



Early movers

Helping under-5s live active & healthy lives

5 Practical ideas for physically active play



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Contents

Part 1	
Introduction	02
Part 2	
Types of physical activity for babies (non walkers)	06
Part 3	
Activities for babies (approx. 0–3 months)	12
Part 4	
Activities for babies (approx. 3–6 months)	18
Part 5	
Activities for babies (approx. 6–12 months)	24
Part 6	
Types of physical activity for under-5s (walkers)	34
Part 7	
Introduction to activity ideas for walkers	44
Part 8	
Activities for toddlers (approx. 12–36 months/1–3 years)	48
Part 9	
Activities for pre-schoolers (approx. 36–60 months/3–5 years)	60
Part 10	
Skills cards	84
Part 11	
Appendices	92

PART I

Introduction



This section of **Early movers** is designed to give you lots of ideas for physical activities to help with babies and young children's physical development, to enable them to be more active, move with confidence and control, and to encourage learning.

We've divided the under-5s into three groups. They are:

- **babies** (non walkers) divided into approximate months (0–3 months, 3–6 months and 6–12 months)
- **toddlers** (walking up to about age 3 years)
- **pre-schoolers** (age 3–5).

These ages are just a guide. Physical development is age-related but not age-determined, so you're best placed to pick the most appropriate activities for each child's stage of development.

Remember that each baby and child will develop at their own rate and will learn physical skills when their body is ready. You only need to raise any concerns with a child's parents if they're unable to do several movement skills much later than most of their peers. Naturally, you'll need to discuss your concerns sensitively.



What is normal skill development?

A baby or child learns new skills like crawling and walking when their body is ready. They need to be physically strong enough but also the brain and nerves need to be developed enough to send the right messages to the right muscles. While there are general ages for typical development, the brain, nerves and muscles develop at different rates in different children. The normal age ranges that children learn the different movement skills is more important than the average age of development.



For more information on physical development, see Section 1, page 19.

We've included signposts to further information, ideas and resources that encourage these areas of physical development.

We've also listed physical skills that babies and young children may be able to do at each stage. These aren't definitive lists of development milestones, and aren't intended as checklists for you to assess the young children in your care.



FAST
AND
CURIOUS!

PART 2

Types of physical activity for babies (non walkers)



Activities that encourage free movement

Babies need daily opportunities to move freely on their tummies, (tummy time) and back, in a variety of stimulating, safe spaces, without being constrained for long periods by clothing, wraps or straps, ie, car seats, baby chairs or bouncers.

Tummy time is any time babies are carried, positioned or played with on their tummies. This helps them to learn how to control their bodies and move well.

Tummy time is important for babies because it:

- enables them to develop a strong back and good neck and head control and is important for the development of speech and language skills. Head control is the first skill a baby must learn. It's important because the position of the head influences how other muscle groups operate further down the body
- promotes visual development
- helps babies grow stronger to prepare for later development stages such as crawling

- helps to inhibit the palmar reflex (clenched fist) as it encourages babies to open up their hands, helping them support their upper body weight to enable the development of crawling. It's also a precursor to being able to use their fingers independently and hold an object between the thumb and forefinger (pincer grip). Retention of this reflex is thought to inhibit other areas of motor development such as speech and fine motor control
- prevents them developing a flat head, (plagiophaly), which can sometimes happen if babies spend too long lying on their backs and in car seats
- helps to develop the vestibular (balance) system. Children with poorly developed vestibular systems are more likely to have poor attention spans and be fidgety and easily distracted, possibly leading to underachievement at school.



For some practical ideas for tummy time, see pages 15 (0–3 months), 20 (3–6 months) and 27 (6–12 months).



Safety: Tummy time should always be supervised and only practised when a baby is awake. Always place them on their backs to sleep.



Developmental activities

Babies need time to practise specific movements such as:

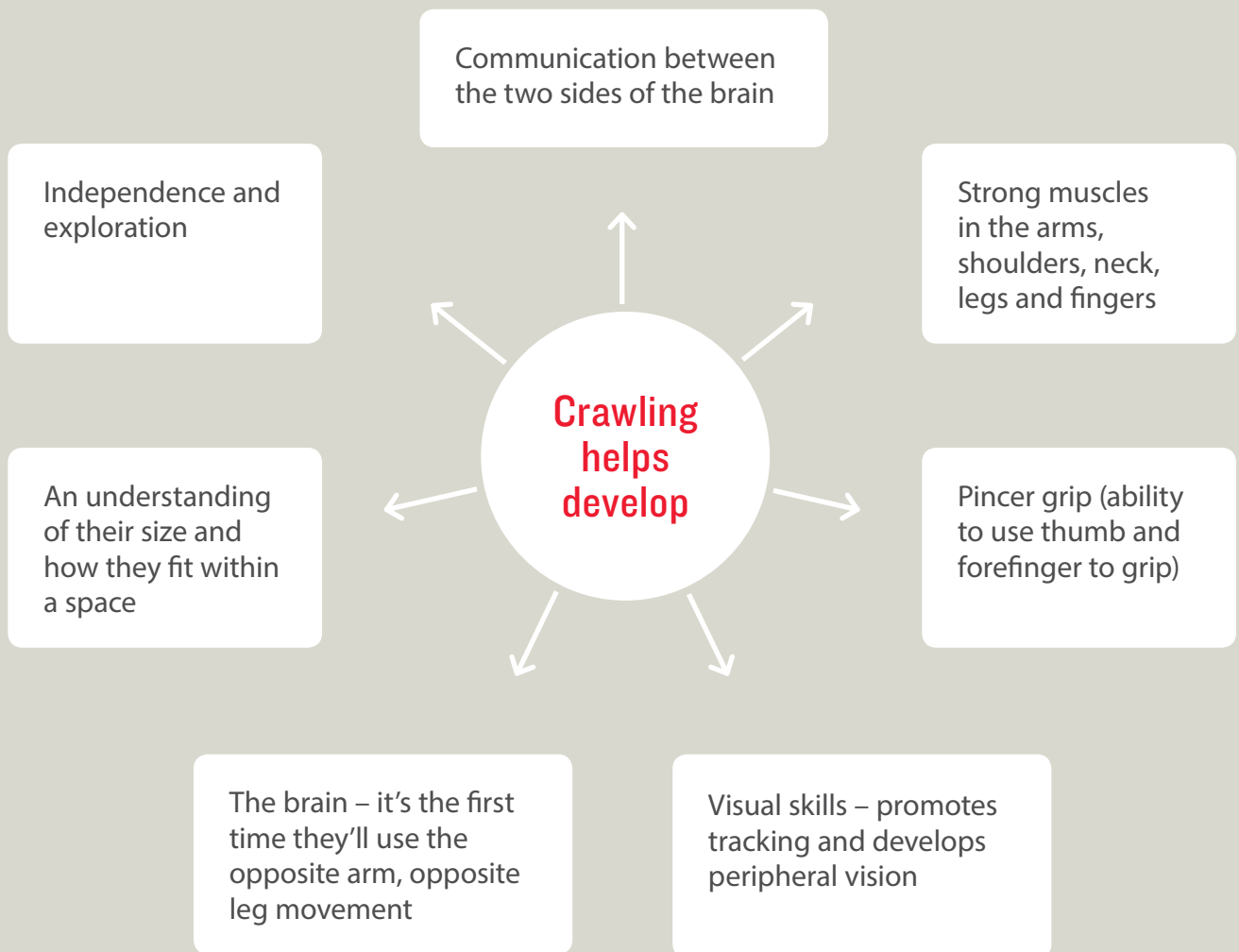
- reaching and grasping for objects
- turning their head toward stimuli
- pulling, pushing and playing with other people, objects and toys
- eye movement activities to help develop control of the eye muscle.

Later, they need opportunities to practise rolling, creeping (moving around on tummy) and crawling before they are able to pull up, cruise around furniture and walk unaided. Appropriate water-based activities, eg, parent and baby swimming sessions, are also recommended.

Not every child will creep on their tummy or crawl on their hands and knees and there's no need to be concerned if they don't creep or crawl in their first year, provided they have been given lots of opportunities to try. If necessary, creeping and crawling can be introduced into games such as crawling through tunnels when the child is a bit older, so that they can still benefit physically from the advantages.



The importance of the crawling stage



Adapted from Tummy time, Rolling and Crawling, one of the New Zealand Active Movement Early Years booklets. Available to download at: www.sparc.org.nz



Activities to encourage balance and body awareness

Balance begins to develop before birth and continues to develop until adulthood. Without balance, we couldn't sit, crawl or stand. Good balance helps children:

- to not fall over
- know how they fit into space (ie, have spatial awareness)
- keep still when sitting, standing or lying
- develop eye movement and vision.

Good balance depends on strong back and tummy muscles, so activities to strengthen them are also crucial.

Movements such as gently swinging, spinning and rocking a baby helps to develop their sense of balance (vestibular system). The close contact involved also helps them feel safe and secure, which is important for their emotional health and wellbeing.

Unrestrained movement opportunities allow babies to explore their bodies, for example, discover their hands, feet and the space around them, (eg, the differently textured mats and blankets they may be lying on). The sensory feedback from these early experiences is how they first learn about the world around them.



PART 3

Activities for babies (approx. 0–3 months)



During this time babies start to gain greater control of their bodies, and to show an interest in people, faces and objects around them.

Tips for encouraging movement

- Provide lots of time to move freely.
- Include daily tummy time – little and often is best.
- Get down on the floor with them.
- Talk, sing, smile and interact with them, using simple toys and everyday objects.
- Have lots of close contact with them. They need to feel comfortable and reassured in their environment, and this also helps with bonding.







The activities and how they help

We've divided the activities below into the three main types that are important for babies of this age.

Some of the activities apply to more than one category but they're only listed here once. 'What they encourage' highlights some of the specific movements/developments the activities encourage.

Free movement activities	What they encourage
<p>Floor time</p> <ul style="list-style-type: none"> – Give baby plenty of time in vest only. – Put them on the floor on different surfaces and materials, eg, blankets, changing mat, and in different positions, eg, front, back and on each side. 	<ul style="list-style-type: none"> – Free movement – Balance – helped by baby 'sensing' the ground underneath them
<p>Tummy time</p> <ul style="list-style-type: none"> – Let them have lots of tummy time from day one – little and often is best. – Try different carrying positions. – Lie them on your chest while sitting in reclined position or lying down. – Sit on floor, cross your legs and lie them over your lap. – Get down on the floor with them. – Use different materials, blankets, play mat (to encourage feeling different textures). – Encourage interaction through talking, singing, shaking toys and sounds. – Incorporate tummy time into nappy changes. <p>NB. Little and often is best for babies who aren't used to this position.</p>	<ul style="list-style-type: none"> – Neck and head control – Rolling – Balance – helped by them 'sensing' the ground underneath them
<p>Lots of close contact and interaction</p> <ul style="list-style-type: none"> – Interact with them in lots of different ways – talking, eg, about what they're doing and what you're doing, singing and reading. – Spend time stroking their hands and feet using different soft items, eg, feathers, ribbons, cuddly toys and hard items, eg, plastic toys. – Carry them in different positions – in arms, on shoulder, face down on forearm. <p>NB. Baby's head may need supporting.</p>	<ul style="list-style-type: none"> – Listening and moving – Balance – helped by baby 'sensing' objects around them – Neck and head control – To raise head momentarily while on tummy
<p>Experience the outdoors</p> <p>Take them outside for a walk in a pram or place on rug/blanket or grass (if dry), under a tree if possible to watch the leaves.</p>	<ul style="list-style-type: none"> – Stimulation of senses

Developmental activities	What they encourage
<p>Use sensory toys/objects</p> <ul style="list-style-type: none"> – Dangle objects for them to touch, eg, hang toys over the cot, changing table, place under play gym. – Move objects in front of them, eg, a toy, a rattle or noisy toy, blow bubbles. Try objects that make a noise, move, are colourful or are black and white. <p> Safety: Tie objects really well. NB. Never leave even a tiny baby alone on a changing table.</p> <ul style="list-style-type: none"> – Give them a soft rattle to hold. <p> Safety: Babies can choke on objects that are too small.</p>	<ul style="list-style-type: none"> – Reaching for objects – Eye movement and strength
<p>Sing songs or lullabies and nursery rhymes</p> <ul style="list-style-type: none"> – Any action songs and nursery rhymes are fine. Show them the actions, eg, clap their hands, clap their feet, bicycle their legs. Encourage them to look and play with their hands and feet. – Do the actions yourself and others such as wiggling fingers, pulling funny faces, clicking fingers, waving. – With them on their back, hold each hand in yours and cross their hands in front of their body (so they hug themselves) and then uncross their hands. Repeat several times and do the same with their legs. – For examples of some popular songs to sing with babies, see Appendix i on page 93. 	<ul style="list-style-type: none"> – Language – hearing different sounds – Body awareness – Baby’s hands and legs to cross the midline of the body – important for developing coordination
<p>Balance and body awareness activities</p> <ul style="list-style-type: none"> – Play peek-a-boo – hide your face behind hands or blanket and then show your face. – Hold and support them while you dance to music. – Slowly lift them up and down and spin slowly round and round. 	<p>What they encourage</p> <ul style="list-style-type: none"> – Eye movement and strength – Balance (vestibular system)



These are just a few examples. For more ideas see Section 1, pages 20–21. You can also make up your own and adapt those provided.



