



FREE PLAY

Play Types: Potentially all



HEALTH & WELLBEING

AIMS & OBJECTIVES

To create an environment which will stimulate children's curiosity and maximise opportunities for a wide range of play experiences.

RESOURCES

Play Pod with a variety of different open ended loose parts resources

A large enough space to play in

Enough time to play (45min-1hour)

WHAT TO DO

Set out the resources and identify any ground rules

By using the appropriate skills, the adult can enrich the child's play experience and know when and how to intervene to prevent harm to children without necessarily disrupting their play.

Appropriate Intervention:

Encourage the children to choose how to use the available materials.

Allow them to follow their own interests without the influence of adults.

Wait to be invited to play by the children's 'play cues' (verbal or gesture).

Sensitively observe play and support equality, physical safety and emotional wellbeing if required.

Extend play by asking open ended questions or provide more resources to stimulate play.

Have fun and create a relaxed atmosphere.



CURRICULAR LINKS: HEALTH AND WELLBEING, RELIGIOUS AND MORAL EDUCATION

Mental and emotional wellbeing

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 0-05a / HWB 1-05a / HWB 2-05a

Social wellbeing

I value the opportunities I am given to make friends and be part of a

group in a range of situations. HWB 0-14a / HWB 1-14a / HWB 2-14a

Planning for choices and change

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences HWB 0-19a

Values and issues

As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others RME 0-02a





DESIGN A MAP

2

Play Types: Recapitulative, Mastery, Creative, Social

SCIENCE
NUMERACY & MATHEMATICS

AIMS & OBJECTIVES

This activity will help children to become more aware of their surroundings & cultivate an interest in the natural environment. It will require problem solving & attention to detail.

Begin by printing a section of an Ordnance Survey map of your area. Identify some key symbols i.e. roads, footpaths, rivers, woodland, contour etc.

RESOURCES

Strong paper for the map - rolls of old wall paper work well, calico or scrap cardboard from a box.

Drawing materials - pencils, crayons, felt pens, chalks, charcoal, paints.

Collage - string, tissue paper, glue, leaves, sand, small stones, twigs.

Rulers, tape measure, compass.

WHAT TO DO

First decide on the map you are going to make - Here are a few suggestions:

- School playground
- Entire school or the community
- Your local park
- Beach
- Woods.

Depending on the area that your map/s will feature, you may need to plan some preliminary outings to gather information and facts such as street names, landmarks, services or other important features.

This could be captured using photographs, videos, sketching, note taking or visiting the local library.

Explain how the grid lines help you to pinpoint an exact location on the map.



CURRICULAR LINKS: LITERACY AND ENGLISH, MATHS AND NUMERACY, SCIENCE, TECHNOLOGY

Reading

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things LIT 0-14a

Writing

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information LIT 0-21b

Number, Money & Measure

I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me MNU 0-01a

I have experimented with everyday items as units of measure to investigate and compare

sizes and amounts in my environment, sharing my findings with others MNU 0-11a

Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes SCN 0-15a

Shape, Position & Movement

I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position MTH 1-18a

Craft, Design, Engineering & Graphics

I explore everyday materials in the creation of pictures/models/concepts TCH 0-10a

I can recognise a variety of materials and suggest an appropriate material for a specific use TCH 1-10a

I explore and discover different ways of representing ideas in imaginative ways TCH 0-11a

I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts TCH 1-11a



COLOSSAL COLLAGE



Play Types: Creative, Symbolic, Social

EXPRESSIVE ARTS
TECHNOLOGY

AIMS & OBJECTIVES

A stimulating activity to help unlock creativity and challenge the boundaries of the young imagination.

Children are encouraged to work together to create a large two dimensional piece of artwork which collectively represents a thought, feeling, idea or concept of the group.

RESOURCES

Examples of things you can use:

Recycled materials - cardboard, shredded paper, bubble wrap, packaging, old magazines, paper plates, old CD's, fabric, string, wool.

Gym equipment - floor markers, quoits, cones, hula hoops, bean bags, skipping ropes

Play Pod - tyres, rope, bamboo canes, tarpaulin, blocks, planks, crates, carpet and vinyl tiles.

