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STAGES OF DEVELOPMENT

All children will progress at different rates and individual achievement will vary, however, all children should be able to experience a curriculum which enables them to make maximum progress towards the Early Learning Goals. Within a broad and balanced curriculum each child should be encouraged to reach its own potential and develop at an appropriate rate via planned stepping stones and through a varied approach to physical activity.

Approaches could be identified within any of the three broad categories below:

(1) Individual

Children have the right to develop naturally through interest and involvement in physical play, therefore it is essential to provide opportunities for individual activity where children ...

- (i) can freely explore the environment and equipment available to them
- (ii) can be free to choose their own equipment and participate in their own activity
- (iii) use equipment chosen by the adult and develop their own activities
- (iv) can choose to take part in an adult-structured activity

(2) Small group

Children should also have the opportunity to participate in activity involving twos or small groups where ...

- (i) they choose their own equipment and develop their own activity
- (ii) they use a range of equipment chosen by the adult but make up their own activity
- (ii) work on adult-structured activities with equipment chosen by the adult

(3) Whole class

Some games and activities will achieve maximum success by being presented as a whole class or large group activity with children

- (i) all doing the same structured activity at the same time
- (ii) all having the same task but making up their own creative answers

To encourage maximum progression there should be a balance between these different approaches. The age of the child and its degree of sociability will also determine the success of some approaches - e.g. initially, activity with two and three year olds will tend to be more individually focused, however, as they explore, expand, master the activities and grow in confidence children will become more socially cohesive and be able to work co-operatively in pairs and small groups. Large group or whole class adult-structured physical activity sessions in the school hall may be part of the planned curriculum in nursery units attached to primary schools and certainly with children in reception classes.

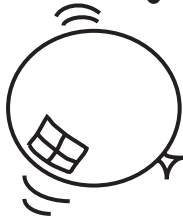



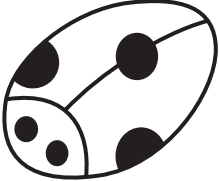
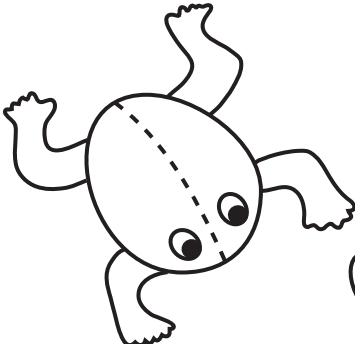
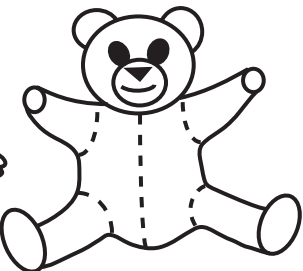
EQUIPMENT FOR PHYSICAL ACTIVITY

Skill learning and motor development can only happen if children are given the opportunities to develop them, and appropriate time for regular and consistent practice. Planned physical activity sessions will encourage progression and development by offering children appropriate physical challenges and providing resources that can be used in a variety of ways.

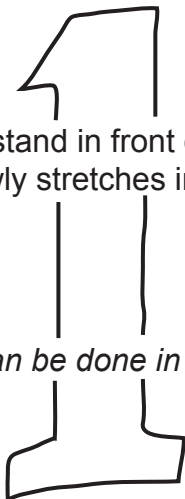
The type of toys and games equipment available should include objects of differing colours, shapes, textures, and weights to encourage skill development.

Stimulating equipment will engage the interest of children and produce more imaginative play. It will also positively promote language development.

Different textures, weights, sizes, and shapes of games equipment will enable children at different stages of development to progress at their own rate of learning, for example:

- A **plastic-encased balloon, juggling scarf, or large light ball** when thrown into the air takes much longer to come back down, thus giving the child more time before catching it again.

- A **sponge ball or “koosh” ball** is easier to grip and throw.

- A **smaller harder ball** requires more skill to control.

- A **rugby shaped ball** travels on a wobbly path and is more difficult to control both in the air and on the floor.

- **Beanbags** in the shape of frogs, turtles, ladybirds, dinosaurs etc. are much more interesting to play with and will encourage children to talk about them make up stories, thus further promoting language development.




WARM-UP ACTIVITIES



Children stand in front of the adult and “copy” or “shadow” what she does. The adult slowly stretches into different positions e.g.

(These can be done in any order)

up / down;
one side / the other side;
stretched wide shape
with or without music
Accompaniment TRACK 17

Children stand in a circle with the adult and copy her.

Shaking heads slowly from side to side (“No”)

Lift shoulders up and down

Shake one hand in the air (*high / low*) then the other hand, then both hands.

