



Recycling Week

Activity Booklet!



in association with **iChild**®



♥ Looking after your BABY born Magic Doll



BABY born can really eat food!

Simply mix the powder sachet with some water. Only feed BABY born with genuine BABY born food, other foods will block the internal mechanism. **Please note:** Do not fill BABY born's bottle with food!



BABY born can use the potty

Once BABY born has been fed, he or she will need to use the potty. Sit your BABY born on the potty, push the easy-to-press belly button and they will 'poop.'



BABY born can drink

BABY born drinks water. Fill up the included bottle, insert the tip of the bottle and keep BABY born in a vertical position during drinking.



BABY born can really wet her nappy

After BABY born has drunk from his or her bottle, the doll will wet his or her nappy again, by pressing the belly button.



BABY born can cry real tears!

BABY born can also cry real tears, after he or she has had their bottle, by pressing their chest. Simply wipe the little tears away to soothe BABY born.



BABY born is agile

BABY born has flexible arm and leg joints, which makes BABY born fully moveable, even more life-like and makes it even easier to change his or her clothes.



BABY born will go to sleep

When BABY born is tired simply put their dummy in and twist one way to close their eyes, and the other to wake them up again!



BABY born is fully bathable

That's right, BABY born can go in the bath! The Magic dolls don't require batteries and therefore can be played with in water too.

Cleaning BABY born

External cleaning: Should your BABY born become dirty, just wipe clean using a damp cloth.

Internal cleaning: After BABY born has been fed, BABY born needs regular cleaning in water to ensure he or she doesn't become blocked.



Activity 1

Let's get recycling



Early Learning Goal Links

Communication and Language – Listening, Attention and Understanding
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Communication and Language – Speaking
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Understanding the World – People, Cultures and Communities
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Literacy – Writing
Write recognisable letters, most of which are correctly formed.

Key vocabulary and phrases
Recycle, recycling, recyclable, non-recyclable, sort.

Main activity

The purpose of this activity is to introduce the children to recycling and how we recycle.

Introduce BABY born to the children. The doll could be sitting on the adult/care provider's knee or in the middle of a circle created by the children. Tell the children that he/she is here to teach us about recycling and caring for the environment which is really important. Show the children the wall chart and let them know we'll be ticking off a Recycling Week activity each day this week!



Ask the children - what is recycling?
Build on the ideas in their answers to give a clear explanation of recycling and why it is important that we recycle.

Ask 'How do we recycle?
What can we recycle?
And who helps us to recycle?'

Let's show BABY born that we know how to recycle!

As a group, with the children, safely sort items (recyclable and non-recyclable) which have been pre-selected by an adult. These might include empty cartons, plastic bottles, used cardboard, soft plastic wrap, empty crisp packets, used paper, and orange peel/banana skin. Place the items on a large sheet of paper or old newspaper in the middle of the circle.

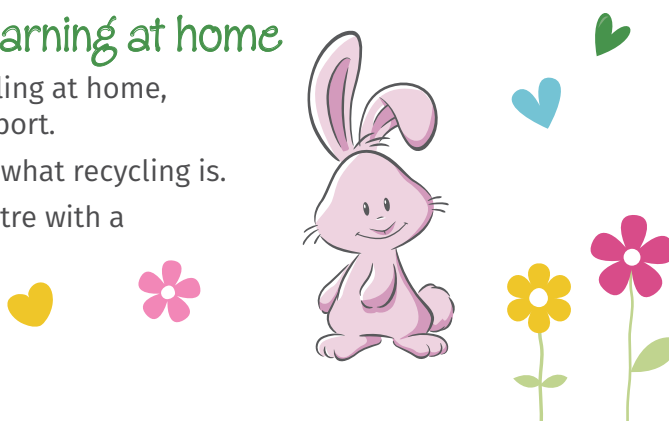
Help the children to use gloves and/or tongs to sort items we can and can't recycle. Include some food waste (orange peel/banana skin). Discuss items we are not sure about and how we might find out if we can recycle them.

