



YST

START TO MOVE

Resource cards

The Mix-it-up! cards

These cards look at activities where children can apply the knowledge and skills they have learned and practised on the other cards into 'game like' situations. They are very loosely grouped into the four types of games, Target, Net and Wall, Striking and Fielding, and Invasion, but the skills can be transferred across all types of games.

Target games:	1 Sea battle	2 Bowling alley	3 Rabbits	4 Opposites attract
Net and Wall:	5 Help or hinder	6 Hit the target		
Striking and Fielding:	7 Run the catch	8 Running goalie		
Invasion games:	9 Four and score	10 Place the ball		

Structure

- Equipment list.
- How to play: instructions on how to play the game and any variations which could be made to the game to maintain interest and challenge.
- Fundamental skills, leading to sports skills: how the skills practised on the cards transfer into games and sports.
- How to include all young people. How to differentiate activities to challenge and support the children.
- Tactics and strategies: what strategies do children need to think about when playing this game? These are progressive, e.g. aiming at a stationary target, choice of stationary targets then a moving target.
- Higher-order questions to challenge children's thinking and understanding.

Useful resources and websites

Youth Sport Trust - Start to Play

Youth Sport Trust - Smart Start

Youth Sport Trust - Skills to Play

Youth Sport Trust & EFDS - Inclusive Physical Education

The Australian Sports Commission

Developmental Physical Education for All Children

- Gallahue and Cleland

Understanding Motor Development

- Gallahue, Ozmun and Goodway

The Well Balanced Child - Sally Goddard Blythe

Growing an In-Sync Child - Kranowitz and Newman

Retro Baby - Zachry

www.youthsporttrust.org

www.sportnz.org.nz

www.ciraontario.com

www.befitforlife.ca

www.sportwales.org.uk



The Start to Move resource has been developed by Lesley Minervini.

What is Physical Literacy and why is it important?

Physical Skills
+ **Confidence**
+ **Motivation**
+ **Practice**
= **Physical Literacy**

- Sport Wales



The development of Fundamental Motor Skills (FMS) is essential to achieving proficiency in various sports, games and dances of a culture. They serve as the building blocks for efficient, effective movement and offer children ways to explore their environments and gain knowledge about the world around them."

- Gallahue

From the moment they are born children interact with our world through movement. They find out how long they are by stretching out their legs; how wide they are by stretching out their arms. Early movement is the foundation on which the higher abilities of reading, writing and maths are built. At birth the connections to higher centres are only tenuously made; the movement experience a child has will play a pivotal part in shaping their personality, their feelings and their achievements, both in an academic and physical arena.

By providing a wide range of movement opportunities we can ensure that children develop the **stability** they need to initially sit up, crawl and then walk. This then provides a strong base on which to build other forms of **locomotion**, such as running, jumping, skipping and climbing. Once children have mastered stability, they free up their hands to investigate objects, initially swiping at objects until they can eventually approach the object with accuracy and control. **Object control** allows them to throw, catch, carry an object and hold a pen. The skills of stability, locomotion and object control need practice and are essential ingredients of every child's play.

The refinement of these skills is a work in progress, which will last until at least seven years old; with some children it will take longer. The more children move, the more controlled their movements become. The feeling of control over the body provides children with a feeling of confidence and builds self-esteem; children can then be described as "**Physically Literate**".

These Start to Move cards will help you give children a wide variety of experiences to develop their stability, locomotion and object control in a fun and enjoyable way. Allowing them first of all to explore movement using the Let's Explore cards, find out:

- how they can do these actions, e.g. run fast/slow
- where they can do these actions, e.g. run forwards in a straight line
- with whom or what they can do these actions, e.g. run behind a partner carrying a ball.

Thus providing children with A REPERTOIRE OF SKILLS, which can be applied in A VARIETY OF SITUATIONS.



A child who has had numerous opportunities to kick objects of various shapes, weights and sizes, while the object was stationary or moving and while the child was stationary or moving, will develop a repertoire of movement patterns that may be used to respond to a wide variety of task demands. That child will then have those options available to her when participating in games such as soccer and football that require different kinds of kicks and quick changes of position and direction in response to the movements of teammates or opponents." Gallahue

It is a common misconception that children will develop fundamental motor skills naturally. However, this is not the case. Many will not develop the skills needed to take part successfully in physical activity. The development of these skills needs to be planned for carefully and lots of time given to practising them.

Movement and its effect on learning



Paediatricians, teachers and other early childhood specialists now recognise that early motor development is one of the most important factors in the physical, emotional, academic and overall success of your child."

- Kranowitz and Newman 2005



Movement is an essential ingredient for a child's development and capacity to learn, but children of today have less movement opportunities in their lives than any previous generation."

- Sally Goddard Blythe 2004

Many children arrive in school without a wide and varied movement vocabulary. Changes in childcare practices and technological developments mean it is less likely that children have been allowed to play out, climb trees, jump in puddles and take part in rough-and-tumble play. Many children will have spent increasing amounts of time in seats, watching educational videos, playing with smart toys (many of which involve pressing buttons or swiping a screen) and in general being much more sedentary than in the past.



In years past, when little ones didn't watch a video screen (including TV) as much as they do today, they played with toys they could manipulate for hours on end. They stacked blocks, tossed balls, banged on toy pianos and played with shape sorters. This type of play develops fine motor skills and bilateral co-ordination (the ability to use both hands together with ease) so that when children get older and start school, they can hold a pencil correctly and have the foundation needed to learn how to write."

- Anne H. Zachry 2013



Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life."

- Margaret Whitehead 2016

The Start to Move cards look at how the movement experiences provide essential 'life skills', which are important in the development of the whole child as well as sporting skills.

Proprioception: refers to the body's ability to sense movement within joints and joint position. This ability enables us to know where our limbs are in space without having to look. This information tells the child such things as whether they are stamping or tiptoeing, and whether they are pressing too hard on their pencil.

Stability: or static balance, staying in one place. It is what helps a child sit up in their chair.

Dynamic balance: is what allows a child to walk along the kerb or ride their bike.

Bilateral co-ordination: is moving both sides of the body at the same time, i.e. catching a ball and pushing Lego bricks together.

Directionality: the awareness of forwards, backwards, up and down. Helps children learn to write and subtract in maths.



The cards are organised in three groups:

Stability

Card Title

Let's Explore - Stability

Static balance

- 1: Standing on one leg
- 2: Different body parts
- 3: Co-operative balancing

Dynamic balance

- 4: Beam walk
- 5: Dodging
- 6: Rocking and rolling

Locomotion

Card Title

Let's Explore - Locomotion

- 7: Animal movements
- 8: Hopping
- 9: Jumping
- 10: Running
- 11: Skipping and galloping
- 12: Walking

Object control

Card Title

Let's Explore - Object control

- 13: Beanbag tricks
- 14: Bouncing
- 15: Clever catching
- 16: Hoop tricks
- 17: Kicking
- 18: Striking
- 19: Throwing

Motor planning: or organising a sequence of body movements. Going down a slide, mastering handwriting, designing and making a model.

Spatial awareness: developing a child's sense of where they are in relation to the world. Helps children to move across the classroom to collect some equipment, to stack blocks.

Visual tracking: watching a moving target. Following a ball in the air, reading a book.

Crossing the midline: a body part (e.g. hand or foot) is able to move over spontaneously to the other side of the body to work there, crossing an imaginary line running vertically through the centre of the body. Important in reading and writing and dressing.

The structure of the cards is the same.

- **Exploration activities and games to develop the theme.**
- **Higher-order questions to challenge children's thinking and understanding.**
- **Life skills:** how the skills practised on this card will impact on the development of academic skills of everyday needs.
- **Sports skills:** how the skills developed lead into sports and games.
- **How to include all young people:** how to differentiate activities to challenge and support the children using STEP: Space, Task, Equipment and People.
- **Learning cues:** things for the teacher to look out for in the development of the skills.
- **Think Inc.:** any adaptations which could be made to include children of different abilities.

With increasing pressure on schools to achieve high academic standards early, it is easy for the importance of movement to take second place. However, evidence from academic research demonstrates that this is not the case and schools and parents need to think about how these trends might be reversed.



Let's explore **STABILITY** – Static balance

Landing

How you do it: Force • Time • Flow

- Children freely spaced, progress from standing to walking to running. Jump to stand still.
- Can you land loudly/quietly?
- Close your eyes. Can you still land and stand still?
- Can you move in lots of different ways and on a signal jump to land?

Different body parts

- Can you balance on lots of different body parts?
- Can you balance for 10/20/30 seconds?
- Can you get into a balance slowly and come out of it quickly, or the other way round?
- How many ways can you balance on your...?
 - back - side - front - bottom - shoulders - knees.
- Can you do some of the balances with your eyes closed?
- Can you balance on a combination of body parts...?
 - > one hand, one foot.
 - > one elbow, two feet.
 - > one knee, one elbow, one foot, etc.

One foot balance

- Can you balance for 10/20/30 seconds?
- Can you get into a balance slowly and come out of it quickly, or the other way round?
- Can you get into a balance smoothly/jerkily, like a pixie/giant?
- Can you do all of the above with your eyes closed?

Co-operative balances

- Can you push hard/soft against a partner to balance?
- Can you get into a balance slowly and come out of it quickly, with a partner or the other way round?
- Can you perform the balances taking on different roles, e.g. one is a pixie, the other a giant?
- Can you move from one balance into another smoothly?

Where you do it: Level • Direction • Range

- Change direction of jump to land. Can you jump forwards, backwards, sideways?
- Can you kneel and fall forwards/sideways to land on your hands?
- Can you do the same again from a crouched position?
- Can you fall backwards onto your hands from a crouched position?

- Can you move backwards into a balance on 2/3/4 body parts?
- Can you perform a balance at a high/low/medium level?
- Balance while standing and make different body shapes...?
 - > wide/narrow.
 - > symmetrical/asymmetrical.

- Can you perform a balance at a high/low/medium level?
- Can you balance while standing and make different body shapes...?
 - > wide/narrow.
 - > symmetrical/asymmetrical.

- Can you perform a balance at a high/low/medium level?
- Make different body shapes...?
 - > wide/narrow.
 - > symmetrical/asymmetrical, contrasting with a partner.

Who or what you do it with: Objects • People • Combinations

- Can you move through an obstacle course, jump off and land safely?
- Can you roll sideways down a hill and stop on demand?

- Can you pick up a piece of equipment from the floor and balance it on your body while performing a balance?
- How many of the balances can you do...?
 - > on a line, on a bench.
 - > on a gymnastics table.
 - > while holding a piece of equipment.
 - > with a partner.
 - > in a small group.

- Can you pick up a piece of equipment from a variety of levels?
- Can you spin a hula-hoop on your arm while balancing?
- Can you pass a ball around you while balancing?
- Can you throw and catch a ball with a partner?
- Can you perform the balance on a bench/wobble board?

- Can you perform the balances in unison/canon with your partner?
- Can you incorporate some objects into the balances?

Let's explore **STABILITY** - Dynamic balance

Beam walk

How you do it: Force • Time • Flow

Can you walk along a line/bench/beam...?

- like a pixie/elephant
- on your tiptoes
- heel to toe
- softly/hard
- like a machine
- quickly/slowly
- like a footballer/ballerina

Where you do it: Level • Direction • Range

Can you walk along a line/bench/beam...?

- forwards/backwards
- bending down to touch the line/bench/beam in the middle
- and turn around at the end and come back
- very tall/small
- doing a small jump and land back on the line/bench/beam

Who or what you do it with: Objects • People • Combinations

Can you...?

- carry some equipment with you along the line/ bench/beam
- pick up a piece of equipment from the line/ bench/beam
- step over a piece of equipment on the line/ bench/beam
- walk behind/in front of a partner
- start at opposite ends to your partner and pass in the middle on demand?

Dodging

Can you dodge...?

- with a lost of force
- quickly/slowly
- smoothly
- like a rugby player/ballerina

Can you dodge...?

- to your right/left
- sideways, backwards, forwards
- from high to low/low to high
- using only one step

Can you dodge...?

- a rolled ball
- a soft ball thrown at you
- around some cones on the floor
- a person running towards you
- a person chasing you
- through an obstacle course while soft balls are being thrown at you

Rocking and rolling

Can you rock or roll...?

- quietly/loudly
- softly/with a lot of force

Can you rock or roll...?

- forwards/sideways/backwards
- in a small/narrow/wide shape
- in a straight line

Can you rock or roll...?

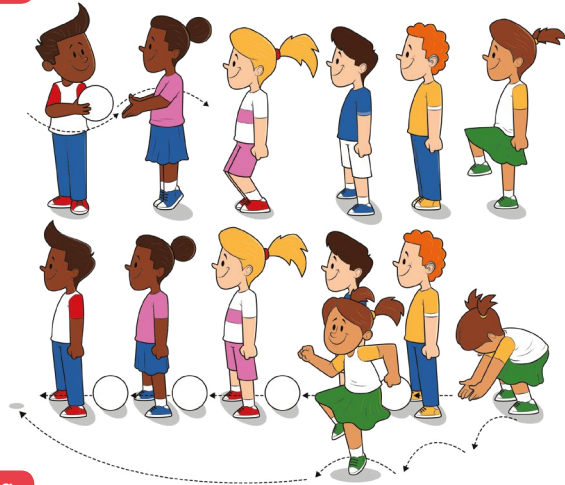
- on a mat
- on a bench
- with a partner, moving towards or away from
- at the same time as a partner
- while carrying a hoop/ball
- down a slope
- through a hoop



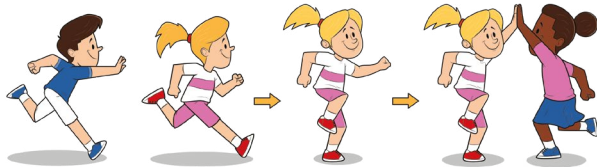
1 Static balance

Standing on one leg

Balance relay



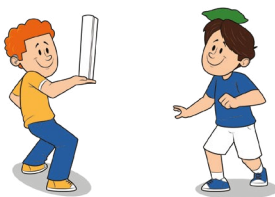
Flamingo tag



Mirror mirror



Keep it up



Can you...

- stand on one leg, with your arms out and be really still for 10 seconds?
- stand on the other leg and do the same?
- do the same with your eyes closed?
- make different shapes while standing on one leg, wide/narrow, tall/small?
- balance on pieces of equipment, e.g. on a bench, a beam, a wobble board?
- pass some equipment around your body, without losing your balance?

Play the game

Balance relay (Groups of 6)

- In a line, everyone standing on one leg, person at the front with a large ball.
- Can you pass the ball to the person behind you, alternating turning right or left?
- Once the ball gets to the back, jump onto two legs, make a tunnel, person at the back rolls the ball through and then hops to the front.
- Same again but standing on the other leg.

Variation

- In a line, everyone standing on one leg, with a beanbag at the front on the floor.
- Can you pick up the beanbag from the floor and put it on the floor behind you for the next person to pick up?
- When the beanbag gets to the end of the line, change legs and do the same to bring the beanbag to the front.
- Same again, but only using one hand. If right hand, turn to the left, left hand, turn to the right.
- Can you pass the beanbag along the line without using your hands, while staying on one leg?

Flamingo tag (Three taggers)

- Children move around the area in a variety of ways, e.g. skipping, hopping, jogging etc.
- When caught they have to stand on one leg until they are released by someone high- or low-fiving them.

Mirror mirror

- Children move around the hall. Teacher shouts out 'Bridge', 'Tunnel' or 'Freeze' Children have to follow instructions as soon as possible.

Keep it up (Various objects, such as balancing poles [made from rolled-up newspaper and sticky tape], feathers, animal beanbags and tennis racquets).

- Players balance various objects to see which shapes are easiest to balance.
- Players use different body parts to balance the objects, e.g. hand, knee, foot, elbow or chin.
- Players try to pass the object from one body part to another (e.g. one hand to foot).
- Players work in pairs to pass objects to each other.

Static balance Standing on one leg

Questions

- What can you do to help you balance?
- Was it more difficult to balance on your right or left leg and why?
- What difference did the way you turned to pass the beanbag make to your balance?
- Which objects were hard to balance and why?
- What did you do to try and make your partner fall over?

Life skills

Proprioception – for pushing a scooter; jumping over waves at the beach.

Bilateral co-ordination – for putting a wet towel on a line.

Crossing the midline – for putting in an earring.

Sporting skills

Proprioception – knowing when to press hard on a pencil.

Bilateral co-ordination – for doing star jumps; for using a swing.

Learning cues

Look out for:

- Support leg still with foot flat on the floor.
- Non-support leg bent and not touching other leg.
- Maintaining balance without waving arms too much.
- Focusing on a point.

Crossing the midline – for using a table-tennis bat.

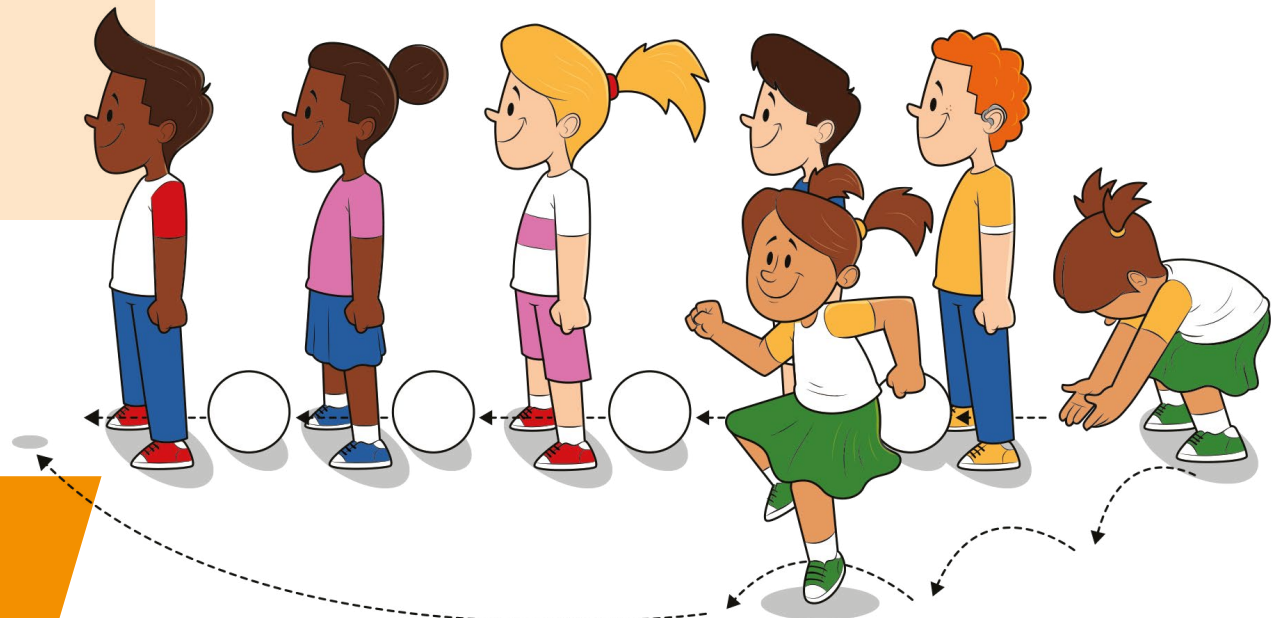
Including all young people STEP

Easier...

- Put hand on the shoulder of the person in front of you to help balance.
- Make passes on the same side of the body.
- Use a different body part to balance on.

Harder...

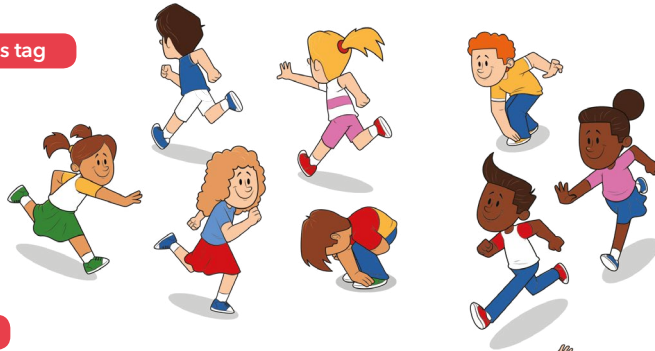
- Use equipment that is harder to balance.
- Throw the object to the partner rather than passing it.
- Work in a group.
- Increase numbers of objects.
- Stand on ball of the foot rather than whole foot.



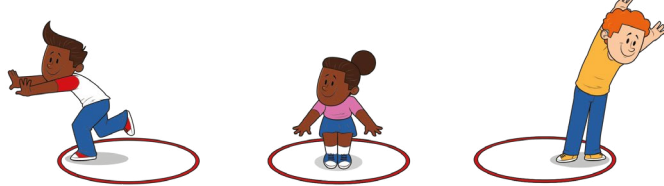
2 Static balance

On different body parts

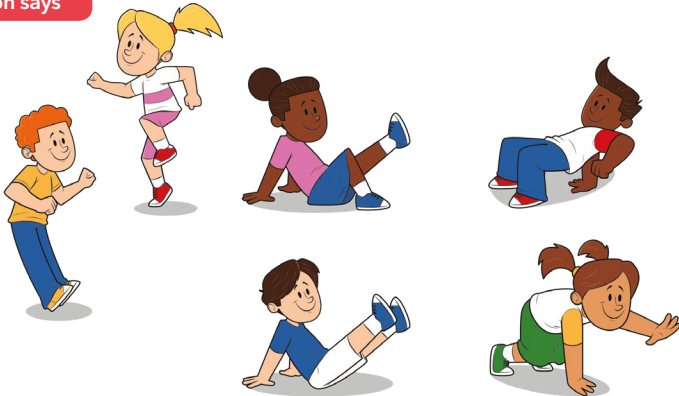
Nose and toes tag



Hoop stretch



Simon says



Can you...

