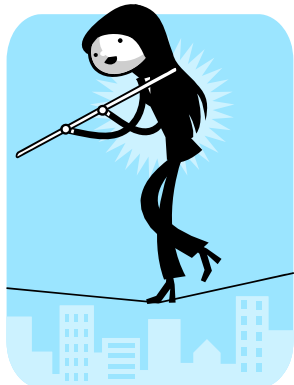


MOVEMENT PROGRAMME

IDEAS FOR USE IN SCHOOLS AND NURSERIES



Highland Council and NHS Highland



Updated edition 2006



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INTRODUCTION

The suggestions in this book can be used by teachers to provide movement experiences in school, which will both support and motivate pupils.

These will be pupils who may experience difficulties in some of the following areas:

- ✚ Social interaction.
- ✚ Organisation.
- ✚ Attention.
- ✚ Handwriting.
- ✚ Sequencing.
- ✚ Physical education.
- ✚ Play in the playground.
- ✚ Dressing.

Activities are broken into sections. In each section, there is a choice and range of activities.



BACKGROUND

This information has been compiled through the recommendations laid out in the report of the multi-agency steering group "Children with Developmental Co-ordination Difficulties in the Highland Council Area (2002)". The group has drawn up guidelines and protocols for the use of health, education, and social work.

This booklet on education movement programmes updates the previous pilot movement programme documentation and contains more comprehensive movement bank ideas gathered from practitioners in 2006.

The membership of the original working party for this document was:

Fiona Hunt	Learning Support Teacher
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Myna Dowds	Coordinator Autism Outreach Service

(Health staff involved with the production of the DCD document collaborated with the above group.)

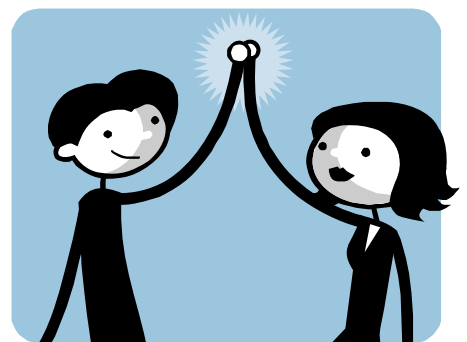
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This updated booklet has been produced by:

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Thanks to all workshop participants who provided their experience and time to produce the ideas banks.



HOW TO USE THIS BOOKLET

Identify children who are having problems, through observation of the pupil in a variety of settings and in consultation with key staff.

- ✚ Consult parents and gain parental permission to proceed.
- ✚ Use the screening tool.
- ✚ Ideally, groups should have no more than six members and be staffed by a teacher plus a support for learning assistant.
- ✚ Select activities to support needs and create a stimulating and enjoyable programme that can be done at regular intervals.
- ✚ Use the pro-forma to design the programme and keep a record.
- ✚ It is likely that pupils will need at least three sessions on one activity.
- ✚ It is important to use a variety of activities at the same level of difficulty to keep interest going.
- ✚ Collect a package of materials and information from resources and references in this booklet to support your ideas.



SCREENING TOOL

This tool has been designed to apply to the primary age school child only.

This form should be quick and simple and should be filled in by the staff taking the group. This is **not** a diagnostic tool to identify specific conditions.

It should be used to identify:

- ✚ The child's present level of ability.
- ✚ Whether the problem is affecting development globally or one specific area.
- ✚ Areas to concentrate on to meet the identified problem(s).
- ✚ It should give an overall impression of a child and not highlight specific problem(s).

The screening tool should then be used to identify children who would benefit from taking part in a movement programme.

In order for this to be effective, it is important that each person involved with the tool is aware of what is normally expected of children of different ages; therefore, it is worthwhile liaising with the PE staff to establish acceptable skill levels for each age group.

As a guideline – watch the child in PE to determine if the child stands out as being unable to do tasks that their peers can do. If so, talk to other members of staff involved with the child and try to obtain an overall impression. If the general view is that the child is struggling to keep up with their peers, then this screening tool should be used. This tool can be used repeatedly and has no time limit on which repetition would affect its validity.

