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| Skills | |
| Aiming | Children need to be able to aim when playing throwing and kicking games. This skill develops gradually and children need good spatial awareness, balance and hand-eye coordination in order to successfully aim objects.  Aims:   * Can roll, throw, kick or strike a ball/object through a space * Can roll, throw, kick or strike a ball/object towards a space * Can roll, throw, kick or strike a ball/object towards an object * Can roll, throw, kick or strike a ball/object to another person |
| Avoiding | In many games children need to learn to avoid others and objects. They need, balance, coordination, spatial awareness and muscle strength to be able to avoid with required speed. |
| Bouncing | Body - Up and down movement of the body (bending knees) without jumping off the ground.  Object - A young child need to learn how to drop a ball and catch it once it bounces. Learning to bounce a ball on the ground in a controlled manner in order for them to be able to catch it can take a fair bit of practice.  Once a child can drop and catch a ball by themselves, pair up with them, stand a few feet away from them and throw and catch by bouncing. Aim for the mid-line of their body and once they are competent at this start bouncing the ball towards their sides.  Next pair children to bounce towards each other.  Bouncing and catching a bouncing ball is part of the development of throwing and catching. |
| Catching | Catching a rolling ball, a ball or object thrown or a bouncing ball.  Children progress from immature to mature abilities. Progress from two handed catch, which includes the arms, of a large ball to eventually being able to catch a small ball with just the hands.  Aims:   * Can focus on and track a ball/object in order to catch it * Can scoop and catch a ball with their arms and hands (younger children) * Can catch a ball/object with their hands (older children) * Can line themselves up to be in a correct position to catch a ball/object * Can use different parts of their bodies to stop a ball being thrown/rolled toward them   Progression:   1. Children might initially turn their head away when they are first learning to catch. Children will not make use of their hands to catch the ball. They will keep their arms straight until the ball makes contact and try to scoop it towards their chest. 2. Children will be less inclined to avoid the ball/object but might close their eyes. Children will try to make use of their hands to catch the ball/object. Their arms will be slightly bent at the elbows, however will still try to scoop it towards their chest. They will not necessarily grasp the ball with their hands well. 3. Children will not try to avoid the ball/object and their eyes will track it. Their arms will bend as far as they need in order to catch the ball. They will grasp the ball with their hands with control.  * Collect a stationary object/ball * Retrieve a rolling object/ball * Take a given object/ball * Receive a rolling ball * Receive a bouncing object * Catch a ball thrown a short distance * Retrieve a bouncing ball and then sending it on, e.g. rolling, giving, bouncing, throwing, etc. * Receiving a given object/ball whilst walking and then twisting to a new position and sending on (rolling, bouncing, etc.) * Catching an object/ball thrown whilst travelling and then passing it on. * When children first learn how to catch start with bubbles and balloons as they move slowly |
| Climbing | Even before babies can walk they like to climb and explore. Climbing supports the natural development of babies and young children and they should be allowed to do so in a safe environment. Ensure children have many opportunities to climb horizontal tree trunks, ladders and climbing frames/equipment, etc.  Climbing supports the develop in many areas, such as:   * reaching for rungs above the shoulder raises the arms which increases the cardiovascular flow * stretching out develops flexibility * upper body strength, arm strength and better grip is developed through pulling themselves up and hanging from various rungs * leg strength and coordination is developed through climbing latters * concentration and focus is needed to get where they want to go * hand-eye coordination * positive self esteem and confidence when children have worked their way to the desired place * risk taking in a safe environment will help children to understand their own abilities and push themselves to develop physically * through allowing children to climb to heights and in ways that they feel comfortable and confident underpins self regulation and self esteem |
| Combining Movements | Babies and children initially need to develop individual skills and will then progress to using a combination of movements, e.g. twisting while walking. Many movements are naturally combined and in support of body awareness it is helpful to support children to identify what they are doing and what parts of their bodies they are using to do so.  Many combined movements will require a level of coordination, balance and body/spatial awareness. |