- make a narrow/wide/twisted/curled/small/tall shape with your body in a standing position?
- make the same shape as above but resting on other part(s) of the body?
- make a symmetrical/asymmetrical shape?
- make a shape at different levels (low, medium and high)?
- make the shape of a letter of the alphabet?
- do as above but with your eyes closed?
- do as above but at different levels (low, medium and high)?
- starting low, move to a high position?
- join together two body parts, e.g. hand to foot, foot to foot, elbow to knee, knee to ear, hand to shoulder, head to hand, knee to ankle, foot to head, head to knee?
- balance on right or left foot, holding arms out/up?
- balance facing down, one knee and two hands on mat, two knees one hand, one hand one knee?
- pose like a ballerina, Superman, a football player, etc.?
- balance on your bottom with your feet off the ground, put your feet down, stretch your legs out, cross your legs, etc.?

Play the game

Nose and toes tag (Three taggers)

- On 'GO!', three taggers try to tag other players. Once tagged, a player must hold the toes of their left foot with their right hand. To become free, they must pass their left arm under their left knee and touch their nose.

Hoop stretch

- Players stand in a hoop or a marked circle.
- Players make a body position with both feet inside the hoop and both arms outside of the hoop.
- They hold the position for three seconds, then stand up and repeat using a different position where feet are inside and hands outside the hoop.
- Can they make other shapes by balancing on other parts of the body inside the hoops?

Simon says

- Balance on:
 - > tip toes, one foot (right or left), heels (right or left).
 - > your bottom, V sit with one foot/two feet down, one/two hands.
 - > hands and feet, tummy up, one hand and two feet, two feet and one hand, same with tummy facing the floor.

Static balance On different body parts

Questions

- What do you need to do to hold your balance for three seconds?
- Which balance did you find the easiest and why?
- Which is your favourite balance and why?

Life skills

Stability – sitting up straight at a desk; riding a bike.

Motor planning – packing a rucksack; putting on a coat.

Crossing the midline – ability to finger point when reading; for steering a car.

Sporting skills

Stability – stretching to reach a forehand shot without falling over.

Learning cues

Look out for:

- Body tension.
- Stillness, held for three seconds.
- Use of arms to maintain balance.
- Is the head stable?

Motor planning – coordinating movements to perform a task.

Crossing the midline – ability to play a backhand shot.

Including all young people STEP

Easier...

- Allow to sit for Nose and Toes tag.
- Use more body parts to balance on.

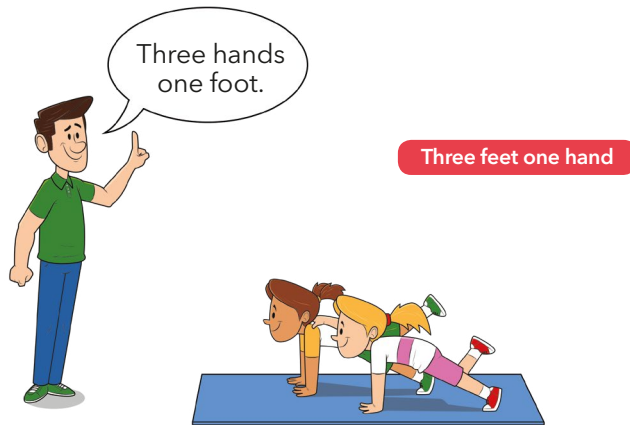
Harder...

- Introduce equipment into activities.
- Reduce number or size of body parts to be used.
- Reduce surface area of equipment, e.g. from bench to beam.

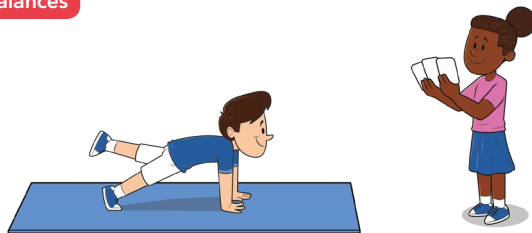


Static balance

Co-operative balancing



Combination balances



Partner balances



Can you...

- explore how many ways you can balance (with a partner)?
- balance with your partner on a line, bench, table or mat with only:
 - > two feet on the ground
 - > two hands and one foot
 - > two knees and one head
 - > one foot and two knees
 - > one back and one foot
 - > one back and two hands?
- be the shape of the alphabet, your favourite number (with your partner)?
- travel around the area in a variety of ways?

Play the game

Three feet one hand

- With a partner moving around the room, alternating between behind/beside (etc.)
- Teacher shouts out combinations, e.g. three hands one foot, one bottom two feet.
- Children find a mat and perform a pair balance with those parts on the ground.
- Hold balance for five seconds, must be in contact with partner.

Combination balances (with a partner)

- Ask the children to come up with a list of different body parts they can balance on and make cards with them written or drawn on.
- Children choose three cards and see if they can make a partner balance on those parts.
- Increase the number of cards.
- Work with another pair and see if you can make two different balances, using the same cards.
- Can you move from one balance to the other fluently?

Partner balances

- Mirror mirror, using any part of the body to balance on.
- Twins, make a balance close to your partner so that the same body parts are touching, e.g. touching hands, elbows, knees, backs
- Counterbalance:
 - > Facing your partner, holding their wrists, can you lean away from each other and keep your feet in the same place until your arms are straight?
 - > Can you put your feet between theirs and do the same?
 - > Can you do the same thing on a bench?
 - > Can you sit back to back with your partner, legs bent, elbows linked? Pushing backs together, can you straighten legs and stand?
 - > Can you do the same in threes or fours?

Static balance

Co-operative balancing

Questions

- What do you need to do to balance with your partner safely and under control?
- Which combination of body parts did you find the most difficult and why?
- How can you and your partner successfully counterbalance each other?

Life skills

Proprioception - how to pick up a drink without spilling it.

Stability - ability to get things out of a low cupboard or something that has rolled under a bed.

Motor planning - how to negotiate a climbing frame.

Sporting skills

Proprioception - how hard to lean on a partner to maintain balance.

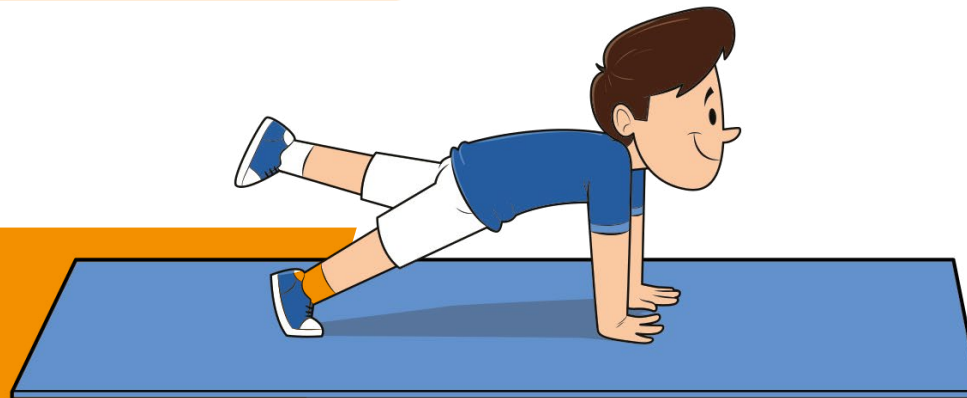
Stability - how to maintain balance on different size bases.

Motor planning - how to transition from one balance to another.

Learning cues

Look out for:

- Body tension in core.
- Creativity in balances.
- Size of base.
- Quality of balance, stillness and shape.



Including all young people STEP

Easier...

- Balance on larger body parts.
- Lean on a wall or table to help balance.
- Partner to help with shapes of balances.

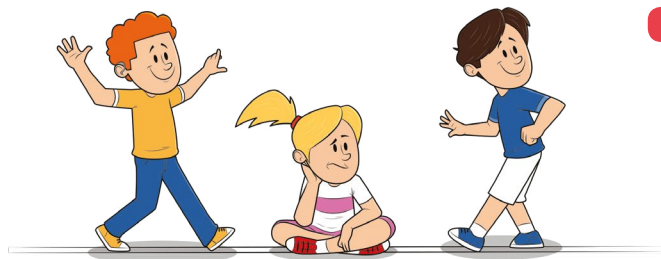
Harder...

- Counterbalance using one hand rather than two.
- Add equipment into balances.
- Smaller base.
- Inverted balances.



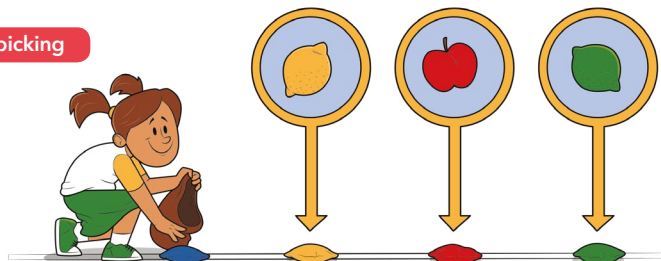
Dynamic balance

Beam Walk



Line tag

Fruit picking



Walk the gauntlet

Can you...

- walk along a line:
 - > slowly, heel to toe?
 - > with a beanbag on your head?
 - > and step through a hoop?
 - > changing direction when you come to another line?
 - > following a partner?
- walk along a bench:
 - > as first three above?
 - > and pick up some equipment?
 - > and step over a beanbag?

Play the game

Line tag (One tagger)

- Players walk slowly along the lines trying to avoid the tagger. If they get caught, they sit on the line and become a roadblock. They have to count to 20 and then can move again.
- If they meet someone else, they have to go in reverse.

Variation

- Still staying on the lines moving slowly to begin with, this time with a partner, numbered 1 and 2. Number 1 counts to three then has to try and tag number 2. Once tagged they become the tagger.

Fruit picking

- Players walk along their own line and have to pick up beanbags and put them in a bag.
- How many beanbags can they pick up in one minute?
- Can you do it with a beanbag on your head?
- Can you pick it up using only your right hand?

Variation

- Each colour becomes a type of fruit: red = apple, yellow = lemon, green = lime, blue = plum. Children given a shopping list, e.g. two plums, three limes, a lemon and an apple, and have to remember and pick up the right beanbags. Teacher shouts "Fruit salad" and the children have to collect all the different fruit.
- Use all the lines in an area so the children have to avoid each other too.

Walk the gauntlet (Groups of 4)

- A player walks on the bench, trying to get from one end to the other without being hit. The other three have to throw soft balls at the player aiming below the waist. If they hit the target, they get on the bench instead. Winner is the player who has the most successful attempts to get from one end of the bench to the other.

Dynamic balance Beam Walk

Questions

- What do you need to do to pick up the fruit successfully?
- How did you stop the beanbag from falling off your head?
- Is it better to go fast or slow? Why?
- Is it easier to go forwards or backwards? Why?
- What happened when you had to pick up a beanbag on your left side, with your right hand?

Life skills

Stability – for riding a bike in a circle.

Directionality – for riding a bike through a cone obstacle course.

Crossing the midline – ability to pick up something dropped on the floor while carrying something in the other hand.

Sporting skills

Stability – walking along a beam; staying on the bench in bench ball.

Directionality – changing direction to intercept a ball.

Crossing the midline – dribbling a ball around your body; making a pass in basketball.

Learning cues

Look out for:

- Does the player need to look downwards a lot when walking heel to toe?
- Is there much wobbling?
- Are the arms used to balance?
- How fast can the child move?
- Is the foot placed well, heel to toe moving forwards and toe to heel, backwards?

Including all young people STEP

Easier...

- Wider lines.
- Beanbags on vaulting tables near the line so children don't have to bend down so far.
- Pairs walking collaboratively on the lines, not tagging.
- Fewer attackers throwing the ball in "Walk the Gauntlet".

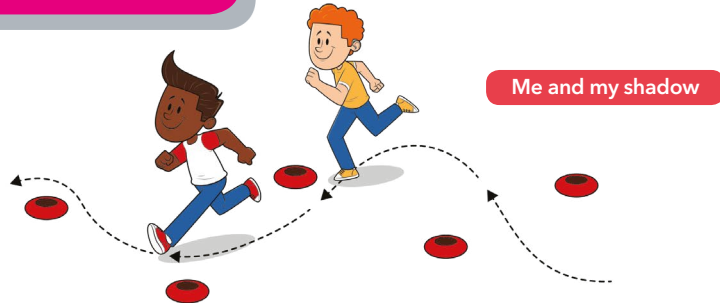
Harder...

- Higher beam.
- Smaller objects to pick up.
- Longer shopping lists with other fruit included.
- Two benches together for "Walk the Gauntlet".



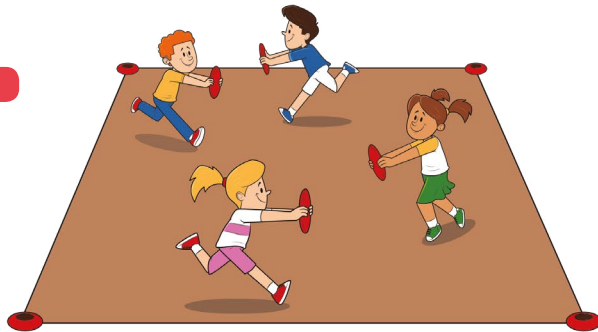
Dynamic balance

Dodging

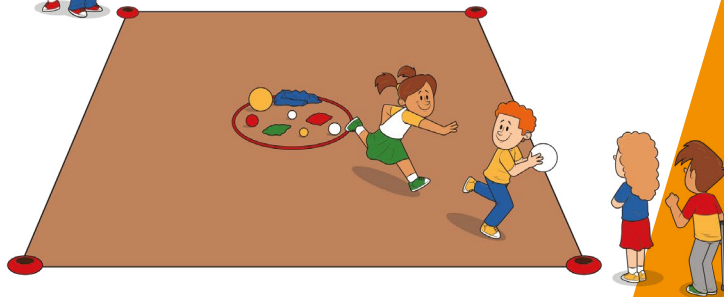


Me and my shadow

Dodgems



Steal the giant's treasure



Can you dodge...

- around markers on the floor?
- a soft ball thrown at you?
- a ball rolled along the ground?
- a person chasing you?
- in different directions?
- while dribbling a ball?

Play the game

Follow the track

- Teacher sets up a variety of zig-zags with marker cones or floor markers.
- Children move around the room following the zig-zags, changing direction quickly.

Me and my shadow

- With a partner, numbered 1 and 2.
- Take turns as leader. One behind the other, can you follow the leader dodging in and out in the area?

Variation

- Can you try to make it hard for your partner to stick with you?

Dodgems (Groups of 4/5)

- In a marked square, 5m x 5m approximately.
- All children with a quoit or Frisbee held out in front of them like a steering wheel.
- Can you run around and in between each other without bumping into anyone?

Steal the giant's treasure (Groups of 5: 1 giant, 4 thieves)

- Hoop in the middle of the area containing a variety of equipment. Guarded by a giant.
- One cone in each corner of the area.
- Thieves by one of the cones.
- One thief at a time can try and steal a piece of equipment and try to get it out of the area without being tagged. If they are tagged, they must put the treasure back.
- Winner is the first thief who steals three items.

Think Inc

Zone off area for wheelchair user in Dodgem game. Only one other player allowed in zone at a time.

Dynamic balance Dodging

Questions

- What did you have to do to get through the zig-zags successfully?
- What did you do to keep up with your partner?
- How did you avoid bumping into people during the Dodgem game?
- What did you do to avoid being tagged?
- How can you work together to steal objects?

Life skills

Stability - changing direction quickly to avoid a collision.

Motor planning - deciding how to get from one area of the classroom to the other, without bumping into something or someone.

Spatial awareness - for riding your bike around obstacles on the road.

Sporting skills

Stability - ability to change direction quickly and smoothly to follow a player or a ball.

Motor planning - planning a pathway through the zig-zags, through defenders.

Spatial awareness - ensuring you are able to avoid players on another team and don't get in the way of your own team.

Learning cues

Look out for:

- Head up, looking where they are going.
- Getting down lower to change direction.
- Ready position on the balls of their feet, wide stable base.
- Ability to dodge left or right.
- Change in direction completed in one step.

Including all young people STEP

Easier...

Larger zig-zags.

Larger area in Dodgems game.

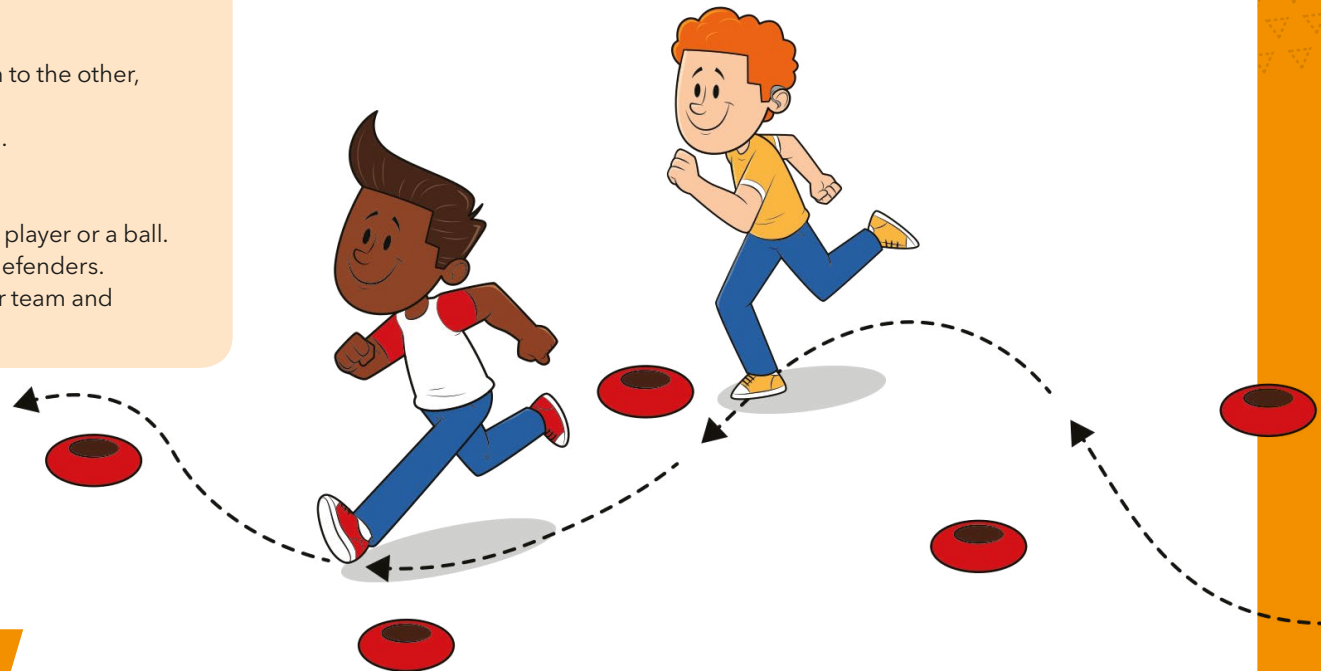
Giant has to count to three before chasing thief.

Harder...

Smaller area or more people in dodgem area.

Two thieves allowed to go at once in Treasure game.

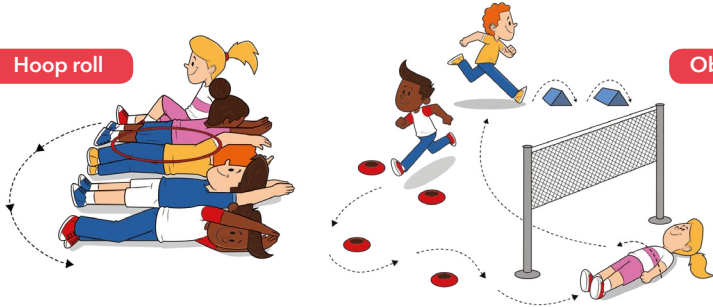
Two giants to protect treasure.



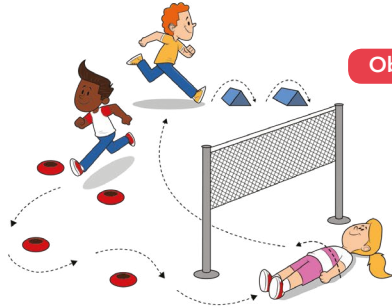
Dynamic balance

Rocking and rolling

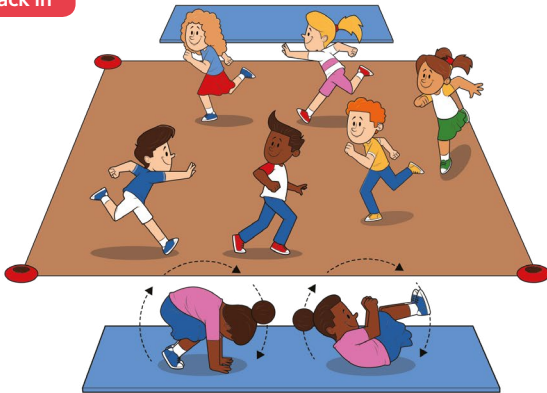
Hoop roll



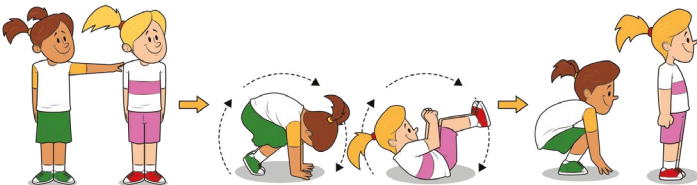
Obstacle course



Roll back in



Chain roll



Can you...

