



Play and learn

Play is a child's 'work'. It promotes learning, development, growth and health. Movement skills, thinking skills, language, social interaction and emotional development all happen best when your child is actively involved in an activity in when they are having fun and when they are playing!



What does this teach my child?

Babies

Young babies respond actively to people. They watch faces, listen to voices, smile and make sounds. Later they discover objects to shake, drop, suck, bang, roll and crawl after. Their play centres around you: watching what you do; listening to familiar songs and rhymes; enjoying tickling games; looking at picture books with you; climbing over you; imitating sounds and words; clapping and waving bye-bye.

Toddlers

Toddlers become more interested in playing with 'things' – push/pull along toys, blocks, hammering toys, sit and ride toys, early puzzles, and sand and water. They gradually become a little more secure – playing further away from you, but still with you in sight. They will enjoy talking about play – 'all gone', 'more cars', 'big ball'. Most toddlers do not share well.

Young children

By three and four years, children enjoy pretending: that things are something else and that they are someone else; like a crocodile, a plane, a fireman or a shopkeeper! With practice, they will learn to play socially – initially alongside others, sharing with others and gradually in cooperation with others to plan and make up all kinds of games. They will move more confidently – enjoying challenges such as bikes, playgrounds and ball games.

WHAT YOU CAN DO

- ✓ Be involved! You are the best plaything (toy) that your child can have. Take the time to just be with your child.
- ✓ Find a local community centre and join in the free activities they offer. Community centres are a great way for you to meet other parents and for your child to get to know other children.
- ✓ Join a local playgroup. Playgroups are also a good way for you to meet other parents and for your child to get to know other children.
- ✓ Join your local toy library – a good way for you to try out different toys.
- ✓ Turn the television OFF. Have it on only for programmes that you really want to watch or for things you want your child to watch. Having the TV on will distract you and your child from really getting into play activities together.



HOW TO PROMOTE PLAY

Play with your child: Get on the floor, in the sand pit or on the grass with your child.

Provide good play spaces for your child: Put dangerous, precious or fragile objects out of reach. Make sure that the play spaces are where you are – children like to play close to you – so make the kitchen, bathroom or lounge room safe and easy places to play.

Create play spaces that are easy to clean up: Avoid situations where you and your child are feeling stressed or anxious about making a mess during play. It's easy when you have tables that are easily wiped, floors that are easily cleaned and furniture that can be clambered upon.

Follow your child's lead during play: Let your child make choices about how things are to be done – let them become actively involved.

Reassure your child that mistakes are OK: Play is not about being perfect. Your child will be confident to try new things and 'have a go' at tricky things if they feel secure that you don't need them to get it right all the time.

Allow for repetition: Your child will master things if allowed to do them over and over again.

Allow time to play: Don't rush your child, but do recognise when they have had enough and need a rest or a change.





Playdough Play

Most children find playing with dough great fun. Playdough is also a fun way to develop hand skills as young children poke, pinch, roll and cut. For children feeling grumpy and fed-up, playdough can be soothing and help them express their feelings. It's cheap to make your own playdough, and children will love to help you!



What does this teach my child?

Babies

From about 12 months you can begin to introduce play dough into babies play experiences. Most babies will try to eat the playdough initially, however with supervision this is OK, most babies don't enjoy the salty taste. Small amounts won't do them any harm (because all the ingredients are edible), but avoid eating more than half a cup due to the high salt content of the dough. If your child likes to eat the dough – you are better to use an “edible” dough, such as damper or biscuit dough.

Toddlers

From about 18 months children love squeezing the soft material in their hands, exploring the texture and consistency of the dough. At this stage your child will enjoy simply patting, poking and squeezing the dough. They may “taste” it, but will not usually eat large quantities. They may also enjoy finding things hidden in the dough, and pushing things into it (pop sticks, drinking straws, macaroni, plastic figurines). All these skills will help strengthen your child's small muscles in their fingers.

Young children

Young children will use the dough as part of their imaginative play (pretending to make birthday cakes or pizza, people or animals, etc). Around 3-4 years of age, children like to help make the playdough helping you to measure, pour, mix and colour the playdough.

This teaches your child about concepts such as wet/dry, full/empty, hot/cold, etc.

You can encourage language and problem solving: “What do we need? What will happen next? How is the salt like the flour?”

WHAT YOU CAN DO

- ✓ Make different sorts of playdough - try scented, bumpy, sparkling. See the recipe sheet!
- ✓ Give your child their own portion of dough and show them how to play with it.
- ✓ Encourage them to make their own creations, but remember: the “doing” is more important than the end product.

