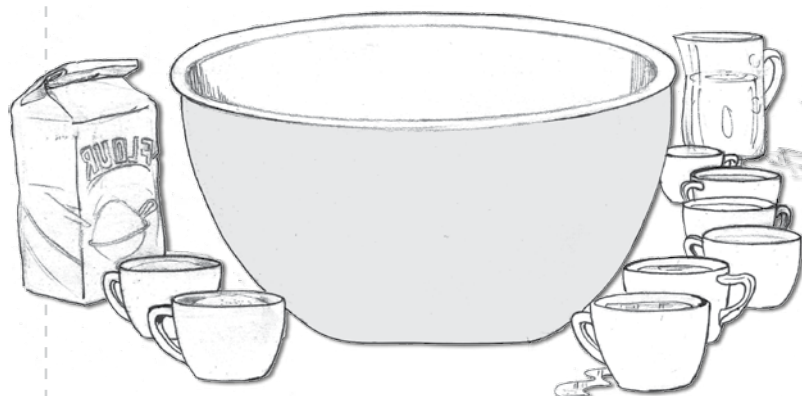
Step 1

Tear the newspaper into small pieces about 3cm square to fill the pot. Soak in water overnight and then squeeze out extra water.



Step 2

Mix the flour and water in the mixing bowl so that it is a smooth thin paste.



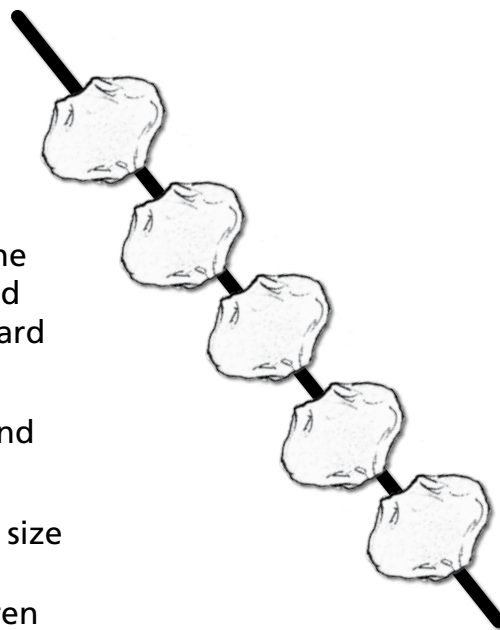
Step 3

Mix and squeeze the paste into the wet paper until it feels like clay.

Step 4

Model papier-mache beads

- Take a blob of paper mache and push it around the stick to make the hole in the bead. Shape the bead into a round or cylindrical shape and squeeze it hard as you shape it.
- Make at least ten beads of the same shape, size and colour for sorting activities.
- Make sets of large and small beads with different size holes:
 - larger beads with bigger holes for young children
 - smaller beads with smaller holes for older children
- Leave the beads on the stick to dry completely.

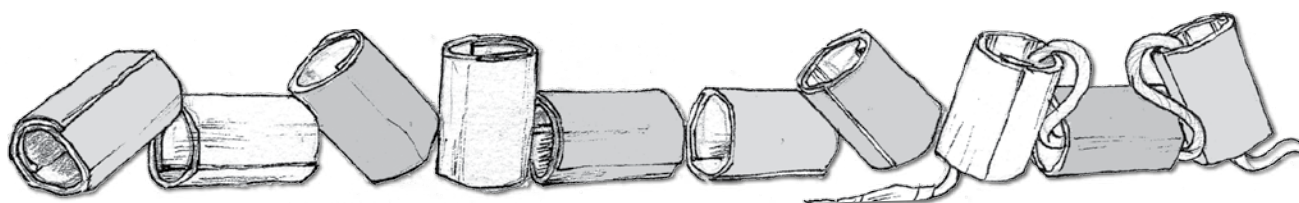


Step 5

Paint the beads. Be sure to paint about ten beads of the same shape and size one colour. Use blue, green, yellow and red to paint the beads.



You can also make cardboard beads by cutting thin cardboard into strips about 6cm wide and 20cms long. Soak the strip of cardboard into the flour paste mixture. Roll the cardboard into a long cylinder. Cut the cylinder into the size beads you want and paint them as in Step 5.



How to make Playdough beads

(made of salt and flour)

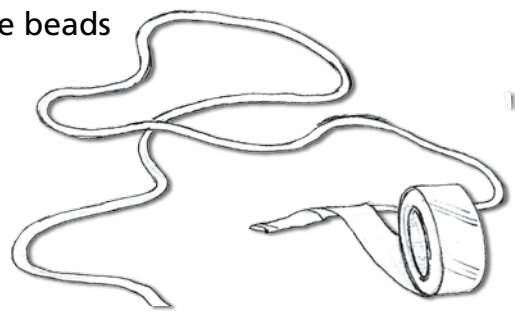
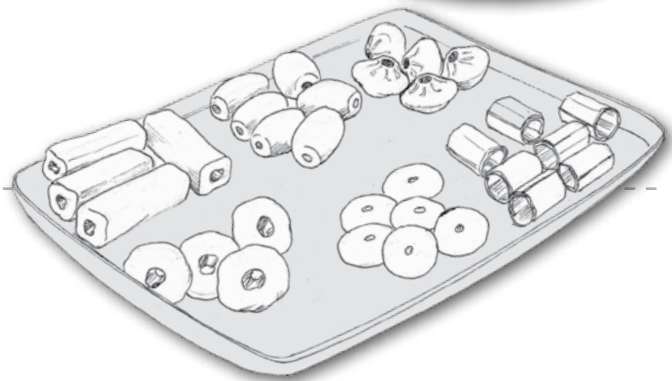
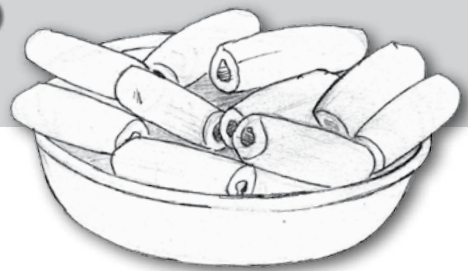
You can use the recipe to make playdough for the children to play with as well as for making beads.

Purpose

To use a set of beads for threading, counting and learning about colours

What you need

- 1 cup of salt
- 2 cups of flour
- 1 teaspoon of cooking oil
- water
- ball point pen or wooden kebab stick or round dowel stick or knitting needle to make holes (big and small) in the beads
- mixing bowl
- baking tray
- paint non toxic (blue, green, yellow and red)
- paint brush
- string
- packing tape for binding the ends of the string



What you do

Step 1

Mix the flour and salt together in the mixing bowl.

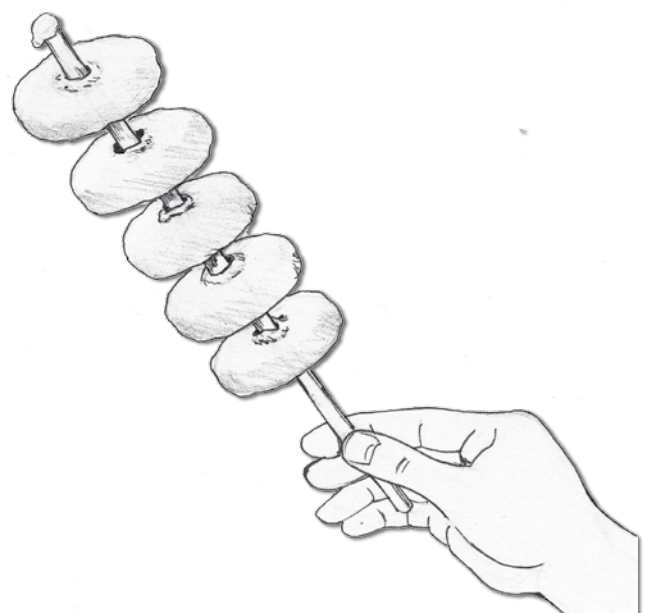
Step 2

Add water and tsp. of oil gradually and mix and knead well to make a nice, firm, smooth dough.

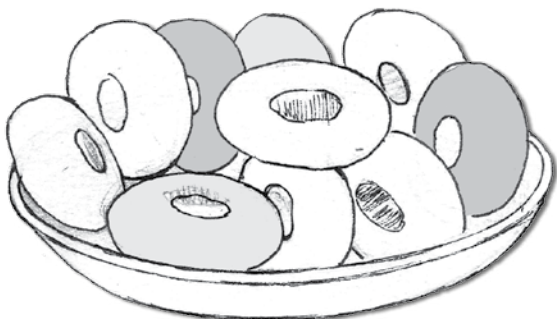
Step 3

Model the playdough beads

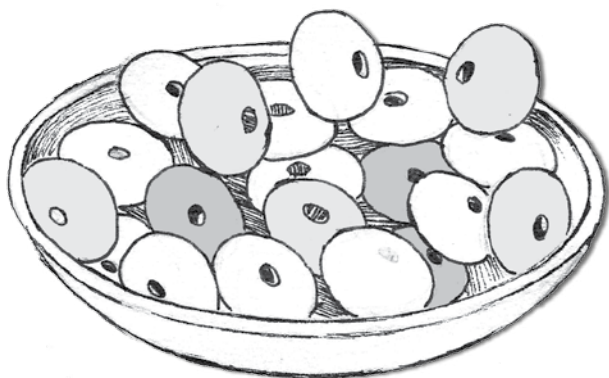
- Take a blob of dough and roll it into a nice, smooth, round ball or cylinder.
- Use the stick to make the hole in the bead. Remove the bead from the stick.



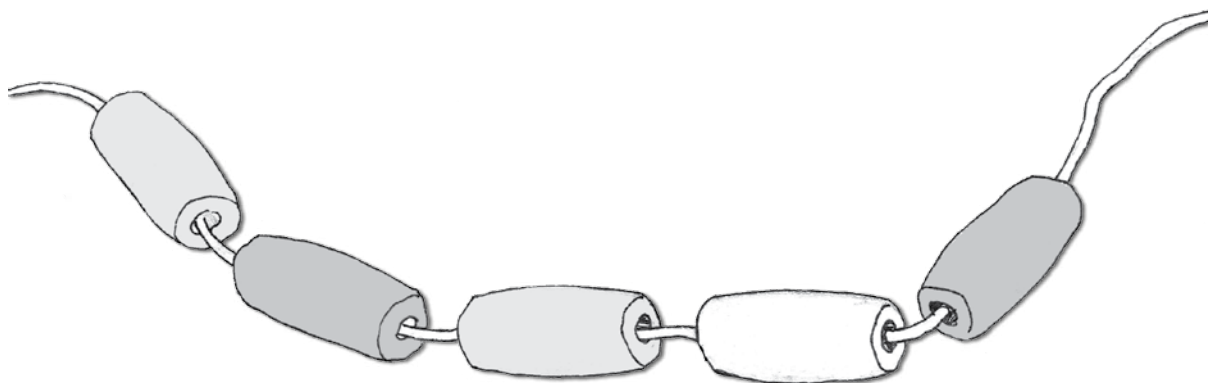
- Place the beads onto a baking tray when they are the right size and shape you want.
- Make at least ten beads of the same shape and size.



- Make a set of twenty small beads, all the same for counting beads in a fruit tray.

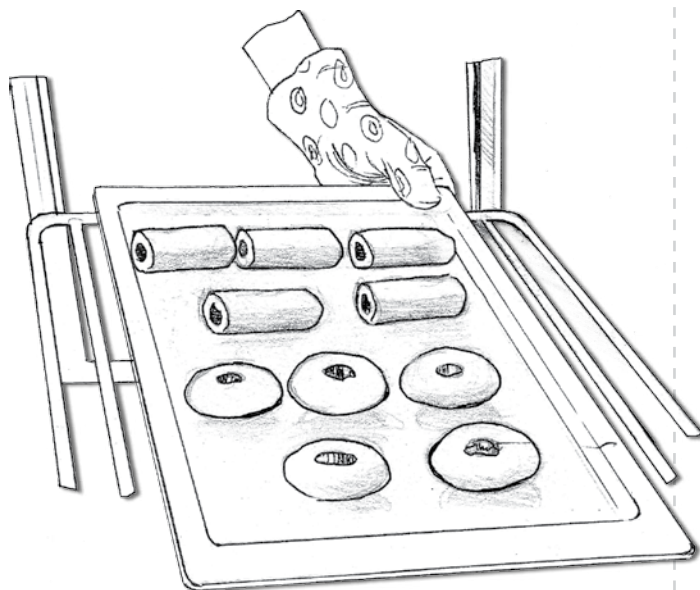


- Make sets of bigger beads with bigger holes for young children.
- Make sets of smaller beads with smaller holes for older children.



Step 4

Bake the beads in a cool oven at 100 degrees Centigrade for one hour. After baking, leave the beads in the oven to cool and dry out some more.



Step 5

Paint the beads. Be sure to paint about ten beads of the same shape, size and colour. Use blue, green, yellow and red to paint the beads.

Using beads

For toddlers use large beads

How

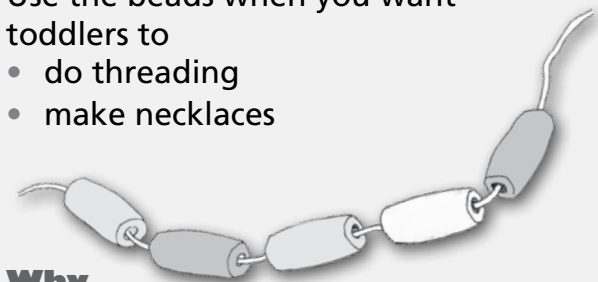
Ask toddlers to

- share the beads (Social and Emotional Development)
- give each member of the group two beads to thread on the string to make the necklace (Social and Emotional development)
- sort beads into the colours by placing them into containers for each colour (Emergent Mathematics)

When

Use the beads when you want toddlers to

- do threading
- make necklaces



Why

- Threading develops fine motor movements and co-ordination. (Beads can later be used for counting and sorting for older children.)

Progression

- Match pairs of beads according to colour, size and shape (Emergent Mathematics)
- Arrange beads from smallest to biggest (Emergent Mathematics)

Milestones for toddlers

- Knows colours and begins sorting by colour
- Shares and takes turns to do an activity

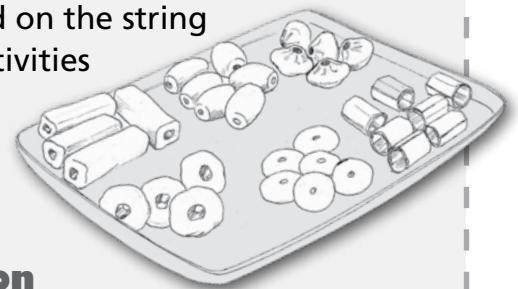
For children 4-5 years old use small and large beads

Add to the above activities for progression

How

Use the small and large beads for

- threading
- counting how many beads children can thread on the string
- sorting activities



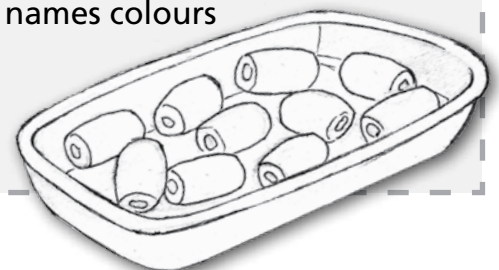
Progression for Emergent Mathematics and Emergent Writing

- Teach colours with numbers (children give you one red bead/two green beads etc.)
- Teach numbers up to five
- Count the number of red/blue/green etc. beads
- Arranging the beads in a simple pattern (e.g. one green, one red, one green, one red etc.) (Emergent Writing)

Milestones for children 4-5 years old

Emergent Mathematical concepts (e.g. counting, sorting, grouping and matching)

- Sorts by colour, number and shape
- Copies patterns
- Counts up to five
- Correctly names colours



Using playdough

Children enjoy playing with playdough and making things out of it.

How

- Use the recipe to make enough playdough for a group of children to use.
- Store the playdough in a cool place or in the fridge.

Provide

- rolling pins made out of plastic bottles filled with water and closed with tight lids
- cutters made from tins with one end cut off
- lids of different shapes and sizes to make cutters

When

Use the playdough when you want children to

- make their own creations out of playdough
- use cutters and rolling pins to develop Hand-eye Co-ordination

Why

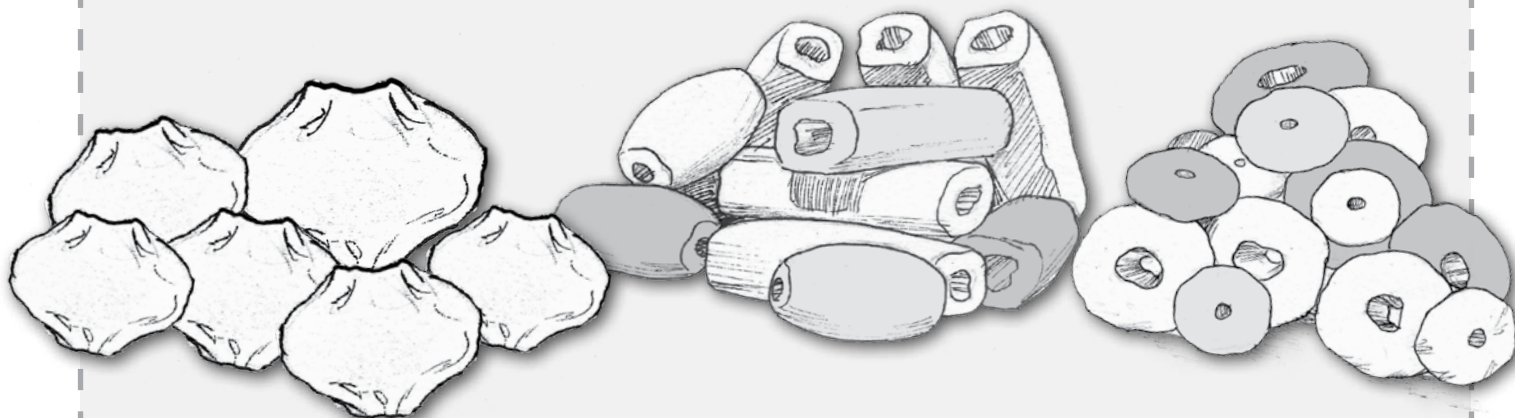
Children love to make things out of playdough and can work for long periods of time on their own

Progression

- You can bake the objects children make out of playdough and they can paint them
- Children can roll playdough and cut out different shapes (e.g. triangle, square etc.)

Milestones

Can model/make objects out of different materials (e.g. playdough)



How to do bead activities

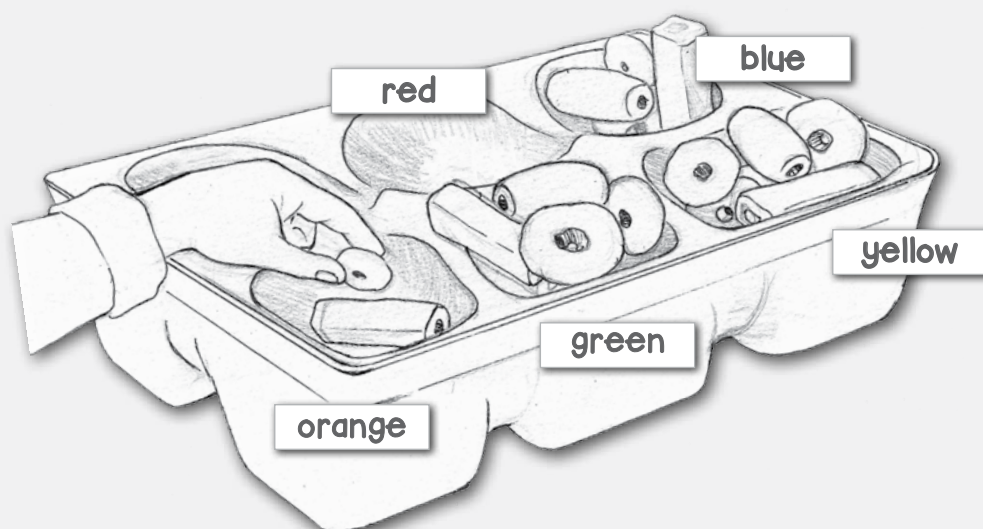
Toddlers make a necklace

Toddlers thread beads onto string in any order to make a necklace.



Toddlers sort beads by colour

Toddlers sort beads into a fruit or egg tray only by colour. Insert different coloured paper into each cup of the tray.



Play a game

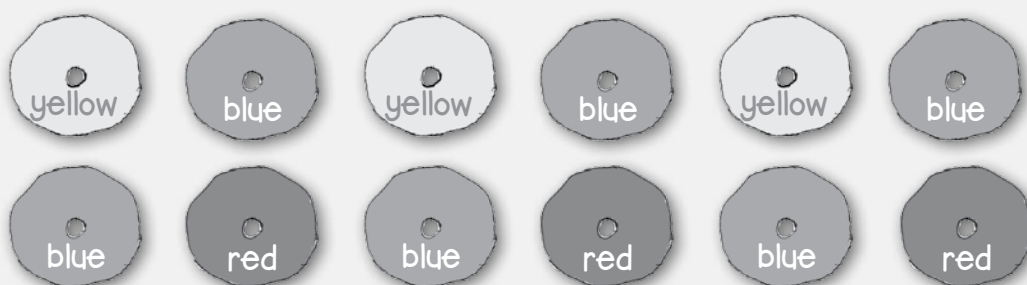
Stones, buttons, seeds, bottle tops etc. can also be used.