Resources to encourage the activities

- Toys that play music and make sounds
- Colourful mobiles
- Teething toys
- Unbreakable mirrors
- Cloth or board books
- Black and white patterns
- Rattles
- Variety of soft toys with different textures
- Lullaby CDs
- Nursery rhyme books

Progress in physical development

The physical skills/movements that babies 0–3 months may be able to do are:

- raise their head momentarily while they're on their tummy
- move their arms and legs but not control them
- see an adult's face and follow it with their eyes
- react to sounds.

But babies develop at their own rate, and in their own ways. This isn't a definitive list of development milestones, and isn't intended as a checklist for you to assess the young children in your care.

The Early Years Foundation Stage in England and the Welsh Foundation Phase Curriculum provide guidance on progress in physical development. For more information, see Section 1, page 23.



For more information on physical development, see Section 1, page 19.

PART 4

Activities for babies (approx. 3–6 months)



During this time babies start to reach for and grasp hold of objects. Their leg and arm movements become stronger and more controlled. They may attempt to roll. Head lifting is an important development during these months as they gain stronger head control.

Tips for encouraging movement and development of muscle strength

- Lots of unrestricted floor play.
- Include daily tummy time – little and often is best.
- Get down on the floor with them.
- Talk, sing, smile and interact with them, using simple toys and everyday objects.
- Limit the use of supportive seating for extended periods.
- If they're sitting, use cushions 'in case' rather than to prop them up.



The activities and how they help

We've divided the activities below into the three main types that are important for babies of this age. Some of the activities apply to more than one category, but they're only listed here once.

'What they encourage' highlights some of the specific movements/developments the activities encourage.

Free movement activities	What they encourage
<p>Floor play</p> <ul style="list-style-type: none"> - Place favourite toys at the edge of their reach and encourage them to reach and roll over for them. You can also use everyday items, but take care that they're safe and clean, as most items will end up in their mouth as they explore. - Introduce toys that reward babies by making a noise when they do something to them, eg, rattles, balls with bells inside, drums or saucepans, squeaky toys, toys with push-buttons, musical soft toys with crinkly textures. - Introduce treasure baskets. These can have a theme or be a mixture, eg, 'soft' theme - sponge, flannel, cotton wool, soft toy, velour material, ball of wool, soft baby brush. 	<ul style="list-style-type: none"> - Rolling from back to front - Stretching or moving to reach toys (keeping balance) - Develop senses
<p>Tummy time</p> <ul style="list-style-type: none"> - Place colourful, noise-making toys in a circle and slightly out of reach - to encourage reaching and moving and eventually to roll over. - Roll up a towel or blanket, place under their armpits - to encourage them to lift chest and prop on forearms. - Try rolling some toys in front of them. - Get down on the floor and interact - sing songs, play with toys, place a plastic mirror in front of them. - Hold a toy to the side where they can see it and move the toy over their head to land on the other side. They'll follow it with their eyes and may roll over. - Play aeroplanes (when sufficient head control is established). Lie on your back with knees bent up while they lie with their tummy on your shins, facing you (see photo image on page 21). 	<ul style="list-style-type: none"> - Neck and head control - Strengthening of neck muscles - To hold chest up when on tummy and take weight on forearms - Rolling from tummy to back - Eye movements - Developing confidence in self and ability to move
<p>Outdoor play</p> <ul style="list-style-type: none"> - Take them outside, either for a walk in their pram or place them on a rug/blanket or grass (if dry), under a tree if possible, to watch the leaves, hang coloured ribbons, streamers or wind chimes from a tree. 	<ul style="list-style-type: none"> - Engaging with nature - Using all senses

Developmental activities	What they encourage
<p>Kicking, reaching and grasping</p> <ul style="list-style-type: none"> – Hang CDs, rattles or bells on strings where they can kick at them. Later, when they can reach and grasp with their hands, move the objects to challenge them to reach more or sit and lean to reach. Musical play gyms can be useful for this. 	<ul style="list-style-type: none"> – Movement of arms and legs
<p>Sitting</p> <ul style="list-style-type: none"> – Encourage baby to sit on your lap, on the floor between your legs, up against a pillow, with cushions placed around. 	<ul style="list-style-type: none"> – Sitting unaided (core strength and balance) – Sitting momentarily leaning on hands
<p>Developing strength in different positions</p> <ul style="list-style-type: none"> – Carry them in different positions, eg, your shoulder, in a sling or baby pouch, with their back against your chest. 	<ul style="list-style-type: none"> – Neck and head control
<p>Developing eye strength and tracking of objects</p> <ul style="list-style-type: none"> – Read picture books with them – practise pointing to objects in the pictures, repeating and demonstrating simple action words for them. 	<ul style="list-style-type: none"> – Eye movement and strength – Sitting – Language development
Balance and body awareness activities	What they encourage
<ul style="list-style-type: none"> – Demonstrate different actions and use language to describe what you and they are doing. Use simple action words: up, down, low, high, bounce, sway, jump, rock, over, under, tickle, roll. – Move them into different positions, eg, lie or sit them on your knees and bounce up and down, put them tummy down, along your arm and swing in the air. – Sit with them on your lap or together on a swing. Gently rock forwards and backwards. – Hold them and gently sway, rock and spin (both directions) to music. – Massage and play with their feet, clap their feet together, blow raspberries on their feet, attach bells to their feet. 	<ul style="list-style-type: none"> – Word recognition/language development – Balance (vestibular system) – Core strengthening of muscles in the neck and trunk – Body awareness – Balance – helped by baby ‘sensing’ objects around them



Singing action songs and nursery rhymes

- Sing action songs and nursery rhymes together. For more examples of nursery rhymes and action rhymes, see Appendix i on page 93. Many more can be downloaded from the internet.
 - Show the actions and encourage baby to do these with your help. Use actions that include: clapping hands together, clapping or touching feet, crossing the midline with hands and feet.
- Coordination of body movements
 - Word recognition – matching words to movements, developing communication
 - Crossing the midline – to develop coordination



These are just a few examples. For more ideas, see Section 1, pages 20–21. You can also make up your own and adapt those we've provided.



Resources to encourage the activities

- Noisy toys – rattles, push-button toys
- Lots of different balls
- Toys that move
- Toys that vary in colour and texture
- Toys that reward actions by lighting up or making noises etc
- Small toys to grasp (not too small as they could be a choking hazard)
- Frame for hanging mobiles
- Cushions/pillows/blankets
- Play gym
- Cloth and board picture books
- Teething toys
- Everyday household objects – saucepans, wooden spoon

Progress in physical development

The physical movements/skills that babies 3–6 months may be able to do are:

- hold their chest up when they're on their tummy so they take the weight on their forearms
- sit momentarily leaning on their hands
- pivot on their tummy
- roll from their tummy to their back
- play with their toes
- hold an object for a few moments
- reach out for objects.

But babies develop at their own rate, and in their own ways. This isn't a definitive list of development milestones, and isn't intended as a checklist for you to assess the young children in your care.

The Early Years Foundation Stage in England and the Welsh Foundation Phase Curriculum provide guidance on progress in physical development. For more information, see Section 1, page 23.



For more information on physical development, see Section 1, page 19.

PART 5

Activities for babies (approx. 6–12 months)



During this time babies will start to move around. This may begin as creeping (moving around on tummy) or scooting (crawling on one leg and dragging the other) or it could be with a combination of rolling, rocking and squirming on their stomach, bottom or back.

Some babies crawl backwards first, some are bottom shufflers. Any ways of moving are fine and should be encouraged by providing lots of open, safe and soft spaces, with enticing toys in appropriate places to encourage movement.

Babies may start to support their weight during standing and their grasping ability will be strong and refined enough to pick up some objects.


Tips for encouraging movement

- Create spaces for movement with lots of stimulating materials and regular interaction.
- As babies become mobile, make sure the environment is safe and very small (choking hazard) objects are out of reach.
- Use the proper words for objects and actions and say them out loud while doing them, eg, “Roll the blue ball back to me,” “Shall we clap our hands together?” and “Let’s look under the table for teddy.” For words to use for different movements, see Appendix ii, page 99.
- Encourage parents to dress their children in clothes that allow them to move freely, eg, thick trousers don’t allow for free movement of the hips and dresses interfere with learning to move on all fours.

The activities and how they help

We've divided the activities below into the three main types that are important for babies of this age. Some of the activities apply to more than one category, but they're only listed here once.

'What they encourage' highlights some of the specific movements/developments the activities encourage.

Free movement activities	What they encourage
<p>Floor play</p> <ul style="list-style-type: none"> - To help babies learn to move, place toys to the side of them to encourage reaching and balancing. Gradually move objects so they're further away. Also do this with sounds (music, voices, toys). - Encourage side lying and playing. - Get down and play with them on the floor, and provide stimulating age-appropriate toys that hold their interest. - Tape up catalogues or phone directories and cover with material to make little steps to sit on or climb over. 	<ul style="list-style-type: none"> - To move from one position to another, eg, lying to sitting, sitting to lying and sitting to standing
<p>Outdoor play</p> <ul style="list-style-type: none"> - If it's dry, encourage them to explore grassy areas, under trees etc. (Check areas first). - Use natural materials for sensory exploration, eg, sand, soil, leaves, twigs, flowers etc. <p> Safety: Watch carefully to ensure babies don't put these materials in their mouths.</p> <ul style="list-style-type: none"> - Set up play mats, tunnels and other equipment to stimulate movement. 	<ul style="list-style-type: none"> - Engaging with nature - Encouraging the baby to use all senses



Developmental activities

What they encourage

Tummy time

- Encourage lots of tummy time, especially between 6–9 months to encourage tummy crawling (forwards and backwards) over different surfaces, through tunnels, under tables, dens (chairs with a sheet over and clipped with pegs), cardboard boxes and over cushions.
- Place toys all around the baby and slightly out of reach. Give time to play in vest only. Roll balls to follow, pull-along toys and noise to attract attention and interest.
- As they progress, encourage them to get onto all fours, rocking backwards and forwards. Show them this position.
- To encourage unsupported sitting while they're playing on the floor, don't 'manage' their position and:
 - use cushions 'in case', not to prop up
 - avoid overuse of baby seats.
- Help babies support their weight on their legs in a standing position by lifting them and placing hands under their armpits and then holding both their hands when they're in a standing position.
- Place toys on a slightly higher level, eg, a chair, to encourage kneeling and pulling up to standing.



Safety: As babies become mobile, move very small items out of reach.