How do you select the children who should be screened using this tool?

Ask yourself the following questions:

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|
| ✚ Is the child having difficulties with just motor skills? | Yes | No |
| ✚ Is the child taking longer to develop skills than expected of a child of that age? (Boys in particular find movement tasks more difficult in the early years of schooling) | Yes | No |
| ✚ Was the child's development slower than normal before he/she started school? It may be worth speaking to the parents to find out if the child crawled/walked/talked etc. later than usual. (Try to get a whole picture of the child.) | Yes | No |
| ✚ Do they have low self-esteem? | Yes | No |

- ✚ Do they have problems mixing with their peers? Yes No
- ✚ Has the child lacked opportunities to practice movement skills ? Yes No

If 'yes' to any of the above questions proceed with using the screening tool for verification.

Check:

- ✚ Have you liaised with the PE staff? Yes No
- ✚ Have you watched them in the gym class? Yes No
- ✚ Have you liaised with support for learning staff? Yes No
- ✚ Have you gained a view of the child with different teachers? Yes No

It is beneficial to carry out the screening tool with each child before they start the movement group to ensure that the child's needs are being met and that the group focus and mix is appropriate to be most effective.

It is advised that progress is monitored and re-evaluated on a regular basis. Using the four-week planning pro-forma outlined in the movement programme package this will allow for evaluation of the child's progress and how to restructure the group's activities if required. It is important to note that children will move in and out of movement groups periodically depending on their needs.

The screening tool should be used to:

- ✚ identify the problem areas of each child, then
- ✚ pull together children with similar needs and abilities (think small with similar needs as the wrong mix could be disastrous), then
- ✚ match and focus the activities to the problem areas, then
- ✚ carry out the activities (keep them simple), then
- ✚ evaluate frequently.

If progress is being made:

- ✚ Modify the activities.
- ✚ Evaluate progress by increasing the difficulty of the activities.
- ✚ Move onto the next developmental stage.
- ✚ If they have low tone but are making steady progress, they may benefit from continuation in the group.
- ✚ Discharge from the group when appropriate and re-instate if required.

If progress is not being made or there is regression:

- ✚ If the child's abilities are **deteriorating** it is essential to make a referral to the community child health service straight away.
- ✚ For all other children who are **not making progress** a referral should be made to child health services via the school doctor. This can be discussed informally with them prior to the referral.

Consider the following:

- ✚ Is the child unable to grasp the concept despite variations?
- ✚ Within the group mix, are the difficulties becoming more obvious?
- ✚ Are the problems impacting on the child's ability to cope with the day in practical solutions? (e.g. writing, homework, changing, lunchtime, playground, maths, sequencing etc.)
- ✚ Is the child expressing negative thoughts or feelings of failure alongside the above?
- ✚ Discuss the length of time the child has been in the group prior to referral onwards.
- ✚ If the child has not been referred to Educational Psychology/Support for Learning/School Doctor by the age of eight, why are they still in the group?

Support for learning involvement

If the child is known to the Support for Learning department as part of their condition or development they may be included in the group for an overall improvement in general skills rather than specific issues e.g. social behaviour, turn-taking, time out, self-esteem etc.

Planning the group

Refer to the guidelines within the movement programme with specific attention to the following:

- ✚ Keep the group small in number.
- ✚ Give simple and clear instructions (demonstration is the best key to success).
- ✚ Activities should be simple and quick to set up with or without equipment.
- ✚ Mix the activities to keep interest, advancing them slightly without confusing the children (one idea can go a long way in a number of forms that still allow familiarity for the child).
- ✚ Put extensions onto the activity rather than change it altogether.

Developmental Movement – things to look for:

- ✚ Consider if the child can follow instructions.

- ✚ Consider if the problem is language-based (does the child require visual prompts?).
- ✚ Note if the child needs to be physically moved through the activity.
- ✚ Are there any similarities between performance in the classroom, gym, and playground?
- ✚ Is the child aware of their left and right?

Observation of task

Can the child perform the following activities?

YES NO

Developmental Movement

Can they lie on a mat on their tummy?

Can they lie on a mat on their back?

Are they straight?

