

Made freely available to all Norfolk Schools by Norfolk County Council, to support the wellbeing of young children attending schools during Covid-19 restrictions.



Norfolk County Council

Contents

Foreward	3
Calm Activities for Outdoors or Indoors	
My Hands	4
My Name	6
Hide and Seek	7
Alien Invasion	10
Experimenting with Spray	11
Pop-up Cards and Pictures	12
Calm Outdoor Activities	
Cloud Watching	13
Natural Paintbrushes	14
Looking at Leaves	15
Measuring Leaves	16
Making Friends with a Plant	17
Active Outdoor Activities	
Scavenger Hunts	18
Hoop for a Day	19
Traffic Jam	20
Who am I? (dance)	21
Racing Around Outside	
Chalk Obstacle Courses	22
Simple Kites for Windy Days	23
Additional Games to Support Children in Re-establishing Relationships	24
Stories to Share to Explore Feelings	27

Foreward

This is a collection of activities that can be used with young children to support their well-being, to enable them to be active and to give them moments of calm.

The activity ideas are provided as a starting point for teachers and are presented under the following headings:

Where to start: This gives a starting point and is also a place for you to discuss and agree the safety aspects and 'rules' of carrying out the activity, together with children.

Find out more: This section takes you further into the activity and adds more ideas and different routes you could choose to take, depending on the age, stage and interests of the children.

Let your imagination take over: This section gives ideas for opportunities to embed their learning and gives links to other learning that you may want to explore. This is an opportunity for the children to be more creative and think critically to extend their learning. There are opportunities here for deep-level learning.

Possible learning objectives: This section gives the main possible learning objectives linked with the current statutory EYFS framework, Early Learning Goals and takes into account the proposed new EYFS learning and development criteria. It also highlights additional learning objectives from the National Curriculum for Y1/KS1. It highlights learning opportunities that might arise through the teaching sequence depending on the route that you choose to take, together.

As well as the objectives listed for each activity, the activities also promote the development of effective learning behaviours, and personal, social and emotional skills. They are intended to enable pupils to re-establish themselves in school, find their place in their group, collaborate, think critically, show empathy, patience, and much more.

To be seen

To be safe

To be soothed

To be secure

(Siegel, 2013)

The children's safety, effective hygiene and consideration of their own personal space should be explored whilst taking part in these activities.

It is intended that these activities are used to support the return to school for our young children and each enables children and adults to keep as safe and healthy as possible. You need to ensure you follow your school's working practices shaped by the risk assessment process; this includes physical distancing between groups, limiting the sharing of resources and hand hygiene.

Calm Activities for Indoors or Outdoors

My hands

Where to start

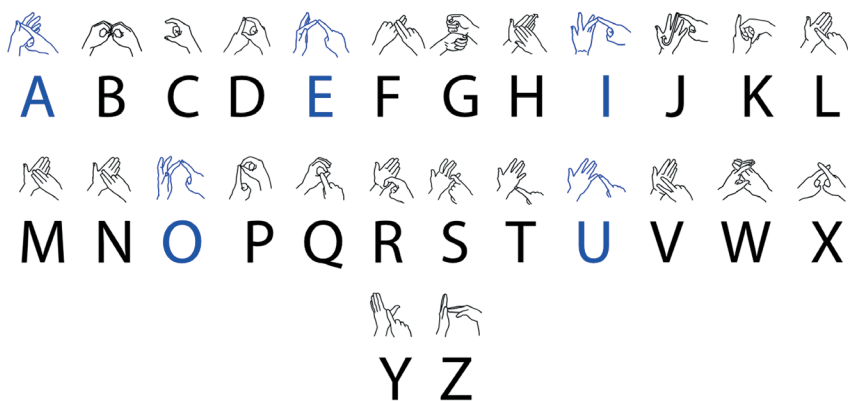
When children come back to school, they will need to be reminded about how and when to wash their hands. You may have a song or rhyme that teaches and encourages hand washing.

This is also a good opportunity to teach and use vocabulary to name different parts of the hand (for example, wrist, palm, back, knuckles, finger tips, nails, thumb, index finger, etc).

Find out more

Play finger games:

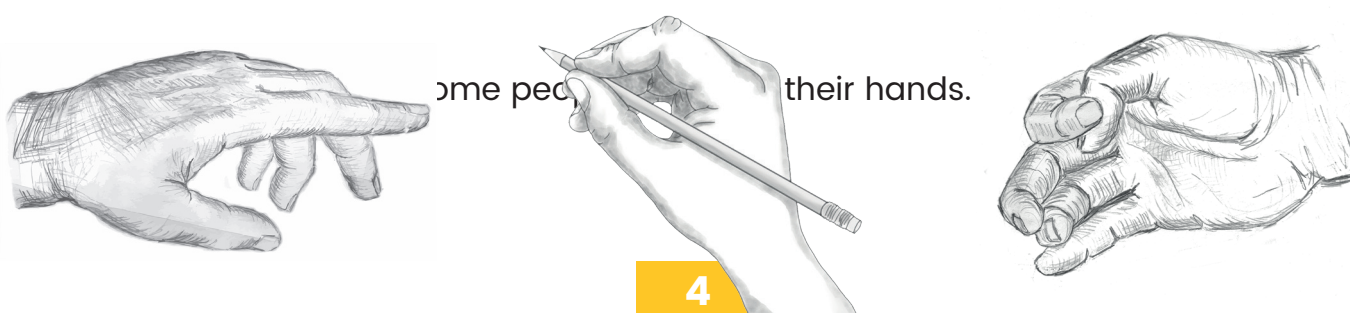
- **Simple Simon** (Wriggle your thumbs! Rub your palms together!)
- **Incy Wincy Spider**
- **Clapping games:** skipping rhymes make good starting points for clapping to a rhythm and then add in other actions such as finger clicking, hand tapping other parts of the body etc.
- **Finger numbers:** Two children take a turn to make a fist and then hold up some fingers.
 - ☞ *Simple version:* the challenge is to add the total numbers of fingers as fast as possible.
 - ☞ *More challenging:* Everyone helps to add all the fingers together. Celebrate if the number matches the one you have chosen. Celebrate if the number is larger than the one you have chosen. Celebrate if the number is smaller than the one you have chosen. Or ask the other children to think of something to say about the total number that has been made. (It is two and two, it is the number after 11 etc)
- **Rock, paper, scissors:** you can also invent your own categories for this simple game (elephant, person, ant).
- Use **British Sign Language** to learn how to make the letters of your name.



Give each child a hand lens to look more closely at their hands.

What details can they see?

- Find out about artists who have represented hands in their art.





Let your imagination take over

- Encourage children to make their own piece of art by painting, drawing or modelling hands.
- Use hands to paint, print or model.
- Ask children to invent a challenge for themselves about how well they can use their hands. For example: how many beads can I string in one minute or how tall a tower can I make? Encourage self-competitiveness – do I get better at this challenge if I do it three times? (Or do I get tired?)
- Invent clapping patterns
- Make shadow puppets.
- Design and make finger/glove puppets.
- Tell a simple story using your hands to make the words more exciting.