- Crawling on hands and knees
- Sitting independently
- Supporting their own weight on their legs
- Cruising around furniture

Playing with balls

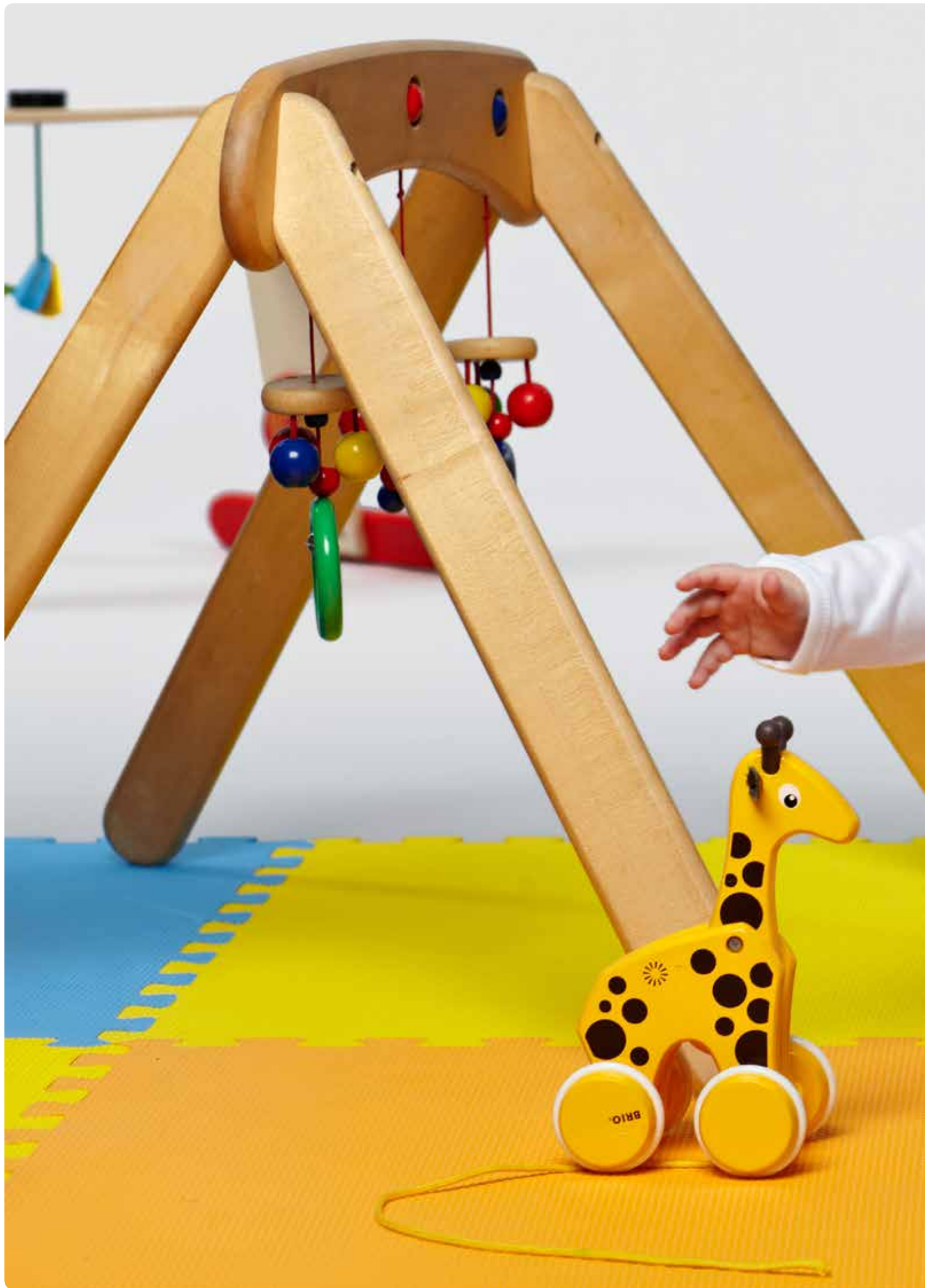
- Collect different types of balls, eg, foam, beach, koosh, balloon ball, plastic, tennis etc.
- Place a cardboard box a short distance away and show them how to roll the ball into the box.
 - Set up skittles and show them how to knock the skittles down with the ball (make skittles by partly filling plastic bottles with sand or rice).




Safety: Glue lids on bottles.

- Dangle a ball in a sock in front of their body and encourage them to reach for other objects on the midline.
- If they're sitting unaided, gently kick a soft ball (foam, paper) towards them and encourage them to kick at it.

- Balance and coordination
- Releasing an object





Developmental activities	What they encourage
<p>Playing with household items</p> <p>For example:</p> <ul style="list-style-type: none"> – a saucepan and a wooden spoon make a drum – rice in plastic bottles make good shakers. <p> Safety: Glue lids on bottles</p> <ul style="list-style-type: none"> – Old magazines, newspapers, wrapping paper are great for ripping up and dropping into a box or container. – Collect buckets or shoe boxes of small safe items (ie, that they can tip out and put back in again. Show them what to do). – Make post boxes they can post paper through (start with large slit and use others with smaller slits as they progress). – Make up treasure baskets with objects of interesting shapes, colours and textures, eg, food basket – rice cakes, raisins, banana, biscuit, bread, strawberry (vary according to weaning stage). 	<ul style="list-style-type: none"> – Fine motor skills – developing the pincer grip and releasing an object voluntarily – Explore different sights, textures, sounds and tastes
<p>Tracking of objects</p> <ul style="list-style-type: none"> – Blow bubbles for them to follow, catch, clap and reach for. – Use push and pull toys and various balls to encourage eye movement. – Continue to share books and point out objects using clear language to describe. 	<ul style="list-style-type: none"> – Tracking moving objects – Language development
<p>Balance and body awareness activities</p>	<p>What they encourage</p>
<p>Singing and dancing games</p> <ul style="list-style-type: none"> – Use finger play with puppets, sing songs and nursery rhymes which encourage using different parts of the body, eg, 'Heads, shoulders, knees and toes,' 'If you're happy and you know it clap your hands' 'Row, row, row your boat,' 'Pat-a-cake, pat-a-cake,' 'Two little dickey birds.' – Examples of nursery rhymes and action rhymes can be found in Appendix i on pages 93–98 and can also be downloaded from the internet. – Play different types of music and dance with baby in arms or wriggle or rock on the floor together. 	<ul style="list-style-type: none"> – Clasps hands together on the midline of the body

Balance and body awareness activities

What they encourage

Outdoor play

- Ride-ons – as balance improves, these are good for sitting on and pushing along.
- Slide – place them half way up the slide or slide down with them on your lap.
- Sit with them on a swing or, if they can sit unaided, swing alone.
- Let them explore and play with natural materials and containers – water, sand, soil.



Safety: Watch carefully that babies don't put these materials in their mouth.

- Balance, strengthening leg muscles
- Balance
- Fine motor skills
- Sensory development



These are just a few examples. For more ideas, see Section 1, pages 20–21. You can also make up your own and adapt those we've provided.



Resources to encourage the activities

- Stacking toys – show how to build a tower and knock it over
 - Push and pull toys
 - Ride-on cars without pedals
 - Chunky wooden inset puzzles
 - Posting boxes
 - Variety of different sized and textured balls
 - Beanbags
 - Cardboard boxes, magazines, newspaper etc
 - Natural objects, eg, sand, water, leaves, twigs, pine cones, pebbles
 - Nursery rhyme books
 - Music and nursery rhyme CDs
 - Cloth and board books – share books but also allow time to explore on own
 - Household items (check for safety)
 - Bubbles
 - Treasure baskets with variety of textures and coloured items inside
 - Fixed equipment, eg, slide, swing
 - Skittles
 - Paper scrunched up in socks (hanging)
- NB. Baby walkers aren't encouraged because they don't allow babies to exercise their stomach muscles, which they need for walking. So, they may delay a baby's ability to walk.

Progress in physical development

The physical movements/skills babies 6–12 months may be able to do are:

- roll from back to tummy
- move from lying to sitting and from sitting to lying
- move around in their own way – belly crawling (forwards or backwards), rolling, – crawling, bottom shuffling
- sit unaided
- pull themselves upright and stand holding onto furniture
- may walk holding onto furniture (cruising)
- may stand momentarily or start walking (first steps shaky and bumps likely)
- let go of objects either by dropping them or giving them to an adult
- pass an object from one hand to the other
- poke and point with index finger
- clasp hands together on midline of body, (eg, clapping or banging toys together on midline).

But babies develop at their own rate, and in their own ways. This isn't a definitive list of development milestones, and isn't intended as a checklist for you to assess the young children in your care.

The Early Years Foundation Stage in England and the Welsh Foundation Phase Curriculum provide guidance on progress in physical development. For more information, refer to curriculum resources in Section 1, page 23.



For more information on physical development, see 'Physical development' and 'Curriculum resources' in Section 1, on pages 19 and 23 respectively.

Types of physical activity for under-5s (walkers)



Children's movement patterns and skills generally progress through a series of steps or stages and build upon previously learned skills. As children acquire skills at different rates, it's important to observe these skills, consider individual needs and plan activities, ie, make them easier or harder, to take into account the range of physical development.

When young children first begin walking they're often referred to as toddlers. Development is likely to see them move through the stages of standing, cruising, taking the first few steps, waddling, toddling, walking and running. Toddlers tend to be energetic and increasingly curious about their surroundings as they gain greater control of their bodies and are able to explore further.

By about the age of three, as many children begin to attend an early years setting on a regular basis, they're often called pre-schoolers. This is an important time for the development of many emerging motor skills.

Although children at this stage still need opportunities for lots of physically active play, learning various movement (locomotor), stability (balance) and object-control skills becomes more important.

Children need lots of opportunities for repeated practice in a variety of environments, with your encouragement, regular feedback and support.

There are three main types of physical activity for the under-5s: physically active play, developmental activities and everyday activities.

Physically active play

This should involve more exertion than everyday tasks such as dressing, washing or activities like playing board games or passive play (dressing up, playing at a sand table).

This is the best way for young children to be physically active and suits the sporadic nature of young children's movement patterns.

Physically active play opportunities should encourage young children to:

- use their large muscle groups, eg, back, shoulders, legs, arms
- practise a wide range of movements, eg, locomotor, stability and object control skills (see pages 39-41).
- experience a variety of play spaces and equipment
- set up their own play areas
- make up their own physically active play
- have fun and feel good about themselves and what they can do.

It can take on many forms of play including energetic play and continuous activities.

Energetic play

Energetic play, eg, running and chasing games will make children 'huff and puff' which:

- strengthens their heart and lungs (good for their health)
- burns calories (important to help them maintain a healthy weight).

Encourage energetic play through short bouts of activity, rather than for extended periods.



For some examples, see pages 49 and 62.

Outdoor play encourages young children to play more energetically. But to give them the best opportunities you need to plan and organise your outdoor environment carefully.



For more information and practical ideas for maximising outdoor play spaces, see Section 4, pages 6-16.

Continuous activities

Continuous activities tend not to be quite as energetic and can therefore be carried out for longer bouts without needing to rest. These include walking, cycling (trikes and bikes), dancing, scooting, obstacle courses, action rhymes, activity trails, challenges. All these help children develop stamina and maintain a healthy weight.



Developmental play

Developmental play is important as it gives children a chance to practise their locomotor skills. There are three types, motor, stability and object control. There are examples on the following pages.



Movement (locomotor) activities

These include:

crawling

swinging

spinning

walking

jumping

side-stepping

wading

rolling

running

slithering

swimming

creeping

climbing

galloping

hopping

skipping

dancing



For examples of activities involving these types of movements, see pages 49–50 and 62–66.

Stability (balance) skills

This involves balancing the body when it's still (static balance) and in motion (dynamic balance). Balance takes a long time to develop and involves a child making connections between the part of the brain that controls balance and the leg and arm movements needed to stay in that position.

These include:

moving on front

cycling

scooting

climbing

moving along a narrow surface

moving on hands and feet

moving on side

moving on back

balancing on one foot

sliding

swinging

using balance bikes



For lots of examples which encourage the development of balance, see pages 53 and 70–73.

Object control skills

These involve controlling or manipulating implements and objects such as balls, bats, ribbons, pencils, by hand, foot or with any other part of the body.

These include:

Driving a wheeled vehicle	rolling	cutting
kicking	threading	striking
flinging	dribbling	mouse management
grasping	moulding	bouncing
drawing	gripping	serving
heading	catching	throwing




For lots of examples which encourage the development of object control, see pages 50–55 and 73–79.