- ✓ Have some modelling tools to use, such as plastic knives and forks, plastic scissors, a rolling pin, potato masher, garlic press, biscuit cutters or piping bag.
- ✓ Occasionally don't have tools just use hand skills and imagination.

Explore language

- Talk about how the playdough feels. It can be sticky, gooey, slimy, wet or warm.
 - Talk about what you are making: shape, size, colour and number
 - Use lots of descriptive language: eg. Long, fat snake; big, flat pizza.
- ✓ If your child is reluctant to touch the playdough-encourage them to use a rolling pin and cutters first, then explore the dough as they feel comfortable.

SOME ACTIVITIES TO TRY

Make a cake: Sprinkle on coloured rice, poke in straws to make candles, sing Happy Birthday, and then blow out the “candles”. Cut and share the cake.

Make a pizza: Talk about what you’d like on your pizza, then make vegetables and toppings. Bake, cut and share. Or use a pretend stove and cooking pots, and make “peas”, “sausages”, “chips”, “pancakes”, etc.

Make a zoo or farm: Use pop sticks or cut straws to make a fence around plastic animals. Cut straws can also be used to make spiky hair, rays of the sun or legs on a spider.

Make a volcano or garden: An ice-cream lid covered in dough can make a good base, then decorate with twigs, leaves, flowers and pebbles.

Make imprints: Press a hand into the dough to make an imprint, and count the fingers.

Try making an imprint of a bottle top, a coin or a building block.

Use items around the home: A garlic crusher can make “noodles” or “worms”. Use 2nd draw kitchen utensils to create different shapes. Use hair combs, string or shoelaces, cups and plates, pots and pans.

Sing songs: Make “5 fat sausages”, or “5 currant buns” and sing the song. Sing “this is the way” and describe what you’re doing ie “we cut the dough”, or make up your own song.

Make a face: Roll dough into balls for eyes, nose and mouth.



Uncooked playdough recipe

What you need

1 cup plain flour

1/4 cup salt

1 tablespoon cooking oil

A few drops of food colouring

1/2 cup water

What you need to do

- ✓ Mix the flour and salt together in a large bowl.
- ✓ Make a hole in the centre of the dry ingredients and pour in the oil.
- ✓ Add the food colouring to the water and mix to combine.
- ✓ Add the coloured liquid, a little at a time, to the flour and oil.
- ✓ Knead until the mixture is smooth. If the mixture is too dry, add more water. Likewise, if the mixture is too sticky, add more flour.

Songs

5 Fat sausages

5 fat sausages sizzling in the pan

Sizzle, sizzle, sizzle and one went bang (Clap hands together)

4 fat sausages...

3 fat sausages...

2 fat sausages...

1 fat sausage...

No fat sausages sizzling in the pan

Sizzle, sizzle, sizzle and the pan went BANG!!!



Five current buns in a bakers shop

Five current buns in the baker’s shop,

Big and round with a cherry on the top.

Along came (child name) with a penny one day,

Bought a current bun and took it away.

4 current buns ...

3 current buns ...

2 current buns ...

1 current buns...

No current buns in the baker’s shop,

Nothing big and round with a cherry on the top.

Along came..... with a penny one day,

“Sorry” said the baker, “no more current buns today.”



This is the way.....

This is the way we (name a task ie.) Squish the dough

Squish the dough, squish the dough

This is the way we squish the dough

So early in the morning

Name any task ie wash our hands, put on our shirt, pack up the toys etc

Outings with your child

A child's environment makes a difference in the way children learn and grow. Children learn through everything they experience, by investigating with focussed attention and in the world around them. It is what families do, not who they are that matter in how children learn. When you are a child learning is everything, and everything is for learning about.



What does this teach my child?

Babies

Young babies are a lot more portable at this age than they'll ever be again. They can be buckled in to car seats, shopping carts, high chairs and will be content to sit up high and look around. They haven't yet developed the finer muscle coordination they'll need to unbuckle or unstrap themselves so they will take in their environment and learn through what they see and what you say.

Toddlers

Outings expose toddlers to new things or help them to see familiar things in new ways. Toddlers know some basic safety issues like sitting down in the shopping cart or holding Mummy's hand when walking across the street (though they'll still test them constantly) however outings provide a great opportunity to follow these safety rules or teach new ones.

Young children

Firsthand experience can provide children with information and a level of understanding that adds elements to their play, grows their vocabulary and enhances their overall learning. Outings create memories and provide children with new information about their world and the people in it.