You can play a simple game with egg or fruit trays that have different coloured papers inserted into each cup.

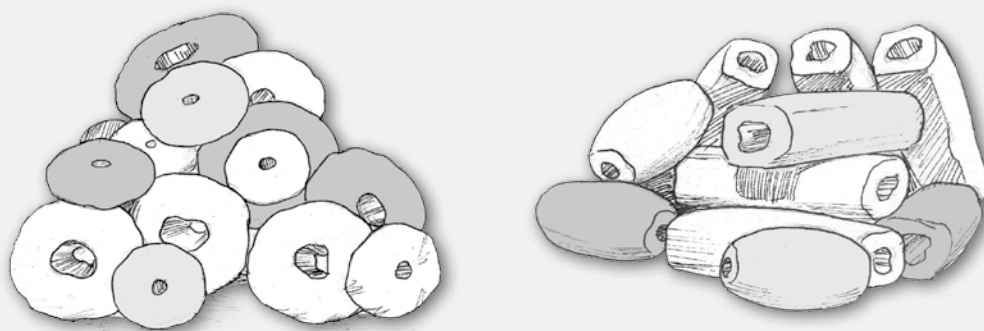
Tell toddlers to

- put a yellow/red/green/blue bead into the yellow/red/green/blue cup in the tray. (Teach vocabulary of colour)
- put in and take out a certain colour bead
- choose a bead from a pile of different coloured beads to put in the correct colour cup in the tray
- give each toddler an egg tray and a few different coloured beads. The first one to put all the beads in the correct colour cups in the tray is the winner of the game

Young children sort beads into patterns.

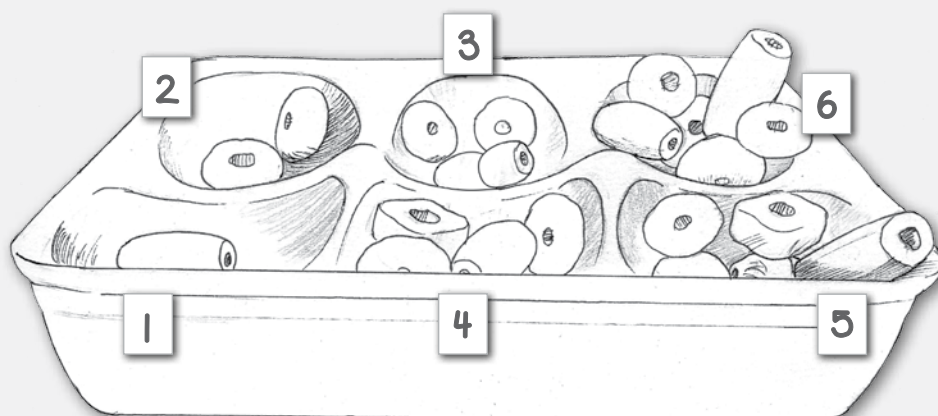


Young children sort beads into different shapes (round and cylindrical)



Young children count beads

Children put the written number of beads into each cup in the tray. Stones, buttons, seeds, bottle tops etc. can also be used.



How to make Jingle bells

Purpose

Children experience rhythm for music, movement and dance

What you need

- 10 metal bottle tops
- a hammer and a nail or a sharp tool to punch holes through the centre of the bottle tops
- wire from a wire coat hanger or any piece of firm wire
- tape or strip of material

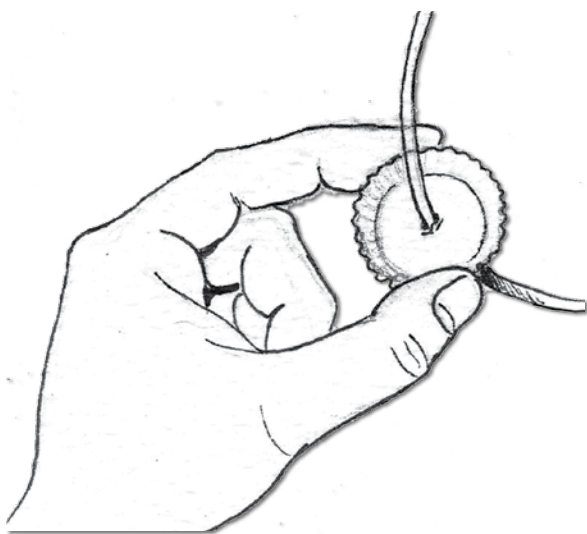
What you do

Step 1

Punch holes through the centre of the bottle tops. Use a hammer and nail or a sharp instrument see page

Step 2

Straighten the wire from the coat hanger. Thread the bottle tops onto the wire from the wire coat hanger.



Step 3

Bend the wire into a figure eight shape and join the ends together. Bind the ends with tape or material so that there are no sharp ends.



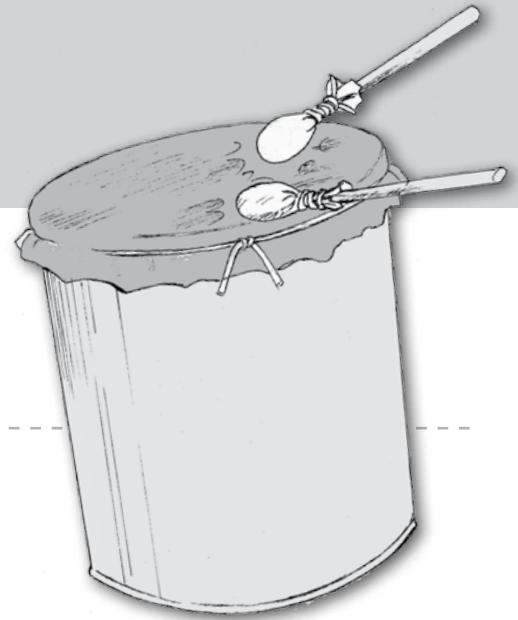
How to make a Drum

Purpose

Children experience rhythm for music, movement and dance

What you need

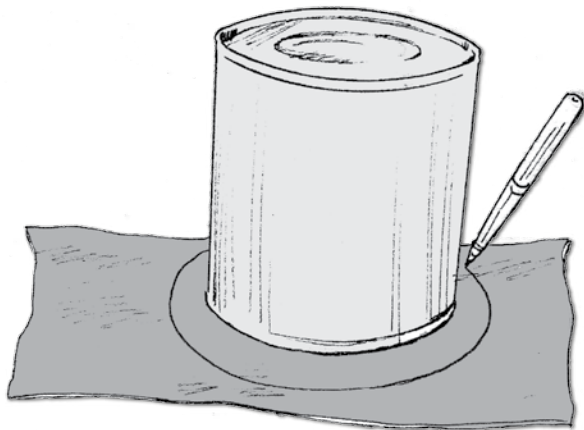
- a large coffee tin or any other cylindrical tin
- a round piece of rubber from the inner tube of a tyre, big enough to go around the tin and about 10cm down the sides of the tin
- string for tying the rubber onto the tin
- bamboo sticks for beating the drum



What you do

Step 1

Draw the shape of the top of the tin onto the piece of rubber from the tyre tube. Draw a circle that is bigger than the top of the tin and goes about 10 cms down the sides of the tin.



Step 2

Cut out the large circle and place it over the tin.

Step 3

Tie the rubber circle onto the tin securely near the top of the tin. Trim the rubber to the size you want.



Step 4

Cut the bamboo sticks to the length you want for beating the drum.

Using the musical instruments

How

Children

- dance and sing freely (Creativity and Self Expression)
- sing songs together with actions (Social and Emotional Development)
- close their eyes and listen to a rhythm on the drum (Auditory Memory and Recall)
- clap to the beat of the drum (Rhythm)
- take turns to play the drum
- play the drum together with other instruments (Develops Concentration)

Why

Children

- express their feelings, culture and imagination through music
- listen to the sounds of the different instruments
- listen to the way different musical instruments go together (e.g. jingle bells and drums)
- dance to release their energy and enjoy themselves

When

Use music for children to

- relax and enjoy themselves
- do activities together
- do movements in time to the music (fast and slow)
- begin activities when they hear the music for introducing story hour/ring etc.

Progression

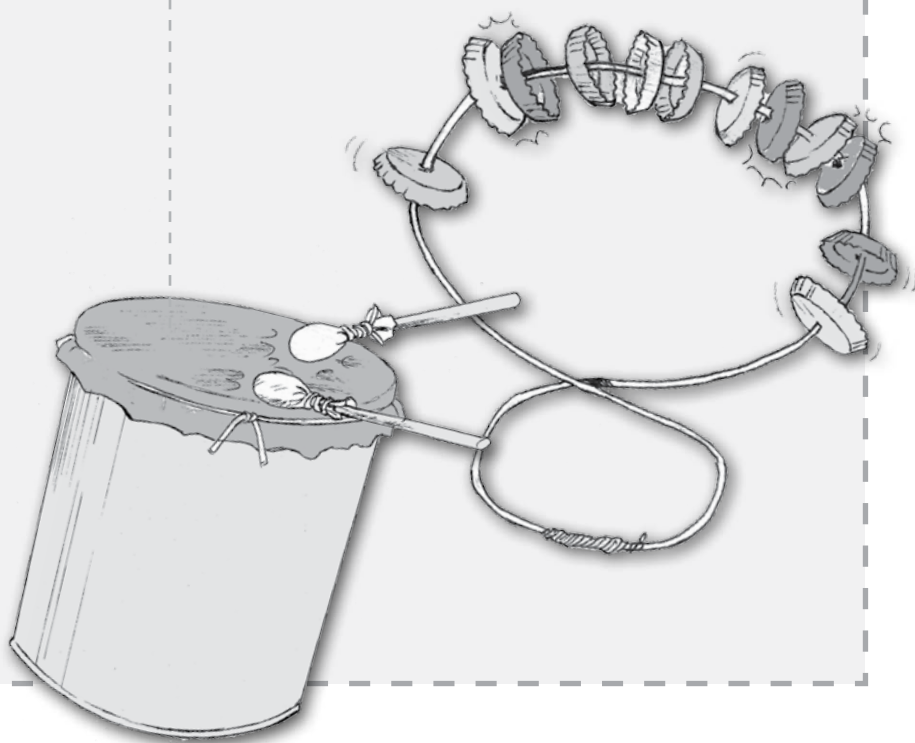
Auditory Discrimination

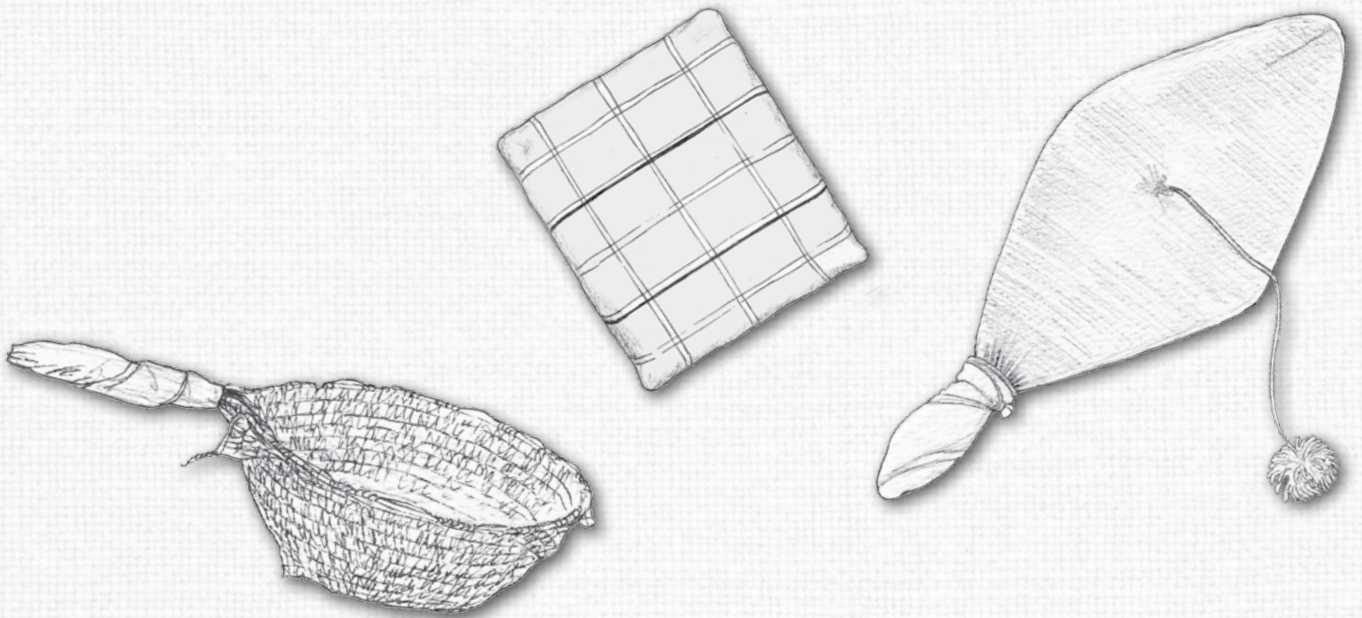
Children

- learn to hear/play soft and loud drum beats
- learn to hear/play fast and slow drum beats
- shake the jingle bells in time with the drum
- stop when the music stops
- move fast/slow in time with the music and move
 - like a strong/bossy/young person
 - slowly like an old/tired/sleepy person
 - fast like a buck/horse etc.
 - slowly like a tortoise/worm/snail etc.

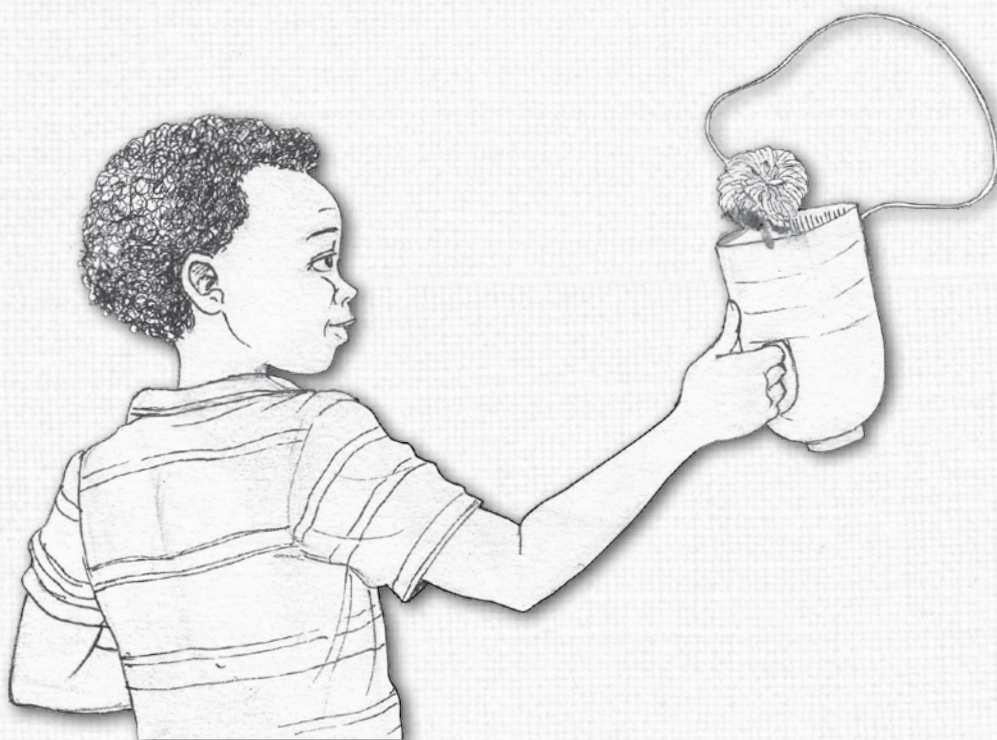
Milestones

- Enjoys musical play (e.g. dancing, singing) and making music with simple instruments
- Moves in time to the music
- Expresses feelings through music
- Learns steps and actions that go with the music





Outdoor play



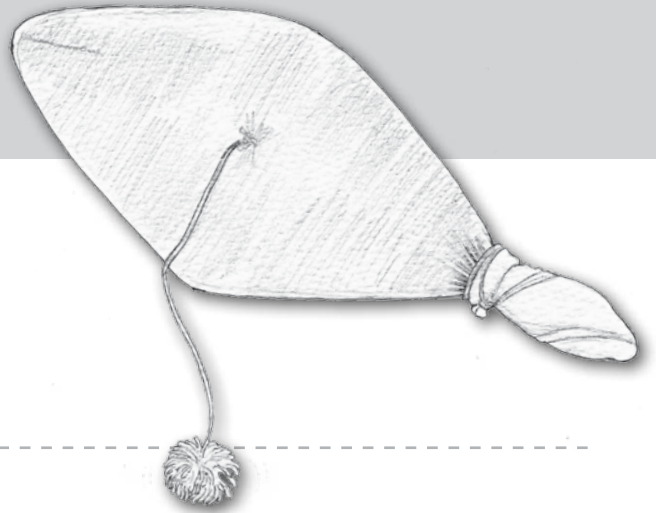
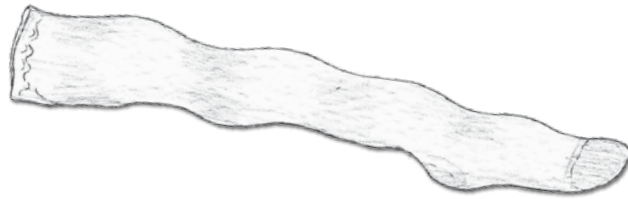
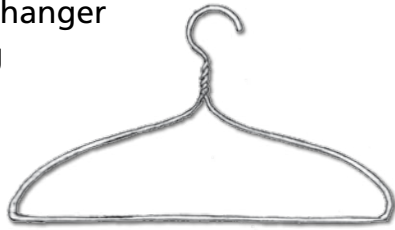
How to make a Bat

Purpose

To use a bat and ball to develop ball skills (catching, hitting and throwing a ball) for Eye-hand Co-ordination and to develop gross (large) muscles

What you need for the bat

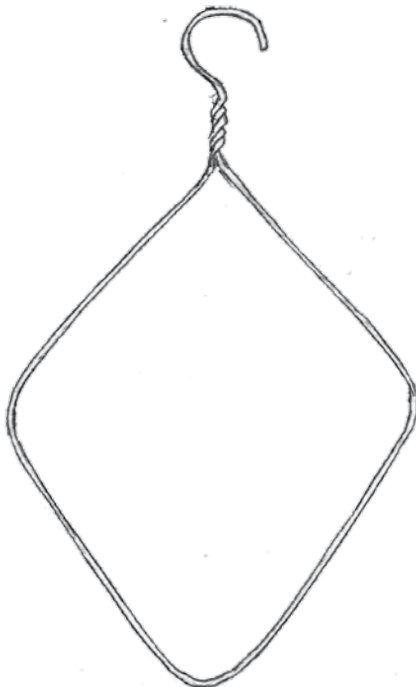
- wire coat hanger
- a stocking



What you do

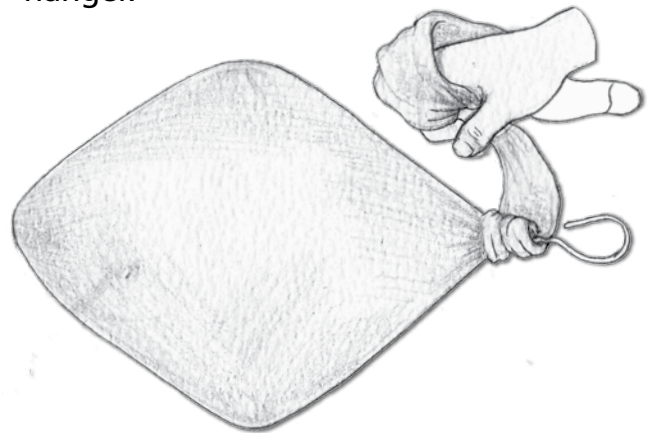
Step 1

Bend the coat hanger into the shape of a small bat with a handle.



Step 2

Stretch the stocking over the wire coat hanger.



Step 3

Bind the handle with the stocking. It is important to bend and bind the handle so that there are no sharp edges that could be dangerous for the children.

Step 4

See instructions to make the ball on page ...



Using the bat and ball



For toddlers (with the ball attached to the bat)

How

Toddlers hold the bat with the ball attached to it with a piece of string (about 2 meters long) at first.

Show them how to hit the ball.

