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ACADEMI CYMRU AR GYFER
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WALES ACADEMY FOR
HEALTH & PHYSICAL LITERACY

SKIP CYMRU[©]

Successful Kinaesthetic Instruction for Preschoolers



Movement and Physical Activity...

Promotes Academic Performance

Physical activity enhances thinking, learning, and judgment skills. Children who have regular physical activity have better:

- Academic achievement (test scores), cognitive skills and attitudes (concentration, memory, verbal ability)
- Academic behaviours e.g. attention span, memory, time on task, homework completion



Enhances Brain Development

- When children move and improve their movement skills, their brain develops more connections (dense neural networks)
- When children move they learn to process information more quickly and efficiently, and have better attention

Promotes a Positive Health Trajectory

Physical Activity:

- Has significant health benefits for hearts, bodies and minds
- Is the best way to reduce obesity, decrease heart disease, diabetes, cancer and many chronic diseases
- Can increase emotional wellness and improve overall well-being
- Improves muscular strength and bone strength



High quality movement in the early years is needed for children to build a big **movement vocabulary** and develop their **fundamental movement skills** (FMS). In order to achieve this children need to experience different **environments** with the right **tasks** and **equipment**.

Supporting Physical Development in Early Childhood

Focus Tasks

- Activities that develop skills such as throwing, striking, kicking, rolling, bouncing, catching and dribbling (hands and feet), using appropriate equipment
- Activities to develop travel and body management e.g. trails, obstacle courses, warm up games, hall time, creative and dance
- Developing and playing simple cooperative and competitive games with a partner or small group of children
- Indoor and outdoor environments



Independent Learning

- Access to equipment
- Challenge cards
- Indoor and outdoor environments
- Activities for free play



Continuous Provision

- Indoor and outdoor environments
- Equipment available at all times e.g. balls, plusballs, scarves, bean bags, hoops etc
- Targets on walls, fences, the floor
- Obstacle: stepping stones, spots, hurdles etc

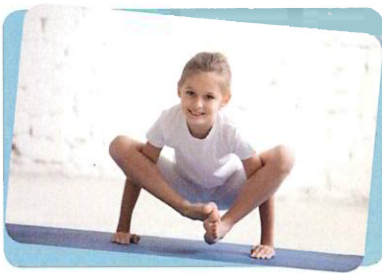
Camouflage Activities

Using opportunities throughout the day to develop children's movement vocabulary:

- Lining up: balance on one foot, body parts
- A line of tape or spots on the floor in the corridor/room
- Travelling in a variety of ways from one area to another e.g. hands and feet, hopping, skipping, through a tunnel etc



Building a Movement Vocabulary



Body Awareness

Shape

Tall
Short
Wide
Narrow

Ways of Travelling

Running
Hopping
Skipping
Gallop
Jumping

Balance

Balance on
large and
small parts
of the body

Games to Develop Body Awareness

Obstacle courses
Trails & Orienteering
Mr Men, Little Miss
Hop scotch
Dance & Creative Activities

Splat the planet
Tag games
Balance games
Bridges and tunnels
Movie game

Spatial Awareness

Personal

Space bubble

Levels

High
Low
Medium

General

Speed
Fast or slow

Direction
Forward
Backward
Sideways
Diagonal

Pathways
Curved
Straight
Zig-Zag



Games to Develop Spatial Awareness

Spot games

Obstacle courses

Mr Men Little Miss

Tag games

Tails

Traffic lights

Splat the planet

Bridges & tunnels

Movie game

Dance & Creative Activities

Relationships With People and Objects

In contact

Pairs

Behind

Mirroring

Follow

In front

Groups

Under

Over



Games To Develop Relationships With People and Objects

Follow the leader

Spots

Mirroring games

Scarves

Obstacle course

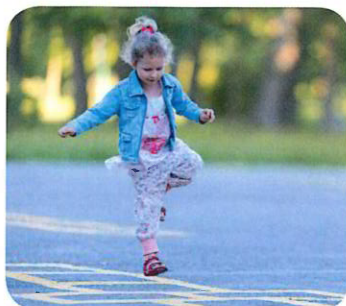
Dance & Creative Activities

Developmental Stages of Five Locomotor Skills

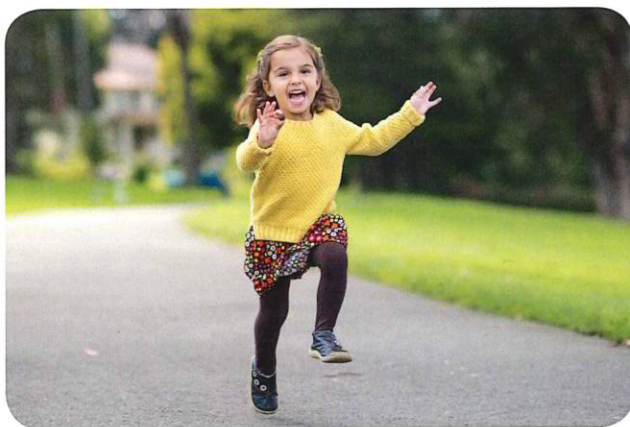
We never teach the stages!

Stages help us analyse where the child is developmentally

Fundamental Motor Skill	Stage 1	Stage 2	Stage 3	Stage 4
Goodway et al. (2019)	Initial Stage	Emerging Stages		Proficient Stage
Run	Run High Guard Arms – high guard Flat-footed contact Short Stride Wide stride, shoulder width	Run Middle Guard Arms – middle guard Vertical component still great Legs near full extension	Heel-Toe Arms Extended Arms- - low guard Arm opposition- elbows nearly extended Heel-toe contact	Pumping Arms Heel-toe contact (toe-heel when sprinting) Arm-Leg opposition High heel recovery Elbow flexion
Hop	Foot in Front Non-support foot in front with thigh parallel to floor Body erect Hands shoulder height	Foot by Support Leg Non-support knee flexed with knee in front and foot behind support leg Slight body lean forward Bilateral arm action	Foot Behind Support Leg Non-support thigh vertical with foot behind support leg- knee flexed More body lean forward Bilateral arm action	Pendular Free Leg Non-support leg is bent and knee pumps forward & back in a pendular action. Forward body lean Arm opposition with swing leg.
Long Jump	Braking Arms Arms act as “brakes” Large vertical component Legs not extended	Winging Arms Arms act as “wings” Vertical component still great Legs near full extension	Arms Swing to Head Arms move forward/ elbows in front of trunk at take-off Hands to head height Take-off angle still above 45 degrees Legs often fully extended	Full Body Extension Complete arm and leg extension at take-off Take-off near 45 degree angle Thighs parallel to surface when feet contact for landing



Fundamental Motor Skill	Stage 1	Stage 2	Stage 3
Goodway et al. (2019)	Initial Stage	Emerging Stages	Proficient Stage
Gallop	Choppy Run Resembles rhythmically uneven run Trail leg crosses in front of lead leg during airborne phase, remains in front at contact	Stiff back Leg Slow-moderate tempo, choppy rhythm Trail leg stiff Hips often orientated sideways Vertical component exaggerated	Smooth Rhythmical Smooth, rhythmical pattern, moderate tempo Feet remain close to ground Hips oriented forward
Skip	Broken Skip Broken skip pattern or irregular rhythm Slow, deliberate movement Ineffective arm action	High Arms & Legs Rhythmical skip pattern Arms provide body lift Excessive vertical component	Rhythmical Skip Arm action reduced/hands below shoulders Easy, rhythmical movement Support foot near surface on hop



Prerequisites for Locomotor Skills

- Balance
- Leg strength
- Core Strength
- Strength to weight ratio
- Co-ordination
- Agility
- Power

Developmental Stages of Five Object Control Skills

We never teach the stages!

