

ACTION KIDS 121 - CONTENTS

	Page
ORGANISING PHYSICAL DEVELOPMENT ACTIVITIES	
(1) INTRODUCTION.....	1
(2) THE IMPORTANCE OF PHYSICAL DEVELOPMENT.....	3
(3) PHYSICAL DEVELOPMENT	
(i) Manipulative Skill Development.....	4
(ii) Gross Motor and Locomotor Skill Development.....	5
(4) ACCESS TO PHYSICAL ACTIVITY.....	7
(5) STAGES OF DEVELOPMENT.....	9
(6) WHAT IS INVOLVED IN PHYSICAL DEVELOPMENT?.....	10
(i) (a) Co-ordination and Balance.....	11
(b) Mobility.....	12
(c) Spatial Awareness.....	13
(d) Manipulative and Aiming Skills.....	14
(7) RESOURCES	
• Outdoors.....	15
• Indoors.....	15
(8) EQUIPMENT FOR PHYSICAL ACTIVITY.....	16
(9) GENERAL SAFETY CONSIDERATIONS.....	18
ACTIVITIES	
(A) COPYING AND ROLE-PLAYING	25
(1) DRY PATTERNS AND SHAPES (drawing in a sand tray).....	27
(2) DRESSING UP AND ROLE-PLAYING.....	28
(3) FISTS AND FINGERS (curling and stretching).....	29
(4) SHADOWS (copying someone's movements).....	29
(5) COPY CATS (copying shapes on the floor).....	30
(6) POINTING.....	30
(7) CIRCLE COPY (standing in a circle).....	30
(B) WORDS AND ACTIONS	31
(8) THE ROBIN.....	33
(9) I'M A LITTLE TEAPOT.....	33
(10) RING THE BELL.....	33
(11) I HEAR THUNDER.....	34
(12) STEPS.....	34
(13) FIVE LITTLE DUCKS.....	35
(14) CURL AND STRETCH.....	35
(15) THE YELLOW BALLOON.....	36
(16) THE SUN HAS GOT HIS HAT ON.....	36

ACTION KIDS 121 - CONTENTS continued

	Page
(C) CLAPPING	37
(17) QUIET AND LOUD	39
(18) CLAP ALL AROUND.....	39
(19) HERE WE GO ROUND THE MULBERRY BUSH.....	39
(20) ONE TWO, BUCKLE MY SHOE	40
(21) IF YOU'RE HAPPY AND YOU KNOW IT	40
(22) WORD-CLAPPING.....	41
(23) BODY-TAPPING.....	41
(D) MOVING AND STOPPING	43
(24) MOVING AND STOPPING	45
(25) CROSSING MAN	45
(26) MUSICAL STATUES.....	46
(27) STATUES "IN THE MOOD"	46
(28) UP AND DOWN TO MUSIC	46
(E) MOVING ON FEET	47
(29) SEEK YOUR SPOT	49
(30) FISHES.....	49
(31) RABBITS	50
(32) WALKING	50
(33) PROGRESSIVE TASKS FOR DEVELOPING FOOTWORK.....	51
(34) BOUNCING	52
(35) CROSSING THE RIVER	53
(36) GIANTS AND FAIRIES	53
(37) STORIES	54
(38) JACK AND JILL	54
(39) THE RAINSTORM	55

ACTION KIDS 121 - CONTENTS continued

	Page
(F) MOVING ON DIFFERENT BODY PARTS	57
(40) AWARENESS OF BODY PARTS	59
(41) ANIMALS.....	60
(42) CHANGING ROLES.....	61
(43) ANIMAL STORIES.....	61
(44) ROCKING.....	62
(45) ROLLING (SAUSAGES AND EGGS).....	62
(G) USING TOOLS	63
(46) SHAVING FOAM	65
(47) SHAMPOO/BUBBLE BATH/WASHING-UP LIQUID	65
(48) APPLE PRINTING.....	66
(49) CREATING TARGETS	66
(50) PAINTING.....	67
(51) PAINTING A RAINY DAY.....	68
(52) ROLL ON PAINTING	68
(53) PAINTING OUTSIDE.....	68
(54) PAINTING TO MUSIC	68
(H) USING A BALL	69
(55) EXPERIMENTING WITH A SPONGE BALL	71
(56) SPONGE BALLS IN THE WATER TRAY	71
(57) SPONGE BALLS FOR PRINTING	71
(58) ROLLING A BALL TO A PARTNER	72
(59) THROWING AND CATCHING	73
(60) PROGRESSIVE TASKS FOR DEVELOPING BOUNCING	74
(I) BALANCING AND STEERING	75
(61) BALANCING BEANBAGS OR “BEANIES”	77
(62) STICKY BITS	78
(63) PUSHING.....	78
(64) STEERING.....	79
(65) OBSTACLE COURSE.....	80