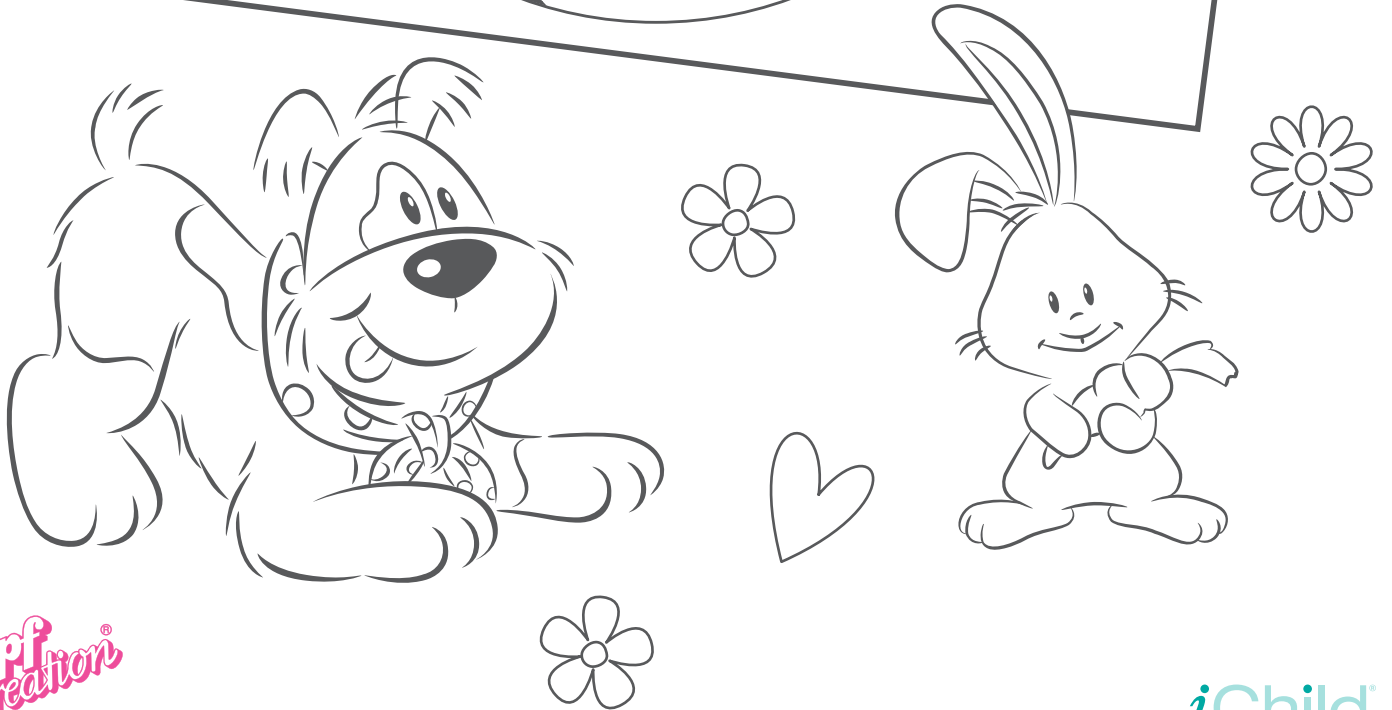
Further ideas

- Take it in turns to have BABY born sit with each child while they make labels, with pictures, for the bins in the classroom or at home (e.g. food recycling, mixed dry recycling, rubbish). We have designed two labels (see the final page of this PDF), which you can print and use to get started!
- On an activity table, put out recycling logos or a 'Let's recycle!' poster which the children can colour in. You can use the recycling poster on the following page. These can be displayed around the setting or classroom.
- Look out for recycling bins, lorries and logos out and about and at home.