Stages help us analyse where the child is developmentally

Fundamental Motor Skill	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Goodway et al. (2019)	Initial Stage	Emerging Stages			Proficient Stage
Throw	Chop Vertical wind-up "Chop" throw Feet stationary No spinal rotation	Sling Shot Horizontal wind-up "Sling shot throw" Block Rotation Follow-through across body	Ipsilateral Step High wind up Ipsilateral step Little spinal rotation Follow-through across body	Contralateral Step High wind up Contralateral step Little spinal rotation Follow-through across body	Wind Up Downward arc wind up Contralateral step Segmented body rotation Arm-Leg Follow-through
Catch	Delayed Reaction Delayed arm action Arms straight in front until ball contact, then scooping action to chest Feet	Hugging Arms encircle ball as it approaches Ball is "hugged" to chest Feet are stationary or may take one step	Scooping "To chest" catch Arms "scoop" under ball to trap it to chest Single step may be used	Hand Catch Catch with hands only Feet stationary or limited to one step	Move to Ball Catch with hands only Whole body moves through space
Kick	Stationary Push Little/No leg wind up Stationary position Foot "pushes" ball Step backward after kick (usually)	Stationary Leg Swing Leg wind-up to the rear Stationary position Opposition of arms and legs	Moving Approach Moving approach Foot travels in a low arc Arm/Leg opposition Forward or sideward step on followthrough	Proficient Stage Leap-Kick-Hop Rapid approach Backward trunk lean during windup Leap before kick Hop after kick	
Strike	Chop Strike "Chop" strike - bat Feet stationary	Pushing Horizontal push/swing Block rotation Feet stationary/stepping	Ipsilateral Step Ipsilateral step (back foot steps across) Diagonal downward swing	Proficient Stage Contralateral Step Segmented body rotation Wrist rollover on follow-through	

Why is Catching Important?

Catching is great to develop many important skills:

Tracking Skills

Tracking is when you can follow an objects movement. It is an important skill and is critical part of playing with equipment. Tracking is a also a skill required for reading.

Hand-eye Coordination

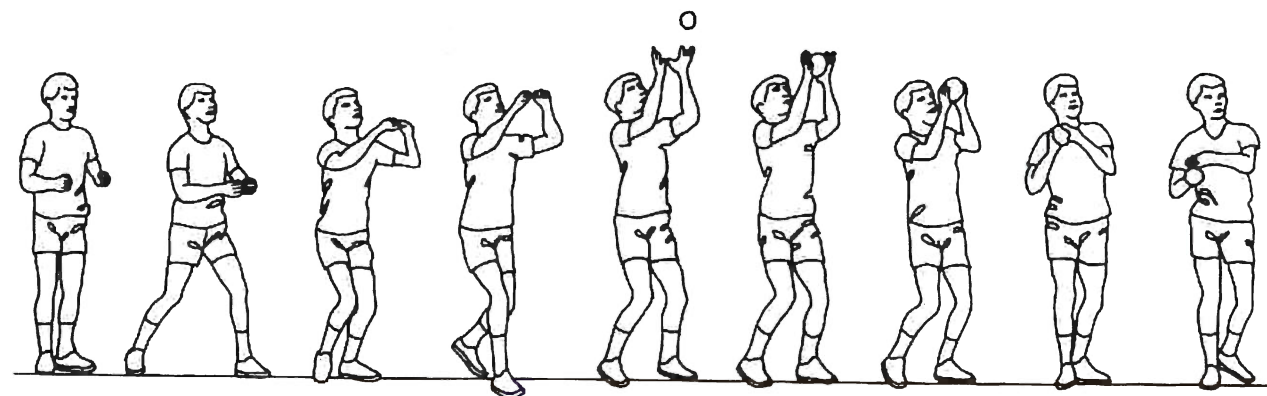
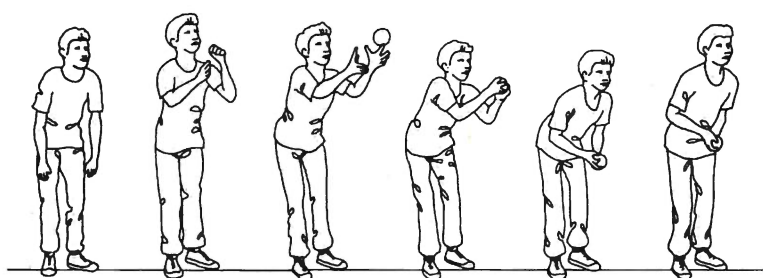
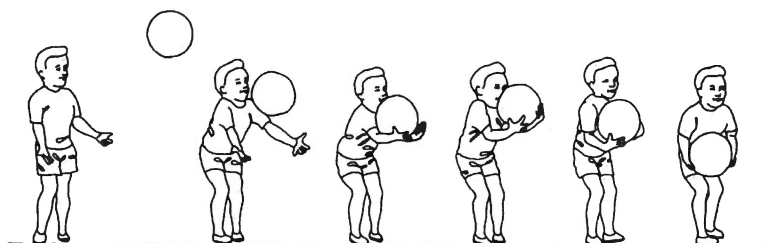
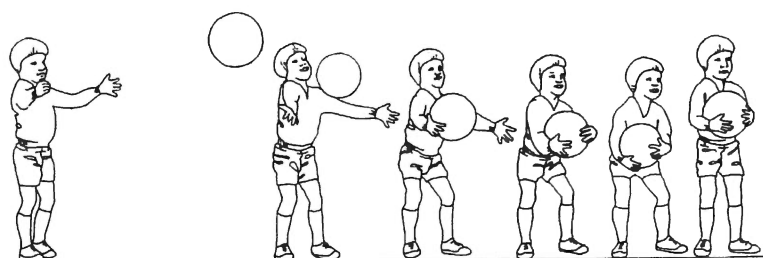
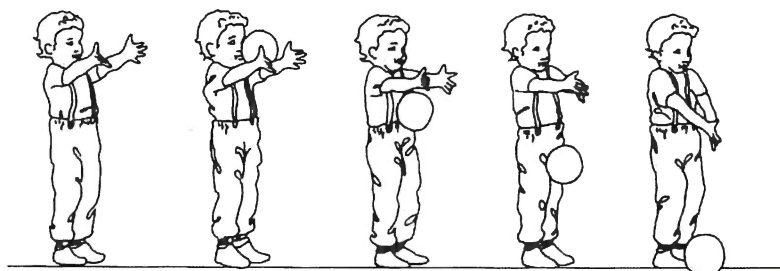
Hand- eye coordination involves the hands and eyes working together to perform coordinated movements such as catching, writing and manipulating objects.

Fine Motor Skills

Fine motor skills involve making small movements using the small muscles in our hands and wrists to be able to catch a ball, pickup food, hold a pencils and manipulating objects.



Developmental Stages for Catching



Prerequisites

- Fine motor control
- Tracking
- Hand- eye coordination
- Proximal distal
- Core strength
- Balance
- Interception and timing

Task and Environmental Factors to Manipulate

- Size, colour, shape, texture of equipment
- Distance from thrower
- Speed of throw
- Viewing time
- Trajectory (horizontal, vertical, arc- rainbow throw)
- Thrown to the 'x' zone or outside the 'x' zone

What to Say and Look For

Cues for Catcher

- **Hands ready** - Preparation phase where hands are in front of the body and elbows are flexed
- **Eyes on the ball**
- **Reach for the ball** - Arms extend while reaching for the ball
- **Hands only** - Ball is caught with hands only
- **Pull to chest** - arms bend to absorb the balls force