Natural materials - sticks, leaves, pebbles, pine cones, sand, shells, earth.

WHAT TO DO

Divide the class into smaller groups and agree where each group will work in the outdoor space. Encourage the children to decide what their artwork will be/ or represent. If the children get stuck here are a few ideas:

- A landscape - mountain, desert, ocean, forest, river
- A living object - tree, animal, flower, person
- An inanimate object - car, boat, house
- A feeling or abstract idea - that does not attempt to represent an accurate depiction but instead uses shapes, colours, forms and gestural marks to achieve its effect.

Discuss some of the visual elements of art and design by encouraging the children to consider:

- Line - curved, horizontal, vertical, jagged
- Shape - geometric, regular, organic
- Form - the physical volume of a shape and the space that it occupies
- Colour - creates the mood or atmosphere of an artwork
- Tone - the lightness or darkness of a colour

- Pattern - repeating or echoing the elements of an artwork
- Texture - the surface quality of an artwork

Agree on a time frame in which to work on the composition and once the children have finished, invite the groups in turn to introduce and explain their artwork to their peers.



CURRICULAR LINKS: EXPRESSIVE ARTS, TECHNOLOGIES

Art and Design

I have the freedom to discover and choose ways to create images and objects using a variety of materials EXA 0-02a

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture EXA 1-03a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and

feelings through activities within art and design EXA 0-05a / EXA 1-05a / EXA 2-05a

Working on my own and with others, I use my curiosity and imagination to solve design problems.

EXA 0-06a

Craft, Design, Engineering and Graphics

I explore everyday materials in the creation of pictures/models/concepts TCH 0-10a

I explore and discover different ways of representing ideas in imaginative ways TCH 0-11a



BUILD A DEN

4

Play Types: Recapitulative, Mastery, Creative, Social

TECHNOLOGY

AIMS & OBJECTIVES

Den building is a great way of exploring the natural environment and inspires children to be creative and solve problems which is rewarding for children and boosts their confidence. Once built a den is a perfect place to play and support other experiences such as role play, fantasy and imaginative play.

RESOURCES

Blankets, curtains, sheets, throws, shower curtains, tarpaulin and camouflage netting all make ideal covers. A waterproof groundsheet (tarpaulin) creates a dry area to sit on.

Fixers i.e. string, tape, rope, guide ropes, tent pegs, clothes pegs to hold things in place and secure covers.

Dens can be built from all kinds of different materials and in different places in and around the school including the playground, playing field and wooded areas.

WHAT TO DO

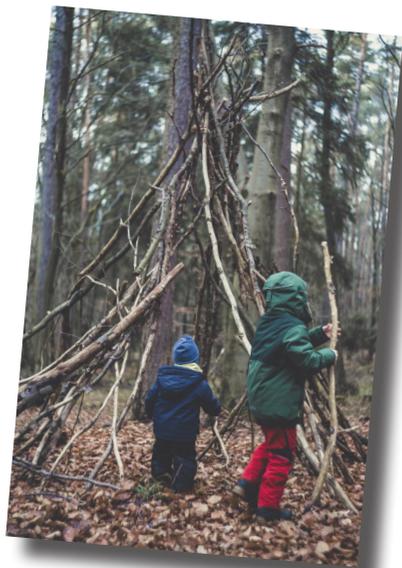
- Set out all the resources and divide the class into groups.
- Introduce the activity and any health and safety ground rules for the space you are in.
- Encourage the children to build their own den or shelter, if they get 'stuck' here are a few ideas to get them started:
 - * Large cardboard boxes make readymade dens and can be decorated with paint, crayon and chalk.
 - * Use an existing frame or structure (climbing frame, trim trail) and cover to create a den underneath.
 - * Build a tipi by pushing garden canes into the ground and tying them together at the top with cord.
 - * Create a woodland retreat by

finding a strong tree on which to build a framework. Look for nooks in which to wedge branches and cover your framework with scrub and leaves.

- Encourage the children to build their own den or shelter, if they get 'stuck' here are a few ideas to get them started.
- Large cardboard boxes make readymade dens and can be decorated with paint, crayon and chalk.
- Use an existing frame or structure (climbing frame, trim trail) and cover to create a den underneath.
- Build a tipi by pushing garden canes into the ground and tying them together at the top with cord.
- Visit each den in turn and discuss how it was made and evaluate its ability to

stand up to the different elements.