ACTION KIDS 121 - CONTENTS continued

	Page
(J) USING SMALL EQUIPMENT	81
(66) CREATIVE PLAY	83
(67) BUILDING BRICKS	83
(68) PLASTIC GUTTERING	83
(69) PROGRESSIVE TASKS FOR DEVELOPING HITTING A BALL WITH A BAT	84
(70) ROLLING A BALL AT A TARGET	85
(71) THROWING AT, INTO, OR OVER A TARGET	86
(K) LARGE APPARATUS	87
(72) STEPS	89
(73) LARGE CLIMBING APPARATUS	89
(74) HANGING	89
(75) SWINGING	89
(76) PEDALS	90
(77) PUSHING WHEELED TOYS	90
(78) CRAWLING	90
(79) SLIDING	90
(80) SEE-SAW	90
(L) SHAPES	91
(81) ARTY DOUGH	93
(82) PASTA SHAPES	93
(83) GREETING CARD FACTORY	94
(84) NEWSPAPER SHAPES	94
(85) EXPLORING CIRCLES	94
(86) DOTTY SHAPES	95
(87) STICKY SPOTS	96
(88) SQUEEZE	97
(89) COLOURS	97
(90) BEANS	98
(91) BLOWING BUBBLES	99

ACTION KIDS 121 - CONTENTS continued

	Page
(M) WIGGLING AND WRIGGLING	101
(92) WIGGLING WILLIAM	103
(93) SOGGY STRING.....	103
(94) THE SNAKE CHARMER.....	104
(95) I WIGGLE MY FINGERS.....	104
(96) SHAKING BODIES.....	105
(97) JELLY ON THE PLATE	105
(98) RIBBONS “HOKEY COKEY ROCK!”	106
(N) MOODS, EMOTIONS AND RHYTHMS	107
(99) RAINY DAY — PERCUSSION	109
(100) TWO SOUNDS.....	109
(101) FOLLOW MY FEET.....	110
(102) RESPONDING TO DIFFERENT RHYTHMS	111
(103) CONTRASTING RHYTHMS	112
(104) RESPONDING TO MOODS AND EMOTIONS	113
(105) RED AND WHITE (angry and calm).....	114
(O) MATCHING, GROUPING, SORTING AND FILLING	115
(106) MATCHING.....	117
(107) GROUPING.....	117
(108) SORTING	117
(109) FILLING.....	118
(110) MAKING SHAPES.....	118
(111) PILE IT UP.....	118
(112) TIDY UP	119
(113) TIDY UP (COLOURS)	119
(114) PASS AND FILL.....	119

ACTION KIDS 121 - CONTENTS continued

	Page
(P) PARACHUTES	121
BEFORE WE BEGIN	123
(115) CIRCLE LEFT AND CIRCLE RIGHT	124
(116) CHANGE DIRECTION TO MUSIC	124
(117) WALK AND COUNT	125
(118) RIPPLING AND WAVING	125
(119) TUNNELLING	125
(120) GROWING A MUSHROOM	126
(121) UP AND DOWN	127
(122) GIANTS AND FAIRIES / TOM AND JERRY	128
(123) THE POSTMAN	128
(124) FRIENDLY FISHES	129
(125) SHIPS ON THE SEA	130
(126) SHAKE THE CRUMBS OFF THE TABLECLOTH”	130
(Q) QUIET CALMING DOWN ACTIVITIES	131
(127) RAINING	133
(128) GO TO SLEEP	133
(129) WAKING UP	133
(130) YAWNING	133
(131) I TOUCH MY HEAD	134
(132) RING-A-RING OF ROSES	134
(133) TEDDY BEAR	134
ACTION KIDS CALM-DOWN SONG	135
ASSESSMENT	137
(A) The Purpose of Assessment	139
(B) WHAT do we assess and WHEN do we assess?	139
(C) HOW do we assess and record?	139
(D) Recording Systems	139
Assessment Recording Systems	139-142
ALPHABET IMAGES	143
Alphabet letters are accompanied by drawings which could be photocopied and coloured by the children.	