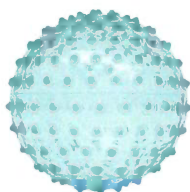
Cues for Sender

- **Throw to 'x' zone**
- **Rainbow throw**

Equipment for Catching

Large Light Balls

- Bright 6-inch foam balls
- 8 inch rubber playground balls
- Beach balls



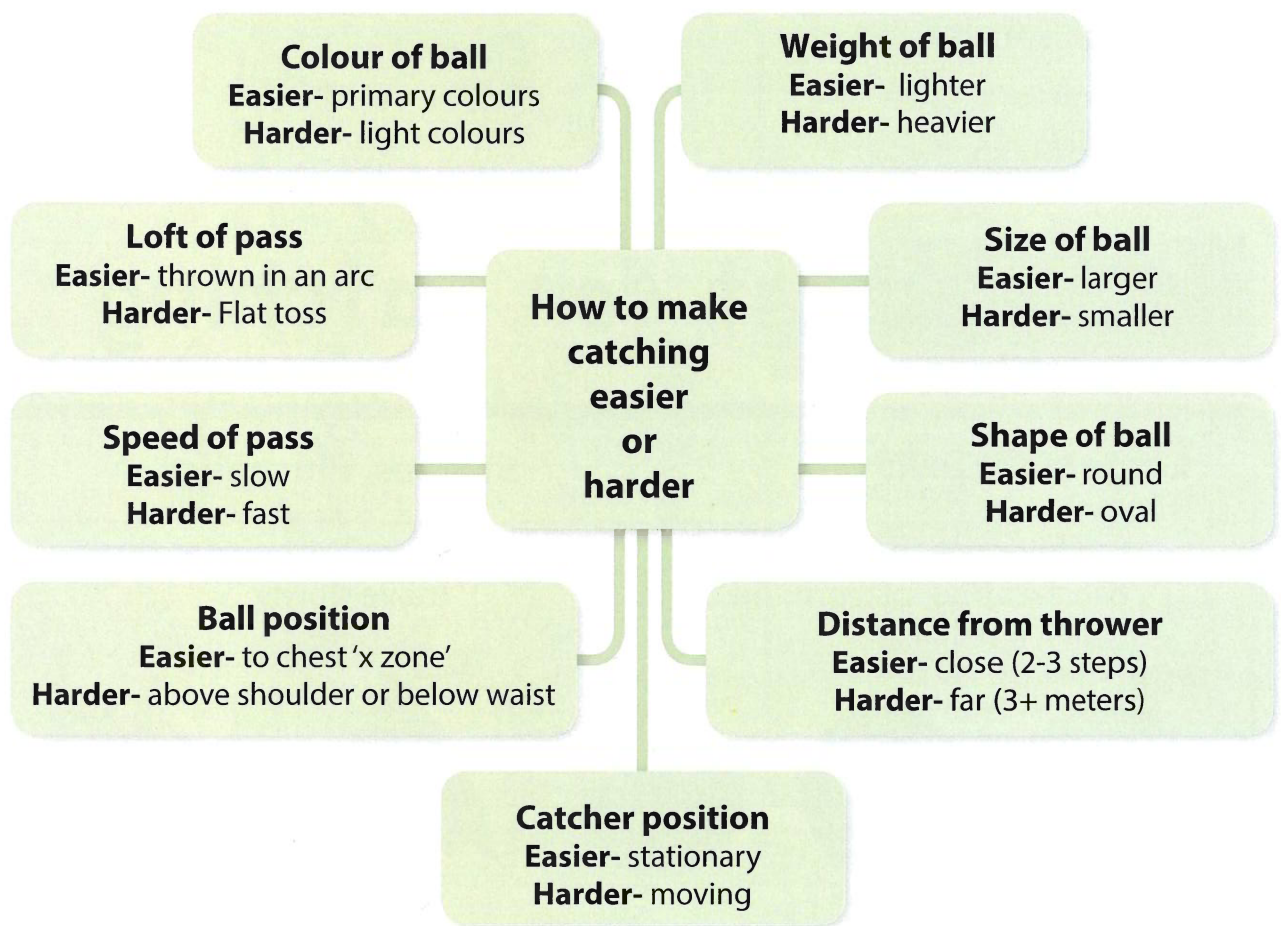
Teddies or Cuddly Toys



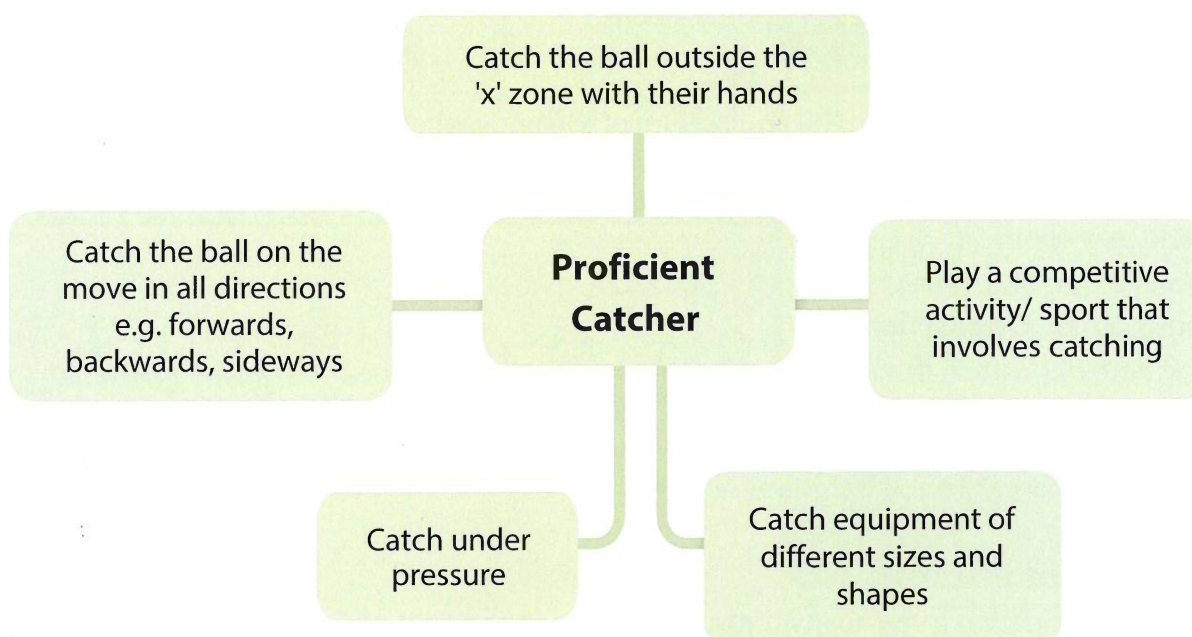
Proficient/ Hand Catchers



How to Make Catching Easier or Harder



What Does a Proficient Catcher Look Like



Once a child is proficient at catching they will get to the point where they do not consider the actual act of catching, instead they are more focused on the tactics of the game. Children will have confidence in their ability to catch in a wide variety of challenging situations.



Why is Throwing Important?

Throwing is great to develop many important skills:

Balance

Balance is the ability to maintain the equilibrium of the body when it is placed in various positions. It is the ability to stay upright or stay in control of body movement. There are two types of balance: static and dynamic. Balance is important as it is required for us to move, keep active and play sport.

Stepping With Opposition

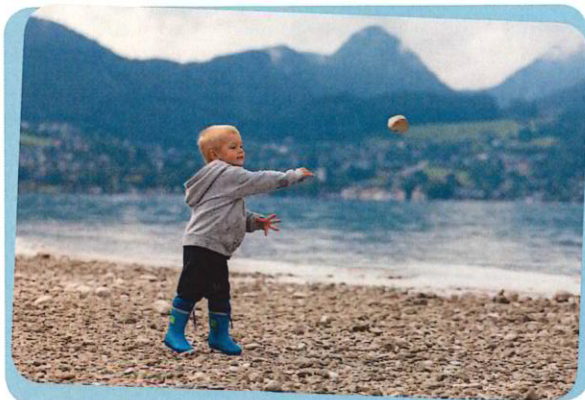
Stepping with opposition in a movement where opposite sides of the body work together to coordinate e.g. the right hand throw, while the left foot steps. Moving in opposition is important as it helps your brain develop and grow. It sends messages across the mid-brain to both sides of the body.