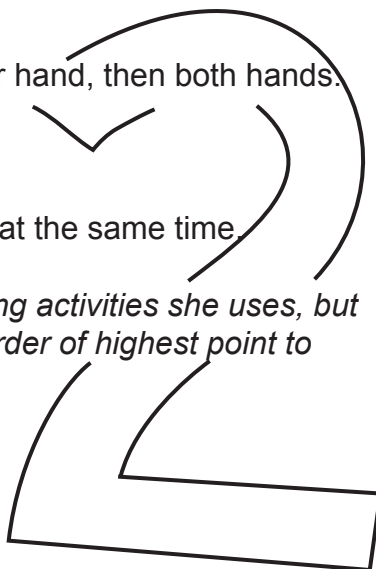
Wiggle bottom

Shake one foot then the other

(Could possibly begin to use “in front” and “behind”)

Lie on the floor and shake feet and hands in the air at the same time.

(The adult selects which of these shaking or wriggling activities she uses, but for warm-up purposes it is better to do them in an order of highest point to lowest OR lowest point to highest.)



I WIGGLE MY ‘FINGERS’ *(Children wiggle fingers)*
I WIGGLE MY TOES *(Children wiggle their toes)*
I WIGGLE MY BOTTOM *(Children wiggle their bottoms)*
AND TOUCH MY NOSE *(Children touch their nose with both hands)*

(This could be performed sitting or standing, standing in a circle or following the adult in a line and walking.)

*(The actions could also be developed using a familiar song e.g.
“If you’re happy and you know it wiggle your fingers (wiggle fingers)
If you’re happy and you know it wiggle your fingers
If you’re happy and you know it and you really want to show it
If you’re happy and you know it wiggle your fingers.” Etc.)*



G24 SEA CREATURES

Another example using the same rhythm chant could be.....

Adults and children in a circle walking round chanting

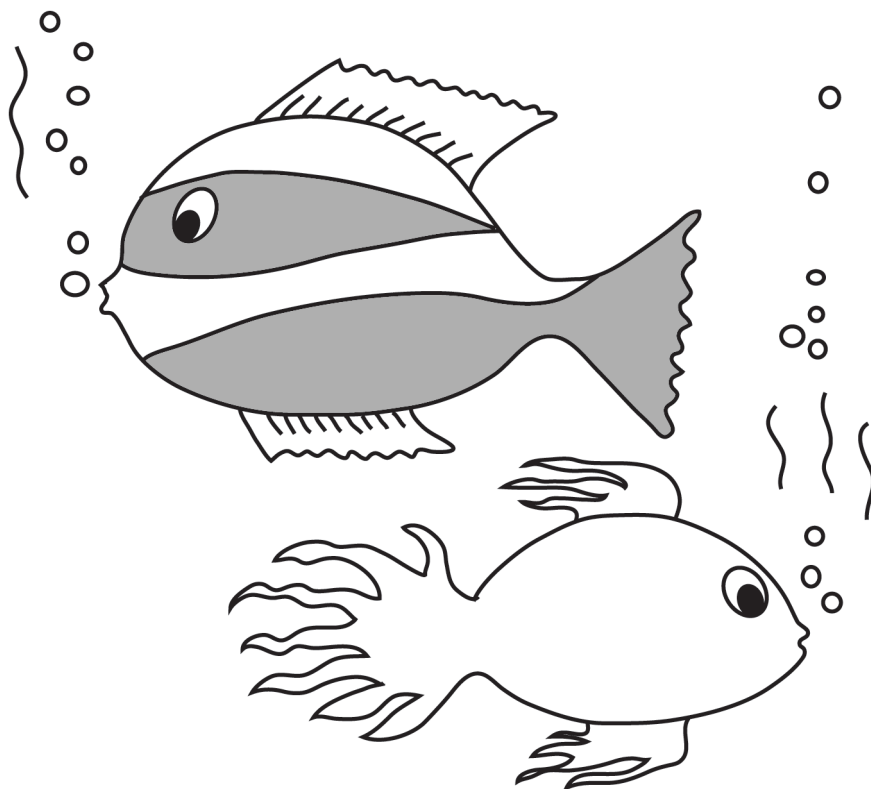
“We’re going to the seaside
We’re going to the beach
WHAT’S at the seaside
WHAT’S on the beach?”

The adult can call out e.g.