ACTION KIDS 121 - MUSIC

- Track 1..... Mulberry Bush
- Track 2..... Statues
- Track 3..... Statues in the Mood
- Track 4..... Up and Down
- Track 5..... Rabbits
- Track 6..... If You're Happy and You Know It
- Track 7..... Walking
- Track 8..... Bouncing
- Track 9..... Giants and Fairies
- Track 10..... Highs and Lows
- Track 11..... Rocking
- Track 12..... Painting
- Track 13..... Go to Sleep
- Track 14..... Blowing Bubbles
- Track 15..... The Snake Charmer
- Track 16..... Move and Shake
- Track 17..... Hokey Cokey Rock
- Track 18..... The Sun Has Got His Hat On
- Track 19..... Skipping
- Track 20..... Sad and Happy
- Track 21..... Angry and Calm
- Track 22..... Soft and Floating
- Track 23..... Marching
- Track 24..... The Grand Old Duke of York
- Track 25..... The Rainstorm
- Track 26..... Energetic and Bouncing
- Track 27..... Marching and Skipping
- Track 28..... Peaceful
- Track 29..... Baa, Baa, Black Sheep
- Track 30..... Hickory Dickory Dock
- Track 31..... Sing a song of sixpence
- Track 32..... Jack and Jill
- Track 33..... Humpty Dumpty
- Track 34..... Hot Cross Buns
- Track 35..... Giant Strides and Fairy Steps
- Track 36..... Action Kids Warm-Ups Song (Short)
- Track 37..... Action Kids Warm-Up Song
- Track 38..... Action Kids Calm-Down

Music created and arranged by Jacob Grant, Lincoln Noel, Neil Shephard, Darren Lee, John Bowman, Edward Smith, John Smith, Richard Smith, Amy Whittle, Laura Whittle

(22) WORD - CLAPPING

Children are asked to say their first name out loud in turn. The practitioner selects a name with one syllable (e.g. *Jane*) and claps once. Children are encouraged to clap once and say “Jane”.

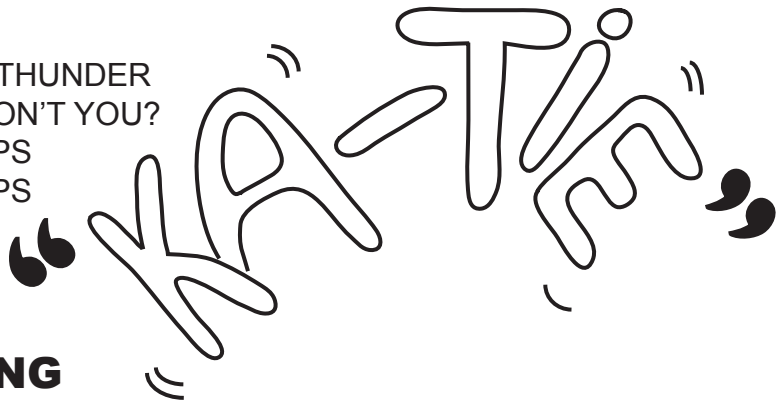
Children are asked if there are any more names which could be said to one clap (e.g. *John* etc).

The process is repeated with names of two syllables e.g., *Ka-tie* and 3 syllables if appropriate e.g., *Em-i-ly*.

The practitioner chooses a song to sing and clap with the children e.g., “I hear thunder”. Children practise and say each line in turn to identify the number of claps to each word and then finally say / sing and clap the whole rhyme with the adult.

When the song and clapping rhythms are established, children can play a “guessing game” and try to identify which lines of the song the practitioner claps.

