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# Gymnastics Activities - Session 1

WARM UP		
	Hands, feet, spots and lines spread out around the room. Balls out. Free play, rolling, throwing, kicking etc. Aim to roll a ball over a marker or along a line marker. Tidy up	Markers, feet, hands, spots and lines. Variety of balls
	<b>ACTION KIDS WARM - UP SONG</b>	
	<b>"I TOUCH MY HEAD"</b>	
	<b>MARCHING</b> – Children march about the room rhythmically ( <i>salute like soldiers – knees high, back straight, head up etc.</i> ) March on spot and punch the air rhythmically in time to the music – finish by marching about the room – salute at the end.	Disc A Track 23
ACTIVITIES		
	<b>"AWARENESS OF BODY PARTS"</b> – No's (i) – (iv) using tambourine as accompaniment.	
	<b>"MOVE AND SHAKE"</b> Children move about in response to the music, then stand and shake body parts identified by the practitioner.	Disc B Track 13
	<b>AWARENESS OF BODY PARTS</b> No's (v) – (vii) and ensure that they experience bottom, hands, feet and stand tall with hands stretched high. When children have experienced these activities, experiment with "statues" with tambourine – whichever markers you stop beside – do relevant action ( <i>i.e. put hands on hand markers, feet on feet markers, bottom on spots and stretch tall on lines.</i> ) When they are used to the activity – do it to music "Musical Statues", "Move and Stop"	Disc B Track 14 or 15
	<b>SCARVES</b> – take out a scarf each and experiment with waving high / low / to each side – throw and catch ( <i>throw / catch with two hands, one hand, opposite hands etc.</i> ) Can children throw the scarf with different parts of the body and catch with or on different parts of the body? ( <i>Use music "Bouncing"</i> )	Disc A Track 29 Scarves
	Scarves in the centre under the parachute " <b>sunken treasure</b> ". Practitioner calls out a colour and children holding that colour section of the parachute run under the chute when it is mushroomed, pick up a scarf and tunnel out on their hands and feet or put it in the "treasure chest" ( <i>box</i> ).	
	<b>IF YOU'RE HAPPY AND YOU KNOW IT</b> Practice clapping ( <i>hold chute with one hand and clap on top of chute with other</i> ) " <i>stamp feet</i> "; " <i>shake head</i> " ( <i>shake head and shake the chute</i> ) " <i>Rub your tum</i> " ( <i>hold the chute with one hand and rub your tum with the other</i> ) " <i>Knock your knees</i> " ( <i>hold the chute and knock knees together</i> ) Then to music – "If you're happy and you know it clap your hands "clap, clap". Chorus - walk round in a circle then stand and "clap, clap." Repeat through all the different actions.	Disc A Track 14
	<b>TRAMPOLINE</b> A large, light, balsac ball is placed on the chute. Bounce it up into the air and catch it again – can you keep the ball <b>on</b> the trampoline?	
CALM DOWN		
	Place the parachute on the ground then crawl underneath it like a duvet and curl up and go to sleep.	Disc A Track 25 or 26
	<b>ACTION KIDS CALM - DOWN SONG</b>	

**WARM-UP ACTIVITY - "I TOUCH MY HEAD"**

I TOUCH MY HEAD	(children touch head)
I TOUCH MY FEET	(children touch feet)
I CURL UP VERY SMALL	(children curl up very small)
I SHAKE MY HANDS	(children shake their hands)
I SHAKE MY FEET	(children shake their feet)
AND STRETCH UP VERY TALL	(children stretch up very tall)

(This could be performed twice as above, then twice on the move e.g. walking round in a circle or moving towards the centre of a circle and out again or moving independently about the space.)

**MAIN ACTIVITY - "AWARENESS OF BODY PARTS"**

Suggestions for progressive tasks to develop awareness of different parts of the body.