When

Use the bat when you want toddlers to

- see how a bat can be used to hit a ball
- develop more ball skills

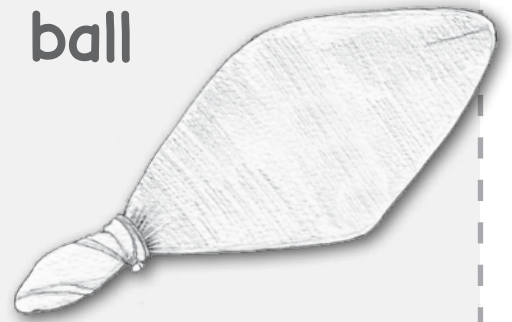
Why

Toddlers

- learn ball skills by using a bat and ball
- manipulate the bat and ball (Eye-Hand Co-ordination)
- develop gross motor muscles

Milestones for toddlers

- Co-ordinates hands to swing a bat and hit a ball from close-up



For children 4-5 years old (with the ball not attached to the bat)

When

Use the bat and ball when you want children to

- play together (Social and Emotional Development)
- throw a ball to each other, one child throws while the other hits the ball with the bat

Why

Children develop

- ball skills
- larger muscles

How

Show children how to take turns to throw the ball to each other so that it can be hit with the bat (Social and Emotional Development)

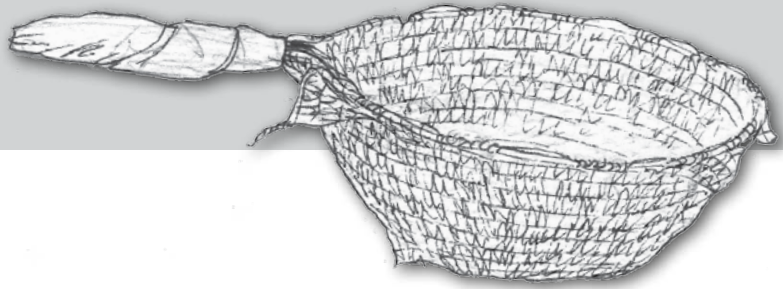
Progression

Children count how many times they hit the ball (Emergent Mathematics)

Milestones for children 4-5 years old

- Develops Gross Motor skills (e.g. hitting, catching and throwing a ball)
- Develops concentration (e.g. keeps eye on the ball, counts number of times he hits the ball etc.)
- Enjoys interactive games
- Learns to share and take turns
- Enjoys playing with other children

How to make a Sieve



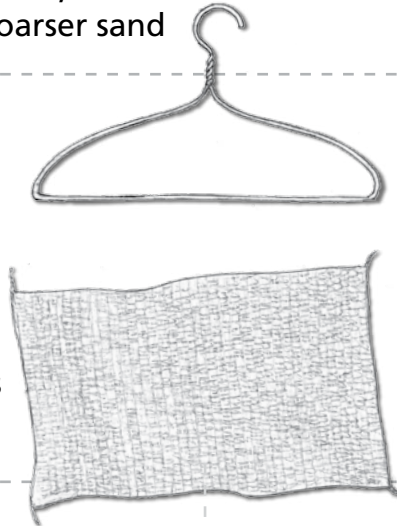
Purpose

To use a sieve

- for Eye-hand Co-ordination
- to develop fine motor skills (use small muscles)
- to explore the texture of fine and coarse sand
- to sieve sand into two containers, one for fine sand and the other for coarser sand

What you need

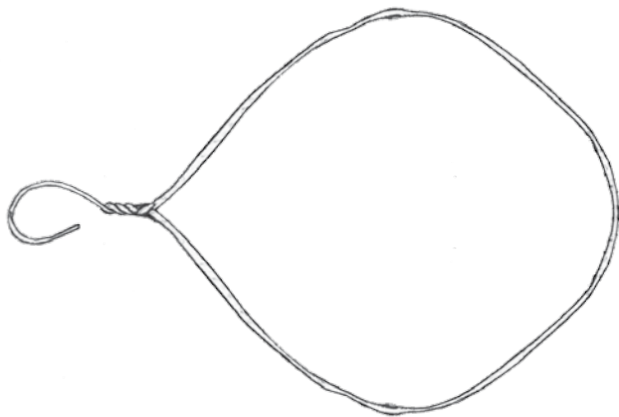
- wire coat hanger
- a bag used for packing bags of oranges
- fine sand and coarse sand (with small stones) mixed together for sieving activities



What you do

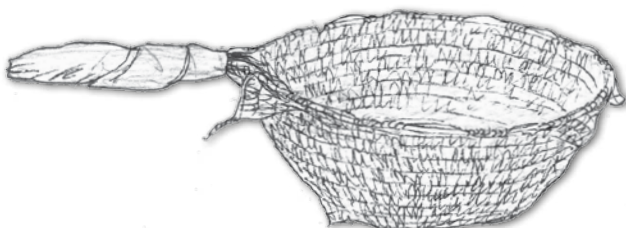
Step 1

Bend the coat hanger into the shape of a circle with a handle.



Step 2

Sew the orange bag onto the wire so that it is loose like a real sieve.



Step 3

Wind the end of the orange bag around the handle.



Using the sieve

For toddlers

How

- Let toddlers play freely with sand with different sizes stones and the sieve and watch what they do.
- Put some sand on the sieve and show toddlers how the sand goes through it and the small stones do not go through it.

When

Use the sieve when you want toddlers to

- see how a sieve works
- sieve sand in the sandpit
- explore the different sizes of small and slightly larger stones
- develop Fine Motor Co-ordination (small movements for sifting the sand)

Why

- Sieving makes toddlers aware of the different textures of sand. Fine sand goes through the sieve and coarse sand does not.
- Toddlers learn how to hold a sieve to allow sand to go through it. (Eye-hand Co-ordination)

Progression

- Let the toddlers use the sieve to sift the sand into two piles.
- Toddlers sieve the sand into two containers.

Milestones for toddlers

- Co-ordinates movements to do an activity
- Explores how to use a new toy
- Plays in a small group with other children

For children 4-5 years old

How

Mix some fine and coarse sand into a container. Ask children to

- sieve the sand so that the fine sand goes into a container (the coarse sand will remain in the sieve and the fine sand will go into the container)
- feel the fine sand and compare the feel of it with the coarse sand
- notice the small grains of sand and the bigger grains of sand

When

Use the sieve when you want children to

- notice the difference between big and small stones (Visual Discrimination)

Why

Sieving makes children aware of the different feel or texture of fine and coarse sand (small and bigger grains of sand)

Progression

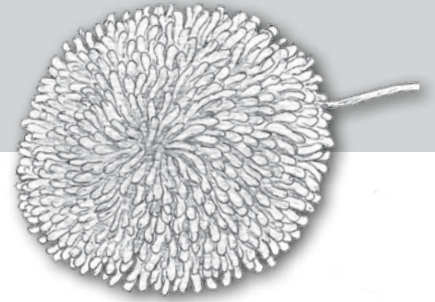
Children

- wet the fine sand and mould it in a container
- wet the coarse sand and mould it in a container
- compare the two kinds of sand by feeling the texture

Milestones for children 4-5 years old

- Develops Fine Motor Co-ordination
- Follows instructions
- Shares toys and takes turns to do an activity
- Increases concentration
- Understands opposites (small and big)

How to make a Pom-pom ball



Purpose

To use a ball

- for Eye-hand Co-ordination and Gross Motor Skills (big muscles)
- to develop ball skills

What you need

- scraps of wool or string
- cardboard
- scissors

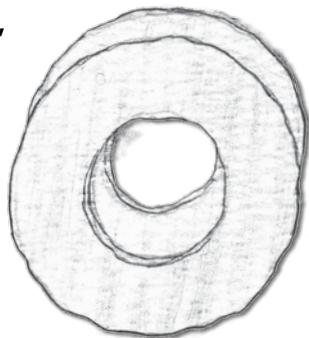


What you do

Step 1

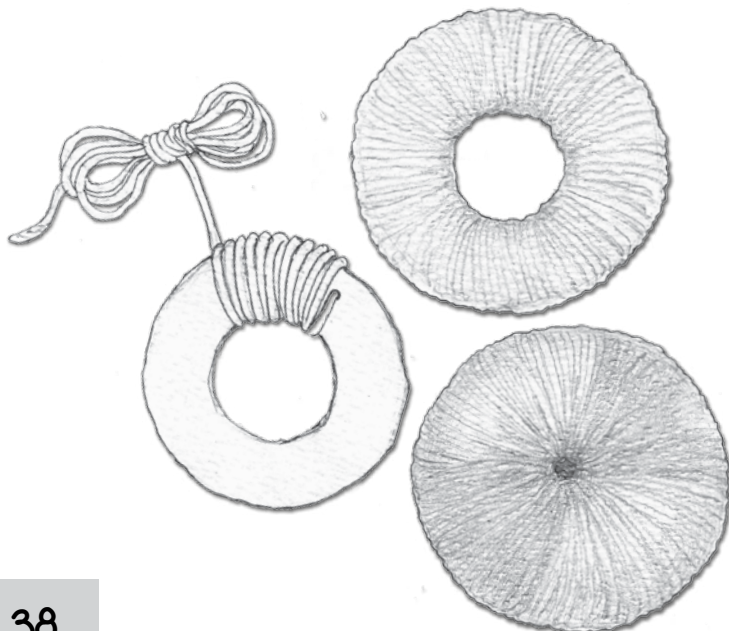
Cut out two circles of cardboard and cut holes in the middle. The size of the circles will determine the size of the ball you want to make.

The bigger the circles, the bigger the ball. You will need a lot more wool or string for a bigger ball.



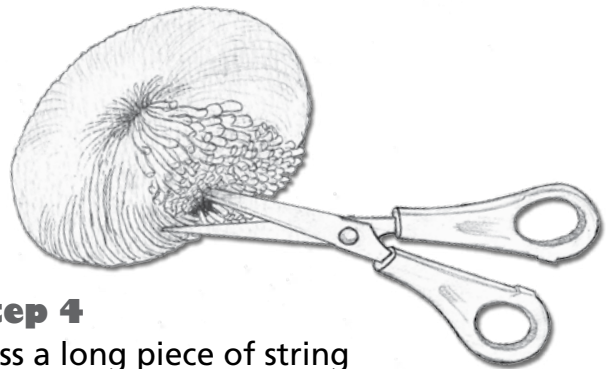
Step 2

Place the two circles one on top of the other and wind the wool around them until they are quite thick.



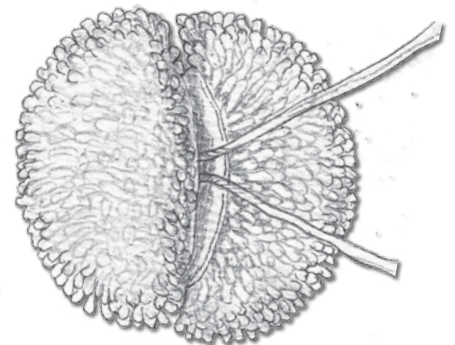
Step 3

Insert the blade of the scissors between the two circles of cardboard. Cut the wool between the two circles.



Step 4

Pass a long piece of string between the two circles of cardboard. Tie it tightly around the wool in the middle of the two circles of the cardboard to hold all the pieces of wool firmly together.



Step 5

Remove the two pieces of cardboard and trim the pom-pom into a nice round shape.

Using the pom-pom ball

For toddlers

How

Show toddlers how to

- catch a ball from close
- throw a ball, fetch it and bring it to you
- take turns with catching and throwing the ball

When

- Use the ball when you want toddlers to develop Eye-hand Co-ordination by catching and throwing a ball.
- Use the bat with the ball attached to show toddlers how to hit a ball with a bat.

Why

Ball skills are developed from an early age and are an enjoyable activity for toddlers.

Milestones for toddlers

- Can catch a ball from close up
- Can throw a ball
- Can swing a bat to hit a ball
- Can play with other children



For children 4-5 years old

How

Show children how to take turns to throw the ball to each other so that it can be hit with the bat
(Social and Emotional Development)

When

Use the bat and ball when you want children to

- throw and hit a ball with a bat
- throw a ball to each other

Why

When children play ball games they

- develop more ball skills including catching, throwing and hitting a ball (Eye-hand Co-ordination)
- play with each other
- develop larger muscles

Progression

Children play a game in pairs where they throw and try to hit the ball once/twice/three times etc.

(Emergent Mathematics)

Milestones for children 4-5 years old

- Catches and throws a ball with accuracy
- Enjoys interactive games
- Learns to share and take turns
- Understands and obeys rules

How to make a Catcher

Purpose

- To use a catcher with a ball
- for eye-hand co-ordination and gross motor skills (big muscles)
 - to develop ball skills

What you need

- a two litre plastic milk bottle
- a strong pair of clippers/scissors or a sharp knife
- scissors
- the pom-pom ball
- a piece of string

What you do

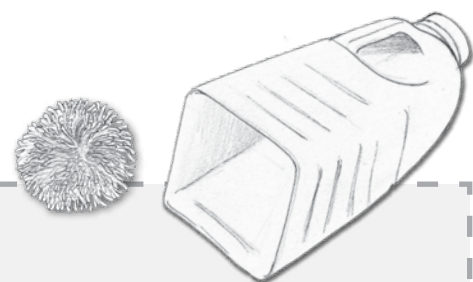
Step 1

Cut out a large section at the top of the milk bottle.

Step 2

Tie the pom-pom ball to the catcher with a piece of string about 2 metres long for toddlers.

The ball and catcher are not attached for older children.



Using the catcher

For toddlers (with ball attached)

How

Show toddlers how to catch the ball in the catcher.

When

Use the catcher when you want toddlers to

- develop gross motor co-ordination (large muscles) and Eye-hand Co-ordination
- use the catcher to catch the ball on their own

Why

Ball skills are developed from an early age and are an enjoyable activity for toddlers.

Milestones for toddlers

- Can catch and hit a ball from close



For children 4-5 years old (with ball not attached)

How

Show children how to throw and catch the ball in the catcher.

When

Use the catcher and ball when you want children to learn ball skills.

Why

Children

- learn to catch and throw a ball
- enjoy playing with each other (Social and Emotional Development)
- develop larger muscles

Progression

Children count how many times they catch the ball in the catcher. (Emergent Mathematics)

Milestones for children 4-5 years old

- Throws and catches a ball with accuracy
- Enjoys interactive games
- Learns to share and take turns
- Understands and obeys rules

How to make Beanbags

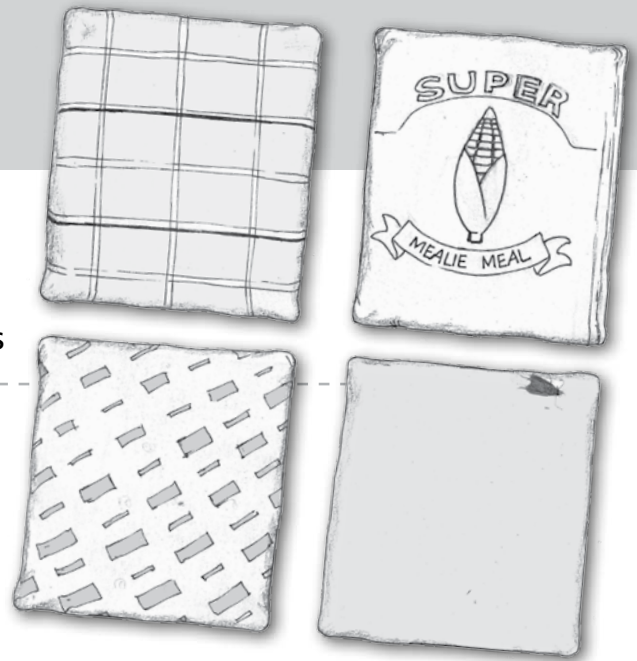
Purpose

To use beanbags for Eye-hand Co-ordination, catching and throwing and playing games in groups

What you need

To make the beanbags

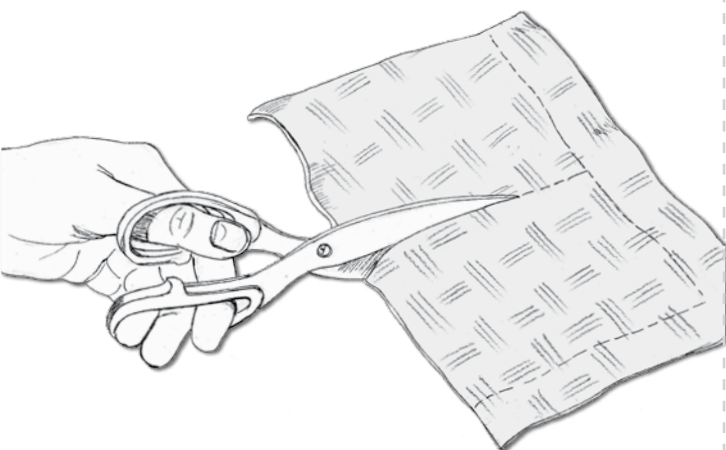
- scraps of any material about 15cm by 15cm (e.g. clothing, sewing scraps, sacking etc.)
- needle and thread
- plastic bags or orange bags cut into small pieces to fill the beanbags
(beans are not as suitable as plastic and orange bags as beans are not washable and can get damp and attract insects)
- scissors
- ruler
- ballpoint pen



What you do

Step 1

Use the ruler and ballpoint pen to draw a square measuring 15cm by 15cm on a piece of paper for a pattern.

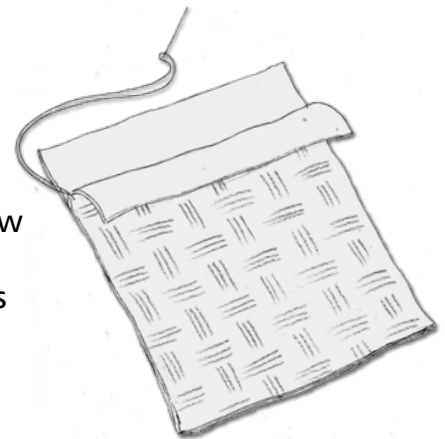


Step 2

Cut out squares on the scraps of material using the pattern.

Step 3

Put two squares together one on top of the other (right sides together) and sew 3 sides together along the edges. The stitches must be small so that the filling won't come out.



Step 4

Turn the squares inside out and fill the bags with the cut up plastic or orange bags.



Step 5

Sew the last side closed.



Using beanbags

For toddlers and young children

How

First let children play freely inside and outside with the beanbags.

Show children how

- you throw the beanbag to each child when they are in ring
- to throw the beanbags into a box
- to throw and catch the beanbags with each other
- to throw the beanbags over a line you place on the ground etc.

When

Use the beanbags when you want children to

- throw and catch (Eye-hand Co-ordination)
- play with each other and take turns (Social and Emotional Development)

Why

Children enjoy

- playing games with the beanbags
- active play with each other

Progression

Show children how to play games using beanbags

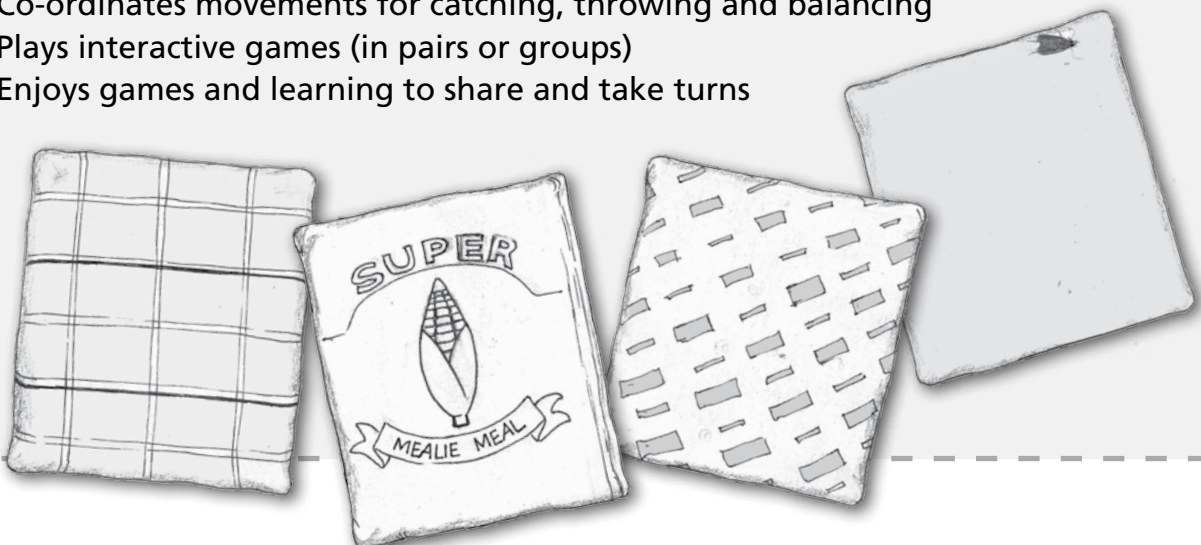
Can you

- walk/run with the beanbag on your head?
- throw the beanbag to your friend 3/4/5 times without dropping it? (Emergent Mathematics)
- throw the beanbag into the box 3/4/5 times etc.?

