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 opportunituies fot 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

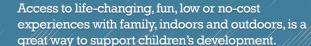
Increased wellbeing and self-efficacy as parents

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

Reduced attainment gap

Improved life chances for young people from disadvantaged communities.







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

EPPE

"The quality of the home learning environment is more important for intellectual and social

DfE,

Education

Endowment Foundation, Public **Health England**

"Parents who confidently support the development of language, literacy and communication skills with their under-fives has

Urie **Bronfenbrenner**

"Child development does not take place universally, but rather occurs as a complex

Fox. Levitt. & Nelson

"Beginning immediately after birth, children's adults (also called serve-and return such as vision and language"

> of Early Experiences Influence the Development

The Social Mobility Commission

strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes,

positive way, stimulates creative thinking and exploration, regulates our emotions,

Relationship (2002)

The LEGO **Foundation**

"The inherent joy and affective nature of particularly effective in maintaining and as the resilience and creativity to adapt."

> that it is families, rather than schools, that have the most influence. Closer links between

The **Sutton Trust**

for future generations the evidence suggests how we might improve the home learning education and work"

Madison E. Kerr & Jon Franklin

by up to £1.2billion over the course of their

Michael Marmot

"Young people who engaged in self-development activities, including sport activities, but not attending youth clubs, GCSE point scores than young people who did not participate in these activities."

Landreth

Garry

Examples of Academic Evidence Base

> Cebulla & Tomaszewki