Multi-limb Coordination

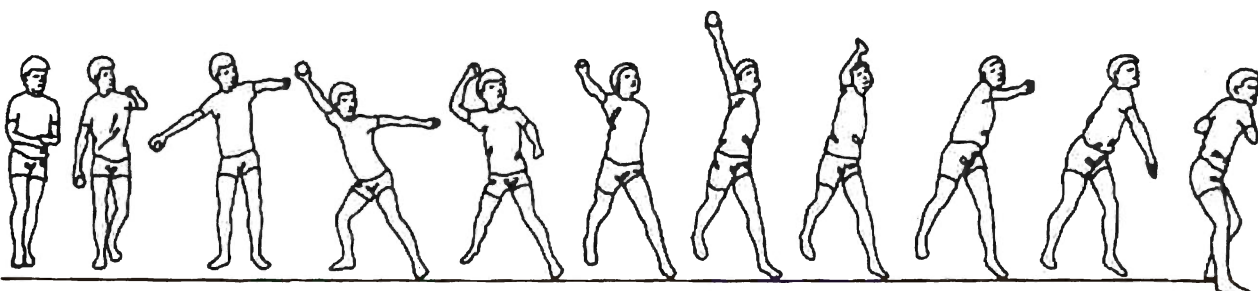
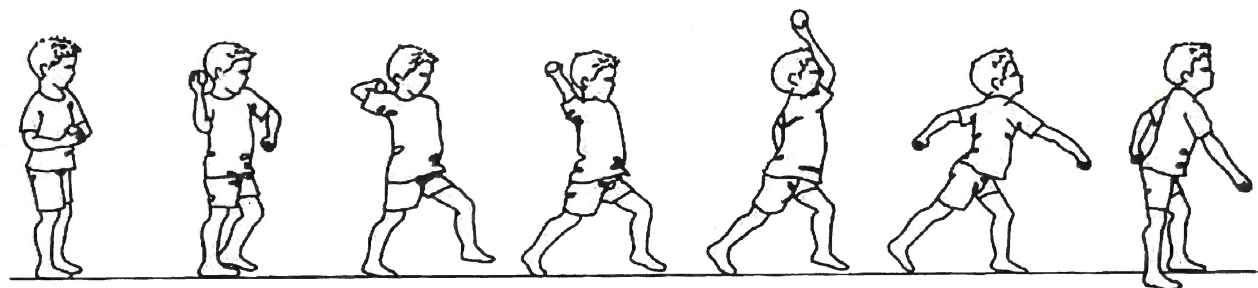
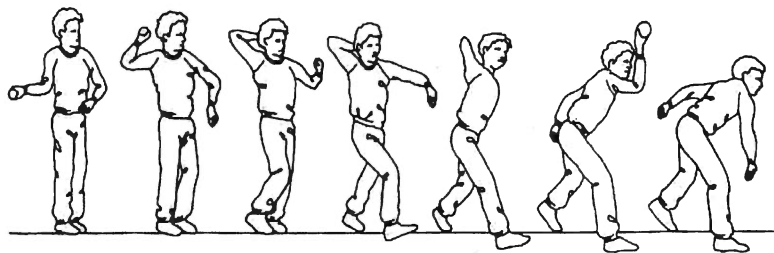
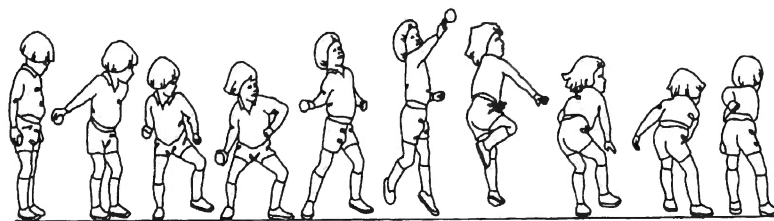
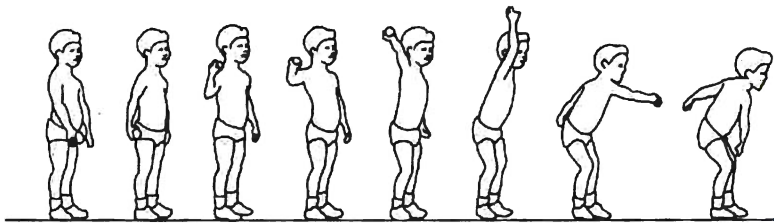
Multi-limb coordination is the ability to coordinate the movement of a number of limbs simultaneously e.g. stepping (with foot) and throwing (with hand). It is a complex skill and helps with brain growth and development.

Core Strength

Core strength is the underlying muscles of the torso, which help determine posture and leads to better stability. Throwing helps build abdominal strength and provide stability to the core.



Developmental Stages for Throwing



Prerequisites

- Fine Motor
- Significant trunk strength
- Core strength
- Balance
- Contralateral step (opposite)
- Hand eye coordination
- Multi-limb coordination

Task and Environmental Factors to Manipulate

- Distance from target
- Size of target- accuracy needed to hit target
- Force
- Is the target stationary or moving

What to Say and Look For

- **Face sideways** - non-throwing arm in front, throwing arm behind
- **Windup** - open shoulder, reach behind with throwing arm
- **Eyes on target** - encourage them to throw hard towards the target
- **Step with opposite foot** - look for transfer of weight
- **Rotate body** - hips and shoulders should now face opposite side
- **Throw** - ball is released up high, just above head height
- **Follow through** - once ball is released throwing arm follows through across the body to opposite side

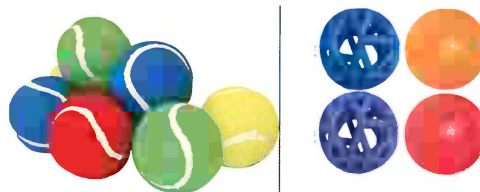
Equipment for Throwing

Beanbags, fluff ball, pom poms



- These are good as they are easy to grip and don't roll away

Small balls- tennis, plastic



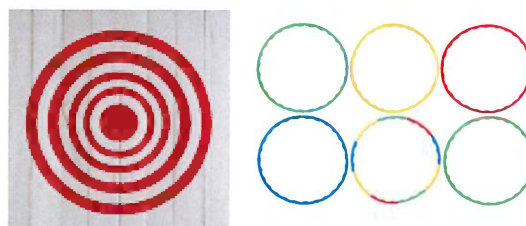
- As they develop
- Smaller- easier to grip

