



## Early Childhood Commission

### Term One Parent Support Activity Plans

**Week Four, Day one**

**Age:** 2 year-olds

**Theme:** Me

**Objective(s):** Given the right opportunity, your child should be able to:

1. Name the parts of the body that helps him or her to move about.
2. Distinguish his or feet and legs from among the other parts of the body.
3. Count the number of feet and legs that he or she has.
4. Demonstrate at least two things he or she can do with his or her feet and legs.
5. State how he or she would feel if he or she did not have legs.

**Concepts:** big/little, left/right, two (2), foot/feet fast/slow

**Content:** My legs and feet help me to move about.

**Resources:** Pictures of different feet of children and adults, different pictures of things done with the feet, body puzzle, crayon, plain paper, tape

## **Circle Time**

### **Name of Activity: My feet and legs**

#### **Activity Steps:**

Start the lesson with a song (sing to the tune of Thumbkin)

"Where is right foot, where is right foot, here it is, here it is"

"Where is left foot, where is left foot, here it is, here it is"

**Step 1.** Sing or repeat the song (to the tune of Thumbkin) while encouraging your child to touch the parts of the body the song is referring to.

**Step 2.** Allow your child to identify the parts of the body that allow him or her to move around. (Talk about the two feet, ten toes, big toes and little toes)

**Step 3.** Show your child how you can move your feet in different ways and allow your child to imitate the different movements of the feet (wiggle his or her toes, point or stretch his or her toes, slide his or her feet on the ground, bend knees, walk on tiptoes).

**Step 4.** Let your child express his or her feelings by telling you how he or she thinks he or she would feel without legs and feet. Role-play having no legs and tell your child some of the things he or she will not be able to do if he or she has no legs.

## **Guided Creative Activity**

### **Name of Activity: Footpath**

#### **Activity Steps:**

**Step 1.** Trace your child's foot size from cardboard or plain paper (cut out two for the child).

**Step 2.** Allow your child to choose the colour of his or her choice, then colour the cutouts.

**Step 3.** Take these cutouts and place them on the floor in front of the wash hand sink. Demonstrate to your child where to stand when he or she goes to wash his or her hands (on the two feet provided).

**Step 4.** For variation, you can make other little feet cutouts and arrange them in a particular path within your house or outside and encourage your child to walk along the footpath until he or she reaches the wash hand sink.

## **Indoor/Outdoor Play**

### **Name of Activity:**

#### **Activity Steps: Feet and Legs in Action**

**Step 1.** In an open space allow your child to do some jumping jacks for a few seconds.

**Step 2.** While repeating the rhyme below, demonstrate the actions and encourage your child's participation.

Wiggle, wiggle your toes like a piggy tail.  
Wiggle your toes with me  
Wiggle it fast, wiggle it slow,  
Wiggle your toes with me

Hop, hop, hop like a rabbit.  
Hop, hop with me  
Hop fast, hop slow.  
Hop, hop, hop with me

Stomp your feet like a horse.  
Stomp your feet with me  
Stomp fast, stomp slow;  
Stomp your feet with me

#### Story Time:

**Name of Activity:** Who has these feet?

#### Activity Steps:

**Step 1.** Click the link for the story: <https://youtu.be/WUjGvCi1mA4>

**Step 2.** Watch the short story together

**Step 3.** After watching, ask your child to do the following:

- Tell the title of the story,
- Name at least two (2) animals that have feet in the story.
- Show some actions that he or she can use his or her two feet to do.

**Follow-Up Activities:** Show some things your two feet can do. Pretend you had only one foot find activities you can do with one foot.

**Week Four, Day Two**

**Age:** 2-year-olds

**Theme:** Me

**Objective(s):** Given the right opportunity, your child should be able to:

1. Coordinate gross motor movements e.g. run, jump, walk and dance
2. Express preference of a particular movement over others.
3. Demonstrate confidence in doing different movements.
4. Name his or her favourite movement.
5. Participate in music and movement songs.

