



LEARNING

EXPRESSIVE ARTS

& design through movement and play



Active Cube

Active cube with transparent wallets
Paper (sized to fit into the wallets)
Crayons/pencils
Pictures of moves and numbers
Skills

Using current topics and interests give children each child a piece of paper and mark makers.

Show children pictures of the dragon running very fast, the fairy hopping on her tip toes, the pirate bending down to pick up the treasure, etc. Show them the word that goes with the picture, i.e. run, hop, bend, etc. Can you write the word on the paper? Support them to write the word.

Once children have completed the words place them in the wallets of the active cube. Throw the cube and when it lands all to copy the move on top. Now we are going to run fast like a dragon, etc.

Add number card to each wallet – this is how many time/the length of time we will do this.

Benefits

Supports the development of gross and fine motor skills, Spatial Awareness, Balance and help children to

Active Stories

Decide on skills /moves/subject matter (i.e. animal in the jungle, going to the supermarket, space travel)

The story can be very simple as it is all about the movement

Older children can help with the story, such as deciding on the animal, what they would like to purchase at the supermarket, etc.

Skills and movement can be incorporated into any story

Skills can be incorporate into the Bear Hunt or any other story children love

Creating a Story

Create stories with the help and suggestions from the children.

Some suggestions:

- Everyday activities – driving the car, the car wash
- Adventures – Holiday to the jungle, bottom of the sea
- Superheroes
- Going to the farm
- Use familiar stories and resources such as the 'Bear Hunt', 'Mini Yo!' and 'Fizz and Friends'
- Add an element of numbers and counting.

Examples:

In the jungle:

Roar like a bear

Bound like a cheeky monkey

Climb a tree like a sloth

Fly like a butterfly

Slither like a snake

Bend or crouch under tree branches

Jump over streams and logs

Be chased by a tiger

Swat mosquitoes

Tip toe past the sleeping elephant

Fun in the Forest:

Using movement skills, create a forest adventure encouraging children to move in different ways.

The forest adventure can be repeated on a regular basis with different skills.

Example skills: Bend, Gallop, Leap, Wiggle

Explain to the children that:
It's a beautiful day and we are going on an adventure through the forest

If we come across any streams of water we need to leap over them

If we find any hills we should gallop up them

If we find ourselves stuck in brambles we will have to wiggle our way out

If we need to go past any trees we need to bend under the branches

Move through the forest and regularly find yourselves at a tree, stream, hill or brambles, see if the children can

remember what to do when they reach them.

Driving the car children can:

Steer
Wipe the windscreen with the wipers
Bounce over humps on the road
Drive on a nice smooth road
Drive on a bumpy dirt road
Screech to a stop
Turn left, turn right
Go round a roundabout
Stop, wait and go at the traffic light
Turn on the headlights
Use the indicators

On a farm children can:

Gallop like a horse
Drive a tractor
Roll around like a pig in the mud
Be chased by a bull
Try to catch a chicken
Collect eggs
Jump off hay bales
Spring like lambs in a field

Help children to develop their imagination and independence by asking them to create their own stories, supported by the following questions:

What do you want your story to be about (interests)?

What are you going to be in your story?

Where will you be?

Where will you go?

What are you going to do/look for?

Why?

Can they draw a picture of their story?

If they are able to, ask them to write their story down.

Use the weekly skills to change the way children move, however keep the same stories and repeat regularly. Active stories and games like this build motor skills while encouraging children's' imagination, creative thinking and language skills.

Add props to the stories.

Benefits

Supports gross motor development, independence, imagination and fine motor skills (drawing and writing) as well as supports other areas of learning.

Animal Obstacle Courses

Set up courses that will encourage children to move their bodies in different ways, throw, catch, kick, climb over objects, crawl through tunnels or slither under equipment.

Encourage different movements and skills such as run in and out of cones, jump from spot to spot, carrying beanbags on different body parts, and skip from place to place.

Challenge children to travel in different ways, i.e. walk, run, hop, skip, jump, walk backwards, etc.

Use soft play equipment for rolling, sliding and crawling.

Place the picture of an animal next to the different sections of the course to encourage children to move in that way. The imaginative aspect will make the activity interesting and exciting for children.

Encourage children to create their own courses and share with other children.

Include climbing, swinging and hanging activities to help develop upper body strength.