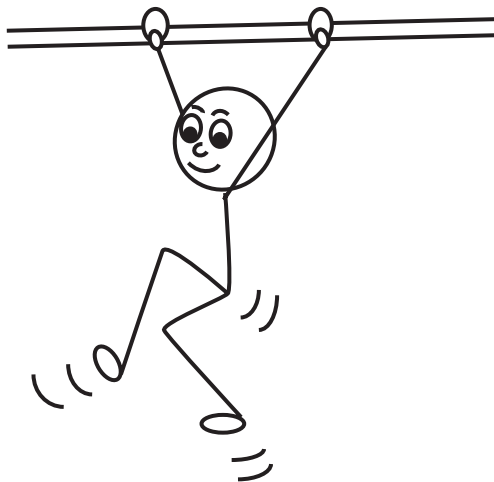
“crabs”	<i>(crab walking on all fours)</i>
“big fish”	<i>(swimming actions travelling about the room)</i>
“little fish”	<i>(shaking fingers, hands and arms and running with tiny steps on tip-toes)</i>

PLAY AREA MARKINGS

Any simple sea creatures shapes painted on the outdoor play area will encourage imaginative play.



USING LARGER APPARATUS



- All gymnastic activities developed on the floor can be transferred to apparatus (e.g. “show a wide stretched shape on the climbing frame”)
- Apparatus work adds a new dimension to children’s physical activity because it includes hanging, climbing, and swinging actions where the arms take much of the body weight.
- Portable apparatus can be arranged to make an interesting environment for work. The layout could include different levels, different surfaces, and different widths of apparatus, therefore affording children a wide range of experiences.
- Provision of resources will obviously determine the variety of the apparatus on offer, however, whatever the setting there should be available both climbing equipment and wheeled toys.



LARGE GROUP GAMES TO DEVELOP SPATIAL AWARENESS

GA1 THOMAS THE TANK

Children take one marker or hoop (*remember to use with care*) each.

Children stand on their marker or in their hoops - the train is in the station.

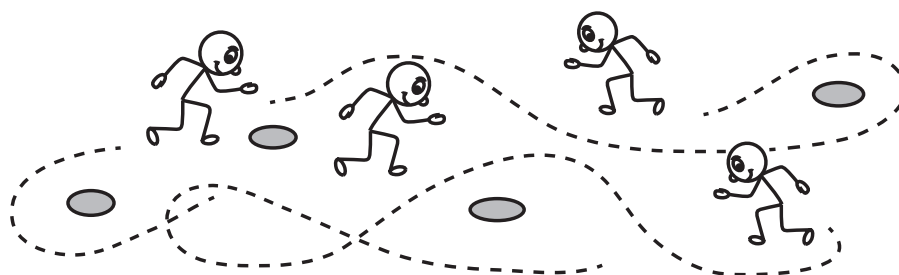
On a signal from the adult the “trains” move about **between** the stations.

On a signal from the adult the “trains” make their way back to their own station.

When they are in the station they pull the hooter twice to show they have arrived.

(The signals could be e.g.

- (a) “the train is leaving the station”
“the train is coming back into the station”
- (b) Adult blows a **whistle once** to start the trains moving
Adult blows a **whistle twice** to go back to the station.
- (c) Adult waves a **green flag** or piece of material
- (d) Adult waves a **red flag** for trains to return to the station)



PLAY AREA MARKINGS

If space allows an engine and carriage could be painted on the outdoor play area. This can encourage imaginative play or extend the “train” activities.

GA33 PROGRESSIVE TASKS FOR DEVELOPING HITTING A BALL WITH A BAT

The following ideas would be useful tasks to aid strength and hand eye co-ordination.

- (i) Children steer a ball along the floor keeping it close to their bat. Can they change direction?
- (ii) Children hold the bat out in front of them to make a flat table and try to balance a ball on their bat. *(Children can hold the ball to keep it on the bat if necessary. A beanbag or koosh ball could be used instead. Alternatively a quoit could be placed on the bat and a ball placed in the middle of the quoit. Try to encourage children to keep a level bat, a strong wrist, and to look at the ball)*



- (iii) Can children walk around the play space balancing the ball on the bat.
- (iv) Children hit a ball a little way along the ground with their bat then run after it and stop it. *(They stop the ball by putting the bat on top of it.)*



- (v) Children progress to hitting the ball a little way along the ground with the bat but moving in different directions. *(If children find controlling the ball difficult a point which will help them is that the bat must always push the ball from behind.)*
- (vi) Children can hit the ball along the ground with a bat aiming at a target or between two goals.



- (vii) Children work co-operatively to bat a ball along the ground to each other between two skittles or markers.
- (viii) Can children steer the ball with the bat in and out of the markers on the ground and then hit it between two skittles forming a goal?