Continue the learning at home

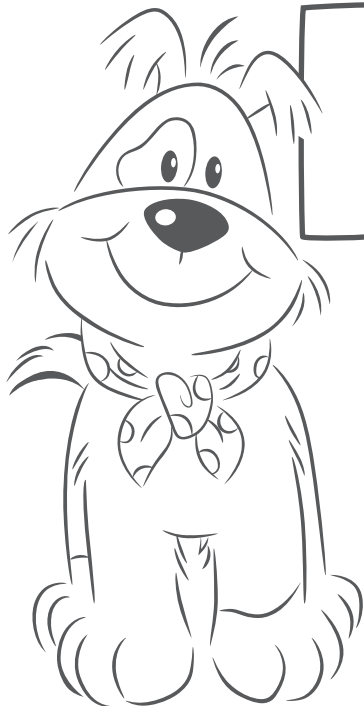
- Help out with recycling at home, with an adult's support.
- As a family, discuss what recycling is.
- Visit a recycling centre with a parent or carer.







Plastic



Paper

and

Card





Activity 2

Let's design and build

Early Learning Goal Links

Expressive Arts and Design – Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Make use of props and materials when role playing characters in narratives and stories.

Physical development – Fine Motor Skills

Use a range of small tools, including scissors, paint brushes and cutlery.

Key vocabulary and phrases


Reuse, model, environment.

Main activity

The purpose of this activity is to support children to see the many ways we can reuse items and have fun making models.

Before the day of the activity, ask children/families to bring in recycling that can be used to make models. This might include cereal boxes, empty plastic bottles, cartons, other plastic and cardboard packaging. In addition, you could use suitable items from activity one. You can use the plastic-free BABY born box too.





Bring BABY born over to sit with the group and revisit what recycling is. Introduce the idea of reusing as a way of reducing the waste we create. This helps to protect the environment too.

BABY born would love you to make a model for him/her! Today we are going to reuse items to create something for BABY born. Share with the group some of the items they might use, by showing them a selection. Ask the children what they might like to make. Could it be for a house, a car or a bed for BABY born?



Set up the items to use so that the children can easily see and chose from them, along with glue, string, scissors (if appropriate for the children in your group) and tape.

Some children might like to begin by designing what they want to make by drawing a picture.

Support the children to work independently or in small groups to make models from the materials. BABY born can be shared around the table to 'watch' over the children making their models!

Further ideas

- Paint the model.
- Support children to develop stories/role plays with BABY born and the models they have made.

Continue the learning at home

- Take the model home to play with.
- Continue modelling at home.
- Create a parent/carer 'Top 5 tips for reusing materials to make models at home'.





Activity 3

Let's grow

Early Learning Goal Links

Understanding the World - The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Physical development – Fine Motor Skills

Use a range of small tools, including scissors, paint brushes and cutlery.

Literacy – Writing

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Key vocabulary and phrases

Plant, grow, pollinate.


Main activity

The purpose of today's activity is to reuse items to make a plant pot and learn how plants are essential to create a healthy environment.

Bring BABY born to sit in a circle with the class. Revisit how used things can be used to create something new and why this is better for the environment than throwing those things away.

Ask the children - what can you tell BABY born about what flowers need to grow? Explain that today we are going to make plant pots and plant our own seeds. Discuss why flowers (and other plants) are so important; they help to feed the bees, insects and animals and they create oxygen. This in turn helps to keep humans and other living things alive and healthy.



Look at a living flower together – this might be in a pot or in a picture. Explain to the group how and why flowers attract bees. 

Using old yoghurt pots or egg boxes, make small plant pots to plant seeds in. Children could decorate the pots with pictures of plants and/or BABY born pictures (see the following page for some BABY born images you can cut out and stick on). Help each child to decorate a pot, fill it with soil and plant a flower seed. Water, place in a spot where it will get enough light and observe over time.