Sneak in a fine motor skill such as digging in the sand pit, using tongs to place pom-poms into a container or threading beads. This is great for children who find it hard to sit still to do fine motor activities.

When children are confident with other games/activities combine them to make obstacle courses, e.g. Beanbag Relay Race (throw a beanbag into a container), Jumping and Hopping activity, Balancing and Tightrope.

Use weekly skills.

Benefits

This develops gross motor skills (and fine motor skills), balance, coordination, spatial awareness, agility, pathways and hand-eye coordination.

Ball Stop

Give each child a ball

Instruct them to roll the ball and chase it

Call out a body part and the child will need to stop the ball with that part of the body

Divide children into pairs

One child rolls a ball and the other child chases it

Call out a body part and the child who is chasing the ball will need to stop the ball with that part of the body

Benefits

This develops gross motor skills, coordination, spatial awareness and hand-eye coordination.

Bigger! 'Head shoulders knees and toes'

Once children have learnt and can do 'Heads shoulders knees and toes' standing try it sitting with feet in the air.

Sit on the floor, pull stomachs in tight with heels on the floor.

Touch each body part that corresponds with the rhyme keeping only your bottom in contact with the floor.

When children sing toes, they need to lift their feet off the floor and touch their toes.

They will need to pull their stomachs in and keep their balance.

Now try it with feet off the floor throughout the whole rhyme.

Next try doing it backwards!

Benefits

Good for developing core strength and balance.

Big Nursery Rhymes

Identify a nursery rhyme

Create big, energetic moves to the rhyme

The more you move up and down the more energy you will use

Children can help decide what nursery rhyme they would like to act out

Older children can help create the moves

Great for children to learn about patterns and sequences

Use rhymes with numbers for children to learn about numbers and counting.

Benefits

Can support skills, other areas of learning, topics, imagination, spatial awareness and children reluctant to do physical activities.

Cats and Rabbits

Split children into two groups

One group to be cats and the other half to be rabbits

On your command the cats move around on all fours chasing the rabbits who hop around the area

On your command, the rabbits become cats and the cats become rabbits

These can be substituted for different animals and ways to move around.

Benefits

This develops gross motor skills (and fine motor skills through crawling), balance, spatial awareness, co-ordination and spatial awareness.

Cone Catches

Give each child a piece of A3 card

Draw lines to create a triangle shape that will allow it to be made into a cone

Markers

Scissors

Sellotape

Soft balls.

Give each child a piece of card and a pair of scissors

Help them to cut the card on the lines.

Children can then decorate their card with the markers.

Ask them to write their name on their card.

Stick two of the edges together to create a cone.

Child holds the cone with both hands.

Place a small light ball in the cone (such as balls from ball pools).

Show the children how you throw the ball up with the cone and then try to catch it in the cone.

When children start to confidently throw and catch the ball start to pair them up.

One child should put their cone down and the other puts their ball down.

The child with the ball throws the ball while the other tries to catch it in the cone.

Do this until the child catches the ball.

They then swap over throwing and catching.

If any children find this difficult pair them up with an adult who can help direct the throw and catches.

Children at this age will still be developing their directional skills when throwing and catching skills. The cone helps children to create a large catching surface and this will give children the opportunity to develop their aiming skills.

Benefits

Support gross and fine motor skills, throwing and catching, hand-eye coordination, balance, spatial awareness and problem solving skills. This will help children develop catching skills, making it easier for them to catch a large ball with their hands.

Colours

Start with traffic light colours i.e. Red means stop, Green means go, Amber means jump up and down on the spot

Instruct children as to what they should do

When 'Red' prompt is called, ensure that the children stand still for at least 10 seconds (this helps develop balance)

Add additional colours to link with skills i.e. Purple means hop, Blue means run, etc.

To develop children's balance further, instruct them to stand on one foot when 'Red' prompt is called out

Children can select their own colours and moves.

Benefits

Supports gross motor skills, other areas of learning, topics, imagination, spatial awareness, balance and children reluctant to do physical activities.

When children stand still for an extended period of time it helps with balance and to build muscle strength.

Magic Rocks and the Giant (Hide the Spot!)

Equipment

One spot per child and adult

Spread spots out so that there is enough space for all to move around

Hide the spot with your feet – stand on the spot

Hide the spot with your knees – kneel on the spot

Hide the spot with your bottom – sit on the spot

Hide the spot with your hands – put your hands on the spot

Hide the spot with your stomach – lie stomach down on the spot

Hide the spot with your back – lie backwards on the spot

Hide the spot with your chin – put your chin on the spot

What else can you hide the spot with?