- roll in a long thin shape from your tummy to your back and back again?
- roll down a slope in a long thin shape?
- rock backwards and forwards in a tucked shape?
- keep a beanbag under your chin while doing a forward roll?
- stand up at the end of a forward roll, without using your hands?

Play the game

Hoop roll (Groups of four or five)

- Children lying on their backs very close to each other, with a hoop on top.
- Can you roll all together keeping the hoop up off the ground from one end of the hall to the other?

Obstacle course

- Design an obstacle course, which the children have to move through. Should include some objects to roll under and along.

Roll back in

- Square playing area with a mat on each side.
- Two taggers. Children move around the room in a variety of ways trying to avoid the tagger.
- When they are tagged they run out of the side of the area and do a type of roll on the mat and can then join in again.

Chain roll (Groups of four)

- On a strip of mats, can you lie down with the width of an outstretched arm between you?
- Can you roll to the end of the room as a team without rolling into each other?

Think Inc

Check with parents/carers whether children with Down's Syndrome are allowed to forward roll.

Dynamic balance

Rocking and rolling

Questions

- How did you make sure you rolled in a straight line?
- What do you need to do to keep your body straight and your legs together (in a log roll)?
- How did you work together to ensure you didn't drop the hoop?
- What do you need to do to roll smoothly when doing a forward roll?

Life skills

Stability – for rolling out of bed; for getting out of a chair.

Bilateral co-ordination – for carrying a tray to a table; for playing a mouth organ.

Motor planning – for learning how to stop and go.

Sporting skills

Stability – for getting up after a tackle in rugby; to perform a fluent sequence in gymnastics.

Bilateral co-ordination – for pushing off both hands at the same time in a roll or a vault.

Motor planning – for knowing which order body parts need to move when performing a gymnastic action.

Learning cues

Look out for:

- Does the body roll smoothly?
- Is there a lot of body tension in the core?
- Can they roll in a straight line?
- Can they stay in a tight tucked shape when rocking to stand or performing a forward roll?

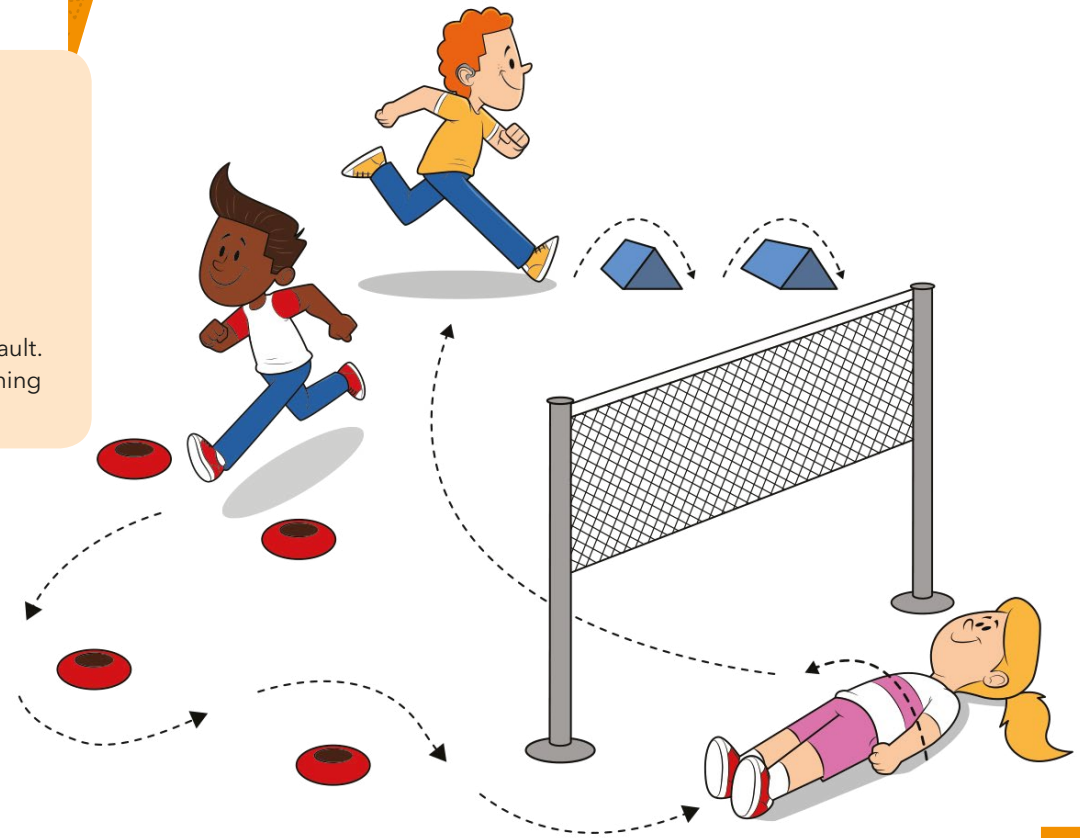
Including all young people STEP

Easier...

- Forward roll down a slope.
- Egg roll from knees to knees.
- Decrease number of obstacles.

Harder...

- Try a dish-and-arch roll.
- Vary entry and exit points to rolls.
- Roll carrying a piece of equipment.
- Roll in unison with a partner.



Let's explore LOCOMOTION

Walking

How you do it: Force • Time • Flow

Can you walk...?

- slowly/fast
- on toes/heels
- as if you are in the rain, a strong wind, in the dark
- fast over a short distance
- like a fashion model/soldier
- like a machine

Ask children to walk like they are:

- in a strong wind
- walking a big dog
- in thick mud
- moving along a narrow ledge
- happy, sad, excited, angry
- carrying a tray of drinks

Running

Can you run...?

- like a pixie/an elephant
- on your tiptoes/flat-footed
- as fast/slowly/smoothly as you can
- with jerky movements
- like a machine
- fast over a short distance
- at varying speed

Jumping

Can you jump...?

- as quietly/loudly as possible
- like a giant/frog
- as if you are on ice
- with legs and arms stiff
- keeping your arms out from your side
- with your legs apart
- and land with your feet apart
- and land lightly/heavily and on same/different spot
- without using your arms
- like a rocket

Where you do it: Level • Direction • Range

Can you walk...?

- forwards, backwards, sideways, diagonally
- with small/long steps
- in a circle, in a zigzag, on a line
- making shapes, letters, numbers, words
- tall/small/middle • at varying speed
- to a beat or rhythm
- in shapes of objects or animals • making a circle

Can you run...?

- very tall/very small
- at a high/low level
- as far as you can
- changing direction on a signal
- uphill/downhill
- in small spaces without touching anyone

Can you jump...?

- forwards/backwards
- very fast/slow • in a straight line
- on the spot – turning/forwards/backwards/sideways
- from one foot to the other
- uphill, downhill • to music
- as high/low as you can
- as far as you can starting and landing on two feet

Who or what you do it with: Objects • People • Combinations

Can you walk...?

- touching ground markings with the hand
- keeping together in small groups
- following a leader
- around/under/through/over objects in the playground
- around a given circuit • while clapping
- on the spot/moving • beside/behind a partner
- in straight/curved lines
- making shapes, letters, numbers
- bouncing a ball • through a hoop
- under a rope • through a turning rope
- in a very small area without touching

Can you run...?

- all by yourself, making your very own path
- in front of/behind/beside a partner
- holding hands with a partner
- following a leader • on/across the line
- around/under/through/over objects
- around a given circuit
- making up own patterns and shapes on the floor
- leaning forwards – and change to leaning backwards
- in many different ways
- carrying a piece of equipment

Can you jump...?

- with a partner
- side to side of a line/over a space
- forwards and backwards over a line or space
- in and out of a hoop or rope shapes
- with a beanbag between the feet
- over lines, ropes, spaces, low obstacles

Let's explore LOCOMOTION

Hopping

How you do it: Force • Time • Flow

Can you hop...?

- and turn in the air making a 90/180/360-degree turn
- as quickly/slowly, quietly/noisily as you can
- as softly/hard as you can eight times on your right/left foot
- alternating hard and soft landings
- in time to music
- without using your arms
- like a robot

Where you do it: Level • Direction • Range

Can you hop...?

- on the spot, forwards/backwards/sideways
- in a small shape
- as high as you can and hold your landing
- alternating between high and low
- as high as you can, with little low hops, at a medium height
- as far as you can, for distance

Who or what you do it with: Objects • People • Combinations

Can you hop...?

- while bouncing a ball
- while throwing and catching a ball to yourself
- with partners at the same time/moving forward holding hands/facing each other
- over lines/ropes/hoops on the ground
- over low cones spread out in a line, hop over four obstacles in a row, then hop backwards
- over the rope, into the hoop, onto the disc, around the cones

Skipping

Can you skip...?

- like a giant, a pixie, a clown, a soldier
- happily/angrily/sadly, tightly/loosely
- to the beat of the drum or to music
- quickly/slowly, at varying speeds
- as quietly/loudly as you can
- in time to the music
- as if you were going through mud
- swinging your arms, inwards/outwards

Can you skip...?

- making yourself very small and gradually getting taller
- being as tall as you can
- forwards/sideways/backwards
- in a straight line, in a curved pathway, in a circle, in shapes you have learned in Maths

Can you skip...?

- without touching any lines on the floor
- with a partner - going backwards while your partner goes forwards, holding hands so you both skip around on the spot

Galloping

Can you gallop...?

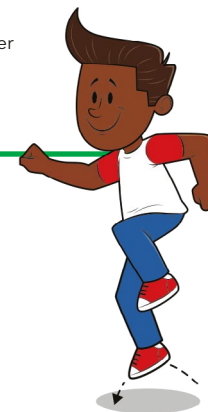
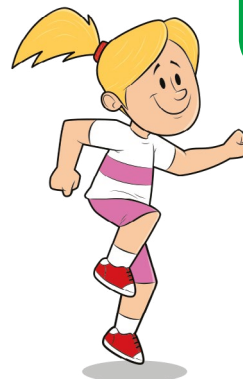
- landing on your toes
- very quietly/loudly
- as quickly/slowly as you can
- to the beat of a drum
- keeping both legs stiff

Can you gallop...?

- sideways
- getting smaller/bigger
- forwards/backwards
- taking big/small steps
- to the left/right

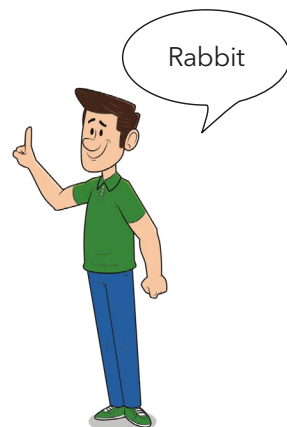
Can you gallop...?

- along a line
- from one line to another
- behind/beside/in front of a partner
- with a ball
- with a hoop
- while bouncing/catching a ball

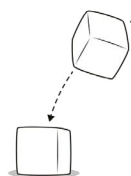


Animal magic

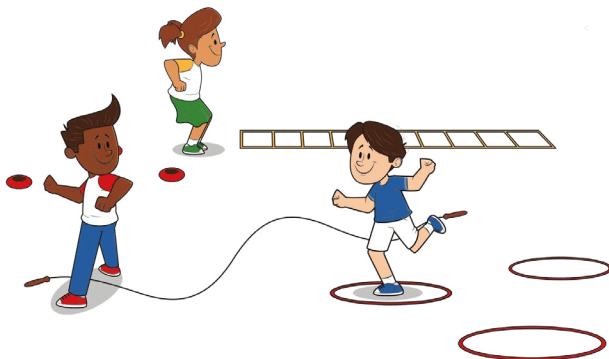
Animal safari



Throw the dice



Bridge, Tunnel, Freeze



Can you...

- move like a caterpillar, on hands and feet, walking hands away from feet, until in a front support position, then walk feet in until your bottom goes up in the air and then walk hands out again?
- wriggle along the floor like a worm, without using your hands and feet?
- seal walk (best done in socks)? Assume front support position with front surface of feet on the ground. Move forward using arms and drag legs behind.
- bunny hop, putting weight on hands and jumping feet off together?
- bunny hop from side to side across a bench?
- jump high like a kangaroo?
- walk like a bear on hands and feet?
- move around on your hands and feet with your tummy up, carrying a beanbag on your tummy?

Animal safari

- Children come up with a list of different animals. Teacher shouts out the name of an animal and the children move in the way they think that animal might move.

Variation

- Set up an obstacle course for the children to go along, under, over.

Throw the dice

- Make dice with transparent pockets. These should be cards with different body parts written on them, e.g. two feet, one foot, hands and feet, one hand one foot, tummy, back, bottom (as many body parts as you can). Teacher throws the dice and children have to move on the body parts as shown on the dice.

Variation

- Moving slowly/quickly, around an obstacle course.

Bridge, tunnel, freeze (hall with a variety of gymnastics apparatus spread around)

- Children move around the hall. Teacher shouts out 'Bridge' and they go over the appropriate apparatus, 'Tunnel' and they go under the apparatus, 'Freeze' and they hold their position. Children have to follow instructions as soon as possible.

Variation

Add more commands as the children learn them, for example:

- Bunny hop • Bear walk • Kangaroo • Find a friend - hold hands with a partner
- Down low/high • Speed up/slow down • Carry a beanbag.

Play the game

Think Inc

Obstacles at suitable heights for wheelchair users and those with limited movement.

Animal magic

Questions

- What do you need to do to keep your tummy up off the floor when doing the seal walk?
- Which animal movement did you find the most difficult? Why?
- How can you ensure you don't drop the beanbag?

Life skills

Stability - sitting up straight in a chair; saving yourself from falling.

Directionality - moving through a busy corridor; for understanding left and right.

Motor planning - climbing into a car seat; coordinating eyes and hands while writing.

Sporting skills

Stability - beginning to take weight on hands; gaining a strong core.

Directionality - moving backwards; deciding where to run after striking the ball in rounders.

Motor planning - negotiating a way around; under and over obstacles.

Learning cues

- Look out for:
- Push off on the balls of their feet, soft landing (slightly bent knees) when jumping
- Good body tension in the core
- Creative ways of moving.

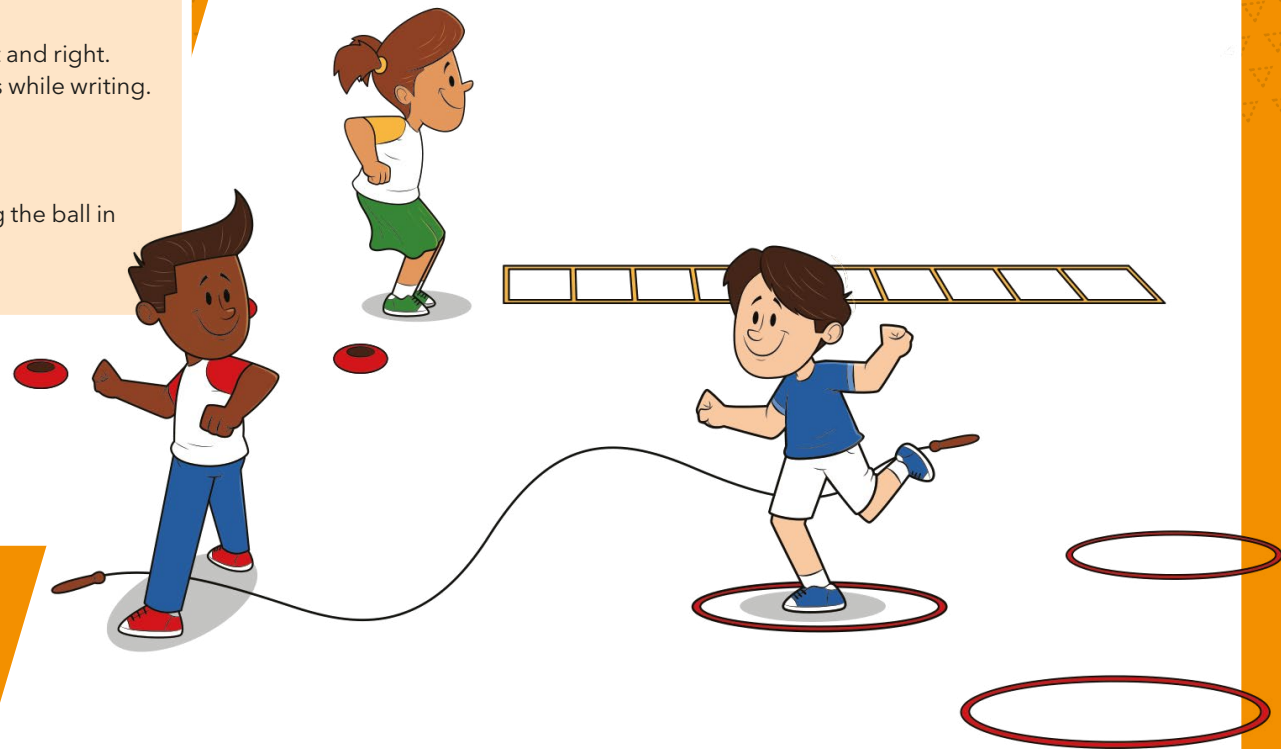
Including all young people STEP

Easier...

- Move on hands and knees instead of hands and feet.
- Have easier ways of moving on the dice.

Harder...

- Try a commando crawl.
- Carry a ball instead of a beanbag.
- Group obstacles together.
- Add more complex ways of moving to the dice.

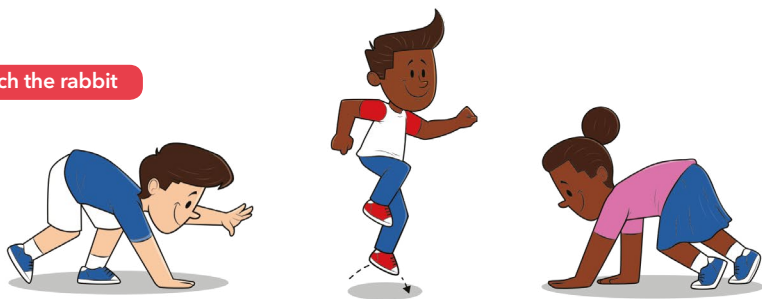


Hopping

Hopping maze



Catch the rabbit



The big hop



Can you...

- hop and put your free leg in lots of different positions?
- hop and use your arms in three different ways?
- hop up to burst bubbles blown by your teacher, with either hand or a specified hand?
- hop backwards and forwards over a skipping rope five times without stopping?
- hop all the way around the rope with one foot?
- hop all the way around the rope with the other foot?

Play the game

Hopping maze (groups of 2-3)

- Each group has their own skipping rope, a few cones, hula-hoops and any other low obstacles of their own choice.
- Each group makes a maze on the floor that they must hop through.
- Once all groups have tried hopping through their own maze, they switch with other groups and try the other mazes.

Catch the rabbit

- Four children are foxes. Foxes must travel on their hands and feet and try to tag rabbits.
- The rest of the class are rabbits, who must travel by hopping on one foot.
- If a rabbit is tagged by a fox, the rabbit becomes a fox and the fox becomes a rabbit.
- After four minutes of play, shout 'It's getting dark'. Now when a rabbit is tagged it becomes a fox, but the foxes do not become rabbits.
- The aim is to catch all of the rabbits as quickly as possible in the last minute.

The big hop (groups of 4)

- Teams get in line, one behind the other.
- All players except the leader put their right hand on the shoulder of the person in front of them.
- They then put their left leg out in front of them so the player in front can hold their ankle.
- How long can they hop for without losing their balance?
- Try it on the other leg.

Hopscotch

- Children throw a beanbag onto space one. They hop over space one into two and follow the pattern. On the way back they pick up their beanbag.
- Every time they complete the pattern they throw a beanbag into the next number on their next turn.
- First player to complete all numbers wins.
- Beanbags must land inside the right space.

Think Inc

Larger grid for hopscotch so wheelchair can be manoeuvred through.

Hopping

Questions

- Which foot did you decide to hop on and why?
- Why are arms important in hopping and landing?
- How does hopping change when you hop for distance?
- Which were the most difficult obstacles to hop over or around?

Life skills

Motor planning – for climbing over a wall.

Visual tracking – scanning a book for a particular word.

Crossing the midline – for passing a book to a friend.

Sporting skills

Motor planning – how to get around the hopscotch grid.

Visual tracking – the ability to track a moving player.

Crossing the midline – catching the ball with either hand.

Learning cues

Look out for:

- looking forward
- swinging arms forward
- landing safely, with the knee bent on hopping foot
- using arms to balance
- using the free leg to give momentum to hop.

