



# play@home preschool

start early and  
stay active for life



## play@home

**Nursery age children play to enjoy themselves, not for the good it is doing them.**

This book:

- promotes parents and carers as children's first and most important teachers and their role in developing and reinforcing daily exercise through play
- gives parents and children ideas for play which can be further developed through imaginative and creative thinking
- familiarises children with many of the activities presented by playgroup leaders, nursery teachers or primary school teachers, meaning they'll learn more and become a more confident child
- helps form the basis of good physical development and also provides the necessary foundation for all learning
- provides keys to learning and gives children a better start in reading, writing and counting.

For children with additional needs, some of these activities may need to be adapted. Discuss this with your child's therapist.

**All children and young people have the right to play and the right to learn as stated in the UN Convention on the Rights of the Child.**

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This programme has been developed to encourage all children to begin a life of healthy exercise and sport and to promote positive learning opportunities for all preschool children. They will continue to appreciate the benefits of play and activities as they move into school. They will develop new friendships, encouraged by you, their parents, as you continue to support them not only in what they do, but in what you do with them.

With thanks to Glenrothes Twins and Multiples Club and North Edinburgh Arts Centre for taking part in our photo shoots.

## The importance of play@home

**The first seven years of life are the most influential in establishing good exercise habits and setting the foundation for learning throughout life.**

Everything children do is exercise related, whether it is talking (exercising the jaw and brain) or walking. Having daily exercise routines at an early age helps children to become strong and healthy as they grow. This develops their self-esteem and encourages them to 'have a go' at new activities.

This also promotes the value of finding playmates for your child, so that they learn to interact socially and think about others. It also stimulates your child's curiosity, imagination, creativity, balance, control, agility, and eye, brain and muscle coordination. This, combined with being able to handle materials correctly and having good body control, can lead to feelings of confidence and self-worth.

It is important for parents and carers to be active with their children, not only as role models, but also for their own health and energy. This provides the foundation for a physically active life for the whole family, and encourages enjoyment of physical activities, sport and exercise.



## How to use your preschool programme

This programme gives you a selection of ideas. Choose what your child likes and what suits your family situation.



Set aside time each day to organise an activity for your child.



Remember all children are different and have their own timetable of development.



Most activities can be made more or less difficult depending on what your child can do. Make your own games and invent your own toys. Share your ideas and discoveries with others.



Play only for as long as it is enjoyable. This will be 15 minutes or less for most activities, and you can always go back to them at another time.



If you don't understand any of the instructions, ask your health visitor.

## Facts about your child

### Child development

The order of development is the same in all children, but the rate of development varies from stage to stage and from child to child.

Through play, preschool children:

- have a better understanding of what the consequences of their actions will be
- think about how something works and make it work
- have confidence in their abilities and want to be more independent, although they need to know their parents or carers are always there to come back to
- are adventurous, will climb trees and playground equipment
- develop the ability to hop, jump and go up and down stairs with one foot on each step
- learn to throw and catch a ball quite well, make a good attempt at dressing themselves, can use a knife and fork, and develop better control of hand activities (like using a pencil)
- swap between their left and right hands and feet during different activities, a development you need to allow and encourage
- become aware of the role of each person in the family and will begin to copy parts of each person's behaviour

- avoid feeling bored, which can lead to frustration and bad temper
- practise old skills and discover and develop new skills, concentrate, experiment, use their imagination and develop physically.

If parents and carers are active in teaching, by demonstrating and joining in with play activities, their children will be actively learning.

### **Social interaction**

- During the preschool years children need to learn to interact and play together with each other.
- They need to learn to share and to take turns.
- They begin to use and understand language and instructions which help them to express themselves and understand other people's needs.
- Parents and carers can help children to develop tools to help them solve their own problems. It is important they understand the need to argue with words rather than their fists or other weapons.

## Competition

- Children play for the fun of it and are not usually interested in winning or losing. The idea of competition and winning is usually introduced to them by adults.
- Some competition is healthy because it encourages children, as individuals, to try to do their best and to do better. This competition should be directed at personal improvement rather than competing against others.
- The role of parents and carers involves encouraging their children to do their best when taking part, and to enjoy their activities, rather than to promote their own values of winning to their children.

## Fair play

- It is never too early to teach your children about playing fair. Encourage them to respect other family members; learn to share toys; be nice and patient; and to take turns.
- Praising effort is important, particularly when young children are still developing skills such as running, jumping and coordination. Success should be based on joining in and trying, rather than 'being the best' as only one person can be the best.
- Being a good role model is important, whether you are actively involved in the game or just watching. If you are polite and respectful, both 'on the field and off the field', your child is more likely to develop the same attitudes.



## Books

- Books are important in developing the communication skills of listening, thinking, understanding and speaking.
- Reading books with your child helps to develop their visual understanding and ability to notice detail, and stimulate their imagination.
- Looking at books and talking about the pictures is a great chance to cuddle up and spend time together.
- An early enjoyment of books provides a foundation for a child's more formal education later on.
- Try to engage them at different times and in small amounts, or follow your child's lead.
- Even before your child can read they are still learning and developing through books. Look at books together and they will copy you.
- Having books, magazines, newspapers and comics around the home helps introduce your child to stories and the fun of reading from an early age.
- You can borrow a wide range of children's books from the library for free. Encourage them to choose their own books and explore what they like.
- Try to link books with your daily routine – on the bus, learning something new at nursery or settling down at night with a bedtime story.

# Wellbeing



Getting it right for every child is Scotland's approach to help children thrive and grow to be all they can be. It's about supporting and improving the wellbeing of every child. It's also about putting children and families at the centre of all the services that work for and with them.

There are eight things your child needs to thrive (sometimes referred to as wellbeing indicators):

- to feel and be safe
- to be physically and mentally healthy
- to achieve in their learning at home, at nursery and school and in the community
- to feel nurtured and supported in the family home
- to be active and have the chance to play
- to feel respected, listened to and involved in the decisions about them
- to become responsible and active members of their communities
- to feel included.