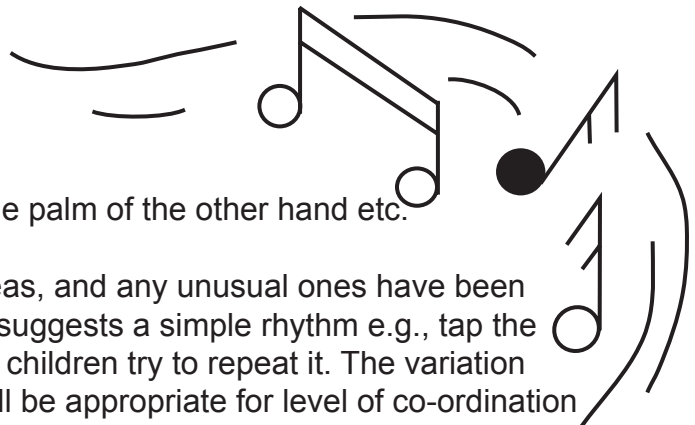
“I HEAR THUNDER, I HEAR THUNDER
HARK DON’T YOU, HARK DON’T YOU?
PITTER, PATTER RAINDROPS
PITTER, PATTER RAINDROPS
I’M WET THROUGH
SO ARE YOU!”



(23) BODY - TAPPING

As children sing a familiar song, they are asked to clap their hands to the rhythm. When they have done this, they practise, together with the adult varying the speed and volume of their clapping. Children are then encouraged to explore different ways of tapping out a rhythm using various parts of the body

e.g. slapping thighs
tapping feet
stamping feet
tapping heads
tapping two fingers on the palm of the other hand etc.



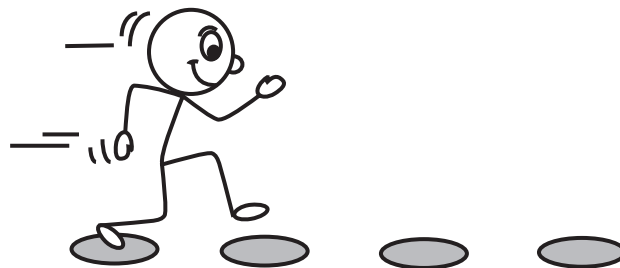
When they have explored different ideas, and any unusual ones have been demonstrated and tried out, the adult suggests a simple rhythm e.g., tap the foot then clap the hands. Once learnt, children try to repeat it. The variation and complexity of the body tapping will be appropriate for level of co-ordination of the group. (*Listening and responding to a piece of music helps children to become familiar with simple body tapping rhythm e.g TRACK 18*).

(35) CROSSING THE RIVER

Each child has a number of spots or markers which they arrange in a line of “stepping stones”.

- They can practise:-
- (i) walking across the stepping stones
 - (ii) walking sideways across the stepping stones
 - (iii) walking backwards across the stepping stones
 - (iv) jumping across the stepping stones
 - (v) jumping sideways across the stepping stones
 - (vi) hopping across the stepping stones
(they might have to put the stepping stones closer)

(Extensions to this activity could be making the stepping stones further apart or arranging the stepping stones in a different pattern).



(36) GIANTS AND FAIRIES

- (1) *(These are two contrasting modes of travel that are good to learn at the same time so children “feel” the difference in weight and size of step)*

Children move about the play area with BIG steps. *(Large steps tend to be performed with most of the soles of the feet on the floor)*

Children should make their bodies strong, and stretch to make their steps as large as possible to perform “giant strides”.

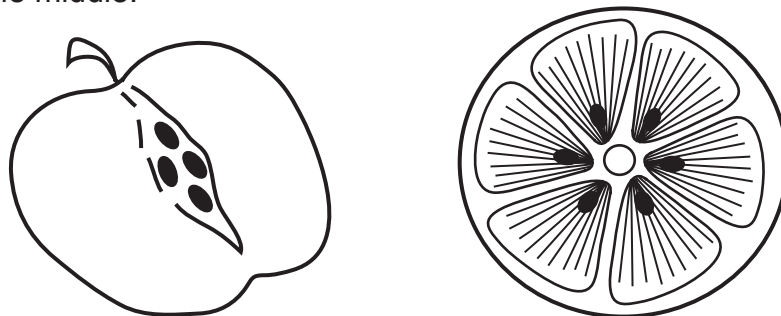
In contrast children should move about the play area with SMALL quick steps. *(SMALL steps are easier to perform up on the balls of their feet - “toes” to keep a balanced position).*

(Use a tambourine to stimulate the different types of travel i.e., strong, slow beats on the tambourine for the “giant strides” and continuous shaking of the tambourine for tiny quick “fairy steps” (or tip-toes).)