Possible links to EYFS objectives:

- Understand and follow rules about hand washing and other hygiene routines
- Develop confidence to work from supported starting points to explore their own ideas
- Play games with agreed rules
- Observe their own hands and develop and use an appropriate vocabulary to describe what they can see, feel and do
- Start to become aware of artistic works, such as paintings and sculptures and use these to support their own imagination and creativity
- Explore rhythm and pattern through clapping games and other activities
- Use gesture and movement to enhance their storytelling and performance of poems and rhymes
- Develop fine motor skills through activities that use the muscles of the hand and arms

Possible additional links to Y1 National Curriculum objectives:

- Learn to appreciate rhymes and poems, and to recite some by heart
- Discuss word meanings, linking new meanings to those already known
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

My Name

Where to start

Ask children to find out how their own name was chosen. Talk with them about whether they shorten their name, whether anyone calls them something different (a nickname, or a special name used by someone in their family, or a friend.)

Help children to focus on the individual letters in their first name. Ask them to write their name, paying careful attention to the correct size and shape of letters.

Find out more

- Discover different ways of illustrating important letters.



- Ask children to talk about names that are important to them, such as the names of other members of their family, the names of pets, the name of their street, or their house.
- Read books to the children that include/celebrate the importance of names. Examples might include Rumpelstiltskin, or the Hairy McLary series by Lynley Dodd

Let your imagination take over

Challenge children to:

- Design and make illustrated letters for themselves and people who are important to them.
- Draw a map of where they live and label the names of streets and other landmarks.
- Invent a character or a place and think of exciting names that help to describe them, for example, a name for a giant, a monster, a super hero, a pirate, a footballer, a dancer, or a castle, an island, a forest.

Possible links to EYFS objectives:

- Develop fine motor skills by using a pencil and other drawing materials to write and decorate individual letters
- Become fluent in writing their own name and the names of others, such as family members and friends.
- Find out about some of the things that make them unique, including their own name
- Have conversations- talk, listen and respond – about names that are important to them
- Describe the immediate environment by naming houses, streets and places that are significant. Representing this information in simple home-made maps.
- Use media and materials to represent letters in imaginative and original ways
- Use a range of materials, tools and techniques and experiment with colour, design and texture
- Read and listen to stories
- Explore whether the name of the character is important to the story
- Invent and experiment with names describing fictional characters

Possible additional links to Y1 National Curriculum objectives:

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Use a capital letter for names of people and places
- Form capital letters
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Use a range of materials creatively to design and make products
- Recognise and represent key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Hide and Seek

Where to start

Look at pictures of objects in the classroom and outdoors. Can the children tell you what those objects are?

Look at some images of those same objects looking down at them from above. Can the children tell what the objects are now? Why and how do they look different?

Build a model from Lego/Duplo/blocks. Look at it from the side and then from above. What can you see from the side view? What can't you see? Look at it from above. What can you see? What can't you see?

Talk to the children about the difference between a map/image and a plan. Talk about the different viewpoint enabling you to see different parts but not all parts at once.



Find out more:

Look at a Google Earth image of your school

Create a plan of a small world scene set up in the classroom (keep it simple with only a few different shaped objects) hide some treasure in the scene and draw a plan to help the children find the treasure

Create a plan of the classroom/playground/garden

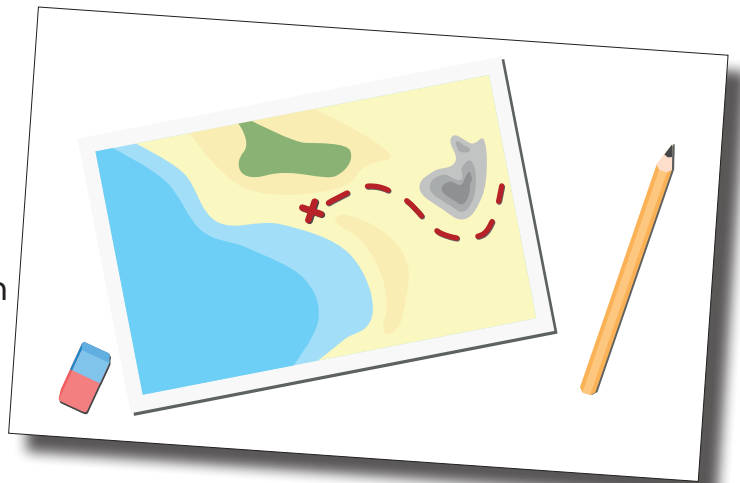
Hide an object and draw a route on the plan, to take the children there

Challenge the children to draw a treasure map/plan. Encourage them to hide some treasure in the classroom/garden/playground and draw a route on their plan for a friend to follow.

Let your imagination take over:

Challenge the children to:

