Care and Learning Alliance

NHS Highland

The Highland Council
Comhairle na Gàidhealtachd

Smart Start



ELC Practitioner Pack

The material in this pack supports practitioners working in Early Learning and Childcare Centres providing care and learning for babies, toddlers and young children.

Introduction

Welcome to ***Smart Start***

This programme has been carefully developed to equip Early Learning and Childcare (ELC) practitioners with the tools and confidence to enjoy delivering a crucial aspect of all children's learning and development. As practitioners supporting early year's development, you are in a position to make a significant positive difference to children's lives and the choices they make later on.

Healthy eating, physical activity, and the self awareness to begin making the best choices for ourselves are core components of every child's development. The Smart Start programme covers these through an engaging and relevant set of resources and ideas for possible lines of development to follow the children's interests. It also addresses many key experiences and outcomes outlined in Curriculum for Excellence.

'Child Healthy Weight' has been a major priority for the Scottish Government for several years, and will remain so for the foreseeable future. We strongly believe that 'health' is the most important aspect of this – physical, mental, social and emotional health. We use an approach based on nurturing the strengths and abilities of individuals, families and communities to make the best choices they can within the real life circumstances they face. It is an approach that is inclusive, positive, non-judgemental and person centred. It looks to create supportive environments, and draw out the skills and resources of all participants to be as healthy as they can be.

Smart Start forms an essential part of the health improvement support that we provide across the whole life course. From pre-conception; through pregnancy, breast-feeding, weaning and early years; throughout a child's journey through school and into adulthood; across the working aged population and into older age: we strive to provide consistent and cumulative opportunities for good health.

The foundations that we build in the early years and through Smart Start are built upon through our High 5 Health and Wellbeing Programme for Primary Schools, and as of 2015 we are developing more resources and programmes for Secondary Schools that will form the bridge to our adult provision.

NHS Highland, in partnership with The Highland Council and Care and Learning Alliance, thank you for your participation in this broad picture of supporting health and learning; and we hope you enjoy bringing Smart Start alive in your own centres.

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Key Messages

Everyone can make healthy lifestyle choices which will have a positive impact on their health.

Lifestyle choices we make in our childhood can shape the rest of our lives.

Encourage parental involvement as much as possible. This could be through specific workshops for parents, or activities sent home to try.

Avoid referring to high fat, high sugar foods as rewards, or treats for special occasions. It is not helpful for children to place extra value on these foods. Non-food rewards, like a magazine, stickers or a cuddle should be encouraged instead. Treats are things that are only had occasionally, for reasons of affordability, seasonality or other restriction, and so things like strawberries or pineapple can be considered as treats rather than automatically following cultural habits of e.g. chocolate cake.

Encourage understanding of different food needs. These differences may be for social, cultural or medical reasons. Looking at different food cultures could increase awareness of new foods that we should eat more of, without bringing nutrition into the lesson at all.

Avoid labelling foods as “good” or “bad” foods. Instead, distinguish between foods that our body needs more of (so we try to eat more of these), and foods our body does not need (so we try to eat less of these)

Remain non-judgemental to people’s current food habits. Some foods we should eat less of like pizzas, burgers, sweets, crisps and sugary drinks may be a regular part of a family’s food culture and very difficult to change completely. Work with it not against it, and teach children how to appreciate variety; and (where contact is part of a programme) support families to try alternatives or make the healthiest versions of the food they like.

Smart Start is designed to show how food can have a positive influence on your health and wellbeing, rather than be a threat to it; and that physical activity and movement is primarily about having **FUN**, rather than following an exercise regime.

Be sensitive to different family budgets. Many families find fruit expensive, and high fat processed meats are often cheaper sandwich fillings than lean meat or fish. Many formal physically active opportunities cost money, so focus on creative fun through movement at home or the local environment.

Smart Start 1: Look at Me

Children need to recognise that everyone is unique because it helps them appreciate differences in abilities, cultures, and perspectives. Understanding this builds empathy, respect, and kindness, while also helping them feel confident in their own individuality. By valuing uniqueness, children learn the importance of inclusion and cooperation, which are key to forming healthy relationships and positive communities.

The purpose of this section is to:

- To help children recognise we are all unique and understand the importance of this.

Home Links

Invite the children, with a parent's help, to take photos or draw their family members and write down something special about each person.

Some suggested experiences to provide for children to support their understanding in this area:

- **Baby Photos**: Ask children to bring in baby photographs, display them and encourage other children to guess who is who? Staff can also get involved by bringing in their photos.
- **Feelings:** At beginning of session provide time for children to explore how we they feeling today, what does that look like?
- '**Giraffes Can't Dance'** by Giles Andreae: discuss with the children the key message - that anyone can try anything- you don't have to be an expert – just have fun!
- **Make a height chart** with the children and support the children to measure each other, they could draw a picture of themselves to place on the height chart/write their names and compare with their friends. Introduce different words to the children, smallest, tallest, the same etc.
- **Look at me:** provide opportunity for children to spend time looking at themselves in the mirror, provide paint for them to paint a picture of themselves on the mirror – this can be done with fingers/brushes etc. Adults to support with questions such as "What colour eyes/hair do you have?" Take photos of the mirror painting for the child's learning journal and/or floor book.
- **In a small group or pairs:** support children to say one thing they like about their friend – one thing that is different about their friend from themselves – children's responses can be recorded for displays/learning journey's/floor books.