Everyday activities

These can make up a large proportion of a young child's physical activity, help develop motor skills, particularly fine manipulative skills, and teach children important lessons about personal responsibility. These activities will include everyday chores, but can also include spontaneous games that may emerge from simple tidying tasks.


They're also important in helping to reduce sedentary behaviour. As children of this age become stronger and more mobile, they can, for example, be encouraged to walk longer distances rather than sitting in buggies.

 For more information on sedentary behaviour, see Section 2, pages 20–21. and for practical tips to reduce sedentary behaviour in your setting, see Section 4, page 28.

Everyday activities can include active travel and physical tasks.

Active travel can include:

- walking
- biking or triking
- scooting to the shops, your setting, a friend's house, the park etc.

 For more information on active travel, see Section 7, pages 16–17.

Physical tasks can include:

- helping with gardening – weeding, digging, planting, watering, gathering leaves, raking
- tidying up inside and outside play spaces and equipment
- setting up and tidying away after meal times
- sorting out washing – pairing socks, sorting items.





Up 
up
and
away

PART 7

Introduction to activity ideas for walkers



On pages 48–83 you’ll find suggestions for practical activities for toddlers (approx. 12–36 months/1–3 years) and pre-schoolers (approx. 36–60 months/3–5 years), but they’re just a guide. You’re best placed to select the right activities for the children in your care. Many of the activities are suitable across the age range and only need small modifications and adaptations to make them suitable for all your children.

As we’ve said, practising developmental activities (locomotor, stability (balance) and object control skills) becomes more important as children progress through the pre-school phase. To help you encourage these skills, there’s also:

A movement vocabulary sheet (Appendix ii, pages 99–100) of action words to encourage more types of movement and extend young children’s language.

Skills cards (pages 84–90) We’ve included six skills cards with prompts to help you teach some of the key movement skills. The cards cover the progressive stages of six specific skills (running, catching, throwing, jumping, hopping and striking) with diagrams and teaching prompts to encourage movement. They can help you assess children, plan future activities and identify where more practice is needed, or if children are ready to be challenged further.

Many movement skills can be broken down into stages (immature, intermediate, mature). Once you’ve identified which stage a child has reached, it’s easier to assess their learning and plan the next stage.



Tips to encourage development of motor skills

- You'll need lots of patience to allow young children of this age to try out new activities in their own time and to practise over and over. Never rush a child to try a new skill.
- Use the proper words for objects and actions to encourage language development and say them out loud while you're doing them, eg, "Roll the blue ball back to me," "Shall we clap our hands together?" and "Let's look under the table for teddy." For words to use for different movements, see Appendix ii on pages 99–100.
- Children with sensory disabilities (visual impairment or hearing loss) often require more repetition to learn movement skills and you may have to try different ways of explaining the activities.
- Don't overcrowd your timetable with too many activities. Give the children plenty of time to repeat practices to help them master and refine learned skills.





Safety: Several of the activities involve the use of small objects. Due to the possible risk of choking, it's important that children are only given age-appropriate toys. Under-3s are especially at risk because they tend to put everything in their mouths. Check toy labels for suitability.



PART 8

Activities for toddlers (approx. 12–36 months/ 1–3 years)



Developmental activities	What they encourage
<p>Activities which involve copying and imitation</p> <ul style="list-style-type: none"> – Imitation games: <ul style="list-style-type: none"> • Play games pretending to be different animals, eg, slither like a snake, move like a lion on all fours, stomp around like an elephant, move sideways like a crab, float around lightly like a butterfly, jump like a kangaroo, make some picture ‘prompt’ cards to build anticipation. – Mirror games: <ul style="list-style-type: none"> • Sit or stand opposite children and get them to copy your movements, eg, bending sideways, crouching down, hands above your head, hands crossing the front of your body. – Nursery rhymes and action rhymes. There are examples in Appendix i on page 93 and many others are available to download from the internet. – Provide a dressing up box of clothes and/or props. 	<ul style="list-style-type: none"> – Spatial awareness – Hand-eye coordination – Balance – Language development – Gross and fine motor movements – Creativity
<p>Activities using different equipment</p> <ul style="list-style-type: none"> – Let the children crawl: over you, over cushions, under tables and chairs, through tunnels, across a tarpaulin outside, up and down steps (use old catalogues/directories taped and covered in material for safety). – Walk on lots of different surfaces, eg, grass, slopes, sand, footpaths, gravel. – Have plenty of push and pull toys available, eg, wheeled toys, lycra for pulling. – Set up area for ride-on toys and trikes. For ideas see Section 4, pages 10–11. – Use paper wands to strike at objects, pick up objects (soft and hard) with two wands, jump over for height and distance. – Play with ribbons attached to a stick. <p> Safety: Ensure you bind soft material around the ends of the sticks.</p> <ul style="list-style-type: none"> – Throw and catch scarves. – Parachutes – hold and pull, crawl underneath, shake balls on top, walk around in circle (change directions). – Ball pools and, in summer, paddling pools for children to sit and make splashes with their legs, stomp their feet. <p> Safety: Always closely supervise children playing with water.</p>	<ul style="list-style-type: none"> – Crawling – Walking – Sensory development – Stability – Leg and arm strength

Developmental activities

What they encourage

Activities using balls (of various sizes and textures)

- Roll a large ball close to a child and encourage them to bend and pick up and throw it back.
- Aiming at targets (on floor, wall, bucket or objects).
- Kicking.
- Throwing:
 - at objects and for distance
 - towards a person to catch
 - in the air and catching it themselves (beach ball or other large ball).
- Catching (on their own or with a partner).
- With a partner – use a large, soft ball, eg, beach ball or foam ball, stand facing the child with a small gap, ask them to make a basket with their arms, and gently throw the ball into their arms.
- Striking – hang balls at different heights. Use hands or cardboard wand/ small bat to strike them with. Position balls:
 - high to strike at
 - medium to hit at waist height
 - low for kicking balls or striking, eg, hitting a balloon and moving it along the ground.

For skills cards with prompts on throwing and catching activities, see pages 85–86.

- Hand-eye coordination, balance and strengthen muscles



Developmental activities	What they encourage
<p>Activities which encourage body awareness, balance and coordination</p> <p>Use equipment to encourage the use of different body parts:</p> <ul style="list-style-type: none"> – Objects to hold, wave, shake, bang, throw, hit or catch, eg, various balls (see ball play on page 52 for ideas), streamers, plastic bottles containing pasta or rice (lids firmly closed), pots, pans and various containers, cardboard tubes or paper wands. – Objects to move over, or climb through and around, eg, tunnels, boxes, carpet squares, ball pools, tyres, plastic boxes, taped catalogues/ directories, rough areas including natural materials – wood stumps, logs and planks, climbing frames, low branches, ladders, stepping stones. 	
<p>Construction activities</p> <ul style="list-style-type: none"> – Wooden blocks, buckets and sand, cardboard boxes, blankets and pegs with chairs to make dens. – Piling up crates/boxes, knocking down and rebuilding in a different place (lifting, carrying and stacking). Building dens using different furniture, blankets and pegs (they may need your help). – Using natural materials to construct a trail and following it (with adult help), eg, twigs, stones, leaves. 	<ul style="list-style-type: none"> – Creativity – Muscle strength – Social skills
<p>Walking activities</p> <ul style="list-style-type: none"> – Up and down stairs (with assistance if necessary). – Walking to move a toy. – Walking for longer distances (to and from your setting, to a local venue from your setting). – On different surfaces (without shoes), eg, grass, carpets, hard floor. 	<ul style="list-style-type: none"> – Walking – Strengthen heart and lungs – Stamina – Balance – Sensory development

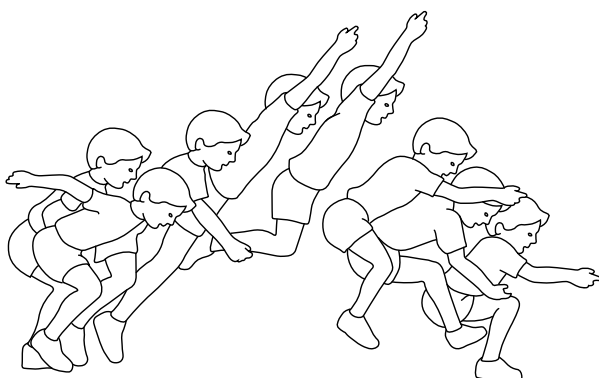
Developmental activities

What they encourage

Jumping activities

- Jumping:
 - on different colour spots/carpet squares
 - up to catch bubbles, a scarf, hit a dangling object
 - over paper wands (height) and two parallel ropes 'a river' (distance) and into a hoop 'pond'
 - from a box/bench and landing safely
 - over elastic, chalk lines
 - to music.

For skills card on jumping including prompts, see page 88.



- Jumping
- Balance
- Muscular strength


Balance activities

- Walking along different lines and equipment to challenge balance. These don't need to be high, and can be set up to provide a developmentally appropriate challenge depending on the child's ability. Equipment could be:
 - chalk or marked lines
 - planks of wood and/or logs
 - wobble boards
 - balance bikes.

For more ideas to encourage balance, see pages 70–73.

- Balance

Everyday activities	What they encourage
<p>Physical tasks</p> <p>Encourage parents to let children practise these at home.</p> <ul style="list-style-type: none"> – Tidying up toys. – Self-care activities – dressing, buttons, putting on and taking off shoes. – Helping with chores – pulling washing out of the machine, carrying shopping or objects when tidying away, fetching items. 	<ul style="list-style-type: none"> – Reach or bend down, pick up, release object – Strengthen muscles in fingers
<p>Active travel</p> <ul style="list-style-type: none"> – Walking, scooting or biking/triking part or all the way to and from your setting. <p>For more ideas see Section 7, pages 16–17.</p>	

 These are just a few examples. For more ideas, see Section 1, pages 20–21. You can also make up your own activities and adapt those we’ve provided.





Resources to encourage the activities

- Scarves
- Bubble mixture
- Playground markings
- Wheeled vehicles – balance bikes, ride ons, trikes, scooters, buggies
- Fixed play equipment
- Natural resources – wood stumps, logs, planks, stepping stones, leaves, twigs, pine cones, conkers
- Paper wands, streamers, ribbons, lycra
- Parachute
- Ball pool
- Paddling pool
- Balls of various sizes and textures
- Everyday household objects – saucepans, pots, containers, spoons, whisk, baking objects, cloths
- Musical instruments
- Story books which encourage movement
- Nursery rhyme books
- Construction materials – Duplo, wooden blocks, natural materials, blankets and pegs (to make dens), cardboard boxes, buckets and sand
- Tunnels
- Carpet squares
- CD player and music
- Messy play materials

Progress in physical development

Moving and handling activities that young children of 1–3 years may be able to do are:

8–20 months

- walk around furniture lifting one foot and stepping sideways (cruising), and walk with one or both hands held by an adult.
- take their first few steps independently.
- pass toys from one hand to another.
- hold an object in each hand and bring them together in the middle, eg, hold two blocks and bang them together.

16–24 months

- walk upstairs holding your hand.
- come downstairs backwards on their knees (crawling).
- begin to balance blocks to build a small tower.

22–36 months

- run safely on their whole foot.
- squat with steadiness to rest or play with object on the ground, and rise to their feet using their hands.
- climb confidently and begin to pull themselves up on nursery play climbing equipment.
- kick a large ball.
- walk upstairs or downstairs holding onto a rail two feet to a step.
- begin to use three fingers (tripod grip) to hold writing tools.

But children develop at their own rate, and in their own ways. This isn't a definitive list of development milestones, and isn't intended as a checklist for you to assess the young children in your care.

The above statements have been taken from Development Matters in the Early Years Foundation Stage (EYFS). Not all statements are included here. Download at: www.early-education.org.uk

Similar development markers are also available in the Welsh guidance materials Foundation Phase Child Development Profile Guidance. Download at: www.wales.gov.uk



For prompts for running, catching, hopping, throwing, striking and jumping, see skills cards on page 85–90.

PART 9

Activities for pre-schoolers (approx. 36–60 months/ 3–5 years)



Pre-schoolers can be ready to participate in more organised games and activities once they're more able to follow instructions, participate cooperatively in small groups and try out more challenging activities.