This is a great activity to experience during different conditions as it will provide different challenges.



CURRICULAR LINKS: SCIENCE, HEALTH AND WELLBEING, SOCIAL STUDIES

Materials

Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges SCN 1-15a

Social wellbeing

I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a / HWB 1-14a

People, past events and societies

I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me SOC 0-04a

While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. SOC 0-12a

I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a



CREATE A SCULPTURE



Play Types: Creative, Symbolic, Social

EXPRESSIVE ARTS
TECHNOLOGY
NUMERACY AND MATHEMATICS

AIMS & OBJECTIVES

A creative activity which builds children's experience of manipulating materials and helps them to understand the properties and abilities of the materials they might use. Children are encouraged to work together to create a free standing three dimensional sculpture which collectively communicates an intention i.e. a thought, feeling, idea or concept.

RESOURCES

Resource examples are:

Play Pod - tyres, rope, bamboo canes, tarpaulin, blocks, planks, crates, carpet and vinyl tiles.

Natural materials - sticks, leaves, pebbles, pine cones, sand, shells, earth.

Recycled materials - cardboard, shredded paper, bubble wrap, packaging, old magazines, paper plates, old CD's, fabric, string, wool.

Gym equipment - floor markers, quoits, cones, hula hoops, bean bags, skipping ropes.

WHAT TO DO

Divide the class into smaller groups and agree where each group will work in the outdoor space. Encourage the children to decide what their artwork will communicate or represent.

Discuss some of the visual elements of art and design by encouraging the children to consider:

- Line - curved, horizontal, vertical, jagged
- Shape - geometric, regular, organic
- Form - the physical volume of a shape and the space that it occupies
- Colour - creates the mood or atmosphere of an artwork

- Tone - the lightness or darkness of a colour
- Pattern - repeating or echoing the elements of an artwork
- Texture - the surface quality of an artwork

Agree on a time frame in which to work and once the children have finished, invite the groups in turn to introduce and explain their artwork to their peers. Photograph the completed sculptures for further reflection or to include in learning journals.



CURRICULAR LINKS: EXPRESSIVE ARTS, NUMERACY AND MATHEMATICS, TECHNOLOGIES EXPERIENCES AND OUTCOMES

Art and Design

I have the freedom to discover and choose ways to create images and objects using a variety of materials EXA 0-02a

Properties of 2D shapes and 3D objects

I enjoy investigating objects and shapes and can sort, describe and be creative with them MTH 0-16a

Craft, Design, Engineering and Graphics

I explore everyday materials in the creation of pictures/models/concepts TCH 0-10a

I explore and discover different ways of representing ideas in imaginative ways TCH 0-11a



GEODESIC DEN

6

Play Types: Creative, Social, Exploratory, Mastery

NUMERACY AND MATHEMATICS

AIMS & OBJECTIVES

This activity encourages team building by working together to create a sturdy 3D frame which can be covered to create a magical space to play or relax in. The structure can be scaled up or down to suit your requirements. By using 4ft canes for example, you would create an internal floor diameter of around 6ft.

RESOURCES

Example resources:

- 25 Bamboo canes
- Electrical tape
- Paper clips
- String
- Scissors
- Pegs
- A cover for the den e.g. an old bed sheet, throw or parachute etc.

WHAT TO DO

Preparation - first tape a paper clip to both ends of each cane to make a small loop.

Take 15 canes and lay them on the ground to make 5 triangles and tie the corner loops together with string.

Arrange the triangles corner to corner so that the inner space makes a pentagon shape.

Tie the corners together re-using the corner loops and string.

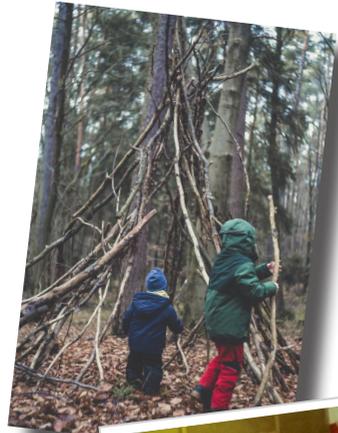
One person stands at the tip of each triangle and lifts it to an upright position.