- **Large pieces of wall paper on walls or on floor:** draw around the children/children draw around each other, ask them to name the body parts and then spend time over a few sessions discussing where does our heart, lungs, stomach etc. go? Identify what children already know. Have reference books and use ICT (cameras, talking tins) to gather information.
- **Discuss with the children how we are all unique**, encourage them to think about what makes them unique - use the words, what makes me special. Write down the sentence and ask children to finish the sentence. Staff should start and offer prompts... I am unique because... I have curly hair.
- **Explore different feelings with children that we all have:** look at different pictures and see if the children can identify how that person may be feeling, ask the children to explain how they know the person in the picture is feeling that way – support children to relate their own experiences to the picture. For example, the boy is sad because he has dropped his apple on the floor – what makes you sad?
- **Encourage the children to express their emotions through movement**, do a happy dance, what do I move like when I am angry or sad? Video the children and then replay it asking them to remember without the sound playing what emotion each movement may represent. Use a variety of words to describe their emotions.
- '**Happy Hippo, Angry Duck'**: A Book of Moods by Sandra Boynton is a cute and funny board book about emotions. With funny illustrations and her fantastic rhymes Sandra Boynton covers many emotions and makes clear that emotions change and every day is different. Read and discuss with the children.

Suggested Outcomes and Experiences which may be partly or fully covered

Health & Wellbeing	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.	HWB 0-10a
Health & Wellbeing	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them	HWB 0-02a
Sciences	I recognise that we have similarities and differences but are all unique.	HWB 0-47a

Click on the icon below for further ALL ABOUT US ideas for KIDSSOUP.com



Smart Start 2: Keep our Heart Healthy

It is important to help young children understand how their bodies work so they can learn to care for themselves. This awareness encourages them to make healthy choices that support their growth, energy, and overall wellbeing.

The purpose of this section is to:

- Raise children's awareness of how their bodies work and how to look after their bodies and make Healthy Choices

Home Links:
Send home a suggestion card with the child, giving them ideas for a physical activity that the family can take part in. Ask for the parent to write what they did or maybe they will send back a photograph

Some suggested experiences to provide for children to support their understanding in this area:

- Make a simple model heart (You will find many different ideas for this via google. Click here for one): Ask the children if they know what the heart does? In simplest terms explain while role modeling with the model - a heart is a pump that pushes blood all over the body. We need the blood delivered because it carries the oxygen that our bodies need to function. Explain to your children that each time your heart squeezes, blood, like the water, is pushed out of the heart. When the ball is empty, relax your fist and let it regain its shape. This is when the heart fills back up with blood from the lungs to be pushed out into the body. Leave the model for children to play with and explore. Laminate pictures and supply information books to develop thinking and interest.
- Ask children to see if they can feel their heart beating. Encourage children to run on the spot or run around the garden a few times. Feel their heart now – what is different? Is it beating fast? Count beats etc.
- Use You Tube for some aerobics workouts for children (Sticky kids): Support and develop children's understanding by using questions such as - can we feel our hearts beating before we start; does it feel different after we have been doing the activity? Why?
- Use 'YouTube' to listen to recordings of hearts beating: provide musical instruments for children to reenact the beats. Once children have found the heart rhythm tap it out lub –bub –lub -dub with rythm sticks or clapping.

- Ask Children to cut a paper plate out in the shape of a heart. Have a variety of different foods and ask the children to stick the pictures of foods that they should eat lots of to help keep our bodies healthy. To add to this, children could have opportunity to create “Fizzy Hearts”. CLICK HERE TO ACCESS. This is a good visual to help children understand about when hearts are not healthy.
- Use reference books and pictures of hearts to provoke discussion: use stethoscopes to listen to each other’s hearts. Use sounds on computer to hear heart beats. Identify pulse points in our necks and wrists. Set up dolls and teddies for children to practice on.
- Visit the Doctor’s surgery or ask a local Nurse or Doctor to visit, do you have parents who work in health-related jobs

Suggested Outcomes and Experiences which may be partly or fully covered:

Health & Wellbeing	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health	HWB 0-15A
Health & Wellbeing	I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body	HWB 0-028a
Sciences	I can talk about science stories to develop my understanding of science and the world around me.	SCN 0-20a

Click on the icon to access BBC Bitesize - What does the heart do?

Smart Start 3: Where Food Comes From

It is important for children to understand where food comes from because it helps them appreciate the journey from farm to plate and the effort involved in producing it. This knowledge supports a healthier relationship with food, encouraging respect, mindful eating, and better choices for their wellbeing.

Home Links

- What are my family favourite foods?
- What do I/could we grow at home?

The purpose of this section is to:

- Support children in developing an awareness that food comes from either animals or plants
- Support and encourage children to make informed healthy choices about the food they eat.
- To identify opportunities for parents to be involved in activities to promote

Some suggested experiences to provide for children to support their understanding in this area:

- **Cooking Activity:** Use a recipe book for inspiring ideas on what to cook – voting system could be used to decide which recipe.
  Look at what ingredients will be required, write shopping list together for going out to shop – where possible, take children or groups of children to shop – children can be involved in the risk assessing for the trip out.
  Alternatively, shopping could be done online with the help of the children, including taking delivery of food during a session and children helping to put it away. Make plenty of time to discuss what they will need; ask open ended questions, encourage children to get involved with preparation.
  Carry out in small groups to make best use of activity, ask parents along where possible. Ensure you have checked any allergies etc.
  Possible questions:

1. What is this?
2. Where does it come from?
3. Do you think it grows from a plant or is it from an animal?
4. How could we find out?
5. For fruit or vegetables - which part of the plant is this fruit or vegetable from?
6. For meat - which animal do you think this food comes from?

- **Set up shop or cafe:** encourage children to bring in food packages from home to allow discussion about different foods and what we like to eat and where it comes from. Introduce children to new foods they may not have tried or know. Provide pictures of different foods and find out what they already know. Use photographs of local shops/or visits to shop to support children's thinking. Design and create the shop or café for role play. The shop could sell produce from different countries – a country could be chosen each week – including Scotland and a locally grown week! Children could be given real produce to use such as locally grown veg etc.
- **Naming Foods:** Ask the children to name each food and say where it comes from. The children might say "the shops" but encourage them to think about where it comes from before it arrives at the shops.
- **Gardening:** Plant vegetables that are quick growing, encouraging children to care for their plants, discussing what plants may need to keep them healthy. Checking daily to monitor how much they have grown, measuring and writing down information or taking photographs.
- **Visit to local producer or farm:** see what's available in your area, and invite parents along to outings. Fish farms, sheep farms, fruit farm etc.
- **Tasting chart:** children may be reluctant to try different foods, create a chart or record to show what the children have tried to encourage them to try different foods during snack time and when at home