The Early Years Foundation Stage states that there should still be a balance between child-initiated and adult-led activities, although as 'children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.' P6 Early Years Foundation Stage Statutory Framework.

If some of your children aren't ready for any of the activities below, refer to the activities for 12–36 months on pages 48–56, many of which are also appropriate for pre-schoolers.

Some of the activities apply to more than one category, but they're only listed here once.



Physically active play

Chasing and energetic games

The following games are suitable for larger spaces or outdoors.

Corner game

- Four colours designated to four corners. Children run to that corner when the colour's called out.

Beans game

- Children find a space.
- When you, or a child, calls out one of the following 'beans' the children respond with corresponding actions:
 - jumping bean – jump up and down
 - runner bean – run on the spot or in a circle
 - beans on toast – lie down
 - broad bean – make a wide shape
 - jelly bean – shake and wobble around
 - string bean – stand up tall and reach up high.
- For older children – add more beans and actions, eg:
 - chilli bean – shiver and shake
 - frozen bean – stand still
 - bean sprouts – stand on tiptoes and make yourself as tall as possible
 - bean casserole – children all join hands and walk around in a circle.

Traffic lights

- Children stand in a space.
- When 'green light' is called the children run around the activity area.
- When 'red light' is called out everyone stops still.
- When 'yellow light' is called out, children walk around on tiptoes.
- You could hold up coloured scarves or cards when you call out the colours.

For older children – challenge them by changing the activity they have to do when 'yellow' is called out, eg, skip, march, hop, jump, move sideways.

Stuck in the mud

- Children stand in a space.
- Choose a child to be 'it'.
- When this child touches someone else, they freeze and stand with their feet apart.
- The only way to 'unfreeze' this child is for another child to crawl under their arms.
- The game continues until everyone has been frozen, or when someone has been frozen three times and becomes 'it'.

Rough and tumble play

- Children of this age typically get involved in this type of play, eg, play fighting and wrestling, where children are enjoying themselves but don't get hurt. This type of play is important as children learn and experiment with the parameters of 'acceptable' physical behaviour. It's important to supervise this play closely to know if and when you need to intervene.



Tag

- Let a child chase you.
- Tuck a scarf into the back of your clothes (waistband) and allow them to pull it out when they catch you.

Pass the tag

To challenge children further:

- Choose a child to be the tagger.
- Choose a child to hold an object, eg, beanbag.
- The tagger tries to tag the person holding the beanbag.
- The person holding the beanbag passes (or throws) it to another child when they're in danger of being tagged.
- The beanbag needs to stay on the move.
- If the person tagged is holding the beanbag, they become the tagger.

Sharks

- Two children are chosen to be sharks and stand in the middle of the activity area.
- Other children are divided into small groups and each group is given the name of a fish.
- You call out names of fish and those children have to run around the sharks in the middle (who stay at their base).
- Sharks can leave their base to give chase only when you call out 'sharks'.
- The shark who catches the most fish can choose to stay as a shark or become a fish.
- The other shark joins one of the fish groups and another shark is chosen to begin again.

Relay races

- Encourage different ways of moving: running, hopping, jumping, skipping, but don't make it a competition. Keep the teams and distances small so the children are kept active a lot of the time.

Beanbag relay

- Place a number of beanbags randomly around the activity area.
- Stand children in small groups behind the start line.
- On a given signal, the first child from each group runs to collect a beanbag and returns, dropping it in their group's hoop or bucket.
- Then the next team member runs and repeats the process.
- The game continues until there is a signal to stop or all the beanbags have been collected.

Games with line markings

- Use any existing markings to encourage movement or play games, and use different movement vocabulary to encourage the children to move in different ways. For language ideas see Appendix ii, on pages 99–100. Use chalk to mark out if there aren't any markings. For example:
 - hopscotch
 - moving onto different shapes, colours, numbers when they're called
 - balancing on lines
 - finding ways to move along lines in different ways
 - follow the leader.

Follow the leader

- Demonstrate different ideas for moving around, eg, hopping, skipping, running and actions, eg, stretching up tall, clapping hands, touching toes. For language ideas see Appendix ii on pages 99–100.
- Encourage children to be creative and to take it in turns to be ‘the leader’ and demonstrate as many different ways of moving and actions they can while saying out loud what they are doing.
- This can be an indoor and outdoor activity.

Exploring open spaces

- Use the space at your setting or in your local area to let children experience the freedom of running around spontaneously and experiencing whole body movement. For prompts to encourage quality movement see the skills card on page 87.
- Explore rough grassy or woodland areas with slopes, mounds and natural materials. Let children try some log rolls (make a long thin shape with arms above heads) down a grassy slope.
- Encourage them to move in different ways and directions, stopping, following pathways, weaving around obstacles.
- Let children run around with ribbons or streamers attached to sticks on windy days. Take out a kite and/or parachute.
- Plan a nature walk in the nearby area and let children look for and collect items, eg, twigs, leaves, pine cones, pebbles etc. Encourage them to talk about what they find while they’re walking.
- Roll hoops across an open area so children can practise running and catching a hoop.
- Can they roll the hoop to themselves, ie, chase after it, and catch it before it falls to the ground? How far can they get their hoop to roll?



Obstacle courses, treasure hunts and activity trails

- Set up courses which encourage children to climb over objects, crawl through tunnels or slither under equipment and move around obstacles in different ways, eg, run in and out of cones, jump between beanbags, skip to a fixed point.
- Soft play equipment can be great for encouraging rolling, sliding and crawling.
- Children can make up their own courses and challenge others to have a go.
- Set up simple courses using markers or cones that encourage children to weave in and out of obstacles. Try challenging them to travel in and out of the markers in a variety of ways, eg, skipping, jumping, hopping.
- Set up treasure hunts around your setting. This could involve some picture clues or simple questions, eg, where can you find a saucepan? (in the home corner). Children could hunt and collect coloured stars in pairs or small groups and return them to a central point before being given the next picture/clue.
- Activity trails – work with children to set up trails for others to follow using natural objects, eg, pebbles, sticks, pine cones.
- Play hide and seek. The children hide, and one seeks out the rest. You could also hide a toy for the children to find.

Water activities

- Where possible, introduce children to water confidence activities and learn to swim programmes.
- Encourage parents to visit the local swimming pool with their children.
- In warmer months, fill up paddling pools with water and let children sit in water and splash about with their legs.



Safety: Always closely supervise children playing with water.

Role play

- Add a physical aspect to role play by suggesting how some outdoor play equipment can become something else, eg, a rocker could become a boat, a ride-on a tractor.
- Encourage free-flow by linking themed play both indoors and outdoors, eg, farmyard (outside) and farmhouse (inside).
- Combine small world and imaginative play together, eg, place the 'tractor' next to a small world farm, add dressing up clothes, books about animals, chalks for drawing, trowels for digging, buckets for feeding the animals etc.
- Read stories and pretend to be the characters from books, eg, Percy the park keeper, We're going on a bear hunt, or well known themes such as super heroes, prince and princesses, pirates.

Developmental activities

Action stories and rhymes

– Read stories that encourage young children to carry out actions during the story. For example:

- ‘Sometimes I like to curl up in a ball’ by Vicki Churchill and Charles Fuge
- ‘The sheep gave a leap’ by Hilda Offen
- ‘As quiet as a mouse’ by Hilda Offen
- ‘A fox got my socks’ by Hilda Offen
- ‘Fred and Ted’s treasure hunt’ by Hilda Offen
- ‘Little chick’ by Amy Hest
- ‘Giraffes can’t dance’ by Giles Andreade and Guy Parker-Rees
- ‘Jolly Olly Octopus’ by Tony Milton and Guy Parker-Rees
- ‘Fizz and Friends come out to play’ (Pre-school set) www.youthsportdirect.org

– Make up a story that includes animals and encourage the children to act out moving around and being the animals. This could be a story about a visit to a farm, or a holiday to the jungle. For example:

– On a farm:

- galloping like a horse
- rolling like a pig in the mud
- being chased by a bull
- trying to catch a chicken
- jumping off hay bales
- driving a tractor
- riding a pony.

– In the jungle:

- prowling like a bear
- climbing like a monkey
- flying like a butterfly
- crouching or crawling under branches or through bushes
- lifting knees high through a swamp
- jumping over logs
- running away from a tiger
- tiptoeing past a snake
- swatting flies.

– Encourage regular singing of nursery rhymes and action rhymes. For examples, see Appendix i on page 93 or you can find lots of examples on the internet. Let children choose and lead their favourite ones.



Music and movement activities

In the following games, rather than the children being 'out', let them dance in an area aside from the game.

Musical statues

- Children dance to music and stand as still as they can when the music stops.

Musical bumps

- Children dance to music and sit on the floor as quickly as possible when the music stops.

Musical cushions

- The same as musical bumps except children sit on a cushion when the music stops. Use one less cushion than the number of children taking part.

Dancing to music, instruments and sounds

- Use a variety of music (pop, classical) for children to dance to.
- Children move with coloured streamers, ribbons on sticks, bells, balls with bells.

Ideas from the National Dance Teachers Association's 3–5 Dance Framework scheme*

To obtain a copy of the dance framework poster, visit: www.ndta.org.uk

- Provide opportunities for children to watch, copy, initiate and perform a range of styles of dance.
- Use a variety of stimuli for dance: music, stories, rhymes, places, animals, fireworks, transport etc.

- Give children the opportunity to watch and copy dance/movement from a teacher, recorded clips, visiting artists and professional works.

- Provide access to music, ICT, costumes, masks, props etc. to stimulate children's interest in dance.

- Organise a performance area, indoors and out, so that children can spontaneously perform their dances.

- Provide different surfaces for children to dance on, so that they can sometimes hear their feet, eg, wellies in water.

- Talk with the children about their dance.

- Provide children with the opportunity to express feelings and emotions in dance, and help them describe these in words.

Commercial dance programmes

- Many programmes can be found on the internet which offer training or the opportunity to purchase DVDs or CDs. Before you buy, it's a good idea to ask for recommendations from other settings or your local education authority.

Wake and shake activities

- Organise 10 minutes of physical activity, eg, at the beginning or end of a session.

- Children stand in a space and act out action rhymes, an active story or dance to music.

- This can be set up very quickly and doesn't require a lot of room, but will rely on children being able to keep in their own space.

*with the kind permission of the National Dance Teachers Association

Jumping and hopping activities

These should be interspersed with other activities as they're quite demanding.

For prompts to encourage quality movements see skills card on page 88.

– Jumping in and out of hoops laid on the ground. Try different ways of jumping – one foot to the same foot (hopping), one foot to the other foot (leaping), one foot to two feet (jump), two feet to two feet (jump), two feet to one foot (jump).



- Jumping onto spots, from one spot to another, over a river (two ropes) and into a pond (hoop).
- Jumping into a hoop 'if you have brown hair,' 'are four years old,' 'are wearing red' etc.
- Jumping over raised elastic/paper wands.
- Jumping from a step, bench or box.
- If a sandpit's available, let children jump in and see the marks they've made. Can they jump further next time?
- Jump or hop on the spot (change legs) in time with you clapping, or along to some music.
- Play hopscotch games.
- Pretend to be an animal that jumps, eg, frog, kangaroo, flea, cricket.
- Multiple jumps (advanced) – Make up some jumping and hopping patterns, eg, jump, hop, jump, hop, hop, jump.

Wheeled toys activities

- Give children equal opportunities to have a go on a variety of wheeled vehicles, eg, scooters, trikes, balance bikes, wheelbarrows.
- Set up a parking area and routes for children to follow, aiming to keep within the lines, eg, chalked lines, ropes.

Balance activities

Balancing on two feet

- Ask the children to stand on tiptoes and balance (stand still). Can they do it for five seconds? Get them to try walking forwards and backwards on tiptoes.
- Incorporate rests into activities where they move on and off their toes, so their calf muscles don't get too tired.