## Bookbug

Bookbug encourages parents and children to share stories together from birth. We work in partnership with the NHS and every local authority through the library service or education department, to gift four free bags of books to every baby, toddler, 3- and 5-year-old in Scotland.

If you haven't received your free Bookbug Explorer Bag for your 3-year-old, please ask at your nursery or library for more details.



## Reading and health

Early book-sharing promotes attachment, speech and language development and infant mental health. Rhythm and rhyme are the building blocks of language, so singing supports talking and, later on, reading. Getting to know songs and rhymes can make you feel good and build confidence for you and your child. Find the words, tunes and actions to lots of songs and rhymes in Bookbug's online song and rhyme library at [www.scottishbooktrust.com/songandrhyme](http://www.scottishbooktrust.com/songandrhyme)

Bookbug Sessions take place at your local library or community group. These are free, fun, story, song and rhyme sessions for 0–4-year-olds. Find details of your local Bookbug Session at [www.scottishbooktrust.com/localbookbugsessions](http://www.scottishbooktrust.com/localbookbugsessions)

Bookbug is run by Scottish Book Trust and funded by the Scottish Government and Creative Scotland. Find out more at [www.scottishbooktrust.com/bookbug](http://www.scottishbooktrust.com/bookbug)

## Safety checklist

- All children must sit in a properly fitted child car seat, suitable for their weight and height, for every journey.
- When buying a car seat you must make sure it is compatible with your car. Child seats differ in their size and fit so the one you choose may not be suitable for your vehicle. Check with the seat manufacturer or through an approved retailer.
- Teach your child to get in and out of the car on the footpath side.
- Children should be supervised at all times.
- Teach your child not to leave your house without an adult.
- Hold your child's hand when crossing and stepping on to the road.
- Set the temperature of your hot water tap lower than usual to make scalds less likely.
- Put fireguards around fires and radiant heaters.

- Reduce the risk posed by looped blind cords by keeping them out of the reach of children.
- Fit window restrictors to stop the window opening fully.
- Keep medicines, detergents, cleaning agents and other poisons in high cupboards with safety locks.
- Buy medicines, detergents, cleaning agents and other poisons with child-resistant closures/packaging.
- Tools and garden poisons should be kept in a locked cupboard or shed.
- Fence outdoor play areas.
- Write a list of important numbers (such as GP, hospital, work) by the phone or somewhere else easy to find, to use in an emergency.

## Play materials

Cheap materials, most of which you'll have in your home, have been used in nearly all the activities in this book. The most expensive toys are not always the best toys, and just because they're expensive doesn't mean that your child will prefer them.

Household items to save:

- empty plastic bottles that have not had poisonous or harmful substances in them
- large bottle caps, egg boxes, plastic containers
- cardboard boxes of all sizes
- aluminium foil and foil dishes
- old magazines, newspapers and junk mail
- kitchen towel tubes
- string and wool
- paper, corks
- material scraps, cotton reels, wooden pegs.

Environmental items to collect include shells, dried acorns and pine cones.



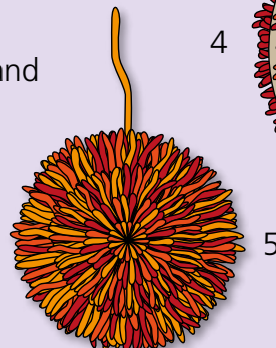
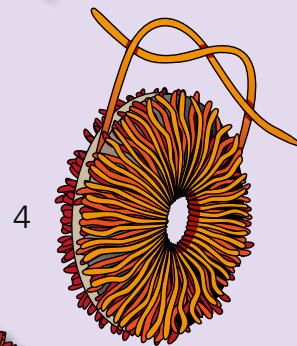
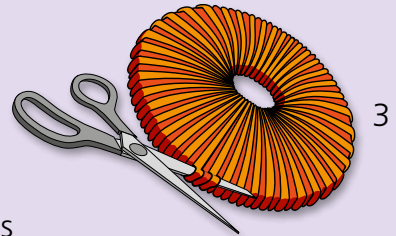
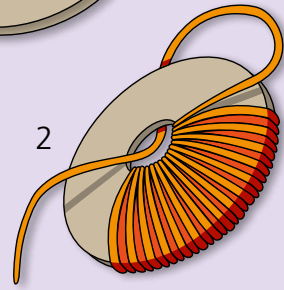
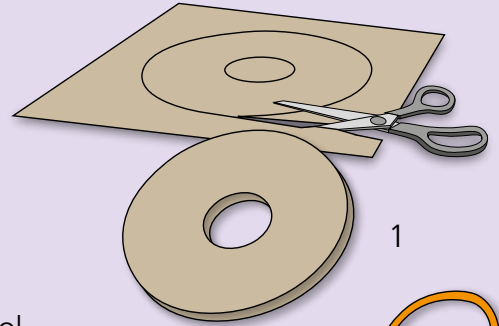
## How to make a pom-pom

- To make a pom-pom, first cut two circles out of a piece of cardboard, and then cut the centres out of each circle (see diagram 1).
- Place the two circles together, one on top of the other.
- Thread a double length of wool through the hole and over the edges (see diagram 2), binding firmly over the loose ends of the wool.
- Continue until the circles are completely covered.

### Note:

Don't fill up the centre hole entirely, or the circles will be difficult to remove.

- Cut the wool round the outer edge, inserting the point of your scissors between the circles (see diagram 3).
- Ease the circles slightly apart, and tie a length of wool very tightly between them (see diagram 4).
- Pull off the cardboard circles, and trim off any uneven ends from the pom-pom.
- The finished pom-pom (see diagram 5).