Suggested Outcomes and Experiences which may be partly or fully covered:

Health & Wellbeing	I am learning about where living things come from and about how they grow, develop and are nurtured	HWB 0-50a
Health & Wellbeing	I explore and discover where foods come from as I choose, prepare and taste different foods	HWB 0-35a
Numeracy and Mathematics	I can collect objects and ask questions to gather information, organising and displaying my findings in different ways	MNU 0-20a

Click on the icon below for further FOOD materials for Early Years



Smart Start 4: Fruit and Vegetables

Allowing children to explore fruit and vegetables using their senses—such as touching, smelling, seeing, and tasting—helps them build a positive and familiar relationship with these foods. When children feel comfortable and curious rather than pressured, they are more likely to develop an interest in a wider variety of fruits and vegetables. This sensory exploration encourages them to try new options and accept different textures, flavours, and ways of preparation, supporting a more varied and balanced diet over time.

The purpose of this section is to:

- To help children feel more comfortable and confident around fruit and vegetables
- Encourage curiosity and willingness to explore new foods

Some suggested experiences to provide for children to support their understanding in this area:

(For the activities below that use real fruits and vegetables for play—consider contacting your local grocery store for any surplus or unsellable stock.)

- Provide a variety of pictures of fruits and vegetables and encourage children to sort them into groups. They can stick the pictures into a floor book to show what they already know and discuss any unfamiliar items.
- Offer real fruits and vegetables with paper plates so children can create fruit and vegetable faces.
- Use large potatoes or carrots along with twigs, googly eyes, pipe cleaners, and leaves etc for children to make potato or carrot characters.
- Explore painting with fruits and vegetables, such as potato printing, and turn the creations into placemats/pictures etc.
- Play a sensory guessing game by placing fruit in a box and asking children to identify it by touch, or if appropriate, by smell or taste while blindfolded.
- Involve children in snack preparation, allowing them to handle and cut fruits and vegetables with plenty of time and adult support to encourage discussion.
- Adapt familiar games like Duck, Duck, Goose by using fruit and vegetable names instead.
- Add fruit scents/pieces to the water table and colour the water to match, encouraging children to identify different smells.

- Grow quick plants such as lettuce or cress, or place a broad bean in a jar with damp kitchen roll so children can observe roots and shoots developing.
- Create small world role play opportunities with compost, seeds, toy tractors, and farm animals, encouraging children to pretend plant and make labels, while learning about weather and farming.
- Read The Enormous Turnip and recreate the story by burying turnips in sand or soil trays and using props or cuddly toys to act it out.
- Plan cooking activities such as making soup or smoothies, allowing children to create their own recipes and even invite parents to taste. This could be extended into an enterprise activity to raise money for a chosen cause.

Suggested Outcomes and Experiences which may be partly or fully covered:

Health & Wellbeing	I am learning about where living things come from and about how they grow, develop and are nurtured	HWB 0 50a
Health & Wellbeing	I explore and discover where foods come from as I choose, prepare and taste different foods	HWB 0- 35a
Science	I can identify my senses and use them to explore the world around me.	SCN 0-12a
Literacy	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.	LIT 0-14a
Social Studies	I explore and discover where foods come from as I choose, prepare and taste different foods.	HWB 0-36a

Click on the icon below to access **HENRY:** a highly useful resource for supporting work with families. It is an evidence-based, non-judgemental approach that works in partnership with families to create lasting, healthy changes. By building on parents' strengths and encouraging them to set their own goals, it empowers families to develop healthier lifestyles in a supportive and understanding way.



Smart Start 5: Eat Well

Involving children in understanding and preparing meals and snacks helps them develop positive attitudes towards food and healthy eating. It builds confidence, encourages independence, and increases their willingness to try new foods. Sharing these experiences as a family also creates valuable opportunities to spend time together, and research shows that eating meals together can strengthen family relationships, improve communication, and support children's emotional wellbeing. Overall, this hands-on involvement helps to establish lifelong healthy habits and more positive food choices.

The purpose of this section is to:

- To help children make the connection between food and health
- Support children to develop an awareness of the effect different foods have on their growth and development and help them to make healthy choices.
- To identify snack foods into two simple groups – foods we should eat more of and foods we shouldn't eat too often.
- To identify opportunities for parents to be involved in activities to promote healthy eating.

Some suggested experiences to provide for children to support their understanding in this area:

- **Research:** Use books/posters/google to talk about the different foods children can see. Support them to create a shopping list using some of the foods shown. You could extend this by taking a small group shopping or by setting up a role play shopping experience.

- **Circle Time Activity:** Place a selection of common foods into shopping bags. During circle time, support children to sort the food into two groups: everyday foods and sometimes foods.

- **Plan a Weekly Snack Menu:** Work with the children to plan a snack menu for the week. Encourage them to include a variety of everyday foods.

- **Create Placemats:** Children can design their own placemats for snack time or to take home. Divide the mat into two sections: everyday food and sometimes food. Provide pictures of foods for children to cut out and stick or encourage them to draw their favourite foods and decide where they belong.

Pretend Shop Role Play: Set up a role play shop using play food or real packaging. Give children baskets and ask them to select food for a healthy lunch. Encourage discussion about choosing mostly everyday foods and identifying any sometimes foods.

Taste and Talk Session: Provide small samples of healthy foods such as carrot sticks, apple slices, or yogurt. Ask simple questions like:
“Is it crunchy or soft?”
“Do you like it?”
“Is this an everyday or sometimes food?”
This helps build familiarity with different foods and can support children in becoming less selective eaters.

Story Time with Food Themes: Read a story that includes food or mealtimes, or create your own. Afterwards, ask questions such as:
“What foods did the character eat every day?”
“Which foods were sometimes foods?”