Body balancing

- Explain that we can balance on large parts of our body. Ask children to show a balance on their backs, their tummies, on their sides.
- Can they balance using two feet and one hand or two hands and one foot?
- Play musical statues. On 'freeze', children must hold very still for a count of five. Encourage them to experiment with different positions, on different levels (high, medium and low).
- A child puts their feet on top of your feet and you both hold hands. You walk backwards, forwards and sideways while they balance on your feet.
- Use large exercise balls for body balancing, body rolling and pushing.



Balancing using beanbags or small soft toys

- Get children to explore different balancing tricks with a beanbag or soft toy. Can they balance it on their hand, head, leg, arms, shoulders, elbow, top of the foot, thigh, knee etc? They can try these activities with two feet on the ground and then progress to standing on one foot.
- Can they move around an area with the beanbag/toy in different positions and not drop it? Encourage them to move in different directions (forwards, backwards and sideways) and in different pathways (straight, curving, zig-zag).
- If they place their beanbag or toy on the floor, can they make any shapes with their body over it, eg, a star, bridge, crab, tunnel? Can they make a shape over the beanbag or toy with a friend?
- A child balances a beanbag somewhere on their body. If it falls, they must stand still (freeze) until a friend has put the beanbag or toy back where it fell from and shouted out the body part. Friends then swap roles.
- Ask children to lie on their backs with their feet together up in the air. Balance a beanbag or soft toy on their feet. Can they keep the object off the ground?



Safety: Take care that items are light and soft so they can't hurt the child when they drop them.

Other equipment to encourage balance

- Stilts
- Stepping stones
- Balance boards
- Single seesaws
- Beams/planks
- Climbing frames
- Rockers
- Balance bikes
- Dinosaur feet
- Saturn balls
- Traversing walls
- Tyres

Balancing on one foot

- Ask the children to balance on one foot for a count of five. Then, change legs and repeat. Repeat again and try to balance for longer. Let them rest when they've managed a count of 15. Ask them to try this with one eye closed, then two. Ask what happens when they do this.
- Play musical statues, and when the music stops ask the children to balance on one leg. Keep the music breaks short.
- Get them to place one foot on a large ball and balance on the other leg, then hold for a count of five. Change legs and repeat. Repeat again and try to hold for longer. Let them rest when they've managed a count of 15.
- Ask them to place a tennis ball under one foot, and, while they're balancing on the other leg, roll the ball from heel to toe with the sole of their foot. Repeat five times and swap legs.



Tightrope walking

- Set up two parallel ropes on the floor about one metre apart.
- Ask the children to walk heel to toes between the two ropes without stepping on the ropes.
- Gradually bring the ropes closer together to make it harder.
- Ask them to repeat the activity trying to keep a beanbag on their heads.
- Repeat the activities walking along tile lines, wooden floor/laminate lines or a chalked line or length of tape. Get them to try different ways of moving along the line and staying on it, eg, lifting their knees higher, walking backwards, taking big strides.
- Let the children walk along benches, if you have them. Some children may need or want your support until they feel more confident. Support them as they walk along other low raised surfaces, eg, walls, trim trails and climbing equipment in parks.

Tug-of-war

- Use an old sheet or piece of lycra and let children pull on it on both sides.

Equipment to encourage bouncing and jumping

- Trampettes or trampolines
- French elastic
- Space hoppers
- Skipping ropes
- Mini hurdles

Ball activities

Rolling and retrieving a ball

- Ask children to select from a variety of balls, to roll, chase after, collect and return them to the original spot.
- Sit them in pairs (straight backs) with legs apart and roll a ball to each other, grasp it and return it to their partner.
- Sit them in pairs with legs crossed (straight backs) and repeat the activity. Children need to be more accurate with their rolling now.
- Can they find another position to roll from, eg, kneeling, one-leg kneel, squatting, crawling position?

Trapping a ball

- Ask the children to stand fairly close together in pairs. One child rolls or kicks a large ball to the other, who aims to stop the ball by bending their knee down toward and over the ball.
- Next, ask them to trap the ball with their foot before returning it. As they improve, increase the distance between them.

Guided discovery ball activities

- Set out a variety of balls of different shapes, sizes and textures and ask children to pick one.
- Ask them to find different ways of making their ball move (by rolling, throwing, kicking, pushing with a part of their bodies, using another implement to push it along).



For more ideas on guided discovery sessions see Section 6, page 11.

Climbing, swinging and hanging activities

- Encourage children to swing and hang from fixed play equipment.
- If possible, hang a thick rope (not too high off the ground) from a sturdy tree in your outdoor area and let children swing on it.



Safety: This will require constant supervision to ensure other children stand well back from the swing.

- Can they swing along bars like a monkey?
- Can they climb up a ladder?
- Can they bear-walk around on their feet and hands?

Throwing and catching activities

See the rolling and retrieving activities on page 73 if children need to practise releasing and grasping a ball before trying out the activities below.

See skills cards on pages 85–86 with prompts for encouraging quality movement.

Toy chase (soft toys)

- Two children select a soft toy each.
- The children stand in a circle. The children with the toys should be on the opposite side to each other.
- The children pass the toys around the circle, in the same direction.
- The aim is for the first toy to ‘catch up’ the second toy.

Target games for accuracy

- Children throw a variety of objects, eg, balls, beanbags:
 - on the floor to hit a target, eg, cone, skittles or land in a target, eg, bucket, basket, bin, ring above the ground
 - at the wall, eg, shapes drawn on paper. These should be at different heights for different levels of development. They can be square or circular but the width should be about 0.75m. The centre of the target should range between 1.2m and 1.8m above the ground
 - to knock down skittles or bottles (filled slightly with sand or coloured water)
 - to each other – children stand very close together and must understand that they need to help their partner catch the object by throwing gently. If they catch it, they can take one step back.

Target games for distance

- Mark a throwing line in a large space and let children practise throwing (from this line) as far as they can with a variety of different objects, eg, balls, beanbags, quoits, frisbees, wellies. Do they notice how some objects are easier to throw?
- Can they throw with both hands together and with their left and right hand separately? Which side do they find easiest? For prompts see skills card on page 86.



Safety: Make sure children know they’re not allowed to cross over the throwing line until they’re told to. Get the children to all run and collect an object at the same time.

Hot potato

- Children stand close together in a small circle and pass or throw a beanbag or large ball around the circle. They have to imagine the object is a 'hot potato' and to pass/throw it to the next person as quickly as they can.
- There are many variations to make this game easier or harder. They could start by rolling a ball to each other, then progress to passing it and then to throwing a beanbag or beach ball. Challenge them further by starting with a larger ball and then moving on to smaller balls.

Name catch

- Children sit or stand in a circle and one child chooses another child to either roll or throw the ball to. The child says the name of the second child just before they release the ball.
- Alternatively, you stand in the middle of a circle of 6-8 children and call out the name of the child you're throwing to, who catches it and then throws the ball back to you. Use a variety of balls/beanbag depending on the development level of the children.

Individual bounce and catch

- Let children pick from a variety of balls and practise dropping one from waist height and trying to catch the rebound with two hands.
- If they drop it from higher, can they still catch the rebound?

Partner bounce and catch

- In pairs, can one child drop a ball from height so the ball bounces and the other child catches the rebound?
- Can the pair move slightly further apart and still bounce the ball to each other? Try this with a variety of balls.

Catching practice

- If children aren't ready for these catching activities, slow the catching action down by letting them practise self-catching with scarves or balloons.
- Progress onto beanbags or rolled up socks.



Safety: Balloons bursting can frighten young children and the debris from them should be removed from the area immediately as it can be dangerous if they put it in their mouths.

Striking activities

See skills card on page 89 with prompts to encourage quality movement.

Kicking

- Balloon kicking – children aim to keep a balloon in the air using only their feet, either on their own or in pairs.
- Rebound kicking – children take turns kicking a large ball against a wall.
- Kicking into a goal – children practise with a variety of balls kicking into a netted or man-made goal set up in front of a wall. As they become more successful, the goals can be narrowed to make it more difficult.

Striking

- Hang some old DVDs/CDs (or soft balls in socks) from a low tree branch or washing line, using string to hang them at different heights. Ask the children to hit them with a rolled up newspaper or cardboard tube.

Hitting

- Can the children keep a balloon up in the air by hitting it with their hands? How many hits can they manage before it falls to the floor?
- Give the children a cardboard tube. Can they keep their balloon in the air using the cardboard tube?
- Progression to harder hitting – Give the children a foam ball and bat and ask them how many times they can hit the ball up into the air. Can they do this with both palm up and palm down?

Development of fine motor skills

These activities aren't especially active but are important to the development of children's fine motor skills, in particular the pincer grip, which is important for writing and other skills such as dressing, cutting using scissors and using a knife and fork etc.

It's important not to focus fine motor skill development on writing, as many children may not have developed a dominant hand and may not be ready to focus on fine motor skills yet. It's important for them to develop the gross (bigger muscle) movements first. For more information on physical development see Section 2, pages 12–14.

Threading

- Children can cut shapes and pierce holes (toy plastic needles work well) using lightweight craft foam, to make something to keep and be proud of.

Posting

- Make posting boxes they can post paper through. Challenge them by making the size of the slits progressively smaller.

Pegging

- Use a variety of different sized pegboards for children to place pegs in holes. Also try chunky wooden puzzles.

Mark making

- Children can make marks using a variety of different implements including chalks and brushes with paint and water.



Safety: Be aware that children won't be looking where they're going when they look up to hit their balloons.

Cutting

- Offer children the chance to pick from a range of scissors: ordinary, pinking shears, wavy/patterned blades and lots of different paper, card and materials to cut up.

Glue sticks

- Children can stick a variety of different materials to create collages.

Tearing

- Children can tear up different types of paper, eg, tissue, coloured, newspaper, tin foil.

Moulding

- Children can mould playdough with their hands or plastic tools.



'I can do' challenges

For progressive development stages and useful prompts for teaching see skills cards on pages 85–90.

- Set out some small items of equipment. Ask children to experiment with what they can do with them, and then demonstrate what they've done.
- Make some challenge cards with simple illustrations showing ideas for the children to copy.
- Prompt children with variations of what they can do.

The challenges can include:

Catching

- I can throw a large ball in the air and catch it with two hands.
- I can catch a large ball thrown by an adult.
- I can catch a ball thrown by my partner.
- I can catch a small ball with two hands.
- I can catch a ball up high.
- I can catch a ball down low.

Rolling and receiving

- I can roll a ball.
- I can receive a rolled ball.
- I can roll and chase after a ball and retrieve it.

Kicking

- I can kick a ball.
- I can stop a rolled ball with my hands and kick it.
- I can stop a rolled ball with my foot and kick it.

Throwing

- I can throw a ball over-arm (down).
- I can throw a ball over-arm (up).
- I can throw a ball with two hands.
- I can throw a ball with one hand.

Bouncing

- I can bounce a ball.
- I can bounce a ball and catch it.
- I can bounce a ball to a partner.

Striking

- I can hit a balloon with my hand.
- I can hit a ball with a racket.



Balance

- I can stand still.
- I can walk along a straight line such as a chalk line or rope without wobbling.
- I can balance on one foot for a count of five.
- I can balance on one leg and one hand.
- I can balance on a beam/plank/log with some support or with no support.
- I can balance a beanbag on different parts of my body.
- I can run and stop when asked to do so.
- I can move forwards, backwards, sideways and in a zig zag.
- I can touch my toes.

Spatial awareness

- I can run and avoid obstacles, including people.
- I can move in and out of cones without touching them.

Jumping

- I can jump and land with my feet together.
- I can jump side to side over a line.
- I can jump on the spot.
- I can jump over an object, like a beanbag.
- I can jump off things and onto things, like a low step.
- I can leap (jump taking off on one foot and landing on the other).
- I can hop on one leg.
- I can hop on the other leg.
- I can hop and travel.
- I can skip (without a rope).
- I can gallop.

Wheeled vehicles

- I can ride all by myself.
- I can ride in a zig-zag.
- I can reverse.
- I can park.
- I can drive between two lines.

Personal care

- I can do up my buttons all by myself.
- I can zip up my coat.
- I can put my socks on.
- I can put my shoes on.



Everyday activities

Encourage parents to let children practise these activities at home.

