

April 2026



Roly Poly

Roly poly, roly poly, up up up, up up up
Roly roly poly, roly roly poly, down down down,
down down down

Roly poly, roly poly, out out out, out out out
Roly roly poly, roly roly poly, in in in, in in in

Roly poly, roly poly, fast fast fast, fast fast fast
Roly roly poly, roly roly poly, slow slow slow, slow
slow slow

Roly poly, roly poly, loud loud loud, loud loud loud
Roly roly poly, roly roly poly, shhh shhh shhh, shhh
shh

Roly poly, roly poly peak a boo, peek a boo
Roly roly poly, roly roly poly, I love you, I love you



Pasta Necklaces

Supplies:

- Tubular pasta of any size as long as it can be threaded.
- Water colour paints
- Paint brushes
- Water to wash your brush.
- Art aprons and something to cover your work surface.
- String or wool

Directions:

- Paint the pasta using different colours
- Allow to sit until completely dry
- Once dry thread it onto the string or wool to create your own beautiful necklace.



Oreo Cookie Cheesecake Bites

Ingredients:

- 30 Oreo Cookies, divided
- ½ cup non-hydrogenated margarine, divided
- 3 pkg (250 g each) Philadelphia Brick Cream Cheese, softened
- ¾ cupsugar
- ½ cup sour cream
- 1 tsp vanilla
- 3 eggs
- 4 oz Baker's Semi-Sweet Chocolate



Instructions:

1. Heat oven to 325°F.
2. Line 13x9-inch pan with foil, with ends of foil extending over sides. Finely crush 24 cookies. Melt 1/4 cup margarine; mix with crumbs. Press onto bottom of prepared pan.
3. Beat cream cheese and sugar with mixer until blended. Add sour cream and vanilla; mix well. Add eggs, 1 at a time, beating after each just until blended. Chop remaining cookies. Gently stir into batter; pour over crust.
4. Bake 45 min. or until centre is almost set. Cool. Meanwhile, microwave chocolate and remaining margarine in microwaveable bowl on HIGH 1 min.; stir until smooth. Cool until ready to use.
5. Spread melted chocolate over cheesecake. Refrigerate 4 hours. Use foil handles to lift cheesecake from pan before cutting to serve.

I Am A Child
I AM NOT BUILT TO SIT STILL,
keep my hands to myself,
take turns, stand in line, be patient,
or keep quiet.
I need motion, I need novelty
I need adventure,
and I need to engage the
WORLD WITH MY WHOLE BODY
LET ME PLAY
Trust me, I am learning!

Author Unknown, Shared by [Herding Kats in Kindergarten](#), Graphics from [My Cute Graphics](#)

Canadian Physical Activity Guidelines

Being active as an infant means:

- Tummy time
- Reaching for or grasping toys
- Playing or rolling on the floor
- Crawling around the home

Being active as a toddler or preschooler means:

- Any activity that gets kids moving
- Climbing stairs and moving around the home
- Playing outside and exploring their environment
- Crawling, brisk walking, running or dancing

Being active can help kids:

- Maintain a healthy body weight
- Improve movement skills
- Increase fitness
- Build healthy hearts
- Have fun and feel happy
- Develop self-confidence
- Improve learning and attention

The older children get the more energetic play they need, such as hopping, jumping, skipping and bike riding.

What is Autism?

Autism is a neurological disorder that affects how the brain develops and functions. The symptoms of autism are visible at an age as early as eighteen months. Autism is a pervasive developmental disorder; it persists throughout the individual's lifetime.

Children with autism may have difficulties in key areas:

- Social Interaction and Communication (Speaking with family, playing with peers)
- Demonstrating repetitive behaviours (Hand flapping, rocking back and forth)
- Dysfunctional Attachment to routines and objects
- Heightened sensitivities to touch, noise, sight, smell, and taste

Currently, the term Autism and Autism Spectrum Disorder (ASD) are used interchangeably. This might be a point of confusion for many. To elaborate, ASD is a broad term used to describe related developmental disorders that share similar characteristics. It is referred to as a spectrum disorder because the severity of the symptoms and challenges faced can vary from person to person.

Facing the Numbers

- Every 20 minutes a child is diagnosed
- Autism affects four times as many boys than girls
- An estimated 50,000 children and 150,000 adults in Canada have autism

**If you have concerns about your child, the staff here at the Bridlewood EarlyON Child and Family Centre are available to meet with families to discuss any concerns you may have and to provide information on child development or community resources.*

I can be
KIND

by...

saying
nice things
to others

sharing and
taking turns

smiling

caring
about others

being happy
for others

listening
when others
speak

encouraging
my friends

offering
to help

using good
manners



Volunteer/Student Opportunity

for

High School, College/University Students
and Community Members

If you would like to volunteer at one of our
EarlyON Centres please go to the link
below.

<https://www.wsnc.org/volunteer-application>





Comfort Play & Teach



Science and Nature

Children constantly notice, explore and ask questions about weather, plants, animals, stones, outer space, anatomy, sounds or magnetism. They observe, compare, predict, problem-solve and experiment when they plant seeds, collect rocks and leaves, cook, look at clouds, or care for a pet. Turning daily science experiences into Comfort, Play & Teach™ time nurtures children's curiosity and deepens their wonder about the world.



Comfort

- Children are naturally inquisitive about their environment. Experiences with science and nature promote their curiosity and provide opportunities to ask questions. Adults' answers to these questions about the things children encounter, like bees, thunder and lightning, autumn leaves, or stars, help them to understand the world, but also to feel a sense of predictability and safety in the world.
- Having a pet in the classroom enables children to tend to the needs of something living and to provide them with the food, water or bedding they require to grow and be healthy. Children develop empathy as they respond to the needs of a living creature that depends on them and as their relationship with their special classroom friend grows.

Play

- Scientific discoveries can be made in different areas of the classroom! At the art table children can learn about colour mixing as they paint or change of state as they combine ingredients for play dough. Leaves and stones add texture to sand, while ice, boats and sponges enrich learning at the water table. Music experiences teach sound and movement. Budding doctors and vets explore in the dramatic play centre.
- Children learn through active engagement with concrete materials, and by using their senses. Provide a variety of hands-on activities - spices to smell, items to view with magnifying glasses (i.e. pine cones, bird nests, feathers, acorns), different flavours to taste, rocks or shells to sort, different sound shakers to compare. The possibilities for extending their knowledge through exploration are endless.

Teach

- Gardening with children provides a rich opportunity to learn about the life cycle of plants, and seasonal activities related to gardening like choosing and planting seeds, weeding and watering, harvesting and composting. There is much to be learned about the sequence of growth, colours, garden inhabitants, and different kinds of plants like vegetables, flowers and herbs.
- Each day presents a world of ways for children to make discoveries about science and nature - clouds, the wind, flowers, rocks, insects, birds and people. Asking open-ended questions, like, "What might happen if we bake the dough too long?" or "Why do you think plants need light?" allows children to practice their reasoning skills and reflect on their experiences.



Visit www.IEMHPromotion.ca for more great activities and resources.
Created by the experts through Invest in Kids and hosted by Phoenix Centre for Children and Families and IEMHP



The Phoenix Centre
for Children & Families

Your feedback is very important to us!

Please feel free to share ideas, resources and/or concerns with:

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