**Concepts:** up/down in/out walk/run fast/slow

**Content:** I can walk, run, climb, jump up and down, dance in and out.

**Resources:** <https://youtu.be/dUXk8Nc5qQ8>, pictures of people doing different movements



## Circle Time

Name of Activity: I like to Move it!

### Activity Steps

**Step 1.** Have your child watch the video on YouTube entitled "Action Song" and do the movement as instructed (<https://youtu.be/dUXk8Nc5qQ8>)

**Step 2.** Engage your child in a discussion about which movement was his or her favourite

**Step 3.** Allow your child to speak freely about how he or she feels when he or she does his or her favourite movement.

## Guided Creative Activity

Name of Activity: Movement and Dance

### Activity Steps

**Step 1.** Ask your child to choose a picture of someone doing a movement such as running, walking, dancing, jumping, and so on.

**Step 2.** Assist your child in identifying the movement that is shown on his or her picture.

**Step 3.** Allow your child to demonstrate the movement shown in the picture that he or she has

**Step 4.** After your child has demonstrated his or her movement, allow your child to dance freely

**Step 5.** Have your child then dance to this video in the link below  
<https://youtu.be/fPMjnITEZwU>

## **Indoor/Outdoor Play**

### **Name of Activity: Obstacle Course**

#### **Activity Steps:**

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- Step 1.** Set up an Obstacle Course out of waste materials found around the house or outside. You can use boxes to make tunnels to climb through, rope laid on the ground to use for balance beam and ladder laid on the ground to jump in and out of.
  - Step 2.** Change them regularly to make the challenge more interesting.
  - Step 3.** Have your child go through the course
  - Step 4.** Give your child a time in which to complete the course e.g. count to ten.

## **Story Time:**

### **Name of Activity: The tortoise and the hare**

#### **Activity Steps:**

- Step 1.** Have your child listen attentively to the story.  
<https://youtu.be/gfbSIdwLOFE>
- Step 2.** Ask your child to name one of the animals from the story
- Step 3.** Have your child demonstrate fast and slow running

**Follow-Up Activities:** Encourage your child to try new or more challenging movements

## Week 4, Day Three

Age: 2-year-olds

Theme: Me

**Objectives:** Given the right opportunity, your child should be able to:

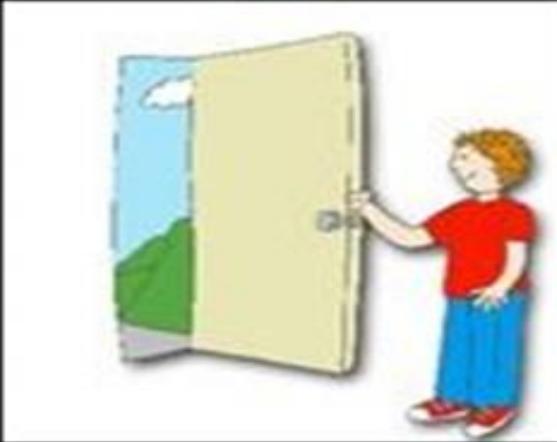
1. Demonstrate how to push and pull with a toy.
2. Show love by hugging the special people in the family and telling how they feel.
3. Follow instructions to help to make a push and pull toy
4. Listen to a story and share his or her feelings by answering follow up questions.