Gardening

- Use a small plot of ground/or grow bags to allow children to look after their own flower garden or vegetable patch.
- They'll have great fun digging in the mud, weeding, raking, planting seeds, nurturing with plant food and water.
- If you're growing vegetables, the children can be involved in the whole process of growing, collecting, preparing and eating their produce.

Tidying up

- Setting the table and clearing away after meal times.
- Tidying up after indoor and outdoor play sessions, as well as sorting out mixed up toys and returning them to the correct storage areas.
- Self-care activities – dressing, buttoning, putting on and taking off shoes.
- Helping with chores – pulling clothes out of the washing machine, sorting clothes, carrying shopping or objects when tidying away, sweeping.

Active travel

- Children can be encouraged to use active travel, such as walking, if they're out on an excursion, eg, a trip to local park, library, children's centre.
- Encourage parents to let their children use active travel to and from your setting. See Section 7, pages 16–17 for ideas.



Safety: You could use high visibility jackets and wrist leads.

Independent activities

- Encourage children to change their shoes, fasten their buttons, put on and take off their coat and hang it on a peg themselves. Be close by to help if a child is having difficulty, and demonstrate and support them if necessary.



Resources to encourage the activities

- Beanbags
- Markers
- Line markings – shapes, colours, vehicle routes, lines, hopscotch, numbers, letters
- Chalk
- Scarves
- Ribbons on sticks
- Streamers
- Paper wands
- Cardboard tubes
- Lycra
- Kites
- Parachutes
- Obstacle courses
- Soft play equipment
- Treasure hunts – picture clues, objects to hide.
- Activity trails
- Bubble mixture
- Wheeled vehicles – balance bikes, ride ons, trikes, scooters, buggies, wheelbarrows
- Fixed play equipment
- Natural resources – wood stumps, logs, planks, stepping stones, leaves, twigs, pine cones, conkers, pebbles, shells, sand, water, soil
- Ball pool
- Paddling pool
- Role play dressing up and props
- Balls of various sizes and textures
- Balls with bells
- Every day household objects – saucepans, pots, containers, spoons, whisks, baking objects, cloths, pegs
- Musical instruments
- Story books which encourage movement
- Nursery rhyme books
- Climbing frames
- Rockers
- Dinosaur feet
- Stilts
- Skipping ropes
- Steps/benches/sturdy boxes
- Space hoppers
- French elastic
- Skittles (target practice – buckets/baskets/ bins)
- Construction materials – Duplo, wooden blocks, natural materials, blankets and pegs (to make dens), cardboard boxes, buckets and sand
- Tunnels
- Hoops
- Carpet squares
- CD player and music
- Messy play materials – scissors, glue, play dough, gloop, paint, water, sand
- Posting boxes
- Threading activities
- Pegging activities

Progress in physical development

Moving and handling activities that young children of 3–5 years may be able to do are:

30–50 months

- Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mount stairs, steps or climbing equipment using alternate feet.
- Walk downstairs, two feet to each step while carrying a small object.
- Stand momentarily on one foot when shown.
- Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- Catch a large ball.
- Draw lines and circles using gross motor movements.
- Hold pencil between thumb and two fingers, no longer using a whole-hand grasp.

40–60+ months


- Experiment with different ways of moving.
- Jump off an object and land correctly.
- Negotiate space successfully when playing racing and chasing games with other children, adjust speed or changing direction to avoid obstacles.
- Travel with confidence and skill around, under, over and through balancing and climbing equipment.
- Show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Use simple tools to effect changes to materials.

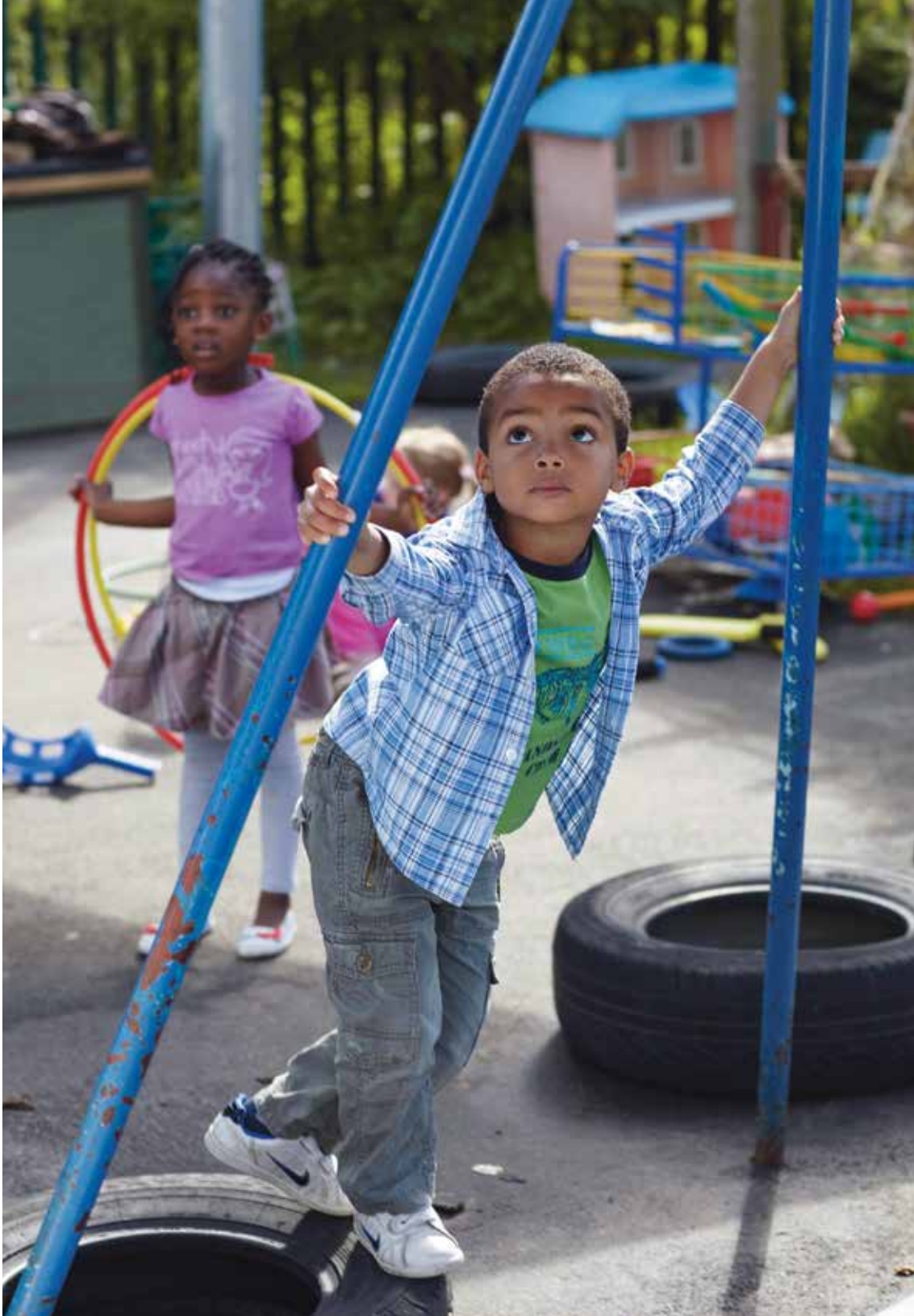
But children develop at their own rate, and in their own ways. This isn't a definitive list of development milestones, and isn't intended as a checklist for you to assess the young children in your care.

The above statements have been taken from Development Matters in the Early Years Foundation Stage (EYFS). Not all statements are included here. Download at: www.early-education.org.uk

Similar development markers are also available in the Welsh guidance materials Foundation Phase Child Development Profile Guidance. Download at: www.wales.gov.uk



 For prompts to encourage running, catching, balancing, throwing, striking and jumping, see skills cards on pages 85–90.



PART 10

Skills cards



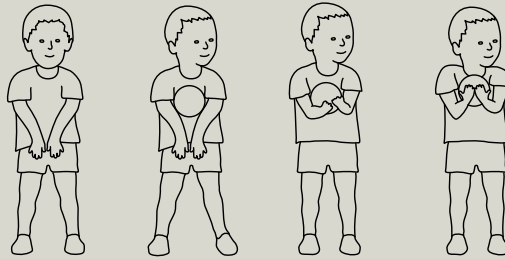
I. The Catch

Developmental progression for catching

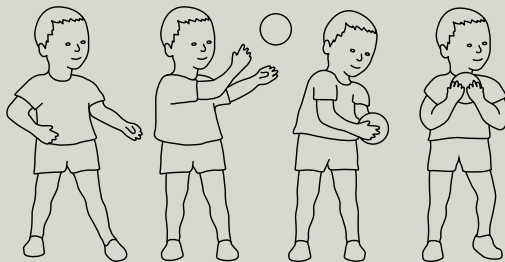
Receive a large rolled ball > Catch a large suspended ball (ball hanging and swinging in a net) > Bounce and catch a ball with two hands > Catch a large ball that is bounced by another person > Catch a large ball that is gently thrown by another person > Catch a small rolled ball > Catch a small suspended ball > Catch a small ball that is gently thrown by another person.

Developmental sequence for catching

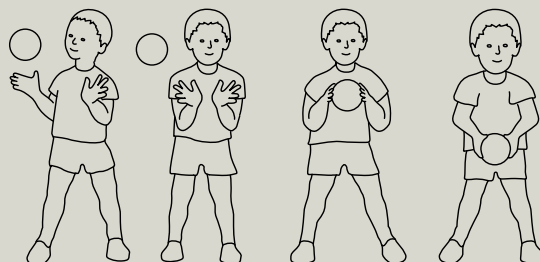
Immature phase



Intermediate phase



Mature phase



Prompts for teaching

When catching a ball, children should:

- get ready by holding both hands in front of their body with their elbows slightly bent
- keep their eyes on the ball all the time
- stretch their arms in front to reach for the ball when it arrives
- catch the ball in their hands only, not the lower part of their arms (forearms).

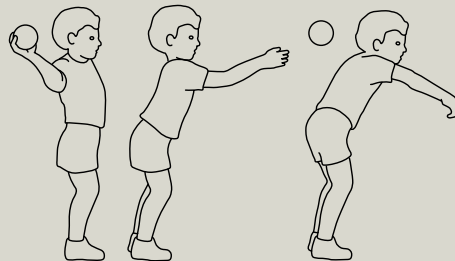
2. Overarm throwing

Developmental progression of overarm throwing

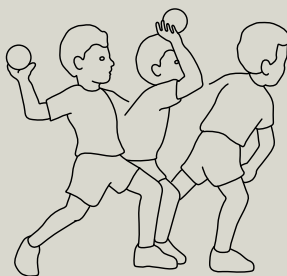
Sit and roll ball to partner > Stand and roll ball to partner > Throw small ball overarm with one hand using elbow extension > Throw medium ball with two hands > Throw at targets > Throw for distance.

Developmental sequence for throwing

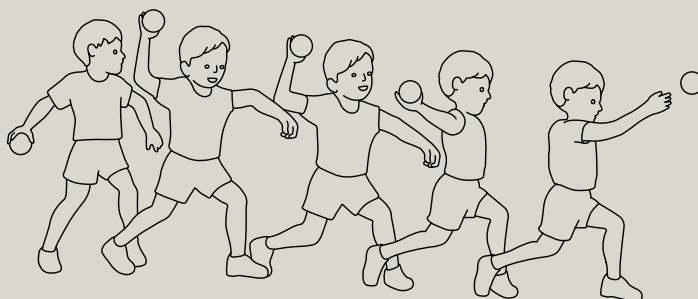
Immature phase



Intermediate phase



Mature phase



Prompts for teaching

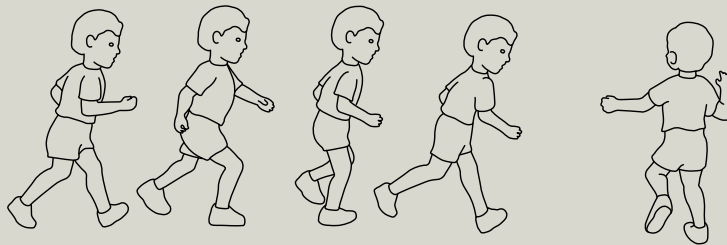
When throwing a ball overarm, children should:

- look straight ahead
- take their throwing arm back and put their opposite leg forward
- transfer (move) their weight from their back foot onto their front foot
- let their throwing arm follow through across their body after they've released the ball.