Suggested books:

- The Very Hungry Caterpillar – Eric Carle
- Oliver’s Vegetables – Vivian French
- Oliver’s Fruit Salad – Vivian French
- I Will Never Not Ever Eat a Tomato – Lauren Child
- Gregory, the Terrible Eater – Mitchell Sharmat
- Rah, Rah, Radishes!: A Vegetable Chant – April Pulley Sayre

Lunchbox Challenge: Show children an empty lunchbox along with a variety of food options. Ask them to pack a healthy lunchbox and discuss their choices together.

Feed the Teddy Game: Use a teddy or puppet and “feed” it different foods. Children decide which foods the teddy should eat every day and which should be occasional treats.

Everyday Food Bingo: Create bingo boards featuring a variety of everyday foods. Number the cards (1–6) and have children roll a dice to select cards. If they have the matching food on their board, they place it down. The first to complete their board wins. (Templates can be found on page 20)

‘Stay & Snack’ Parent Engagement Activity

Encourage children to invite parents, carers, or family members to a shared snack session to learn about healthy eating.

Preparation:

- Send out a “Date for the Diary” well in advance.
- Involve children in planning the menu and deciding what information to share about healthy eating.
- Support children to design and create invitations, posters, or leaflets.
- Create a display with menus, photos, and examples of healthy foods. Staff can include helpful leaflets for families.

On the Day:

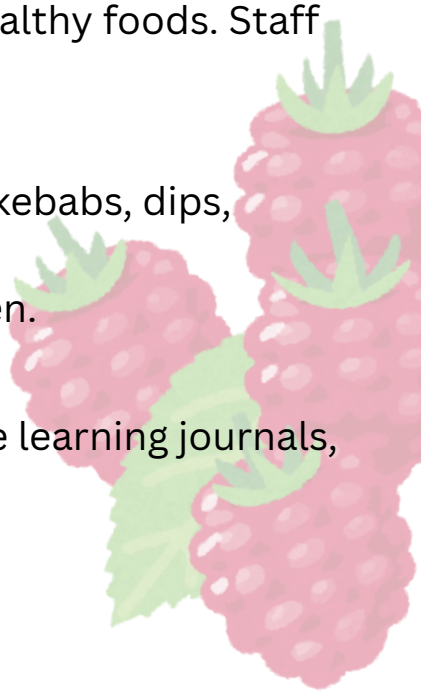
- Support children to help set up simple snacks (e.g., fruit kebabs, dips, smoothies).
- Invite visitors to sit and enjoy snack time with the children.

After the Session:

- Provide opportunities for parents to read stories, explore learning journals, or view displays.
- Activities like Food Bingo can also be shared.

Further Ideas:

- Invite local community members such as senior citizens.
- Collaborate with older students (e.g., for volunteering programmes).



Suggested Outcomes and Experiences which may be partly or fully covered:

Health & Wellbeing	Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy	HWB 0-30a
Health & Wellbeing	Through everyday experiences and play, I explore and share my feelings, opinions and preferences about food.	HWB 0-34a
Literacy	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and listen	LIT 0-02a

Click the link to access the BBC Bitesize early years resources on food, **focusing on healthy eating, food origins, etc**

GETTING STARTED

This pack is designed for practitioners to use flexibly and can support both intentional and spontaneous planning. For example, if children are naturally exploring how their bodies grow or where food comes from, this resource can help practitioners extend their learning by providing meaningful experiences that build on their curiosity and interests. All activities should be planned in partnership with the children, starting from their existing knowledge, interests, and questions about what they would like to find out.

Equally, practitioners may choose to introduce some of the topics within the pack to spark new ideas and inspire learning.

A "learning hook" can be beneficial in this context to help capture children's curiosity from the outset. It allows practitioners to identify what children already know, what they are interested in, and what they would like to learn next, enabling more responsive and effective planning. The following learning hooks may be useful to introduce each topic and engage children at the start of their learning journey.

Look at Me	Baby Photos - Ask children to bring in baby photographs, display them and encourage other children to guess who is who? Staff can also get involved by bringing in their photos. (see support materials) Giraffes Can't Dance by Giles Andreae - discuss with the children the key message - that anyone can try anything- you don't have to be an expert – just have fun!
Keep our Heart Healthy	Song- "I HAVE A GREAT BIG HEART" to the tune of I'm a little teapot: I've a great big heart You can see. It pumps my blood All through me - When my heart is healthy I have energy I'm so glad I have a heart in me!
Physical Fun	Obstacle Course – Involve the children in setting up a course to take part in – discussion can take place around which part of the obstacle course the children like best and identify the skills they are using to complete each part e.g. balancing/climbing/jumping etc. Extension can be offered through adding activities such as timing the children to encourage them to improve on their times etc. Children could be encouraged to use the timers themselves etc.
Where Food Comes From	Cooking Activity- discuss ingredients and where they come from, make healthy soup, and have books available to show how plants grow. Outing to local shop to buy ingredients, ask for parents to come in and help, make a fun joint activity.
Fruit and Vegetables	Fruit & Vegetable Parcel - Leave a parcel for the children to find when they first come into the center, create an excitement about what might be in it and together open the box to see its contents which should be a range of fruit and veg. Encourage children to handle, smell and then use for snack. Try to include some that children may not have seen before.
How we eat	Mattie and the Peanut Butter Jelly by Liz Ames Read the story to the children and ask children what they think their Mummy and Daddy know about Healthy Eating? How could we show them?

Further Resources

Resources to use with children

The 'Five a Day' song - eating fruit and vegetables	https://www.bbc.co.uk/programmes/p011lbd4
Where does food come from	https://www.bbc.co.uk/bitesize/articles/z6pms82
Getting Ready to Cook	https://www.bbc.co.uk/bitesize/topics/zjpmfdm/articles/zb2dxg8
Set of short clips on growing, keeping clean and eating well	https://www.bbc.co.uk/bitesize/topics/zbdcy9q
COSMIC Yoga for children	https://www.youtube.com/@CosmicKidsYoga

Resources to use with parents

Having fun outdoors with your toddler ParentClub	https://www.parentclub.scot/articles/having-fun-outdoors-your-toddler
Keeping active indoors ParentClub	https://www.parentclub.scot/articles/keeping-active-indoors
Ball games to play with your toddler ParentClub	https://www.parentclub.scot/articles/ball-games-play-your-toddler
X Programme	https://www.thexprogramme.scot.nhs.uk/
Recipies from X Programme	https://www.thexprogramme.scot.nhs.uk/wp-content/uploads/2021/08/Recipe-File.pdf

Demonstrate how the heart works!