**Content:** I can use my arms and hands to push and pull things and hug people

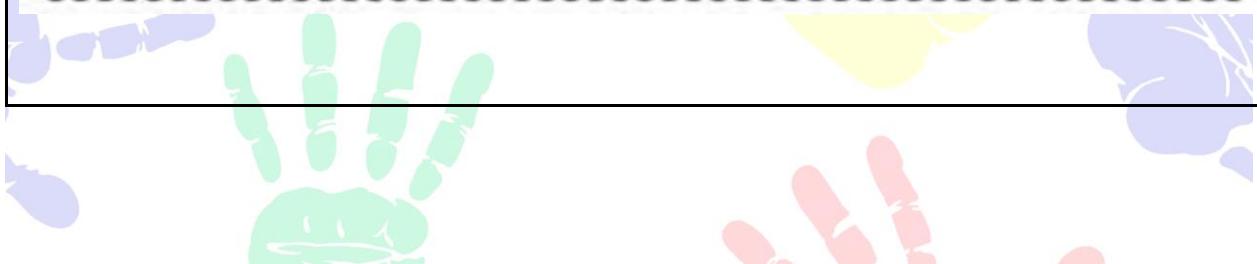
**Concept:** Left/right, push/ pull, front/back

**Resources:** toys, tablet, computer, images of people, arms and hands, boxes to make toy, stick, lime or bottle corks to make wheels,

## **PUSH or PULL** Sorting Cards



DIRECTIONS: Using these picture cards to sort the Force of push and pull with students. Cards can be used to play the KAGAN game structure called QUIZ, QUIZ, TRADE as well.



## **Circle Time**

**Name of Activity:** Using my arms and hands to push, pull and hug

### **Activity Steps:**

**Step 1.** Ask your child what part of his or her body he or she uses to pull up and push his or her toy. Allow him or her to show you his or her hands.

**Step 2.** Demonstrate the pushing and pulling of toys using arms and hands. Describe the action as you are doing it. For example, you may say: I will push the truck or doll to you and you should push it back to me. Do several examples to bring out the concept of push, after which you will move on to pull. You may incorporate the examples in the sorting pictures above.

**Step 3.** Hug your child as he or she masters the concept of push and pull, then sing the song "I love you, you love me, we are a great big family, with a great big hug from you to me" and allow your child to hug you or someone in the family. Allow your child to express himself or herself about the way he or she feels when he or she hugs a family member.

## **Guided Creative Activity**

**Name of Activity:** Making pull and push toys

### **Activity Steps:**

**Step 1.** Allow your child to collect juice boxes or bottles.

**Step 2.** Use four covers of the bottles collected and punch a hole in each.

**Step 3.** Cut two holes at the front and back, left and right sides of the box.

**Step 4.** Allow your child to push a piece of stick in each hole and then put on the covers for wheels.

**Step 5.** Allow your child to manipulate the toy by pulling and pushing.

### Indoor/Outdoor Play

#### Name of Activity: Toy Race

**Instructions:** Use the push and pull toys you have available at home to do a competition between you and your child or between the children at home.

**Preparation:** Use chalk or tape to define a starting and finishing line. Place one toy at the starting position and the other at the next end of the room where the line is drawn. Let the child or children know that he/she/they is/are required to push the first toy towards the finish line.

Place a string on the ones that should be pulled to make it easier to handle and pull the one found at the finish line to the child's original position (you can ask them to walk fast, or run slowly while pulling the toy). Hug the child(ren) as the instructions are followed.

#### Activity Steps:

**Step 1.** Explain the rules or instructions to your child. For example, you could let him or her know that he or she will be doing a race in which they will be pushing different toys towards the line then pulling another toy with a string to his or her original position. Demonstrate the required action before you allow the child(ren) to begin.

**Step 2.** Allow the child(ren) to begin the race.

You should say:

On your marks!  
get set!  
push/pull!

**Step 3.** Repeat step two as many times as possible until the child is ready to stop.

(Congratulate the child when it is done correctly and encourage the child by saying "keep going" when the activity seems a little difficult)

**Story Time:**

**Name of Activity:** The push, pull go!

**Activity Steps:**

**Step 1.** Listen to the story together <https://youtu.be/8JLOjt0gJBs>

**Step 2.** Stop at intervals and allow your child to make predictions.

**Step 3.** Allow your child to tell you at least two activities that were done in the story that required push or pull movements.