| Cutting | Cutting is an important fine motor skill. Ensure children have access to a range of scissors such as left and right scissors, pinking shears, wavy scissors, etc.  Children will need to develop good bilateral coordination and fine motor control in order to successfully cut with scissors.  Foundation skills to prepare children for cutting with scissors:   * Postural control * The ability to open and close the hand * Bilateral co-ordination where the one hand is the ‘doing’ hand and the other is the ‘helping’ hand * Being able to isolate fingers to move independently from each other * Hand-eye co-ordination * Stability |
| Dancing/Movement to Music | All children, including pre-walkers, love to dance to music. Many dance moves can be done across the midline, which benefits brain development. Dance and movement to music can support all skills, balance and brain development and is a great high impact physical activity that can be done in small spaces, large spaces, inside and outside.  Us a variety of music, such as recent pop songs, child specific songs and classical music.  Aims:   * Understands different tempos * Can change between different tempos * Can move in different ways to music, i.e. High/Low – Loud/Soft and Faster/Slower |
| Dodging | Dodging is a quick movement of the body in a different direction of the original line of movement.  Children need coordination, balance, body management and muscle strength to dodging objects and others.  Initially babies and toddlers will not have the skills to be able to dodge, however through opportunities where they learn to dodge, children should gradually get better at this skill. |
| Dribbling | Dribbling a ball on the floor using an object, hand or foot to keep it propelling forward.  Dribbling is a series of small touches whilst chasing the ball, this is rather than kicks/hits in order to allow the ball to stay close and in control. Teach children to keep their heads up in order to avoid bumping into anything/anyone.  Use imagery to help children to understand the concept of keeping the ball close. Tell them to pretend the ball is their pet (ask them what their pet is, i.e. dog, etc.) and if it gets too far away from them it will run away.  Hand Dribble is bouncing a ball while moving, requiring strong hand-eye coordination. Children learn to bounce a ball while standing still in the early years, however bouncing a ball while moving is much harder and will take much more practice. |
| Evading | Similar to dodging, however this will be planned ahead of time. Dodge a ball but evade another child playing the game. |
| Experiment | Children need to try things in different ways to develop and strengthen their physical ability, cognitive skills and problem solving skills. Confident children in an enabling environment will be more likely to try new things and try things in different ways. To allow children to experiment, adults can suggest ideas but they will gain a lot more if they are allowed to figure things our on their own accord with guidance when needed. |
| Feeling | Sensory development through feeling different textures, surfaces and objects.  Feeling how different objects, sizes, weights and shapes move allowing children to achieve the required effect. |
| Flicking | Flick is a short, quick movement with a hand, thumb or a finger causing something to move through the air.   * a *flick* of his thumb * a *flick* of the wrist * flicking snake tongue or cow flicking its tail * flick your hair |
| Flow | The more opportunity children get to be active the easier they will find it to flow from one movement to another.  Movement to music can be particularly good to develop flowing movement. |
| Grasping | Take hold of something, more active version of Gripping.  Newborn babies have an innate ability to grasp objects, however it will take them at least a year to develop the coordination to pick up and hold objects securely in their hands. |
| Gripping | Holding something with your hand and fingers.  Toddler will use a “fisted grip” and they will move from the shoulder to get the crayon to move across the paper. As they develop more control over their hand and arm muscles they will start to use the “palmar grasp” which is where the pencil lies across the palm of the hand and their elbow is held slightly out to the side.  This will progress to a 5-finger pencil grip at around the age of 4 years old where the wrist is usually held off the surface. The child will usually hold the crayon very tightly at first, but as the hand muscles develop, fewer finger are used. This will eventually lead to the mature 3-finger pencil grip by 5 to 6 years of age.  Young children need to develop fine motor strength in order to have an appropriate grip on equipment and tools during sport, games and play. |
| Handling | Handling can include building blocks, balls, real world tools, small and large toys, etc. It is important that children progress in the control of how they handle objects, the size of objects they handle and the movements they use when handling the objects (i.e. with more control). |
| Height | Allow children to experience different heights such as:   * walk on tippy toes so we feel high up in the sky * walk with our knees bent so we are deep down in the sea * walk normally on land   Climbing on equipment at different heights and jumping from different heights are important for children’s physical development. |
