

INDEX (ACTIVE PLAY EVERY DAY LEVEL 1)

page

Active Play Every Day Level 1 Introduction.....	4
The one-year programme.....	5
What are the benefits of movement.....	6
Physical Development.....	6
Manipulative Skill Development.....	7
Gross Motor and Locomotor Skill Development.....	7
(i) Free involvement.....	7
(ii) Planned development.....	8
The Importance of Physical Activity.....	8
Access to Physical Activity.....	9
Physical or Developmental Disabilities.....	10
Visual Impairment and Hearing Impairment.....	11
(i) Visually impaired children.....	11
(ii) Hearing impaired children.....	11
Higher Level of Physical Development.....	12
Weeks 1 & 2.....	13
Weeks 3 & 4.....	25
Weeks 5 & 6.....	37
Weeks 7 & 8.....	49
Week 9.....	61
Weeks 10 & 11.....	63
Weeks 12 & 13.....	75
Weeks 14 & 15.....	87
Weeks 16 & 17.....	99
Week 18.....	113
Weeks 19 & 20.....	111
Weeks 21 & 22.....	123
Weeks 23 & 24.....	135
Weeks 25 & 26.....	147
Week 27.....	159
Weeks 28 & 29.....	161
Weeks 30 & 31.....	173
Weeks 32 & 33.....	185
Weeks 34 & 35.....	197
Week 36.....	209
Positive Play Activities.....	211

ACTIVE PLAY

EVERY DAY
level 1



WEEKS 14 & 15

A progressive physical development programme for 3 and 4 year olds



"Sporty Time"
Simple physical skills introduced in fun ways - one skill per week



"Activate 4"
Daily simple patterns of movement and music



"Action Kids"
Activities introduced as separate activities or planned sessions



"Positive Play"
Games to play with small groups



“SPORTY TIME” WEEK 14: Throwing and Catching 1

- i) Can you throw the equipment into the air and catch it before it hits the ground (Start off with juggling scarves, balloon balls and large sponge balls).
- ii) Practise throwing it just a little way into the air and make “big hands” to try and catch it.
- iii) Can you throw it a bit higher and still catch it?

Active Play Everyday

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“SPORTY TIME” WEEK 15: Travelling/Steps 3

- i) Practise galloping like a horse. Gallop in big curly Cs’ all over the space.
- ii) Heads up, straight backs, stiff legs, march about the space in straight lines with sharp turns to change direction.
- iii) Chose when you want to gallop and when you want to march.

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WEEKS 14 & 15

START-OF-MORNING

(CD Track 20 "Brass Band" or CD Track 21 "Heartbeat")

ACTIVATE 4
IN THE CLASSROOM



WARM-UPS

(W1) "Breathing" Extension (v)

(CD Track 1 "Peaceful")

- (i) Sit upright in the chair or comfortably on the floor or stand and practise good breathing.
- Deep and slow. Don't hold your breath – just breathe deeply.
- Breathe in through the nose for a count of 3, then out through the mouth for the count of 3.
- **Hands close together, high above head with thumbs raised (watch the thumbs as you breath.)**

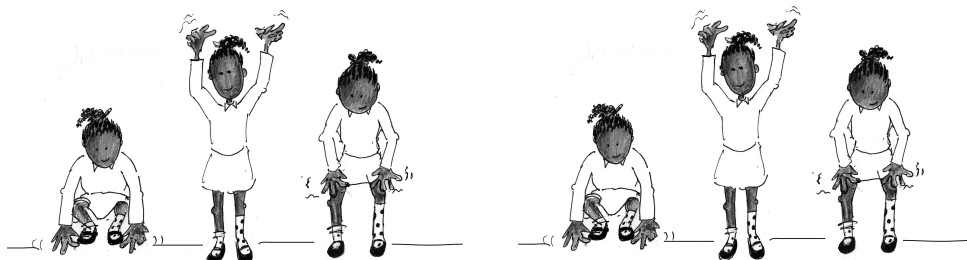
(This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm.)



(W6) "Drumming On Floor" (CD Track 4 "Hornpipe")

- Crouch down low, with hands out in front and fingers resting on the floor.
- (i) Drum fingers rapidly from little finger to thumb on floor, then stand up and drum fingers in the air above your head.
- (ii) Next, drum fingers first on thighs and then in the air above the head.
- Repeat the above actions in sequence to the end of the music.
- Change where you "drum" as the music changes (every 16 beats).