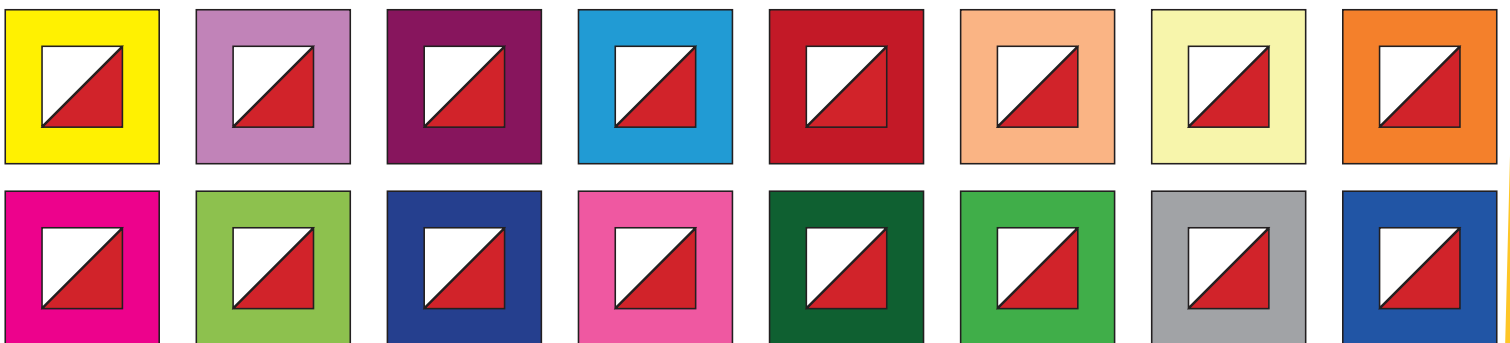
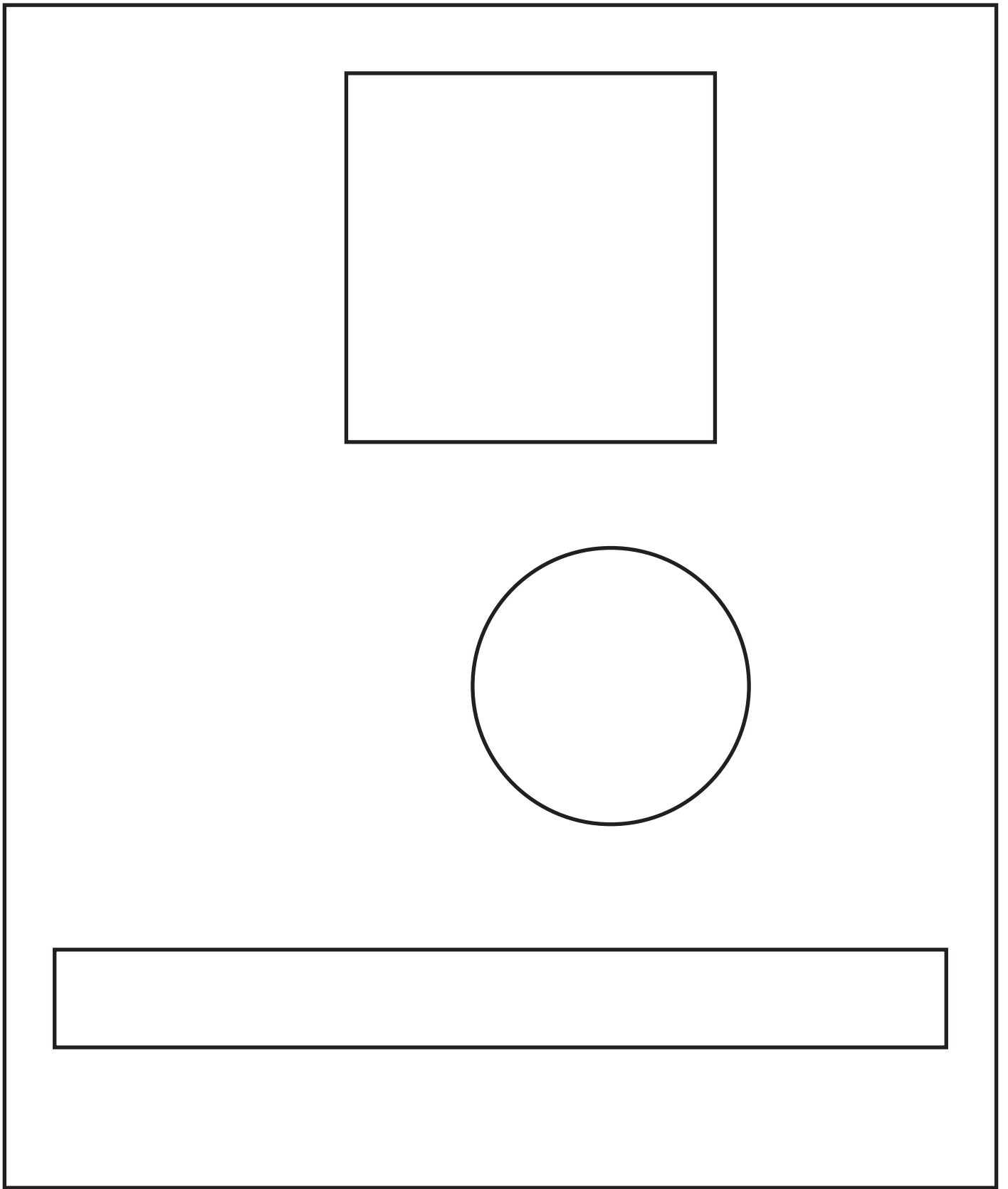
- Go on a treasure hunt following the plan. Mark the route they must follow to each of the clues/challenge questions. They must make a guess as to the treasure is from each clue (clues get progressively easier) /answer each challenge question to move onto the next.
- Design and build a treasure island, using a plan.



Play the Orienteering Game:

Resources

- 3 simple shapes, (crash mat, bench, hoop, or shapes made with cones or newspaper)
- Maps. One copy of the map below for each child (attached on next page.)
- Colour markers or coloured items e.g. crayons. Different colour for each pair.



Where to start:

1. Sit children in pairs (maintaining distance) around the edge of the area. 4 chairs/ cones in the corners can help mark out the area.
2. Match the map to the ground, i.e. orientate or 'set' the map.
3. Point to where they are on the map.
4. Teacher/leader walks around the shapes, children follow with finger.
5. Give each pair a marker (attached below.) One from each pair points on the map where to place the marker. The other places it and returns. The partner checks it is correctly placed. Then they swap over.
6. One of the pair faces away from the area and the other places card as in 5 above. They show their partner on map for them to retrieve. Did they get it correct or did they have to search for it?
7. Practice moving around the edge of the area, keeping the map set at each turn.

Let your imagination take over:

- Increase the number of shapes
- Increase the number of markers

Possible links to EYFS objectives:

- Begin to represent the 3-D models they make during building construction through 2-D drawings and plans
- Use mathematical language to describe shape and position
- Begin to use some of the vocabulary of maps, plans, views in their explorations
- Begin to use specific vocabulary to give and describe directions and orientation
- Begin to explore how objects appear when viewed from different angles

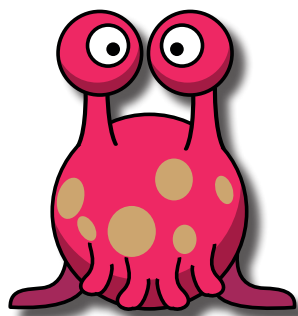
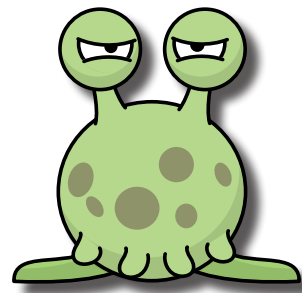
Possible additional links to Y1 National Curriculum objectives:

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- Devise a simple map
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns
- Evaluate their ideas and products

Alien Invasion

Where to start:

- Put the children into pairs and number them 1 & 2
- Number 1 will be the teacher and number 2 will pretend to be an alien from another planet who has never seen a house/ clothes/shoes.... before
- Explain to number 1s they are going to teach their alien partner how to draw a house but **they are only allowed to use words** and they **cannot use any actions** at all - at any time.



Let your imagination take over:

- Let the children swap round so number 2 becomes the teacher and select a different idea to teach the alien
- Let the children change to only using actions and no words to teach the alien a new skill
- Can the children think of their own ideas to teach the alien?

Ideas

- How to draw a house
- How to put your jumper on
- How to put on your shoes
- How to hop/jump/skip
- How to juggle

Reflection:

- What helped you to follow the instructions? Why?
- Was it easier to use all actions or all words?
- Which instructions were the hardest to follow? Why?



Possible links to EYFS objectives:

- Practice back-and-forth verbal interactions with a partner, where it is important to listen carefully; to give, understand, and follow instructions
- Visualise an activity sequence and use verbal instructions to explain to a partner what to do first, next, etc
- Be able to listen to someone else and respond appropriately
- Explain own knowledge and understanding and adjust verbal instructions depending on the response of a partner
- Use fine and gross motor skills to complete the activity sequences

Possible additional links to Y1 National Curriculum objectives:

- Give well-structured descriptions, explanations and narratives for different purposes
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Experimenting with spray

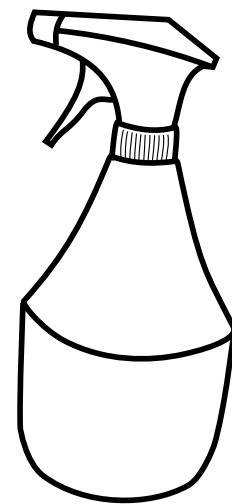
Where to start

Consider approaching this activity in the most suitable way for the children in your group.