Purpose
To show how the heart acts like a pump that pushes blood around the body using pressure.



🧰 Materials
- 1 tennis ball
- A bowl or bucket of water
- A straw (or a small plastic tube)
- A small pin or nail (to make holes)
- Optional: food coloring (to make the “blood” easier to see)

⚙️ Setup
- Carefully make two small holes in the tennis ball (on opposite sides if possible).
- Insert the straw into one of the holes so it fits snugly (this will act like a blood vessel).
- Fill the bowl with water (add food colouring if you want it to look like blood).
- Place the tennis ball so the straw end is pointing into the water.

💡 How to Demonstrate
- Fill the “heart” - squeeze the tennis ball while the straw is in the water. Release your grip while keeping the straw submerged. Water will be pulled into the ball.

👉 This represents the heart filling with blood (like when the heart relaxes).

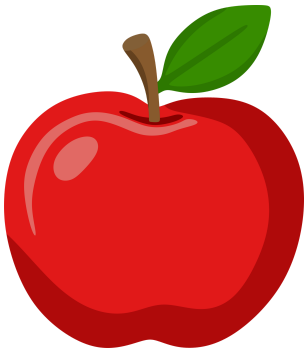
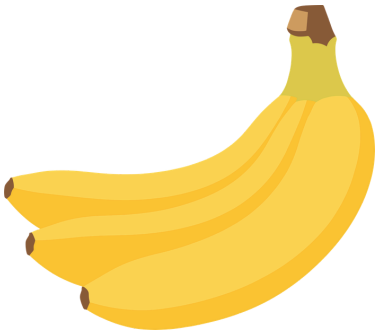
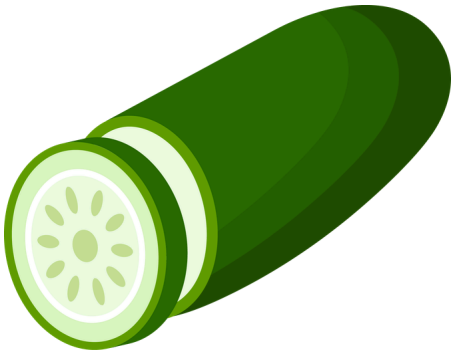
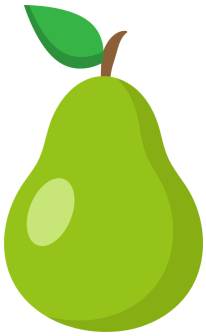
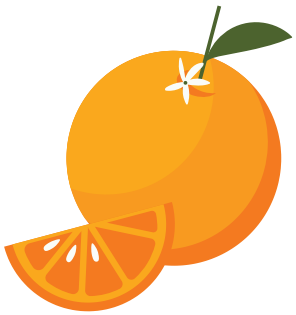
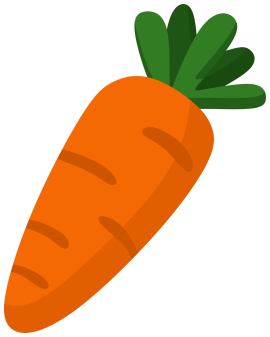
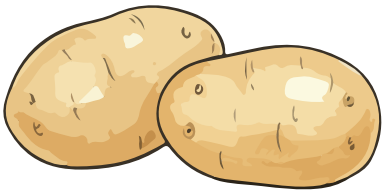
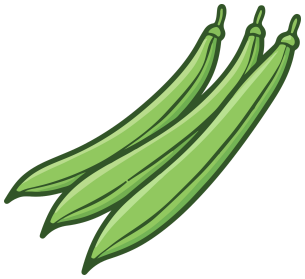
- Pump the “blood” Now squeeze the tennis ball firmly. Water will be forced out through the straw into the bowl or a container.

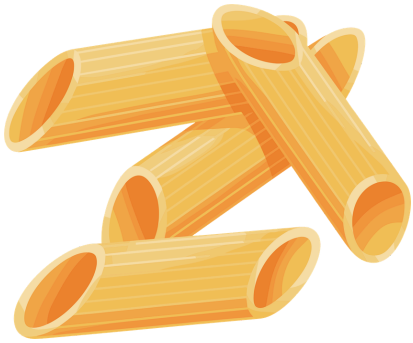
👉 This represents the heart pumping blood out into the body.

🧠 What It Shows
- The tennis ball acts like the heart muscle.
- Squeezing = heart contracting (called systole).
- Releasing = heart relaxing (called diastole).
- Water represents blood.
- The straw represents blood vessels (arteries/veins).

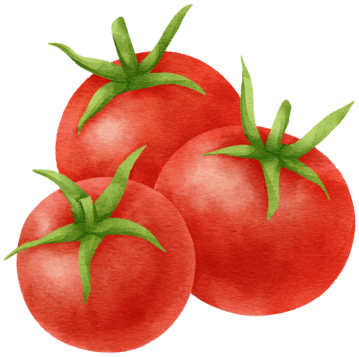


Food Bingo - cards for cutting

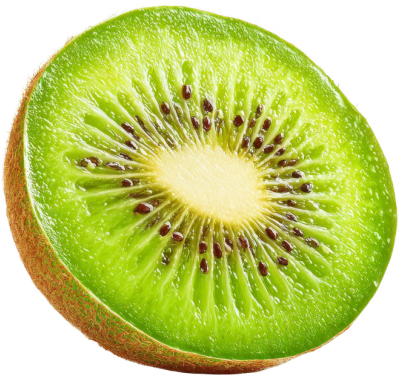
		
		
		