WHAT YOU CAN DO

Think about the following questions

- ✓ Where can we go? or Where do we have to go?
- ✓ What can you see on this trip/ out the window/ on the ground etc?
- ✓ Who could go with us?
- ✓ How can we talk about what we are going to do or where we are going?

- ✓ What does my child already know?
- ✓ What behaviour can I expect my child to have?
- ✓ If things don't go well, how can the trip still be a good learning experience?

Involve children in helping with the preparation for the outing.

Set expectations in advance.

Have realistic expectations of what your child can manage.

Bring ideas, experiences and feelings home with you and talk about it. Your child's learning can continue to grow when you talk about your outing after you arrive home.

SOME ACTIVITIES TO TRY

Shopping: Ask your older children to help you write the list, younger children can help you pick items within their reach off the shelf and put it in the trolley. Older children can help you count the money while younger children can help you count the fruit or other items. You can discuss colours and smells too.

Walking to the park: Get your child to help you pack a bag you need for the park with items like water and fruit. Ask them to put their hat on and get their shoes. On the walk you can talk about what you see, how you are walking (up a hill, across the road). You can talk about road safety and different vehicles you can see on the road.

Train trip / bus trip: Take a trip on public transport. Show your child how to buy a ticket, talking through each step and asking them to help where possible. Talk about the sounds and smells they are experiencing. Discuss time and how long a trip might take, where it will take you, how fast you are going and what you can see out the window.

Picnic in the park / back yard: Start by having a picnic in your yard and work up to doing it out in public places. Ask your children what food they want in the lunch bag/basket. Get them to help you (as discussed in above points). If you are going somewhere where there will be ducks to feed talk about what they might like to do. On your way there discuss what the children think might happen today.



Craft in the home

Craft can assist learning in areas like language, music, creativity, social skills, science, maths and health. Crafts are a great pastime and educational tool for children. It can not only keep the children entertained on a rainy day, but also extend a child's fine motor skills, develop concepts like colour or numbers and see scientific processes like gluing and paint drying in action.

What does this teach my child?

Babies

Young babies can join in with craft activities too. Creativity should be encouraged from a young age. Craft opens new doors of experience by helping children to see the world around them in new ways. Close supervision is vital during craft activities with babies.

Toddlers

From 2 years, the joy and satisfaction a child experiences in the craft activity itself is the most important factor. For the child, the value of the activity is not measured by the finished product. The fun of doing it is just as satisfying.

Young children

As the child gets older the end result will become more and more important, and with it, the encouragement that lets the child know his or her art is valuable.

WHAT YOU CAN DO

- ✓ Focus on the child's interest: Never force children to complete a project they simply aren't interested in – all you will do is stop them from wanting to try craft again.
- ✓ Encourage them and reward them when they do finish something.
- ✓ Don't get too complex for the child's age.
- ✓ Allow enough time and space: Give yourself and your child time — to think, to enjoy what you're doing, to be creative, to experiment, and to enjoy each other.
- ✓ Don't shy away from craft just because you don't feel artistic or because you dislike mess. Your child will always love you to join in.



SOME ACTIVITIES TO TRY

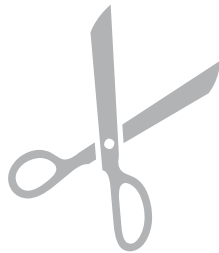
Drawing and painting: There's painting on paper, finger painting, textas, crayons, hand/foot prints or pavement chalk.

Sticking or gluing: Use leaves, twigs, sand or flowers etc, or rice and pasta for a collage.

Explore with different materials: Vegetable prints with paint, water in spray bottle on the path or coloured water sprayed onto paper, house paint brushes in a bucket of water and brush the bricks of the house

Cutting: You can introduce scissors when your child is about 2-2.5 years old. Teach "thumbs the boss on top" for correct scissor hold. Begin snipping thin strips of card into confetti. Allow lots of repetition to develop an easy open/shut action. Cutting up old greeting cards, newspapers or catalogues is fun.

Make toys from items around the house: Make hand or finger puppets, a photo or picture puzzle, a sock snake, balloon heads, junk or cereal threading, coat hanger mobile or a pet rock.



Craft paint recipe

What you need

2 tablespoons of cornflour,

½ cup cold water,

2 cups boiling water,

Food colouring

What to do

- ✓ Mix cornflour to a smooth paste with the cold water.
- ✓ While stirring gradually add boiling water until mix thickens.
- ✓ Leave to cool.
- ✓ The mix will thicken more but should still pour easily.
- ✓ Pour into containers and add a small amount of food colouring.