Discuss with the children that when we breathe, water droplets come out of our mouths. Encourage the children to breathe on the back of their hands and see if they can notice that it feels damp. Explain that our mouths are wet and that moisture comes out when we talk, cough or breathe. There is also moisture in our noses and that comes out when we sneeze. When people aren't very well, that moisture can contain the germs. At the moment, people are trying to keep apart from one another so that they don't spread the germs in this way. That is why we ask you to keep your distance from one another and why you might be asked to do this by your family outside of school.

To investigate this, we are going to use sprays to see how far the moisture in the air reaches. Does it reach further if we squeeze hard or if we squeeze softly? How can we see how far the spray goes?

Safety note: Children must wash their hands thoroughly after doing this.



Find out more:

Use markers on the playground and see how far the water spray has reached. Use coloured water and spray onto paper from various distances. Talk about the effects made on the paper.

Paint onto paper and spray with water. What happens to the paint?

What happens if you spray the water up in the air?

Taking it further:

- Explore different artworks that use or depict water vapour/mist/droplets
- Try bubble painting. Blow into a mixture of paint, water and detergent and place paper over the top. Do this repeatedly with different colours.

Safety note: use a small amount of bubble paint mixture in a shallow container and ensure that the children use their own straw and paint container. The straws should be disposed of in a lidded bin.

- Create weather pictures and water pictures using bubbles or sprays as above.

Possible links to EYFS objectives:

- Listen and attend to instructions and reasons for these
- Ask questions about things they do not understand
- Demonstrate imagination and creativity
- Experiment with colour and texture by mixing paints, adding other materials if appropriate and making representations of observations or imagined shapes
- Use the technique of colour mixing to explore what happens when colours are combined
- Talk about their observations

Possible additional links to Y1 National Curriculum objectives:

- Listen carefully and follow instructions to keep themselves and those around them safe
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Compare and discuss lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Compare lengths of time [for example, quicker, slower, earlier, later]
- Ask simple questions and recognise that they can be answered in different ways
- Use their observations and ideas to suggest answers to questions
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Make a pop-up card or picture

Where to start:

If you have a pop-up book or card, then share it with the children and talk about what they can see. Think about other examples of 3D pictures, or books with moving parts. Choose a simple pop up design that you can show the children how to make.

For example: <https://tinkerlab.com/simple-diy-pop-up-cards-for-creative-kids/>



Let your imagination take over:

Ask the children to choose a new theme for the card or picture and get designing. You can go back to the start and teach a different technique and then challenge the children to make a card with more than one kind of pop-up picture.

Possible links to EYFS objectives:

- Can follow instructions to make a simple pop up card,
- Use techniques modelled in the initial design to invent, enhance and adapt their own ideas for a card.
- Use a range of tools to cut and fix parts of the card.
- Share what they have made and explain what processes they used and what design decisions they made.
- Show motivation and persistence to overcome challenges in the design and making process.

Possible additional links to Y1 National Curriculum objectives:

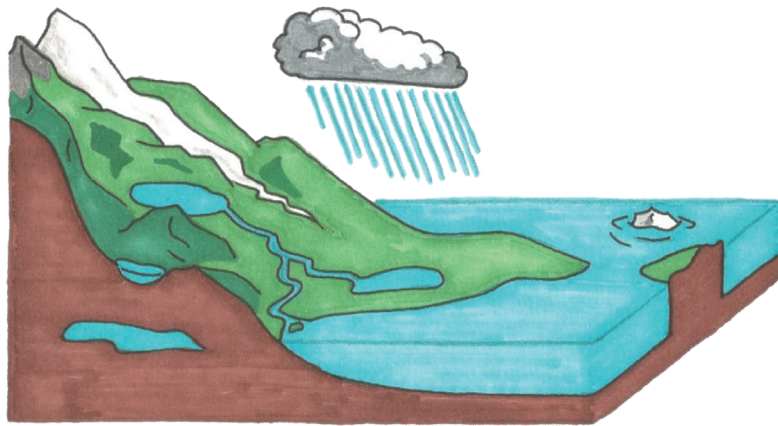
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Evaluate their ideas and products against design criteria
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Design purposeful, functional, appealing products for themselves and other users based on design criteria

Calm Outdoor Activities

Cloud watching

Where to start:

- Choose a day when there is both blue sky and fluffy clouds (cumulus clouds are best!)
- Everyone lies down on the ground and looks up at the sky. Ask the children what shapes they can see? Who can spot an animal cloud? A cloud like a building? A magical cloud? A cloud like a person?
- Safety note: tell children that they must never look at the sun, even on a cloudy day.

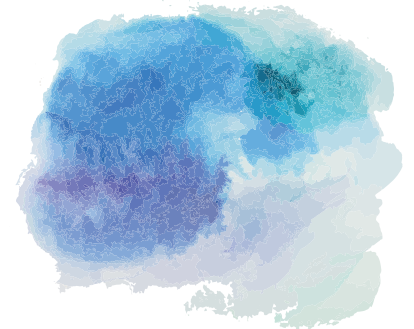


Find out more:

- How clouds are formed.
- The names for different kinds of clouds
- Which clouds are likely to mean that it will rain?
- Which real animals might you see in the sky?

Let your imagination take over

- Give children small amounts of blue, white and black paint and challenge them to mix different sky and cloud colours.
- Paint a picture to show a favourite cloud shape.



Possible links to EYFS objectives:

- Demonstrate imagination and creativity
- Experiment with colour and texture by mixing paints, adding other materials if appropriate and making representations of observations or imagined shapes
- Use the technique of colour mixing to explore what happens when colours are combined
- Use appropriate vocabulary to describe and to talk about clouds, the weather and animals
- Talk about their observations
- Ask questions and find more
- Use books, websites etc to find out about clouds, the sky and the weather

Possible additional links to Y1 National Curriculum objectives:

- Articulate and justify answers, arguments and opinions
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Compare and discuss lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Compare lengths of time [for example, quicker, slower, earlier, later]
- Recognise and name common 2-D and 3-D shapes
- Ask simple questions and recognise that they can be answered in different ways
- Use their observations and ideas to suggest answers to questions
- Observe and describe weather associated with the seasons and how day length varies. describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Natural Paintbrushes

Where to start:

- Show the children a picture of a natural paintbrush, or written instructions for making them.
- Take the children outside to collect sticks and other found materials for the paintbrushes.

Safety note: make children aware of any potential hazards in the outdoor environment. This may include, plants that must not be picked, rules about climbing for materials etc.

- Provide string and/or elastic bands to attach the collected materials to the sticks.