		



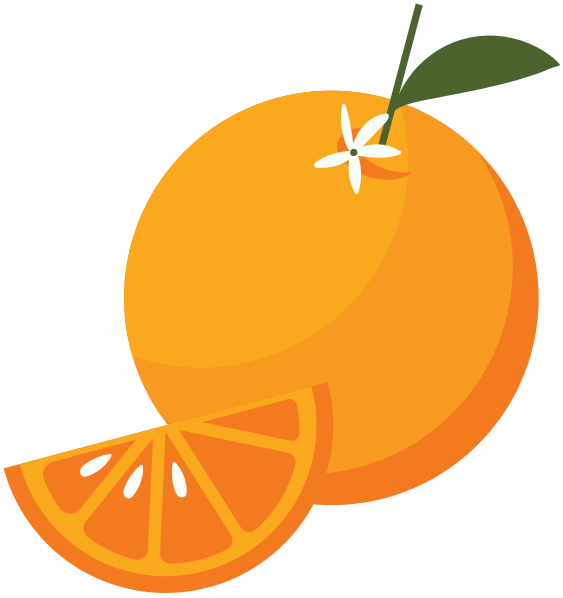
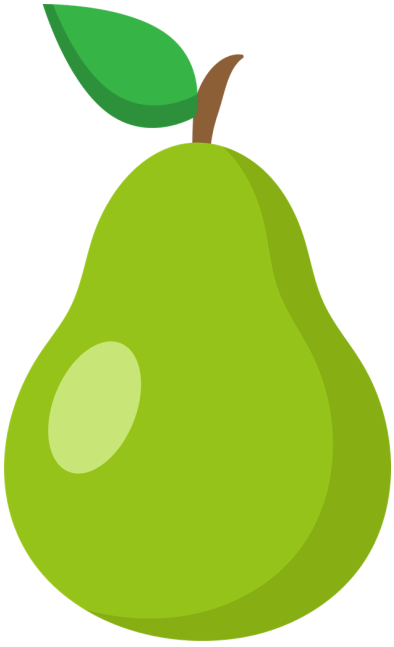
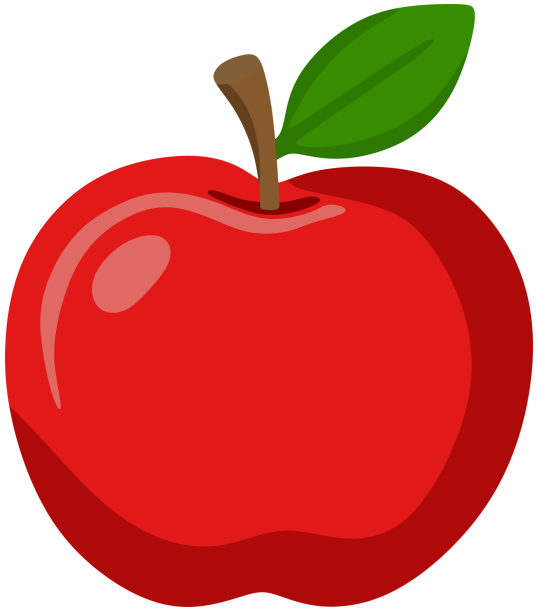





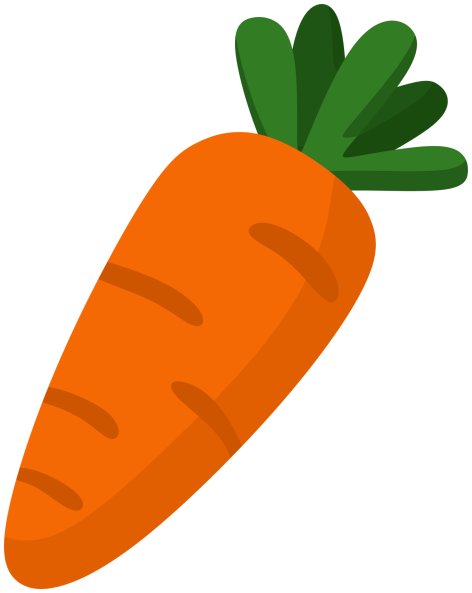
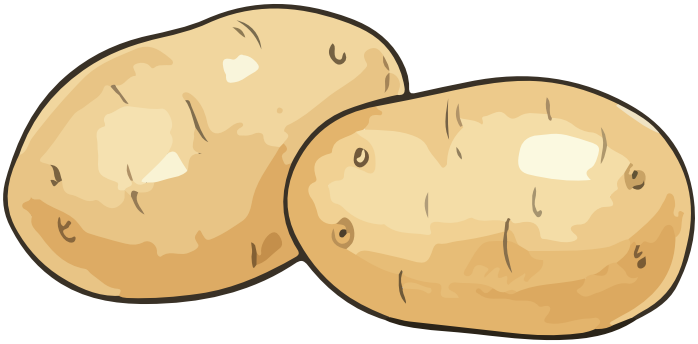