Musical accompaniment: TRACK 9 “Giants and Fairies”

(48) APPLE PRINTING

- (i) The practitioner mixes up two different colours of paint and puts them into two different paint trays or shallow dishes and then cuts an apple in half down the length of the core.
- (ii) The children are then shown how to dip half an apple into the paint (*just the surface of the apple - any surplus paint can be wiped off on the edge of the paint tray.*)
- (iii) They are then shown how to place it on the paper and press down on it to leave an imprint on the paper.
- (iv) Children create their own pattern, using one colour paint first, before using a second colour.
- (v) Oranges and lemons can also be used but they need to be cut horizontally across the middle.



(49) CREATING TARGETS

- (i) Paint a target on a large piece of paper, then use it on the floor when dry. The child can aim beanbags or sponge balls to try to hit the target.
- (ii) The target can be pinned up on a wall for the child to aim at.
- (iii) If outside conditions allow, a target could be painted on a wall as a permanent target for children to use at anytime.
- (iv) Children build a “target” with bricks/toys etc. and then aim to hit it with a sponge ball or beanbag.

(91) BLOWING BUBBLES

Children should watch the adult blowing bubbles with soapy mixture or blow their own bubbles. They are encouraged to describe what is going on. Words can be introduced such as “growing, getting bigger, floating, flying, popping”.

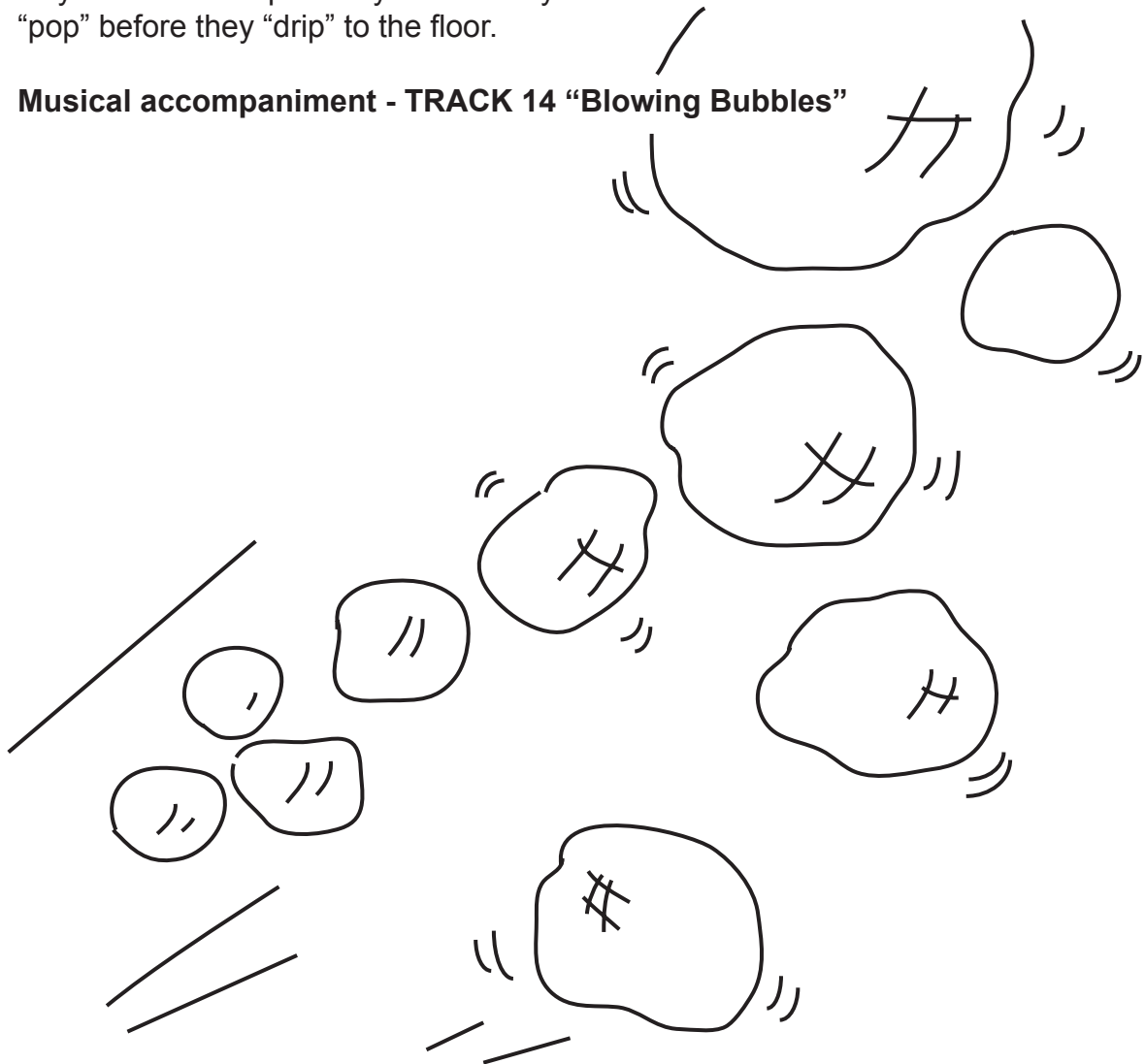
Children start low on the ground, slowly grow into a fully expanded “bubble” (*stretched out WIDE*) then they float and fly GENTLY and LIGHTLY about the room sometimes high and sometimes low.