(For finger paint use 3 cups of water to 1 cup of cornflour)

Balloon heads

What you need

Balloons, plain flour, water, funnel, teaspoon, permanent marker

What to do

- ✓ Blow up the balloon and then deflate them.
- ✓ Put the funnel into the balloons mouth and spoon in as much flour as you can.
- ✓ Add a little water to make the flour workable.
- ✓ Tie up the balloon.
- ✓ Get the child to make faces on their balloon, and then let them mould them to make big ears, squashed nose or fat cheeks.





Pretend play

Children pretend in many different ways by dressing up, role playing, making a cubby house, having a tea party or playing with a farm set. Role playing helps children learn about social roles and rules and they can practise doing things, which might be scary or difficult, in a safe environment. Pretend play also develops language skills and an ability to plan ahead, problem solve, taking turns and think creatively.



What does this teach my child?

Babies

Before children can play imaginatively they need to learn about objects and their functions. Babies need to spend time exploring objects by mouthing, banging, waving and shaking. Around 12-15 months babies begin to imitate what you do. This first pretend play is short and isolated.

Toddlers

Toddlers love to copy what you do by pretending in simple ways such as pretending to drink from a cup, feed a teddy or talk on a telephone. Give them toys so they can help clean, wash, sweep, cook, garden and fix – just like mum or dad. Pretend play is fun for toddlers.

Young children

Around 3 years pretend play becomes more involved. “Mealtime” is now setting the table, cooking, serving, eating and washing up. They may show a book to a doll or ask teddy if he “wants more”. They can substitute objects such as a block for a car or a hat for a boat. In preschool years you see the most pretend play. Children can take on several roles at once (eg. mother, father, baby) and play out ideas they have seen on TV like space travel. Stories can be very detailed and full of fantasy.

WHAT YOU CAN DO

- ✓ Show 1 year olds how to pretend: kiss, cuddle or feed dolly or teddy, talk on the pretend phone, push the truck and make truck noises, play with toy animals, make animal noises and sing action songs.
- ✓ Explore themes such as the shopping, buying food, going to the office, the doctor’s surgery, riding on a bus or train, going camping and going to school.

- ✓ Pretend play can be indoors or outdoors.
- ✓ Include props for imaginary play such as dolls, teddies, farm sets, doctor sets, train sets, cars/ trucks, play mats, pots/pans/stove, cardboard boxes or dress-ups.
- ✓ Around 3 years begin introducing elements of object substitution. This is where you can use a box as dolly’s bath or bed or a spoon as a wand.
- ✓ Put some “junk” objects in with your other toys- boxes, tea towels, cylinders, straws, rope. Show your child how to pretend.
- ✓ Encourage your child to explore all types of play - boys may like to be “Mum” and girls may like to be “Dad” and girls can be truck drivers and boys can be ballet dancers.

SOME ACTIVITIES TO TRY

Have a “tea party” with dolly and teddy: Pour cups of “tea” and show how to give teddy a drink and see if your child will imitate. Ask your child to pour you a cup of tea, then pretend the tea is hot and blow to cool it down.

Model play sequences: As your child develops, try putting a few play actions together: eg. pour the tea, add the milk, drink the tea and wash the cup. Increase the complexity of play as your child shows you they are ready by joining in, imitating and putting more play actions together. Follow your child’s lead.

Sand and water play: You can make caves for animals or people using plastic containers, have a swimming hole, use cars and trucks and make roads. Make up a story about the scene. You start the story then have your child say what happens next. Take turns telling the story.

Dressing up: Make hats from ice-cream containers, shoes from tissue boxes, robes from old sheets or an elephant trunk from old pantyhose. Children will like parading around in your old clothes, shawls, hats and shoes. An old suitcase can be used to store the dress ups.

Make and play with puppets: They can be made simply from paper bags, socks, wooden spoons, stockings, cardboard tubes, gloves, cardboard or paper mache. A large box with a window cut for a stage can serve as a puppet theatre.

Play with boxes: Boxes can be turned into cars, planes, trains, rockets, seats on a bus, castles and stoves. They don’t need to be detailed , simply draw on or cut out a few features such as doors/windows. Older children will enjoy the making and decorating them. Add things such as tape, glue, leaves, patty cake liners, straws, paper plates, newspaper and paint to decorate or help them take shape.