Let your imagination take over:

- Paint on paper
- Paint with mud
- Paint on paving with water



Find out more:

- Search online for paintings where the artist has used swirling or patterned brush strokes and then carry on experimenting with the pictures you can make with the nature brushes.



Possible links to EYFS objectives:

- Create patterns or pictures using a range of found natural materials
- Experiment with line, form and texture
- Use natural paintbrushes that they have made to achieve a planned result
- Adapt materials and techniques as part of experimentation
- Use specific vocabulary to describe their own pictures and to talk about the work of other artists
- Understand and follow rules about the safe collection of natural materials.
- Develop confidence to work from the more supported starting point to exploring their own ideas

Possible additional links to Y1 National Curriculum objectives:

- Observe closely, using simple equipment
- Distinguish between an object and the material from which it is made
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- Design purposeful, functional, appealing products for themselves and other users based on design criteria

Looking at Leaves

Where to start:

Make a collection of 6 different leaves and spend some time looking at them very carefully.

Safety note: make sure that children know whereabouts they can collect the leaves and whether there are any plants that should not be touched.

Introduce and use (throughout this activity) some of the vocabulary that children will need to describe their leaves, such as stalk, leaf, rib, veins. Include words to describe leaf shape and texture.

Find out more:



Encourage children to look at the underside, and then the top, of one of the leaves; talk about some of the differences.

Mix paint and make leaf prints by painting one surface of a leaf, turning it on to paper and then rolling gently with a roller. What patterns do you get from the underside of a leaf and are they the same as the print from the top of the leaf?

Alternatively, make leaf rubbings by placing the leaf under thin paper and rubbing gently with a crayon or soft pencil.

Let your imagination take over:

Design and make your own leaf.

Here are some things you might want to think about:

- the shape of your leaf
- size of your leaf
- the colour for the top and underside (mix your own paint colours or use collage)
- the rib for leaf strength (sticks, spaghetti or straws can help here.)
- the veins (straws, string or wool)
- what to use for a stalk and how to attach it
- the paper or other material for your leaf



Possible links to EYFS objectives:

- Explore the natural world and make close observations
- Notice and talk about patterns, similarities and differences
- Use specific vocabulary to label and describe
- Learn information from observations, books and websites
- Use tools and techniques to make leaf prints and rubbings
- Design and make, reflecting their own observations of leaf parts and patterns.
- Adapt ideas and designs to solve problems and reach solutions.
- Understand and follow rules about the safe collection of natural materials.
- Develop confidence to work from the more supported starting point to exploring their own ideas
- Find ways to solve problems and persist with an activity when challenges occur

Possible additional links to Y1 National Curriculum objectives:

- Observe closely, using simple equipment
- Describe the simple physical properties of a variety of everyday materials
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Measuring leaves

Where to start:

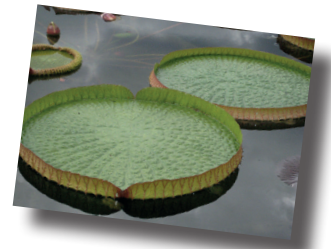
Collect several different leaves.

Safety note: make sure that children know whereabouts they can collect the leaves and if there are any plants that should not be touched.

Find out more:

Ask children to sort and order their leaf collection in different ways. Some hints and prompts might be:

- How the leaf feels to touch
- How the leaf smells
- How long
- How wide
- The shape
- The colour



Let your imagination take over:

Choose one of the categories used to sort the leaves and make some more investigations:

- **Sizes of leaves:** Measure the leaves using a simple non-standard measure. Draw the leaves in order of length. Draw them again in order of width. Add notes and measurements. Is the longest leaf the widest too?
- **Smelly leaves:** make crushed leaf perfume with water and a small pot. Use a pebble as a pestle. Add different leaves, or soil etc. Paint the perfume onto a tree, or a pavement to make a scented patch.
- **Leaf shapes:** photocopy some leaves to make silhouettes. Give each child a set of silhouettes and challenge them to match to leaves growing outside
- **Colour of leaves:** use small quantities of blue, yellow and white paint, Mix with your paint brush to make as many colours of green as you can. Play word games with the colours you make: as green as a caterpillar, an apple, a Christmas tree?
- Find out about some amazing leaves: the largest, the most colourful, the spikiest ...
- Find out about animals that look like leaves.

Possible links to EYFS objectives:

- Understand and follow rules about the safe collection of leaves from the local environment
- Develop confidence to work from the more supported starting point to exploring their own ideas.
- Can talk about ideas and choose resources needed for an activity.
- Explore the natural world around making close observations.
- Notice and talk about patterns, similarities and differences
- Sort using given and own criteria
- Use mathematical language for shape and size. Use non-standard measures to measure
- Order leaves by size
- Use specific vocabulary to label and describe their sensory and mathematical observation
- Use language to describe leaves in factual, poetic and playful ways
- Learn information about leaves from observations, books and websites

Possible additional links to Y1 National Curriculum objectives:

- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- Measure and begin to record lengths and heights
- Compare and discuss lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Make Friends with a Plant

Where to start:

Look around outside and find different plants. Encourage children to look up, and to look down and to find plants growing in surprising places such as between paving stones or tucked beneath larger plants.



Ask each child to make a small flag and put it next to their favourite plant. Draw their own map and put their favourite plant onto it.

Find out more:

Make some simple challenge questions and display them. These are designed to encourage children to observe closely and find out more about their plant. The children will be able to suggest/write some challenge questions for themselves and the group.



- What shape are your leaves?
- How big are your leaves?
- How tall are you?
- What does your stem feel like?
- What do your leaves feel like?
- Do you have any flowers?
- What colours are you?
- Why are you special?
- Does anything live on you, or visit you?



Let your imagination take over:

Ask children to choose different ways of making a record of their special plant. This might include:

- an observational drawing
- a painting, collage or model
- a photograph or a video clip
- a poster
- a book
- a poem
- a plant information label



Possible links to EYFS objectives:

- Develop confidence to work from the more supported starting point to exploring their own ideas
- Talk about their ideas and choose the resources they need for an activity
- Explore the natural world around them and make close observations of at least one plant
- Notice and talk about patterns, similarities and differences
- Explore ideas and questions using given and own questions
- Use specific vocabulary to label and describe their sensory and scientific observation of a chosen plant
- Use language to describe their plant in factual, poetic and playful ways
- Learn information about their plant from observations, books and websites
- Represent the information about their plant in writing
- Read, with appropriate support, and answer, a set of questions about their plant
- Use a range of materials, tools, and techniques to explore colour, texture and form
- Explore plants using a variety of senses as appropriate

Possible additional links to Y1 National Curriculum objectives:

- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- Measure and begin to record lengths and heights
- Compare and discuss lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Add key physical features to a map, including: forest, hill, sea, river, soil, valley, vegetation

Active outdoor activities

Scavenger Hunt

Where to start:

Decide how the children will 'collect' the objects they find.
For example:

- Fill a paper bag or a small plastic tub
- Stick onto a piece of card
- Wrap onto a journey stick
- Weave into a stick frame

Set a collection challenge. This could be a broad theme, such as:

- Things that are smaller than your finger
- Different textures
- One colour or a rainbow of objects

Or, the challenge could be more specific and tailored to your outdoor environment.
For example;

- A tiny stick
- A nibbled leaf,
- a white flower
- A feather
- Something soft
- Something rough

Both the Woodland Trust and the Sensory Trust have good ideas for scavenger hunts and other outdoor activities.