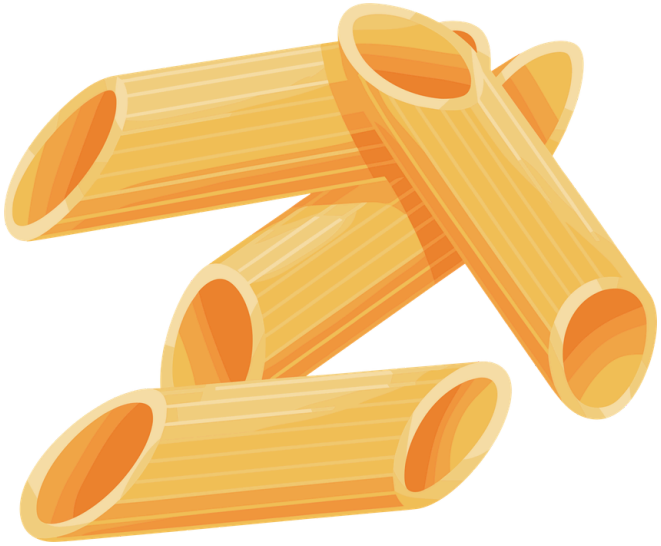
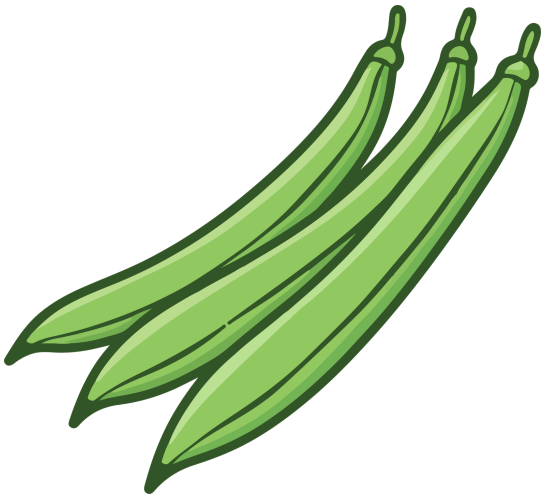

Food Bingo Cards

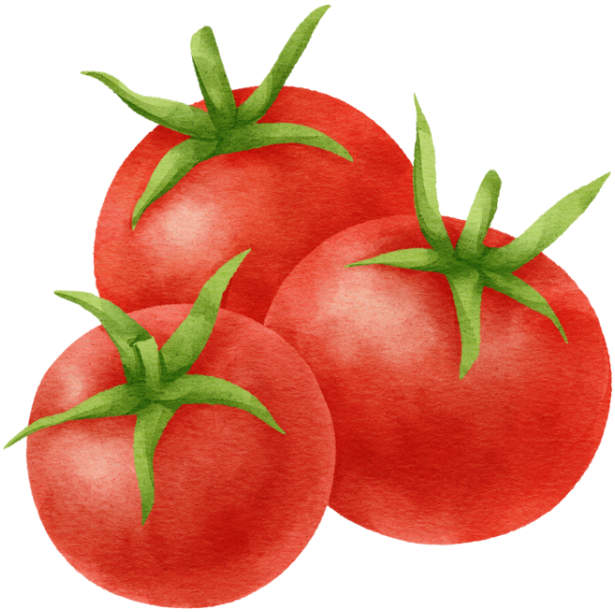
Food Bingo Cards

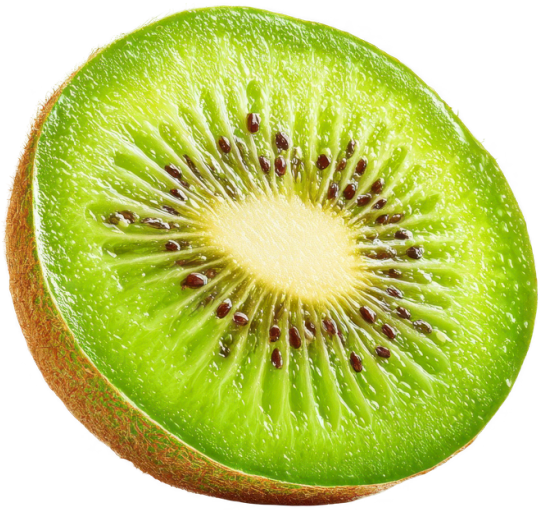
Food Bingo Cards

Food Bingo Cards

Food Bingo Cards

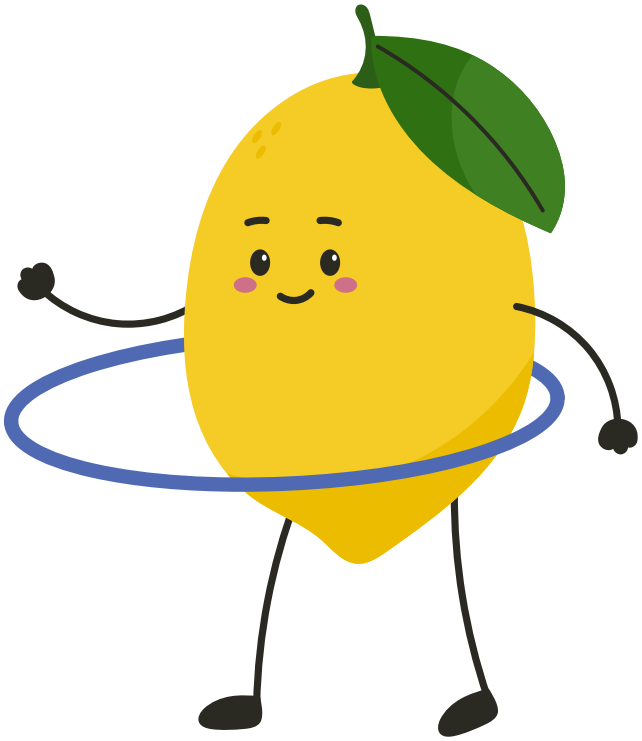
	
	

