

Movement

IMPORTANT Parent or Carer –
Check that you are happy with any weblinks or use of the internet.

Activity 1 – Exercise circuits

Create an indoor or outdoor circuit

What to do ○ Set up the circuit: this can be done together or set out in advance. ○ Go around the circuit together, deciding or explaining what movement will happen at each station and how many times/for how long. ○ Start the circuit – several family members can take part at once, each at a different station. ○ Music can be used to add energy to an indoor circuit. ○ Example stations: i) 5 jumping jacks on the trampoline ii) 5 runs around the washing line iii) Sit on a cushion for the count of 20 iv) Throw 5 beanbags into a box v) 5 skips with the rope vi) Crawl under the broom balanced between two chairs	What you need Things that can mark out different stations in the circuit: e.g. <i>hula hoop, cones, chalk drawn shapes on ground, carpet square/small rug/foam squares, cuddly toys</i> Small active equipment: e.g. <i>ball, bat, skipping rope, bean bags</i>  A circuit is a set of different exercises performed with short rest periods between for a set number of repetitions/a prescribed amount of time. For young children, moving to a different place (or station) for each exercise helps them understand the process.
Extension Set novelty challenges – e.g. how slowly/fast/small/big can you make each movement? Can we do it at double speed? Can you set up a circuit for the family next time?	Questions to ask How does it feel when we exercise? Which parts of our bodies are we using? How are we getting better at each station as we practise? What other stations would be fun?

Activity 2 – Dancing to music

Play musical statues

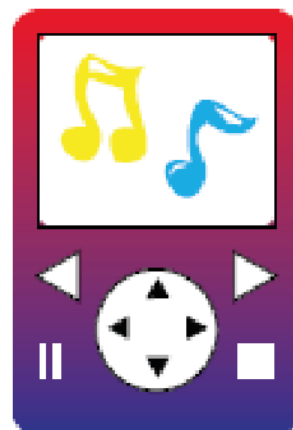
What to do

- Play fun music to dance to – when the music is stopped everyone freezes.
- Add in elements, e.g. *jumping, big movements, dance like a robot, dance like you're in space*, to provide variety to the dancing.
- Add challenges, e.g. *when the music stops... freeze in an animal shape, pulling a face, with your hands on your head*, etc.
- With more than one child you can add some friendly competition.

What you need

Music

Someone to control the music



Extension

Dance to reflect the mood of the song, e.g. *dramatic flourishes* for 'Let it go', *energetic* for 'Who let the dogs out' etc.

Put together a playlist which includes songs which will appeal to each dancer.

Have a dancing competition.

Questions to ask

What parts of your body are you using?

Are you listening to the music?

How can you freeze without falling over?

How can we describe our movements? Are they big/small/fast/slow?

Activity 3 – Ball skills

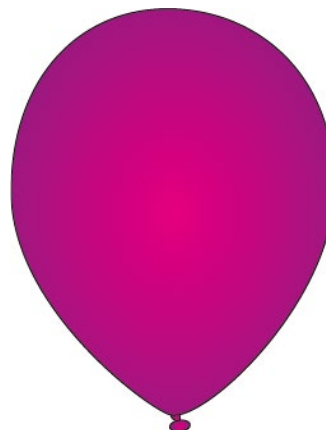
Keep the balloon off the floor

What to do

- Blow up a balloon.
- Throw it into the air and challenge everyone to keep it from touching the floor.
- This can go on for a long time!

What you need

A balloon



Extension

Introduce some rules for challenge, e.g. *you can only touch the balloon once and then someone else must touch it next, you can only use hands/feet/one hand etc.*

Have teams and invent a scoring system.
Introduce more balloons into the game!

Questions to ask

Is it better to be gentle or rough with balloon contact?

Can you use the back of your hand...just your fingers?

Who is winning?

How could we score a point?

Activity 4 – Action Rhymes with hands and fingers

Say or sing traditional and not so traditional finger rhymes

What to do

- Familiarise yourself with traditional finger rhymes (use websites below, nursery rhyme books and/or enlist family members).
- Sing or say them together – if you are teaching them to your child, break the rhyme down, asking them to repeat each line after you.

What you need

A list of rhymes to start with, e.g.

Grandma's Glasses

Here's the Church and Here's the Steeple

Two Little Dicky Birds

One Finger, One Thumb

Miss Polly had a dolly

Tommy Thumb

Five Little Ducks

Incy Wincy Spider

Baby Shark



Extension

Try changing the speed, size of the movements or invent new ones.

Teach a rhyme to someone else – you could do this with distant friends or family members using video calls or enlist help from grandparents etc. to teach children over.

Questions to ask

Can you copy what I say?

Can you do the actions?

Can you remember the action?

What words come next?

*Finger rhymes: <https://www.nurseryrhymes.org/fingerplay.html> lots on this site

<https://www.youtube.com/watch?v=d1FKVdY-65g> Grandmas' Glasses

<https://www.youtube.com/watch?v=smtucwvzuCc> Here's the Church

<https://www.youtube.com/watch?v=1bmT6RMNQD8> One finger, One Thumb

<https://www.youtube.com/watch?v=NWbyu4dqzuc> Tommy Thumb

Activity 5 – Fine Motor Skills

Sorting coins, buttons, counters

What to do

- Provide the objects to sort and the container to sort them into.
- Look at the mixed-up buttons (or similar). Ask how we could sort them?
- Ask your child to sort the objects according to their own rules.
- This could be repeated for different criteria (e.g. *shape, colour, pattern*).
- You might need to give a reason for the sorting – e.g. *I want to sort these buttons so I can do some mending.*

What you need

Small flat items which can be sorted by type, colour, shape etc. e.g. *coins, counters, buttons, beads*

Sorting container with several sections, e.g. *egg box, muffin/cupcake tray, circles drawn on a piece of paper*



Extension

Make it harder by challenging your child to pick up the objects with tweezers – they are too hot to handle!
 Introduce a timed challenge.
 Try natural irregular objects, like pebbles or leaves.
 Make a picture with the sorted items.

Questions to ask

How could we sort these?
 Where will all of the red buttons go?
 How many counters are in the green pile?
 Which group has the most/least in it?

Activity 6 – Fine Motor Skills

Colander hedgehog or flower arrangement

What to do

- Collect the pokable materials and place a colander upturned
- Challenge your child to:
 - poke as many pipe cleaners/ twigs/ spaghetti sticks in the holes to make a hedgehog/ monster etc.
 - create a flower/nature arrangement by sticking stems through the holes.

What you need

An upturned colander

Things you can poke in the holes, e.g. *pipe cleaners, dry spaghetti, thin twigs, picked flowers with thin stems, leaves with long stems*



Extension

Turn the colander up the other way and challenge your child to make a web/weave with thread and a blunt sewing needle or pipe cleaners.

Mix and match things to poke through (e.g. *leaves and twigs*).

Make an arrangement as a table decoration.

Questions to ask

What animal have you made?
What is it called?
How many twigs have you used?
Can you make a pattern?
How can we fit things through the holes more easily?