

VISION

For every child to reach important health, learning, and wellbeing milestones through a playfilled childhood.



MISSION

To develop place-based, parent and child-facing offers across the United Kingdom, providing 50 low or no cost ideas for play, to children and the people who care for them.

Theory of Change

Theoretical Foundations

Developmental Neuroscience

Ecological Systems Theory

NeuroScience of Play

Target Audience

All families with children under 5 years old.

designed to support opportunities for targeted engagement

Desired Outcomes

Improve parental confidence in engaging in playful family learning with their child.

Improve health by establishing active lifestyles

Increase parental understanding of the importance of language interaction

Improve school readiness including better self regulation, metacognition and resilience

Evidence Based Intervention

Presented and packaged through a mobile app, 50 Things to Do Before You're Five helps parents develop their home learning environment, providing inspiration to connect with their children through a range of activities.

It provides a local offer, guiding them to places to visit, and fun things to do on their doorstep. Supporting them to make best use of their local libraries, museums, parks and wild spaces - helping to promote community cohesion at the same time.

Short Term Impact

Increased parent /child interaction

Stronger parent-child bond

Improved engagement in outdoor play and learning

Richer language environments

Long Term Impact

Increased wellbeing and self-efficacy as parents

Better mental wellbeing, lower obesity, and improved coronary and respiratory fitness.

Reduced attainment gap

Improved life chances for young people from disadvantaged communities.

Key Assumptions



Access to life-changing, fun, low or no-cost experiences with family, indoors and outdoors, is a great way to support children's development.



Parents who confidently support the development of language, literacy and communication skills with their under-fives has a profound impact on achievement in primary and secondary age phases

**Lev
Vygotsky**

“We learn in our interactions with others and within the context of our environment and culture”

Mind in society: The development of higher psychological processes (1978)

**The Social
Mobility
Commission**

“Research in national contexts has found strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills”

An Unequal Playing Field (2019)

**The
Sutton Trust**

“In order to improve social mobility prospects for future generations the evidence suggests we need a more systematic, longer-term perspective. We should seek not only better targeted education policies but also consider how we might improve the home learning environment and the transition between education and work”

Social Mobility: Past, Present and Future (2022)

EPPE

“The quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income”

Institute of Education (2003)

**Garry
Landreth**

“Play relieves feelings of stress and boredom, connects us to people in a positive way, stimulates creative thinking and exploration, regulates our emotions, and boosts our ego”

Play Therapy: The Art of the Relationship (2002)

**Madison
E. Kerr
& Jon Franklin**

“Doing simple activities at home such as singing, painting or enjoying a bedtime story with pre-school children at risk of language difficulties could help to boost the economy by up to £1.2 billion over the course of their lifetimes.”

The economic cost of early vulnerable language skills (2021)

**Urie
Bronfenbrenner**

“Child development does not take place universally, but rather occurs as a complex interaction with the influences of family, neighbourhood, school, community, culture and society”

Making Human Beings Human (2005)

Examples of Academic Evidence Base

**DfE,
Education
Endowment
Foundation, Public
Health England**

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**The LEGO
Foundation**

“The inherent joy and affective nature of play, as well as the stimulation of multiple brain networks during play, make it a particularly effective in maintaining and developing the emotional skills needed to deal with challenging circumstance, as well as the resilience and creativity to adapt.”

Play to Cope with Change (2020)

**Fox, Levitt,
& Nelson**

“Beginning immediately after birth, children’s interactions with supportive and responsive adults (also called serve-and return interactions) help to build a strong neural foundation in brain regions responsible for the development of basic functional systems such as vision and language”

How the Timing & Quality of Early Experiences Influence the Development of Brain Architecture (2010)

**Cebulla &
Tomaszewski**

“Young people who engaged in self-development activities, including sport activities, but not attending youth clubs, achieved, on average, 10 to 20 percent higher GCSE point scores than young people who did not participate in these activities.”

Risky Behaviour & Social Activities: DCSF (2009)

**Michael
Marmot**

“Evidence on the most important factors influencing educational attainment suggests that it is families, rather than schools, that have the most influence. Closer links between schools, the family, and the local community are needed.”

Fair Society, Healthy Lives (2010)