Now tie a cane from the tip of each triangle to the tip of the next (the structure should now be free standing).

Take the five remaining canes and tie the ends together at one end to make a bunch.

Holding the tied end uppermost, open out canes and tie each end to the tip of each triangle.

The structure is now complete and free standing; you can now cover/ decorate it.



CURRICULAR LINKS: SCIENCE, HEALTH AND WELLBEING, SOCIAL STUDIES

Properties of 2D shapes and 3D objects

I enjoy investigating objects and shapes and can sort, describe and be creative with them.
MTH 0-16a

I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.
MTH 1-16a

Design and construct models/product

I explore ways to design and construct models TCH 0-09a



LET'S PRETEND



Play Types: Role, Imaginative, Socio-dramatic, Dramatic, Fantasy

LITERACY AND ENGLISH

AIMS & OBJECTIVES

Imaginative play collectively describes a range of 'pretend' play behaviours that engages the child's imagination. These types of play help children to identify with the adult world and develop coping strategies. The potential for learning is plentiful supporting children's social and emotional skills, language development and problem-solving abilities.

RESOURCES

Some example resources are:

- Old items of technology - keyboards, telephones, lap top etc.
- Kitchen utensils - metal tea pot, kettle, cups, cutlery, baskets, pots, pans
- Dressing up clothes - scarves, hats, bags, masks, old clothes, belts
- Bespoke items - plastic flowers, feather duster, table cloth
- Cardboard boxes, blankets, crates, fabric for home / den building / stage or set
- Items to stimulate literacy i.e. chalk boards, dry boards, note books, pencils, clip boards, old menus / leaflets, scripts.

WHAT TO DO

Maintaining an environment in which the children feel emotionally secure is important here

Enriching the environment by providing additional resources if required by the children

Sensitively participating in pretend play if you are invited i.e. allow children to take the lead and follow their instruction e.g. you might be invited to be a customer or a patient at the hospital.

Ask open ended questions to extend play and learning



CURRICULAR LINKS: SCIENCE, HEALTH AND WELLBEING, SOCIAL STUDIES

Drama

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama EXA 0-12a

I enjoy creating, choosing and accepting roles, using movement, expression and voice EXA 1-12a

I use drama to explore real and imaginary situations, helping me to understand my world EXA 0-14a

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss HWB 0-07a / HWB 1-07a / HWB 2-07a

Listening and Talking

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message LIT 0-09a

Writing

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information LIT 0-21b

Values and Issues

As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others RME 0-02a

Values and Issues

I am developing my awareness of how money is used and can recognise and use a range of coins MNU 0-09a



BUILD A BALL RUN

Play Types: Exploratory, Mastery, Object

8

SCIENCE
TECHNOLOGY

AIMS & OBJECTIVES

A fun and engaging way for children to explore concepts of physics such as Newton's Laws of Motion, whilst encouraging team work and problem solving.

RESOURCES

Example resources are as follows:

Items to make supports i.e. buckets, large catering tins, crates, tree stumps, blocks, tyres, barrels, seats, benches, fence, cones.

Items to make runs i.e. guttering, tubes, pipes, planks, bamboo canes, cardboard packaging.

Balls of different sizes and weights.

Variation: water, sand, rice.

WHAT TO DO

Divide the class into smaller groups and ask them to build a 'run' which will enable a ball to be transported along its length.

Challenge them to experiment with different dynamics such as length, height, incline, speed, curvature or add obstacles.

Hold races between two ball runs and discuss the outcomes.

Evaluate the contributing factors i.e. why did heavier or more streamline objects move more quickly?

What happened when the incline was increased or decreased?

Time the ball at different heights and distances or try experimenting with water, sand or rice.