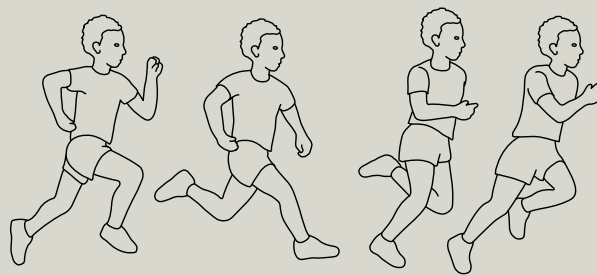
3. Running

Developmental sequence for running

Immature phase



Mature phase



Prompts for teaching

When running children should:

- look straight ahead and try to keep their head still
- bend their elbows to 90 degrees to make an 'L' shape, keeping their arms close to their sides
- land on their heels or front of foot, not the whole foot, and try to run as if they're on a narrow path.

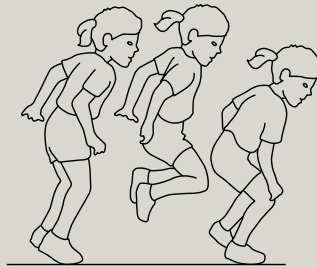
4. Jumping

Developmental progression

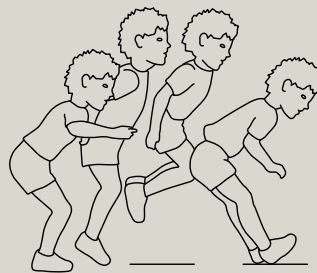
Jumping up off the floor > Jumping down from low equipment > Jumping forward one time > Jumping over low object > Jumping in different directions > Jumping for distance > Jumping forward many times.

Developmental sequence for jumping

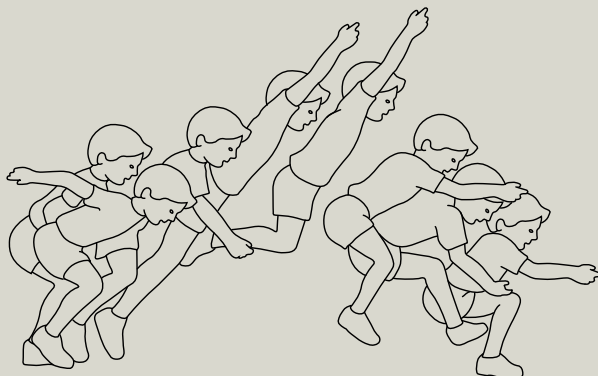
Immature phase



Intermediate phase



Mature phase



Prompts for teaching

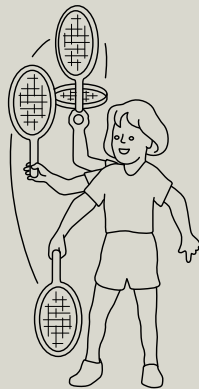
When jumping children should:

- get ready to jump by bending their knees slightly and swinging their arms back
- swing both their arms forwards and upwards, stretching above their head
- take off with both feet together and land on both feet at the same time, feet apart
- push their arms down when they land.

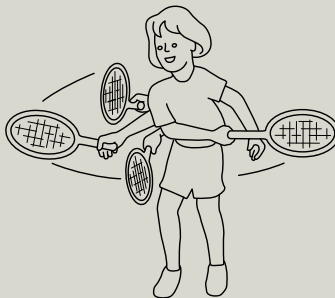
5. Striking

Developmental sequence for striking

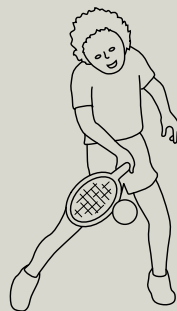
Immature phase



Intermediate phase



Mature phase



Prompts for teaching

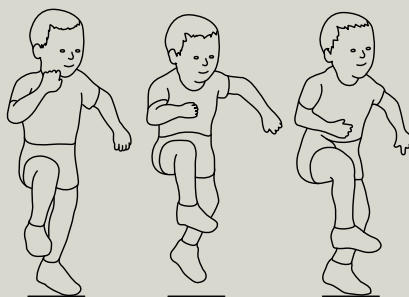
When striking children should:

- grip the handle of the bat with their dominant (preferred) hand. Put their other hand above it, so it's near the top of the handle
- stand sideways to the bowler with their feet side-by-side. Their non-dominant side will be closest to the bowler
- keep their eyes on the ball
- transfer (move) their weight from their back to their front foot as they swing the bat and hit the ball.

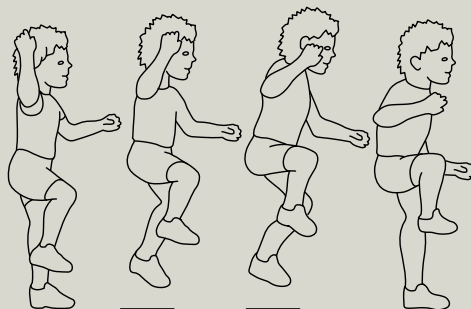
6. Hopping

Developmental sequence for hopping

Immature phase



Intermediate phase



Mature phase



Prompts for teaching

When hopping children should:

- begin with balancing on one leg and bend their other leg
- swing the leg that's not on the ground forward like a pendulum to produce a swing
- keep their arms bent at the elbow and swing them to help move their body forwards.



PART II

Appendices



Appendix i

Popular songs, lullabies and action rhymes

Songs and lullabies to sing with babies

Pat-a-cake, pat-a-cake

Pat-a-cake, pat-cake

Baker's man

Bake me a cake

As fast as you can

Pat it and prick it and mark it with 'B'

And put it in the oven for baby and me.

(You can sit with the baby on your lap facing outwards and hold their hands and help them to bring them together in a clapping action. This can later progress to the baby facing you, showing them how to hold their hands up in front with palms facing outwards and clap your hands. You can progress again to alternate claps on your hands and then clapping their own.)

Twinkle, twinkle little star

Twinkle, twinkle little star

(open and close both hands)

How I wonder what you are

Up above the world so high

(point upwards)

Like a diamond in the sky

(make a diamond shape with index fingers and thumbs)

Twinkle, twinkle little star

(open and close both hands)

How I wonder what you are.

Round and round the garden

Round and round the garden like a teddy bear

(trace your finger in a circular motion on the baby's palm)

One step... two step and tickle you under there

('walk' your hand up their arm and tickle under chin or arm).

Rock-a-bye-baby on the tree top

(A lullaby which is often used to cradle and rock babies to sleep)

Rock-a-bye baby, on the tree top,

When the wind blows,
the cradle will rock,

When the bough breaks,
the cradle will fall

And down will go baby,
cradle and all.

Rock-a-bye baby,
the cradle is green

Father's a nobleman,
mother's a queen

And Betty's a lady,
and wears a gold ring

And Jonny's a drummer,
and drums for the king.



More examples of songs and lullabies can be found on the internet.



Action rhymes

The wheels on the bus

**The wheels on the bus
go round and round;**

(roll forearms over one another in front of the body)

**Round and round;
round and round.**

**The wheels on the bus
go round and round,**

All day long.

**The horn on the bus goes
beep, beep, beep**

(tap your nose)

Beep, beep, beep, beep, beep, beep.

**The horn on the bus
goes beep, beep, beep,**

All day long.

**The lights on the bus
go blink, blink, blink etc.**

(open and shut hands)

**The wipers on the bus
go swish, swish, swish etc.**

(sway arms from side to side like windscreen wipers)

**The doors on the bus go open and shut,
open and shut, open and shut etc.**

(open out arms and bring back together to finish with a clap on 'shut')

**The children on the bus jump up and
down, up and down, up and down etc.**

(bounce younger children on your lap or encourage them to jump for themselves)

Head, shoulders, knees and toes

(Encourage young children to touch the relevant body part as they sing.)

**Head, shoulders knees and toes,
knees and toes.**

**Head, shoulders knees and toes,
knees and toes.**

**And eyes and ears and mouth
and nose,**

**Head, shoulders knees and toes,
knees and toes.**

(Body parts could be changed to encourage young children to learn the names of different body parts.)

Head, tummy, chest and hands...

**And eyes and cheeks and
chin and toes etc.**

(For older children, it can be fun to miss out the names of the body parts and just hum instead. There's usually one that forgets and this often results in lots of giggling.)

If you're happy and you know it

If you're happy and you know it
clap your hands

If you're happy and you know it
clap your hands

If you're happy and you know it
and you really want to show it

If you're happy and you know it
clap your hands.

(Use lots of other actions, eg, stamp your feet, touch your toes, turn around, reach up high etc. Ask the children to think of some different actions to do.)



Row, row, row your boat

(Sit with the child opposite you, legs straight (use ropes or cloth to hold onto between you if they can't hold hands) and rock back and forth.)

Row, row, row your boat

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream.

Rock, rock, rock the boat

(rock from side to side)

Gently down the stream

If you see a crocodile

Don't forget to scream

(scream as loud as possible)

Row, row, row the boat

Gently down the river

If you see an elephant

Don't forget to quiver

(shake body like shivering)

Row, row, row your boat

Gently along the shore

If you see a lion

Don't forget to roar

(roar like a lion)

Row, row, row your boat

Gently in the bath

If you see a kangaroo

Don't forget to laugh

(laugh loudly)

Grand Old Duke of York

(Children can march on the spot or around an area.)

Oh, the Grand old Duke of York

(marching)

He had ten thousand men

He marched them up to the top of the hill

(march very tall)

And he marched them down again

(march bending down to low level)

And when they were up, they were up

(stretch up high and stand on tiptoes)

And when they were down, they were down

(bend down low)

And when they were only half way up

(stretch arms out in front of body)

They were neither up nor down

(stretch arms up high and stand on tiptoes, then bend down low).

Wind the bobbin up

Wind... the bobbin up

(roll hands over each other, in front of the body)

Wind... the bobbin up

Pull, pull, clap, clap, clap

Wind... it back again

(roll hands over each other, in front of the body, but opposite way round to previously)

Wind... it back again

Pull, pull, clap, clap, clap

(bring fingers and thumb together in front of the body and pull outwards to the sides of the body)

Point to the ceiling

(do as the rhyme suggests until end)

Point to the floor

Point to the window

Point to the door

Clap your hands together, 1, 2, 3

And put your hands upon your knees.

Two little dickey birds

(Helps with learning left and right)

Two little dickey birds

(both hands closed, index (pointer) finger out)

Sitting on a wall

(resting against shoulders or knees)

One called Peter

(waggle finger on right hand)

One called Paul

(waggle finger on left hand)

Fly away Peter

(waggle right finger and move behind back)

Fly away Paul

(waggle left finger and move behind back)

Come back Peter

(bring right hand back to shoulder or knee)

Come back Paul

(bring left hand back to shoulder or knee.)



Discover many more on the internet. For details of resources which include songs, nursery and action rhymes see Section 1, page 22.

Appendix ii

Useful movement vocabulary

Locomotion words

walking
running
stomping
wading
creeping
tiptoeing
skipping
galloping
rolling
slithering
sliding
climbing
hanging
jumping
hopping
turning
twisting
side-stepping
stepping
rolling
leaping
riding
scooting
crawling

Direction and position words

forwards
backwards
sideways
zig zag
curved
upwards
downwards
away from
towards
along
behind
in front of
under
above
stop
start
change
between
in
out
on
through
around
change
between
reach
crouch

Shape words (add 'er' and/or 'est' to these words also)

small/tiny
big/large
wide
narrow
short
long
low
high
straight
bendy
broad
round

Manipulation words

hold
grip
carry
pick up
push
pull
hang
grasp
receive
collect
retrieve
peg
thread
draw
cut
pinch
mould
stack
make
build
knead

Action words

throw
hit
bat
catch
retrieve
climb
aim
strike
kick
bounce
roll
clap
balance

You may want to think of more words to add to the categories. Some words fit into more than one category.

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John Angerson

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