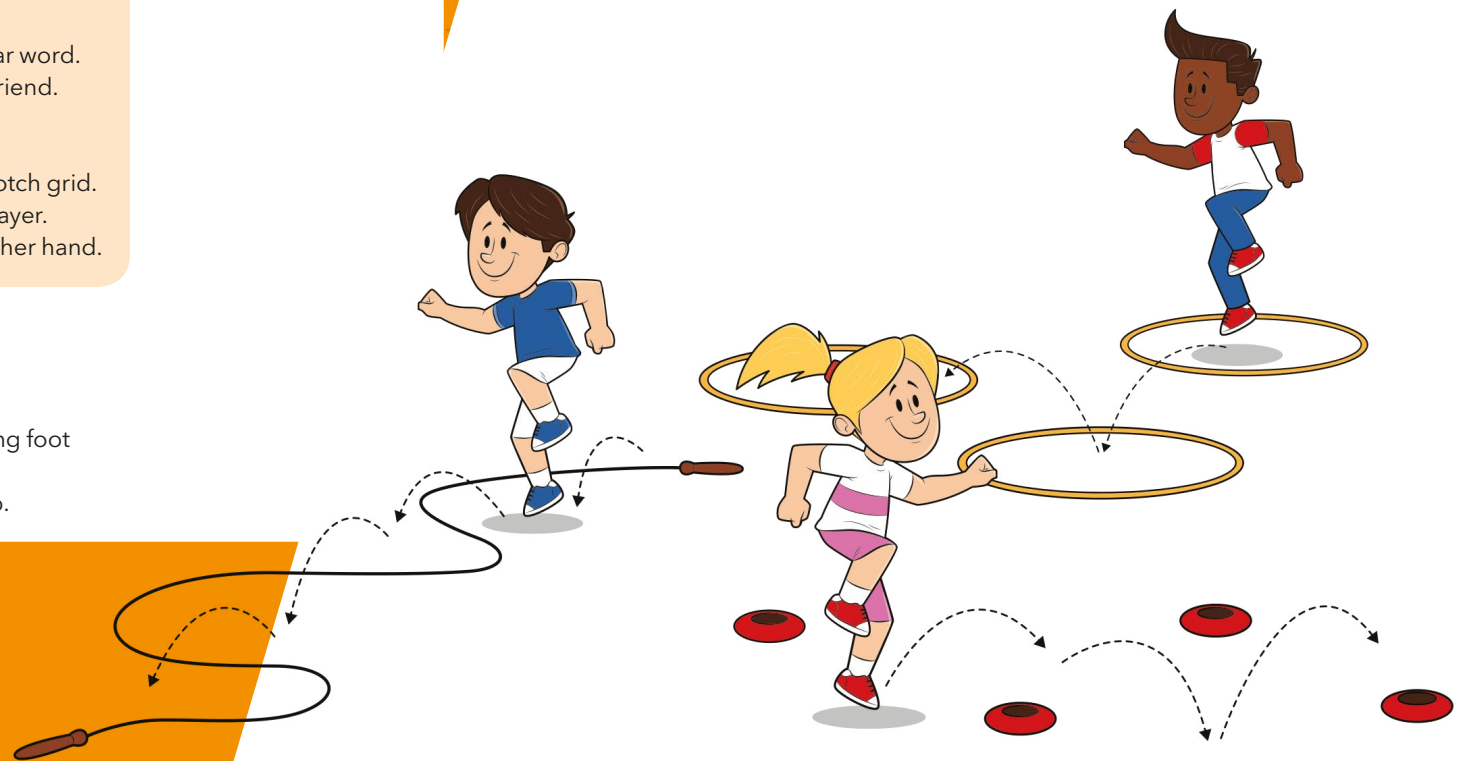
Including all young people STEP

Easier...

- Fewer objects in the maze.
- Simple hopscotch grids.
- Smaller groups in **Big hop**.

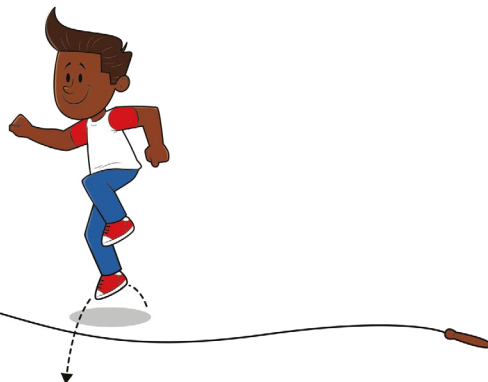
Harder...

- More complex obstacles.
- Larger groups in **Big hop**.
- Have to travel over a certain distance in **Big hop**.
- Must carry a piece of equipment with them when hopping through the maze.

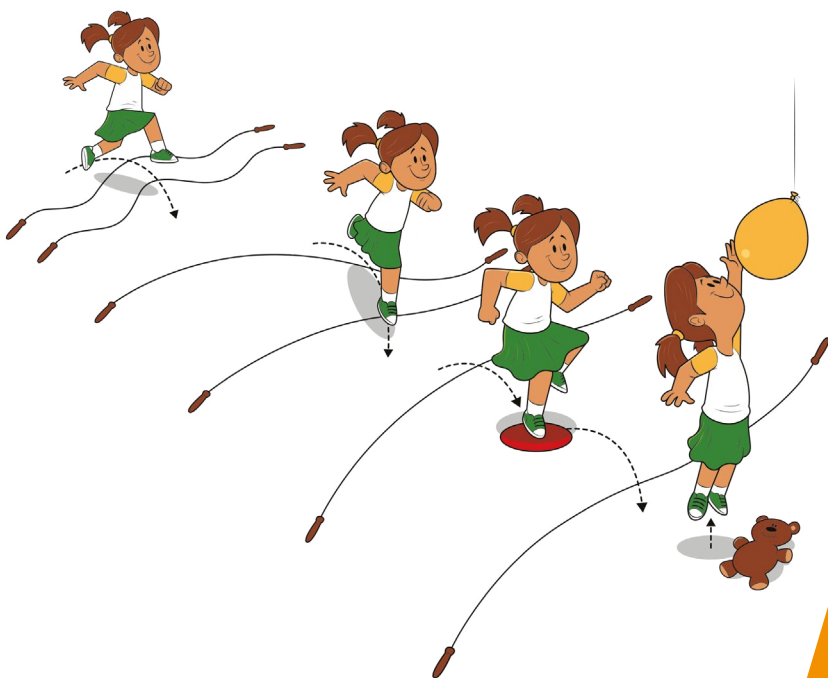


Jumping

Jump the stream



Animal rescue



Can you...

- jump a long way?
- jump up high?
- jump without using your arms?
- jump on one foot to the other foot?
- jump on one foot to the same foot?
- jump on one foot to two feet?
- jump from two feet to one foot?
- jump from two feet to two feet?
- jump and make different shapes in the air?
- jump on and off a bench?

Jump the stream

- Children have a skipping rope on the floor. They need to show five different ways of jumping over it.

Variation (Groups of 6)

- Two players hold on to the ends of a skipping rope.
- Teacher calls out the following instructions:
High tide - rope is held at knee height
Low tide - rope held low to the ground
Rough water - rope is moved gently from side to side.
- Other members of the group have to try to jump the stream.

Animal rescue

- Teacher sets up a series of streams and rivers around the room. Some are wide and some are narrow, some have parts that are both wide and narrow.
- Animal beanbags or stuffed toys are placed at one end of the room.
- Children have to make their way from the other end of the room to rescue the animals, jumping over the water.
- If a player falls in, they must go back home to change their wet shoes.
- Players are allowed a floor marker, which they can use as a stepping-stone to get across the wide river.
- To get an animal the children must open the castle (jump up to touch a balloon suspended at a height near the toys). They can then take the toy home, going back over the water.

Chinese jump rope

- Using these basic jumps, the jumpers can spell their names (one letter per jump) or other words and jump out when finished.
- Move the rope up to the calves and then the knees etc. each time the routine has been performed successfully.
- Jumpers can add a jump/half turn between jumps.

Think Inc

Can a wheelchair user or a child with limited mobility find different ways of going over the rope?

Jumping

Questions

- What do you need to do to jump across the rough water?
- What is the difference between jumping for distance or for height?
- What did you have to do differently when you were jumping with an animal?

Life skills

Proprioception – judging how hard to push your foot into a shoe.

Stability – staying upright when jumping off a bus; ability to stay on feet when bumped.

Motor planning – judging how to get across the classroom to get some equipment.

Sporting skills

Proprioception – jumping at different heights.

Stability – landing safely without falling.

Motor planning – getting feet in the right place to land on a target.

Learning cues

Look out for:

Jumping for height

- Bending knees
- Arms swinging upwards
- Body extended straight in the air
- Knees bent on landing, both feet landing at the same time.

Jumping for distance

Bending knees and getting low

- Arms swing forwards
- Knees coming up towards the chest
- Knees bent on landing, both feet landing at the same time.

Including all young people STEP

Easier...

- Reduce width of streams and rivers.
- Allow children to use more markers.
- Don't use the animals, just have crossing the rivers.

Harder...

- Introduce more obstacles, e.g. benches and tables.
- Have a dragon guarding the castle who can throw soft balls at the rescuers.
- Reduce the number of jumps allowed to rescue the animals.



Park the car



Drive my car



Can you...

- run in lots of different ways?
- run behind a partner, keeping the distance the same as he/she runs around obstacles, changes speed, level and direction?
- do the same in a group of four, changing the leader after 30 seconds?
- run from John O'Groats to Land's End? Children run or wheel around a track or course and record the distance completed. Keep track of the total kilometres covered by the class and record the distance on a map.

Play the game

Park the car

- Children make a big circle or two, depending on numbers.
- Children are given the name of a type of car, e.g. Fiat, Ferrari, Porsche, in rotation around the circle.
- Teacher shouts the name of the car and the children have to run to their right to get back to their parking space.

Variation

Circle relay. How quickly can the whole team get around the circle?

Players go in numerical order. Number one runs round and tags number two, number two runs around and tags number three etc. How long does it take for everyone to get around?

Drive my car (use music e.g. The Beatles, 'Drive my car', or Train, 'Drive by')

- Children run around the space, driving their cars.
- Teacher calls out a variety of commands that the children follow:
 - > Red - stop
 - > Yellow - slow down
 - > Green - run faster
 - > Roundabout - go in a circle
 - > Flash lights - two star jumps
 - > Speed bumps - jump
 - > Trailer - run in pairs, one behind the other
 - > Traffic jam - lines of four, run on the spot
 - > Make up some others.

Running

Questions

- What did it look like when you were travelling safely in the area?
- How does your running style change when running at different speeds, e.g. running, jogging or sprinting?
- How do you run together as a team?

Life skills

Stability – able to avoid bumping into someone when running, by changing direction quickly.

Directionality – recognising circle and lines in letters.

Spatial awareness – so you don't bump into people.

Sporting skills

Stability – stopping quickly and getting into position.

Directionality – knowing which way to run.

Spatial awareness – maintaining the distance between yourself and your teammates.

Learning cues

Look out for:

- swinging arms backwards and forwards with hands passing the hips
- head up, watching the leader and where they are going
- the group keeping together
- light, rhythmic running movements
- body leaning in slightly towards circle.

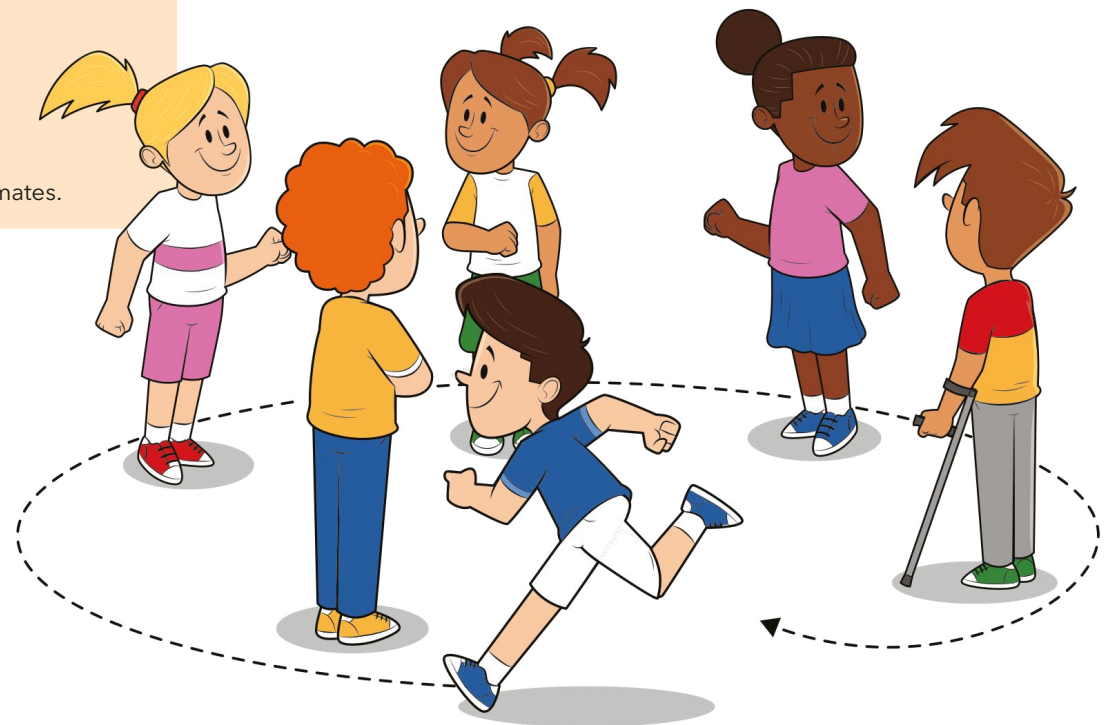
Including all young people STEP

Easier...

- Make the circles smaller.
- Reduce the amount of commands in **Drive my car**.

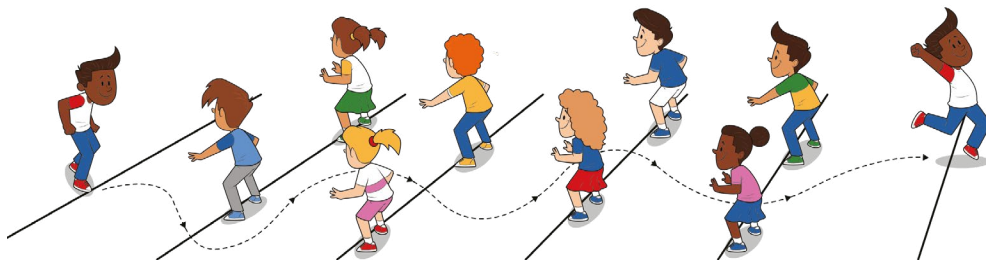
Harder...

- Introduce equipment. The children need to carry/bounce/dribble something when running; could be a quoit as a steering wheel.
- Start from a sitting/lying position for **Park the car**.
- Children add their own commands to **Drive my car**.



Skipping and galloping

Gallop tag



Lion King



Can you skip/gallop...

- in different directions?
- without using your arms?
- up high, down low?
- landing on your toes?
- keeping your legs stiff?
- eight steps to the right or left?
- while bouncing a ball?
- taking big/small steps?
- with your right /left foot forward?

Line skip

- Children skip around the room in time to the music.
- Every time they come to a line they must change direction, e.g. backwards, sideways, diagonally. (Make sure they are not just travelling forwards in a different direction.)

Gallop tag (Groups of 16 in two teams)

- The defenders can only gallop sideways along their line and can reach out to tag others without coming off the line. Two defenders per line. The other players can skip/gallop.
- If a player makes it through all four lines without being touched, they pick up a beanbag and run back on the outside of the court and place the beanbag in their hoop at the start line. Players then try to make it through again.
- If a player is tagged, they exit the court on the sides and try again.
- Change roles every few minutes.

Lion King

(Three children chosen as lions with a foam ball each for tagging)

- Place hoops in the playing area (these are safe areas e.g. caves, trees).
- Lion chases its prey, running around the space (can move faster than the prey).
- The prey skip/gallop around the room. They can temporarily escape the lion by standing in a hoop (three-second limit).
- When the prey steps into a hoop the lion must chase someone else.
- Any prey that is tagged must skip/gallop around the outside of the area.
- After a certain time stop the game and count how many animals the lion has eaten.

Play the game

Skipping and galloping

Questions

- What do you do differently with your arms when you are skipping fast or slowly?
- How do you plan your route to get through the defenders?
- How hard is it to escape when the person chasing you can move faster than you?
- How is skipping different to galloping?

Life skills

Proprioception – for pushing and holding open a heavy door.

Stability – for standing on one leg to put socks on.

Motor planning – for using hands and feet to steer and pedal a bike.

Sporting skills

Proprioception – judging how hard to tag, tackle another player.

Stability – changing direction to avoid being tagged.

Motor planning – deciding on when to use a safe area, depending on position of attacker.

Learning cues

Look out for:

Galloping

- Lead foot stays in front.
- Step forward followed by trailing foot.
- Arms bent and moving in rhythm.
- Brief period when both feet are off the ground.

Skipping

- Step-hop pattern on alternating feet.
- Arms moving in opposition to the legs.
- Knee of non-support leg pushed forward to prepare for hop.

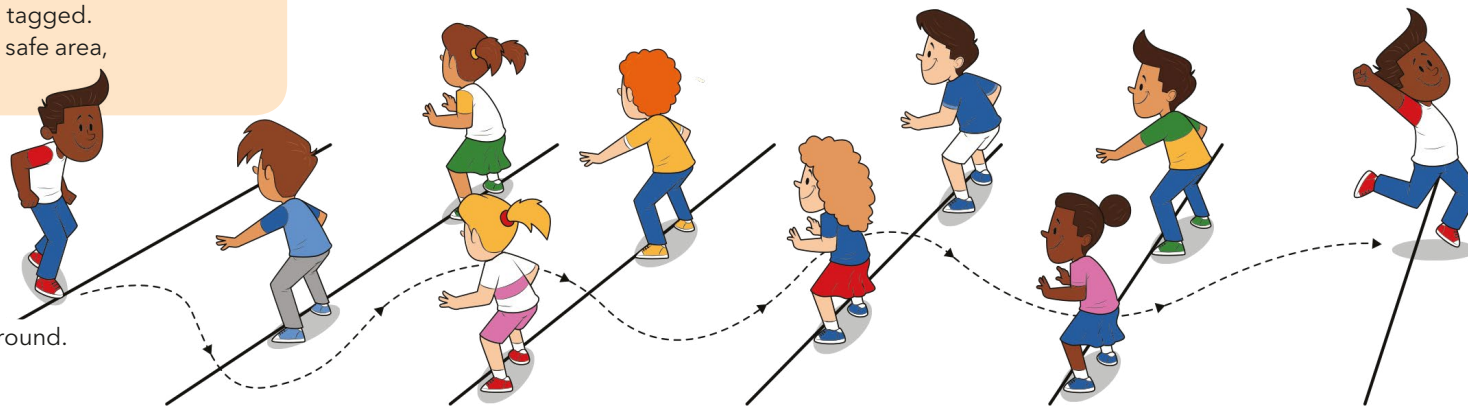
Including all young people STEP

Easier...

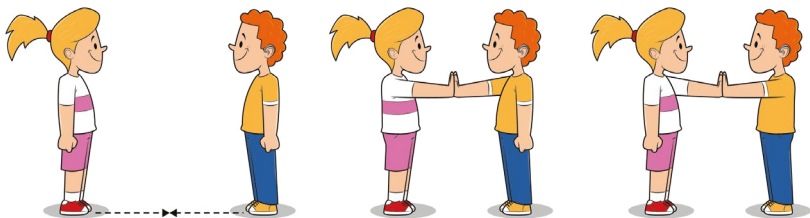
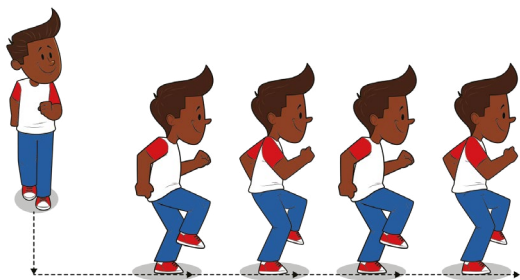
- In **Line skip**, reduce the length of the playing area and increase the width.
- Add in more safe areas.
- Increase time allowed in safe zone.
- Use a Velcro mitt/disc to carry ball.

Harder...

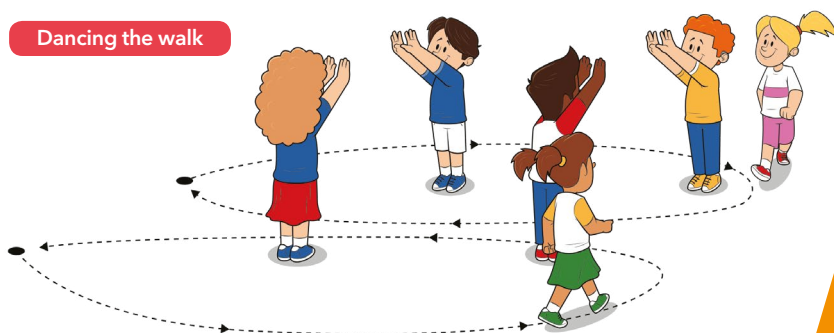
- Increase the number of defenders in **Gallop tag**.
- Increase number of Lions.
- Reduce number of safe areas.
- Non-dominant hand used to carry beanbag in **Gallop tag**, or no hands.



Marching display



Dancing the walk



Can you...

- walk in lots of different ways?
- walk in different ways around the school hall, field?
- walk to different areas on a list, for example, walk to a tree, walk to the snake playground marker or walk to the football goal?
- walk in time to different pieces of music?
- walk following a leader, in groups of three or four? The leader sets the pace, from very slow to fast and back again.

Marching display

- Beat out a set number of beats.
- Children march on the spot to a rhythmical pattern, e.g. L, R, L, R, L, R, stop. Repeat. Get them to start and stop in time with the beat.
- Change direction for each repeat, until the children have turned full circle.
- Add walking on the spot with moving.
- Make shapes on the floor joining marching on the spot and moving.

Variation

- With a partner, design a marching sequence to make a pattern on the floor. Try to have times when you are together and apart, beside and behind/in front of each other.

Dancing the walk

- Children stand opposite their partner in line with the other three pairs (could use floor-marker spots at first).
- Children take two steps in to meet their partner and then two steps back.
- Same again, but this time they clap their right hands and go back.
- Repeat with left hand.
- Children turn to their right and follow the leader who takes them in a circle back to one marker in front of their starting places.
- Repeat until every pair has had the chance to lead the circle.
- Children join hands in a circle and take eight steps to the right, then eight steps to the left.
- Make a break in the circle. One end is the leader, the other end make an arch. The leader takes the others through the arch, back into the circle (threading the needle).

