Learning Outcome 3: Children have a strong sense of wellbeing

# What do I want my child to learn?

Children take increasing responsibility for their own health and physical wellbeing:

* Children show an increasing awareness of healthy lifestyles and can recognise a range of healthy foods.
* Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).
* Children are independently demonstrating personal hygiene practices.
* Children manipulate equipment and manage tools with increasing competence and skill (see attached for experience ideas).
* Children show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.

# How can I support my child’s progress?

* Allow children to explore a range of healthy food through a variety of play based experiences, for example cooking together, pretending to shop with food at home or visit the shops together.
* Role modelling and teaching children correct hand washing and teeth brushing techniques and creating play based experiences where they can continue to practice these skills.
* Have discussions with children about germs and hygiene practices while participating in play.
* Plan for and participate in energetic physical activity with children, including dance, drama, movement and games.
* Provide a range of active and restful experiences throughout the day and support children to make decisions about what and where they would like to play.
* Provide a range of play materials and games for both small and big muscle development, for example playdough, threading, cutting, jumping, throwing, running.

## How will I know that my child is learning?

* Child show’s an interest in their own health and personal care by:
	+ making food choices independently and enjoying a range of foods
	+ remembering to wash their hands and clean their teeth
	+ recognising when they are hungry and thirsty
	+ enjoying being physically active.
* Child demonstrates increased confidence in using their fingers and hands to control smaller objects and participate in fine motor activities like:
	+ cutting
	+ sorting small objects
	+ threading material
	+ manipulating playdough in small pieces.
* Improved co-ordination and confidence in physical activity, for example:
	+ throwing and catching
	+ running and manoeuvring through play spaces.

Tips for learning at home

* Try to follow your child’s lead as much as possible and allow your child choice about which play experiences and activities they want to participate in.
* Give you child as much or as little time as they need for each learning experience.
* Provide your child with uninterrupted play time where possible.
* Support your child when they ask or show signs that they need help with their task.
* Offer praise and encouragement for any learning attempts, even if they don’t get it quite right.
* Engage in discussion with your child about their play and what they are learning.
* It doesn’t matter if the suggested experiences don’t go according to plan, allow your child to lead the play and learning.

# Fine motor experiences

# Nuts and bolts

**Materials**

* A selection of different sized screws with nuts they will screw into

 **What to do**

* Give your child several sized bolts with matching nuts. Explain to your child that they need to try and find the bolt that fits onto the screw as they are all different sizes.
* Demonstrate how to screw on one of the nuts (thumb and two fingers)
* Allow your child some time to problem solve as they use trial and error to find the matching bolts and screws.
* Whilst your child is screwing the nuts on watch the way that they are holding the bolts and try to encourage your child to screw it on using their thumb and two fingers.

#  Cutting

**Materials**

* Scissors (child size)
* Different textures: paper, foil, material, playdough

**What to do**

* Demonstrate to your child the correct way of holding scissors. Ask them to hold their scissors the same way (Thumb in small loop face up and two fingers in larger loop faced down).
* Provide some different types of materials on a table for your child to cut up. Whilst your child is cutting talk to them about the different textures and encourage them to have a go at cutting all of the provided materials. Ask your child if any of the materials are harder to cut.
* Once your child gets the hang of holding the scissors correctly you can challenge your child to cut zig zags or cut out shapes.
* Note: When your child is cutting encourage them to hold onto the paper with their other hand and when cutting out shapes encourage them to hold and turn the paper as they cut.

# Threading

 **What to do**

* Beads
* Dry spaghetti
* Ball of playdough

**What to do**

Stand some pieces of dried spaghetti in a ball of play dough. Provide your child with some beads of various sizes and encourage your child to thread them onto the pasta.

 Ideas to extend the learning

To further extend your child’s fine motor skill development you could:

* Ask your child to help around the house with intricate tasks like sorting buttons into piles or putting sultanas into a container one by one
* Provide playdough or clay to continue building your child’s finger and hand strengths
* Provide a range of pencils and textas of different sizes for drawing
* Practice tying shoelaces with your child

# Gross motor experiences

# Balancing

* Stand on one leg with the other foot supported on a small box and the opposite arm lightly touching a table or wall.
* Hold this position for 10 seconds.
* Stand on one leg with the other foot supported on a small box.
* Hold this position for 10 seconds
* Stand facing a wall. Lightly touch the wall with your fingers. Lift one leg and stay in this position for 10 seconds.
* Stand on one leg, keeping the trunk erect and hold this position for 10 seconds.

 **Ideas to extend the learning**

* Explain to your child that you are going to turn on some music. When the music is playing they need to dance but when the music stops they need to try to balance on one foot until the music comes back on.

 **Consider**

* Was your child able to independently stand on one leg?
* Was your child wobbly when standing on one leg?
* How long could they stand on one leg for?

# Ball catching

 **What to do**

* Balls of a variety of sizes

 **What to do**

* Tell your child that you are going to throw a ball to them and you want them to try to catch it.
* Start by showing your child the ‘How to catch a ball’ pictures.
* Focus on one step at a time.
* If your child is not watching the ball, encourage them to keep watching.
* If your child is holding their hands too far apart, encourage them to try keeping just a small space between their wrists.

 **Ideas to extend the learning**

* Fill up some water balloons and stand a short distance away from your child.
* Try to encourage your child to catch the water bomb. Each time your child catches the water balloon take one step back and throw it again.
* If your child misses the catch they will have lots of fun getting wet.

**Consider**

* Did your child find this challenging?

Stand on one leg, keeping the trunk erect and hold this position for 10 seconds.