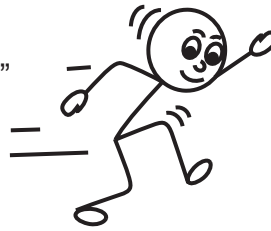


D1 MOVING AND STOPPING

Children need to develop the quality of stillness and it is very difficult to achieve at this age. Activities which will encourage the development of moving and stillness could include:

(i) Using words e.g.

- “MOVE” and “FREEZE”
- “GO” and “STOP”
- “RUN” and “STAND”



(ii) Using percussion e.g.

- Beat the tambour twice to **move** and once to **stop**.
- Shake the tambourine to **run with tiny steps** and give a single beat to **stop**.
- Shake the maracas continuously to move and hold them still to stop.

(iii) Using music e.g.

- Move to a piece of music and stand still when the music stops.

This could be further developed into:

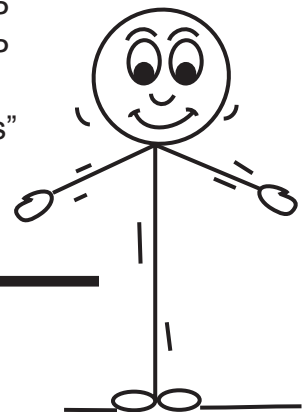
D2 MUSICAL STATUES

Dance framework:

- Music with a beat – STOP
(repeat) Music with a beat – STOP
(repeat) Music with a beat – STOP
(repeat) Music with a beat – STOP

Accompaniment:

TRACK 43 or 52 “Musical Statues”



D3 STATUES IN THE MOOD

Children combine different ways of travelling and stopping.

Dance framework:

- Bouncy music - STOP
- Steady music - STOP
- Bouncy music - STOP
- Peaceful music - STOP

Accompaniment: **TRACK 44** “In the Mood”

D27 UNDERWATER WORLD

Children tip-toe in and out of each other and STOP on a signal (*strong, tight bodies to hold the position still*).

When this has been repeated several times children discuss with the adults all the things they can imagine being in the sea. The discussion should then be guided towards the shape of rocks and coral in the sea. Answers could be “sharp, spiky, hard” etc.

If possible show the children an example of coral. This will be a very good stimulus for shape.

Ask children to show a shape like the coral or a rock - very STILL and STRONG and SPIKY.

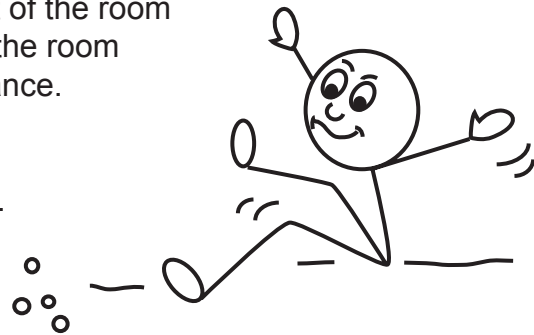
Children are then asked to talk about fishes - the way they look and the way they move, e.g. smooth, slippery, swimming, wriggling etc. (*look at pictures or look at real fish moving in water*).

Moving on tip-toe in and out of each other can the children wriggle and swim like fishes? (*The pathway will be a wiggly one and children can flutter their fingers and arms as they go.*)

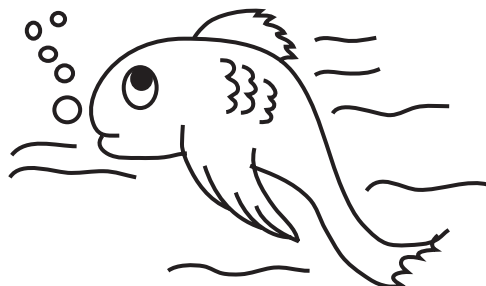
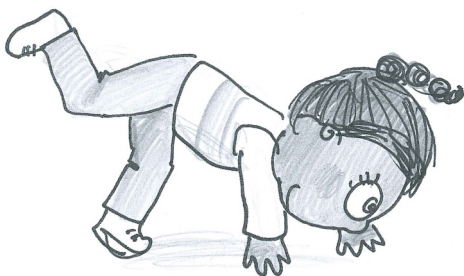
Dance framework:-

- Hold a coral shape
- Swim like fishes in and out of each other all around the play space
- Hold a coral shape in another part of the room
- Swim about like fishes all around the room
- Hold a coral shape to finish the dance.

Accompaniment is tambourine and voice.



N.B. (i) To maintain spacing markers could be placed on the floor.
(ii) 3 year olds may need to use the structure of the spatial activity game of “Fishes” in the initial stages of this dance.