Children then practise “popping” (*hopping and jumping*).

As the adult makes “popping” sounds or using percussion the children practise exploding into the air with jumps and hops.

Children start low and small on the ground then gradually, slowly expand into a fully stretched shape. They float and fly around the room and then bounce and “pop” before they “drip” to the floor.

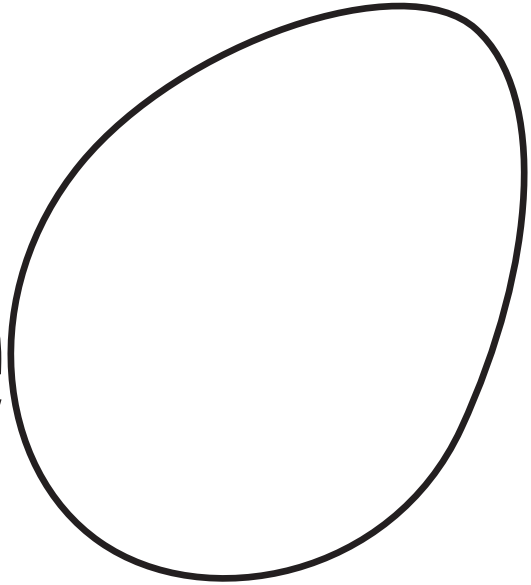
Musical accompaniment - TRACK 14 “Blowing Bubbles”



E

e

egg

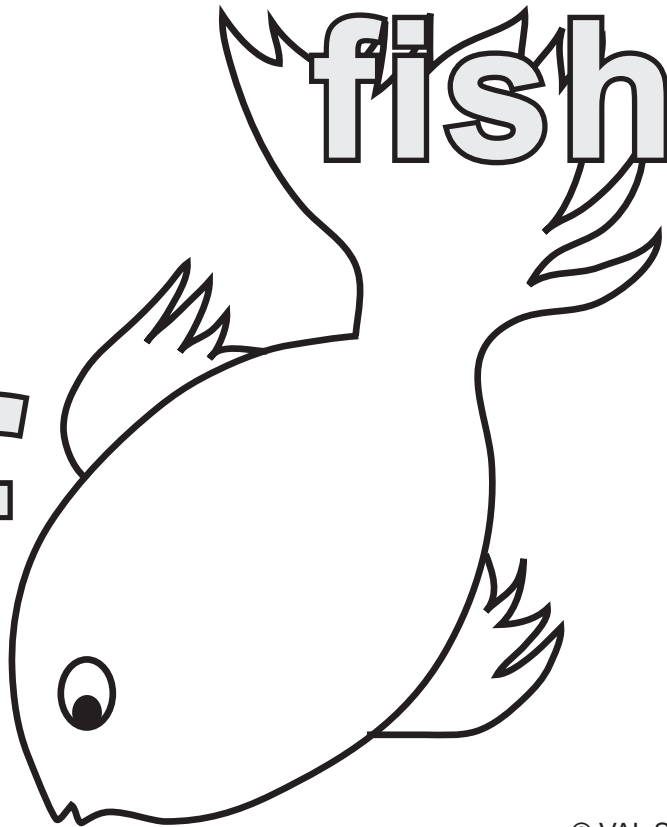


© VAL SABIN

F

f

fish



© VAL SABIN