CURRICULAR LINKS: CRAFT, DESIGN, ENGINEERING & GRAPHICS

Materials

Forces

Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects SCN 0-07a

By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects SCN 1-07a

Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges SCN 1-15a

Craft, Design, Engineering and Graphics

I explore ways to design and construct models TCH 0-09a

I can design and construct models and explain my solutions TCH 1-09a

I explore everyday materials in the creation of pictures/models/concepts TCH 0-10a



OBSTACLE COURSE

Play Types: Locomotor, Deep, Exploratory



HEALTH & WELLBEING

AIMS & OBJECTIVES

This exciting and challenging activity encourages children to work together to create a course with multiple obstacles that must be overcome in order. Obstacles that require climbing, lifting, running, jumping, balancing and twisting will increase physical activity, motor skills, body awareness and bilateral coordination.

RESOURCES

Provide a variety of loose parts resources to increase creativity and choice i.e:

Tyres, crates, planks, tree stumps/slices, cones, blocks, net, rope, cones, boxes, barrels, ladder, wooden pallets, bamboo cane.

WHAT TO DO

Challenge the children to create an obstacle course using the resources provided.

Ask the children to consider the basic principles and set some criteria to be included such as things to balance on, crawl under or jump over.

The course should be challenging for the children whilst ensuring obstacles are safe and achievable.

Before using the course, encourage the children to risk assess it and offer others ways to minimise the risk of harm.

Take photographs and evaluate the designs back in the classroom. Children could plan and draw their next course



CURRICULAR LINKS: HEALTH & WELLBEING, TECHNOLOGIES

Physical wellbeing

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a

Movement skills, competencies and concepts

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a

Craft, Design, Engineering and Graphics

I am developing my movement skills through practice and energetic play HWB 0-22a

I am developing skills and techniques and improving my level of performance and fitness HWB 1-22a

I explore ways to design and construct models. TCH 0-09a

I explore everyday materials in the creation of pictures/models/concepts TCH 0-10a



SCAVENGER HUNT

Play Types: Symbolic, Social, Creative

10

HEALTH & WELLBEING

AIMS & OBJECTIVES

This is a great way to explore and begin to understand the natural environment around you. Scavenger hunts encourage attention to detail, an enthusiasm for nature and lots of running around. Participating in groups also helps teach children the value of teamwork, in addition to promoting social interaction.

RESOURCES

You can prepare a list defining the specific items which the children must seek to gather or it can be done from memory.

Keep it simple for younger children by giving them two to three items to find at a time.

Increase the number of items for older children to five or six. This will develop memory skills as well as exploration.

WHAT TO DO

Divide the class into smaller teams and introduce any ground rules or boundaries. This is especially important if you are in a woodland environment, beach or parkland.

Here are some suggestions of objects to find

- Natural objects - leaf, berry, flower, twig, feather, pebble, bark, acorn, conker, pine cone.

- Items of specific colour - yellow flower, red leaf, white pebble.
- Items of specific texture - smooth, rough, soft, hard, prickly, fluffy.

Once items have been gathered you could encourage the children to create some environmental art from their found objects.



CURRICULAR LINKS: HEALTH AND WELLBEING, EXPRESSIVE ARTS & SOCIAL STUDIES

Social Wellbeing

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 0-14a / HWB 1-14a / HWB 2-14a

Art and Design

I have the freedom to discover and choose ways to create images and objects using a variety of materials EXA 0-02a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design EXA 0-05a / EXA 1-05a / EXA 2-05a

People, place and environment

I explore and discover the interesting features of my local environment to develop an awareness of the world around me SOC 0-07aan awareness of the world around me. SOC 0-07a



JUNK ORCHESTRA

Play Types: Creative, Social, Exploratory, Object

EXPRESSIVE ARTS

AIMS & OBJECTIVES

This practical and inspirational activity explores loose parts resources to develop and nurture the creative skills and techniques of sound making, rhythm and performance.

Music outdoors can increase activity and children have more freedom to explore sound.

RESOURCES

Provide a range of loose parts materials, considering the different ways they make sounds i.e.

- Tapping/hitting- large catering tins, old pots & pans, lids, barrels, buckets, water containers, wood blocks, tree stumps.
- Scraping- ribbed tubes, cheese grater, sand paper blocks.
- Shaking- large plastic bottles & containers filled with different sound makers.
- Blowing- flexi tubing, funnels, cardboard tubes
- Wooden/Metal utensils used as beaters. Larger beaters from broom handles

WHAT TO DO

Explain to the children that they are going to work in groups to create a musical composition using loose parts resources which they will later perform to their class mates.