<https://www.woodlandtrust.org.uk/support-us/act/your-school/resources/>
<https://www.sensorytrust.org.uk/information/creative-activities/index.htm>

Safety note: make children aware of any potential hazards in the outdoor environment. This may include, plants that must not be picked, rules about climbing for materials etc

Find out more:

- Play Kim's Game with a collection of found objects.
- Vary the scavenger hunt by providing written clues for children to find objects
- Ask the children to take photos of objects such as plants or other features in your environment and print these as scavenger hunt picture clues for a different group of children.
- Go on a minibeast hunt (without collecting the mini beasts!). Challenge the children to draw, paint or make models of some of the animals they found.

Possible links to EYFS objectives:

- Understand and follow rules about the safe collection of objects from the local environment
- Organise activities for others and take account of their needs when they set their own challenges
- Explore the natural world around them and make close observations of living things and found objects
- Collect a set of objects using given and own criteria. These criteria might include knowledge and understanding about colour, texture etc or about mathematical ideas of shape and size, or information from their senses, or knowledge about plants and animals
- Use specific vocabulary to describe their collections
- Read, with appropriate support, a set of criteria for making a collection of objects

Possible additional links to Y1 National Curriculum objectives:

- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Sequence sentences to form short narratives
- Ask simple questions and recognise that they can be answered in different ways
- Use their observations and ideas to suggest answers to questions
- Identify and classify
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Compare and group together a variety of everyday materials on the basis of their simple physical properties



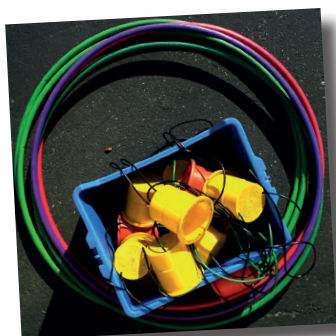
A Hoop for a Day

Where to start:

Give every child a plastic hoop and add a name label, or small decoration, so that it can be recognised by the child through the day.

Let your imagination take over:

- Challenge the child to get to know their hoop! Can they roll and chase it? Roll and keep it near? Play hoola hoop? Put it on the ground and jump in and out of it? Run around the edge as fast as possible? Use the hoop, on the ground, as a target for catching a pine cone?
- Ask each child to find an interesting place to put their hoop. This might be on the grass, or under a tree, or leaning against a trunk or a wall. Look very carefully at what is inside the hoop. What is living there? What colours can they see? What patterns can they find. Try another place for the hoop; what is the same and what is different?
- Collect small objects from around the outdoor area and use the hoop as a frame for a picture or pattern.
- Make a small world inside the hoop. Use materials such as leaves, twigs, pebbles and cones to make a setting for a story.
- Sit in the hoop for snack, or a picnic, or to listen to a story.
- Finally, wash the hoop with soapy water and put it somewhere to dry.



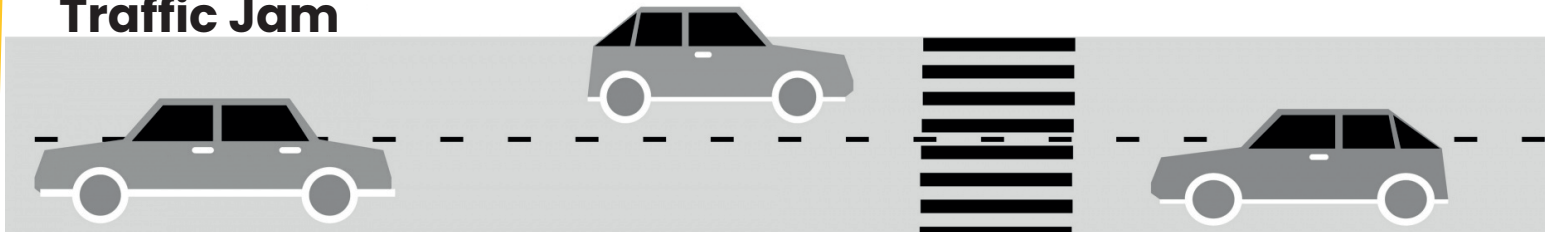
Possible links to EYFS objectives:

- Set and work towards simple goals
- Give focused attention and follow instructions from adults and peers
- Negotiate space and obstacles safely
- Move energetically and demonstrate control, balance and co-ordination as they work on the physical challenges with their hoop
- Explore the natural world and begin to talk about small features that they find within the boundary of their hoop
- Use and arrange natural objects to make the setting for a story

Possible additional links to Y1 National Curriculum objectives:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Identify and classify
- Observe closely, using simple equipment
- Perform dances using simple movement patterns.

Traffic Jam



Where to start:



- Two children on each team in coloured hoops either side of the empty starting hoop (these can be spaced 2 metres apart)
- The mission is for the teams to swap sides but there are rules!
 - Use the empty hoop to start
 - Only one team member can move at a time
 - Children can only move forwards – you can't move backwards!
 - Children may move forward one space into an empty space or may move forward around one person into an empty space
 - Only one child in a hoop at a time.

Let your imagination take over:

- Challenge! Can you increase the team numbers?
- Can you swap the hoops for coloured spots so children have to stand still whilst they wait their go?

Find out more:

- Road safety – how to safely cross the road when there is a lot of traffic.
- Different types of transport
- Have any of the children ever been stuck in a traffic jam? – let them share their stories.

Possible links to EYFS objectives:

- Can understand and follow agreed rules to play this game
- Can play co-operatively within a small team, showing sensitivity to others' needs
- Can adjust their actions to remain part of a team
- Talk about traffic, vehicles and transport using specific vocabulary
- Show awareness of some of the best ways to stay safe when walking in a street or crossing the road

Possible additional links to Y1 National Curriculum objectives:

- Participate in team games, developing simple tactics
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Who Am I? (Dance)

Where to start: (inside or outside activity) Children seated on the floor:

- Can they write their first name in the air in front of them? Can they write it with the other hand?
- Can they create curves with their feet on the floor and in the air?
- Standing, ask the children to mark out the first letter of their name. How large can they make it? – get the children moving and travelling in different ways and directions.

Let your imagination take over:

- Standing, children using one or both hands, “write” their first name, one letter at a time in the air in front of them but make it much larger than before.
- Encourage the children to start moving and stretching in all directions, high and low, writing their name as LARGE as possible. Can they add a jump or turn?
- See if the children can use different parts of their bodies to write their name – head, elbow or foot/feet? This can be done standing, seated or lying on their backs. Can the children use a different body part for each letter?
- Standing, using different body parts, can the children write their name whilst travelling and changing direction.
- Get the children to practise this sequence to music (or to the beat of a tambourine) until they can repeat it accurately.
- Would any of the children like to share their routine with the rest of the group?