- Children touch or shake whichever part of the body is identified by the practitioner and then, on a signal, hold it **very still**.
- Children move about the space carefully and, on a signal, they STOP and wave with one hand, the other hand, or both hands.
- Children STOP on a signal and sit down to wave one foot, other foot, or both feet in the air.
- Children stop on a signal and sit down to wave both feet and both hands in the air.
- Children place both hands and feet on the floor and push their bottoms high into the air. They carefully walk about the play-space in this position without bumping into anybody else. (*Look where you are going!*)
- Children "go for a walk" on hands and feet, then on a signal place a named body part on the floor or sit down and put hands **and** feet in the air.
- Children go for a walk on their hands and feet and on a signal they stop and **choose** a different part of their bodies to be on the floor. (*When asked, children name the part they have chosen.*)

**MAIN ACTIVITY PROGRESSION - "DOTTY SHAPES"**

Children each have a spot or marker and any of the following activities can be explored:-

- Stand on your marker - **stretch "high and thin"**. (*Children should try to make their bodies "tight and strong" when they stretch and then go "floppy" to come out of it.*)
- Stand **on** your marker and curl up **small** like a ball.
- Stand on** your marker **on one leg** only then **on the other leg**.
- Sit on your marker and stretch your legs and arms out wide. Can you **only** have your **bottom** on the floor?
- Sit on** your marker and **curl up small** like a ball.
- Can you curl up tightly with your **back/side/knees** on the spot? (*Could present as a little problem solving activity, e.g. "Which other bits of your body can you put on the spot and curl up very tightly?"*)

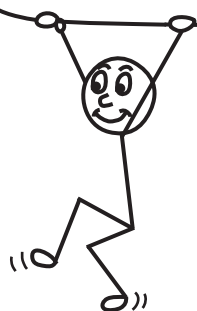
**CALM DOWN ACTIVITY**

Children tip-toe about the room then slowly find a space, slowly curl up small and pretend to go to sleep. (**ACCOMPANIMENT: DISC A - Tracks 25 or 26.**)

**BENEFITS OF ACTION KIDS ACTIVITIES**










The activities contained in this activity plan can, among other things, encourage children to:-

- listen with enjoyment and respond to a rhyme.
- sustain attentive listening and sit quietly when appropriate.
- identify some parts and features of the human body.
- respond in a variety of ways to what they hear.
- ask questions about why things happen and how they work.
- show an awareness of themselves.
- develop self-confidence and self-esteem.
- move with control and co-ordination.





# Gymnastics Activities - Session 12

WARM UP		
	Spread markers out all around the play space and encourage children to jump, step and bounce from one marker to another. They can follow any of their own trails, <b>or</b> follow a trail of all the same colour. They carry a koosh ball and beanbag and at the end of the trail they aim into containers spread around the edges of the room.	Hands / feet, corners, lines, spots.
	<b>ACTION KIDS WARM - UP SONG</b>	
	<b>"CLAPPING PATTERNS"</b> Remind children of the clapping patterns and put them to music. Use at least two different pieces of music.	Disc A Tracks 6, 8, 10, 11, 13, 16 or 18
	<b>"IF YOU'RE HAPPY AND YOU KNOW IT"</b> Encourage children to sing the song and do the accompanying actions – do it slowly <b>without</b> music to establish the actions. If appropriate progress to music.	Disc A Track 14
ACTIVITIES		
	<b>BOUNCING</b> Remember some of the different ways of bouncing as practised in the last session then play the music, and children bounce around using any of the different ways.	Disc A Track 29
	<b>BOUNCING</b> – section (viii) children join together different ways of bouncing then balance or roll on instruction from the practitioner ( <i>as in session 11</i> ).	
	<b>"CROSSING THE RIVER"</b> – stepping stone. Deliver the activity as detailed and finish the activity with children making up their own way of travelling across the stepping stones.	
	<b>WEAVING</b> Children move about the play space weaving in and out of all the stepping stones, taking care not to bump into anyone else on the way. Can they travel in and out in different ways ( <i>e.g. bouncing, galloping, skipping, hopping etc</i> ) and in different directions ( <i>e.g. backwards – looking over their shoulders and sideways</i> ). These could also be performed to different pieces of music.	Disc B Track 23
	<b>PARACHUTES</b> Place the markers in the centre of the room and open the parachute. <b>"Sunken Treasure"</b> Children are identified by the colour of the section of parachute to "swim" under the water ( <i>children ripple the parachute like the sea!</i> ) to retrieve 2 pieces of "treasure" ( <i>two markers</i> ) and put them into the treasure chest.	
	<b>"I HEAR THUNDER"</b> Pull the parachute taut and crouch down. As the rhyme begins, everyone stands and pulls the parachute upwards causing it to fill with air and rise like a giant mushroom. Mushroom the chute <b>once</b> or <b>twice</b> as appropriate as children sing: "I hear thunder, I hear thunder Hark don't you, Hark don't you?" Then ripple the parachute as they sing: "Pitter patter raindrops, pitter patter raindrops, I'm wet through, so are you." ( <i>Repeat several times</i> )	
	<b>RAINDROPS ON THE UMBRELLA</b> Throw a selection of small light balls onto the chute and children ripple vigorously to make the balls bounce and jump <b>off</b> the chute ( <i>raindrops bounce on the umbrella!</i> ).	Disc A Track 28
	<b>CLIMB THE MOUNTAIN</b> Children mushroom the parachute then bend down and hold the edges close to the ground. When called, 2 children at a time can move onto the chute and try to "climb the mountain".	
CALM DOWN		
	<b>"HUMPTY DUMPTY"</b> Delivered as core <b>or</b> mushroom the chute on the first line then hold it as it floats down and snuggle under it, like a duvet with hands stretched out.	Disc A Track 15
	<b>ACTION KIDS CALM - DOWN SONG</b>	

