

# 9. Bows and bells

## What's in the box?

- socks
- crinkly paper
- gloves / mittens
- ribbons
- bells

**Developing skills: body awareness, listening, independent movement, intentional movement, looking - tracking.**

## 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

- Let your child explore the different materials and sounds.
- Place the mittens on your child's hands – encourage your child to move their arms / hands to make the bells jingle and the crinkly paper scrunch.
- Try the same with the socks on their feet.
- Place the crinkly paper under their feet and encourage them to kick out.

## Moving on

- Try using a variety of different materials and textures to offer your child.
- Tie the bells to the ribbons and place them within your child's range of movement – encourage them to reach out and hit them.
- Make a 'feely bag' and place different items in for your child to explore.

# Early Years Foundation Stage links

## **Communication language and literacy:**

- gains attention and makes contact
- increasingly moves arms and legs to reach and grasp
- plays with own fingers
- explores, experiments, labels and expresses, touches and listens to sounds of toys.
- listens to / enjoys rhythmic patterns.

## **Physical development:**

- gains more control gradually over arms and legs
- links with the environment through movement and sensory information
- responds to and thrives on warm sensitive contact and physical care
- watches and explores hands and feet.
- reaches out, touches and begins to explore objects.

## **Knowledge and understanding of the world:**

- responds to the world creatively
- plays imaginatively with materials, using all of the senses
- is curious about the environment.

These cards specifically relate to the Early Years Foundation Stage but will also support Routes for Learning and the first three P levels.

## **Creative development:**

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

## **Personal social and emotional development:**

- develops understanding, awareness of self
- explores new toys but keeps checking back with adult
- begins to move to music.

## **Problem solving, reasoning and numeracy:**

- responds to people and objects
- notices changes in sounds
- has some understanding that things exist when they cannot see them
- understands their toys and what they can do through handling objects.

# 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.
- Note which side the child moves most frequently – encourage the other side using additional stimuli, for example, favourite texture.

# Inclusion guide

- Introduce a 'feely bag' - see if the children can find and name different objects.
- Hold a treasure hunt to find different sounding items.
- Design and make different sound mobiles.



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