Divide the class into smaller groups and allow them time to explore and choose their instruments. Introduce some of

the basic building blocks of musical composition. They refer to how sound can be varied and changed. Some children may already be aware of these concepts i.e:

- Loud/quiet - Fast/slow - High/low - Hard/soft
- Thick/thin (or texture - layering sounds together)

- Pulse or beat - the basic unit of time
- Rhythm - a strong, regular repeated pattern e.g. a heart beat
- Pattern or structure - how the tune is constructed/repeated or adapted

Agree on a time frame in which to work on the musical composition and once the children have finished, invite the groups in turn to perform their musical compositions.



CURRICULAR LINKS: EXPRESSIVE ARTS/ MUSIC (PARTICIPATION IN PERFORMANCES & PRESENTATIONS), SCIENCES (FORCES, ELECTRICITY & WAVES)

Materials

I have experienced the energy and excitement of performing for audiences and being part of an audience for other people's performances. EXA 0-01a / EXA 1-01a / EXA 2-01a

Inspired by a range of stimuli, and working on my own and/or with others,

I can express and communicate my ideas, thoughts and feelings through musical activities EXA 0-18a / EXA 1-18a / EXA 2-18a

By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound. SCN 1-11a

Through play, I have explored a variety of ways of making sounds SCN 0-11a



MINI OLYMPICS



Play Types: Locomotor, Rough and Tumble, Social, Fantasy, Object

HEALTH & WELLBEING

AIMS & OBJECTIVES

A fun semi competitive adaptation of the events found within an Olympic or Commonwealth Games programme which is suitable for most ages and abilities.

RESOURCES

A large enough outdoor area with access to a variety of loose parts resources and additional gym equipment if required.

A long tape measure

Field markers

Medals/certificates

WHAT TO DO

Plan the games with the children in advance and decide what resources will be required.

Set up the appropriate resources with help from the children. Divide the children into teams and allow them to make up team names or countries to represent.

Here are a few ideas for track and field.

Running races of all sorts, including distance, three legged, sack and relay races.

- Obstacle course (refer to activity card 9).
- Throwing the Discus (small tyre, frisbee)
- Javelin - bamboo canes

- High jump - bamboo canes with supports
- Long jump - rope to mark take off point
- Hurdles - bamboo canes and cones

Have your own opening ceremony - you could have flags, hats and mascots.

For the closing ceremony make a tri-level podium from crates or other loose parts on which to award medals. These can be made in advance from air drying clay, salt dough or cardboard and painted with metallic paints.

Older children will accept that there are winners and losers, but for younger children you should plan to give every child a medal and for older children something which acknowledges their participation and effort.



CURRICULAR LINKS: HEALTH AND WELLBEING (PHYSICAL EDUCATION, PHYSICAL ACTIVITY & SPORT)

Physical education (Movement skills, competencies and concepts)

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space HWB 0-21a

I am developing my movement skills through practice and energetic play HWB 0-22a

I am developing skills and techniques and improving my level of performance and fitness HWB 1-22a

Cooperation and competition

I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules HWB 0-23a

Physical activity and sport

I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors HWB 0-25a

Physical activity and health

I know that being active is a healthy way to be HWB 0-27a

I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body HWB 0-28a



WATER BOTTLE ROCKET

13

Play Types: Social, Creative, Exploratory

SCIENCE
TECHNOLOGY

AIMS & OBJECTIVES

A great science project for the classroom this rocket uses pressurised air and water to fly.

The bottle is partly filled with water, sealed and then pressurised with air using a bicycle pump which forces the water down causing the rocket to 'take off'.

RESOURCES

Example resources as follows:

- An open outdoor space/area
- A 2 litre plastic bottle and a cork that fits snugly
- A valve from a bicycle inner tube
- A hand or foot pump that fits the valve
- Tap water
- Funnel
- Loose parts to build a launch pad for the rocket i.e. guttering, tree stumps, crates etc.

WHAT TO DO

Make a hole through the cork a little smaller than the valve as you will need it to fit snugly (a drill works well).

Push the valve all the way through the cork ensuring that the thread of the valve is still visible.

