

Move!



Supporting your co-adventures: Pause and watch how your child moves. Mirror their movement, pause...and see what happens next. Offer your own movements from time to time.

Try moving together in different places and at different speeds. Offer the same movement but use different body parts e.g. can your elbows **turn** and your eyebrows **jump**?

If speaking, ask questions such as 'I wonder if...? What if we...? How could we...?'

Explore ideas together. Explore being inside and outside, under and on top of places. Balance on, jump off, travel along, find ways of moving under, over, and around each other.

What you might notice: What kind of movements do you notice? Curling...reaching...jumping...

Notice how often you follow movement ideas and how often you lead them. Take turns.

Things you might need: Curiosity - A sense of seeing everyday objects (including your body) as a movement possibility e.g. a towel, a blanket, furniture to explore with different body parts and movements.

Next steps: Make up movement games to play together e.g. balancing everyday objects on elbows, shoulders, feet, knees or passing them between you.

Can you relax together, go slow, stretch and relax, breathe and be still?

The value: Movement and dance supports healthy brain development and relationships.

When moving we can be imaginative, playful and we gain confidence and strength in our bodies.

Moving together is good for our bodies, brains and hearts.



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Listen!



Supporting your co-adventures:

Observe the sounds your child makes and listens to. Look out for ways they make sounds vocally and with their bodies. Copy them and play with their sound exploration. Offer your own ideas and explore the possibilities of making sounds together.

What you might notice: Look out for ways they like to listen to sounds, maybe they are still or maybe they are moving with and to sounds.

What type of sounds are they making? e.g. long, loud, soft, fast, slow.

Notice how often you are following and how often you lead with ideas.

Things you might you need: Create a quiet space to enable you to explore sounds together.

Listen out for and find sounds together both inside and outside.

Curiosity - A sense of seeing everyday objects (including your body) as sound makers, e.g. rubbing hands, tapping the floor inside and outside.

Next steps: Play sound games together like 'my turn, your turn', children can lead with their sound making ideas, and you can copy them, sharing their ideas with you, together.

How might you draw the sounds you hear? What ways can you find to dance like the sounds you have found?

The value: Making and listening to sound is related to how we communicate and develop language together. When playing with sound we can be expressive, imaginative and we can connect with others. Sounds can move us, and they can make us move. We will often find that we have an emotional response to sounds we hear.



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Look!



Supporting your co-adventures: Look for something interesting together, inside and out.

Imagine what you might find inside a plant pot? Might there be an army of ants?

Could a curious hole lead to a faraway land, and a wardrobe, what about that?

Could it be a portal to the moon? Draw that wardrobe or whatever it is that you have found. Draw what you imagine to be inside it, above it, below it or through it. Don't worry about how to draw, just have a go!

Take your imagination for a walk.

What you might notice: You might find that imagining, talking and drawing leads to stories and fantastic ideas. You might notice that your child might get a little stuck when they draw. Just talking really helps. So talk about what the subject or object is, talk about their ideas, talk about the shapes of things, lines and colours. Remember that, 'I can't draw', often just means I don't know where to start.

Things you might you need: Curiosity - A sense of seeing everyday objects in different ways e.g. like imaginative homes for things. Paper of any kind, and something to draw with. Colour is an optional extra.

Next steps: Find something bigger in nature like a tree, a pond, or a corner of a garden. Imagine it at night. Imagine who else might visit it from above, from inside, from under it.



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The value: Imagining, thinking and drawing are powerful tools for developing knowledge and creativity. When we talk about our drawings, it helps us to draw and to express our ideas. When drawing we are thinking in visual ways, playing with shapes, spaces, signs and symbols. For young children drawing is often a journey into learning how to write.