**WARM-UP ACTIVITY - "IF YOU'RE HAPPY AND YOU KNOW IT"**

Sing together to the song.....

"IF YOU'RE HAPPY AND YOU KNOW IT ".....

"WAVE YOUR HANDS"

"CLAP YOUR HANDS"

"SHAKE A LEG"

"SIT DOWN, STAND UP, JUMP ABOUT " etc.

Sing and make actions **with or without accompaniment.**

**(ACCOMPANIMENT: DISC A - Track 14)**

**MAIN ACTIVITY - "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 achieved by making the stepping stones further apart or putting the stepping stones in a different pattern and making them different sizes.)*

**MAIN ACTIVITY PROGRESSION - "JUMPING THE STREAM"**

- (i) Two skipping ropes are placed on the ground a parallel distance apart. Children try to jump the "stream" without getting their feet wet!
- (ii) To extend the activity, one end of the "stream" is made wider so children can see how far along the "stream" they can get.
- (iii) If the end of the "stream" is too wide to jump children can place one stepping stone in the middle. *(Children should be encouraged to take off from one foot only)*

**CALM DOWN ACTIVITY**

HUMPTY DUMPTY SAT ON A WALL *(Children sit quietly on the floor)*

HUMPTY DUMPTY HAD A GREAT FALL *(Children lie down flat and wide on the floor)*

ALL THE KING'S HORSES AND ALL THE KING'S MEN

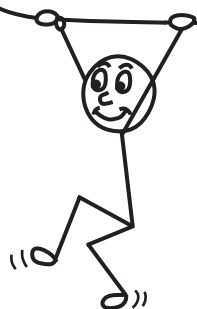
COULDN'T PUT HUMPTY TOGETHER AGAIN

*(Children slowly curl up small and remain very quiet initially, with no musical accompaniment, but then move to..)* **(ACCOMPANIMENT: DISC A - Track 15)**










**BENEFITS OF ACTION KIDS ACTIVITIES**

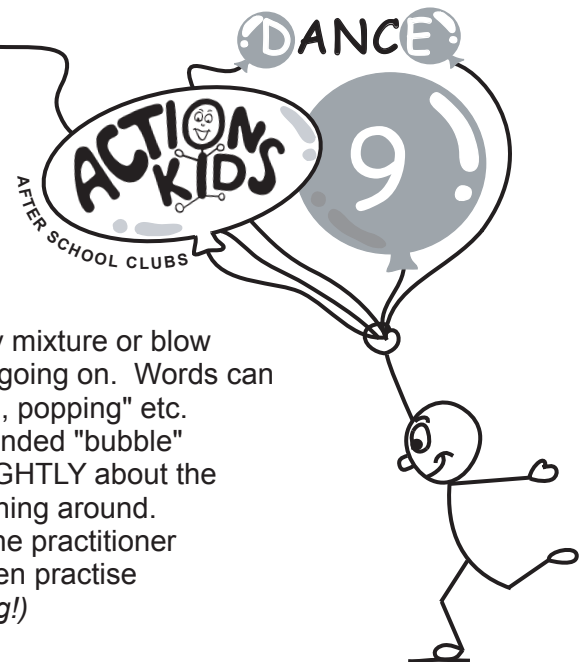
"Action Kids" activities are not only FUN but are designed to further extend the physical, creative, personal, social and emotional, communication and language, and mathematical development of children as well as their knowledge of the world. The activities contained in this activity plan can, among other things, encourage children to:

