



# GROW WELL CHOICES EARLY YEARS

## Flash card Introduction

The GWC Flash cards are an additional resource to use with the GWC toolkit or stand alone to support children with a child led approach.

Please refer back to the toolkit for CFE links, homelink and games.

Toolkit is available at Grow Well Choices Early Years ([nhsgrampian.org](http://nhsgrampian.org))

## Parental EnGagement

The Homelink family learning activities are specifically designed to enable parents to learn how to support their children's learning and healthier choices. Parental engagement is about parents' and families' interaction with their child's learning. It can take place at home, in the setting or in the community. Where it takes place is not important. The important thing is the quality of the parent's engagement with their child's learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.



# Be Active Together



## Learning Intentions

- Understand what it means to be active
- Understand how you can be active
- Understand how your body reacts and how you feel when you are active

## Realising the Ambition

### Movement and coordination development

The toolkit provides different resources that encourage the child's physical development and coordination. To develop fundamental skills such as throwing and catching, hopping, skipping, stretching, sliding, balancing and jumping, developing both fine and gross motor skills.

## Suggestions

- Refer to Physical Activity Guidelines for children under 5's
- Read Grow Well Farm Chapter 1
- Play - Intensity Game, Traffic Lights, Duck/Duck/Goose, Actions Game (Games Guide page 3-4)
- Support the child's learning at home with the Child Led Homelink in the toolkit



# Eat well TOGETHER



## Learning Intentions

- Understand that the eatwell guide represents different food groups
- Understand that the size of the segments of the eatwell guide show how much of what we eat should come from each food group
- Work with others to be able to sort a variety of food into the different segments of the eatwell guide

## Realising the Ambition

### Promoting my confidence, creativity, and curiosity

Mealtime preparation also provides opportunities for rich learning. Often friendships are made, and conflicts are resolved over a meal, and respect and responsibility are nurtured through the processes involved with setting up, eating and clearing away afterwards. Even if the meals are prepared offsite, practitioners can use the daily menu as a stimulus for learning in many ways.

### Suggestions

- Refer to Eatwell Guide and Setting the Table food provision
- Read Grow Well Farm Chapter 2
- Play - Eatwell Guide Game, Corners Game, Food Frenzy, Actions Games (Games Guide page 5-6)
- Support the child's learning at home with the Child Led Homelink in the toolkit



# Smile!



## Learning Intentions

- Understand the importance of keeping my teeth clean and healthy
- Recognise who can help me to keep my teeth clean and healthy

## Realising the Ambition

### The significance of snack and mealtimes to learning and development

Routines such as meal times, rest times and personal hygiene should be viewed as learning opportunities where we take time to support and encourage children to learn necessary skills for life. Keeping teeth healthy is an important part of a child's personal hygiene routine.

## Suggestions

- Refer to Teeth key messages at NHS Childsmile
- Read Grow Well Farm Chapter 3
- Play - Intensity Game, Teeth Attack, Skittles, Rabbit in a Hole, Duck/Duck/Goose (Lewis/Lewis/Hamish) and Actions Games (Games Guide page 7-9)
- Support the child's learning at home with the Child Led Homelink in the toolkit



# Feeling Peckish



## Learning Intentions

- Understand what a snack is
- Give examples of items that could be eaten as a snack
- Understand the difference between snacks that can be eaten all the time and snacks that should only be eaten occasionally

## Realising the Ambition

### Promoting my confidence, creativity, and curiosity

Mealtime preparation also provides opportunities for rich learning. Often friendships are made and conflicts are resolved over a meal, and respect and responsibility is nurtured through the processes involved with setting up, eating and clearing away afterwards. Even if the meals are prepared offsite, practitioners can use the daily menu as a stimulus for learning in many ways.

### Suggestions

- Refer to Snack choices in Supporting Guide (appendix 7) and Setting the Table food provision
- Read Grow Well Farm Chapter 4
- Play -Barn Stations, Stop and Go, Food Frenzy, Beanbag Relay, Actions Games (Games Guide page 10-12)
- Support the child's learning at home with the Child Led Homelink in the toolkit



# Healthy Balance



## Learning Intentions

- Understand why it is important to eat breakfast
- Understand that the body needs energy to function
- Understand that we get energy from the food that we eat
- Understand that it is possible to be active indoors
- Understand why it is important to have a good night's sleep

## Realising the Ambition

### Significance for routines

GWC sessions involve routines such as meal times, rest times and personal hygiene which are used as learning opportunities to support and encourage children to learn necessary skills for life around eating together, sleep and mealtimes. Providing opportunities for the child to be involved in varied conversations which include daily routines which can provide opportunities for role-play.

### Suggestions

- Refer to Henry for routine guidance [www.henry.org.uk](http://www.henry.org.uk) and [www.sleepfoundation.org](http://www.sleepfoundation.org) for sleep advice
- Read Grow Well Farm Chapter 5
- Play - Healthy Balance Relay, Tent Game, Tag/Tails, Stuck in the Mud (Games Guide page 13-15)
- Support the child's learning at home with the Child Led Homelink in the toolkit



# Going to the Games

## Learning Intentions

- Understand that the best way to eat a meal/snack is to eat **Sociably**, **Sitting** down and **Slowly** (otherwise known as the 3 S's)
- Understand that there are different ways and different places that we can eat a meal/ snack
- Remember why it is important to be active
- Remember why it is important to eat healthily
- Remember why it is important to look after my teeth
- Remember why it is important to have a good night's sleep

## Realising the Ambition

### Promoting my confidence, creativity, and curiosity

The toolkit encourages the child's ideas, allowing the child to make mistakes and supports further suggestions and praise. Story book questions which encourage inquiry, to extend emerging ability to verbalise the children's thoughts and actions.

### Suggestions

- For support with extra activities refer to Henry [www.henry.org.uk](http://www.henry.org.uk) and Play@home [www.healthscotland.com/documents/20735.aspx](http://www.healthscotland.com/documents/20735.aspx)
- Read Grow Well Farm Chapter 6
- Play - Highland Games Circuit, Actions Games (Games Guide page 16-17)