Rolled up socks, scrunched up paper



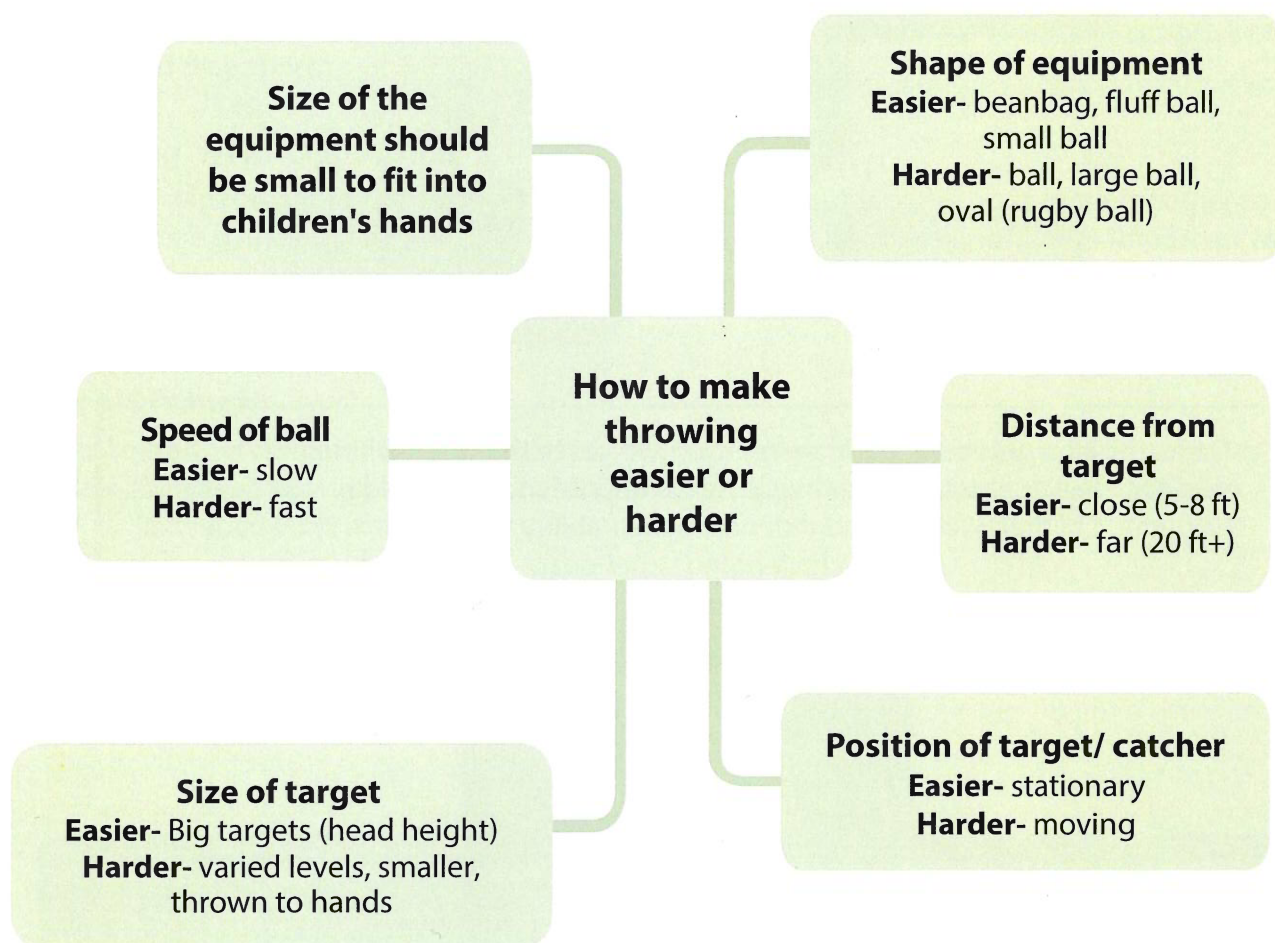
- These are good for using indoors
- They are easy to grip and don't roll away

Throw at targets- head height



- Shapes
- Letters
- Characters
- Numbers

How to Make Throwing Easier or Harder



What Does a Proficient Thrower Look Like



Once a child is proficient at throwing they will get to the point where they do not consider the actual act of throwing, instead they are more focused on the tactics of the game. Children will have confidence in their ability to throw in a wide variety of challenging situations.



Why is Kicking and Dribbling Important?

Kicking and dribbling develop many important skills:

Balance

Balance is the ability to maintain the equilibrium of the body when it is placed in various positions. It is the ability to stay upright or stay in control of body movement. There are two types of balance: static and dynamic. Balance is important as it is required for us to move, keep active and play sport.

Stepping With Opposition

Stepping with opposition in a movement where opposite sides of the body work together to coordinate e.g. the left foot steps, while right foot kicks. Moving in opposition is important as it helps your brain develop and grow. It sends messages across the mid-brain to both sides of the body.

Core Strength

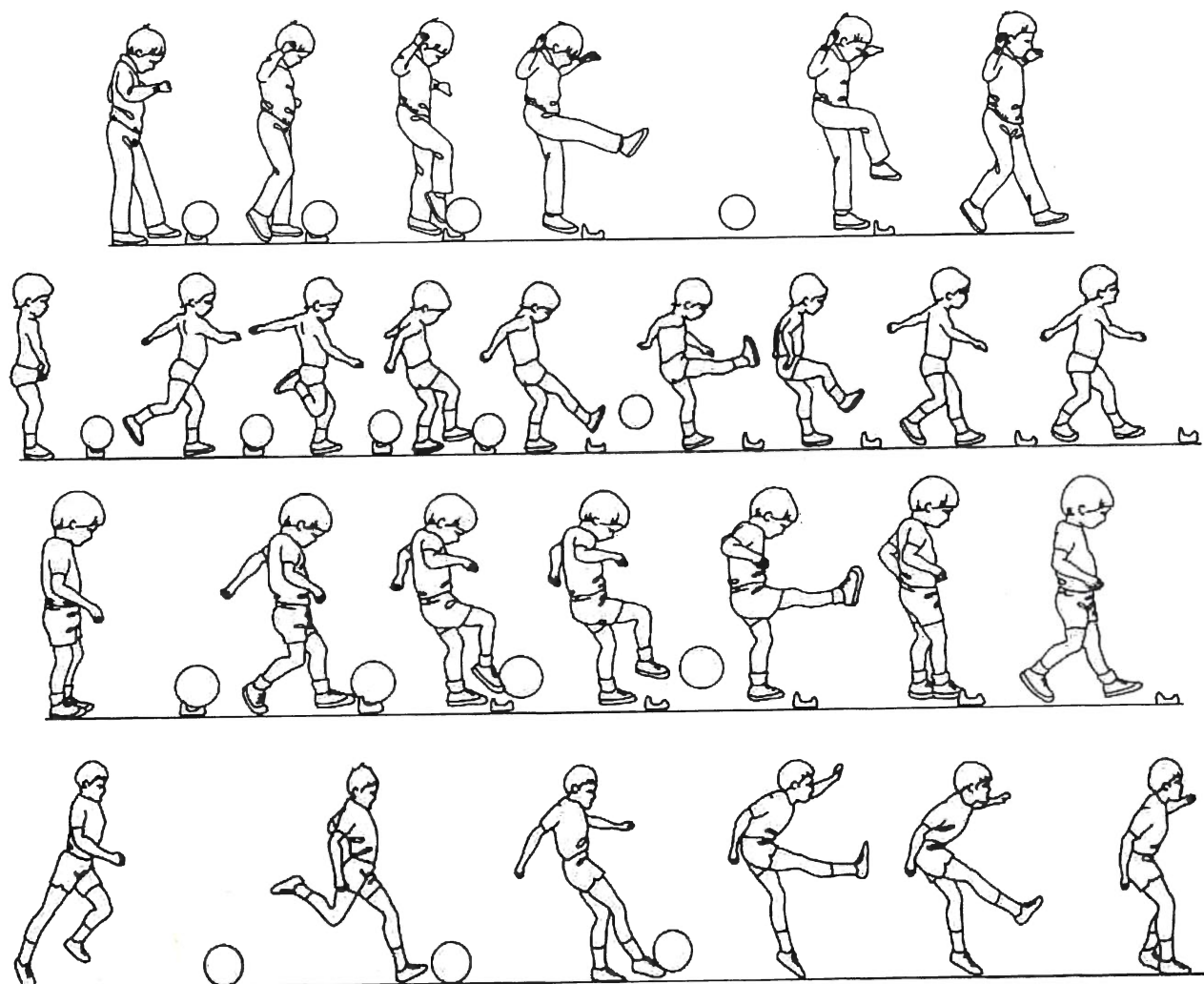
Core strength is the underlying muscles of the torso, which help determine posture and leads to better stability. Throwing helps build abdominal strength and provide stability to the core.

Foot- eye Coordination

Foot- eye coordination involves the feet and eyes working together to perform coordinated movements such as climbing stairs and kicking a ball.