Alternatively, you could create a cress head from the cardboard inside a kitchen roll attached to a circle of cardboard to create a bottom. Draw or paint on a face and decorate the tube. Fill with soil close to the rim and sprinkle in the seeds. Water and observe over time.

Encourage the children to take care of their seeds and see them develop into their very own plants.

Draw and decorate pictures of the BABY born sunflower design to create a wall display in the classroom/setting.



Further ideas

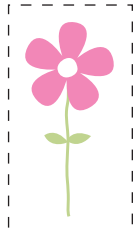
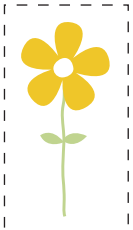
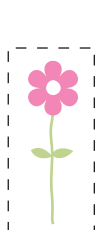
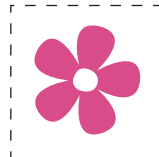
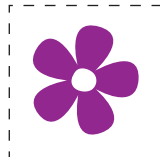
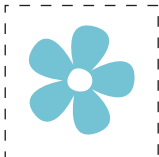
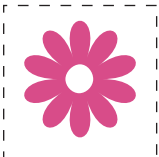
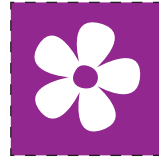
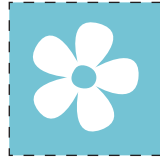
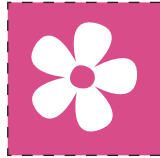
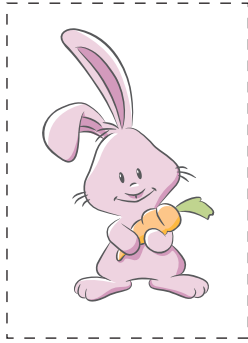
- Draw the steps for planting a seed. Label the pictures.
- Label the parts of a flower on a picture. The children can label the flower image on the following page.


Continue the learning at home

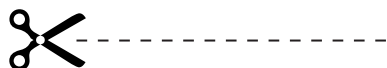
- Take the seed shoot or cress home. Keep it watered to help it grow and monitor the progress each day.