Next tell children that the spots are magic rocks on an island

Explain that the spots are magic rocks that need to be protected from the giant (the teacher)

Children should move in amongst the “rocks” in different ways (skills)

When the teacher shouts out a body part the children need to find a “rock” and hide it with that body part, while the teacher tries to find a magic rock.

Benefits

This can support spatial awareness (body awareness), gross motor development and imagination.

Mini Yo!

Warm Ups

Mini Yo! moves can be used individually to warm up and stretch before any high impact physical session/activity.

Active Stories

Demonstrate a selection of moves for children to do.

Once children feel comfortable to perform the moves individually, create an active story with a selection of moves.

Use a combination of standing moves and moves on the ground to raise children's' heartbeat.

Alphabet

Using the 'Alphabet' card, demonstrate moves that start with the letters of the alphabet.

Help child to spell their names using their bodies.

Can you write your name?

Now can you spell you name with the mini yo! moves? i.e. T for Tree, A for Aeroplane and M for Mountain spells TAM.

If there is no move for a letter in your look at the alphabet card to see what you should do? What word starts with that letter? i.e. Add an 'M' and 'I' to TAM and it spells TAMMI. Inhale for I?

Benefits

Supports gross motor development, balance, independence, imagination and fine motor skills (spelling and writing).

Monkey Madness

Equipment:

3 balls or 2 beanbags and 1 ball per team. Pretend they are fruit.

Divide children into groups of up to 6

Each team should stand in a line shoulder to shoulder

Let's pretend we are all monkeys collecting lots of fruit

Step 1: Each team first passes each ball/beanbag with their right hand only (or make a mark / place a sticker on their right hand so they can identify which hand they can use) and collect it with their right hand only.

Step 2; The child at the end of the line should drops the 'fruit' and shout "Monkey Go!" for the first child to pass the next 'piece of fruit'

Repeat step 1 but with left hands

Repeat step 2

Then bounce the ball sideways to each other, children can catch with one or two hands

If a 'piece of fruit' is dropped it must be returned to the beginning of the line and that task needs to be started again.

When they have finished passing all the 'fruit', the whole group should pretend to be monkeys and should all make monkey noises!

Benefits

Can support coordination, basic skills, social skills, cooperative play and taking turns

Paper Fortune Teller

Start by making a square out of an A4 piece of paper by folding one corner of the paper over to the adjacent side.

Cut off the small rectangle, forming the square, which is already folded into a triangle.

Fold the two opposite ends of the triangle together, forming a smaller triangle.

Unfolding all the folds.

Fold one corner into the central point. Repeat with the opposite corner and then the other two corners.

Flip the paper over.

Fold a corner over to the centre. Repeat with the opposite corner and then the other two corners.

Ending up with a smaller square.

Fold the square in half, then unfold and fold in half the other way.

Unfold and pull the four ends together, making a diamond-like shape. Pick up each of the four square flaps, and put your fingers inside. You will be able to move the four parts around.

Write any four colours on the four flaps.

Flip it over, and write 8 numbers on the triangular flaps.

Write 8 active fortunes inside the flaps underneath the numbers.

Examples of fortunes:

- Touch your toes 5 times.
- Balance on one foot.
- Jump 7 times.
- Hop 2 times on each foot.
- Hop like a bunny rabbit 5 times.
- Leap like a leopard 4 times.
- Stomp like an elephant 6 times.

They might need help writing this as the space is small.

First demonstrate how it works then pair up children so they can take turns to move the fortune teller and select the colours, numbers and perform the fortune.

Benefits

Supports fine and gross motor development, social skills, mathematics and literacy.

Props

Equipment:

Balloon/tinfoil/anything that can be manipulated

Children to mimic what you do with your prop

Using the balloon

Stretch it from top to bottom – children to stretch up high on tippy toes

Stretch it from side to side – children to stretch their arms and legs out to the side

Scrunch into a ball – all to curl into a ball

Blow the balloon up – all to become as round and big as they can go

Let the balloon go – all to run around like a wriggling balloon and then fall on the ground

Repeat all the moves

What else can you use?

Benefits

Can support skills, other areas of learning, topics, imagination, spatial awareness, concentration, listening.