Developmental Stages for Kicking



Prerequisites

- Balance on one leg
- Leg strength
- Foot eye coordination
- Balance
- Core strength

Task and Environmental Factors to Manipulate

- Size, colour, shape, texture of ball
- Force
- Size of target- accuracy needed to hit target
- Distance from target
- Is target stationary or moving

What to Say and Look For

Kicking

- **Run towards the ball** - continuous approach
- **Eyes on the ball and target**
- **Big step/stride with opposite foot** -prior to kicking the ball
- **Place foot (non-kicking) next to the ball**
- **Kick (hard)** - with instep or laces part of the foot
- **Follow through with leg after kick**

Dribbling

- **Keep the ball close**
- **Use the inside/outside of the foot**
- **Small touches**
- **Look up for space**- use peripheral vision
- **Use alternative feet**

Equipment for Kicking & Dribbling

Large soft balls, beach balls, non- sting footballs

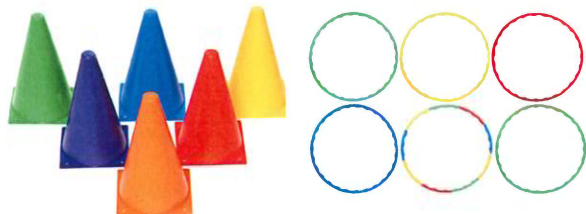


Objects that don't roll away, dice/ cubes, deflated balls

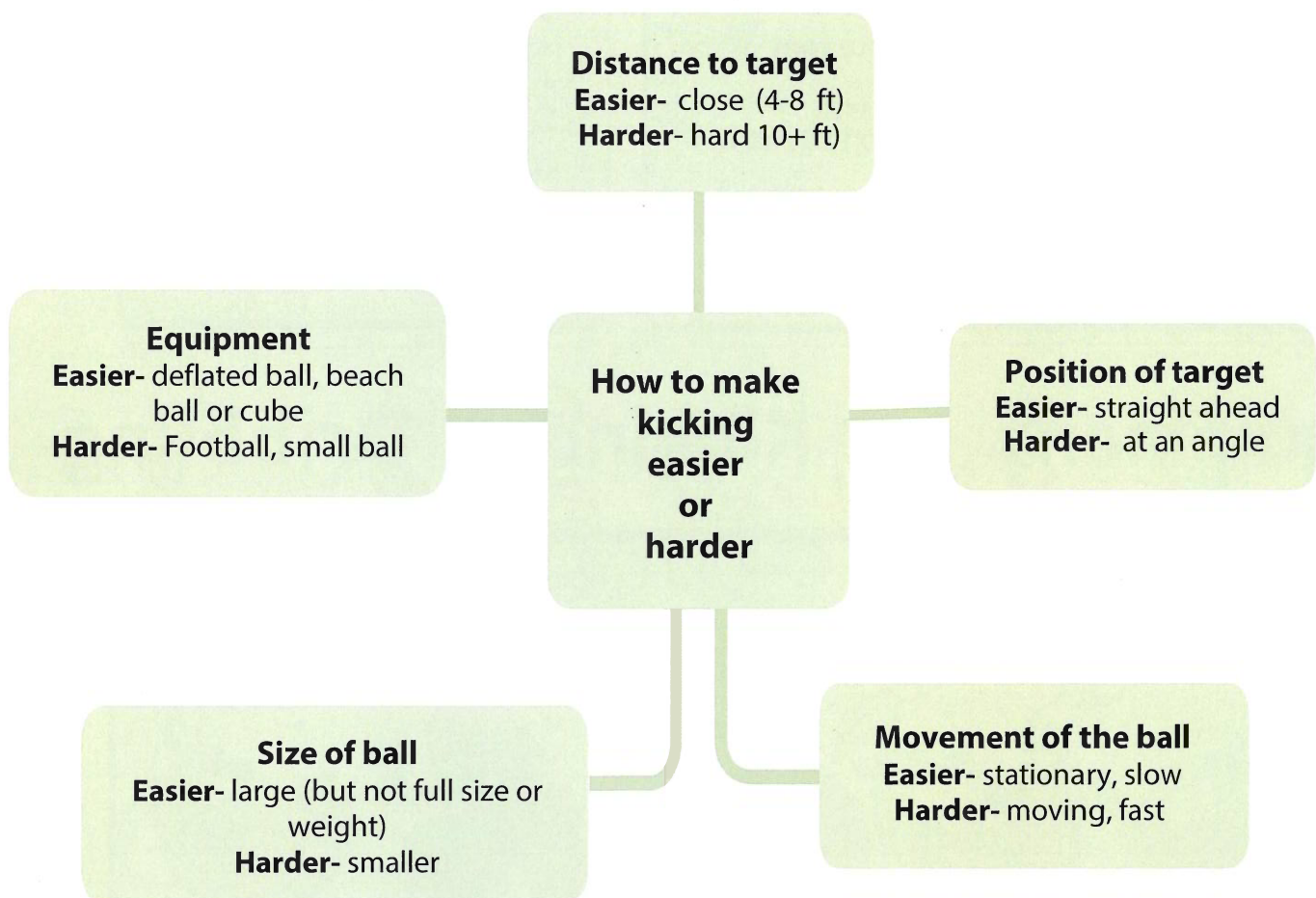


Kick at targets

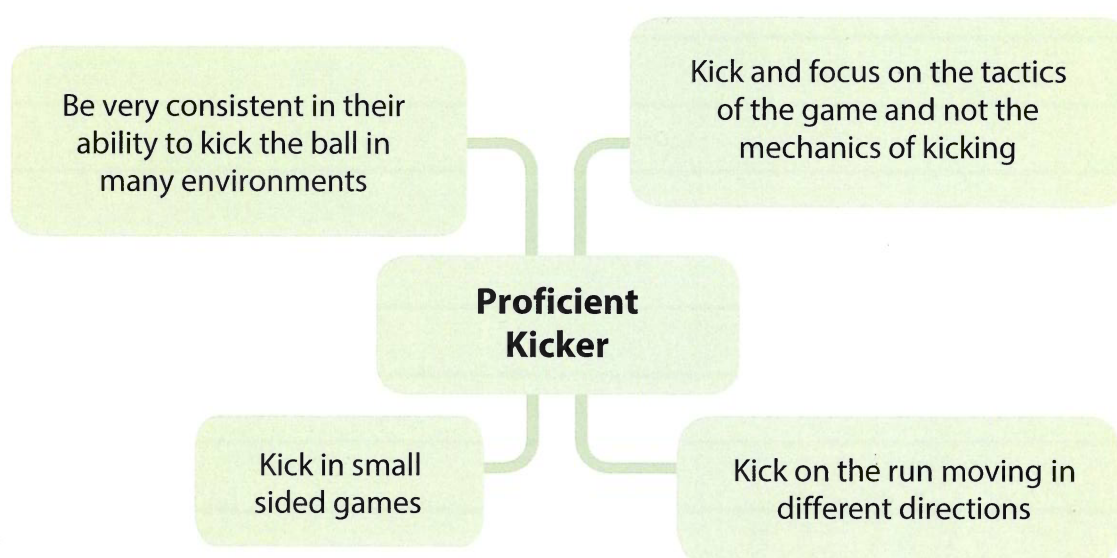
- Goals
- Cones
- Images
- Target



How to Make Kicking Easier or Harder



What Does a Proficient Kicker Look Like



Once a child is proficient at kicking they will get to the point where they do not consider the actual act of kicking, instead they are more focused on the tactics of the game. Children will have confidence in their ability to kick in a wide variety of challenging situations.





Spot Activities



Spots are great to help children learn about spatial awareness



Prepositional language...

- Stand 'on' the spot
- Stand 'in front' of the spot
- Stand 'behind' the spot
- Step 'off' the spot
- Step 'over' the spot

Travel around spots

- Travel around 1 spot and back to your spot
- Travel around 2 spots... 3, 4 etc
- Travel in different ways (using movement concepts)

Balance on the spot

- Explore different balances on the spot
- Balance on different body parts
- Balance on patches (tummy/ back)
- Balance on points (hands/feet)

Musical Spots

- When the music plays, move away from the spot
- When the music stops, come back to the spots!