- respond with enjoyment to songs and rhymes and sing them from memory.
- be confident to try new activities, initiate ideas and speak in a familiar group.
- select markers and create lines of stepping stones independently.
- use a range of small equipment.
- match movements to songs and rhymes.
- identify a position and use simple words like "around and over" to describe it.
- develop confidence and self-esteem .
- dress and undress independently.



# Dance Activities - Session 9

WARM UP		
	Markers out in trails. Children walk along trails in different ways and balancing balls and beans bags on different body parts. They move towards containers at the sides of the room and try to drop the beanbags into the containers straight from the body parts they have been balancing on.	
	<b>ACTION KIDS WARM - UP SONG</b>	
 (8)	<b>“FISTS AND FINGERS”</b> Remember and practise the activity from session 8 and then perform to music.	Disc A Track 31
	<b>SKIPPING</b> Children skip in and out of the markers in time to the music	Disc B Track 32 or 33
ACTIVITIES		
(8)	<b>“HIGH AND LOWS”</b> Remember and practise from last session then use music – try both pieces of music	Disc B Track 35 Disc A Track 19
	<b>“BUBBLES”</b> Deliver the dance activity. Try all the ideas without music first ( <i>tambourine accompaniment</i> ) then try it with music – simple dance first.	Disc B Track 29
	<b>RED AND WHITE</b> Deliver the activities detailed in session 8 using the pieces of cloth as a stimulus.	
	<b>SOFT AND FLOATING</b> Children make wide shapes with their arms and ‘float’ about the room like bubbles. Up and down, turning, shaking, sometimes shimmering.	Disc A Track 30
	<b>PARACHUTES</b> Put all the markers in the centre of the space and put the parachute over them. Children sit with their legs under the parachute and ripple it gently. In turn the children go under the parachute to “collect the bubble blowing liquid” from the cupboard. ( <i>Collect two pieces each.</i> )	Disc B Track 15
	<b>“BLOWING BUBBLES”</b> Children ripple vigorously ( <i>to build up foam</i> ) then mushroom to create a bubble. They do two more mushrooms before repeating the whole sequence as many times as required. Finally mushroom the parachute and release it to let the bubbles “float”	
	<b>BURST THE BUBBLES</b> Children make a large mushroom then trap the air underneath to form a “bubble”. They climb up it on hands and feet to drive their air out. Let everyone have a turn who wishes to.	
	<b>BUBBLES IN THE AIR</b> Place light sponge balls and balzacs on the parachutes and children shake it vigorously to shake the bubbles <b>off</b> the chute!	Disc A Track 29
	<b>“KEEP IT UP”</b> Place one balzac ball on the parachute. With music into background, children keep the Balzac up in the air right to the end of the music.	Disc B Track 30
CALM DOWN		
	<b>“I TOUCH MY HEAD”</b> Children lay the parachute on the floor, then stand on it and perform the activity. After a signal from the practitioner, children tip – toe to the spot.	
	<b>ACTION KIDS CALM - DOWN SONG</b>	



### WARM UP ACTIVITY - "SKIPPING"

Children respond to skipping music - "The Sun Has Got His Hat On" (*heads held high, and light, springy steps - they try to develop the skipping rhythm.*)

(ACCOMPANIMENT: DISC A - Tracks 32 or 33)

### MAIN ACTIVITY - "BUBBLES"

Children should watch the adult blowing bubbles with a 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" etc. 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 and sometimes turning around. Children then practise "popping" (*hopping and jumping*). As the practitioner makes "popping" sounds using voice or percussion the children practise exploding into the air with jumps and hops (*springy and strong!*)

### DANCE FRAMEWORK:

\* Start low and small on the ground. \* Gradually, slowly expand into a fully stretched "bubble" shape.

\* Float and fly around the room, sometimes turning. \* Sharp "pops" before they drip to the floor.