(Small movements with the hands encourage dexterity of fingers and thumbs and help the manipulation of pens and pencils more efficient.)



WARM-UP ACTIVITY - “ MULBERRY BUSH”

HERE WE GO ROUND THE MULBERRY BUSH,
THE MULBERRY BUSH, THE MULBERRY BUSH
HERE WE GO ROUND THE MULBERRY BUSH
ON A COLD AND FROSTY MORNING

(Children stand in a circle with the practitioner and throughout the rhyme they walk, skip or gallop around holding hands.)

THIS IS THE WAY WE CLAP OUR HANDS,
CLAP OUR HANDS, CLAP OUR HANDS

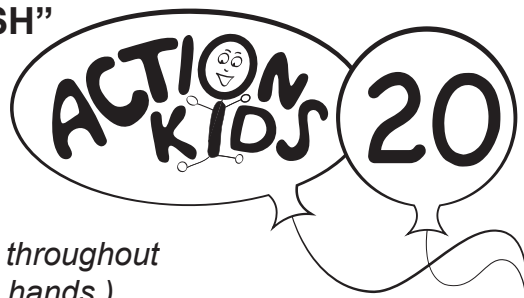
(Children clap hands in time to the rhyme at knee height (LOW))

THIS IS THE WAY WE CLAP OUR HANDS
ON A COLD AND FROSTY MORNING

(Children clap their hands to the rhyme with hands HIGH above heads)

(This rhyme could be repeated any number of times using different actions e.g. “shake our hands”, “stamp our feet”, “stretch up tall”, “curl up small”)

(ACCOMPANIMENT: DISC A - Track 12)

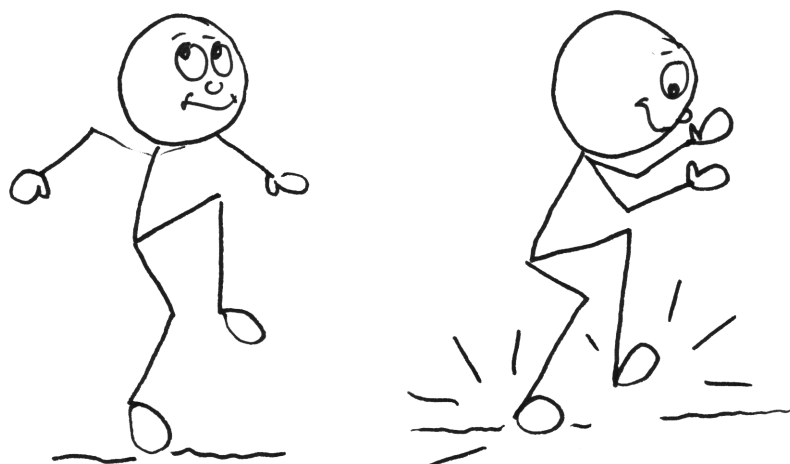


Gymnastics

MAIN ACTIVITY

- “PROGRESSIVE TASKS FOR DEVELOPING FOOTWORK”

- (i) Children walk anywhere around the play-space without bumping and stop on a signal from the practitioner.
- (ii) Children walk carefully about the play-space and try out walking on different parts of their feet, e.g. heels, toes, outside edge of feet, inside edge of feet, flat feet.
- (iii) Children move about the play-space in different ways on their feet e.g. hop, skip, bounce, gallop etc.
- (iv) Children move about the play-space in different ways “visiting” as many parts of the area as possible, e.g. the corners, sides, middle.



MAIN ACTIVITY PROGRESSION

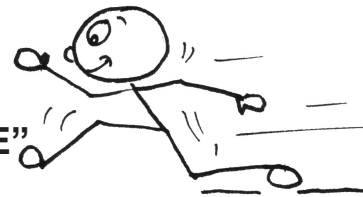
- “SIZE, SHAPE, SPEED AND WEIGHT”

- (v) Children move about the hall with **tiny, quick steps** (*small, quick steps are easier to perform on the balls of the feet “up on toes”*).
- (vi) Children move about the play space with **big steps** (*big steps are more easily performed with most of the sole of the foot coming down on the floor*).
- (vii) Children move around the play-space slowly with **big steps** and then on a signal from the practitioner change to **tiny, quick steps**.
- (viii) Children move about the play-space **quietly**. (*Children should know how to make the running **quiet** e.g. moving up on “toes” with only a small part of the foot touching the floor.*)
- (ix) Children move about the play-space **heavily** and **loudly**. (*Children should know how to make the moving **heavy** and **loud** e.g. all the sole of a foot banging on the floor at the same time.*)
- (x) Move about the play-space **quietly** then on a signal from the practitioner change to moving about heavily.