### How to make a bean bag

- Cut out two pieces of fabric approximately 14 cm x 20 cm.
- Place the right sides of the fabric together and sew around the edges with a 1.5-cm seam, leaving a 5-cm opening along one side.
- Turn the fabric through the hole so that the right sides show, and iron it.
- Sew around the bag as close to the edge as possible.
- Fill it with approximately two cups of uncooked rice, and then close the opening with two rows of stitching. (Dried peas, beans, lentils or sand can be used instead.)
- Bean bags can be thrown, balanced on your head or slid along the floor.

### How to make a music shaker

- Use small boxes, plastic bottles or containers (clear or coloured).
- Part fill with lentils, beans, rice or broth mix.
- Make sure that the shaker is securely fastened.





## Homemade glue recipe

- 1 cup water
- 1 heaped teaspoon flour

Mix the flour to a paste with a little water, then add the rest of the water and boil the mixture for a few minutes. Cool in a covered container.



## Homemade playdough recipe

- 1 $\frac{1}{4}$  cup flour
- $\frac{1}{2}$  cup salt
- $\frac{1}{2}$  cup water

Combine the flour and salt, and slowly mix in the water. Work the mixture into a smooth dough with your fingers.

## Homemade bubbles recipes

Here are three different recipes for you to choose from:

### Recipe 1: Bubbles

Mix together:

- 18 fl oz water
- 2 fl oz washing-up liquid
- 4 teaspoons sugar

### Recipe 2: Longer-lasting bubbles

Mix together:

- 6 fl oz water
- 2 fl oz washing-up liquid
- 2 fl oz glycerine
- 1 tablespoon sugar

### Recipe 3: Frothy bubbles

Mix together liquid detergent and water, or bubble bath and water, in a small bowl. Blow bubbles through a straw in the bowl. For coloured bubbles add some food colouring.

Remember – Don't let your child swallow the bubbles.

## Homemade paint recipes

Here are three different recipes for you to choose from:

### Recipe 1:

Beat together soap flakes and warm water to make a mixture that looks like whipped potatoes. Add food colouring of your choice.

### Recipe 2:

- 1 cup cornflour
- 1 cup soap flakes
- 1 litre boiling water
- food colouring

Dissolve the cornflour in a little cold water. Slowly add the boiling water and boil until thick. Take it off the heat and beat in the soap flakes. Add food colouring.

### Recipe 3:

- 1 cup flour
- 3 cups boiling water
- 1 cup cold water
- food colouring
- $\frac{1}{4}$  teaspoon dishwashing detergent

Combine the flour, detergent and cold water, stirring until it is smooth. Gradually pour the mixture into the boiling water and bring it to the boil, stirring constantly. Add food colouring and let it cool.

### Note

These recipes can be used for either finger painting or brush painting. Store the paint in airtight containers. The paints made with soap flakes are easier to wash off clothes and surfaces.

## Markers

- Make your own marker cones by saving your plastic bottles and painting them with bright-coloured non-toxic paint. Put a few stones, some dirt, water or sand in the bottom of the bottles so they don't fall over.
- Other items that can be used instead of marker cones are cereal boxes, bricks, blocks of wood, or large stones. A variety of markers such as books, toys and upside-down bowls can be used.

## Homemade musical instruments

### Drums

- Upside down saucepan and wooden spoon.
- Cardboard box and paper towel tube.

### Shakers

- Rice in a plastic bottle.
- Sand sealed in a small box.
- Rice sealed in yogurt tubs.

### Cymbals

- Two metal saucepan lids with knobs.

### Tambourines

- Two disposable plastic plates, taped together, with uncooked rice between them.
- Two tinfoil dishes, taped together, with small stones, rice or dried beans between them.



## Scrapers

- Sandpaper rubbed on a hollow cardboard box.
- Corrugated cardboard and a wooden spoon.

## Comb tunes

- Run your finger along the teeth of a comb.
- Wrap greaseproof paper around a comb leaving both ends open and blow or hum in one end.

## Rattles

- Stones, rice or dried beans in an empty plastic bottle.
- Coins in a plastic money box.

## Bells

- Glass containers or jam jars of different sizes filled with water at varying levels, and use a pencil or wooden peg as a striker. (Supervise this activity.)



## Rewards

Rewarding children for their efforts boosts their self-confidence and self-esteem. They respond well to praise and positive reassurance for trying. Rewards can be given to children after a game to show you've noticed their efforts to try their best, to share and to take turns. If rewards are given, it is important that every child receives one. They don't need to be expensive, and avoid sweets as a reward.

Examples of rewards you may like to give:

- stickers
- a stamp on each hand
- a large star or ribbon taped to their shirt
- a homemade crown for each to wear home
- a pet rock (a small stone with a face painted on it)
- homemade playdough (see page 16).

### Lucky dip

Fill a bucket with wood shavings or sand and hide a selection of little gifts (one for each child) in it.

Let the children take turns at digging into the bucket and pulling out a reward.

### Musical treat bag

Ask the children to sit in a circle. Place small gifts (one for each child) in a bag and put on some music. Ask the children to pass the bag around the circle until the music stops. Ask whoever is holding the bag to take out one gift. Start the music again and repeat until each child has a gift.



Outdoor play gives children the varied surroundings needed for them to engage in all forms of play in a safe and stimulating environment.

**Remember to play indoors and outdoors**



# List of activities

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## Activity 1

# Movement to music

### Instructions

- Ask your child and their friends to hold hands in a circle and dance round singing:  
'Here we go round the mulberry bush,  
the mulberry bush, the mulberry bush.  
Here we go round the mulberry bush  
on a cold and frosty morning.'
- Then ask them to stop dancing, stop holding hands, and follow your movements while you pretend to brush your hair, singing:  
'This is the way we brush our hair,  
brush our hair, brush our hair.  
This is the way we brush our hair  
on a cold and frosty morning.'
- Then all join hands and dance in a circle singing the first verse again. Repeat the song, changing the second verse each time, for example: 'This is the way we clean our teeth', 'wash our hands', 'sweep the floor', 'paint the walls'.