Find out more:

- What other body parts can the children name?
- See if the children can recognise body parts on a skeleton
- Do the children know the names of any body muscles?

Adapted from Val Sabin Publications 2003



Possible links to EYFS objectives:

- Use the appropriate vocabulary to talk about parts of the body and to describe movement
- Use books and online sources to look at the human skeleton and to see how muscles attach to bones to enable them to move.
- Choose and explore ways of moving rhythmically, expressively and playfully.
- Participate in dance and creative movement invented by themselves and their peers.
- Move energetically using different parts of their body.

Possible additional links to Y1 National Curriculum objectives:

- Use simple movement patterns
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Form capital letters
- Form digits 0–9

Racing around outside

A chalk obstacle course

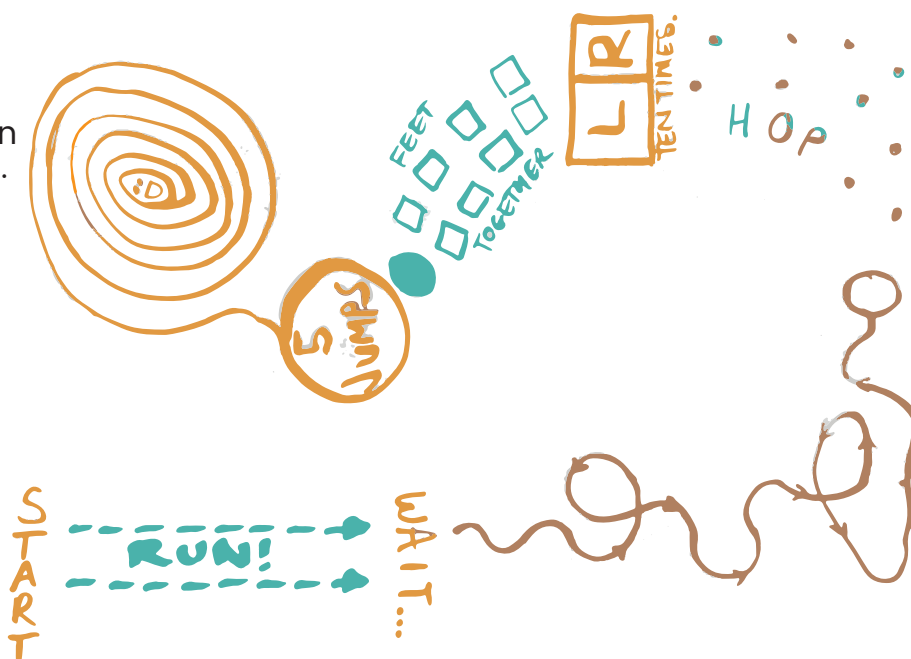
Where to start:

- Use chalk to draw an 'obstacle course' on the playground. Add written instructions if this is appropriate. You could add 'wait points' where the child needs to stop and wait for their turn on the next part of the course. Add an additional challenge at these places, such as 'jump on the spot' or 'hop 6 times'. You could set the course out using 2m separation of each task to help children get used to what 2m looks like



Let your imagination take over:

- Once the children have played with the adult made course, wash it off and challenge the children to make their own version. Each child could be given an area of playground.
- Use the children's course. What worked well? What might they want to change or add?



Possible links to EYFS objectives:

- Move energetically using different parts of their body.
- Be able to understand and use the rules of the challenge.
- Play co-operatively, taking turns with others by being able to wait until there is sufficient space for them to have a go.
- Read and follow simple instructions written in chalk on the obstacle course.
- Design their own course and evaluate it by observing their peers taking a turn.
- Write simple instructions for their own course.
- Work as part of a group to share the space and to work collaboratively in developing a good obstacle course.

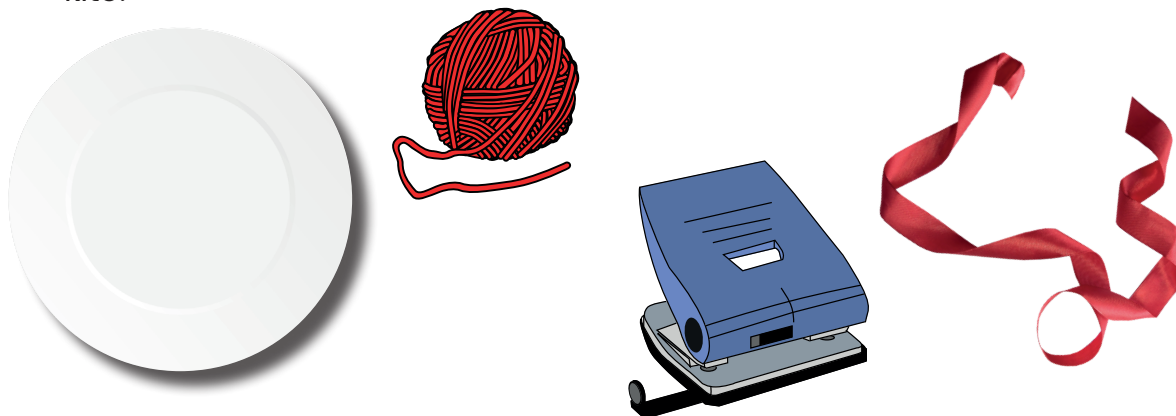
Possible additional links to Y1 National Curriculum objectives:

- Listen and respond appropriately to adults and their peers
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Simple kites for windy days

Where to start:

- These kites don't fly high in the sky, but on a windy day, with a lot of energetic running around, they are great fun for young children and allow them to experience ideas about wind resistance and wind direction.
- For a paper bag kite, you will need: a paper shopping bag (with or without handles), about 30cm of light string or wool, tissue paper or similar for the tails of the 'kite'.
- For a paper plate kite, you will need: a paper plate with the centre removed, about 30 cm string or wool, a hole punch, ribbons or similar for the tails of the kite.



Let your imagination take over:

- Design and make more kites. Experiment with different materials for the tail of the kite, different lengths of tail and string, different ways of decorating the kites, different types of string.

Find out more:

- Find about other things that move in the wind. What do they have to 'catch the wind'? What makes them move?
- Share stories about a windy day, such as
- The Windy Day by Anna Milbourne
- Shark in the Park on a Windy Day by Nick Sharratt.

Possible links to EYFS objectives:

- Can follow instructions to make a simple kite,
- Use techniques modelled in the initial design to invent, enhance and adapt their own ideas for a kite.
- Use a range of tools to cut and fix components for the model.
- Experiment by using different materials or by changing the size or shape of components to make a 'better' kite.
- Share what they have made and explain what processes they used and what design decisions they made.
- Show motivation and persistence to overcome challenges in the design and making process.
- Find out about machines and other objects that are powered by the wind.
- Use specific and descriptive vocabulary to talk about the wind, its power and its effects.
- Share stories and poems which feature the wind and think about the word and image choices made by the author.