Variation

- Change the activity that the children do when they meet in the middle, e.g. touch knees, elbows.

Play the game

Think Inc

Can you vary the type of push you use in your wheelchair?

Walking

Questions

- Which walk did you enjoy the best?
- What do you need to do to keep in rhythm?
- What is the difference between a march and a walk?
- How can you work with your partner to keep in time?

Life skills

Directionality – for noticing the differences in letters such as 'b' and 'd'.

Motor planning – for sequencing and carrying out complex movements; for writing.

Crossing the midline – for shaking hands with someone; putting on a plaster.

Sporting skills

Directionality – for going clockwise and anticlockwise.

Motor planning – for planning a route; for country dancing.

Crossing the midline – hitting the ball in table tennis; for touching knees to elbows in an aerobics routine.

Learning cues

Look out for:

- opposite arm to leg swing
- heel-toe action
- maintaining walking action at speed
- walking to the feel of the music
- walking in time with a partner/group.

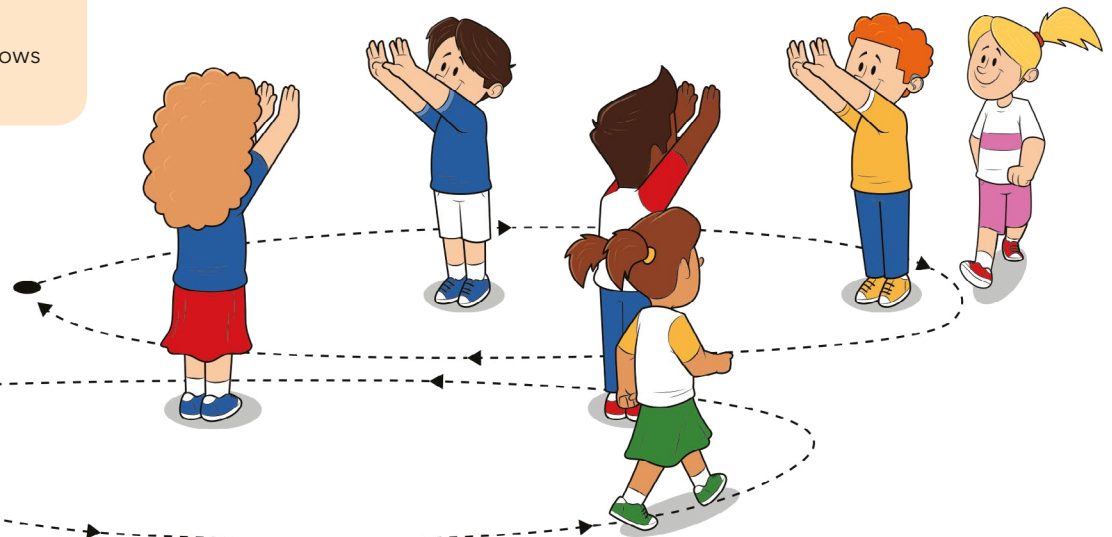
Including all young people STEP

Easier...

Shorten the distance to areas on list.
Slower rhythm.
Smaller groups in dance.

Harder...

Use music.
Add in other movements.
Add equipment.
Watch some marching-band displays on the internet and design some more complex routines.
Add ways of walking to the list, e.g. walk sideways to the tree, backwards to the snake.
Make a longer list so it becomes a memory challenge.



Let's explore OBJECT CONTROL

Rolling

How you do it: Force • Time • Flow

Can you roll the ball...?

- softly
- as hard as you can
- slowly
- quickly
- like a robot
- using only your arms

Catching

Can you catch...?

- bending your arms
- with your arms straight
- the ball as quickly as you can
- as slowly as you can

Kicking

Can you kick...?

- as hard as you can
- with a big leg swing/with no leg swing
- so it goes quickly
- with no follow through
- without using your arms

Trapping

Can you trap a ball...?

- rolled slowly/quickly towards you
- rolled hard towards you

Where you do it: Level • Direction • Range

Can you roll the ball...?

- while lying on the floor
- while sitting
- while kneeling
- in a straight line
- around an obstacle course
- around yourself
- forwards/backwards
- a long way
- with the other hand
- taking three steps

Can you catch...?

- a ball thrown low/high
- a ball coming from the side/ different directions
- on your foot
- crouching down/jumping up

Can you kick a ball...?

- as high as you can
- so it stays on the ground
- forwards/backwards
- alternating feet (dribbling)
- as far/near as you can
- with both feet

Can you trap a ball...?

- at chest/knee/waist height
- moving towards/away from you
- with your foot/head/chest/knees etc.

Who or what you do it with: Objects • People • Combinations

Can you roll the ball...?

- on a line • through a hoop
- on a bench • between two cones
- under your partner's legs
- to a partner

Can you catch...?

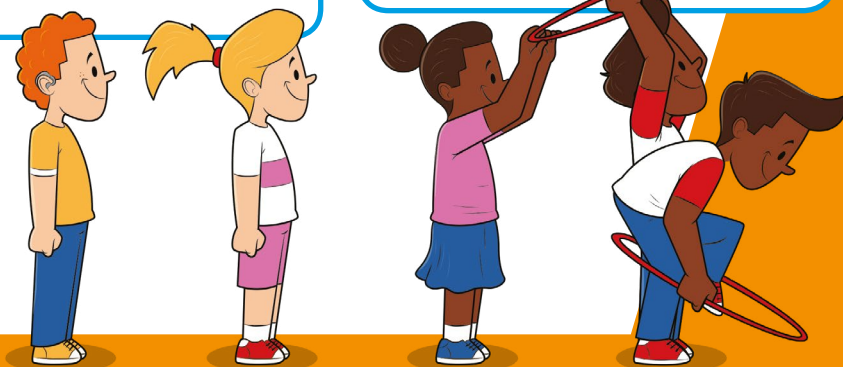
- a beanbag/koosh/balloon
- while holding hands with a partner

Can you kick a ball...?

- at a large/small target
- over a target • into a goal
- between a series of cones
- using both feet • to a partner
- to a partner using different speeds, levels, amounts of force

Can you trap...?

- different objects, beanbag, large light ball, heavy ball
- a ball and pass it back to your partner
- in five different ways with your partner



Let's explore OBJECT CONTROL

Bouncing

How you do it: Force • Time • Flow

Can you bounce a ball...?

- as hard/soft as you can
- alternating between hard and soft
- as quickly/slowly as you can
- with lots of time between bounces
- and catch it
- without catching it (dribbling)

Where you do it: Level • Direction • Range

Can you bounce a ball...?

- higher than your head
- at chest, waist, knee level
- changing levels with each bounce
- while sitting/kneeling
- in front of you
- at the side, behind
- in a straight/curved line
- close to/far away from you
- with the other hand
- while moving around the room

Who or what you do it with: Objects • People • Combinations

Can you bounce a ball...?

- around an obstacle course
- into a hoop
- over a bench
- and notice the difference between types of balls
- to a partner
- in time with a partner
- following a partner

Throwing

Can you throw...?

- so that the ball makes a loud noise when it hits a wall
- alternating hard and soft throws
- as if you were a giant
- moving your arm as fast as you can
- using as much of your body as possible
- using only a small amount of your body
- without using your legs

Can you throw...?

- high
- low
- sitting/kneeling down
- forwards
- backwards
- to the side
- as far/near as you can
- with both hands

Can you throw...?

- lots of different balls
- at a target
- over a target
- to a partner
- in three different ways to a partner



Striking

Can you strike an object: ball, balloon, quoit etc...?

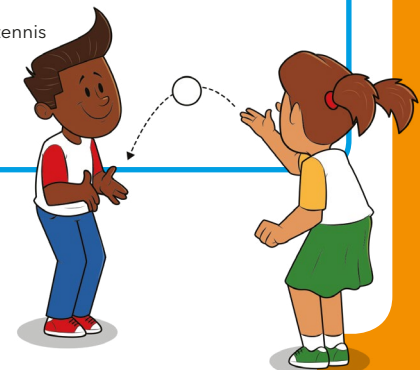
- as hard/soft as you can
- to make a loud/quiet noise
- slowly/quickly
- like an elf/monster
- with jerky/smooth movements

Can you strike an object: ball, balloon, quoit etc...?

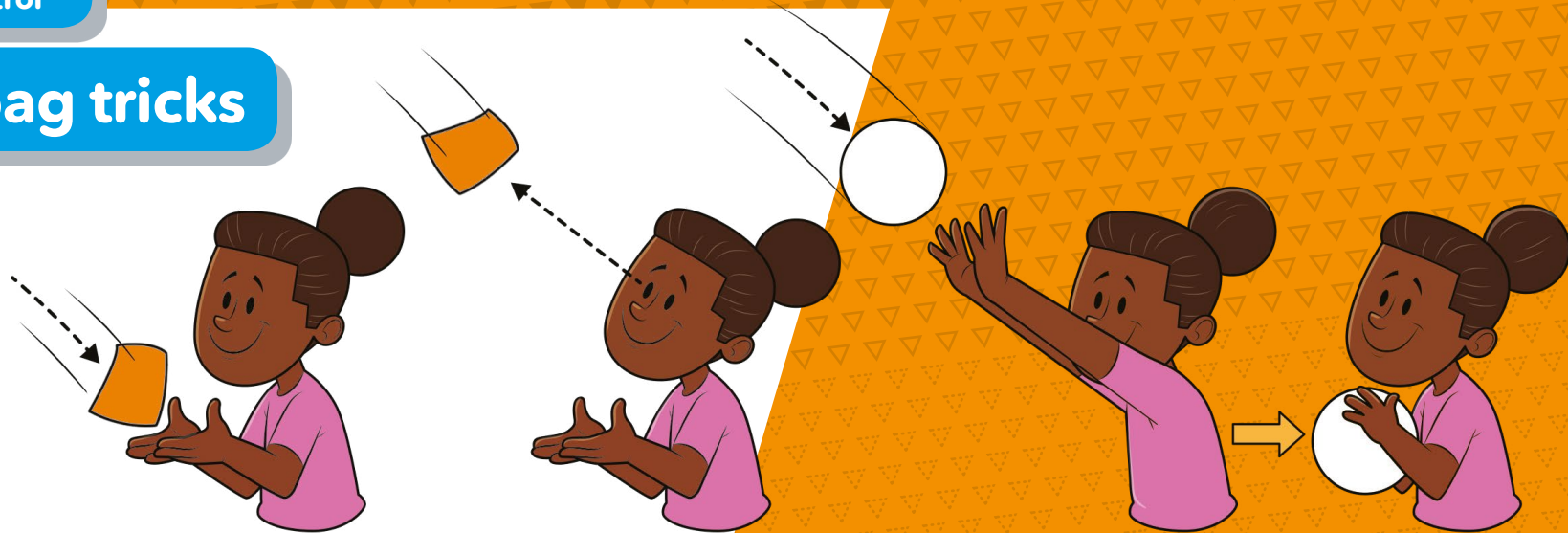
- so it travels at different levels
- in a straight line
- up/down
- backwards/forwards
- using different body parts
- with the other hand

Can you strike an object: ball, balloon, quoit etc...?

- over a target
- into a target
- with different objects (table-tennis bat, hockey stick, racquet)
- to a partner
- thrown by a partner
- off a tee



Beanbag tricks



What can you do with a beanbag?

Can you...

- walk with a beanbag on your head?
- run with a beanbag balanced on your head?
- jump?
- twist around?
- kneel down and stand up again, or sit down?
- climb the stairs?
- do any of these things with two beanbags balanced on your head? Or three?
- pass a beanbag around your body from hand-to-hand?
- throw and catch with both hands, then one hand?
- throw high, throw low, throw forwards and backwards?

- throw the beanbag in the air, clap your hands once, and catch it? Now try clapping your hands twice, then three times, and so on. How high can you go?
- throw, touch the ground, catch?
- throw, turn around (and touch the ground), catch?
- throw the beanbag up, jump and try to catch it? Jump twice. Jump three times!
- throw; clap, cross touch shoulders, touch head, touch knees, nose, then catch? How many actions can you do before catching? Invent some more challenges. Try throwing it up and catching it with your eyes closed.
- throw and catch in different positions? For example: lie down, throw, stand up and catch, on your knees, throw, jump up and catch. On hands and feet, with tummy up, throw with one hand, catch with the other. Find some different ways of your own. Challenge a partner to try your ways.
- stand with legs apart, reach high, drop the beanbag behind the body?
- catch the beanbag by bending forward and reaching between the legs?
- stand astride, place beanbag on head, tilt forward and catch it when it drops?
- stand astride, place beanbag on head, and tilt head forward?
- catch it on your foot, your knee?
- place a beanbag on a racquet, flick it up and catch the beanbag with the other hand or the racquet?
- place a beanbag on a foot, flip up and catch with the racquet? Try it on the other foot.
- in pairs, drop a bean bag from shoulder height? Can your partner catch it before it hits the ground? What else could you try this with, e.g. a scarf, a balloon, a quoit, etc.?
- sing one of your favourite songs or rhymes while you throw the beanbag up and catch it, or pass it round a circle of children? Can you pass it in different ways?

Beanbag tricks

Questions

- How do you prepare to catch the beanbag?
(See illustration at the bottom of the card and learning cues for more help.)
- Do things change when you throw a different object?
- What difference does it make when you add in other things, like touching the floor, clapping hands or singing?

Life skills

Bilateral co-ordination - pushing Lego bricks together/carrying a dinner tray.

Motor planning - making a sandwich; mastering handwriting.

Crossing the midline - reading and writing; steering a car.

Sporting skills

Bilateral co-ordination - catching a large ball; swinging on a swing.

Motor planning - manoeuvring around an obstacle course; getting in the right place to catch a ball.

Crossing the midline - tracking a ball without moving the head; playing a backhand shot.

Learning cues

Look out for:

- hands making a basket shape about the size of the object
- eyes on the object
- reaching for the object and pulling it in to their chest
- creative ideas.

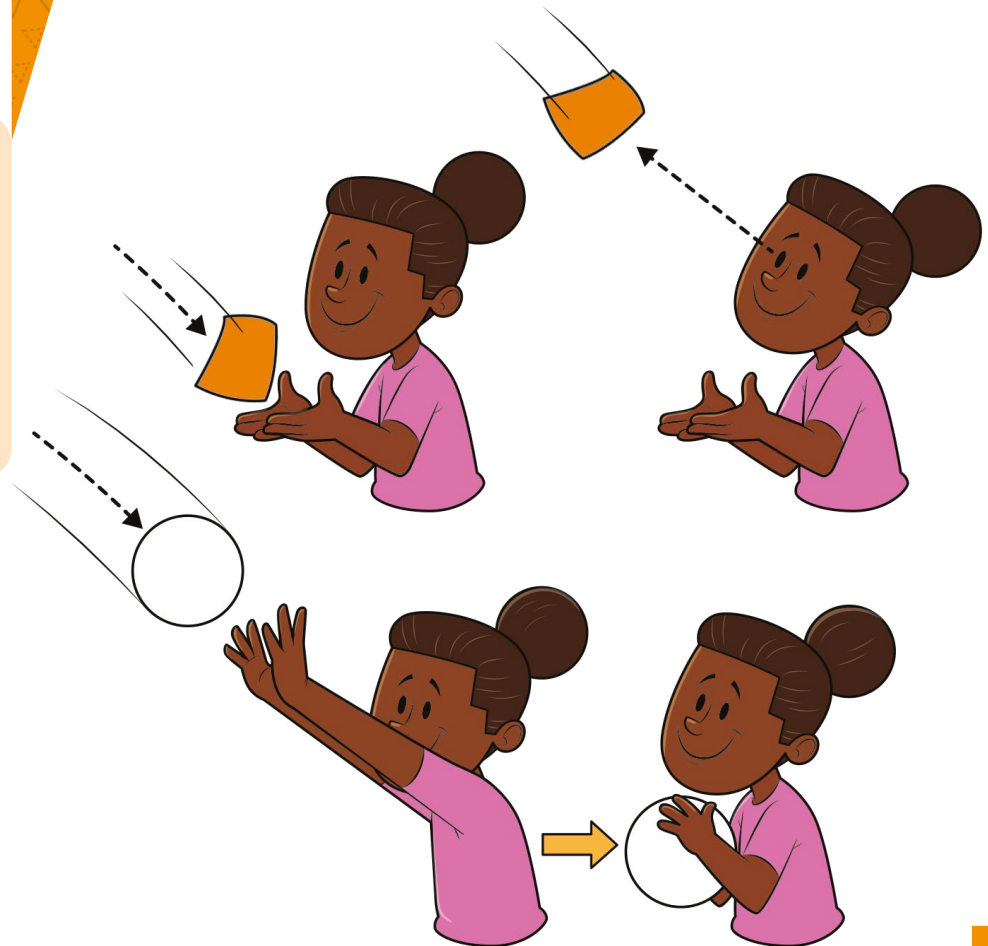
Including all young people STEP

Easier...

- Use a balloon or scarf.
- Decrease the distance between partners.

Harder...

- Increase the height and speed of the throw.
- Use a ball or quoit.

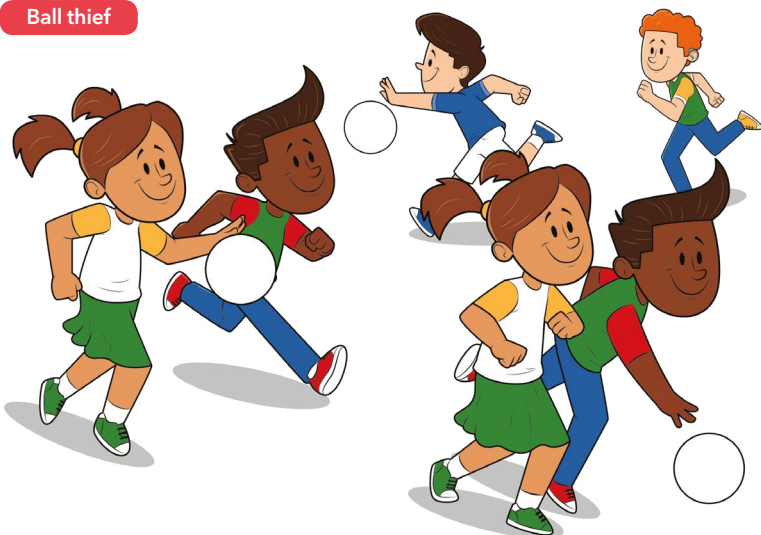


Bouncing

Roll-a-bounce



Ball thief



Can you bounce the ball...

- for 30 seconds while standing still?
- around your body?
- alternating hands?
- through your legs front to back, then back to front?
- while moving in different ways?
- along a line, on either side of a line, while walking along it?
- in a restricted space with others?
- to music?
- and move it slowly, keeping it close to you, and stop it on the signal?
- dribbling along lines and stopping the ball on each corner?
- dribbling around cones spread out in the area in various patterns?
- and then you meet someone, both stop your ball and give each other a 'high five', then dribble the other person's ball away?

Roll-a-bounce

- Children with a ball and a hoop bounce their ball in their hoop.
- Teacher throws large sponge dice, children hold onto their ball and move to another hoop, bouncing their ball the number of times shown on the dice.
- Teacher changes way of moving, e.g. walking, skipping, running.

Variation

- Groups of six.
- Children make a circle with their hoops and stand outside their hoop, bouncing the ball inside.
- Teacher throws the dice; balls passed person to person around the circle the number of times shown on the dice, then start bouncing again.
- Teacher shouts "Change" to change direction of passing.

Ball thief

- Players move around a space dribbling their balls.
- The five players wearing bibs (ball thieves) have to try and steal the balls.

Variation

- All players have a ball and have to tag another player's ball. One point gained for every tag. Play for 60 seconds. How many tags?

Bouncing

Questions

- What is the difference between dribbling when running and dribbling when walking?
- What did you do to protect your ball?
- What do you need to do to ensure you don't bump into other players?

Life skills

Motor planning – how to get dressed.

Crossing the midline – putting a sheet on the line.

Proprioception – peeling a banana.

Sporting skills

Motor planning – judging how to steal or protect the ball.

Crossing the midline – bouncing the ball through legs.

Proprioception – deciding how hard to bounce the ball.

Learning cues

Look out for:

- eyes looking forward
- ball bounced at waist height
- fingers spread on the ball
- ball pushed to the ground.

Including all young people STEP

Easier...

- Larger playing area.
- Lighter balls.
- Reduce number of ball thieves.

Harder...

- Smaller area.
- Smaller or heavier balls.
- Increase number of ball thieves.

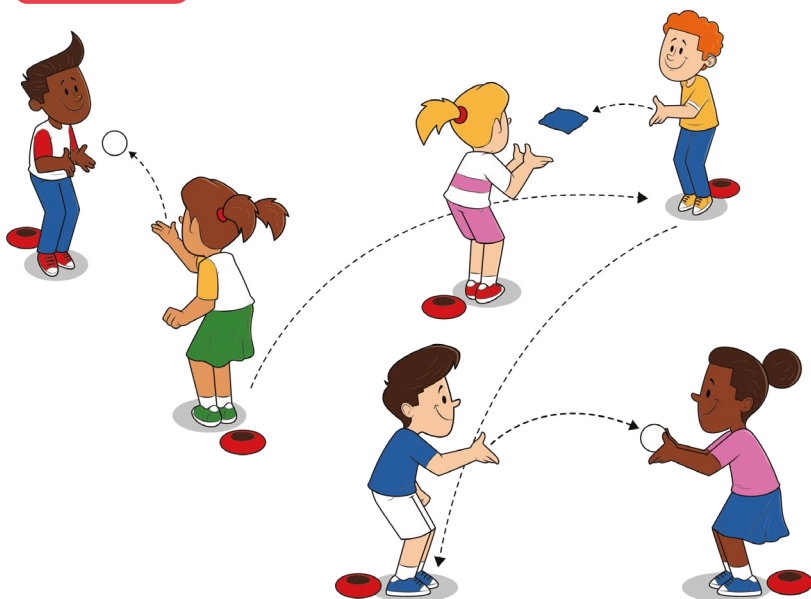


Clever catching

Team catch



Passing pairs



Can you...