### Precaution

- Your child may not remember all the words or movements so allow them to interpret the songs in their own way with plenty of praise from you.



## benefits

- Physical – Developing balance, flexibility and coordination. Coordinating movement with words.
- Other – Developing a sense of rhythm. Learning through watching and associating words with actions.

## Activity 2

# Tell me a story

### Instructions

- Read to your child regularly, encouraging a love of books.
- Teach them how to care for books.
- Teach them how to hold the book, know back from front, upside down and so on.
- Visit your library often and choose books together.
- Point to the pictures in the books and relate them to the words you are reading. Point to show them reading from left to right.
- Ask your child to point to pictures that you name and describe them, for example, 'What does Sam have on his head? What colour is his shirt?'
- Let them read books and tell stories to you.
- Get them to guess what might happen before the next page or at the end of the book.

### Variations

- Relate stories you have read to everyday activities. For example, talk about Peter Rabbit while you're weeding the garden, and discuss what food rabbits eat. Or talk about Thomas the Tank Engine when you see a train and count how many carriages it is pulling.
- Encourage your child and their friends to make up their own stories and tell each other about them. Give them things to make their own books using sheets of paper, crayons, magazine pictures, glue, photos and so on.



## Precautions

- Don't force your child to sit and listen to a story at a time when they'd rather be doing other things – books should be fun.
- Choose stories that interest your child. Talk about the stories if your child has questions. Try different types of books and look for ones that challenge stereotypes.



## benefits

- Physical – Using pictures to learn about movement.
- Other – Practising listening and memory skills. Developing an enjoyment of books and increasing their vocabulary.

## Activity 3

# Swimming

### Instructions

- Help your child learn to swim.
- Help them to begin to enjoy water by encouraging them to wash their own hair. Give them a shower so that they get used to water on their face.
- When they're in the bath encourage them to lie on their stomach and kick their feet.
- Ask your child to put their mouth on the surface of the water and blow bubbles. Once they have learned to do this, encourage them to put their whole face in the water and blow bubbles.
- Put some small objects on the bottom of the bath (before any soap is used) and ask them to open their eyes underwater and look for them. See how many they can pick up.
- Encourage them to lie on their back and float with your hands supporting them.

### Variations

- Make short, frequent visits to a swimming pool with a shallow paddling pool to practise these activities in. Get into the pool with your child.
- Visit the beach and find a rock pool, or shallow water for them to swim and splash in.
- Sign up your child in water confidence classes at your local swimming pool.



### Precautions

- Never leave your child alone with water because they can drown in a very small amount in a very short time.
- Protect them from hot water and the hot tap to prevent burns.
- Don't carry on with any water activity they dislike. It may cause them to lose confidence.
- If playing in a paddling pool in the garden in the summer, remember to apply water-resistant sunscreen cream.

Suggested rhyme – Five little ducks (page 47)



## benefits

- **Physical** – Learning to float, kick and splash with resistance from the water. Practising deep breathing and exercising the whole body.
- **Other** – Developing water confidence and having fun. Learning new words. Learning water safety.

## Activity 4

# Exercise for everyone

### Instructions

- Be a good example for your child, and their friends. Build at least 30 minutes of exercise into your daily routine. Let your child join in with you by copying or helping you with whatever you are doing.
- At the beginning of each day plan what you are going to do depending on the weather.
- On rainy days, exercise activities at home may include housework, dancing, exercising to music, joining in with an exercise class on TV, and so on.
- On dry days, your home exercise activities may include gardening, hanging out washing, sweeping or raking up leaves, washing the car, tidying the garden or painting.
- Take notice of how active you and family members are and try to do something energetic regularly.

### Variations

- Go on family walks around the block, to the park, to the shops, to the beach and so on. Take this time to teach your child about their surroundings and what is happening around them.
- Take your child to watch people exercising and playing sports.
- Watch together how animals move and play.





### Precaution

- You don't need to play sport to have an active lifestyle. Just be physically active daily.

Suggested rhyme – One finger, one thumb (page 55)



## benefits

- Physical – Developing an active lifestyle by exercising regularly.
- Other – Learning through role modelling and watching and copying others.

**Activity 5**

# Let's pretend

## Instructions

- Lie down on the grass under a tree with your child and their friends and listen to the birds chirping.
- Pretend to be cats curled up under a tree by asking the children to curl their bodies up like a sleeping cat. Then ask them to stretch like a cat, positioned on their hands and knees, arching their backs up and taking a deep breath in. Curl up again as you all let your breath out slowly. Repeat two or three times.
- Next, staying on your knees, take a deep breath in as you stretch your arms towards the branches of the tree and try to reach a bird. Then breathe out as you all go down onto your hands and knees. Repeat this two or three times.
- Then tell the children the birds have flown away so they can curl up like cats and go back to sleep again.

## Variations

- Pretend to be waves by rolling your bodies gently to one side and then the other. Then get on your hands and knees and ask them to slowly walk their hands forward, away from their bodies as they take a deep breath in, pretending to be waves creeping up the beach. Breathe out slowly as you slide your hands back towards your knees. Repeat two or three times and then lie down and pretend you are floating on the sea.



- Pretend to be flowers that open their petals in the daytime. Stretch your arms out wide as you breathe in, and then close them at night-time. Fold your arms around you as you breathe out. Repeat two or three times and then lie down and imagine the breeze blowing on the flowers.

### Precaution

- Some children will not be able to visualise what you see – be patient and allow them to develop their own images.



## benefits

- Physical – Practising deep breathing and stretching exercises. Learning to relax.
- Other – Developing the imagination and learning by copying. Providing parents with a useful activity for winding down excited children and themselves.