Now encourage the children to build their launch pad from a piece of gutter and items to support it.

Fill the bottle full with water and seal with

the cork and valve.

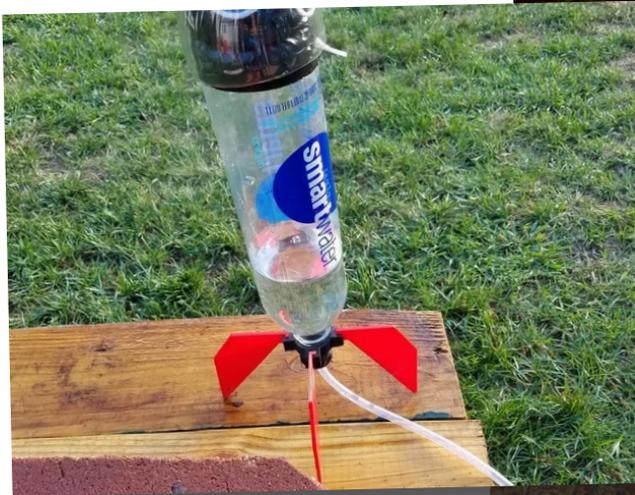
Before the rocket is launched encourage the children to assess the risks and decide on any health and safety guidelines.

Ensure the area is clear, place the bottle on the launch pad neck down and attach the pump to the valve. Pump steadily until the corks pops out and the rocket takes flight.

Try varying the amount of water each time as this will influence how the rocket will fly. Try using different shaped bottles or

decorate the rocket with a nose cone and fins etc.

Alter the angle of the launch pad and observe how this affects the trajectory of the rocket



CURRICULAR LINKS: SCIENCES HEALTH & WELLBEING

Forces, electricity and waves

Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects SCN 0-07a

By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects SCN 1-07a

Craft, Design, Engineering and Graphics

Explore ways to design and construct models TCH 0-09a

Physical Wellbeing

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible HWB 0-16a / HWB 1-16a / HWB 2-16a



WATER PLAY

Play Types: Creative, Social

14

SCIENCE
TECHNOLOGY

AIMS & OBJECTIVES

Children of all ages enjoy experimenting with water. Water plays a significant role in learning as it builds understanding of scientific concepts such as flow, motion, floatation & volume. Water play also supports physical development, problem solving & creativity. Water & loose parts go hand in hand and there are a variety of ways to introduce water into children's play

RESOURCES

Trays and containers filled with water & empty plastic bottles for dunking, floating, filling
Buckets of water & household paint brushes for water painting
Provide water for imaginative play- i.e. cups of tea, making soup
Build a water cascade using lengths of guttering & items to make supports (see build a ball run) provide a water container & watering can to pour water down the channels.
For transporting water provide lengths of pipe, funnels, a water pump and different containers for transferring water from place to place.

WHAT TO DO

Here are a few ideas to get you started with some water play activities:

Build a water wall by attaching plastic bottles, guttering, funnels, tubes etc. to a fence or trellis.

Design and build a water wheel using an old bike wheel with small cups attached.

Cover old tyres with polythene and fill with water to create water pools

Make simple boats from recycled materials i.e. plastic brinks bottles and food trays tied together with string and float them on a tray filled with water

Water is an ideal accompaniment to sand and earth for making sand castles and mud pies.

Rainwater collectors are a great way of conserving water and allow children easy access to water



CURRICULAR LINKS: SCIENCES, TECHNOLOGIES

Forces

Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects SCN 0-07a

By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects SCN 1-07a

Through exploring properties and sources of materials, I can choose appropriate

materials to solve practical challenges SCN 1-15a

Craft, Design, Engineering & Graphics

To help care for the environment, I reduce, re-use and recycle the resources I use TCH 0-06a

I explore ways to design and construct models TCH 0-09a

I can design and construct models and explain my solutions TCH 1-09a

I can recognise a variety of materials and suggest an appropriate material for a specific use TCH 1-10a



PLAYING WITH SYMMETRY

Play Types: Creative, Social

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NUMERACY AND MATHEMATICS

AIMS & OBJECTIVES

A fun and engaging activity which develops mathematical concepts as children work in pairs to create symmetrical patterns from loose parts resources.