Splat the Planet



Directions

Speed

Levels

Pathways

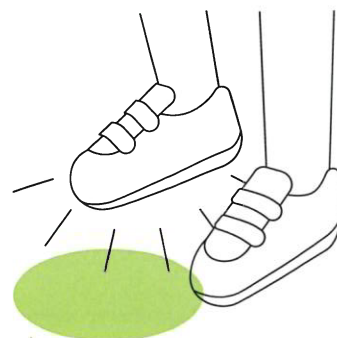
Different body parts

Getting Started

- Set up lots of spots around the space
- See how many spots they can splat with their feet or hands in 30 seconds
- Progress to splatting the spots with a different body part (e.g. bottom/back/elbow)
- Challenge children to travel in different ways (think about movement concepts e.g. they cannot move forward, skip, gallop, travel on hands and feet etc)

What to look for

- Move in a variety of ways e.g. skipping, jumping, galloping, moving on hands and feet
- Dodging and moving around each other in space (without bumping into each other)
- Can they splat the frog with force when using their feet (dynamics)





Traffic Lights



Directions

Speed

Levels

Pathways

Different body parts

Getting Started

- On **GREEN** the children move around - on **RED**, the children stop
- Introduce changes to speed e.g. "We're going to travel like a tractor... is a tractor slow or fast?"
- Progress to add in **AMBER** (get ready) include a new task e.g jumping or quick feet
- Progress by challenging children to do a balance on **RED**
- Progress by introducing roundabouts, reversing, changing gears, speed bump etc.

What to look for

- Change of speed
- Dodging and moving around each other in space
- Move in a variety of ways
- When balancing, use different body parts e.g. one foot, belly, back, bottom, side, two hands one foot and different levels (low, medium, high)



Mr Men & Little Miss



Getting Started

- This game can be played on spots or moving around the space
- Call out different Mr men and Little Miss characters e.g. Mr Walk, Little Miss Balance, Mr Jelly, Little Miss Stomp, Mr high knees, Little Miss fast (come up with more of your own)
- Children respond to what you call and move as the character



What to look for

- Quality of movement (stretch up high as Mr Tall)
- Good strength, coordination and control when performing the movements
- Creativity when responding to the characters
- Spatial awareness - dodging and moving around each other in space (without bumping)

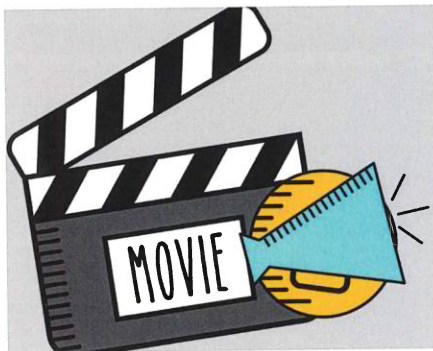


Movie Game



Getting Started

- Get the children to move around a space (or to make it easier can be done on a spot) and call out different commands which the children copy
- **Fast forward** = Travel forward
- **Eject** = Big jump
- **Rewind** = Move backwards
- **Play** = Act out favourite movie
- **Pause** = Freeze on the spot (balance)



What to look for

- Quality of movement
- Spatial awareness and keeping a good distance between other children
- Creative thinking when playing the movie!
- Children are looking around and behind them when travelling backwards



Balance Freeze



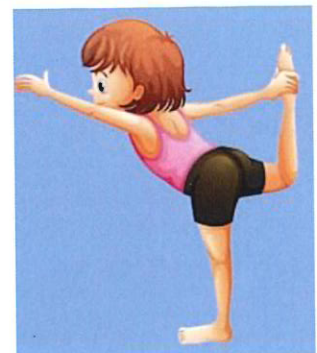
Directions Speed Levels Pathways Different body parts

Getting Started

- Move around the space in different ways along to the music e.g. dancing, skipping, crawling, twisting, running, jumping
- When the music stops the children freeze (challenge them to hold a balance)
- As they progress, hold balances for longer and try more challenging balances
- Think about different body parts, different levels

What to look for

- Movement in a variety of ways
- Children hold balances using various body parts e.g. one foot, tummy, back, bottom, side, two hands one foot
- Balancing at different levels e.g. high, medium, low
- Travelling on different levels e.g. on tip toes, close to the floor





Bridges & Tunnels



Directions

Speed

Levels

Pathways

Different body parts

Getting Started

- Half the group are a tunnel or a bridge, spread out around the space
- Children choose to have tummy up, tummy down or balance on their side. If they can't support their body weight, get them to make a star shape or use their knees
- The other half of the group have 30 seconds to go under as many bridges and tunnels
- Swap the groups & repeat getting the children to explore different bridges and tunnels

What to look for

- Strong balances using core, upper body strength
- Travelling in a variety of ways
- Spatial awareness and keeping a good distance between other children



Follow the Leader



Directions

Speed

Levels

Pathways

Different body parts

Getting Started

- In pairs play follow the leader, with one child leading and the other copying movements
- The leader should be creative using a variety of movements and ways of travelling
- Add scarves for children to do larger actions



What to look for

- Quality of movement
- Copy movements accurately
- Travel in a variety of ways showing creativity



Scarf Activities

Scarves help children develop eye tracking and fine motor skills



Scarf swirling

- Move, switch and swirl the scarf around the body e.g. side to side, through the legs, around the tummy and back

Scarves on the spot

- Throw a scarf up in the air to catch
- Children catch with their hands
- Progress to moving from spot to spot throwing and catching the scarf at each spot

Dancing with scarves

- Dance with the scarf to the music
- Make circles and big sweeping movements using your whole arms

Scarf Swap

- Every child has a scarf and moves around the space
- Find someone to swap scarves with
- Keep finding different children to swap scarves with



Tails

Directions

Speed

Levels

Pathways

Different body parts



Getting Started

- Every child has a tail (scarf or bib tucked into back of trousers)
- Try to steal each other's tails while protecting your own
- Place a hoop of extra tails in the middle so children can get a new one if theirs is stolen
- Children can only have a maximum of two tails (if they steal more, they put them in the hoop with the extra tails)

What to look for

- Dodging and changing direction and speed
- Practicing moving backwards, to protect the tails
- You could add in a rule to encourage different movements e.g. you can't travel forward





Tag Games



Tag games can be played in a variety of fun ways!
As children travel, challenge them to move in different ways

Balance Tag

- If tagged, children hold a balance
- To release someone who is tagged copy their balance

Tunnel Tag

- If tagged, children make a tunnel
- To release someone who is tagged, crawl through their tunnel

High Five

- If tagged, children freeze
- To release someone who is tagged high five them with hands, feet, elbows

Banana Tag

- If tagged, children pretend to be a banana in a curved shape with arms up
- To release someone who is tagged peel the banana



Scarf/Ball Tag



Scarf Tag

- Just under half the group have a scarf, these are the taggers. They have to tag someone without a scarf
- If a child is tagged, the tagger gives them the scarf and they become the tagger

Easier

- Pass the scarf
- Start closer together

Harder

- Throw the scarf
- Tie a knot in the scarf
- Catch with one hand

Ball Tag

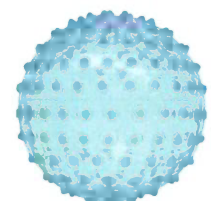
- Just under half the group have a ball, these are the taggers. They have to tag someone without a ball
- If a child is tagged, the tagger gives them the ball and they become the tagger

Easier

- Pass the ball (bi to hands)
- Small throw to hands
- Start closer together

Harder

- Increase trajectory of throw
- Decrease size of ball
- Throw outside of 'x zone'





Me to You



Getting Started

- Split the children into pairs and give each pair a ball and two cones (hoops or spots)
- In pairs the children place the cones close together and pass the ball back and forth to each other
- Once they make a certain number of successful passes they move the cones further apart
- To keep them engaged- provide a range of appropriate equipment for them to swap and experience during the activity. Swap to work with different partners