## Activity 6

# Opposites

### Instructions

- Teach your child and their friends about the opposite meaning of words through play acting.
- Start with just two examples of opposites so they understand the meanings before moving onto new ones, and use gesturing to help the understanding.
- Begin with 'short' and 'tall', pointing out the difference between your child, who is short, and you, who are tall.
- Ask the children to pretend to be very tall by walking around with their arms stretched above their heads. Show them how to stand on a stool to make themselves taller.
- Now ask them to be very short by crouching down as low as they can or encourage them to get down on their knees and move around.
- Look at pictures in books and magazines and point out short and tall people, buildings, and so on.
- Go for a walk in a park and point out short and tall trees.

### Variations

- When looking at the words big and small, the children can be sent on a hunt around the garden to find a big and a small stone, leaf, twig, and so on.
- To learn about hot and cold, have the children pretend that they are going outside on a cold day so they put on their hat, gloves and a coat. Then they pretend that it is a very hot day and they want to cool off so now they put on their swimsuits and a sun hat.



- Play 'over and under' in the bedroom – crawling over the bed and then under it.
- Think of other activities for teaching the meanings of opposites such as high and low, up and down, light and dark, open and closed, happy and sad.
- Always use movement to help your child understand.

### Precaution

- Be patient – it takes longer for some children to remember the meanings of words than others.

Suggested rhyme – Two fat gentlemen (page 62)



## benefits

- **Physical** – Practising a variety of body movements which relate to size, position, and so on.
- **Other** – Learning the meanings of words through copying and association.

## Activity 7

# Hide and seek

### Instructions

- Play hide and seek inside or within a play area outside.
- Show your child some hiding places, then close your eyes and count to 10 slowly.
- Go and look for them.
- Take turns at hiding.

### Variations

- Invite some of your child's friends to play. Help one child to cover their eyes then count to 10 with them. Then let them go and search for the others. Give everyone a turn.
- Play hide and seek with a teddy bear or some other toy in the lounge or bedroom. While your child is not looking place the bear somewhere in the room with a leg or arm visible so your child can see it. Ask them to find it. Take turns at hiding the bear. When they know most of the hiding places, hide the whole bear so they can't see it.
- Play hide and seek among trees in a wood, or trees in a park.

### Precautions

- Start this game very simply by letting your child see where you are hiding yourself or an object until they begin to understand the game.



- Don't give them a fright, or they may lose interest.
- Choose a play area free from dangerous obstacles.
- Teach your child not to hide outside the play area, in the clothes dryer, fridge, oven, under vehicles or machinery.

Suggested rhymes – I hide my hands (page 52)

Little Miss Muffet (page 54)

Tommy Thumb (page 62)

Wiggle your fingers (page 64)



## benefits

- Physical – Developing movement skills, coordination and an awareness of body size.
- Other – Encouraging your child to think and develop memory skills. Learning about size in relation to shape and practising counting.

## Activity 8

# Follow the leader

### Instructions

- Ask your child and their friends to line up behind you.
- Have the children follow you, doing the same actions and movements as you.
- Lead the line around a course, walking forwards, backwards, sideways and zig-zag.
- Walk on tiptoes, on heels, low, tall, big steps, small steps, feet close together and feet wide apart.
- Speed up and slow down.

### Variations

- Have the children link hands as they follow the leader.
- Include movements like swinging and circling the arms.
- Take them through an obstacle course.
- Let the children take turns at being the leader.
- Continue to follow the leader but walk together as a group rather than in a line.
- Play follow the leader in pairs, taking turns at being the leader.
- Play 'Simon says' where the children are facing you and they copy what you are doing.





### Precautions

- Let your child develop their own interpretation of movement and actions and praise all efforts.
- Make sure their movement is not limited by tight clothing.

Suggested rhymes – One man went to mow (page 56)  
 Ten in the bed (page 60)  
 Three blind mice (page 61)



## benefits

- Physical – Developing movement skills, flexibility, balance and coordination.
- Other – Learning to watch and copy movement. Learning through group interaction and cooperation. Developing listening skills.

## Activity 9

# Let's draw

### Instructions

- Let your child experiment with colours, textures and different materials.
- Give them plenty of paper to draw on and pens, crayons, pencils and felt tips to draw with.
- Show them how to draw lines, circles, squares and faces and then let them copy them or do their own drawing.
- Encourage them to draw very small things on small pieces of paper. Then give them a large sheet of paper to draw very big pictures.
- Fold paper to make booklets and draw on each page to make their own book.

### Variations

- Give your child paints (see page 17) to experiment with. Start with the primary colours – red, yellow and blue – as well as black and white. Show them how to mix colours, teaching them the names of the colours as you go. Let them try using different things to paint with like a paintbrush, toothbrush, string, leaf or sponge.
- Encourage them to use a stick to draw in dirt or sand.
- Chalk can be used on a blackboard, concrete or paving stones.



## Precautions

- Tell them what they are and aren't allowed to draw on.
- Praise all efforts and ask them to 'tell me about your drawing' rather than asking 'what is it?' because they may have been drawing patterns rather than a thing.
- Old clothes or an apron are advisable when using paints.



## benefits

- **Physical** – Developing hand skills and hand–eye coordination. Learning to relax.
- **Other** – Developing their imagination and creativity. Learning about colours and shapes. Learning by watching.

## Activity 10

# ABC and 123

### Instructions

- Cut a potato in half and then carve a shape in each half to make stamps.
- Give your child a large piece of paper and some paint (see page 17) to dip the stamps in.
- Encourage them to make patterns and shapes on the paper using the stamps (squares, circles, triangles).
- Show them how to make letters and numbers.

### Variations

- Make stamps with numbers on them. Teach your child to count by writing the numbers across the top of a piece of paper and have them match them with the right stamp. You can do the same with the alphabet.
- Make stamps for each letter in their name and teach them how to make their name using the stamps.
- You can use rubber stamps in the same way with homemade paint or an ink pad.
- Cut out cardboard letters and numbers and paint them in a variety of bright colours. Name the colours as you use them.
- Use magnetic letters and numbers attached to the fridge.



## Precautions

- This should be a fun time for your child, so make sure that the emphasis is on play rather than teaching.
- Your child will need old clothes and plenty of newspaper down while using paints.