Teach children how to play a simple team game with the beanbags (e.g. relay race)

Milestones

- Catches and throws with accuracy
- Co-ordinates movements for catching, throwing and balancing
- Plays interactive games (in pairs or groups)
- Enjoys games and learning to share and take turns



How to make

Paint for finger painting

Purpose

To use paint for free painting and exploring texture on large pieces of paper (e.g. newspaper or scrap paper)

The child is wearing a plastic apron made of a plastic bag see Step 6 for photocopy of plastic bag apron

Finger paint is on the table in four different plastic containers labelled blue, red, green, yellow



What you need

To make the paint

- 1 cup of white cake flour
- cold water
- boiling water
- food colouring (blue, red, green, yellow)
- 4 plastic containers (shallow bowls or plates)

For the children's painting and drawing activities

- plastic bags to make aprons for yourself and the children
- large sheets of newspaper or any pieces of scrap paper for children to paint on
- cloths for cleaning and wiping spills
- a stamp pad if you have one or you can use a saucer or small plate
- crayons

What you do

Step 1

Mix enough cold water with the flour to make a smooth paste.

Step 2

Boil a pot of water and add water slowly to the paste while stirring. Stop adding the boiling water when the starch is the right thickness for painting.

Step 3

Cool the starch.

Step 4

Place an equal amount of the starch into each of the plastic containers.

Step 5

Mix a few drops of yellow colouring into the first container, a few drops of red into the second, a few drops of green into the third and a few drops of green into the fourth.

Step 6

Cut out aprons for the children from plastic bags. Cut off the bottom end of the plastic bag.

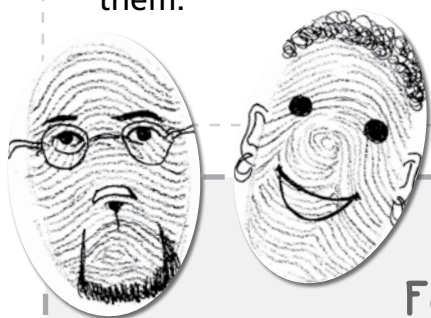


Step 7

Use a stamp pad if you have one. Put plenty of paint on the stamp pad and help children press a finger onto the stamp pad and print a finger print onto a piece of paper. If you do not have a stamp pad show children how to print a finger print directly from a saucer of finger paint onto a piece of paper.

Step 8

Show children how to decorate their finger prints and make pictures out of them.



They can use them to draw

- faces
- bodies
- toes and make them into feet
- anything they like using their imagination

Step 9

Draw a tree with a trunk and branches on a large piece of paper.

Children print leaves on the tree.

They use finger paint in green, brown and yellow to make thumb prints for the leaves.

Using finger paints

For toddlers and young children

How

Do this activity outside if possible

- Cover a table with newspaper.
- Have a cloth handy for wiping any spills.
- Wear an apron.
- Make sure children wear their aprons.
- Demonstrate some painting using the different colours with your fingers.
- Children use the paints with their fingers to make patterns, swirls, finger prints etc on the newspaper or paper you want them to use for their paintings

When

Use the finger paint when you want to

- give the children a creative experience with paint and colour
- let children feel the texture of starch (Tactile Perception)
- give the children an opportunity to make pictures to decorate the room (Creativity)

Why

Children enjoy

- experimenting with the colours freely (Creativity)
- getting used to the texture of the paint
- expressing their feelings with paint (Social and Emotional Development)

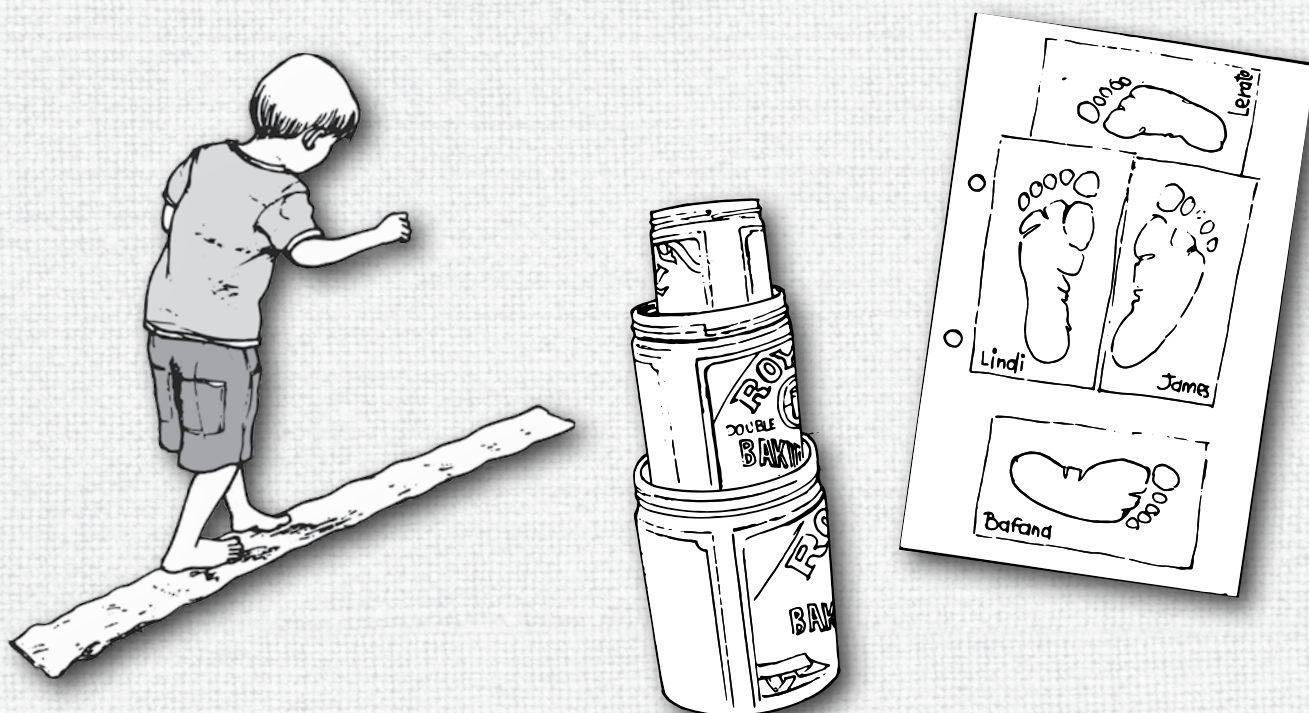
Progression

Children

- make big pictures with the finger paints
- make hand/foot prints
- make faces/bodies etc. from fingerprints
- make patterns by printing with fingers and thumbs
- use the colours for leaves, flowers, the sun etc.

Milestones

- Expresses emotions through painting
- Enjoys messy play
- Explores new activities
- Listens to instructions and carries them out (how to use the paint and tidy it up)



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

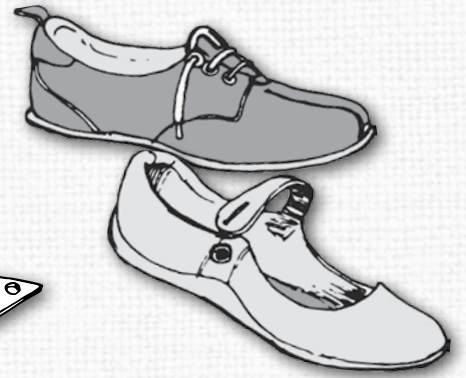
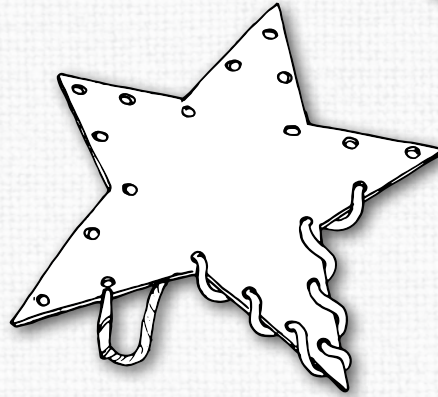
- Put the blocks into the box.
- Put the dress/hat etc. on the doll.
- Put the beads into the container or take them out.
- Hang the dolls clothes on the line with the pegs.
- Walk along the line/up to the line and then walk back/jump over the line etc.

Emergent literacy

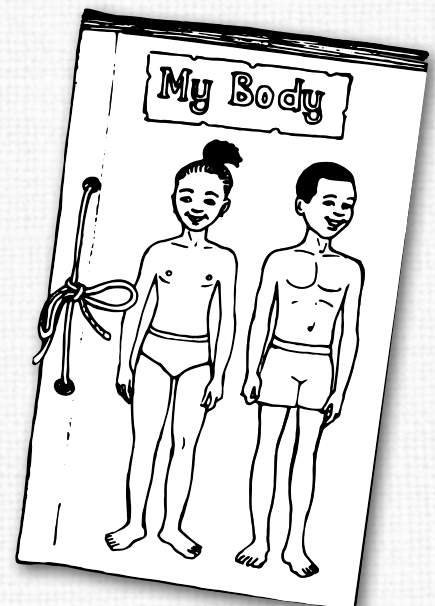
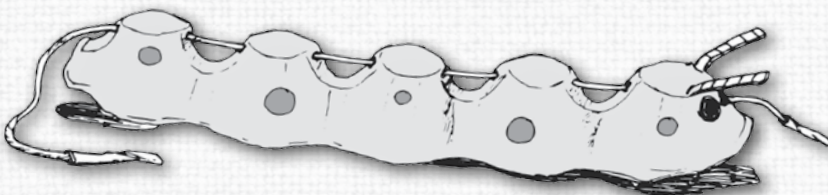
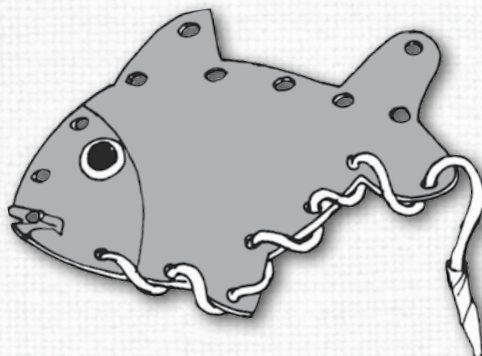
There are many proven benefits from reading to children even at a very early age (e.g. providing a foundation for reading and writing)

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

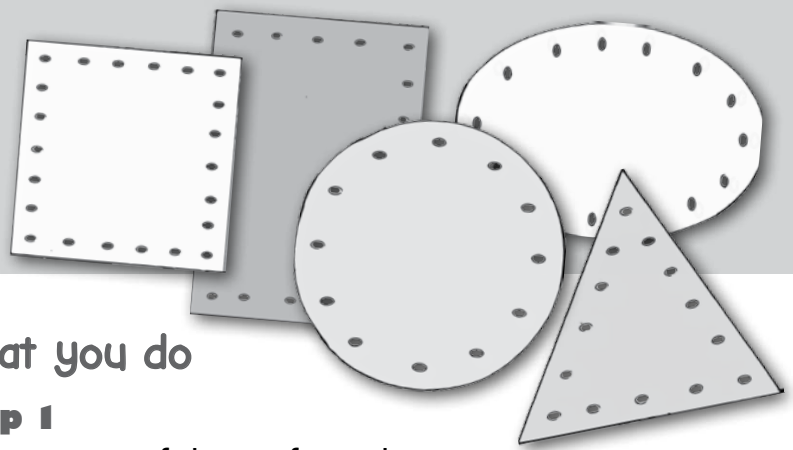
Toddlers

- 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

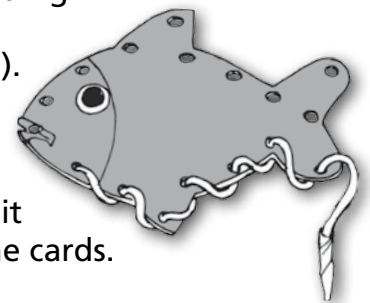
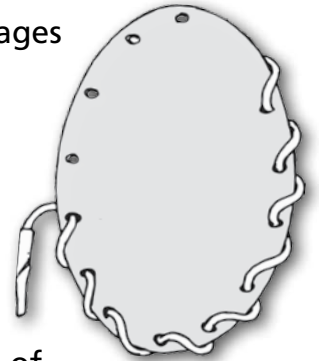
Draw your own pictures on pieces of cardboard to make more threading cards. You could draw simple shapes (e.g. a fish, star, jug etc.).

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.

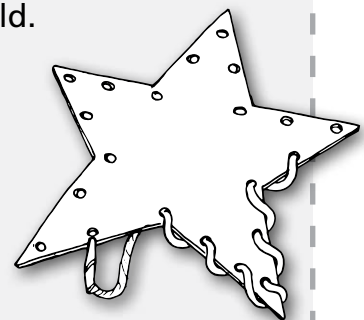
Progression

Toddlers learn to

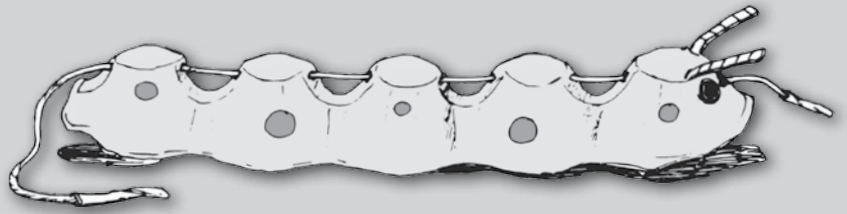
- concentrate on a task
- complete a task
- use the cards for sewing

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.

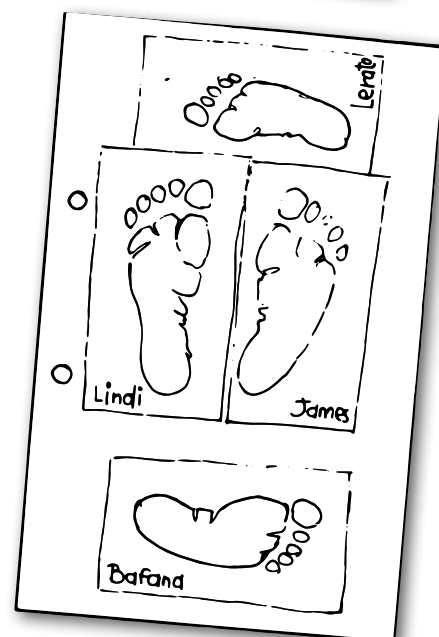
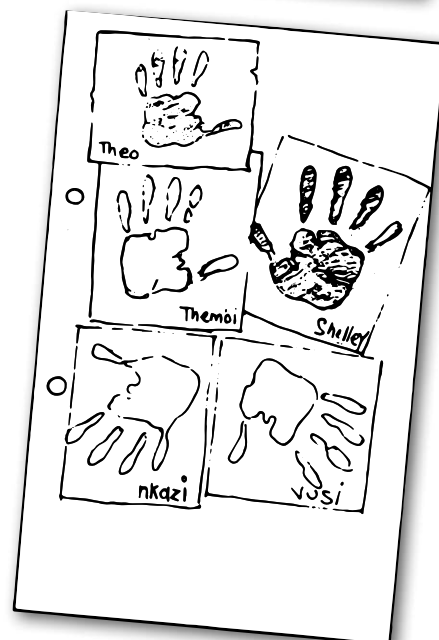
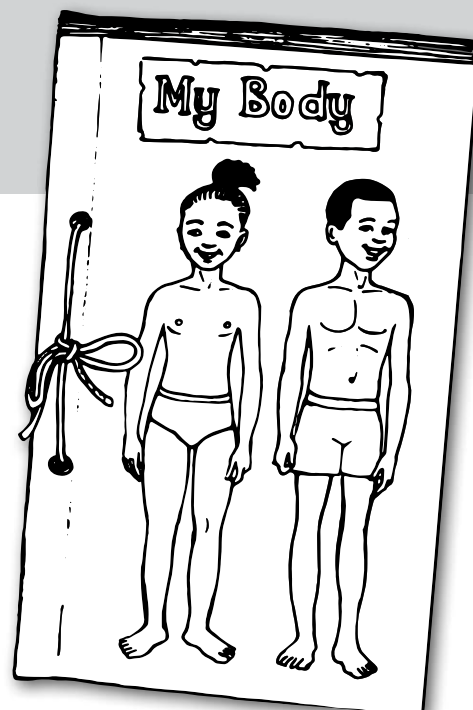
Step 3

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

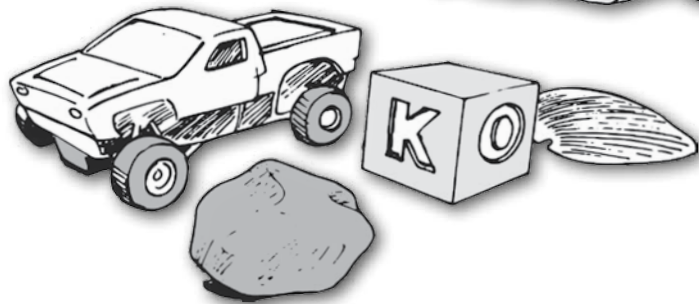
How to make a Feely Bag/Box

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

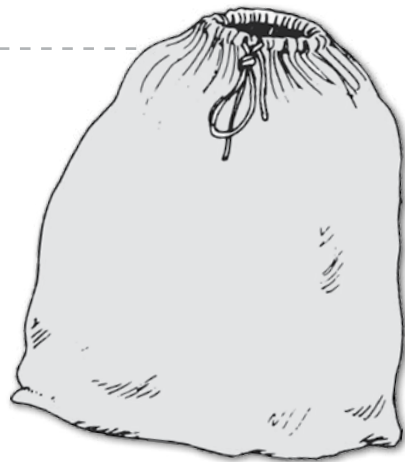
Sew the sides together and hem the bag around the top end leaving a small part open to insert the string.

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)

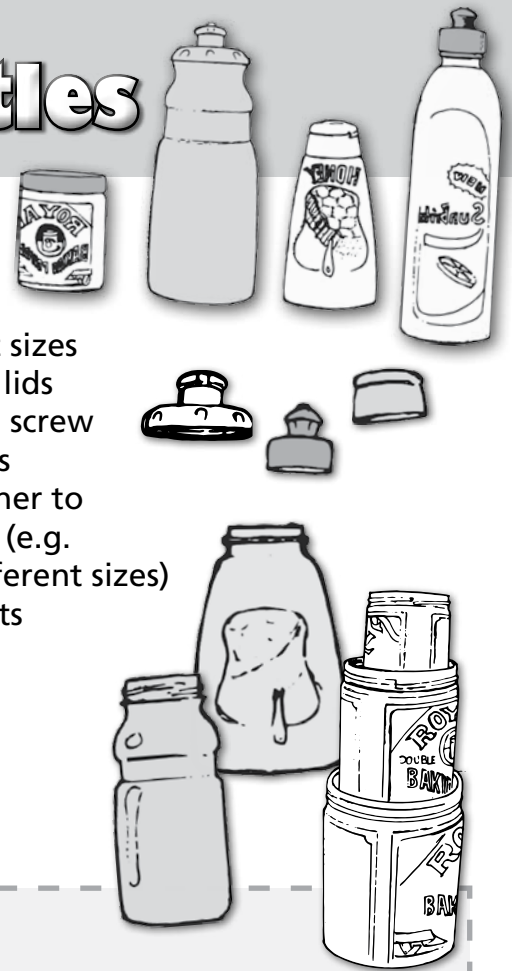
Progression

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.

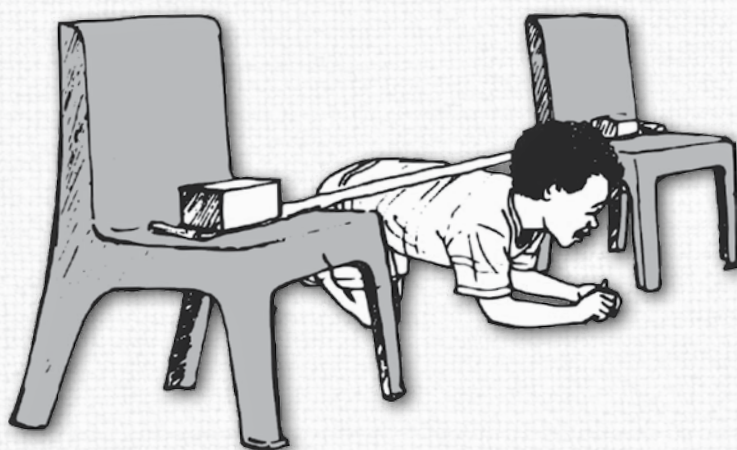
Progression

Toddlers

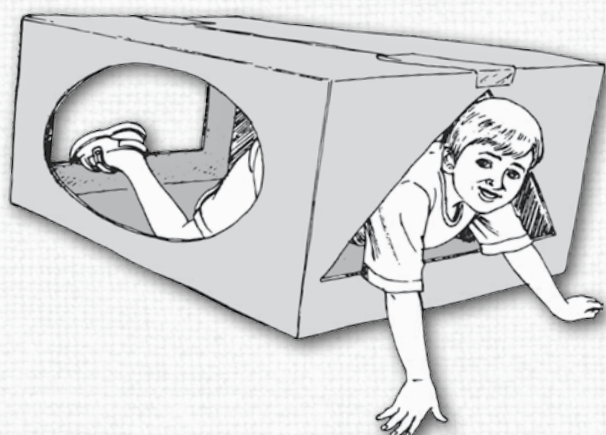
- find the right lid for a bottle/tin from the collection of tins/bottles (Sorting and Concepts of Size and Shape)
- fit tins of different sizes into each other to make a nest of tins. The tins for this activity do not have to have lids (Develop Spatial Relationships)
- can use the shakers to keep time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

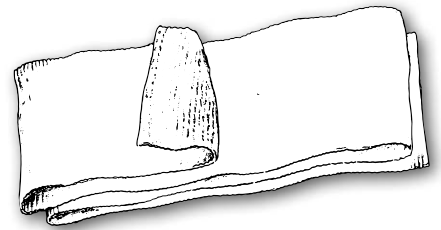
What you do

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)

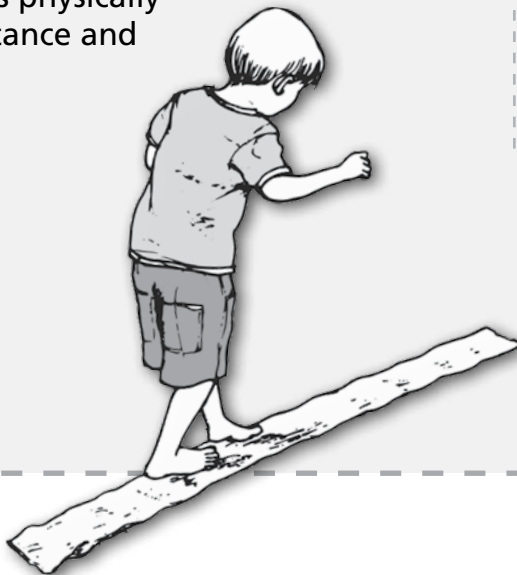
Ask toddlers to

- 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.