(ACCOMPANIMENT: DISC B - Track 29 "Bubbles".)

This dance could be further developed and expanded to the music on **Track 30**. Children make the shape of a "blower" then rush and turn as the bubbles move through, then float before popping.

### MAIN ACTIVITY PROGRESSION - "BALLOONS"

Children sit around the practitioner and talk about balloons. They watch her inflate the balloon with four deep breaths. Children will observe that with each breath the balloon gets larger. (*They can count out loud the number of breaths the adult takes and then show the correct number of fingers - 4*) They move into a space and the practitioner says "I am going to blow you up with four big blows" Children start in a small curled up shape on the ground. As each of the four blowing sounds is made they grow a little bit bigger until the fourth "blow" when they are as large as possible. (*This should be practised several times and the children can help with the "blowing" noises.*) Children sit around the practitioner again and watch the balloon being inflated - then let go! Children describe what happens. (*It flies around in a zig-zag pattern then flops to the floor!*) Children practise running in and out of each other on tip-toes making sharp zig-zag patterns on the floor. (*Tambourine accompaniment*) Those two actions should be joined together, i.e. blowing the balloon up with four blows and letting the balloon go to run in a zig-zag pattern. At the end of the zig-zag running the balloon is empty and the children flop to the floor.

**DANCE FRAMEWORK:** Start small on the floor and blow the balloon up with four blows.

Zig-zag about the room on tip-toes then flop limply to the floor.

(ACCOMPANIMENT: Voice and percussion.)

(*In a restricted space, the balloon could be deflated slowly and noisily whilst still being held. Children would shake and shiver on the spot, flop to the floor and lie down limply.*)

### CALM DOWN ACTIVITY - "I TOUCH MY HEAD"

I TOUCH MY HEAD (*children touch their head*) I TOUCH MY FEET (*children touch their feet*)

I CURL UP SMALL (*children curl up small*) AND GO TO SLEEP (*children pretend to go to sleep*)










### BENEFITS OF ACTION KIDS ACTIVITIES

The activities contained in this activity plan can, among other things, encourage children to:-

- use language such as "greater", "smaller", "heavier", "lighter", to describe size and quality.
- explore and experiment with words and sounds and use them for accompaniment.
- respond in a variety of ways to what they see, hear and touch.
- express their ideas through movement.
- use their imagination
- investigate blowing bubbles and inflating and deflating balloons.
- show an awareness of space, of themselves, and of others.
- develop self-confidence and self-esteem.



# Games Activities - Session 13

WARM UP		
	Markers on the floor. Tubs / containers / targets all around the edges of the room. Encourage children to throw / catch / roll / kick and to aim <b>into</b> or <b>at</b> the targets with balls or beanbags.	Markers, balls, beanbags, tubs etc
	<b>ACTION KIDS WARM - UP SONG</b>	
	<b>"THE GRAND OLD DUKE OF YORK"</b> Perform the warm-up activity as in the last session.	Disc A Track 20
	<b>"LITTLE MISS MUFFET"</b> Encourage children to perform the activity several times. Make sure the "running away" is controlled and safe.	
ACTIVITIES		
	<b>TRAFFIC LIGHTS</b> To encourage control and mobility, children move in different ways to the different colours of the traffic signals. <b>GREEN = RUN, AMBER = WALK, RED = STOP.</b> Children practise this, responding to the practitioners signals (in any order!). Once they have control – try it to music ( <i>listen to the music first to determine what the different pieces mean</i> ).	Disc A Track 5
	<b>THROW TO A PARTNER</b> Stand in 2's and using a beanbag or ball try to throw and catch with your partner. Hold <b>"big hands"</b> out to catch and throw very gently, trying to aim into the <b>"big hands"</b> of your partner.	Balls, beanbags
	<b>THROWING AT, INTO OR OVER A TARGET</b> Select 2 or 3 of the aiming activities for children to try. ( <i>If children are all very young – keep the targets very similar. If varied ability / age make the targets different and appropriate.</i> )	Disc B Track 18
	<b>"MAKING TARGET THROWING INTO GAMES"</b> Let children adjust their targets to make them their own, or to create new targets. Make rules which involve things like standing behind each other, taking turns etc. See detailed description.	Markers, balls and beanbags
	<b>"AIMING INTO DIFFERENT TARGETS"</b> Carry your throwing equipment about the room, in and out of the targets to the music. When music stops – aim <b>at</b> or <b>into</b> the nearest target. Collect your equipment and move again when the music re-starts. Repeat and move to the music. Put balls etc. into the centre of the room.	Disc B Track 15
	<b>PARACHUTE - SUNKEN TREASURE</b> Cover the balls with the parachute. Children hold the chute and ripple it around waist height. On a signal two or three children at a time move <b>under</b> the parachute to collect a ball and roll it back out. They pick the ball up and aim it into a box.	
	<b>FRIENDLY FISHES</b> Children sit with feet under the parachute and ripple it. Choose three or four children to slide under the waves and slither about like fishes in the sea. They choose some toes to tickle and then go back to their place. Make sure everyone has a turn.	
	<b>"JELLY FISH"</b> As in the last session.	
CALM DOWN		
	<b>"TALL OR SMALL"</b> Stay in the "small" position for several moments. When "tickled" into "Life" tip-toe to meet in the finishing place.	
	<b>ACTION KIDS CALM - DOWN SONG</b>	