Suggested rhymes – Alphabet rhyme (page 46)

One potato, two potato (page 56)



## benefits

- Physical – Developing hand–eye coordination and hand skills.
- Other – Learning by watching. Encouraging them to think and use their imagination. Learning to count and name colours.

## Activity 11

# Kitchen fun

### Instructions

- Let your child help you in the kitchen.
- Begin to prepare meals early in the day so they can help to prepare food.
- Show them how to wash or peel potatoes, scrape the seeds out of a melon and wash lettuce leaves.
- Encourage them to count pieces of vegetables to make sure there are enough for everyone.
- Let them help you make meatballs or dip fish in breadcrumbs.
- Ask them to put together a salad with the ingredients you have prepared – they can cut the herbs with clean, round-ended scissors.
- Encourage them to arrange raw vegetables in the shape of a face or a house on the plate.

Suggested rhymes – Hot cross buns (page 50)  
Pat-a-cake (page 57)

### Variations

- Encourage your child to help you set the table. Talk about which dishes and utensils you'll need for each meal and count and place them on the table correctly.
- Let them help you do some baking: sifting, measuring, mixing, rolling, kneading and decorating. Then they can watch to see how it changes when placed in a hot pan or the oven.



- Children need to learn how to clean up after working in the kitchen: helping to wash and dry the dishes, wiping down benches and putting things away can be very satisfying for them (and you!).

### Precautions

- Be patient. Sometimes having a 'helper' means it takes twice as long to get things done.
- Always supervise children in the kitchen to avoid accidents.



## benefits

- **Physical** – Developing hand–eye coordination and practising hand skills.
- **Other** – Learning by watching and developing language. Discovering the concepts of weights and measures. Making routines and developing a sense of achievement.

# Action songs

## Alphabet rhyme

A, B, C, D, E, F, G,

H, I, J, K,

L, M, N, O, P,

Q, R, S, T, U, V,

W, X, Y, Z.

Now I know my ABC

Next time won't you sing  
with me?

## Baa baa black sheep

Baa baa black sheep

Have you any wool?

Yes sir, yes sir, three bags full

One for the master and one  
for the dame

And one for the little boy  
who lives down the lane.





### Bell horses

Bell horses, bell horses  
What time of day?  
One o'clock, two o'clock  
Three and away  
Bell horses, bell horses  
What time of day?  
Two o'clock, three o'clock  
Four and away  
Bell horses, bell horses  
What time of day?  
Five o'clock, six o'clock  
Now time to play.

### Five little ducks

Five little ducks went  
swimming one day  
Over the hills and far away  
Mummy duck said 'quack  
quack quack quack'  
But only \*four little ducks  
came back  
Repeat with \*three, two, one  
Last verse, last line –  
And all the five little ducks  
came back.

## Five little monkeys

Five little monkeys walked  
along the shore  
One went a-sailing  
Then there were four  
Four little monkeys climbed  
up a tree  
One of them tumbled down  
Then there were three  
Three little monkeys found  
a pot of glue  
One got stuck in it  
Then there were two  
Two little monkeys found  
a currant bun  
One ran away with it  
Then there was one  
One little monkey cried  
all afternoon  
So they put him in an  
aeroplane  
And sent him to the moon!

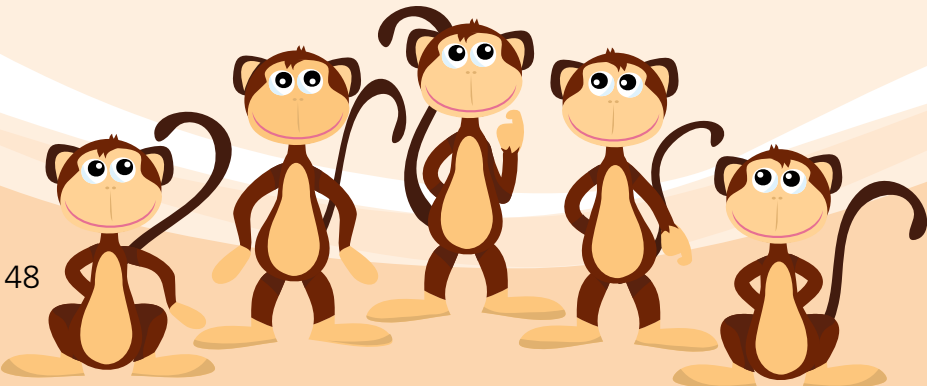
## Grand old Duke of York

The grand old Duke of York  
He had ten thousand men  
He marched them up to the  
top of the hill  
And he marched them  
down again  
When they were up they  
were up  
And when they were down  
they were down  
But when they were only  
halfway up  
They were neither up nor  
down.

## Happy birthday

Happy birthday to you  
Happy birthday to you  
Happy birthday,  
dear .....

Happy birthday to you.



## **Head, shoulders, knees and toes**

Head, shoulders, knees  
and toes, knees and toes

Head, shoulders, knees  
and toes, knees and toes

And eyes and ears and  
mouth and nose

Head, shoulders, knees  
and toes, knees and toes.

## **Hey diddle diddle**

Hey diddle diddle

The cat and the fiddle

The cow jumped over  
the moon

The little dog laughed

To see such fun

And the dish ran away with  
the spoon.

## **Hokey cokey**

You put your right hand in

You put your right hand out

You put your right hand in

And you shake it all about

You do the 'hokey cokey'

And you turn around

That's what it's all about

See!

Oh hokey, cokey, cokey

Oh hokey, cokey, cokey

Oh hokey, cokey, cokey

That's what it's all about

See!

Repeat with – left hand,  
right foot, left foot, right ear,  
left ear and whole self.

### Horsey horsey

Horsey horsey don't you stop  
Just let your feet go clippety  
clop

The tail goes swish and the  
wheels go round

Giddy-up we're homeward  
bound.