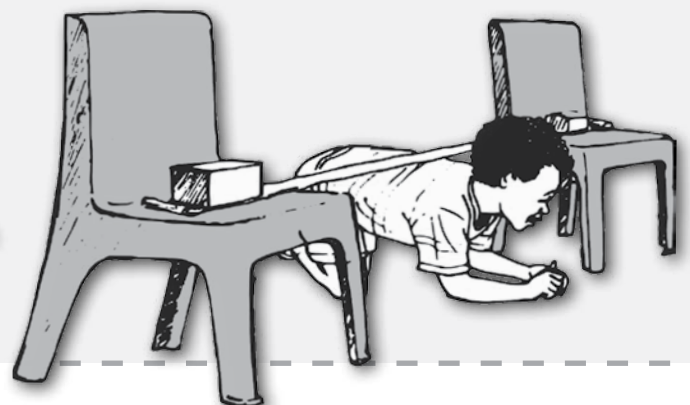
Progression

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)



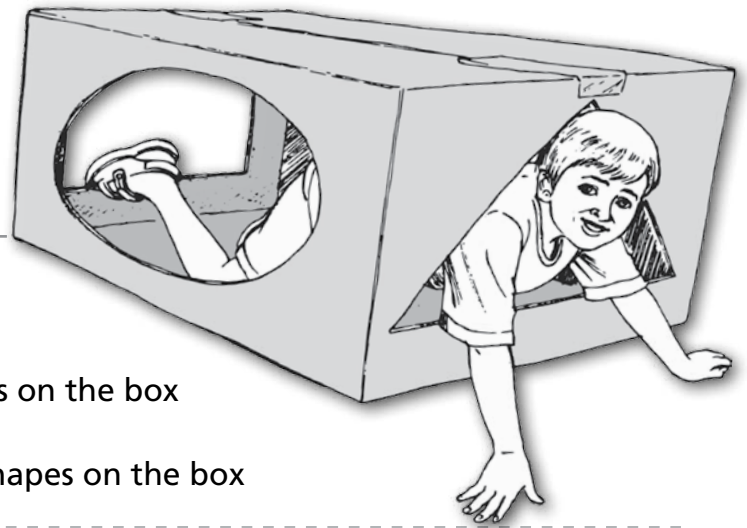
How to make a **Big shapes box** for toddlers to crawl in and out

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

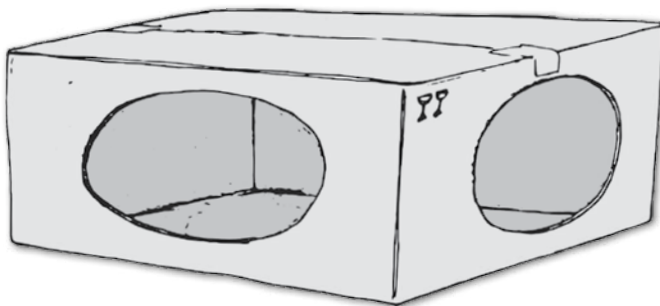
- a very big cardboard box
- a sharp pointed knife to cut out the shapes on the box
- a ruler to measure the size of the shapes
- a koki pen or ballpoint pen to draw the shapes on the box



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.

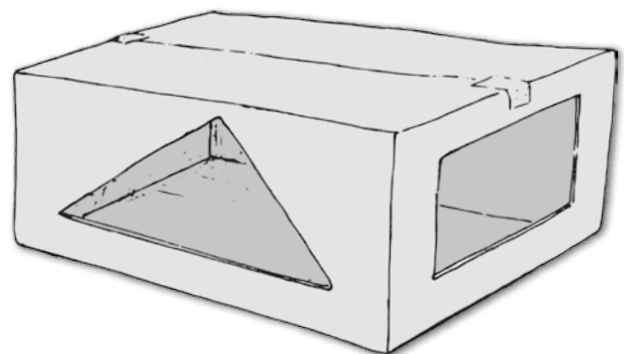


Step 2

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

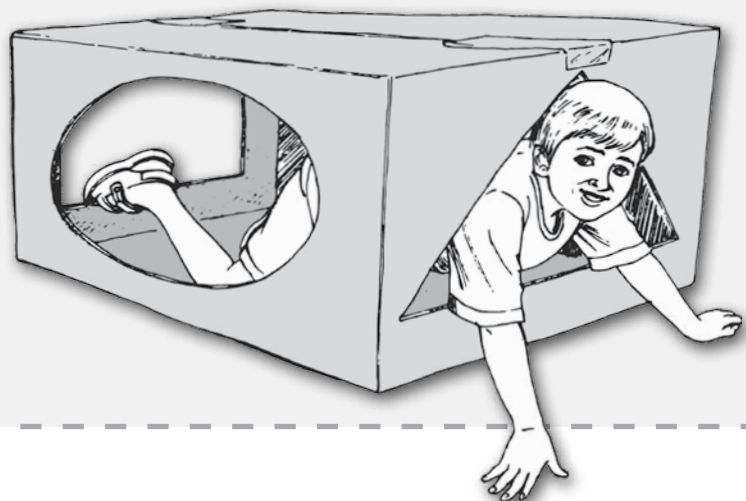
Toddlers play with the box when you start teaching shapes (possibly as a theme)

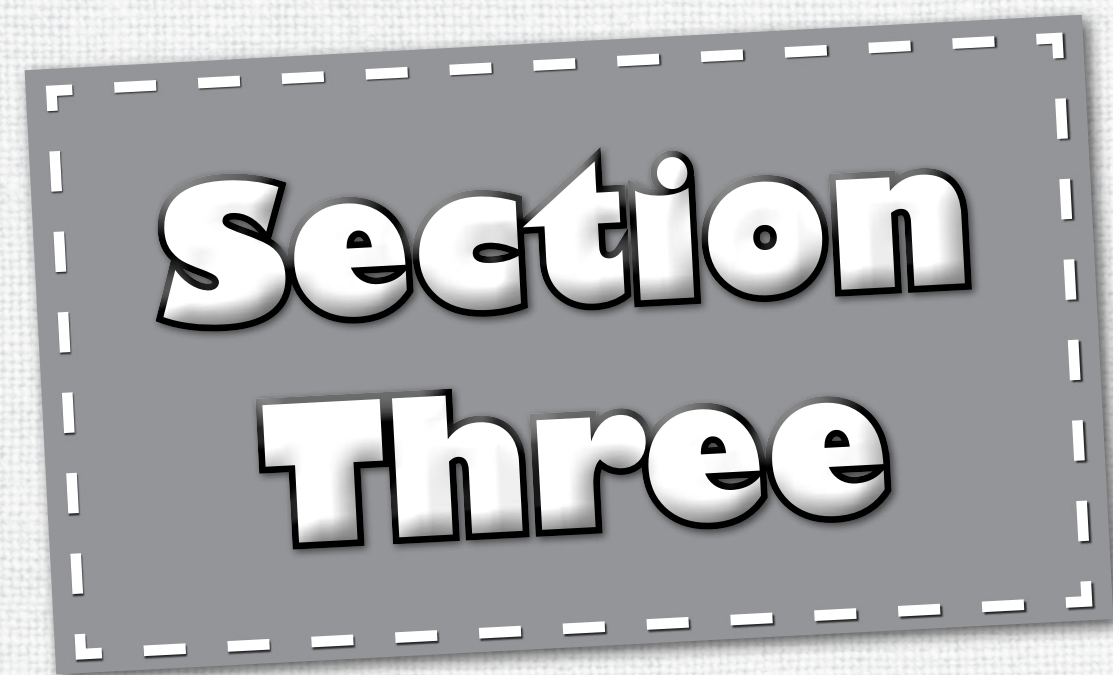
Progression

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)





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

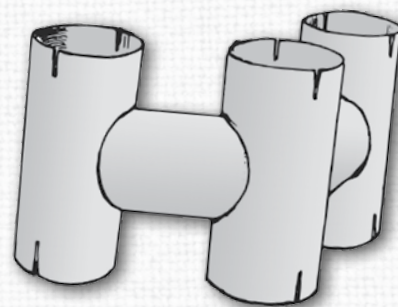
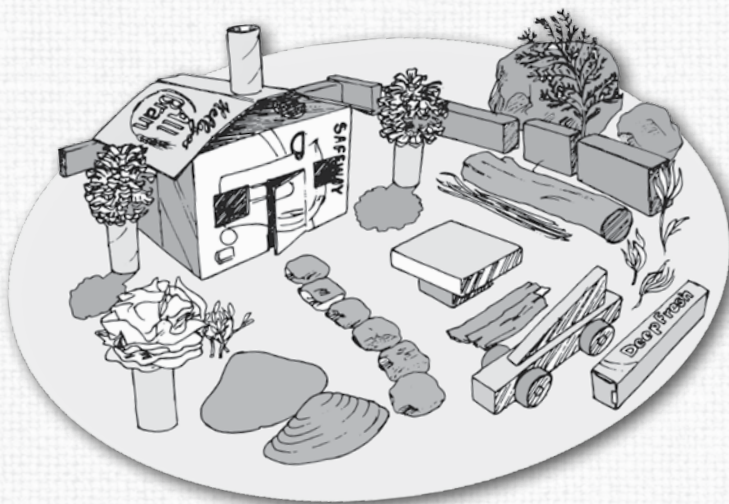
Language is basic to all thought processes. Children need to understand and use language during all their activities to exchange ideas and discuss experiences. They enjoy playing with and communicating with other children. Children enjoy listening to stories, making books and telling stories. They use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

Emergent Mathematics

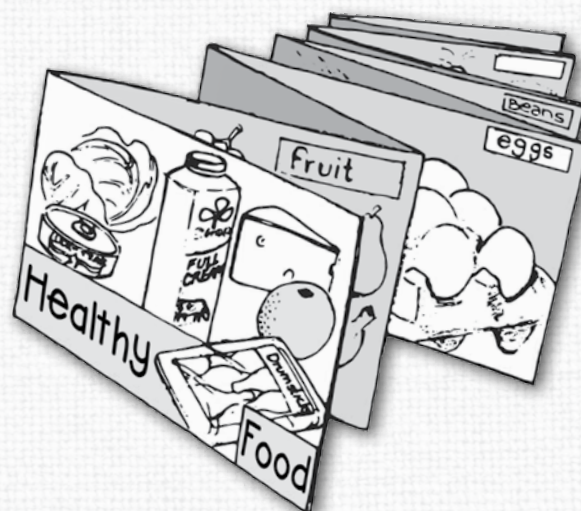
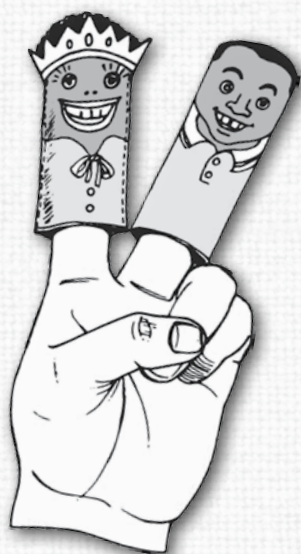
Encourage children to count whenever possible (e.g. count beads, the number of times they catch the ball, skip, jump, hop etc.)

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

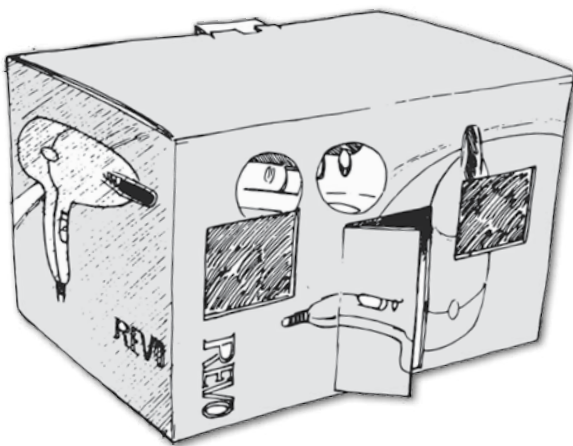
Equipment for cutting out doors and windows in a box to make a house

- a sharp pointed knife or pair of scissors

What you do

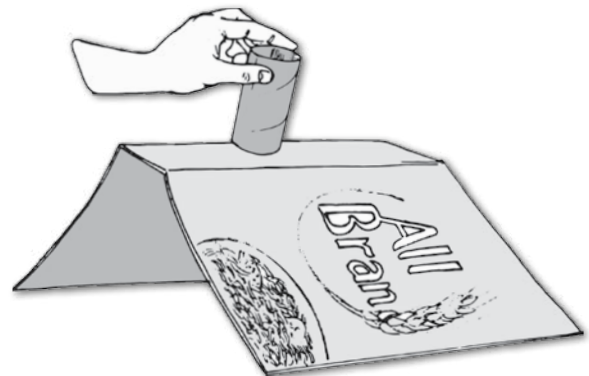
Step 1

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



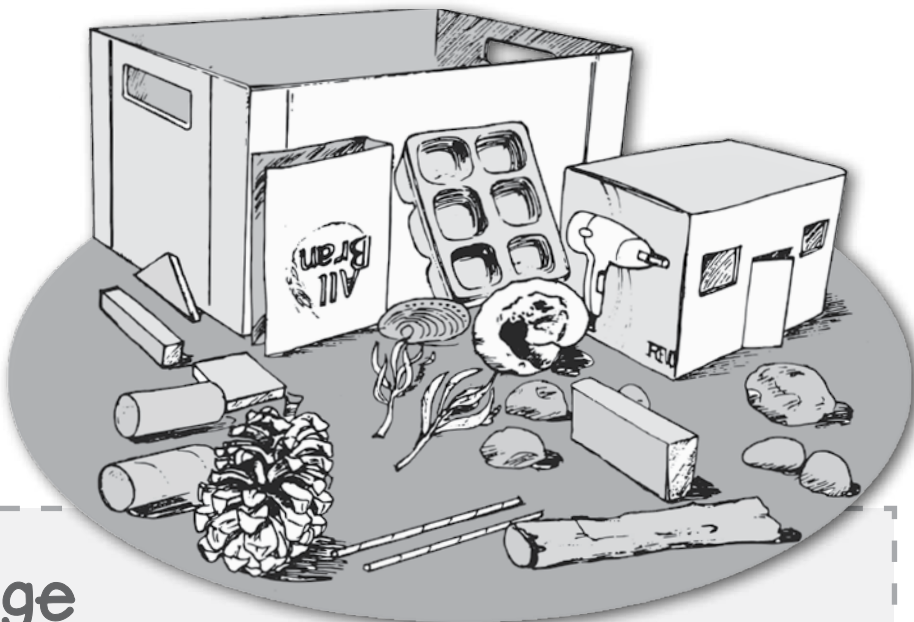
Step 2

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)



Step 3

Place all the items in the large cardboard box and you have a set for children to use to make their own village.



Using the village

How

Ask children to

- take everything out of the box to build their own village

When

Use the village when you want children to do

- activities about homes
- construction activities
- imaginative play

Why

Links with the theme **About Me** or **My Home** (working on a theme starting with real objects moving from the concrete to the abstract)

- Putting everything together uses creativity, imagination, building skills and develops concentration on an interesting task (Problem Solving Skills and Eye-hand Co-ordination)
- Sharing and working in a group to do a task (Social and Emotional Development)

Progression

- Add materials for construction activities (e.g. toilet rolls joined for making a building or smaller cardboard boxes for a tower etc.) (Technology)

- Children tell you about the village (e.g. what everything is for, how and why they made things etc.) (Language, Social and Emotional Development)
- Children find things in their own environment that they would like to add to the village (Creativity)

Milestones for children 4-5 years old

- Can use imagination for constructions (e.g. buildings, villages, roads etc.)
- Develops creative abilities (e.g. can use a variety of materials for constructions)
- Can use a variety of construction sets (e.g. blocks, Duplo, Lego, home-made construction sets)
- Stacks more than 10 blocks
- Builds a tower
- Enjoys playing with other children (sharing and taking turns)
- Likes to use themes and ideas during play
- Develops longer attention span
- Enjoys make-believe and imaginative play
- Explains how things work

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

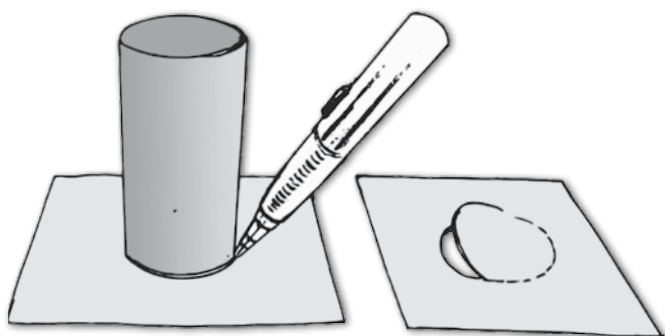
What you need

- 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.

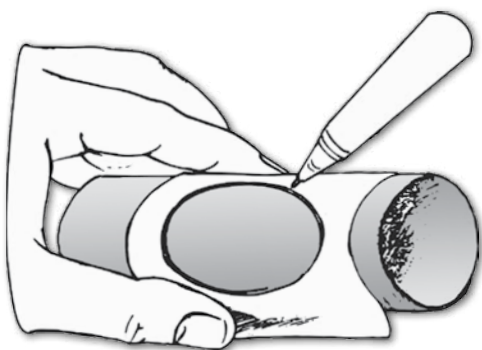


Step 2

Cut out the circle.

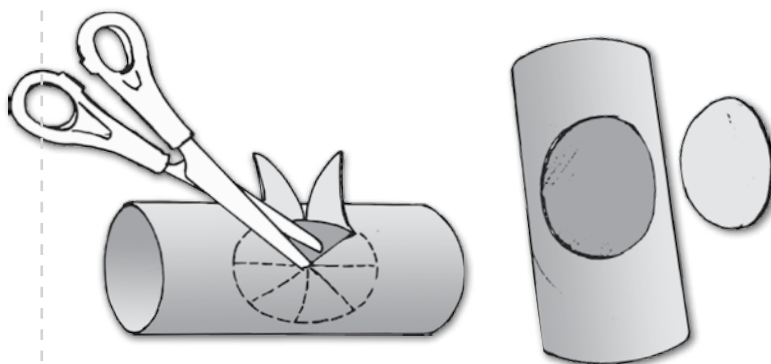
Step 3

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



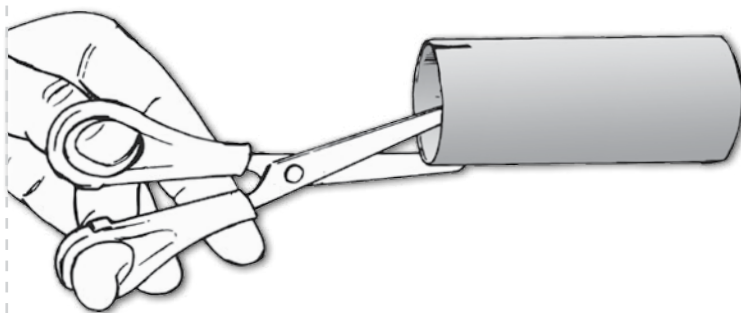
Step 4

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



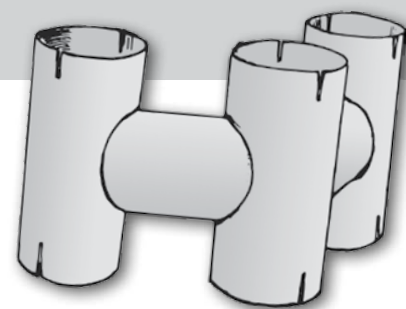
Step 5

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.