Possible additional links to Y1 National Curriculum objectives:

- Perform dances using simple movement patterns
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Evaluate their ideas and products against design criteria
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Compare and group together a variety of everyday materials on the basis of their simple physical properties
- Perform simple scientific tests

Additional games to support children in re-establishing relationships and being playful

Video Game

Explain the movement instructions:

- 'Play' – walk
- 'Fast Forward' – run
- 'Rewind' – move backwards
- 'Pause' – stop
- 'Record' – pull a funny face
- 'Slow motion' – walk very slowly

In a set area get the children moving to the commands.

My Name Is....

- Children walk briskly around a set up area. Lay out a winding path with junctions moving off in all directions, using cones. (consider the amount of children and the chosen space)
- When they meet another child in their path they introduce themselves "Hello, my name is Fred" and then they swap names (Challenge the children to stand 2 cones away from each other when doing this).
- To get round each other, the child with the longest name must step off the path to let the other pass. If both children have names of the same length, they must decide who will step off the path.
- When they meet the next child they give them their new name (prior child's name from previous exchange) and so on..
- When a child is given their own name they step out of the game.

Shuttle Run

- All the children walk in a single file line, spaced apart.
- Each child at the back runs to the front of the line
- Gradually increase the speed until all the children have run to the front several times.

French Cricket

- One child stands in the middle with a plastic cricket bat whilst the other children form a spaced out circle around them
- Using a foam ball, try and bowl the middle child out by throwing the ball at their legs. The child uses the bat to try and protect their legs
- The middle child is swapped with the child that manages to bowl them out.

Hot Potato

- Children stand in a circle with the leader in the middle
- Leader throws the ball randomly around the circle for children to catch and return
- If a child drops the ball they go down on one knee but continue to play
- If a child drops it again they kneel on both knees and continue
- If they manage to catch it from either of these levels they move up a position
- If they drop it for a third consecutive time (ie from kneeling) they sit cross legged and are out for this round.

Cups and Saucers

- In a set area, PE cones are equally laid out - some as a cup (upright) and some as saucers (upside down)
- Children are split into two teams and named 'cups' or 'saucers'
- On the command GO, children have to turn the cones to their team description
- After one minute the play stops and the cones are counted to reveal the winners
- Swap over team names

Simon Says

- The classic children's game where instructions are given prefaced with the phrase "Simon says" (or maybe not!)
- Ideas could include - jump up and down, swing your arms, shake your head, sit down, stand up.....
- Children are eliminated from the game by either following instructions that are not immediately preceded by the phrase or by failing to follow an instruction "Simon says."

Animal Madness

- The children choose an animal and imitate its movements around an area
- Once the leader shouts "Animal Madness!" the children will make the sound of a different animal whilst still moving like their chosen animal. For example, one child could be moving as a lion but hissing like a snake.

Clean the Floor! (or Playground)

- Use an area with a centre line – playground markings or just skipping ropes can be used. You will also need some soft throwing implements – bean bags/koosh balls
- Divide the children into two teams
- Soft throwing implements are placed in one half of the area
- On the whistle children throw their “rubbish” into the other team’s area
- Play for one minute. The group with the least number of rubbish wins.

Pirate Smugglers

- You will need hoops and bean bags which are the same colours
- Place the hoops around the room/outside area
- Split the children into ‘smugglers’ and ‘goodies’
- The goodies have a 20 second head start to place the bean bags in their correct corresponding coloured hoop
- On the blow of the whistle, the smugglers ‘steal’ the bean bags from their correct hoops and place them incorrectly. The goodies have to keep going to remedy the problem
- The game continues for a set time – or until the children are exhausted!

Sharks

- Have a set of hoops (same number as children) scattered around the floor.
- The children must move around “swimming” between the hoops.
- When the teacher shouts “sharks” the children must get into a hoop as quickly as possible – one per hoop
- Remove one hoop after each shark attack
- If a child is unable to find a free hoop they are out but can help the teacher
- A fun adaptation of musical chairs.

Rabbit Tails

- Each child has a braid (bib, ribbon etc) which they tuck into their back waistband
- In a set area, children have to collect as many braids “tails” as possible (they must not hold on to their own, make physical contact or collect their own tail!)
- Once all braids are collected the teacher may ask who has collect the most to have a winner or repeat the game and see if the children can beat their individual record.

Stories to share to explore feelings

Everybody Worries

Written and illustrated by Jon Burgerman

<https://home.oxfordowl.co.uk/books/jon-burgerman-everybody-worries-free-ebook/>

In My Heart: A Book of Feelings

Written by Jo Witek and illustrated by Christine Roussey

<https://www.youtube.com/watch?v=xlfLgHBwYx4>

The Bad Mood and the Stick

Written by Lemony Snickett and illustrated by Matthew Forsythe

<https://www.youtube.com/watch?v=IB4VrJslYil>

Grumpy Pants

Written and Illustrated by Claire Messer

<https://www.youtube.com/watch?v=MSQakQ3BpbM>

Resources for managing anxiety and improving well-being

from Anna Freud National Centre for Children and Families

<https://www.annafreud.org/coronavirus-support/coronavirus/>

Recommended books to share for uncertain times

<https://www.yellow-door.net/blog/recommended-reading-for-uncertain-times/>

Useful books for exploring yoga and mindfulness

Yoga Pretzels, Mindful Kids and Mindful Tots – activities that can be used by teachers and then children can use to develop own sequences/positions.

Articles on benefits of yoga for children

<https://www.yogiapproved.com/yoga/benefits-yoga-for-kids/>

<https://www.mindbodygreen.com/0-15075/7-ways-kids-benefit-from-yoga.html>

<https://norfolkearlyyears garden.wordpress.com/2019/03/>

Image credits

Page 5: "February 14th" by El Groo is licensed under CC BY-ND 2.0, "365.263 – TwoSixThree" by FailedImitator is licensed under CC BY-SA 2.0, "VAB Tattoo Festival – 2019" by Tobyotter is licensed under CC BY 2.0

Page 6: "Overly Ornamental Letters" by sjrankin is licensed under CC BY-NC 2.0, "Letter P" by Crossett Library Bennington College is licensed under CC BY-NC-SA 2.0, "B" by chrisinplymouth is licensed under CC BY-NC-SA 2.0

Page 9: "The Ravine" by Van Gogh" by WBUR is licensed under CC BY-NC-ND 2.0

Page 10: "skeleton leaf" by danna & curious tangles is licensed under CC BY-NC-ND 2.0

Page 12: "Child painting" by magnusfranklin is licensed under CC BY-NC 2.0, "n10_w1150" by BioDivLibrary is licensed under CC BY 2.0

Page 14: "Hoops!" by KMC designs is licensed under CC BY-NC-ND 2.0, "hoola hoops" by bitmapr is licensed under CC BY-NC 2.0

Page 17: "Bangkok pop-up book" by Thuwirawat, is licensed under CC-BY-SA-4.0, "Разни детаљи у поп-ап књигама могу бити израђени од различитих материјала" by Biha M is licensed under CC-BY-SA-4.0