Cardboard box fun in the home

Cardboard boxes can keep children interested for hours for little cost and impact on the planet. But more than that, playing with a cardboard box can build skills that toys can't - creativity, imagination and resourcefulness. The best kind of play with boxes is unstructured play - giving children the opportunity to explore without an end result in mind



What does this teach my child?

Babies

From birth, children are soothed by a sense of being bundled up or embraced in a carers arms. This need for comfort continues throughout childhood because in many ways, it's a subconscious return to the comfort of the womb. There's also an emotional component to seeking out small spaces. The first thing little kids do when confronted with a cardboard box is try to get in it. Cute as this is, there's actually an important reason why they do this. It's called Spatial Awareness.

Toddlers

The light-weight construction of a cardboard box enables young children to move and manipulate an object that is bigger than they are. In other words, the child has the power to reshape the cardboard how they want it. Cardboard boxes make ideal hiding places, and kids love to hide. The hiding game is usually the first experience a child has with knowing something you don't know. The game usually begins with a mischievous grin as the child ducks out of sight. Without even thinking about it, you join the game. Then comes the big surprise! "Here I am!" and of course, the tone in their voice lets you know they've surprised you. What fun! and what a powerful role reversal this game is!

Young children

Imagine what it's like to always be the smallest person in a room. Everything is sized for big people. In small spaces, kids feel BIG. Cardboard boxes are also a great way to develop the child's imagination skills. It also provides a space which allows the child's natural curiosity and discovery to take over. At this age cardboard boxes provide endless opportunities for dramatic play experiences for children. Children also use various muscles to pull up, push, walk and move the boxes depending on their abilities.

WHAT YOU CAN DO

- ✓ Keep all shapes and sized boxes instead of throwing them in the recycle bin. ie brown boxes, cereal boxes, toilet rolls, tissue boxes and, any cardboard food boxes or visit the local fruit shop or grocery shop and ask them for some boxes.
- ✓ Join in with your child. Watch what they want to do and follow their lead.

SOME ACTIVITIES TO TRY

Construction: Let your child stack them or build towers with them and watch them knock them down or create a master piece.

Movement Games: Let your child sit in one and be pushed around, hold onto a rope and be pulled around or fill one with toys and push it around.

Sled: Take the box to a park and let your child slide down a grassy hill.

Tunnel Play: Hang tights, stockings or long socks from the top of a large box this makes an obstacle course for the child to crawl through and enjoy.

Peek-a-boo and hide-n-seek: Get your child to hide in the box and you duck down so they can't see you and pop your face over and surprise them.

Cosy nook: Add pillows and blankets and allow your child to read books or play with teddies in a quiet space.

Cubby Houses: Use sheets, cloths or blankets to create a cubby for your child to play or hide in. You can add furniture such as chairs or the lounge to make the space bigger.

Home Corner: Using empty food containers you and your child can pretend play shops, dinner time or anything your child imagines. You can create a stove or cupboards out of large brown boxes by cutting shapes or painting them.

Craft: You and your child together can paint the boxes or cover the exterior surface with construction paper and stickers.





Learning through everyday activities

If you are like most parents today, your greatest challenge is probably caring for your child while also taking care of yourself and your responsibilities. The competing demands of your time and energy make finding the time to connect with your child difficult. Daily activities, such as getting dressed and doing household chores and errands don't need to take time away from bonding with and enjoying your child.

What does this teach my child?

Babies

When you feed your baby, you are doing a lot more than providing necessary nourishment. You are helping him feel safe and secure in his world.

Toddlers

Toddlers are naturally curious about cause and effect, and are naturally motivated to learn all about the “hows” and “whys” of the world.

Young children

A young child gets as much fun out of an expensive set of swings as they do about finding a small green worm in their garden.

WHAT YOU CAN DO

- ✓ Incorporate play into everyday activities – The possibilities are endless and only limited by your imagination!
- ✓ Provide a variety of interesting materials and experiences with adult involvement.
- ✓ Provide opportunities and experiences in real world settings.
- ✓ Let children explore their environments.
- ✓ Make it a point to talk to your infant about everything.
- ✓ Respect your baby's cues.

SOME ACTIVITIES TO TRY

Time Together: Blow raspberries on their tummy, let them climb over you, play peek - a - boo, lie on the grass and look for bugs together, let them brush your hair, make up silly songs together, draw silly faces for them and look at picture books together.

Bath-time: (or the shower) Use this as an opportunity to talk about different parts of the body, to play with flannels, sponges, cups and containers and to sing songs and blow soap bubbles. All which make bath-time fun.