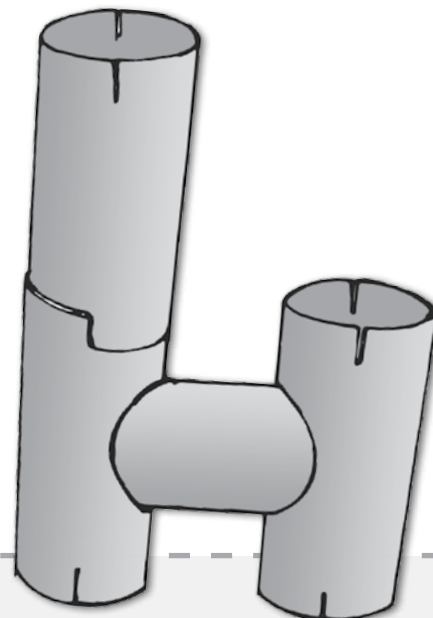


Step 7

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

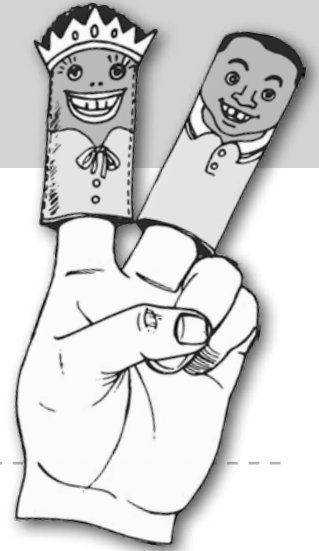
- Fits construction pieces together for building (e.g. tower, fence, wall etc.)
- Manipulates a variety of materials for imaginative play
- Develops ability to concentrate on a task
- Explains how some objects work (what the construction is for)
- Co-operates in a group (Social and Emotional Development)

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

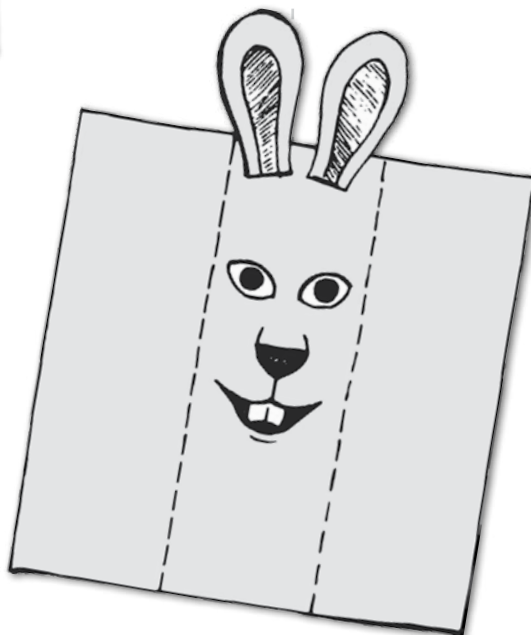
Cut out a square from the cardboard measuring 10cm by 10cm.



Step 2

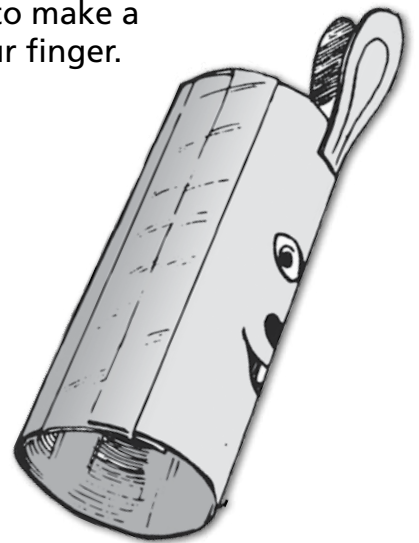
Draw the face of your animal or character on the cardboard in the dotted lines.

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

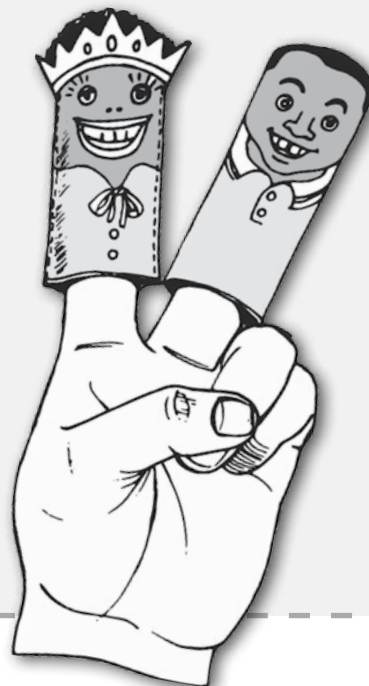
- tells a story and children listen and understand what happens
 - asks the children who wants to use it
- Children take turns to use the finger puppet to role play by using it to
- ask and answer questions
 - make up a conversation
 - tell a story etc.

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

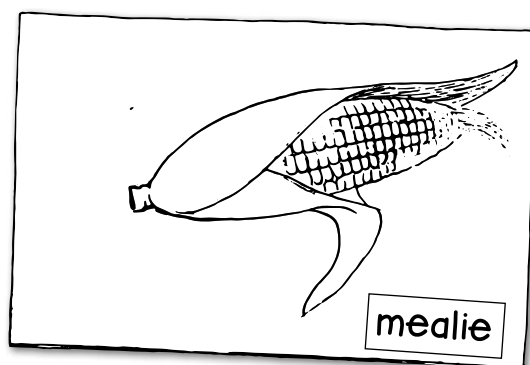
Cut out large clear pictures of healthy foods from the adverts (e.g. fruit, dairy products, meat, vegetables, brown bread, mealie meal, maas etc.)

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

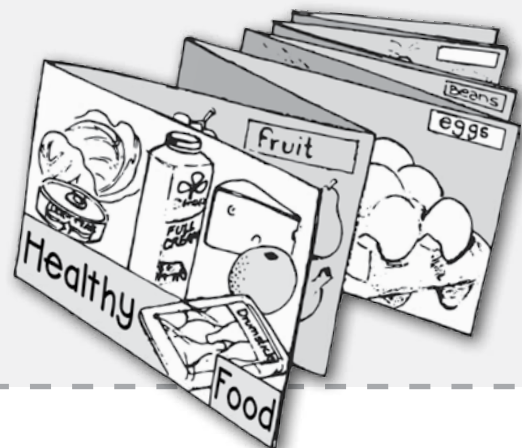
Progression

Children

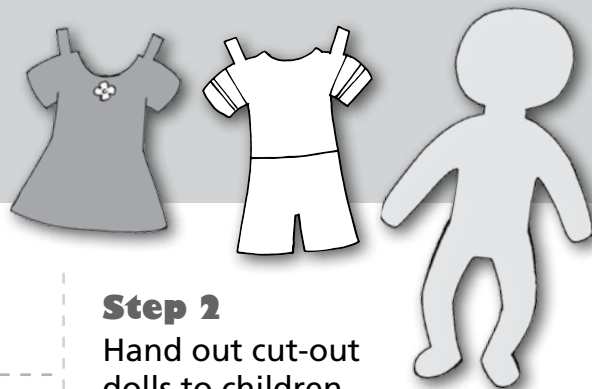
- cut out pictures of healthy food from adverts (Manipulate scissors)
- make a page of a book
- draw pictures of healthy food they like (Creativity)

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

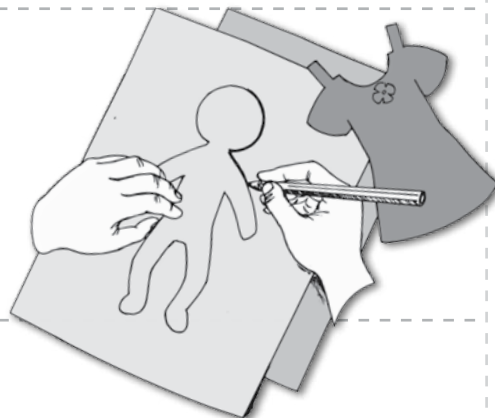


Purpose

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.

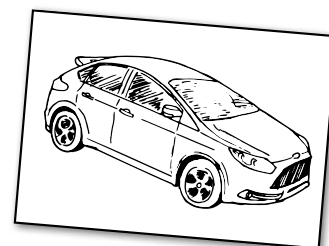
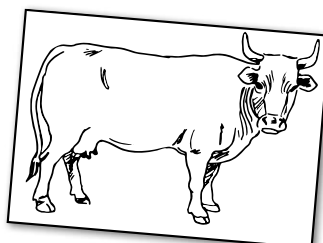
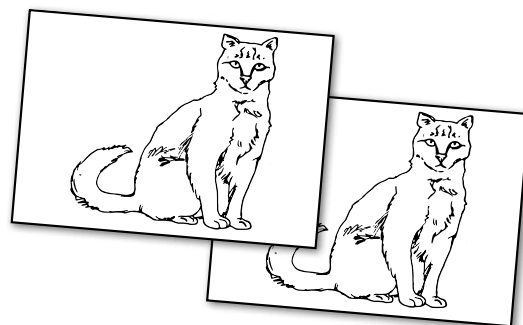
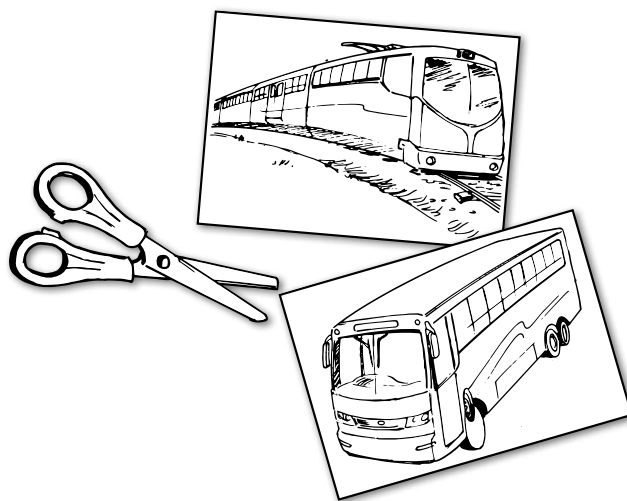
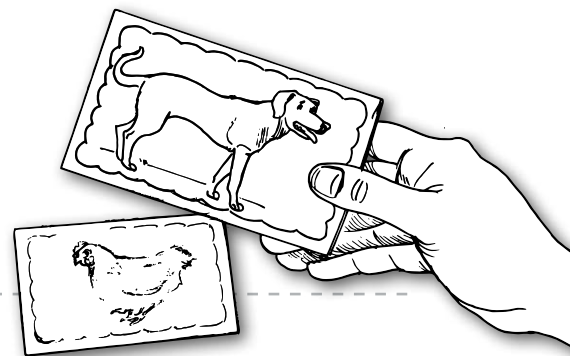
General knowledge

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

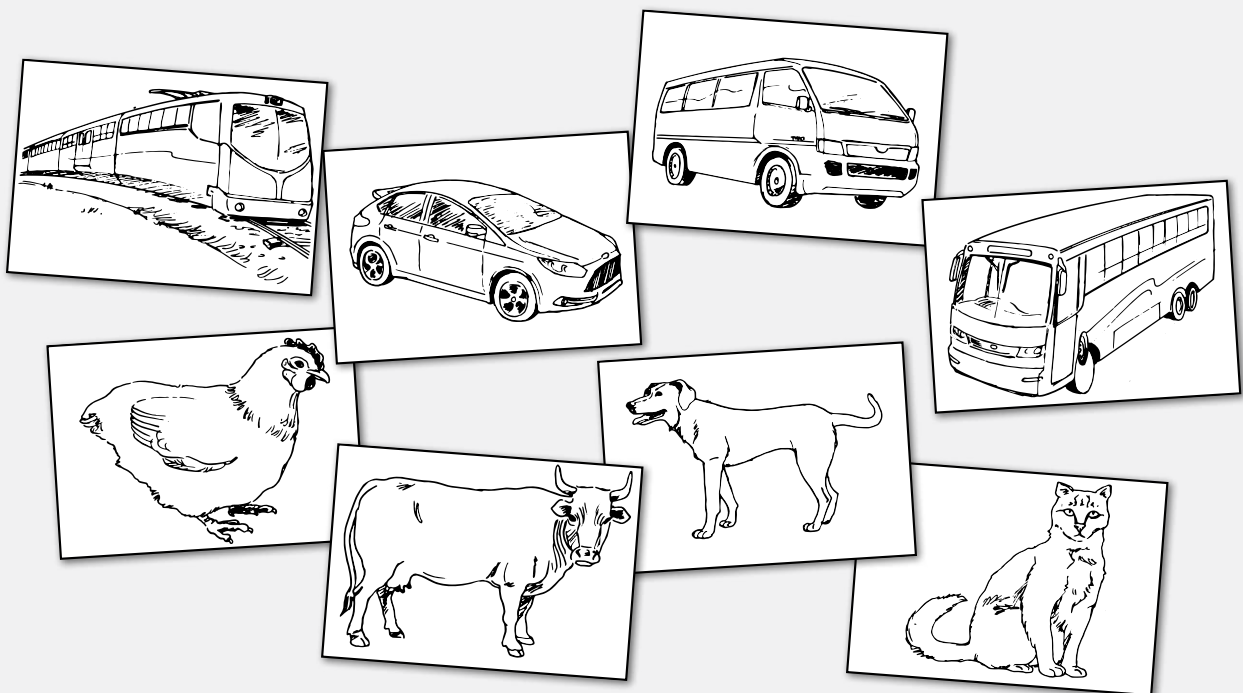
- learn how to follow the rules for playing games (Develop Concentration)
- play games together and take turns (Social and Emotional Development)

Progression

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

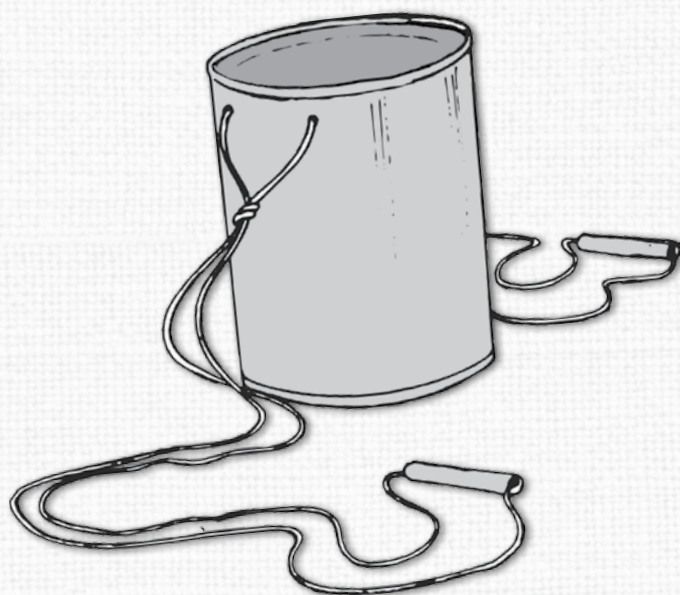
Milestones for children

- 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

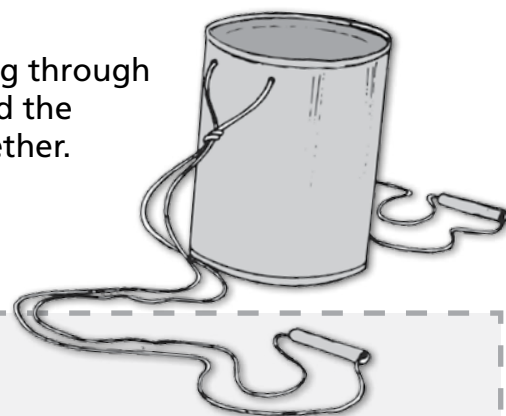
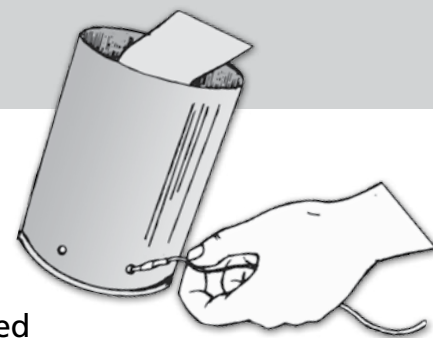
What you do

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.

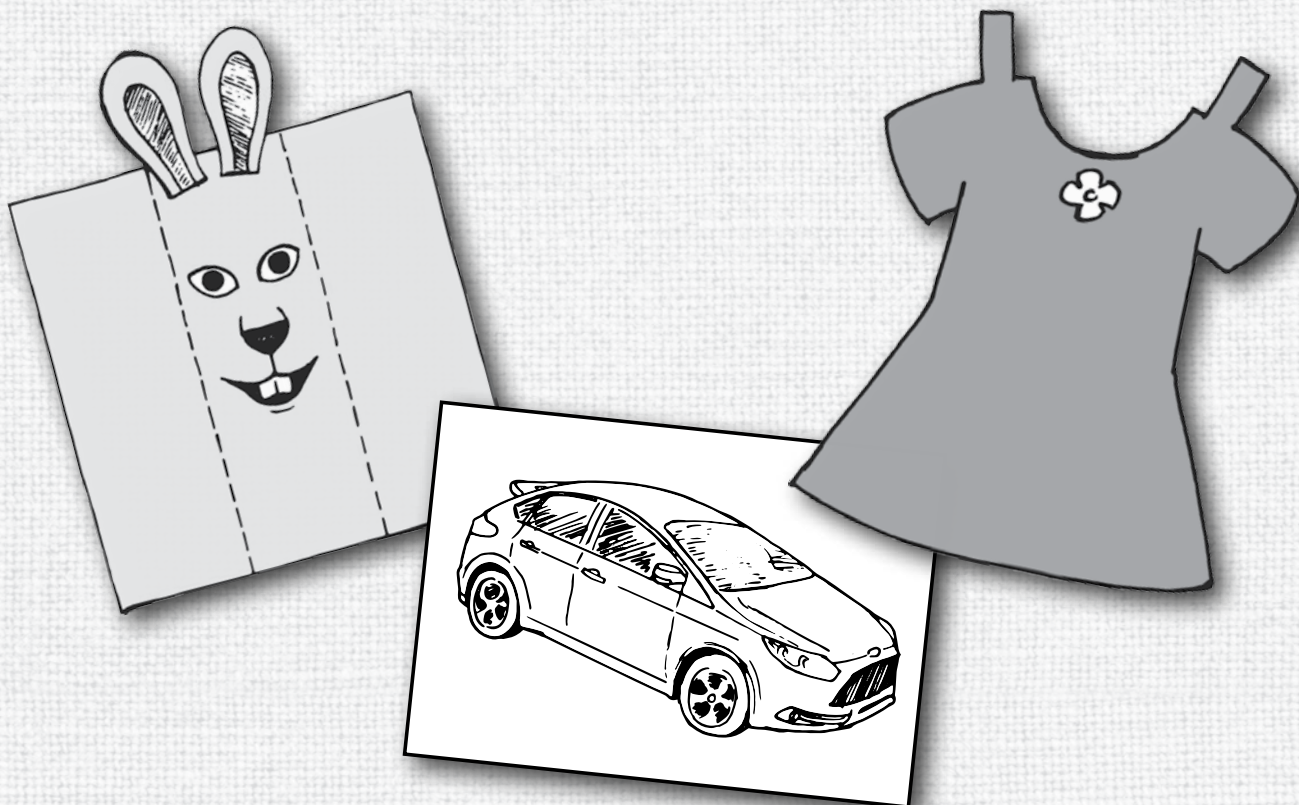
Progression

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



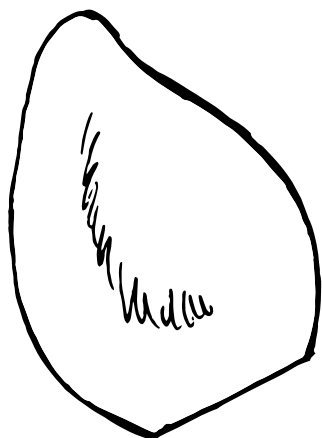
Patterns

For Section One,
Two and Three

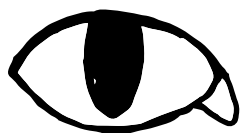
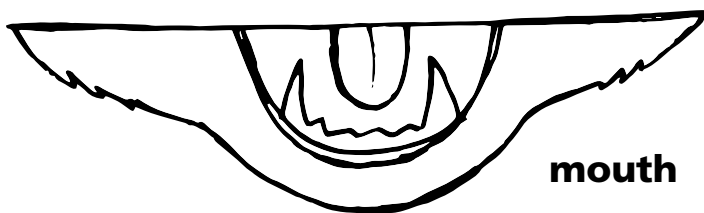
Pattern for cat puppet