Contrasting steps could be developed to accompaniment.

(ACCOMPANIMENT: DISC B - Tracks 1, 2, 3 and 5)

APPARATUS DEVELOPMENT: e.g. Children can move in between the apparatus at different speeds and move **over** it slowly.



CALM DOWN ACTIVITY - “WEE WILLIE WINKIE”

Children stand in a circle holding hands and walk slowly round in a circle.

WEE WILLIE WINKIE RUNS THROUGH THE TOWN,
UP STAIRS, DOWN STAIRS, IN HIS NIGHT GOWN,
RAPPING AT THE WINDOWS, CRYING THROUGH THE LOCK,
ARE ALL THE CHILDREN IN THEIR BEDS - ITS PAST 8 O’CLOCK?
(*Children let go of hands and slowly curl up on the floor to go to sleep.*)

BENEFITS OF ACTION KIDS ACTIVITIES

“Action Kids” activities are not only FUN to do but are designed to further extend all areas of activity in the EYFS (*communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, and expressive arts & design*) The activities contained in this plan can, among other things, encourage children to:-

- sing simple songs from memory.
- develop self-confidence and self-esteem
- move with control and co-ordination.
 - re-create simple sound patterns.
 - show awareness of space and different parts of their bodies.
 - use and understand language such as “heavier”, “lighter”.
 - speak clearly and audibly with confidence and control.



WARM-UP ACTIVITY - "HEAVY AND LIGHT"

Children clap lightly (*hardly making any sound*)

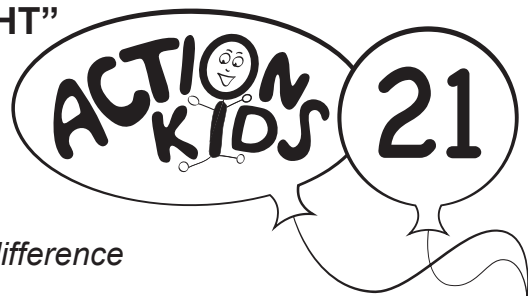
Children clap heavily (*not for too long!!*)

(*This could be repeated several times to feel the difference in weight.*)

(*The two contrasting activities could be performed to a rhythm.*)

Children could use the contrasting claps as an accompaniment to a nursery rhyme or song.

(ACCOMPANIMENT: DISC A - Tracks 6, 8, 10, 11, 13, 16 and 18)



Games / Athletics

PROGRESSIONS - Walk as they clap / use heavy stamping and light "tip-toes"



MAIN ACTIVITY - "PUSHING"

Children have a ball or beanbag each and gently push it along the ground with their hands. They try to keep their ball or beanbag just in front of them and under control.

Can they push their ball or beanbag with other, different parts of their bodies?
e.g. foot, knees, head, elbow etc.

(*When children are exploring within this activity the important thing is to emphasise keeping the ball or beanbag closely under control.*)



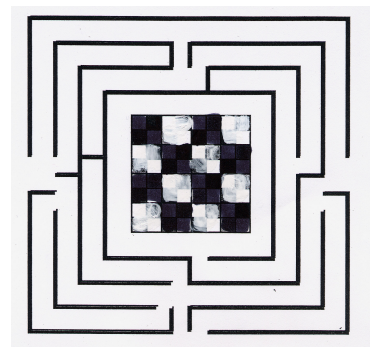
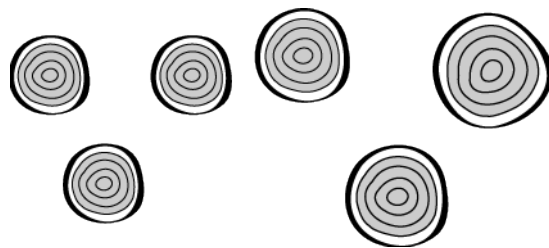
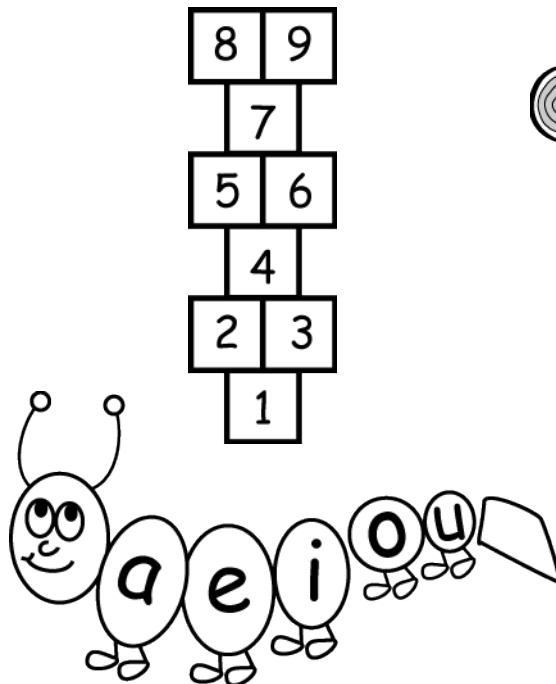