What to look for

- Hands ready in front of the body and elbows flexed
- Eyes on the ball
- Arms extend while reaching for ball
- Object is received with hands only
- Sender throws to the x zone

Ways to change the game

Easier

- Roll the ball across the floor
- Start closer together
- Use a larger ball/scarf

Harder

- Increase distance
- Reduce the size of the ball
- Throw outside the 'X zone'



Egg Game



Getting Started

- Spread 3-4 spots out and place a hoop at either end (balls in one of the hoops)
- In pairs, the aim is to get the 'eggs' (balls) from one nest (hoop) to another using 'stepping stones' (spots)
- Once they pass **all** the eggs from one nest to another successfully remove a spot and repeat



What to look for

- Hands ready in front of the body and elbows flexed
- Eyes on the ball
- Object is received with hands only
- Sender throws to the x zone

Ways to change the game

Easier

- Use scarves/ larger balls
- Spots/ hoops closer together
- Rolling

Harder

- Use smaller balls/ equipment
- Increase distance spots/ hoops
- Throw outside the 'X zone'

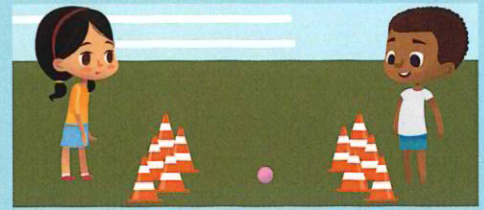


Battleships



Getting Started

- Split the children into pairs (can be done individually or in small groups/ teams)
- Give each pair 8 cones (4 each) and bean bag (fluff or pom pom ball)
- The children have to take it in turns to throw **underarm** and hit their partner's cones. If successful they add it to their cones
- Use a bench or something similar to separate the cones to encourage an 'arc throw' instead of a roll



What to look for

- Underarm throw
- Preferred hand swings behind trunk
- Steps (with opposite foot) and throws in one action

Ways to change the game

Easier

- Decrease the gap between the cones
- Use bigger targets (hoops, spots)

Harder

- Increase the gap between the cones
- Use smaller targets or smaller balls

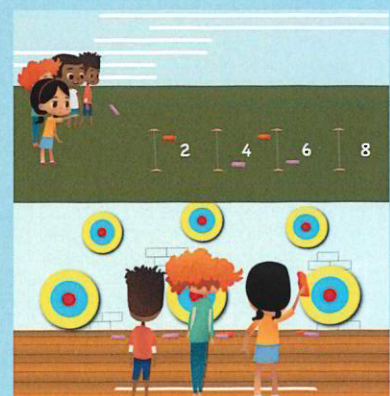


Power Throw



Getting started

- This game can be played in a variety of different ways with the aim is to encourage a strong **overarm** throw
- Place pictures or hoops on a wall or mark zones on the floor with cones or chalk
- Mark a line on the floor that is far enough away from the targets to encourage a strong **overarm** throw
- The children have to try and hit the targets. You can introduce rules such as a scoring system or a sequence of targets that have to be hit



What to look for

- Wind up
- Step with opposite foot
- Transfer of weight
- Follow through
- Whole body action

Ways to change the game

Easier

- Decrease the distance from the target
- Increase the size of the target

Harder

- Increase the distance from the target
- Decrease the size of the target

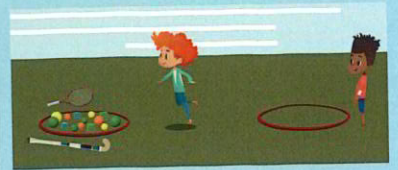


Treasure Chest



Getting Started

- Split the children up into pairs and give each pair a boat (hoop).
- Place a hoop with treasure (balls, bean bags, fluff balls, cubes) in the middle of the area.
- The pirates take it in turns (one pirate travels at a time) to collect a piece of treasure and return it to their boat.
- Challenge pirates to think of other ways to move instead of forward (on hands and feet, sideways, jumping etc.)
- Pirates can think of other ways to return the treasure (dribbling, throwing and catching roll/push etc.)



What to look for

- Variety of ways of travelling to collect treasure
- Creative ways of moving with a variety of equipment

Ways to change the game

Easier

- Decrease the gap between the boat and treasure

Harder

- Increase the gap between the boat and treasure
- Increase the range of equipment

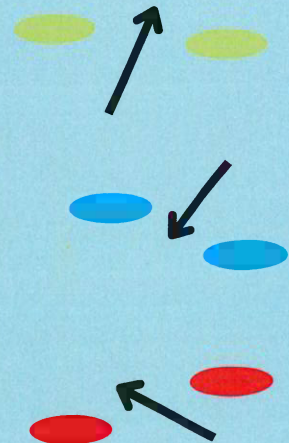


Gates



Getting Started

- Set up lots of gates around the space
- Get the children to travel through the gates (in a variety of ways), can also introduce equipment e.g. dribble with feet, hands, bats
- See how many gates they can travel through in 30 secs
- This game can also be played in pairs where children can send and receive equipment through the gates e.g. rolling, catching, dribbling, passing, follow the leader etc



What to look for

- Dodging and moving around each other in space
- Good control of equipment
- Working together and communicating

Ways to change the game

Easier

- Less gates
- No equipment or easier skill e.g. rolling

Harder

- Using both feet if dribbling
- Increase number of gates
- Smaller gates



Splat the Frog



Getting Started

- Place spots around the floor space
- Children dribble around the space using a ball (feet)
- When instructed, they 'splat' as many frogs (spots) in 1 minute by rolling the ball back and fore over the spots



What to look for

- Good control of the ball close to feet
- Balance on one foot to splat with control
- Awareness of space and ball

Ways to change the game

Easier

- No ball to start - use body parts to splat the frog
- Use cubes or deflated balls to dribble

Harder

- Use balls
- Use both feet for dribbling and splatting

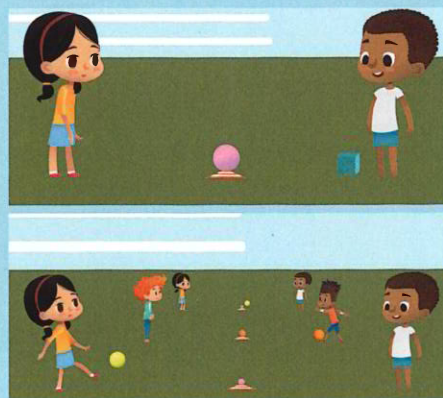


Coconut Game



Getting Started

- Split the children into pairs
- Place a coconut (ball) on a cone between each pair
- The children have to take it in turns kicking the ball back and forth to each other, trying to knock the coconut off the cone



What to look for

- Make sure the kicker is planting their non-kicking foot next to the ball. A spot or a line can be used to mark this point
- Encourage the kicker to use the side of their foot or their laces, NOT their toes
- Elongate step or stride

Ways to change the game

Easier

- Use a cube or deflated ball to kick instead of a ball
- Decrease the distance from the coconut

Harder

- Use a ball
- Increase the distance from the coconut
- Smaller coconut
- Running start



Obstacle Courses

Directions Speed Levels Pathways Different body parts

Getting Started

- Set up an obstacle course using a variety of equipment that you have available
- Equipment could include cones, benches, ladders, hurdles, hedgehog steppingstones etc.
- Challenge the children to move around the course exploring a range of different movements. Think about the movement concepts... travelling sideways, backwards, down low, hopping, jumping, in and out...
- Start the children at different points on the course to avoid queuing



Add Skills

- Introduce equipment (balls to bounce or dribble, bats and balls etc.)
- Introduce rules to challenge the movement e.g. can't move forwards, can't stand still

What to look for

- Variety of ways travelling
- Children are creative when travelling through the obstacle course
- Quality of the movement