Page 12

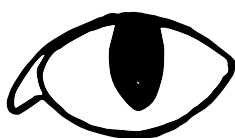
ear
(cut 2)



mouth



eyes



nose



Pattern for sock puppet

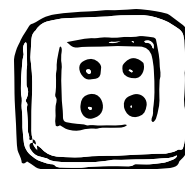
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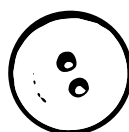
ear
(cut 2)



tongue



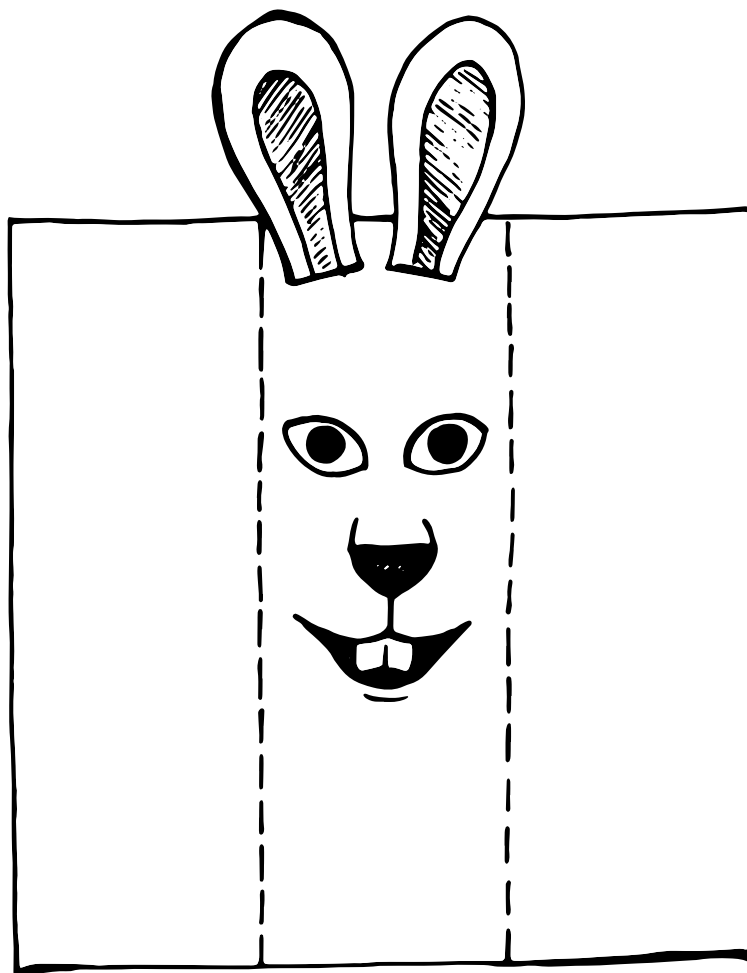
nose

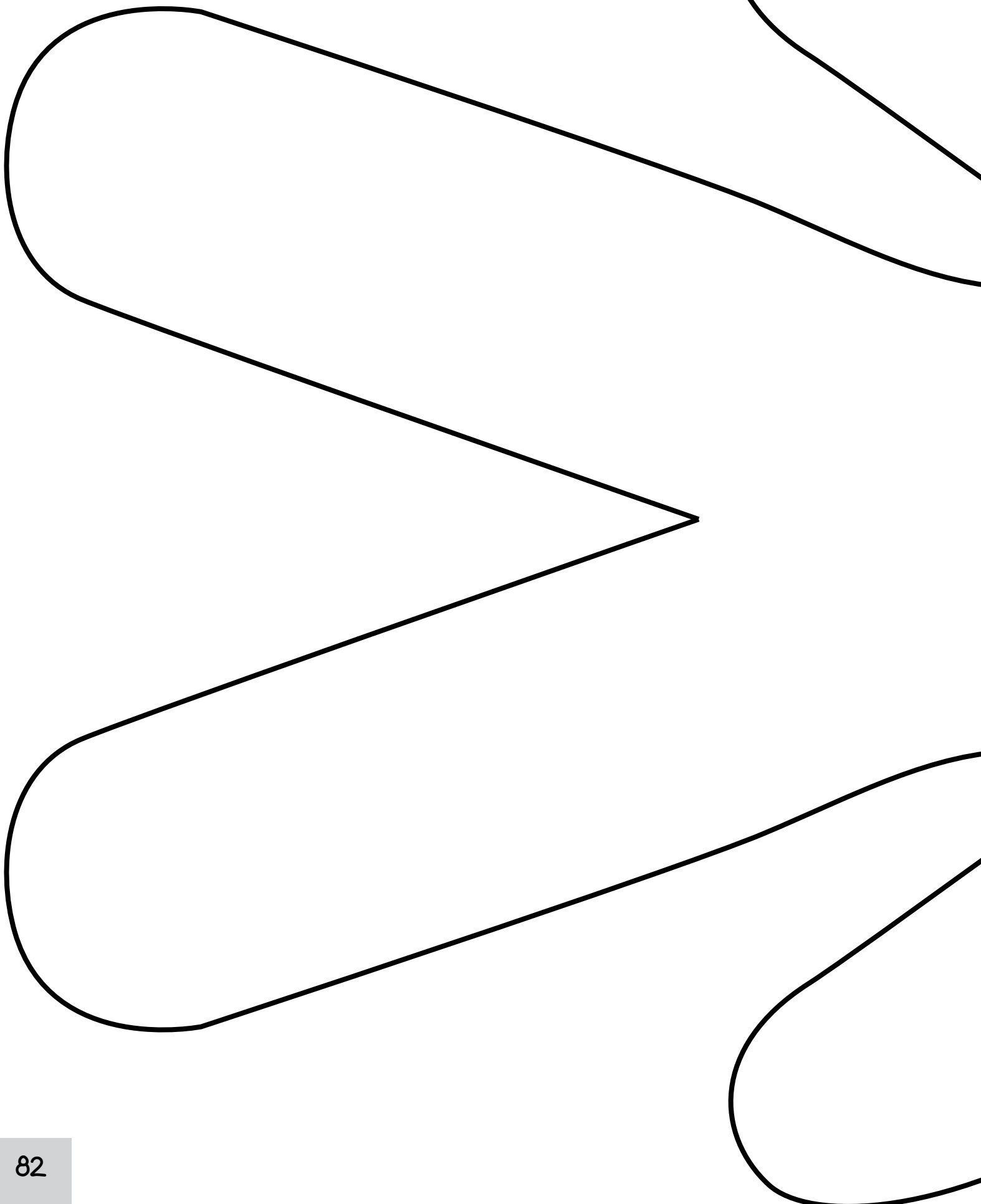


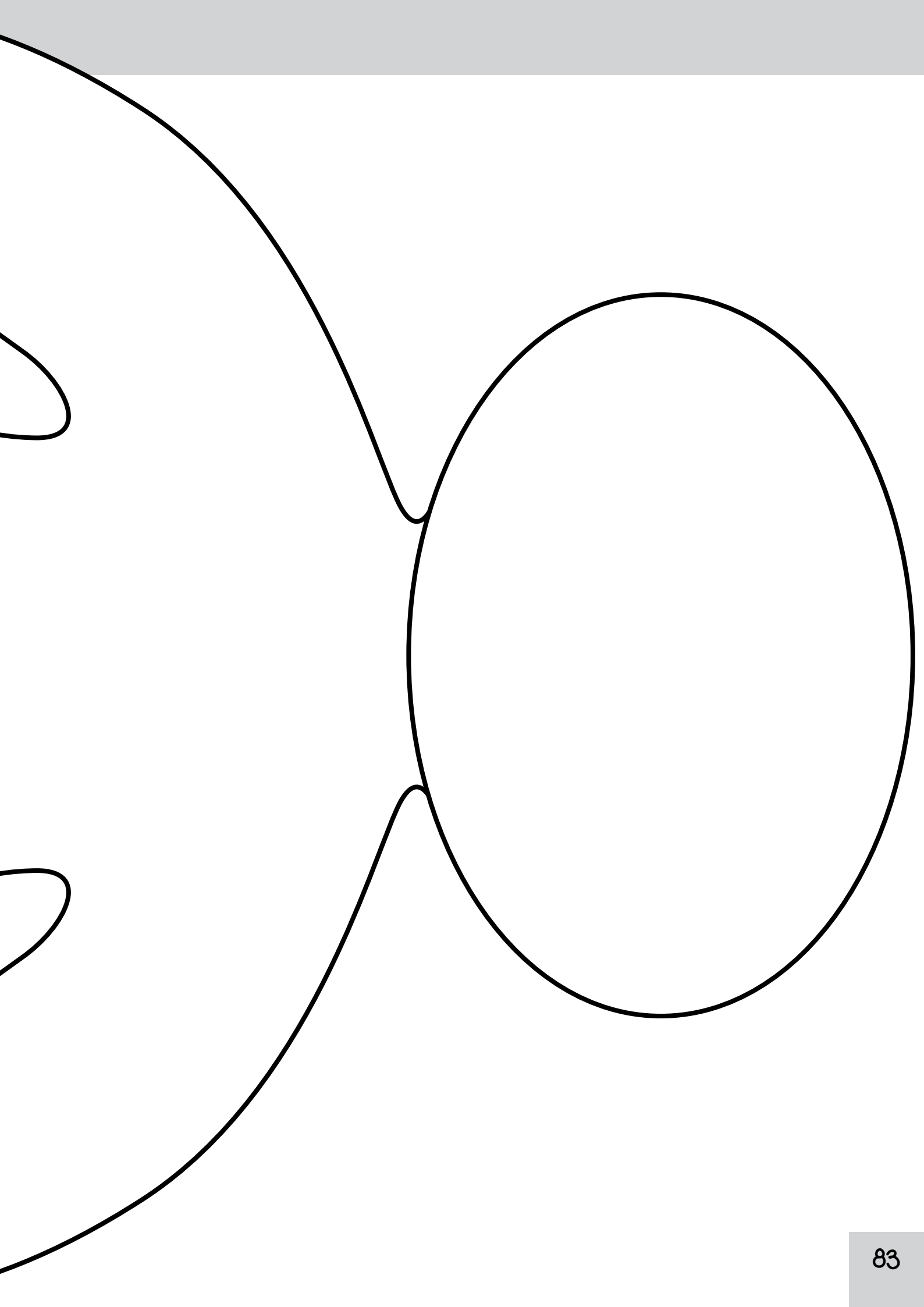
eyes

Pattern for finger puppet

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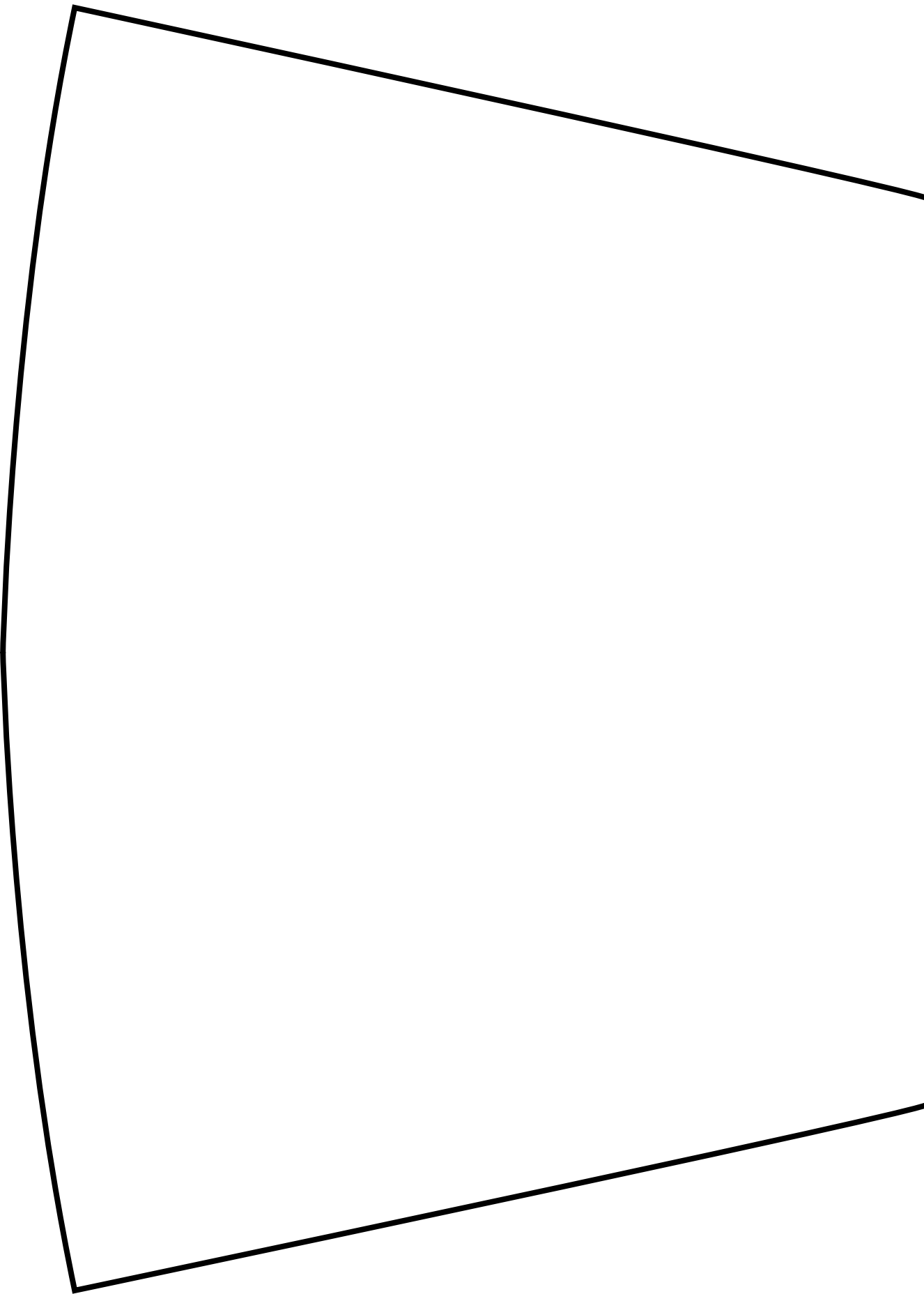


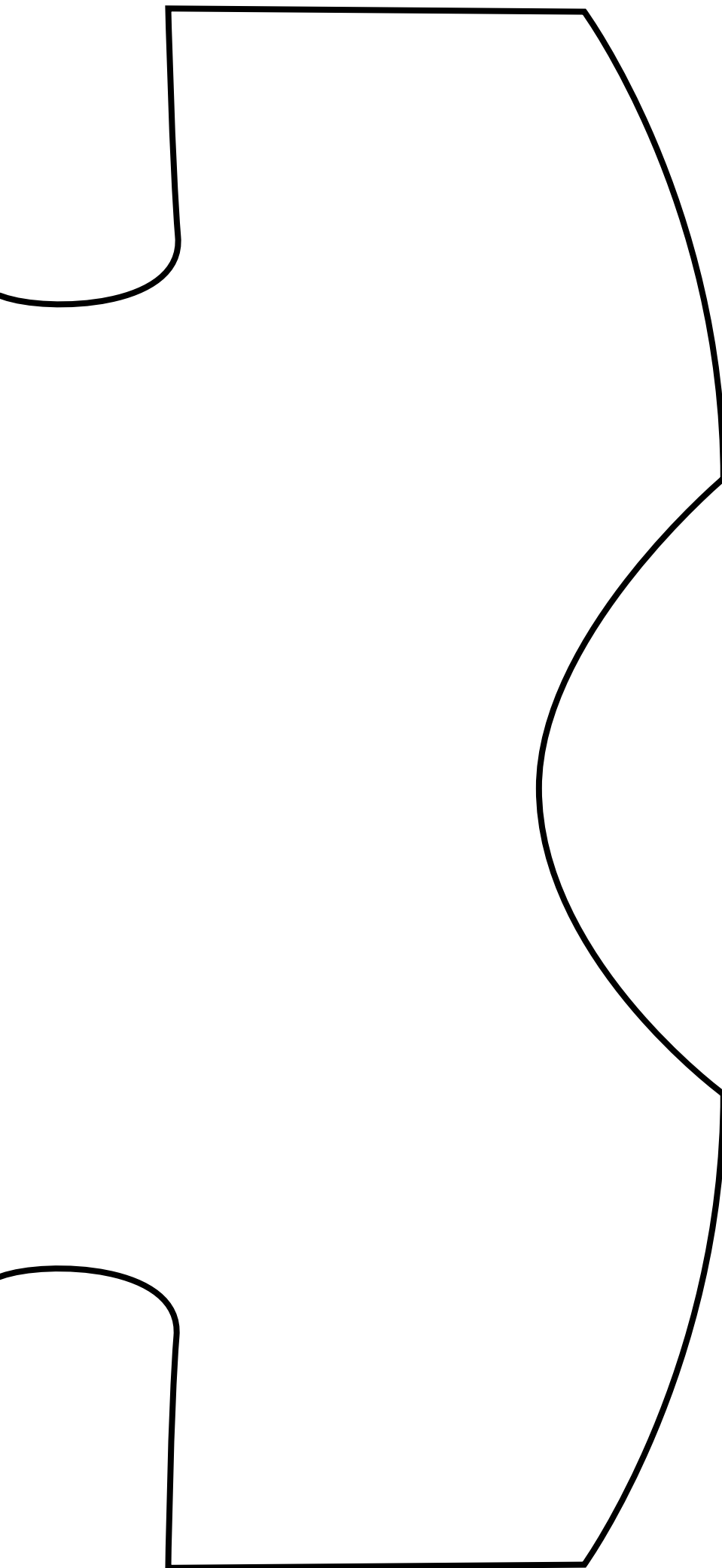




Pattern for doll's dress

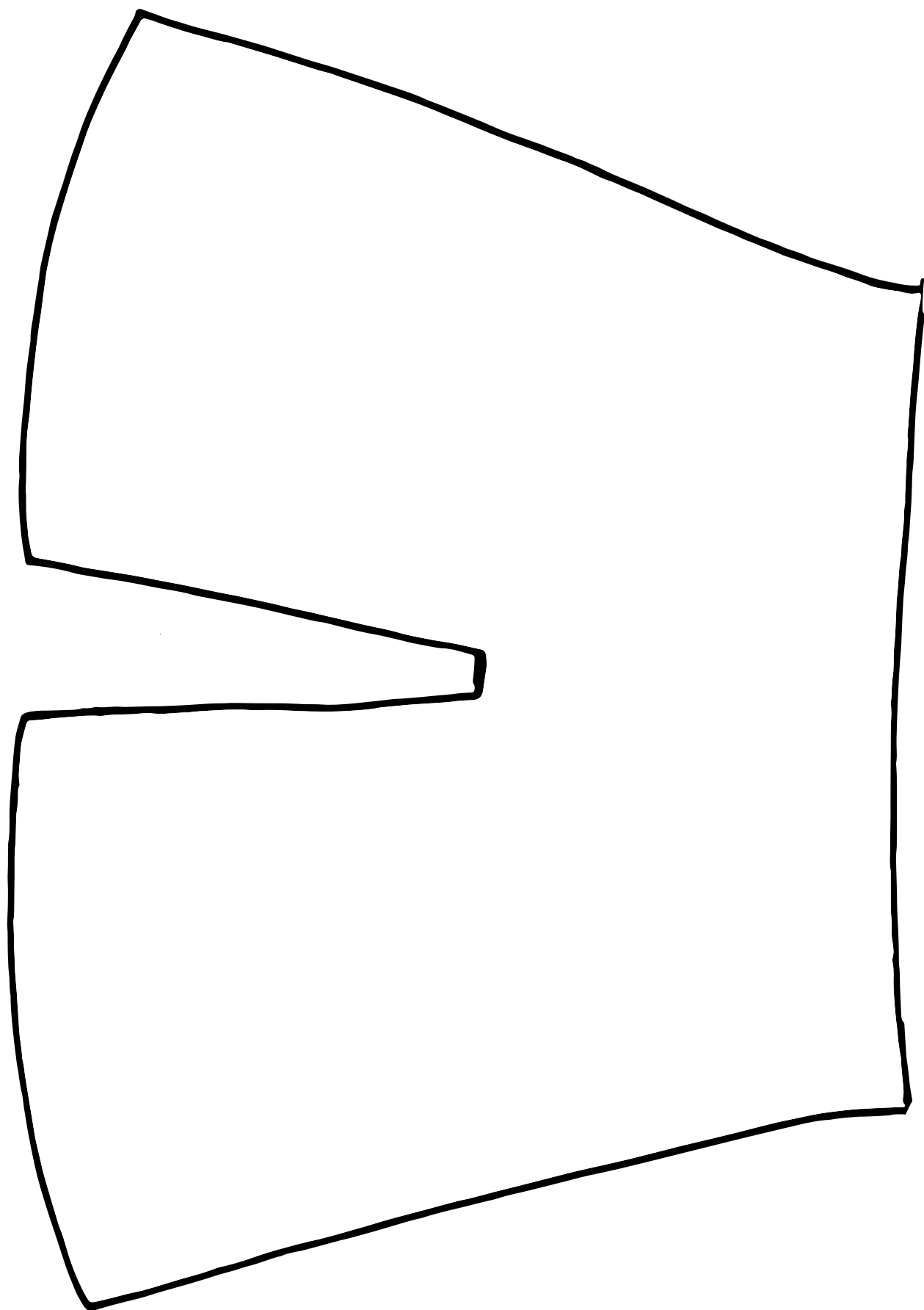
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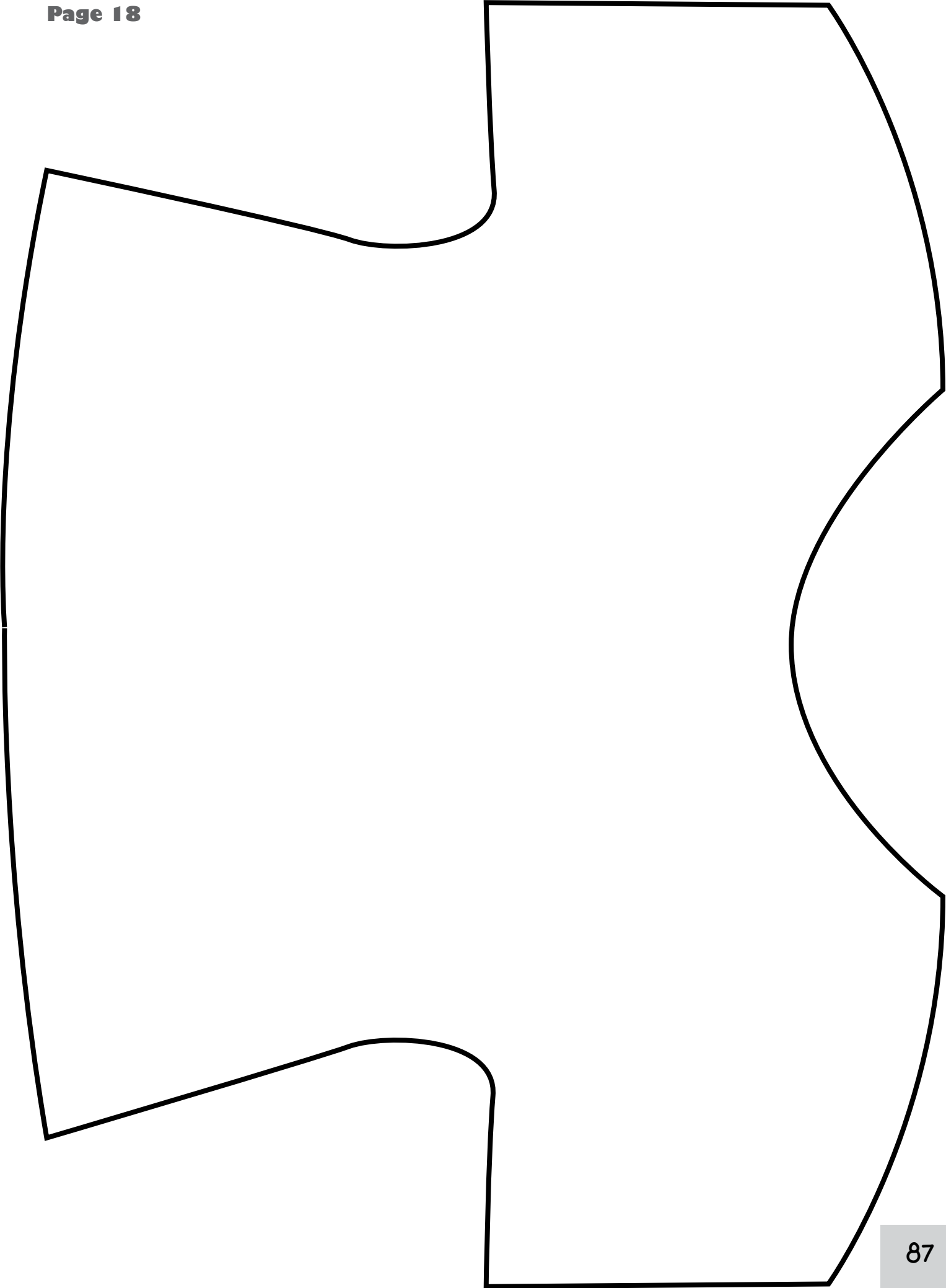
Pattern for doll's shorts