| Hitting | Similar to striking, however hitting can be seen to be more energetic than striking.  Hit objects with other objects, such as rackets.  Hitting things with hands, etc.  Holding two objects in each hand and hitting them together helps to develop hand-eye co-ordination and bilateral coordination. |
| Holding | It is important to remember that babies and young children have small hands and the muscles in their hands are still developing. They will experiment with different objects; however support them by offering vessels to hold objects that they are not yet able to hold. Children should try holding objects not only with their hands but also with other body parts (this will also support body awareness and balance). Suggest ways to carry objects, ask them to make suggestions. |
| Hopping | Hop on one leg, push with toes, taking off and landing on the same foot.  Supporting leg should bend on landing and straighten to push off.  Start by holding child’s hand to support them and encourage small hops on the spot.  Eventually, they should be able to hop in different directions.  Hopping is harder than jumping as they will require greater leg muscle strength and balance.  Games suggestions:   * hopping from lily pad to lily pad to avoid the crocodile * try to hop fast, slow and in different directions, etc. |
| Jumping | Babies and toddlers love to jump with the support of adults or objects such as tables, bars attached to walls, etc.  When children are ready to jump by themselves they will prepare for jumping by slightly bending knees and swinging arms backwards. With feet close together, push off with both feet and land on both feet. Children will eventually propel their arms forwards and upwards whilst they are in the air. Children will require muscle strength and balance in order to jump effectively.   * Jumping upward for height * Jumping for distance * Jump with two feet and landing in the same place * Jumping from two feet and landing on two feet * Jumping from two feet to one foot * Jumping from one foot to two feet * Jumping onto something * Jumping off something * Jumping in and out of something (such as a hula hoop) * Jumping in different directions |
| Kicking | Demonstrate how to kick and allow children ample opportunities to practice. Positioning the child will also help.  Children will find it easier to learn how to kick when they are barefoot as they will be able to feel the ball.  First children should kick from a stationery position.  When they show they are capable of this they can then progress to kicking from a walk then a run in.  Helping children to understand where to place their feet when kicking:  Placing a yellow spot or picture of a banana next to a ball.  Children need to squish the banana with their non-kicking foot while they kick the ball (make sure they will not slip on the picture/spot). |
| Lunge | Transfer of weight from one foot to the other while keeping an upright and stable position.  One foot in front of other foot with a wide space. Bend front knee and keep back leg as straight as possible.  Initially children will only manage a small space between feet and will progress to larger spaces until they are comfortable to try a full lunge (most children only manage a full lunge at around 7 years).  Children in early years will need to develop balance in order to be able to lunge so allow them to hold onto something or lean against a wall for support until they are able to lunge without support. |
| Moulding | Forming a shape out of a malleable substance and also using moulds to make something, such as jelly molds, etc.  Helps develop fine motor skills and can also develop arm and shoulder strength. |
| Pathway | Turning the shoulders is changing pathways  Turning corners  Walking in circles  Figure or eight  Straight  Zigzag  Curving  Twisting  Forward  Backward  Sideward |
| Picking up | The more children develop the muscles in their hands and develop their fine motor skills the smaller the objects will be that they can pick up.  By approximately the age of 15 months, babies will bend down from a standing position to pick up an object.  By 18 months old, they should have mastered the pincer grip and can pick up small objects.  Play activities where children need to run and pick up various size and weight objects. This will support high impact activity, fine motor development and strength. |
| Pivoting | Turning on the spot.  This can support development of balance and spatial awareness. |
| Predicting | Being aware of what should happen next when taking part in activities. Doing the same activity on a regular basis helps children to learn to predict.  Give children the opportunity to lead activities.  Children will need to develop this skill in order to take part in more complex games and sports.  Predicting situations is also an important life skill. |
| Receiving | Young children need to learn how to receive a ball that is being rolled, thrown, bounced towards them.  Children initially have to learn to keep their eye on the ball/object and also how to capture it between their two hands or grip it with their one hand (see catching for the progressions). |