2 - “MARKERS, TRACKS, HOPSCOTCH”

- Use the hopscotch, snake, fortypede, stepping stones, maze or throw down markers and travel along it or through it in different ways e.g:-
 - (i) Hopping on one foot
 - (ii) Hopping using two feet - (*1 foot - 2 feet etc.*)
 - (iii) Stepping in different directions.
 - (iv) Using a combination of different ways of travelling
- With a partner or in a small group:-

Play a game where you take turns.

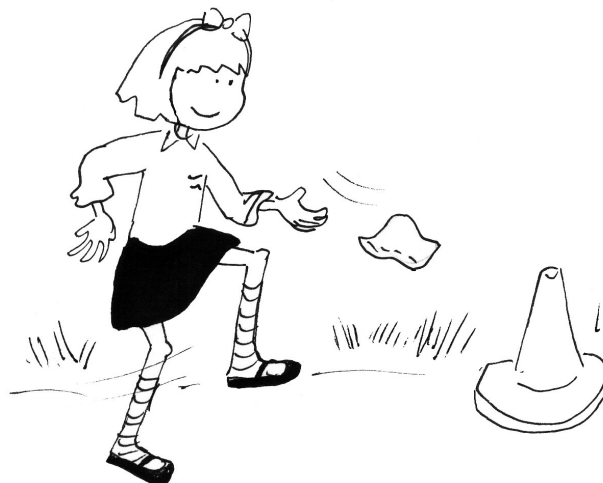
Or follow-my-leader along the trail/hopscotch.

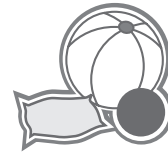




20 - MAKING UP A GAME – AIMING

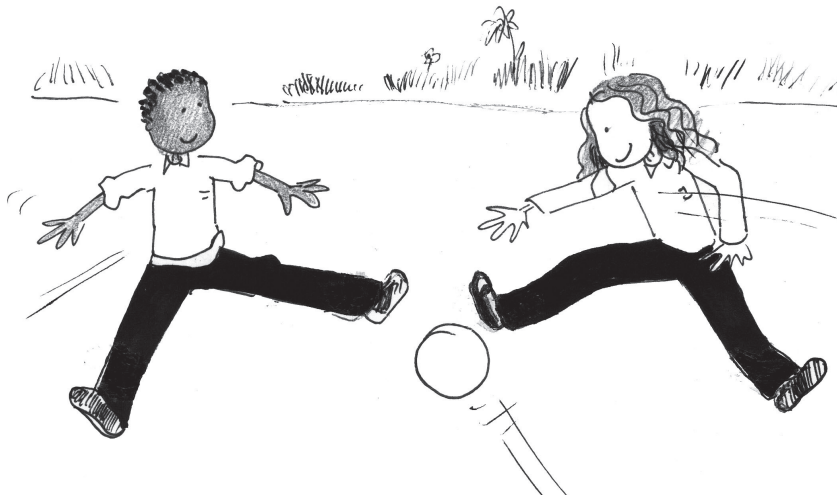
- You may collect:-
 - (i) 1, 2 or 3 pieces of equipment/markers.
 - (ii) a beanbag or quoit.
- CAN YOU:- Make up an aiming game in two's?
- How do you score?
- When you can play the game easily – how can you make it harder?





43 - “ROLL OUT”

- Sit around the edge of the circle (*if wet or cold, stand up or squat!*).
- Two soft balls are constantly rolled around and across the circle (*not thrown or bounced*).
- The aim is to roll a ball past a player and out of the circle.
- The roller scores one point each time they are successful.
- (*The ball is retrieved by the player who scores the point*)



Playground marking or use throw down marker to form a circle.