RESOURCES

Example resources:

- Chalk, string or hula hoops
- Small loose parts i.e. bottle tops, milk tops, jar lids, buttons, corks, glass beads
- Natural materials - leaves, twigs, pine cones, beach nuts, pebbles, feathers, shells
- Small trays (from recycled food packaging) in which to collect items

WHAT TO DO

Divide the children into pairs

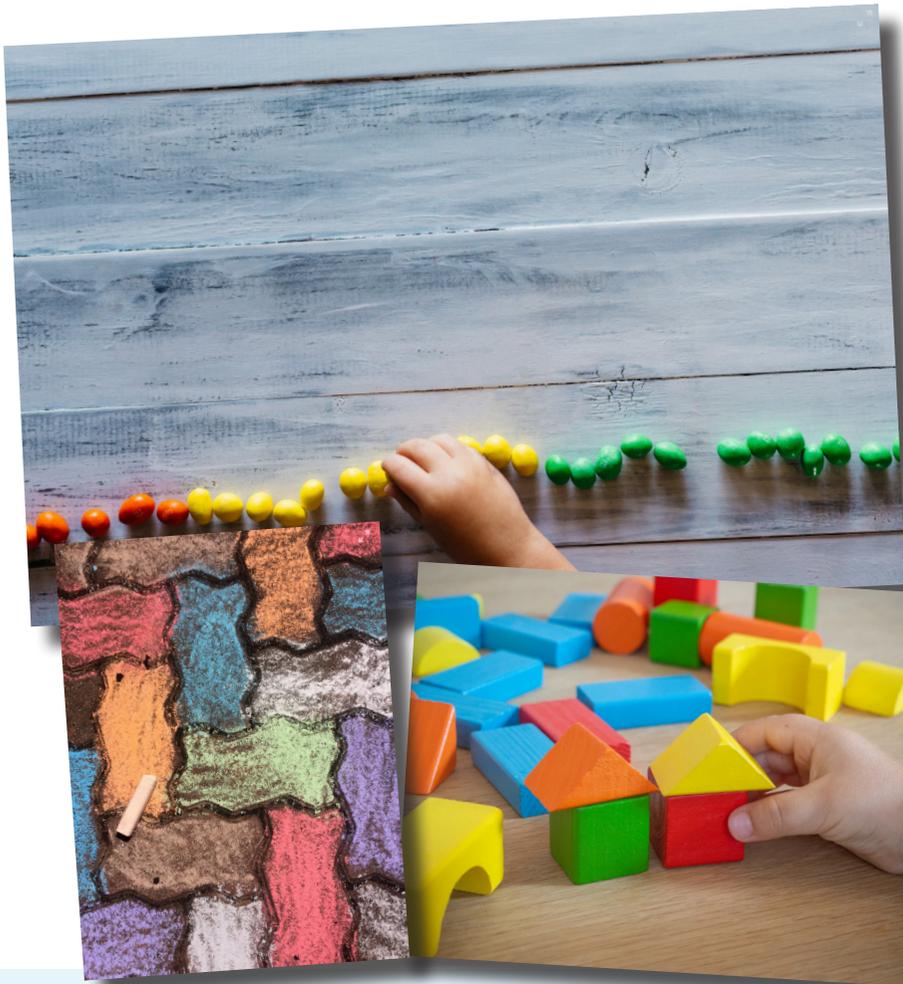
For each pair chalk a circle or square on the ground or use a hula hoop or a piece of string to define the space.

Divide each shape in half and ask the children to collect their objects, they will need around 10-15 items each.

Ask children to label each other A or B.

Child A goes first by creating a pattern in their half of the shape, followed by child B who should replicate the pattern in their half to complete a symmetrical image.

The activity can be made more challenging by increasing the number of items used; by dissecting the shape into quarters or by thinking in three dimensions by stacking items.



CURRICULAR LINKS: NUMERACY & MATHEMATICS

Patterns & relationships

I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns MTH 0-13a

Angle, symmetry and transformation

I have had fun creating a range of symmetrical pictures and patterns using a range of media MTH 0-19a

I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes MTH 1-19a