**Follow-Up Activities:** Allow your child to watch other videos about pull and push using arms and hands and how to hug people. Complete the activity below.

Additional Link: <https://youtu.be/5t1frJFPSBq>

**Week Four, Day four**

**Age: 2-year-old**

**Theme: Me**

**Objective:** Given the right opportunity, your child should be able to:

1. Name two specific parts of the body that is used to pull up or pull down or button up his or her clothes (hands & fingers)
2. Create a dress-up book with assistance from the parent
3. Locate hidden clothes using directed gross motor activities and then dress self.
4. Listen attentively to the story, answer one relevant question and perform directed activities.

**Concepts:** Up/down, in/out, buttoning, hide/seek, numeral 2

**Content:** I use my hands to pull my clothes up and down; I use my fingers to button up my clothes.

**Resources:** Blouse, shirt with and without buttons and pants; pants with a zip, a flexible piece of cardboard to make a book, a zip, fabric with buttons and buttonholes on the next side, lace frame to do lacing activity, paste, staple machine, plain paper/ construction paper, markers for labelling activities.

## **Circle Time**

### **Name of Activity: Getting Dressed**

#### **Activity Steps:**

**Step 1.** Listen to the song: [This Is The Way We Get Dressed | Kids Songs | Super Simple ...](#)

**Step 2.** Ask what part of his or her body is used to pull up and down his or her clothes.

**Step 3.** Use the previously selected clothes (as listed in resources) and ask your child to demonstrate how he or she uses his or her hands to pull up/down his or her clothes.

(Congratulate your child when it is done correctly or encourage your child by saying "keep going" when activity seems a little difficult)

**Step 4.** Ask your child if he or she is ready for a more difficult challenge then give him or her the buttoned shirt to unbutton, put on, and re-button the shirt; unzip the pants, pull it up, then button the waist and then zip up the zipper. (You are not required to do all the suggested steps here. You may just do one or two).

(make sure to praise the child/children throughout the process of completing the tasks)

## **Guided Creative Activity**

### **Name of Activity: My Activity Books- Dress up Book**

#### **Activity Steps:**

**Step 1.** Assist your child in folding the cardboard so that it resembles a book cover

**Step 2.** Assist your child to insert the leaves to create pages and fasten it to the cover (paste/staple). Decorate the cover.

**Step 3.** Allow your child to paste the zipper on the fabric with buttons and buttonholes on the next side, lace frame to do lacing activity on separate pages.

**Step 4.** Allow your child to admire his or her work while you give praises. Take the opportunity to write labels under the activities in your child's presence (tell your child what you are writing as you write)

**Step 5.** Allow your child to use his or her fingers to manipulate the activities in the book.

**Step 6.** Create an area in a section of the house to display the book (allow your child access to it whenever he or she desires)

#### Indoor/Outdoor Play

#### Name of Activity: Hide and Seek

#### Activity Steps:

**Step 1.** Hide two items of clothes in the room that learning is taking place in for your child to find.

**Step 2.** Give your child instructions that two articles of clothes are hidden in the room and he or she is going to sing a song to help him or her to find it.

**Step 3.** Sing: "how far you are, how far you are, how far" if the child is far from the item. Sing: "how near you are how near you are how near you are how near" if the child is near. Speed up the pace of the song when your child is nearest and slow it down when he or she is furthest. Ask your child to jump, dance and/or skip when he or she finds an item and say "I found it"

**Step 4.** When your child finds the clothes, praise him or her with a hug and allow your child to put on the clothes completely with little or no assistance.

**Story Time:**

**Name of Activity:** Getting Ready!

**Activity Steps:**

**Step 1.** Listen to the short story with your child.

<https://www.youtube.com/watch?v=KBcJZOA3Cuk>

**Step 2.** At end of the story, let your child tell you at least two (2) things that Steve had to put on.

**Step 3:** Ask your child to find two items in his or her bedroom and tell which ones he or she would put on first (in order) and why.