- pick up a ball rolled by your partner with two hands/one hand/the other hand?
- chase a rolled ball, get in front of it and pick it up?
- catch a ball bounced/thrown to you down low/up high, with two hands/one hand/the other hand?
- move around, bounce passing, throwing and catching the ball with your partner, move around an obstacle course?
- make 5-10 catches without dropping the ball?
- catch as many times as possible in 30 seconds?
- take one step back every time you make a successful catch?
- catch the ball with your knees?

Play the game

Team catch

- Children facing a wall, with a ball each.
- Children practise throwing the ball against the wall and then catching it.
- In teams of three or four with one ball. The first player throws the ball at the wall and moves quickly to the end of the team, allowing the second player to move up and catch the ball - continue down the line.
- Challenge: can you do this five times without the ball touching the ground?
- How many times can you throw and catch the ball in 30 seconds?
- How far can you move away from the wall?

Passing pairs

- Set up pairs of cones around the area.
- Distribute a variety of different throwing implements throughout the area, one per pair of cones.
- Children with a partner throw and catch for 30 seconds.
- On a signal, the child without a ball moves to the next pair of cones and time starts again.
- The aim is to get through every set of cones.

Variation

- Change ways of passing: high/low or with a bounce.
- Count how many passes you do in 30 seconds.

Think Inc

In your wheelchair can you chase a rolling ball, get alongside it, roll the ball up your wheel and catch it?

A player with less advanced co-ordination and motor skills can be included by another player standing close and sending a short throw.

Clever catching

Questions

- How did you prepare yourself to receive the ball?
- Is there a difference between catching the shorter or the longer throws?
- How do you catch on the move?
- How does your partner know you are ready to receive the ball?
- How are your hands different when you catch a ball low, compared to when you catch above your head?
- Which type of equipment can you throw and catch most times in 30 seconds? Why?

Life skills

Proprioception - squeezing paint out of a tube; judging how hard to press on a pencil.

Directionality - moving in the right direction.

Spatial awareness - understanding fractions; judging distances on paper.

Sporting skills

Proprioception - judging how hard to bounce a ball/throw a ball for distance.

Directionality - knowing where to run to catch the ball.

Spatial awareness - moving safely through space; playing hide and seek.

Learning cues

Look out for:

- relaxed fingers pointing up for catches above the waist and down for catches below the waist
- moving to the path of the ball
- relaxed reach for the ball
- use of the arms to help absorb the object and bring it towards the body
- watching the flight of the ball.

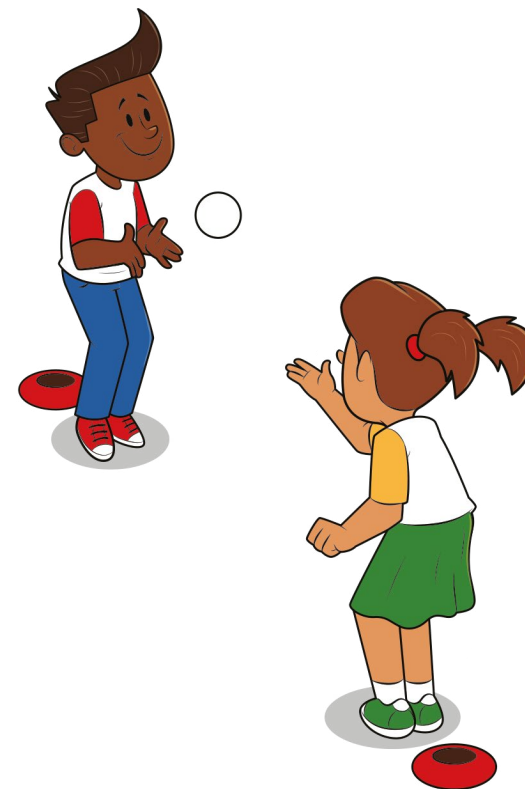
Including all young people STEP

Easier...

- Reduce the distance between pairs.
- Roll or bounce-pass the ball.
- Larger, softer, lighter balls, Velcro mitt and ball.
- Do it on your own.

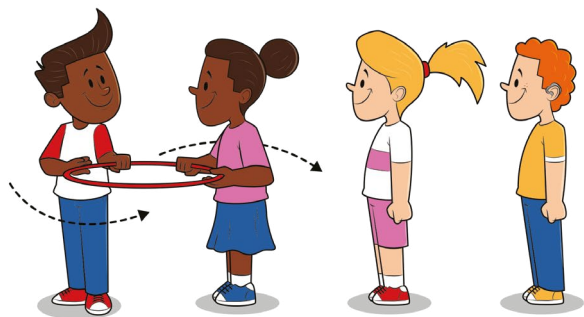
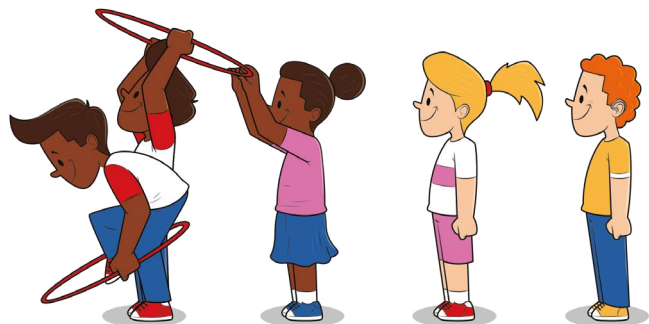
Harder...

- Catch the ball without a bounce.
- Use a reaction ball.
- Work with a group.
- Pass while moving.



Hoop tricks

What can you do with a hoop?



Can you...

- pass the hoop around your body from hand to hand?
- step into the hoop and lift it up over your head and put it down again? Imagine your hoop is a stepping stone to get across a river; can you get across by stepping into your hoop and lifting it up over your head, putting it down and starting again?
- skip using a hoop? Hold the hoop in both hands in front of you, step into it and swing it up over your head and start again. How many times can you do that in a minute?
- roll a hoop, run in front of it and stop it? Can you roll the hoop, run alongside it and throw a beanbag through it?
- make the hoop roll backwards towards you?
- roll a hoop around an obstacle course made of cones or skipping ropes?
- do the hula hoop? Can you spin it on other parts of the body?
- throw the hoop to a partner?

Play the game

Up-and-over, side-to-side

Players in groups race each other by passing a hoop up and down their line. Play in groups of four-six with one hula hoop per group.

- In groups, players form a line, one behind the other approximately one metre apart.
- The first player in the line steps into the hoop, takes it over their head and then passes it to the next person at head height.
- The next player takes it over their head, lowers the hoop, steps through it and passes it to the next player.
- Continue until the hoop reaches the end of the line.
- The end player runs to the beginning of the line and starts again.
- Play until the original leader is back at the front of the line.

Variation

- The first player passes the hoop to the right side, the second player steps into it takes it over their head and passes it to the third player on the left side. Continue as above.

Hoop tricks

Questions

- How many different ways can you use the hoop?
- Which do you find the most difficult and why?
- How can you work well together as a team?

Life skills

Bilateral co-ordination - using binoculars; putting a sheet on the line.

Motor planning - packing a backpack on; getting into a car seat.

Crossing the midline - putting on an earring; playing the violin.

Sporting skills

Bilateral co-ordination - skipping with a rope; bouncing on a space hopper.

Motor planning - deciding when to pass a ball to a teammate; putting on a bib.

Crossing the midline - cheerleading; paddling a canoe.

Learning cues

Look out for:

- eyes on the object when stopping or catching
- ability to track an object through space
- creative ideas
- body tension.

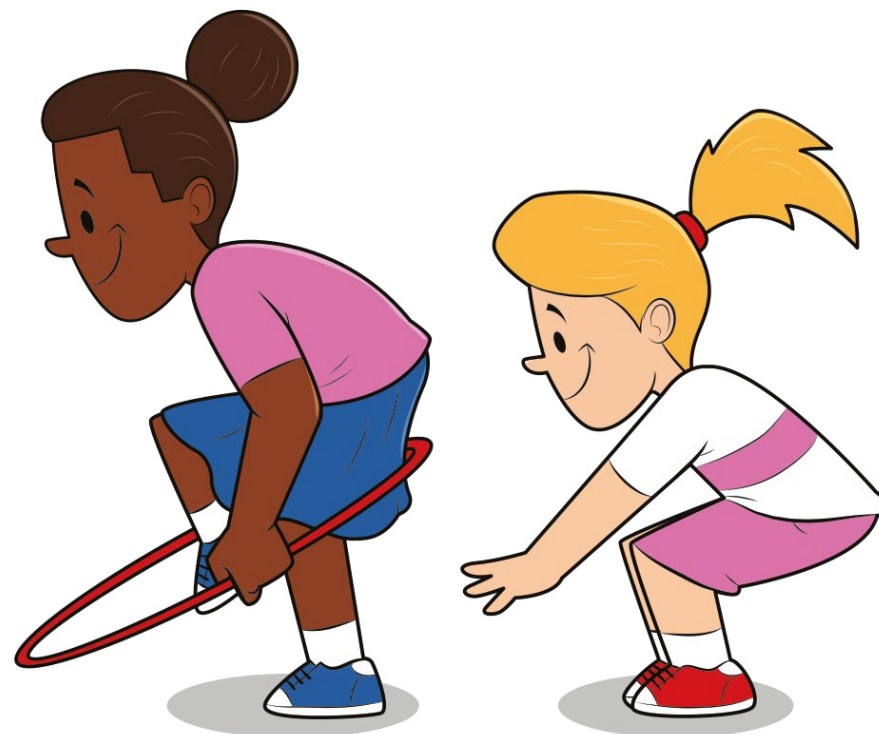
Including all young people STEP

Easier...

- Increase the size of the hoop.
- Reduce the number of obstacles in the obstacle course.

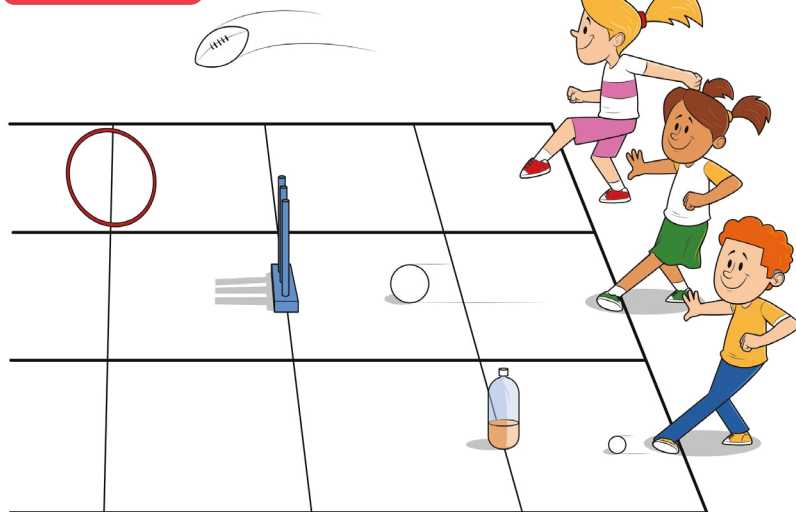
Harder...

- Spin more than one hula hoop on different parts of your body.
- Reduce the size of the hoop.

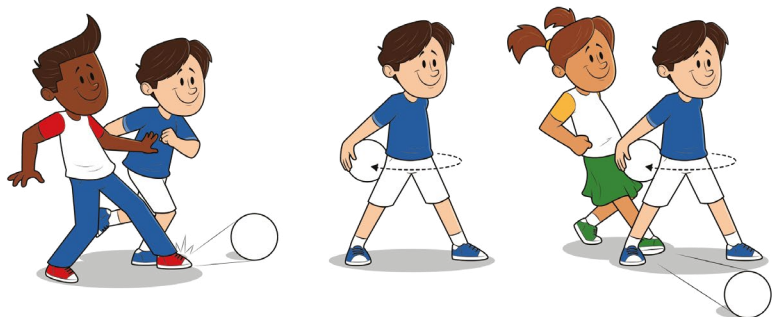


Kicking

Kick the target



Kick tag



Can you...

- kick a ball between two cones?
- drop the ball onto your foot?
- kick a moving ball?
- move around dribbling a ball through an obstacle course, using both feet?
- kick a ball against the wall as many times as you can in 30 seconds?
- kick a ball to hit targets at different distances?
- kick a ball to a partner and make them have to move in different directions to receive it?
- push a ball to a partner?

Play the game

Kick the target (Groups of three or four)

- A variety of targets, such as two-litre plastic bottles with a little sand in the bottom, cricket wickets, buckets, hoops.
- Set out in a fan from a throwing line.
- Three lines of targets at varying distances, first line scores two points, second three, third five.
- Objects to kick: beanbags, soft balls, tennis, footballs, rugby balls (three per player).
- A bonus point is available if a ball lands inside a target.
- Challenge: the team with the most points in 45 seconds wins.

Kick tag

- In a large coned-off area, children have a ball each, except for those who are the taggers.
- On a signal, the children kick and dribble their ball through the area. The taggers have to touch someone's ball with their feet. If their ball is tagged the player must stand still with legs astride, passing their ball around their waist. They can be freed if another player kicks the ball through their legs. Change taggers frequently.
- Challenge: once a player's ball is tagged, that player joins the tagging team.

Think Inc

Use a ball with a bell inside it.

Kicking

Questions

- Did you have the same success with both feet?
- Did you talk to your partner before you kicked the ball?
- What did you do to make sure your kick hit the target?
- What part of your foot did you use to kick the ball?
- What did you do to keep control of the ball?
- How can you ensure you don't bump into anyone else?

Life skills

Bilateral co-ordination - playing the piano.

Motor planning - moving through a crowded room.

Proprioception - judging how hard to push a foot into a shoe.

Sporting skills

Bilateral co-ordination - dropping a ball onto the foot to punt.

Motor planning - avoiding bumping into others by planning a safe route.

Proprioception - judging how hard to throw a ball.

Learning cues

Look out for:

- eyes on the target, planting non-kicking foot next to the ball
- leaning back slightly on contact
- following through in the direction of the kick
- contact made with instep or shoelaces.

Including all young people STEP

Easier...

- Use short distances at first.
- Make the targets bigger.
- Use a softer, larger ball.
- Enlarge the playing space.

Harder...

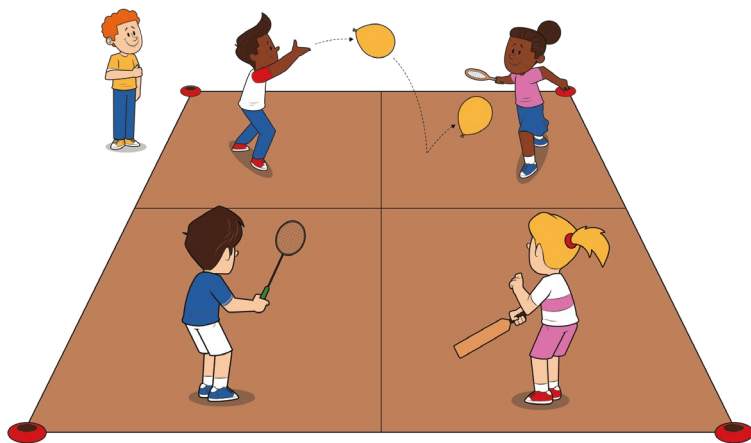
- Increase the distance.
- Vary the direction of the pass.
- Kick accurately to a partner.
- Kick the ball on the move.
- Decrease the size of ball.
- Increase the numbers of players in the area.



Choose your colour



Back to square one

**Can you...**

- keep a balloon or soft ball in the air by striking it with your hands?
- bounce a ball then volley it with your hand, against the wall, let it bounce and catch it? How many times can you do this? Can you do this using alternate hands?
- use both hands and keep a balloon up above your head using your finger tips? How many times can you do that without having to catch it?
- use a bat (cricket, rounders, table tennis) to hit a ball off a tee, using both hands, one hand? Self-feed a ball and hit it?
- hit a ball with a hockey stick towards a target?
- keep a balloon up in the air with a tennis racquet?

Using a tennis racquet, can you...

- balance a ball on one side?
- balance the ball and move?
- without changing grip, balance it on the other side?
- hit it up to head height with palm up/palm down/alternating palm up and down?
- hit it up five times without it hitting the ground? Then do a High 5 with the person next to you?
- hit a ball thrown at you by a partner after a bounce?

Choose your colour (groups of four)

- A batter at the tee. The others (fielders) in three different-coloured hoops spread in front of the tee.
- The batter names the colour they are hitting to.
- That fielder must keep one foot in the hoop and attempt to catch the ball.
- Batters score a point if the fielder is successful. They have three turns then change with a fielder.

Back to square one (groups of four-six)

- Square court divided into four quarters, identified as 1, 2, 3 and 4. One player stands in each square (extras stand outside square 1).
- Player 4 bounces the ball, and then hits it into another square. The receiver allows the ball to bounce once and then hits it to another square. A point is scored every time the ball is passed successfully.
- Play goes on until a player fouls (hits before bounce, or bounces more than once, ball goes out).
- The player who fouls goes to the back of the queue outside square 1. The player at the front moves into square 1 and others move on one square.
- Start with a large ball, then progress to a small sponge ball and then go on to bat with a small one.

Play the game**Think Inc**

Racquet with ball attached.

Striking

Questions

- How can you position your body to make sure you are ready to strike the ball?
- What did you do to strike a ball in different directions?
- Is it easier to strike a ball with one hand or two hands on the implement?
- Which is your favourite striking implement and why?
- Where should your eyes focus when striking the ball?

Life skills

Stability – carrying a tray of food.

Directionality – understanding right or left and up and down.

Visual tracking – scanning a shelf to find a book.

Sporting skills

Stability – ability to change direction quickly.

Directionality – deciding where to aim the ball.

Visual tracking – tracking a moving ball.

Learning cues

Look out for:

- eyes on the ball
- body turned to shift weight from back to front
- follow through towards target
- ready position.

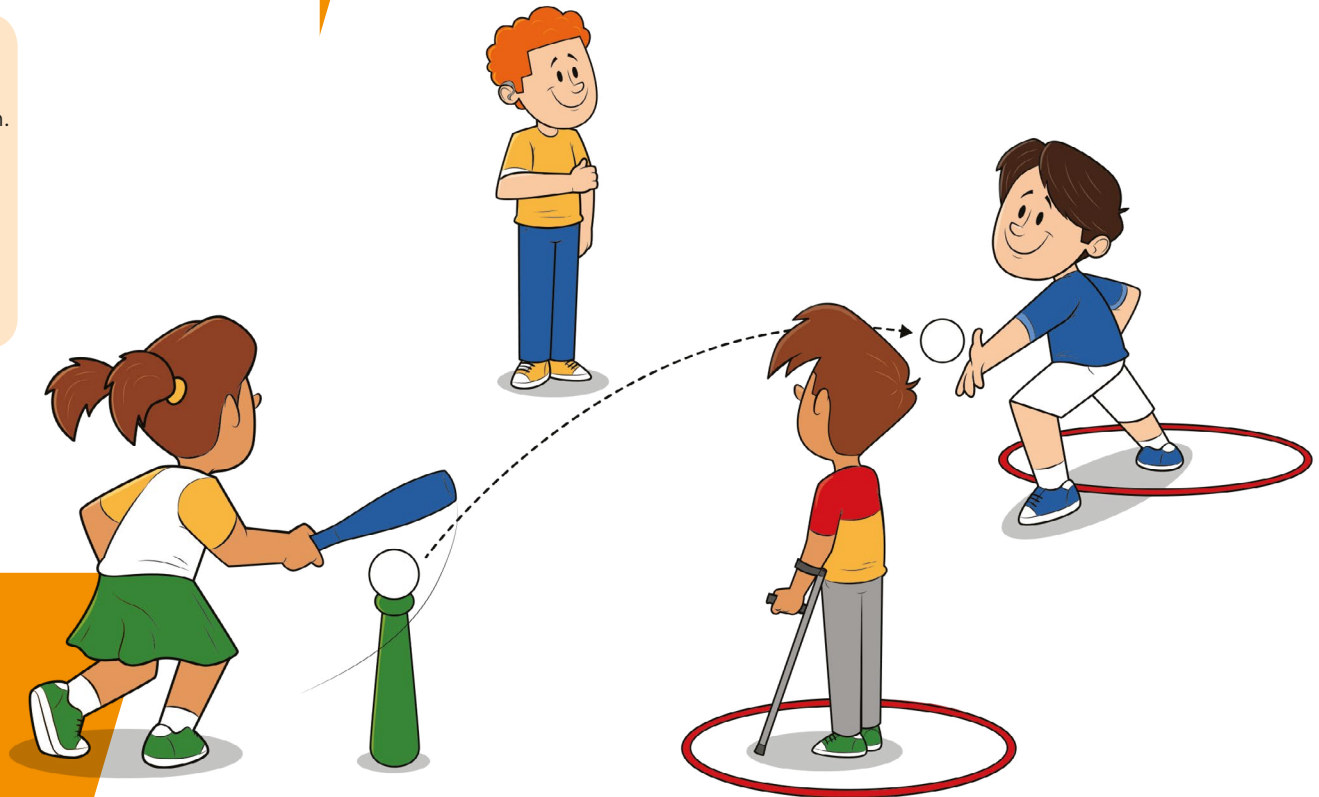
Including all young people STEP

Easier...