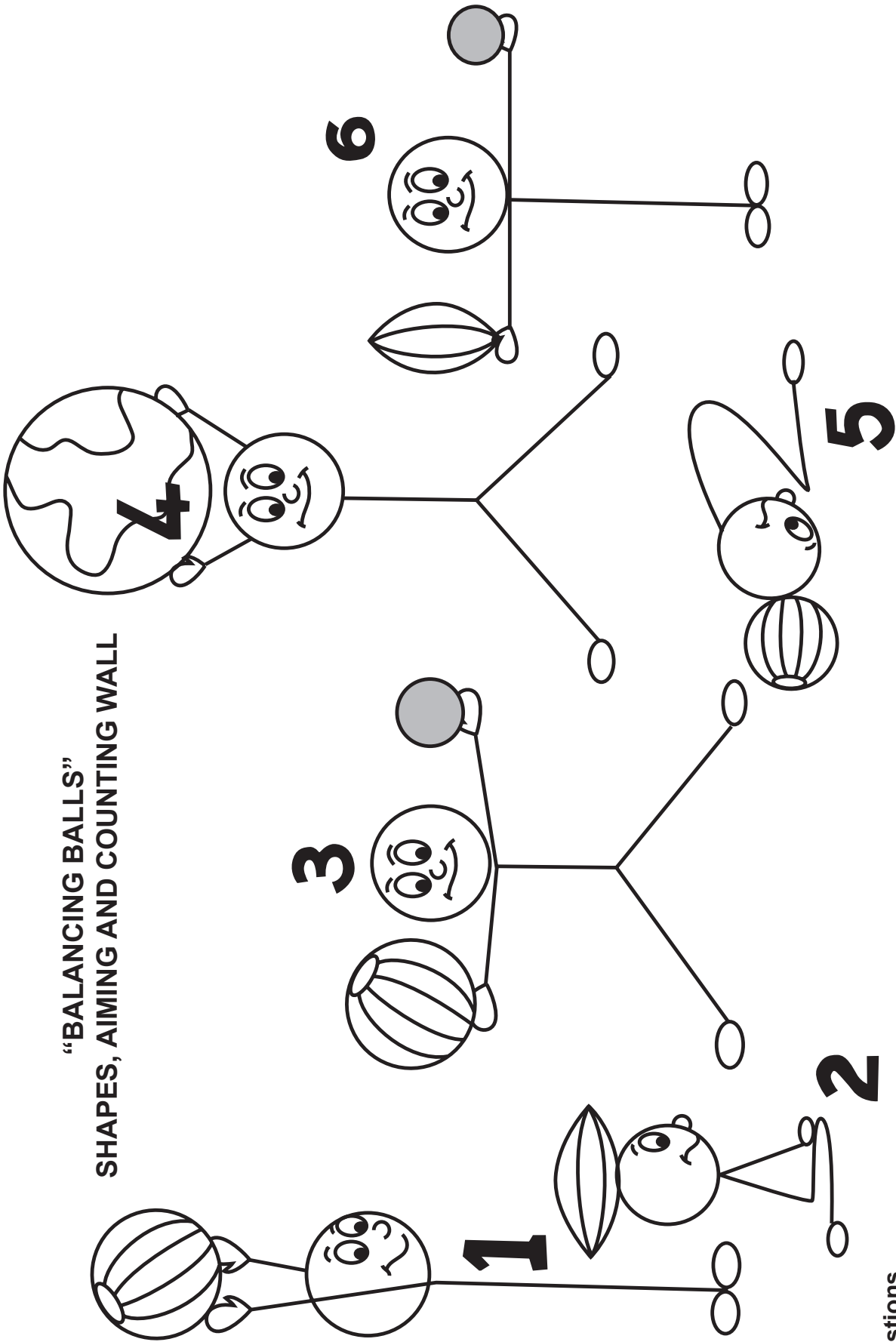


“SEASONAL”



- The weather and the seasons present a constant and almost unending supply of stimuli for dance activities, a small selection of which are presented in this section.
- A range of stimuli have been used to develop the dances but three of them use familiar sounds to stir the imagination of the children, i.e. heavy rain, wind blowing, and a stream trickling through a field.

“BALANCING BALLS”
SHAPES, AIMING AND COUNTING WALL



Suggestions.....

- (1) Copy the shape of No.3 etc. How many eyes/hands/feet are there? How many smiles are there?
- (2) Aim a bean-bag to hit – the big beach ball – a long thin ball (rugby) – a small ball.
- (3) What colour are “smiley” faces? (4) How many balls are there? How many small balls? etc.