**Follow-Up Activities:** Encourage your child to dress himself or herself daily to practice pulling on or off his or her clothes unassisted. Remember to praise your child each time he or she attempts and even once reward them when it is done completely and correctly.

## **Week Four, Day Five**

**Age:** 2-year-olds

**Theme:** Me

**Objective(s):** Given the right opportunity, your child should be able to:

1. Tell the difference between clean things and dirty things
2. Wash hands appropriately without assistance.
3. Demonstrate age-appropriate motor skills such as throwing and catching
4. Express his or her feelings about handwashing
5. Listen to and participate in a short story.

**Concepts:** clean/dirty, germs, sick/healthy; numeral 2

**Content:** Dirty hand carries germs that make us sick. We must wash hands after using the toilet, before and after eating our food.

**Resources:** flour, soap, hand towel, art paint, paintbrushes, large ball



## Circle Time

### Name of Activity: Hand Washing

#### Activity Steps:

Introduction: Sing the song below with your child to the tune Row your Boat

#### Hand Washing Song

Tune: Row, Row, Row Your Boat

Wash, wash, wash your hands,  
Soap will make them clean!  
Scrub the germs 'till they fall off,  
Germs go down the drain.



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**Step 1.** Put some flour on your hand then shake your child's hands.

**Step 2.** Ask your child to hold up his or her hands, count how many hands he or she has. Look at the hands and talk about what he or she notices.

**Step 3.** Engage your child in a discussion on what can be done to have them looking clean again, and why it is important to keep our hands clean and when to wash hands.

**Step 4.** Let your child identify items needed to wash hands such as soap and water. Demonstrate how hands are to be washed using soap and water, step by step, while singing Wash, wash, wash your hands, and have your child follow.



### **Guided Creative Activity**

#### **Name of Activity: Hand Prints**

##### **Activity Steps:**

**Step 1.** Let your child hold out both hands, then spread or plaster his or her hand with art paint using a brush or a piece of sponge.

**Step 2.** Guide your child's hand to a plain sheet of paper.

**Step 3.** Gently press down on your child's hand to make sure you leave an actual handprint.

**Step 4.** Let him or her count and tell how many handprints are seen then put the paper to dry.

**Step 5.** Have your child look at his or her hands and tell what he or she notices about his or her hand.

**Step 6.** Ask your child what he or she should do to get it clean

**Step 7.** Allow your child to wash his or her hands using the appropriate steps.

**Step 8.** Display your child's artwork at his or her eye-level somewhere in the house.

## **Indoor/Outdoor Play**

**Name of Activity:** Put the ball where Simon says

### **Activity Steps:**

**Step 1.** Let your child wash and dry both hands.

**Step 2.** Hold up a large ball and have him or her tell what it is.

**Step 3.** Instruct your child (Simon says) to use his or her hand to perform different activities with the ball:

1. Simon says, "catch the ball"
2. Simon says, "throw the ball"
3. Simon says, "put the ball on a chair"
4. Simon says, "bounce the ball"
5. Simon says, "put the ball under a chair"
6. Simon says, "put away the ball and wash your hands"

**Step 4.** Put away the ball and wash hands using previously discussed steps for at least 20 seconds

## **Story Time**

### **Name of Activity: Handwashing**

#### **Activity Steps:**

**Step 1.** Let your child listen to the story using the link below:

<https://www.youtube.com/watch?v=qhLeuTF98qg>

**Step 2.** Have your child identify different times when hands are to be washed from the story.

**Step 3.** Let your child talk to you about how he or she feels about hand washing.

**Follow-Up Activities:** Allow your child to wash hands when necessary e.g. before and after eating, after using the toilet, and after play.

<https://images.app.goo.gl/wnNehTqq2CW1j9G59>

Print/ copy poster (in the link) with instructions on how to wash and then paste or display above the wash hand basin.