| Rolling | Physical Rolling  The transference of weight to different body parts around a central axis.  Children should learn to roll forward, backward and sideways (pencil roll).  Learning to roll helps to prevent injury when falling or overbalancing.  Rolling is one of baby’s first important motor milestones, supporting the development of postural control and a good cross-body movement. Babies learn to roll from birth, however some might take some time before they can do so.  If children have physical disabilities that prevent them from moving their whole bodies they can roll one arm over the other, etc.  Rolling a Ball  Children will progress from rolling a large light ball with both hands in no particular direction to rolling a smaller heavier ball in a desired direction with one hand.  Aims:   * Can roll a ball on the ground whilst seated, squatting, on knees or bent from standing * Can roll a ball on a variety of surfaces (including down and up) * Can roll a ball aiming at another person/object |
| Rotating | Rotating is when we move in a circular manner around a center point or move a body part around a center point such as moving arms in a rotation, etc. |
| Running | Running is an extension of walking, except there is a flight phase when both feet are momentarily off the ground.   * Head and trunk stable * Arms drive vigorously forward and backward * Lean forward * Feet land along a narrow path * High knee lift. Foot close to buttocks * Elbows bent at a 90° angle * Eyes focused forward eliminates lateral movements |
| Scoring | Use of counting skills and understanding the rules.  This will help develop mathematics while having fun. |
| Shooting | Shooting objects into a container or marked area.  This is often done with one hand and is a combination of aiming and throwing. |
| Skipping | March with knees high; each time one knee is in the air, hop on the other foot — step/hop, step/hop, step/hop. This is a rhythmical movement.  Skipping is a good cross-body / bilateral activity. |
| Speed | The speed an activity or skills is performed will change the difficulty.  Many activities become more challenging when performed faster, however activities and skills that require balance or muscle strength can be more challenging if performed very slowly.  Changing speed on an intermittent basis helps develop good body control and agility, e.g. moving to the rhythm of music that changes speed. |
| Spinning | Spinning is important for the development of balance in babies and young children.  When spinning in a group, children will need good spatial awareness to avoid bumping into each other.  Include spinning in active stories or ask children to pretend to be spinning tops; starting fast and going slower and slower and then falling on the ground. |
| Striking | Similar to hitting, however striking can be seen to be less energetic than hitting.  Striking objects with other objects, such as rackets. Striking things with hands, etc. |
| Throwing | Children will progress from passing a ball with two hands to throwing towards a nearby space (target) to throwing up, throwing overarm and throwing underarm (along the ground). Give children as much opportunity to try throwing in different ways, whilst moving and standing still.  Progression:   * Hold a ball/object with two hands * Push a ball/object along the ground * Roll an object along the ground * Move a ball along the ground around the body * Bounce a ball with two hands and then with one hand * Give an object/ball to another person with two hands from the chest, one hand from the shoulder * Give an object/ball to another person with one hand from the shoulder * Give an object/ball to another person underarm with one hand * Throw an object/ball to another person with two hands from the chest, one hand from the shoulder * Throw an object/ball to another person with one hand from the shoulder * Throw an object/ball to another person underarm with one hand * Throw a ball over arm with one hand aimed at a specific place or person * Throw a ball over arm with one hand aimed at a specific place or person whilst traveling |
| Volley | Striking, catching or touching a ball before it touches the ground.  This is part of the development of throwing and catching and is more challenging than catching, etc. once the ball has bounced. |
| Writing | Children require building blocks to lay the foundation before acquiring fine motor control. These building blocks include:   * Stability - strength and balance allowing one part of the body to stay still while the other moves * Sensation - awareness of the placement of your fingers, hands and arms and how they are moving * Bilateral co-ordination - both hands being involved in separate aspects of a task.   Children also need to be able to plan, be aware of what they are doing, have co-ordination, and develop a matured nervous system and strong muscles in their back, stomach, neck and shoulders to support refined hands and finger skills.  Once the building blocks have been established, children develop dexterity. They will be able to use small, accurate, and precise movements to complete various day-to-day tasks.  Foundation skills to prepare children for writing:   * Posture & Balance for hand and arm control * Grasp strength and finger control for appropriate grip on a writing implement * Ocular motor control in order for hand and eyes to move together * Being able to following instructions * Being able to pay attention * The ability to recall correctly * Spatial organisation |