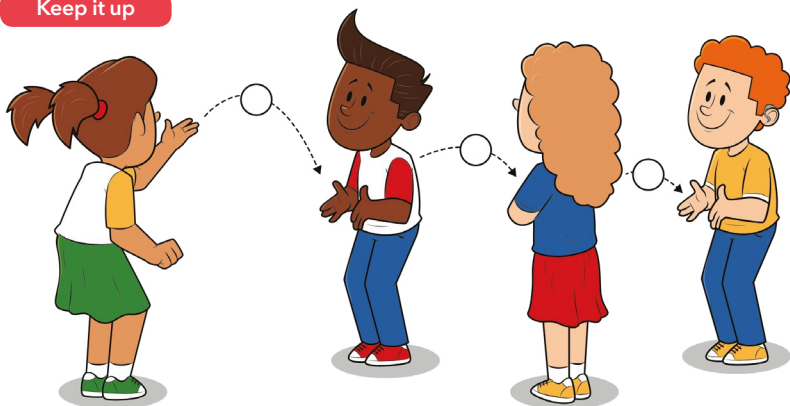
- Use slow-moving balls.
- Increase surface area of implement.
- Decrease distance of hoops from batter and increase size of hoops.

Harder...

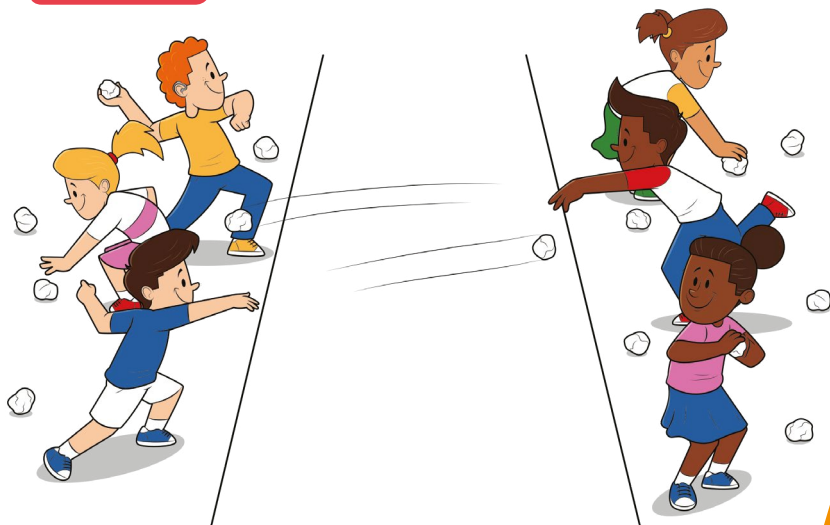
- Move targets further away and decrease their size.
- Introduce defenders to guard targets.
- Decrease the size of the balls used.



Keep it up



Snowball fun



Can you...

- throw an object in lots of different ways?
- choose which type of throw to use to throw a short distance or a long distance?
- throw a ball to a partner then move to a different place?
- throw the ball underarm/overarm between two cones?
- throw to hit a target?

Play the game

Keep it up (Groups of four or five)

- Children given a ball, how long can they keep it up/how many passes can they make in 30 seconds, without hitting the ground?

Circle pass (Groups of five or six)

- In a circle, throw the ball around the circle.
- On a signal, change direction.
- Put another ball into the opposite side of the circle. Can one ball catch up with the other?
- Throw around the circle, missing out the player next to you.
- Put a person into the centre of the circle. Throw a ball into and out of the centre.
- Challenge: the person in the centre has the ball, players on the outside move around in a circle (jogging, walking), the person in the centre throws to players as they move.

The thrower can change the direction of the jog or throw in any sequence.

Snowball fun

- Children make five snowballs each out of scrunched scrap paper.
- Class divided into two teams on opposite sides of two lines, two metres apart.
- Each team works to throw all of their snowballs onto the opposing team's side, while keeping their side clear (only throw one at a time).

Variation 1

- Put a higher barrier in the middle to encourage children to use an overarm throw.

Variation 2

- Class divided into three groups. One group on each side of the net. One group of dodgers has to run through the snowstorm down the two-metre gap. Teams on either side try to hit the dodgers with snowballs below the waist. Dodgers score a point if they arrive at the opposite end without being hit.

Variation 3

- Groups of four with their snowballs and three different-coloured hoops. Each team has two minutes to throw their snowballs from behind the line into their hoops. Each hoop has a different score, teams must add up their own scores.

Think Inc

A runner retrieves the snowball for the less mobile

Throwing

Questions

- What did you do to improve your chances of hitting another player with a ball?
- How did you position your body to try and throw the object into the target?
- How does your body position change, if you are throwing a long or short distance?
- What is different when you throw different objects, e.g. beanbag, balloon, quoit, juggling scarf?

Life skills

Proprioception - pushing open and holding a heavy door.

Spatial awareness - knowing how to space letters when writing.

Visual tracking - reading maps.

Sporting skills

Proprioception - judging how hard to throw an object.

Spatial awareness - judging how to remain a certain distance from the person in front.

Visual tracking - tracking a moving target.

Learning cues

Look out for:

- side on
- stepping forwards onto the opposite foot
- following through in the direction of the target
- focusing on the target.

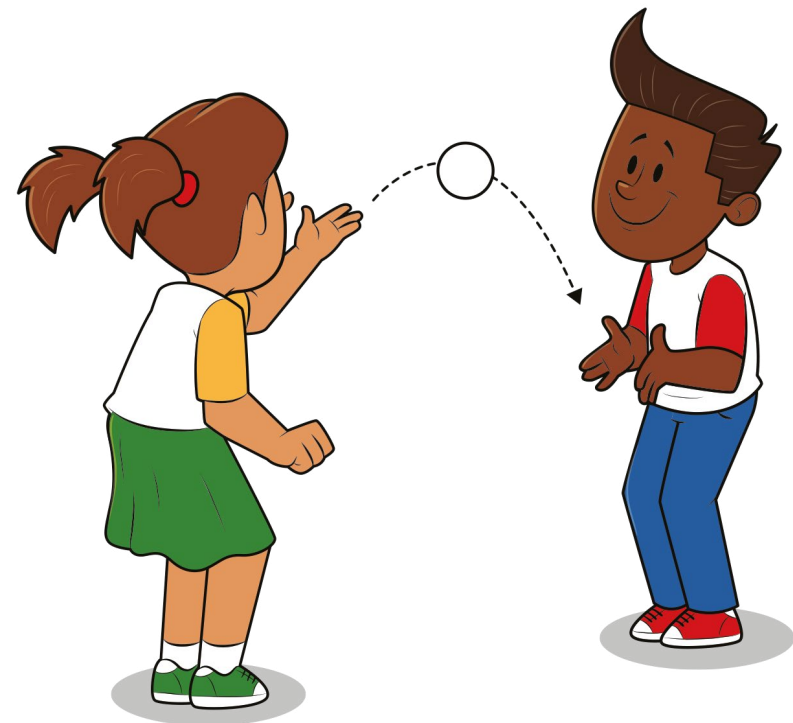
Including all young people STEP

Easier...

- Use a tactile ball, suitable to the hand size of the children.
- Bring targets closer.
- Keep the activities static, so not throwing to or at a moving target.

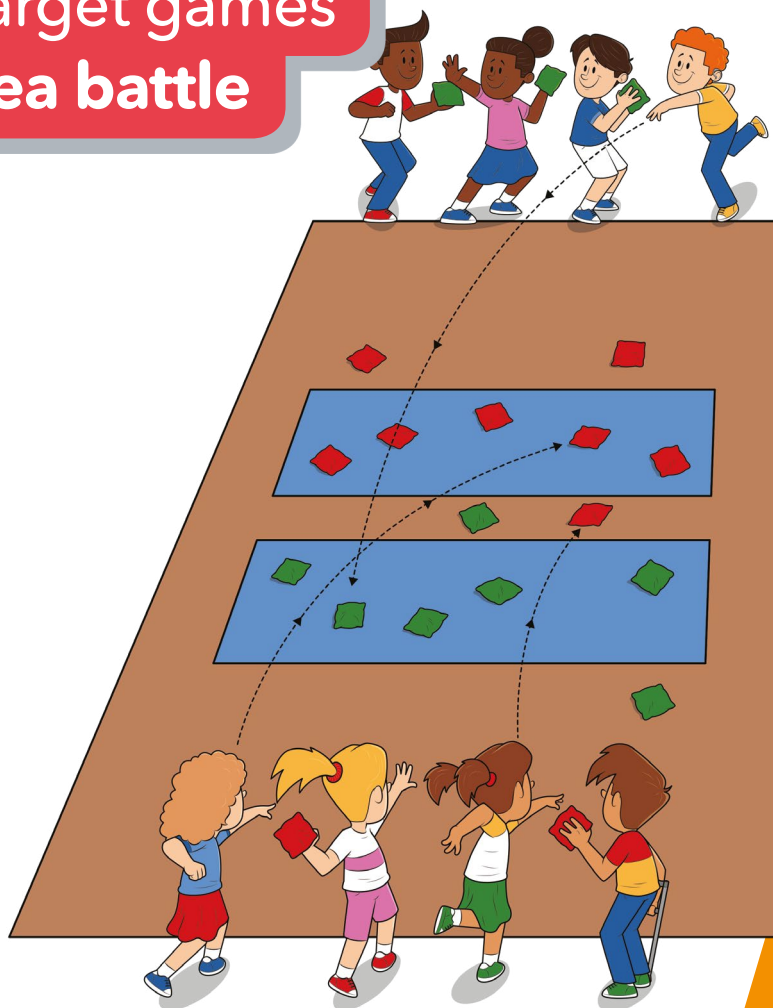
Harder...

- Move targets further away.
- Decrease size of target.
- Put in a defender to defend the target.
- Stipulate a type of throw.



Target games

Sea battle



Equipment

- Beanbags.
- Gym mats.
- Hoop and floor marker optional.

Play the game

- Two teams of 4-6.
- One mat in front of each team, approximately five metres apart.
- Players throw their torpedoes at the other team's mats.
- Beanbags count if they stay on the mat.
- 12 beanbags sink the ship.

Variation

- Teams have three different-sized ships, with different numbers of torpedoes to sink each one: mat needs 12, hoop needs 5, and a floor marker 1.
- Ships have different scores: mat is 5, hoop is 10 and floor marker is 15.
- Teams can defend their ships by trying to catch the beanbags. Any dropped have to go on the mat.
- Change the distance of the ships so children have to decide what type of throw to use.

Fundamental skills leading to sports skills

Stability - correct positioning for different types of throw (needed in netball and basketball); ready position to move quickly into the right place to catch an object (needed in tennis and tag games).

Object control - amount of force needed to throw an object to land on the target (needed in bowls and basketball); ability to throw for distance and accuracy (needed in cricket and rugby).

Locomotion - jump to receive an object (needed in netball and rhythmic gymnastics).

Including all young people STEP

Easier...

- Decrease distance between mats.
- Increase size of mats.
- Use a ball and roll it.
- Reduce number of defenders allowed.

Harder...

- Increase distance between mats.
- Decrease size of targets.
- Increase number of targets.
- Give specific order for sinking of ships, e.g. marker first.
- Change height of target, introduce obstacles to go through.

Tactics and strategies

- Which is the best type of throw to use?
- Which target to go for?
- How to avoid the defenders?

Questions

- Where do you release the beanbag so that it stays on the mat?
- Which is the best type of throw to use when the target is far away?
- What do you need to do to catch the beanbag?

Think Inc

Visually impaired child works with a partner who gives feedback on the accuracy of their throw.

Target games

Bowling alley



Equipment

- 10 safety cones.
- One large ball, four medium-sized ones.
- Four soft balls.
- Small obstacles, e.g. cones, small hurdles.

Play the game

- Groups of five.
- Lane marked by cones down the middle of the area.
- One bowler with a large ball stands at the end of the area; they aim to bowl the ball down the lane in the middle from one end to the other. If successful, they score 10 points.
- Other players stand at the edge of the area and aim to hit the large ball with their ball and push it out of the area. If successful, they gain five points.
- Players move position after every turn. Each player has three turns to bowl.
- The winner is the player with the most points.

Variation

- Player one can defend their ball.
- Roll three different-sized balls, players choose which one to aim for (different points).
- Player one runs down the alley, others have to hit him with a soft ball.
- Player one runs down the alley avoiding small obstacles.

Fundamental skills leading to sports skills

Stability – correct position to bowl the ball (used in lawn bowls, curling); dodging to avoid being hit by a ball (avoiding a tackle in rugby).

Object control – judging how hard to throw the ball at a moving target, e.g. passing to another player in basketball.

Locomotion – moving sideways to get in the right place to aim at the target (used in football, rugby).

Including all young people STEP

Easier...

- Shorten the width of the lane down the middle.
- Decrease the width of lane.
- Bowler works collaboratively and slows down the speed of the ball.
- Increase the size of the balls.

Harder...

- Obstacles to obstruct the path of the ball being bowled.
- Smaller ball bowled down the middle.
- Change method of moving, e.g. skipping, galloping, hopping.
- Change height of target, introduce obstacles to go through.

Tactics and strategies

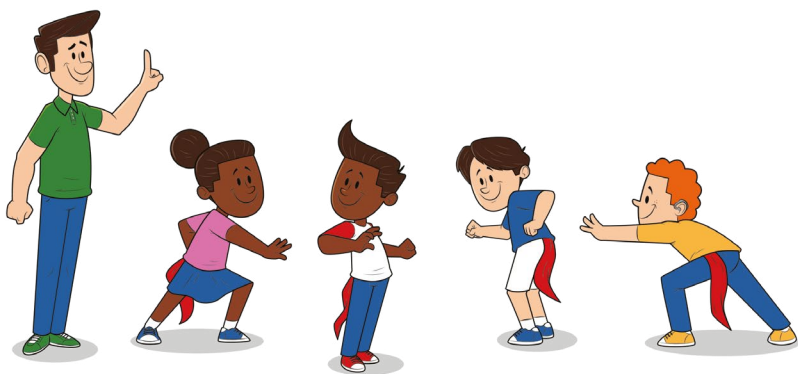
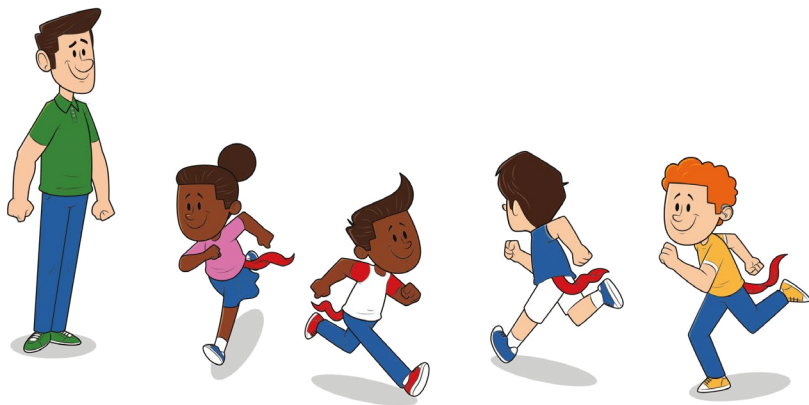
- Which target to aim at.
- How to throw at a moving target.

Questions

- How do you change your throw according to whether the target is near or far?
- How do you adjust your technique for a moving target? Why?
- How did you decide when was the best time to throw?

Target games

Rabbits



Equipment

- Bibs or bands.
- Cones to mark the area

Play the game

- Children tuck in bib or band behind them.
- Children run around in the space.
- Children stop on teacher's signal.
- Children try to reach another person's bib or band, maintaining one foot in contact with the ground.

Variations

- 30-second time limit, how many tails can they steal?
- Change methods of locomotion e.g. skipping, galloping, hopping etc.

Fundamental skills leading to sports skills

Stability – dodging to avoid being tagged/tackled (rugby, football); wide base to change direction quickly (tennis, basketball); ability to stretch out to steal tail without falling over (stretching for a shot in tennis).

Object control – able to get in the right place at the right time to steal the tail/catch a ball (rounders, netball).

Locomotion – ability to chase a moving target (cricket, rugby).

Easier...

- Decrease the size of the area.
- Zoned areas where only certain players are allowed to go.
- More tails or longer tails so they are easier to catch.
- More people in the space.

Harder...

- Increase the size of the area.
- Use non-dominant hand to steal tails.
- Taggers can work together to target specific players.

Including all young people STEP

Tactics and strategies

- How to chase a moving target.
- Which player to chase.
- How to avoid being tagged.

Questions

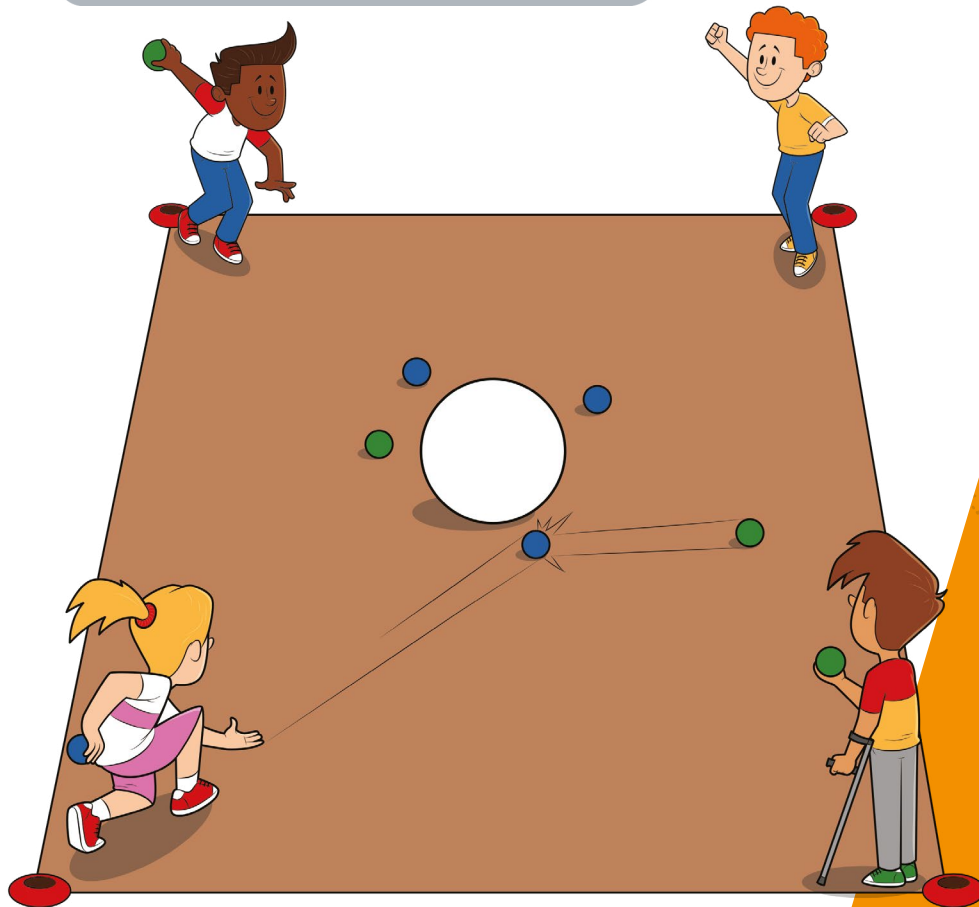
- What did you do to avoid being tagged?
- Why is it important to change direction quickly?
- How do you protect your tail from other taggers?
- Is it easier to attack (chase) or defend (evade)?

Think Inc

Provide safe zones where children can escape to.

Target games

Opposites attract



Equipment

- Cones to mark out a square.
- One large ball and eight smaller balls (in two different colours if possible).

Play the game

- Players work in pairs standing in a corner diagonally opposite their partner.
- Players have two balls each in the same colour as their partner.
- The big ball is placed in the centre of the area as the target.
- Players take it in turns to bowl the ball towards the target ball.
- Pairs work collaboratively to try and knock the other team's balls out of the way.
- Teams nearest the target ball score the points.
- Play four times rotating who goes first each time.

Variations

- Players can throw the ball.
- Use more balls and try to push the target ball out of the area into an opponent's corner, this time moving around the square.

Fundamental skills leading to sports skills

Stability - getting down low to bowl the ball efficiently (placing a ball into a rugby scrum).

Object control - judging how hard to bowl a ball to hit a target (cricket).

Locomotion - moving around the square to get the best option to hit the target (getting in the best position to make a lay-up shot in basketball).

Including all young people STEP

Easier...

- Reduce size of square.
- Allow players to move around the square to bowl.
- Increase size of target ball.
- Draw rings around the target ball with points in them increasing size of target and chance to score.

Harder...

- Larger area.
- Use non-dominant hand.
- Add in a defender to guard the target ball.

Tactics and strategies

- Type of throw needed, depending on distance from target.
- Whether to place your ball to get near to the target or obstruct the opponent.