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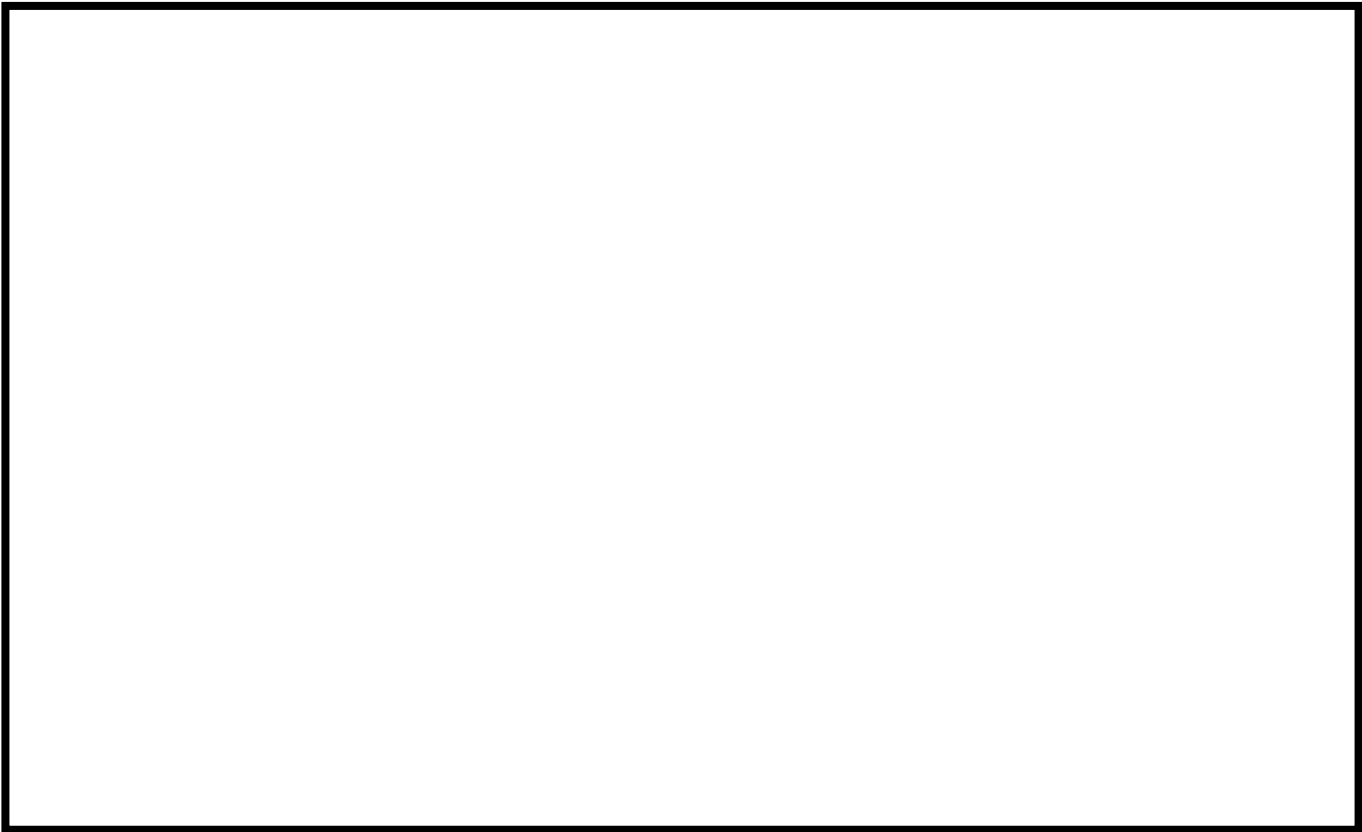
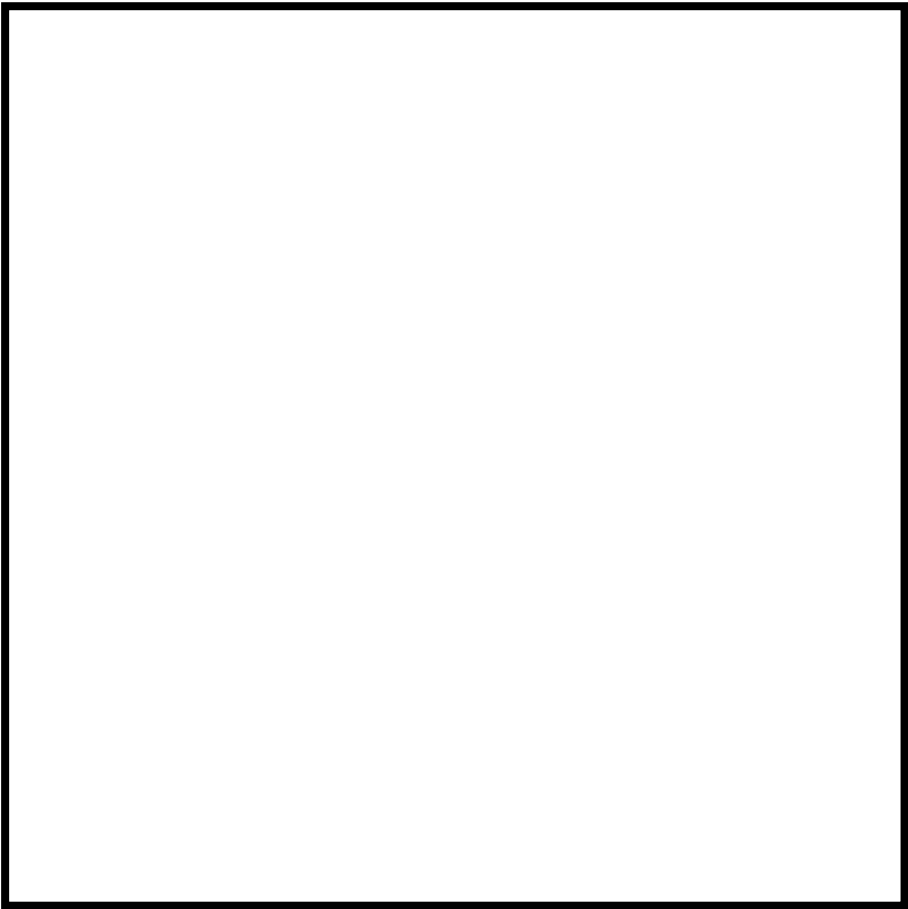
Pattern for doll's T-shirt

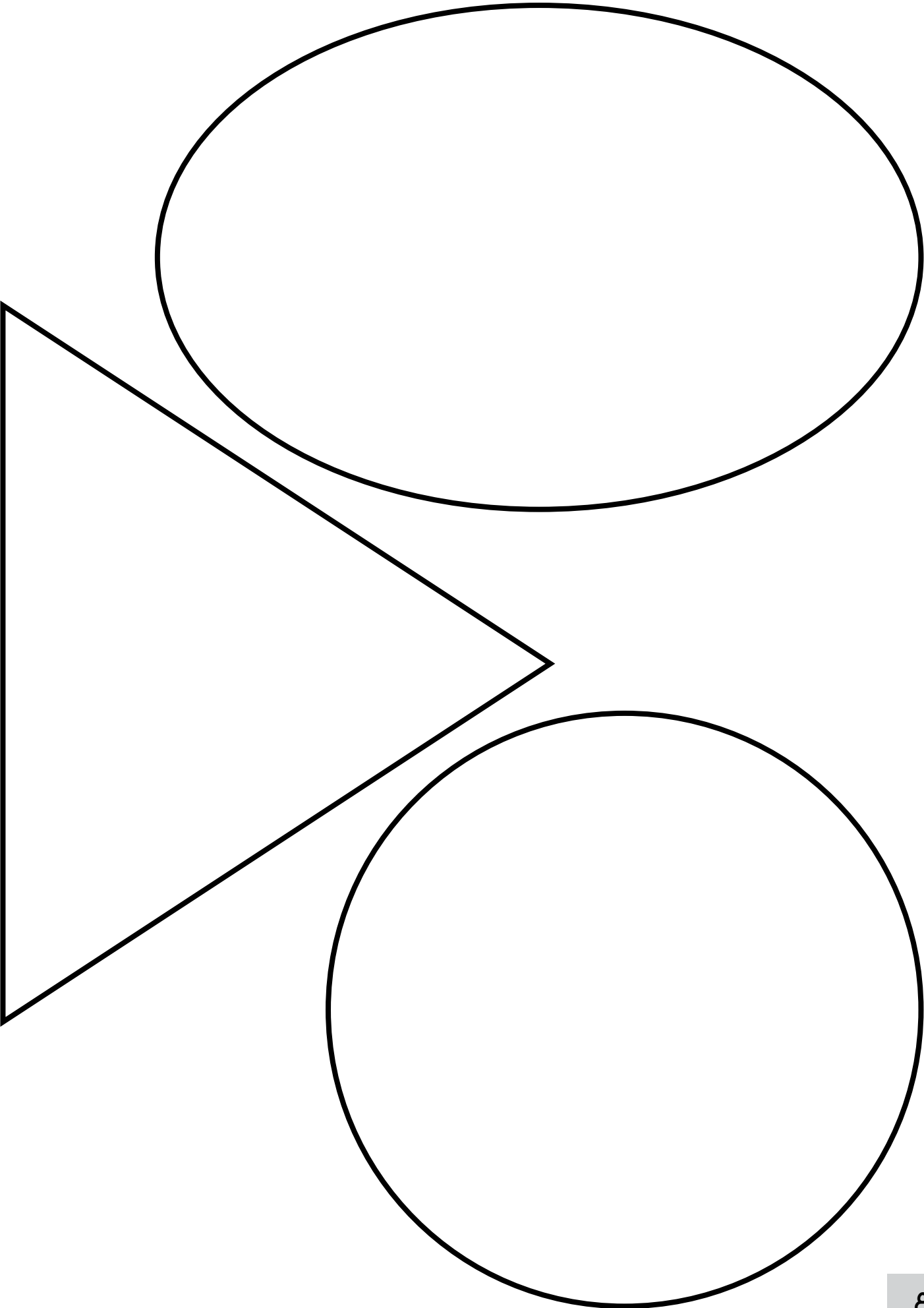
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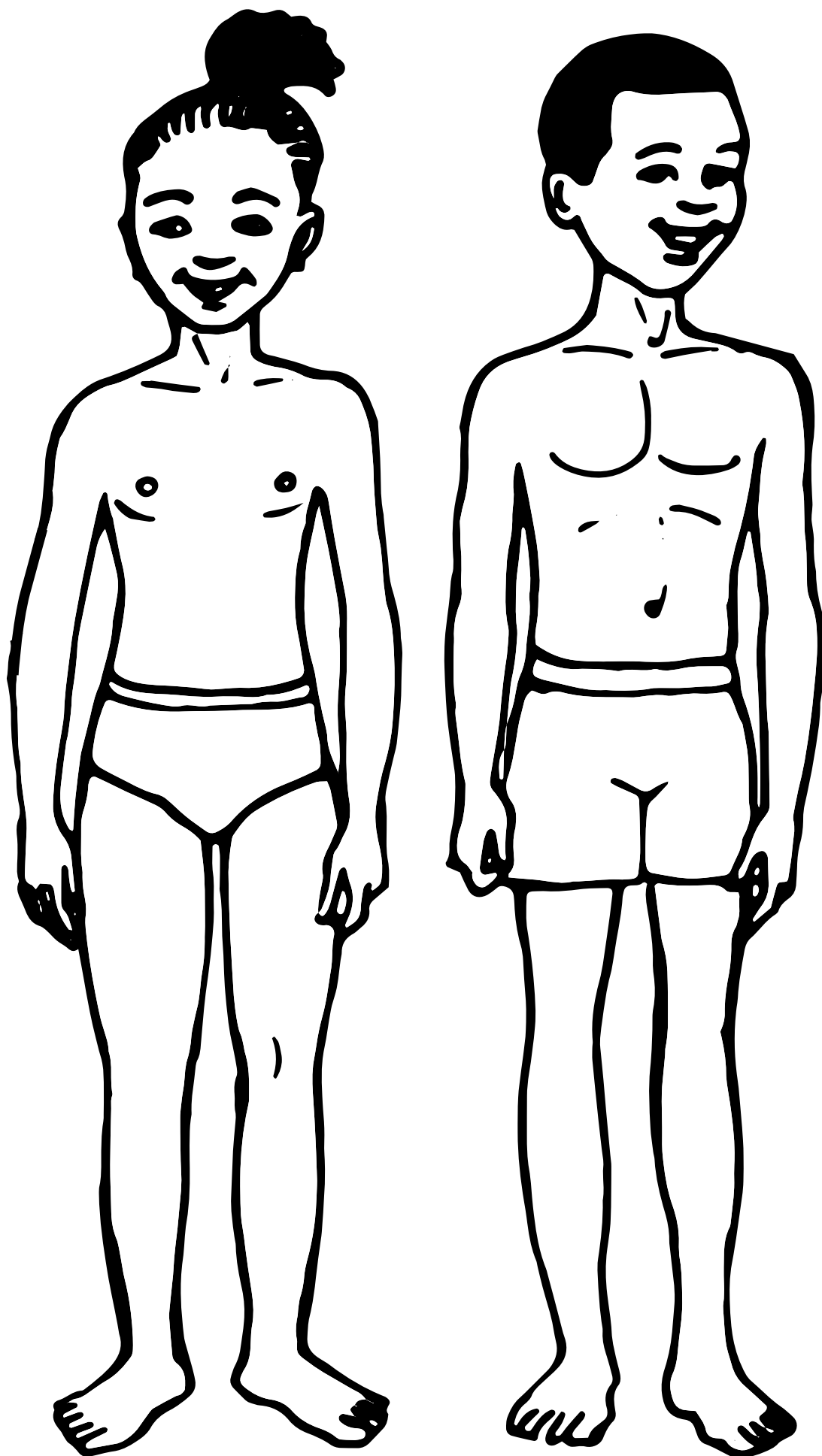
Pattern for shapes

Page 49-50



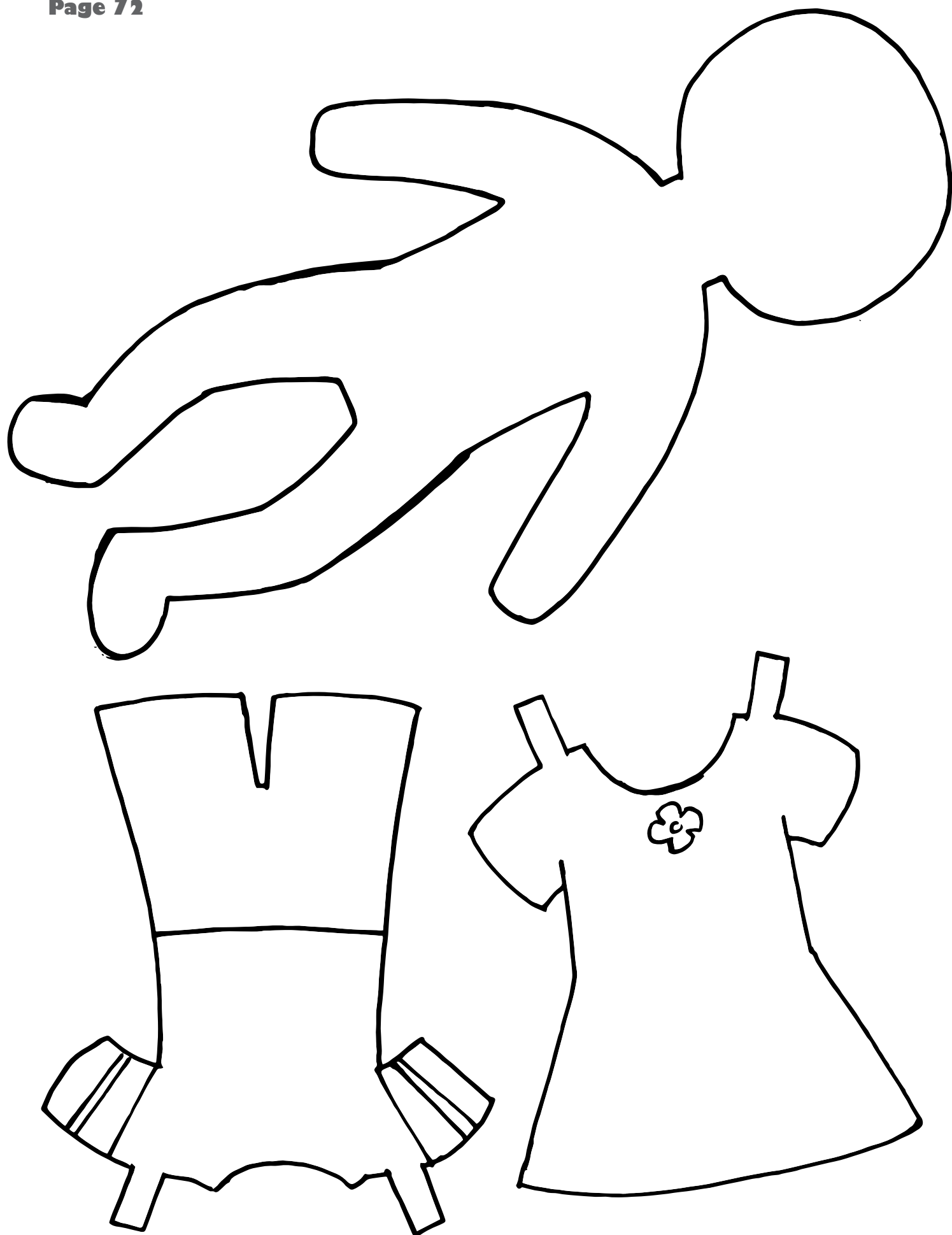


My Body



Pattern for paper dolls

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Pattern for playing cards