**WARM UP ACTIVITY**

LITTLE MISS MUFFET SAT ON A TUFFET EATING HER CURDS AND WHEY

*(children sit pretending to eat from a bowl with a spoon)*

THERE CAME DOWN A SPIDER AND SAT DOWN

BESIDE HER *(Arms stretched up high, fingers wriggle down slowly to the ground like a spider wiggling down from his web.)*

AND FRIGHTENED MISS MUFFET AWAY

*(Children say this line whilst they are sitting still. Then the adult shakes a tambourine and the children get up to run carefully on tip-toes and find another space.)*

*(Repeat the rhyme as many times as you wish.)*

**MAIN ACTIVITY - "THROWING AT, INTO, OR OVER A TARGET"**

*More success will be achieved initially if children use beanbags/quoits/koosh balls to throw, as these pieces of equipment will generally land and stay in approximately the same place. Target throwing with a ball can sometimes lead to frustration because the ball keeps running away!*

- (i) Children stand behind one line painted on the play area and aim a beanbag to land over another line in the playspace.
- (ii) Children aim into "ladders" or "snakes" or "shapes" or "faces" painted on the floor of the play area.
- (iii) Children can make a "barrier", e.g. skittles with a cane across, and throw the beanbag over the "barrier". *(To make this activity harder they can throw the beanbag over the "barrier" to land in a hoop on the other side.)*
- (iv) Children can aim at a target painted on the wall or into a hoop leaning against the wall
- (v) Children can aim at a skittle or into a target of their own making.
- (vi) Children can paint the outside of a cardboard box and throw into it.
- (vii) Quoits can be thrown to "hoop-la" over a skittle.
- (viii) Quoits can be thrown to land like a bulls-eye in the middle of a hoop, etc.

**MAIN ACTIVITY PROGRESSION - "MAKING TARGET THROWING INTO GAMES"**

- (i) Children can develop any target activity into a game by making up simple "rules" for scoring.
- (ii) The activity can be made into a game by playing it with a partner - take it in turns and see who wins.
- (iii) Aiming activities can be made into games by standing at a start line to throw. Every time the target is hit the start line is moved back one step. Every time the target is missed the start line is moved forward a step. The objective is how far away can you be and still hit the target?

**CALM DOWN ACTIVITY - "TALL AND SMALL"**

Children stand in a space and stretch up tall, then slowly relax down to the ground and curl up small.

**(ACCOMPANIMENT: DISC A - Track 39 could be used.)**

**BENEFITS OF ACTION KIDS ACTIVITIES**

"Action Kids" activities are not only FUN but are designed to further extend the physical, creative, personal, social and emotional, communication and language, and mathematical development of children as well as their knowledge of the world. The activities contained in this activity plan can, among other things, encourage children to:-

- join in with nursery rhymes and respond with appropriate movements.
- select and use activities and resources independently.
- construct targets using a wide range of equipment and adapt it as necessary
- handle a range of small equipment safely.
- be confident to try new activities, imitate ideas, and speak in a familiar group
- interact with a partner, negotiate plans and rules for the game.
- take turns and share fairly.
- develop self-confidence and self-esteem.