### Hot cross buns

Hot cross buns

Hot cross buns

One a-penny, two a-penny

Hot cross buns.

### Humpty Dumpty

Humpty Dumpty sat on a  
wall

Humpty Dumpty had a great  
fall

All the king's horses and all  
the king's men

Couldn't put Humpty  
together again.



**I had a little cherry stone**

I had a little cherry stone  
 And put it in the ground  
 And when next year I went  
 to look  
 A tiny shoot I found  
 The shoot grew upwards  
 day by day  
 And soon became a tree  
 I picked the rosy cherries then  
 And ate them for my tea.

**I had a little nut tree**

I had a little nut tree  
 Nothing would it bear  
 But a silver nutmeg  
 and a golden pear  
 The King of Spain's daughter  
 Came to visit me  
 And all because of  
 my little nut tree.

**I have a little garden**

I have a little garden  
 Where I like to go  
 And that is where  
 All the \*red poppies grow  
 \*Repeat with bluebells,  
 green grass, yellow  
 buttercups.



### **I hear thunder**

I hear thunder, I hear thunder

(drum feet on floor)

Hark don't you?

Hark don't you?

(pretend to listen)

Pitter patter raindrops

(show rain with fingers)

Pitter patter raindrops

I'm wet through

(shake body)

So are you

(point to friend).

### **I hide my hands**

I hide my hands

I shake my hands

I give a little clap

I clap my hands

I shake my hands

I hide them in my lap.

### **I sent a letter**

I sent a letter to my love

To my love, to my love

I sent a letter to my love

And on the way I dropped it.

### **I'm a little teapot**

I'm a little teapot

Short and stout

Here's my handle

Here's my spout

When the tea is ready

Hear me shout

Tip me up and pour me out.

### **Incy wincy spider**

Incy wincy spider  
Climbed up the water spout  
Down came the rain  
And washed the spider out  
Out came the sun  
And dried up all the rain  
And Incy wincy spider  
climbed up the spout again.

### **Jack and Jill**

Jack and Jill went up the hill  
To fetch a pail of water  
Jack fell down  
And broke his crown  
And Jill came tumbling after.

### **Little Bo-Peep**

Little Bo-Peep,  
has lost her sheep  
And doesn't know  
where to find them  
Leave them alone and  
they'll come home  
Wagging their tails  
behind them.



### **Little boy blue**

Little boy blue come blow  
your horn

The sheep's in the meadow,  
the cow's in the corn

Where is the boy who looks  
after the sheep?

He's under the haystack  
fast asleep.

### **Little Miss Muffet**

Little Miss Muffet

Sat on a tuffet

Eating her curds and whey

Along came a spider

Who sat down beside her

And frightened Miss  
Muffet away.

### **Mary, Mary, quite contrary**

Mary, Mary, quite contrary

How does your garden  
grow?

With silver bells and  
cockle shells

And pretty maids all in a row.



## One finger, one thumb

One finger, one thumb,  
keep moving.

One finger, one thumb,  
keep moving.

One finger, one thumb,  
keep moving.

We'll all be merry and bright.

One finger, one thumb, one  
arm, one leg, keep moving.

Repeat twice...

We'll all be merry and bright.

One finger, one thumb, one  
arm, one leg, one nod of the  
head, keep moving.

Repeat twice...

We'll all be merry and bright.

One finger, one thumb, one  
arm, one leg, one nod of the  
head, stand up, sit down,  
keep moving.

Repeat twice...

We'll all be merry and bright.

One finger, one thumb, one  
arm, one leg, one nod of the  
head, stand up, turn round,  
sit down, keep moving.

Repeat twice...

We'll all be merry and bright.



### One man went to mow

One man went to mow  
Went to mow a meadow  
One man and his dog  
Went to mow a meadow.  
Repeat using two, three etc,  
up to ten.

### One potato, two potato

One potato, two potato,  
three potato, four  
Five potato, six potato,  
seven potato, more.

### One, two, buckle my shoe

One, two, buckle my shoe  
Three, four, shut the door  
Five, six, pick up sticks  
Seven, eight, lay them  
straight  
Nine, ten, a big fat hen  
Eleven, twelve, dig and delve  
Thirteen, fourteen, maids  
a-courting  
Fifteen, sixteen, maids  
in the kitchen  
Seventeen, eighteen, maids  
in waiting  
Nineteen, twenty,  
my plate's empty.

### One, two, three a-leerie

One, two, three a-leerie  
Four, five, six a-leerie  
Seven, eight, nine a-leerie  
Ten a-leerie, watch me.



**One, two, three, four, five**

One, two, three, four, five  
 Once I caught a fish alive  
 Six, seven, eight, nine, ten  
 Then I let it go again.  
 Why did you let it go?  
 Because it bit my finger so.  
 Which finger did it bite?  
 This little finger on my right.

**Pat-a-cake**

Pat-a-cake, pat-a-cake,  
 baker's man  
 Bake me a cake as fast  
 as you can  
 Pat it and prick it  
 And mark it with 'B'  
 Put it in the oven  
 for baby and me.

**Ride a cock-horse**

Ride a cock-horse to Banbury  
 Cross  
 To see a fine lady upon  
 a white horse  
 With rings on her fingers  
 and bells on her toes  
 She shall have music  
 wherever she goes.



### **Row your boat**

Row, row, row your boat  
Gently down the stream  
Merrily, merrily, merrily,  
merrily  
Life is but a dream.

### **Rub-a-dub-dub**

Rub-a-dub-dub  
Three men in a tub  
And who do you think they be?  
The butcher, the baker, the  
candlestick maker  
Turn them out, knaves all  
three.

### **See-saw, Marjory Daw**

See-saw, Marjory Daw  
Johnny shall have a new  
master  
He shall have but a penny a  
day  
Because he can't work any  
faster.

### **Slip one and two**

Slip one and two  
Jump three and four  
Turn around swiftly  
And sit upon the floor.  
Clap one and two  
Nod three and four  
Jump up again  
And be ready for more.

### Ten fat sausages

Ten fat sausages sitting  
in a pan

One went 'pop' another  
went 'bang'

Eight fat sausages, and  
so on.

Last line: No fat sausages  
sitting in a pan.

### Ten green bottles

Ten green bottles hanging  
on the wall

Ten green bottles hanging  
on the wall

And if one green bottle  
should accidentally fall

There'd be nine green  
bottles hanging on the wall.

Repeat with nine, eight,  
seven, etc.



## Ten in the bed

There were ten in the bed

And the little one said

Roll over! Roll over!

So they all rolled over

And one fell out...

There were nine in the bed,  
and so on down to one.

There was one in the bed

And the little one said

Roll over! Roll over!

So he rolled right over  
and fell right out

There were none in the bed

So no one said

Roll over! Roll over!

## Ten little soldiers

(action rhyme for fingers)

Ten little soldiers stand up  
straight

(Hold up both hands palm  
outwards)

Ten little soldiers make a gate

(Reverse hands hold them  
downwards)

Ten little soldiers make a ring

(Hold hands palms facing,  
little fingers and thumbs  
touching)

Ten little soldiers bow  
to the king

(Bend all fingers)

Ten little soldiers dance  
all day

(Wiggle all fingers)

Ten little soldiers hide away

(Hide fingers behind back).

## The wheels on the bus

The wheels on the bus go  
round and round

Round and round, round  
and round

The wheels on the bus  
go round and round

All day long.

Repeat with horn... goes toot  
toot toot

wipers... go swish swish  
swish

people... go up and down

driver... goes broom broom  
broom.

## Three blind mice

Three blind mice, three  
blind mice

See how they run, see how  
they run

They all ran after the  
farmer's wife

Who cut off their tails with  
a carving knife

Did you ever see such a  
thing in your life

As three blind mice?



## Tommy Thumb

Tommy Thumb, Tommy  
Thumb

Where are you?

Here I am, here I am

How do you do?

Repeat with:

Peter Pointer, Toby Tall, Ruby  
Ring, Baby Small, Fingers All.

## Twinkle twinkle little star

Twinkle twinkle little star

How I wonder what you are

Up above the world so high

Like a diamond in the sky

Twinkle twinkle little star

How I wonder what you are.

## Two fat gentlemen

(finger rhyme)

Two fat gentlemen  
met in a lane

Bowed most politely,  
bowed once again

How do you do?

How do you do?

How do you do again?

(Use thumbs)

Repeat with:

Two thin travellers met  
in a lane.

(1st fingers)

Two tall ladies

(middle fingers)

Two little babies

(baby fingers).



## Two little chickens

Two little chickens looking  
for more

Along came another two  
and that made four

Four little chickens were  
in such a fix

Along came another two  
and that made six

Six little chickens were  
pecking at the gate

Along came another two  
and that made eight

Eight little chickens  
ran to Mother Hen

There they found another  
two and that made ten.

## Two little dicky birds

Two little dicky birds

Sitting on a wall

One named Peter, the other  
named Paul

Fly away Peter

Fly away Paul

Come back Peter

Come back Paul.

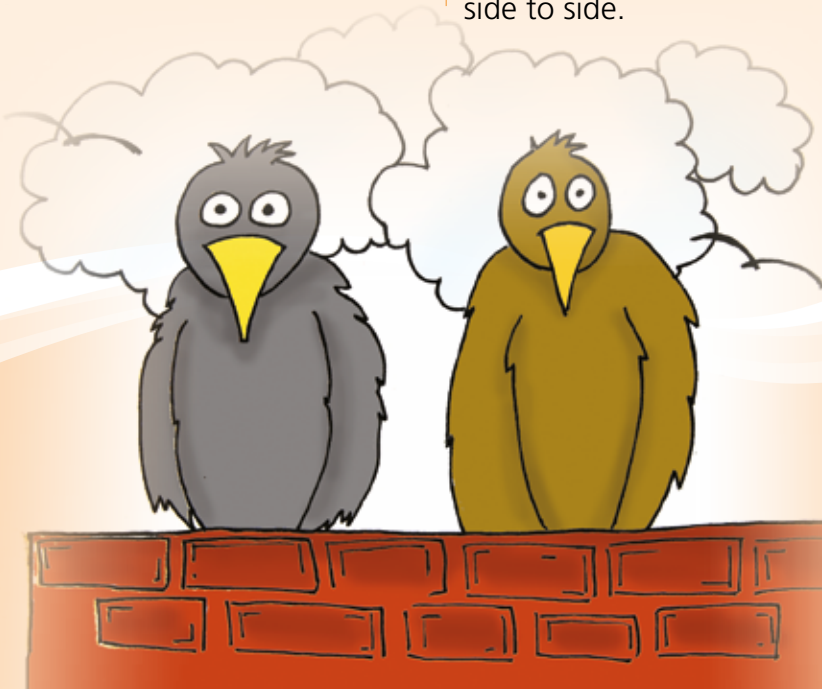
## Two little feet

Two little feet go tap tap tap

Two little hands go clap clap  
clap

Two little eyes open wide

One little head wags from  
side to side.



## Wiggle your fingers

Wiggle your fingers  
Wiggle your toes  
Stand your soldiers  
(fingers)  
In two straight rows.  
Hide your fingers  
Hide your toes  
No more soldiers  
In two straight rows.

## Yankee Doodle

Yankee Doodle came to town  
Riding on a pony  
He stuck a feather in his cap  
And called it macaroni.

For more songs, visit the Bookbug Song and Rhyme library at  
[www.scottishbooktrust.com/songandrhyme](http://www.scottishbooktrust.com/songandrhyme)

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# play@home

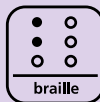
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For more information and additional play@home activity ideas please visit: [www.healthscotland.com/documents/20735.aspx](http://www.healthscotland.com/documents/20735.aspx)



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