Flower Pot Decorations

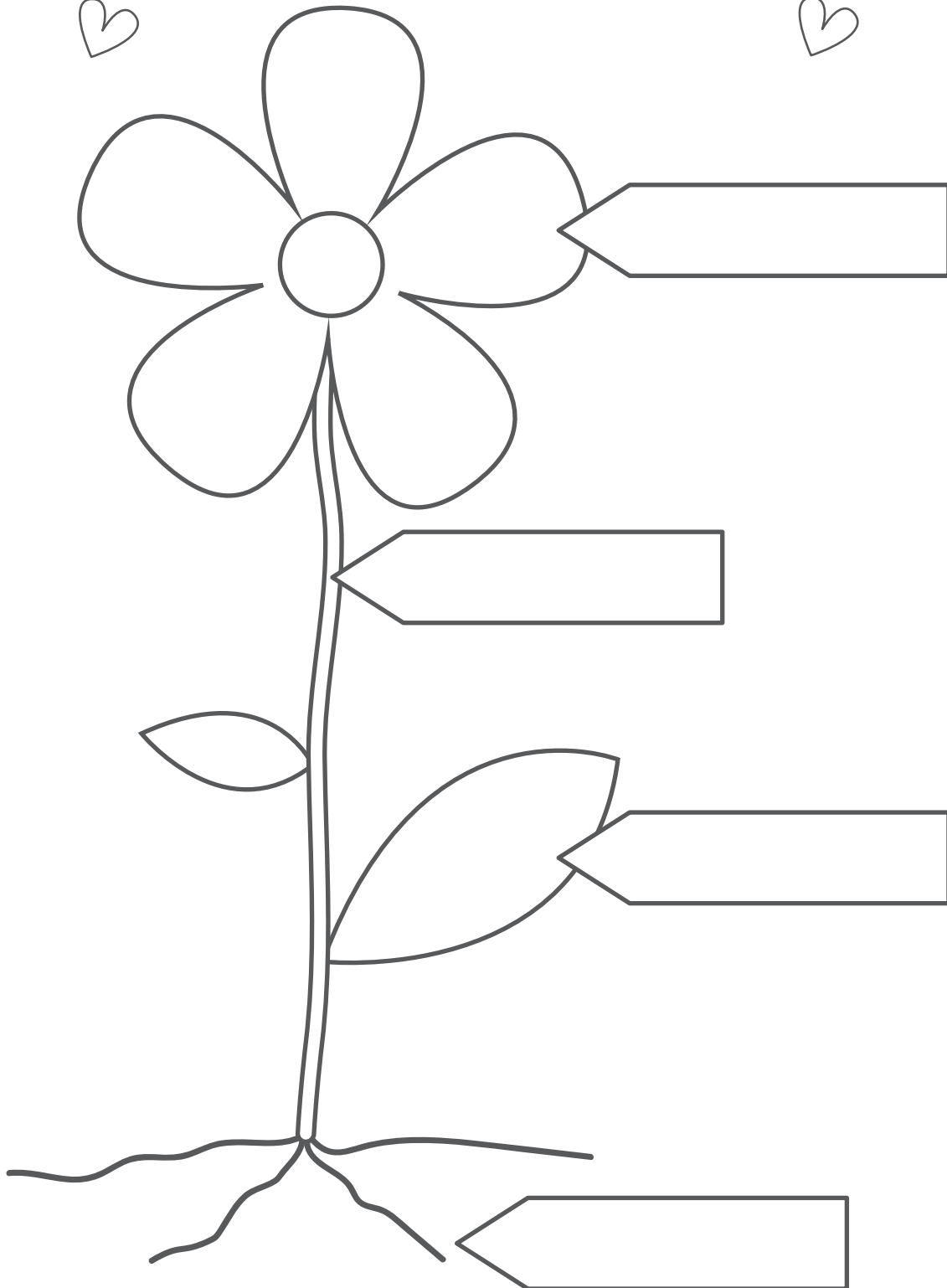


 **Instructions**
 Print these pictures.
 Cut along the dotted lines.
 Once finished glue on to a flower pot.



Label the parts of a flower

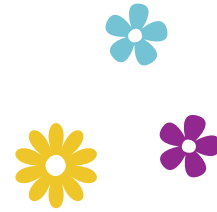
Colour in the picture and write the names of the flower parts in the label boxes





Activity 4

Feed the birds



Early Learning Goal Links

Understanding the World – The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Expressive Arts and Design – Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Key vocabulary and phrases

Bird, bird feeder, reuse.



Main activity

The purpose of this activity is to reuse items to create a bird feeder and observe the natural world.

Tell the children that today we'll be creating something for the birds with the help of BABY born. Again, briefly revisit how used things can be used to create something new and why this is better for the environment than throwing those things away.

Look out of the window or go into a garden/playground with BABY born and see which birds you can spot. Do you see any eating? Do you know what birds eat and where they eat? What can the children tell BABY born?

Share pictures or videos of small birds feeding – both in nature and from bird feeders. Ask the children what they notice. What can they tell BABY born?



Tell the children that today we will be making a bird feeder. Work in small groups, helping the children with making the holes. Make two small holes opposite each other at one end of a cardboard roll. Thread through string or cotton thread and tie a large loop. This is how you hang the bird feeder.



You can also find and use a stick to push through both sides of the tube towards the bottom of the feeder to create a stand for smaller birds.

Alternatively, you can cut out shapes from cardboard if you don't have any cardboard tubes, then create a hole to thread the string through and cover them in the same way as below.

Here is where the children can really get involved and get a bit messy! Cover the cardboard in peanut butter (or vegetable shortening if there are nut allergies in the group). Then roll in bird seeds and/or oats.