Questions

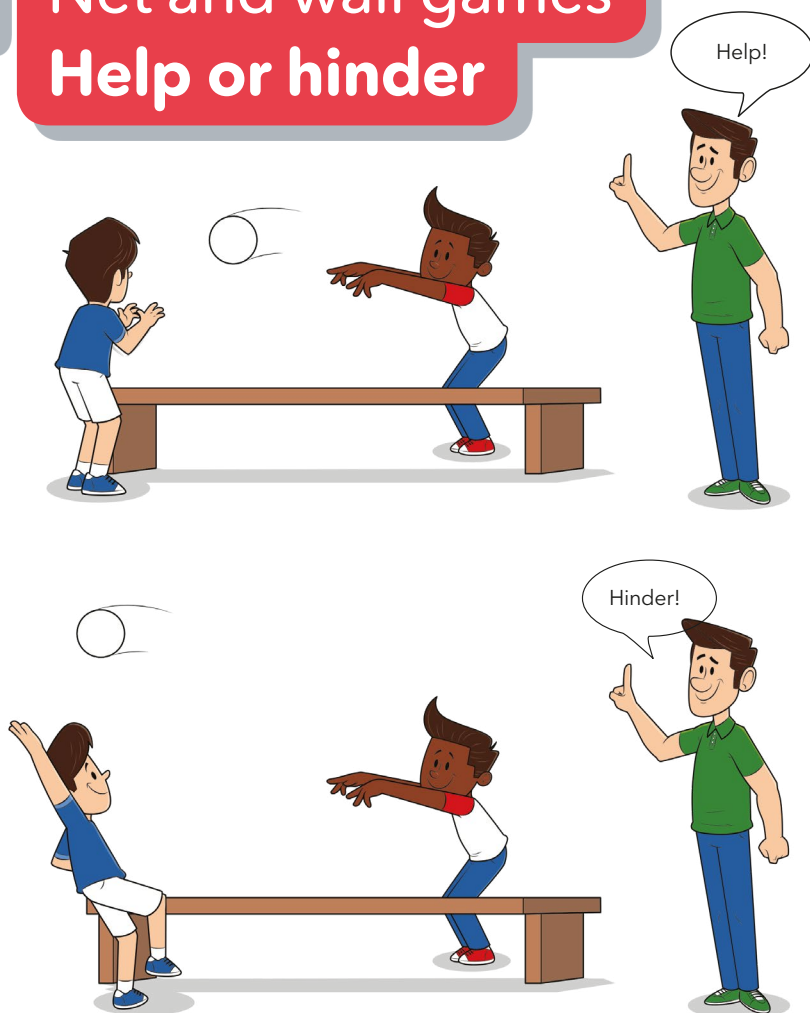
- What do you need to do to be accurate?
- What do you do if your opponent's ball is closer to the target than yours?
- How can you work with your partner to restrict your opponent's scoring opportunities?
- How can you and your partner work together to win the game?

Think Inc

Make a noise at the target so the children know where to bowl. Use a ramp to roll the ball down.

Net and wall games

Help or hinder



Equipment

- One ball between two.
- A net/barrier (could be cones, bench, skipping rope).

Play the game

- Playing help, children throw the ball underarm over the net to their partner. The aim is to keep a rally going.
- Playing hinder, children aim to make it as difficult as they can for their partner to return the ball.
- Players stand opposite their partner on either side of the net.
- Teacher shouts out **"Help"** and children play co-operatively. After a period of time, the teacher shouts **"Hinder"** and it becomes competitive.

Variations

- Play doubles.
- Kick the ball.
- Use a hockey stick/hand or tennis racquet to strike.

Fundamental skills leading to sports skills

Stability – ready position, to move and change direction quickly (cricket, Scottish dancing); ability to remain balanced when reaching for a ball (netball, cricket).

Object control – accurate placement of the ball, using appropriate force (serving in badminton, lob in tennis).

Locomotion – moving in different directions around a court to receive a ball (volleyball, basketball).

Including all young people STEP

Easier...

- Make the court smaller.
- Roll the ball.
- Larger, slower-moving balls.
- Play two against one.

Harder...

- Make the court bigger.
- Smaller, faster-moving balls.
- Use a range of throwing styles, i.e. overarm.

Tactics and strategies

- Where to place a ball in the space on the opponent's side, to help or hinder.
- Where to stand in their own court to receive the ball.

Questions

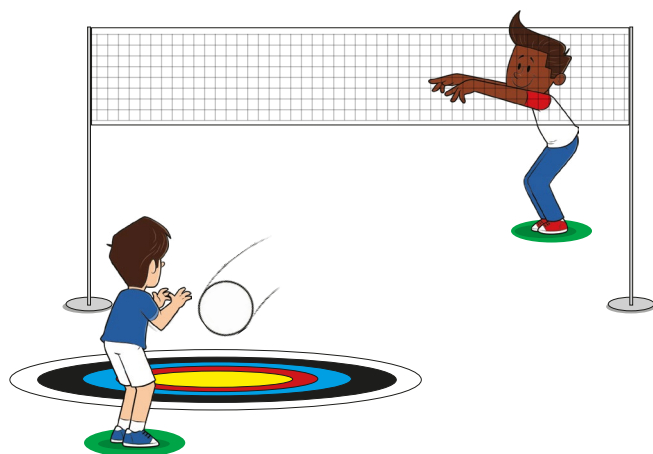
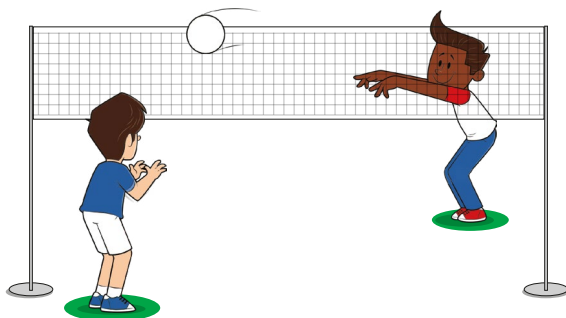
- What did you do differently when you were playing to help or hinder?
- Where is the best place to throw the ball to make it hard for your opponent?
- If they catch it, where will you throw next?
- How do you decide where to stand on your side of the court?

Think Inc

Use brightly coloured balls or a ball with a bell inside

Net and wall games

Hit the target



Equipment

- Small barrier e.g. cones, bench, pop-up net.
- Floor marker to stand on.
- Targets to be introduced at varying distances and sizes on each side of the net; could be hoops if on grass, skipping rope circles, floor markers.
- One ball between two.

Play the game

- In pairs, one on each side of the net, standing on a marker. Throw the ball over the net to your partner, try to make them leave their marker and move in different directions to catch the ball, always returning to the marker. Have five turns each. Try to make it easy for your partner to catch.
- Add in targets on each side. Take turns to throw the ball over the net to try and hit a target. Five throws each, keep the score.
- After a few turns, players can guard the targets. Five turns each then swap over. How many points can you score?

Variations

- Players try to catch the ball after one bounce, before it hits a target, and return it to the other side of the net aiming at an opponent's target.

Fundamental skills leading to sports skills

Stability - ready position, quick to change direction (useful in badminton and tennis).

Object control - able to change height and speed of a ball to hit a target (useful in scoring a goal in football or passing to first base in rounders).

Locomotion - moving around the court efficiently in different directions (useful in handball and volleyball).

Including all young people STEP

Easier...

- Larger targets, smaller court.
- Bigger, lighter balls.
- No defender.

Harder...

- Smaller targets, further away.
- Smaller balls.
- Strike with hand rather than catch.
- Use a tennis racquet.
- Challenge partner by throwing further away from them.

Tactics and strategies

- Court positioning.
- Ball placement.
- Flight and force of the ball.

Questions

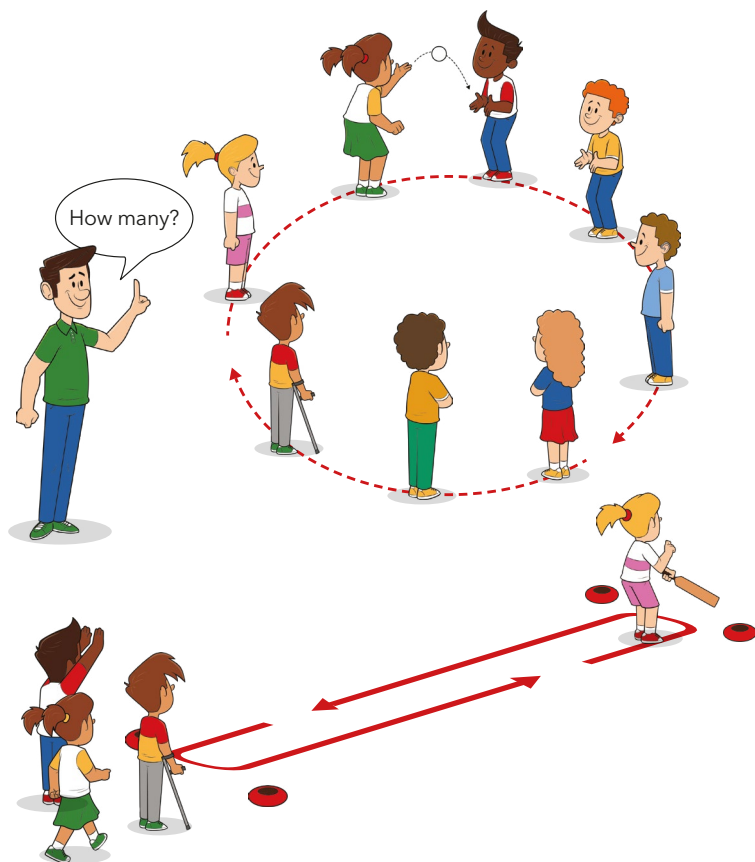
- Where do you need to throw the ball to make it easy for your partner to catch?
- How did you decide which target to aim for?
- Where did you stand to defend the target?
- What did you do differently when throwing at a target far away or closer to you?

Think Inc

Talk to children with mobility problems about how far they can reach to catch a ball to ensure they are challenged too.

Striking and fielding games

Run the catches



Equipment

- One small ball.
- Two Kwik-cricket bats.
- Five cones per group.
- One cone where runners line up.
- Other cones to mark wicket lines.

Play the game

- Groups of 16 – children split into two teams: runners and catchers.
- Catchers make a circle holding hands then take two giant steps backwards and let go.
- Two cones placed one metre apart, opposite another pair 10 metres away.
- Running team stands behind marker cone in a line, player 2 at the front with a bat.
- Player 1 stands between the cones with a bat.
- On a signal, the catching team starts throwing the ball around the circle, scoring a point for every successful catch.
- Player 1 runs to second set of cones, touches bat down and runs back touching bat down. Once the bat is touched down on return, player 2 goes. Player 1 gives bat to player 3 and goes to the back of the queue.
- Once all the runners have been, shout stop and count how many catches have been made. Write down the score on a whiteboard.
- Swap over – highest score wins.

Variations

- Catching team throws the ball then runs around the circle back to their place.
- Split running team so they start at both ends. Stop when they have had two turns.
- Player 1 hits the ball off a tee. Fielding team has to retrieve the ball first, then make the circle and start catching.
- Decide a number of successful catches and shout stop. Runners have to count how many runs they score. There and back counts as two.

Fundamental skills leading to sports skills

Stability – stop and stretch maintaining balance followed by a quick change of direction (cricket, able to crease bat efficiently; tennis reach-out to make forehand strike).

Object control – throwing under pressure co-operatively to ensure the ball is not dropped (passing along a line in rugby).

Locomotion – running at speed, accelerating and decelerating (trying to lose a defender in rugby).

Including all young people STEP

Easier...

- Reduce distance between cone markers.
- Reduce distance between catchers.
- Pass a larger ball.
- Practise both aspects, running and catching, before putting together and scoring.

Harder...

- Increase size of circle for throwers.
- Use a smaller/harder ball.
- Fielders can obstruct the runner.
- Place some targets in the outfield; bonus points are awarded if the striker hits them.

Tactics and strategies

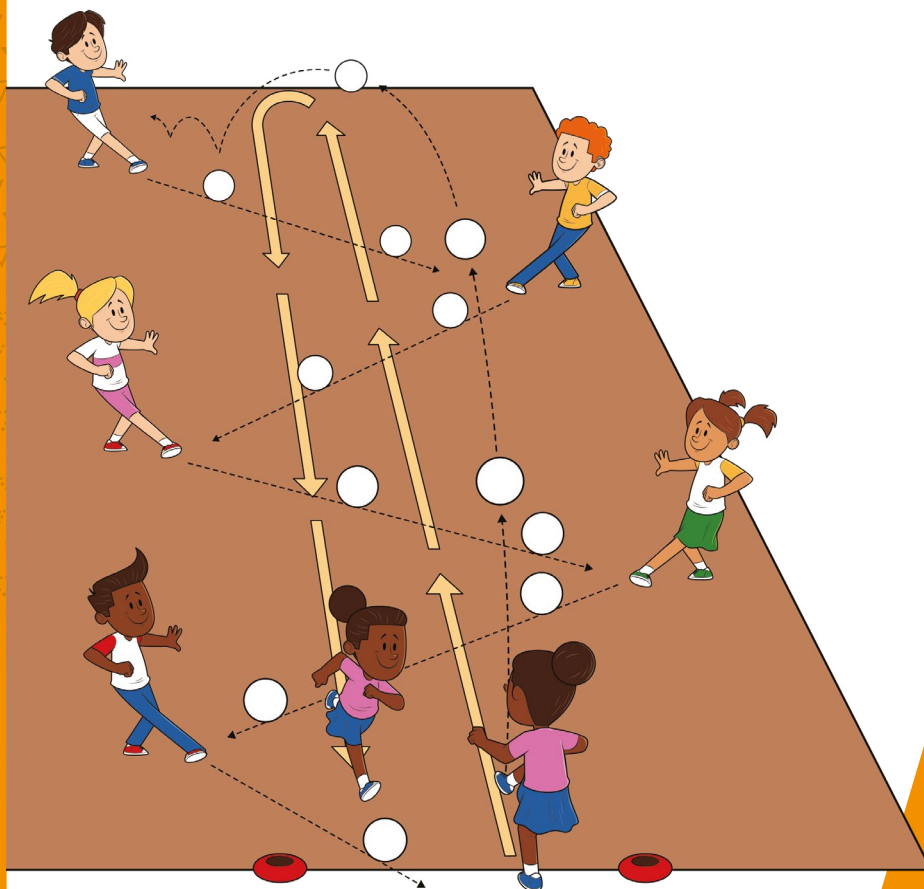
- Two teams working at the same time, one running to score and one throwing.
- Touching bat on the ground in the crease area.
- Working to ensure passes are successful.
- Running to score points.

Questions

- How can you ensure you score lots of points when catching?
- What do you need to do to touch the bat down successfully?

Striking and fielding games

Running goalie



Equipment

- Cones for a goal, placed behind the striking position, and to divide courts.
- One football.

Play the game

- Six per team.
- Striking team kicks the ball out into space (not backwards).
- Fielding team to spread out in the fielding area to retrieve the ball.
- Striker kicks ball out into the area and runs to the other end of the court and then runs back to defend the goal.
- Fielding team retrieves the ball, makes four passes and can then take a shot on goal.
- If the ball goes in, the striker scores no points. If the striker saves the goal, they get one point for his run and a bonus point for the save.
- Players get two goes each then swap.

Variations

- Throw the ball rather than kick.
- Strike with hand or implement.
- Fielders must stop the ball with their feet.

Fundamental skills leading to sports skills

Stability – standing on one leg to kick the ball (performing an arabesque in gymnastics); standing on one leg to trap the ball (football).

Object control – ability to kick ball accurately into the space (scoring a penalty in football).

Locomotion – running at speed between markers (sprinting in athletics).

Including all young people STEP

Easier...

- Shorter area.
- Wider goal.
- More fielders.

Harder...

- Longer run.
- Obstacles, to go round or over when running.
- Fielders can obstruct the runner.
- Place some targets in the outfield; bonus points are awarded if the striker hits them.

Tactics and strategies

- Fielders – where to place themselves to retrieve the ball and return it towards where the striking team is running.
- Strikers – where best to strike the ball with accuracy and power to avoid fielders.
- Fielders – as a team, how do you decide who will take the shot on goal?

Questions

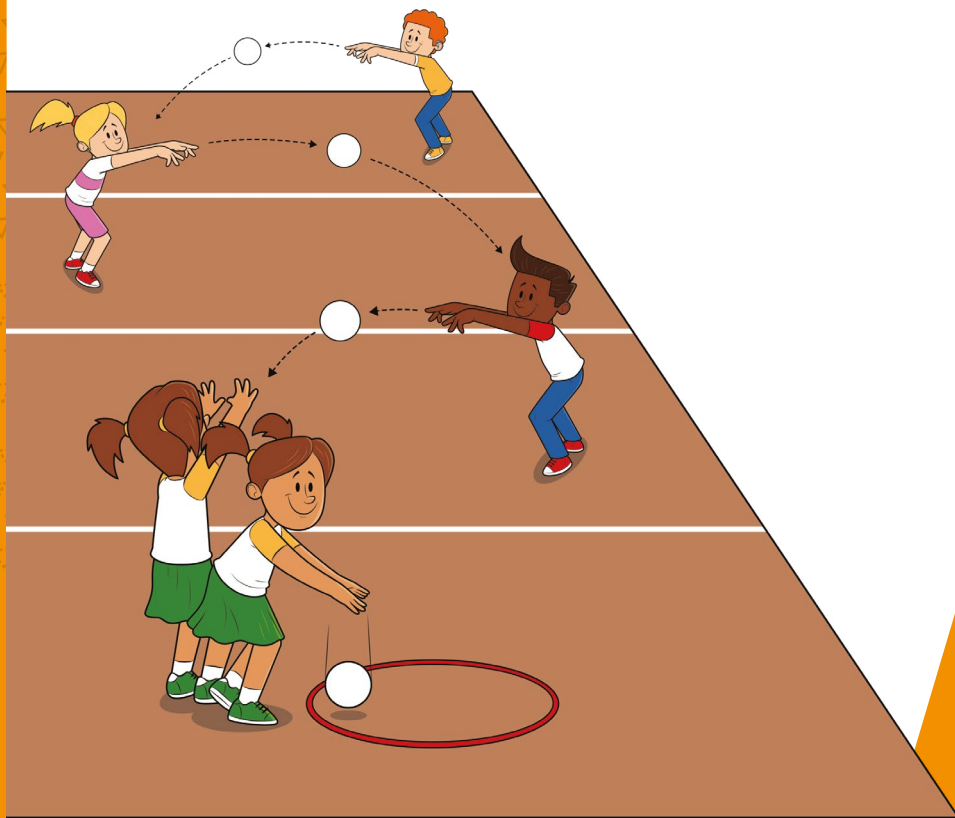
- As a striker, where is the best place to send the ball?
- As a fielder, where is the best place to send the ball? Why?

Think Inc

A shorter run can be set up for those with mobility problems.

Invasion games

Four and score



Equipment

- Cones to mark out the area
- Hoop for a goal.

Play the game

- Teams of four.
- Pitch divided into four sections widthways with a hoop at one end.
- Players stand in their own zone 1, 2, 3 or 4.
- Players must pass the ball through the zones 1-2-3-4; if successful, player 4 can bounce the ball in the hoop to score.
- Player 4 then runs to zone 1 and the other players move up.
- How many can they score in a minute?
- If the ball goes out or is dropped, they go back to the start in zone 1.
- Players can move anywhere in their zone to receive the ball but must be still once they receive it, with one foot always in the same spot.

Variations

- Vary the types of pass used - type of locomotion to return to zone 1.
- Allow players to work in their own zone and the next one up.
- Allow players to work in any zone; not allowed to bounce in the hoop until four successful passes have been made.
- Introduce a defender to guard the hoop. If the ball is intercepted go back to zone 1. Change the defender frequently.
- Allow the defender to go into the other zones.

Fundamental skills leading to sports skills

Stability - stopping and starting quickly to receive the ball (basketball).

Object control - catching and throwing a ball (netball, rounders, rhythmic gymnastics).

Locomotion - moving to receive the ball; pivoting to pass the ball (netball, handball, basketball).

Including all young people STEP

Easier...

- Reduce the size of the area.
- Roll the ball.
- Use bigger, slower-moving balls.
- Reduce size of team and take out a zone.
- Have more hoops to score in.

Harder...

- Introduce more defenders, one at a time.
- Change way of passing, e.g. kicking, using a hockey stick.

Tactics and strategies

- Maintaining possession of a ball.
- Attacking a goal.
- Restarting after a goal or the ball goes out/is dropped.

Questions

- What does your team have to do to get the ball successfully into the goal?
- How can you ensure your passes are successful?
- What can you do to increase your score?
- How do you successfully defend the goal?

Invasion games

Place the ball



Equipment

- Cones to mark the court.
- A ball.
- Bibs.

Play the game

- Five on a team.
- One player stands behind the end line.
- The other four have to pass the ball between them. Once everyone has passed the ball they can throw it to the player behind the line, who places the ball down to score.
- To restart after a score or a dropped ball, the ball goes to the starting end.
- The game on the next court is exactly the same but played in the opposite direction.

Variations

- Remove the diving line between the two adjacent courts. Play carries on as before but now there are two teams in the area, scoring at different ends.

Fundamental skills leading to sports skills

Stability – dodging players on other teams (handball, water polo).

Object control – ability to use a variety of throwing techniques; catching a ball thrown at a variety of heights and forces (netball, tchoukball).

Locomotion – moving towards a scoring zone (rugby, football).

Including all young people STEP

Easier...

- Change size of court and scoring area.
- Weight and size of ball.
- Rolling or bounce passing.
- Decrease size of team.

Harder...

- Smaller scoring area.
- Smaller balls.
- Using non-dominant hand.
- More players.

Tactics and strategies

- Spatial awareness, sharing space with another team.
- Maintaining possession.
- Sending an object accurately.
- Directional awareness, moving towards a goal.
- Finding space to receive and make a pass.
- Cover the area and predict.
- Communicating and co-operating.

Questions

- How do you decide which pass to use?
- How do you successfully attack the end line?
- Where is the best place to receive the ball and why?
- What changes do you make when you are sharing the space with another team?