

## Learning through Movement and Play

### Language and Communication

#### Instructions

- Keep instruction to a minimum when leading planned physically activities. Children will need to listen, understand, recall, ask questions and carry out the instructions, hence it is important to be aware of how we communicate the instructions.
- Use clear and simple language and look at the children when talking to them.
- Start with one instruction at a time and slowly build from there. Supporting them to learn to follow more instructions at a time will prepare them for school.
- Instructional games such as Simon says and What's the time Mr Wolf are engaging and will help children to learn about following instructions.
- It is always useful to take a step back and reflect on any potential small changes we can make to our practice that may have a huge impact on a child's development. Like children in the early years, we should feel excited about always learning ourselves.

### Mathematics

#### Spatial Reasoning

- Without good spatial reasoning skills, children will struggle with many mathematical concepts, particularly those that include, volume, areas and space. They will find reproducing patterns, sequences and shapes difficult and may struggle with how 3D objects interact and move.
- Spatial reasoning is our understanding of how objects, and ourselves, move and interact in relation to the physical space around them.
- Through exploring the environment, body awareness activities, activities where they need to judge distance and size and many activities where children need to fit themselves or others into a space, children develop their spatial awareness.

#### Mathematical Language and Vocabulary

- Teaching children all types of words such as counting, bigger, smaller, higher and keeping score can happen during many activities.
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- Let's stomp like an elephant and now walk on our tip toes like giraffes. Which animal do you think is taller? Which animal do you think is wider?

- Can you throw your beanbag into the hoop that is furthest away from you? How many groups have you been split into? How many are in each group?

### **Patterns and Sequences**

- Different, same, first, last, next, repeat, match, again
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- In a pattern there are always elements that repeat in an obviously and predictable way and based on a mathematical rule.
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- When something repeats, such as 1,2,3,4,5, 1,2,3,4,5 this will teach children about patterns and sequences. Children will learn patterns when playing clapping games, making repeated movements to music, and taking part in active stories with a pattern that repeats and active rhymes. You can use the patterns in music and poetry beats, example soft, soft, loud, soft, soft, loud.

## **PSED**

### **Making Senses of Emotions**

- Young children need to be taught about their feelings in a non-confrontational manner, helping them to make sense of their emotions. It will allow them to become adults who can express themselves appropriately and regulate how they behave in social situations, as well as become compassionate and empathetic.
- Children will find it easier to learn about emotions when in context of an active story or big nursery rhyme.

## **Expressive Arts & Design**

On many accounts, children will develop their creativity, rhythm, self-expression and understanding of themselves, including their thoughts, feelings and ideas through movement and active play.

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