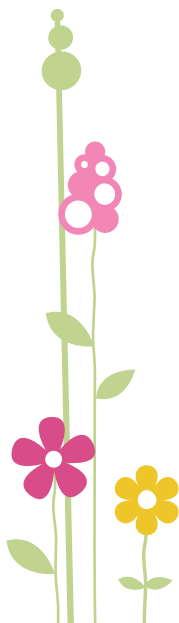
As a class, decide where you will hang your feeder – in the park, on your balcony, in your garden or your school playground. Once the feeder is up, look out for which birds appear.

Further ideas

- Observe which birds use the feeder. Can they get the food? Do you need to change your design at all?

Continue the learning at home

- Use recycled materials to create a bird bath.





Activity 5



Let's go on a nature walk



Early Learning Goal Links

Physical Development – Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Understanding the World – The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Expressive Arts and Design – Creating with Materials

Share their creations, explaining the process they have used.



Mathematics – Numerical Patterns

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Key vocabulary and phrases

Nature, plants, flowers.

Main activity

The purpose of this activity is to appreciate the natural world, learn how important it is to care for it and how recycling helps us to do this.

It's the final day of Recycling Week. Together with the children and BABY born, briefly recap what we've learnt this week so far. Ask children if they enjoy being outside? What do they like about being in the natural world?

Talk about why reusing and recycling is important to keep our natural world thriving.



Now let's go out and enjoy the natural world. Go on a nature walk, taking BABY born along with you. What can the children tell BABY born about what they see? Collect leaves of different colours, fallen blooms, pinecones, nuts, sticks and small stones. Compare the fallen leaves (size, colour and shape).

Notice plants and flowers and smell them. Which insects are attracted to them?

Back at your setting or classroom, sort the items you've collected. Discuss the different ways they might be sorted (colour, type, shape, size). Ask the children to count up how many we have of each item (e.g. four brown leaves, five green leaves).

Use these to create repeating patterns e.g. stone, stick, leaf, leaf, stone, stick, leaf. Can the children copy the pattern made? Ask them to complete the sorting and counting activity on the following page.

Sit in a circle and discuss what the children have learnt completing their five BABY born activities. Hand out a certificate to each child and congratulate them on a wonderful week!

Further ideas

- Create bark rubbing pictures.

Continue the learning at home

- Share the important messages about the environment and sustainability that the children have learnt, with their family.
- Children can take their certificates home with them to show their parent/carer (download from the iChild website).

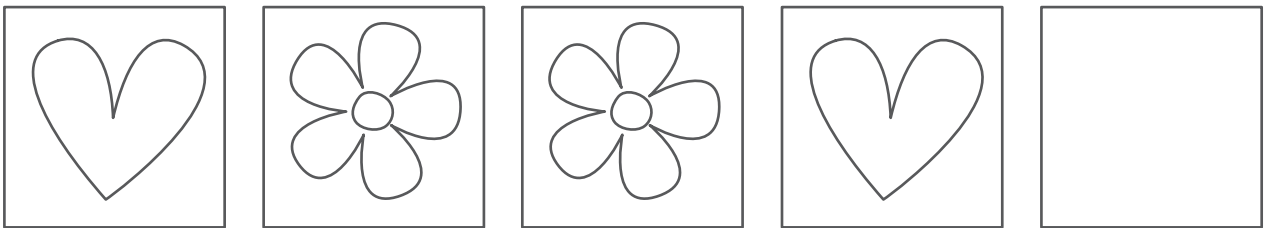


Sorting and Counting

1. Look at this pattern. Draw the image you think goes next in the box.

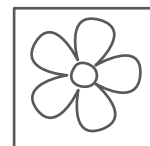
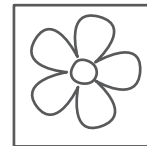
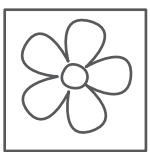


2. Now look at this pattern. Draw the image you think goes next in the box.



3. Count how many flowers you can see.

4. Count how many hearts you can see.





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