Housework: This is a great time for some water fun – let your child help you wash the veggies, wash the windows, wash the car or wash some dishes or plastic toys.

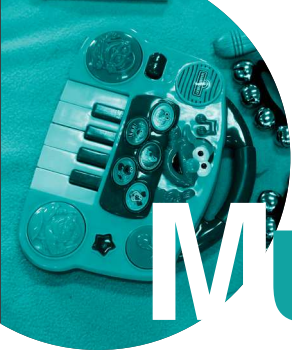
Changing nappies: Use this time to talk or sing to your baby or if baby has a sibling allow them to help you change the nappy by getting the nappy ready, pulling out the wipes etc.

Mealtime: Allow your child to help you set the table. You can count how many people will be sitting at the table and how many plates etc you need to set. You can talk about the colour of the table setting or table cloth. You can discuss the different foods, colours, smells and tastes of food.

While driving in the car: Discuss what you can see out the window, the sounds you can hear and the street signs/shapes/colours. Where you are going whether the car is going fast or slow up a hill or down. You can also talk about car and road safety.

Hanging out the washing: They can help you fill the machine, help you separate the colours into piles, assist with passing and counting of the pegs and as they get older help you put away the dry clothes.





Music, songs and movement



From the moment they are born babies respond to music and rhythm. They hear the “music” of speech, and begin to imitate it, long before they can say their first words. Songs and music help develop language, coordination and balance. Young children love to move to the music, and later to imitate actions, then words, singing and dancing along to favourite rhymes and songs. Music can also be very soothing, helping to calm a fussy baby or child.

What does this teach my child?

Babies

From birth babies respond to speech, songs and movement. Slow rocking and swaying will be soothing; gentle jiggling and bouncing will be fun. Help your baby to move their legs and arms in time to the music. Sing rhymes and action songs for baby to watch.

Toddlers

Around 12 months children will begin to copy you and join in with action songs. Give your toddler time to remember the words and actions. Small children will want to hear songs over and over again - even if you sing out of tune! Sing songs with a strong beat and show your child how to clap along, or bang a drum. If you don't have a drum, a cooking pot and a wooden spoon is just as much fun!

Young children

The preschool child is able to cope with longer songs, more complicated actions and simple dance steps. Encourage them to move to the beat of the music, stomping, jumping, skipping, and dancing. They will enjoy changing the words to familiar songs: Humpty Dumpty sat in a chair, while the barber cut his hair! Introduce young children to live music at free concerts.

WHAT YOU CAN DO

- ✓ The young baby can be introduced to music in your arms, or sitting on your knee facing you. For older children sitting on the floor is good.
- ✓ Clear a large space for dancing sessions, and don't forget dancing and singing in front of a mirror!
- ✓ Laugh and make singing fun. Use exaggerated voice, facial expressions and actions.

- ✓ When learning songs for the first time, children learn best when just listening to you sing without any musical backing (don't worry about whether you have a good voice or not, your child will love just listening to you). Sing the song a few times, so your child can get used to the melody, words and actions. Start with short simple action songs for young children, or those who find it hard to sit still and concentrate. The visual stimulus of the actions will help them remember and learn.
- ✓ Sing children's songs in your home language.
- ✓ Try to reduce other distraction and noise. Invite the child to watch and listen.
- ✓ Music can help in transition times: good morning songs, pack away songs, songs about brushing your teeth, getting dressed, etc. Use songs you know (eg “This is the way we...”) or make up simple songs and melodies (“good night Charlie, good night Charlie, good night Charlie, it's time to go to sleep”).

SOME ACTIVITIES TO TRY

Charts or Signs: Make a “Songs I Know” chart with drawings and pictures, and keep it on display.

Movement: Put on some music and try to move like animals (snake, kangaroo, bird); people (someone very tall, very old); transport (car, plane, train). Play musical statues.

Song Dice: Make a song dice with a different song/ rhyme on each side of the dice. Throw and sing.

Home-made instruments: Shakers from containers filled with dried lentils or beans, tambourines from paper plates filled with beans and stapled together, drums from saucepans and wooden spoons, bamboo for rhythm sticks, stringed instruments from egg cartons or tissue boxes and elastic bands, triangle from a coat hanger and spoon, cymbals from saucepan lids, chimes from household objects strung along a rod and hit with a spoon.

Add props: Use dolls, teddies or puppets in songs.

Change the sound of your voice: Sing the songs or play the instruments at different sound levels.