Food Bingo Cards

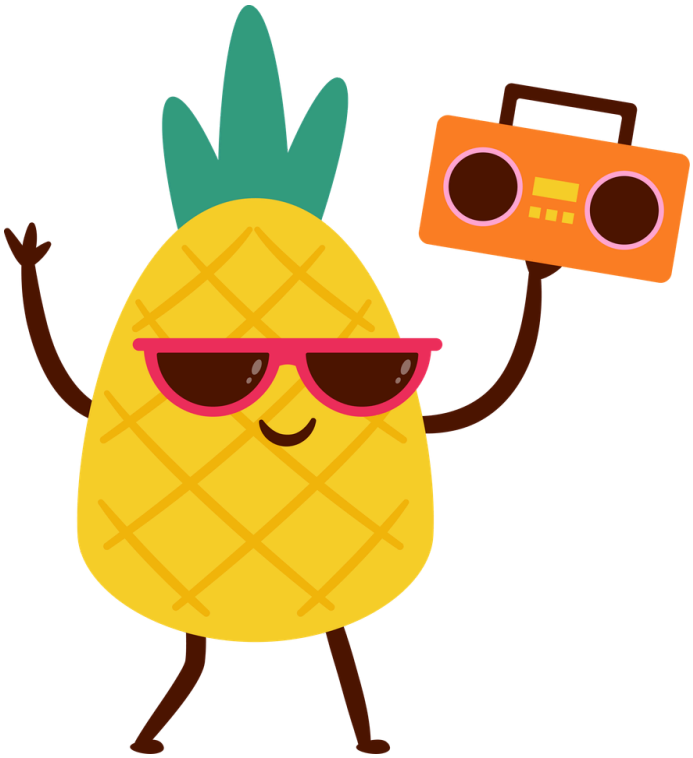
Physical Activity Cards

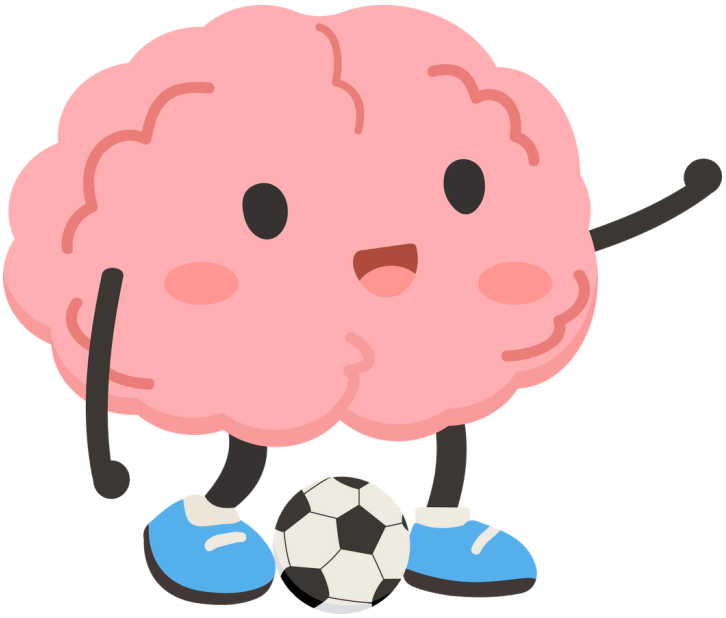
Cut out the cards below • Spread on table and ask children to choose which activity card they want to do today? • Children can use the glue stick to glue their card into their special book/picture or template that follows this page – don't forget to ask them about the experience after they have done it and record their comments.

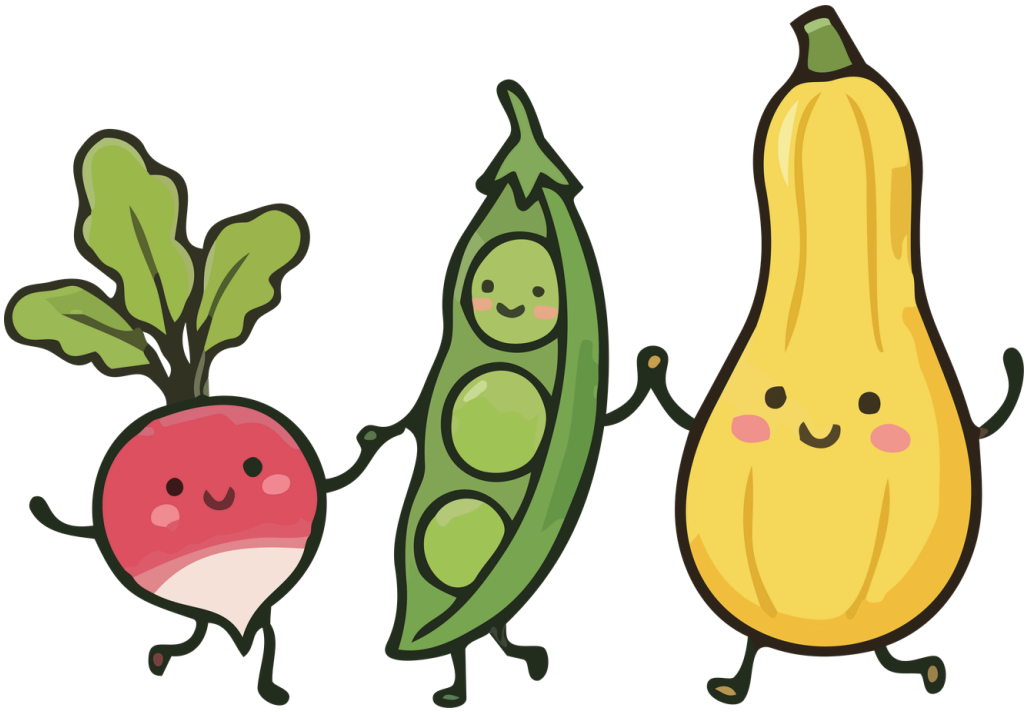














My Physical Exercise

With my friends, I am learning how important our hearts are and how they work.

Draw a picture of your favourite physical activity:

Further support for practitioners

Setting the Table	https://www.thexprogramme.scot.nhs.uk/wp-content/uploads/2021/08/Recipe-File.pdf
Toddler and Young Children: food, mood and health guidance 2023	https://www.nhshighland.scot.nhs.uk/media/bizaucia/toddler-guidance-food-mood-and-health-final-version-may-2023.pdf
Food Matters	https://hub.careinspectorate.com/how-we-support-improvement/quality-improvement-programmes-and-topics/food-matters/
Keeping children safe: supporting positive mealtime experiences in early learning and childcare (ELC)	https://hub.careinspectorate.com/media/5018/elc-practice-note-4-mealtimes.pdf



Thank you for using the Smart Start programme—we hope you have found it useful. We value your feedback and would love to hear how you have used the programme to support children's learning. Please take two minutes to complete our short survey by clicking the link below.

https://form.jotform.com/261022559759060

For further information and support, contact: