

1. Look at what I can do

What's in the box?

- emergency foil blanket
- body mop
- light-up star / lights
- soft bee toy / bell ball

Developing skills: body awareness, listening, independent movement, looking – tracking.

Important safety notice – never leave your child unattended with a foil blanket.

Setting the scene

- Choose an appropriate time to play, when your child is alert, comfortable and content.
- Establish a routine; too much stimulation may confuse your child.
- Repeat the same activity many times as this will help your child retain the skills learned.
- Talk about what you and your child are doing.
- Go at the child's pace, give them time to explore and discover.
- Try to keep distractions to a minimum so that you and your child can stay focused.
- **Most importantly – enjoy yourselves, relax and have fun together.**

Activities

These activities can be carried out within everyday routines; for example, nappy changing times, dressing and undressing.

The blanket will keep your child warm so don't worry if your child is not fully clothed during this activity – the more freedom the better.

- Lie your child down on the blanket – encourage them to feel the blanket and to listen to the scrunching sounds it makes.
- Sit back and allow your child to explore the blanket using their hands, feet and head.
- Use the blanket as a wrap – roll your child side to side, from left to right.
- Waft blanket gently up and down over your child whilst they are lying down.

Moving on

- Hide different items under the blanket - encourage your child to find them.
- Play with others – each holding a corner of the blanket, make waves and add an item that will bounce around on the blanket.

Early Years Foundation Stage links

Communication language and literacy:

- gains attention and makes contact
- increasingly moves arms and legs to reach and grasp
- responds to different voices
- shows anticipation of familiar games and toys
- makes sounds for social interaction
- is intrigued by the novelty of the events and actions around them.

Physical development:

- responds to differences in the environment
- links with the environment through movement and sensory information
- watches and explores hands and feet
- makes contact with objects
- grasps and clutches.

Knowledge and understanding of the world:

- responds to the world creatively
- reaches out and touches, and begins to hold objects
- focuses attention one aspect of an object
- anticipates and repeats sights, sounds and actions.

Creative development:

- connects to the environment through movement and sensory experience
- responds to what they see, hear, touch and feel
- responds to familiar sounds
- seeks to make sense of what they hear, see, touch and smell.

Personal social and emotional development:

- develops understanding, self-awareness
- learns that experiences can be shared

- discovers what they like and dislike
- learns that they can influence adults
- has a positive approach to activities and experiences.

Problem solving, reasoning and numeracy:

- discovers properties
- handles objects of different size and shape
- imaginatively plays with different resources
- is alert and investigates things that challenge their expectations
- shows curiosity and interest
- shows interest in pulling and pushing things.

Observation and assessment

- Do not rush activity – give plenty of time for children to respond.
- Note which parts of the body are moved, and in what way.
- Encourage other children to watch for responses - this will help them see how your child is able to communicate.
- Introduce other materials for contrasting movements / preferences, for example, velvet, bubble wrap.

- Cut up the blanket and use on one or two parts of the body, for example, hands, feet, head etc.
- Note which side your child moves most frequently – encourage the other side by using additional stimuli, for example, favourite toy.

Inclusion guide

Group activities

- Blindfold one child and sit them at one end of the blanket. See if the others can move quietly enough on the blanket to reach the seated person before that person locates them by the sounds they are making.
- Use a play parachute to carry out the activities in a group – place a beach ball on the parachute and see if the children can work together to keep the ball in.

These cards specifically relate to numeracy and mathematical development, however, the activities will also complement other areas of learning.