Are they still?

Can they roll along the mat?

Can they correct themselves if they roll off?

Are their arms straight?

Are their legs straight?

Do they comment about feeling dizzy?

Can they get into a crawling position?

Can they crawl?

Do they place their hands down without slapping them?

Are they able to crawl slowly?

Are they able to crawl fast?

Rhythm and Timing

Is the child able to follow verbal instruction?

Can they follow a 2-step command?

Can they follow a 4-step command?

Can he/she follow instructions when verbal and visual
(e.g. clap hands/clap knees)?

Can they take turns and remember initial instructions?

Are their actions equally spaced (i.e. to a beat)?

Static Balance

Can they stand on their right leg for 10 seconds?

Can they stand on their left leg for 10 seconds?

Are their arms still?

Is their trunk still?

Are their legs not touching each other?

YES NO

Dynamic Balance

- | | | |
|--------------------------------------------------------|--------------------------|--------------------------|
| Can they run along a straight line? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are their arms swinging alternately? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they change direction? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they change pace (fast-slow-fast etc.)? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they jump with 2 feet together into a hoop? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they jump with 2 feet together across the floor? | <input type="checkbox"/> | <input type="checkbox"/> |
| Is their jumping pattern rhythmical? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they land on their feet after jumping? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they clear the ground with both feet when jumping? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they hop into a hoop standing on their left foot? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they hop into a hoop standing on their right foot? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they hop across the floor on their left leg? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they hop across the floor on their right leg? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do they keep upright on landing after hopping? | <input type="checkbox"/> | <input type="checkbox"/> |
| Is there a rhythmical pattern when hopping? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they keep their arms and trunk still? | <input type="checkbox"/> | <input type="checkbox"/> |

Ball Skills

- | | | |
|--------------------------------------------------------|--------------------------|--------------------------|
| Can they throw a ball over-arm? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they throw a ball under-arm? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they throw a ball towards a target? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do they use an even force to throw every time? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they catch a ball thrown towards their body? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they catch a ball thrown away from their body? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do they move their body to catch? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do they watch the ball? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do they keep their eyes open? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they kick a stationary ball with their left foot? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they kick a stationary ball with their right foot? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do they use an even force when kicking every time? | <input type="checkbox"/> | <input type="checkbox"/> |

Ball Skills

- | | | |
|----------------------------------------------------|--------------------------|--------------------------|
| Can they stop a moving ball with their left foot? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they stop a moving ball with their right foot? | <input type="checkbox"/> | <input type="checkbox"/> |

YES NO

Body Awareness

- | | | |
|-------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| Can the child touch various parts of their body with verbal instruction only? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they do it without a visual demonstration? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they touch 2 different body parts at the same time? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do they know left and right (think about the child's age)? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do they have their gym shoes on the correct feet? | <input type="checkbox"/> | <input type="checkbox"/> |
| Does he/she have his/her clothes on the correct way round? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can the child on verbal command follow instructions
(e.g. touch their back/front, lift up left arm/right arm)? | <input type="checkbox"/> | <input type="checkbox"/> |

Spatial Awareness

- | | | |
|------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| Can they go to a specific area in a room? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they stand/move in a group without touching others? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they stand in a line? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can they follow instructions (e.g. under, over, around, stand in front of an
object, stand behind an object)? | <input type="checkbox"/> | <input type="checkbox"/> |

Evaluating the results

If you have a cluster of “no’s” in one area this should be the main area to concentrate the activities on. However, it is also important to include activities that the child can succeed in, in order to have compliance and a feeling of success while in the movement group. There is nothing worse for their self-esteem to fail or struggle in all the activities.

If there are “no’s” in all areas then develop your group from all areas of the movement programme in a more general way.

References

There are several publications that are available and have been used in breaking down skills. There are also several screening tools within these books that can be referenced for further information. Many can be found within the educational offices or from learning support team leaders.

Motor Development Programme for School Age Children by Jeanne Shanks Sellars
ISBN 076164380X

Graded Activities for Children with Motor Difficulties by James Russell
ISBN 0-521-33852-2

Developmental Dyspraxia – Identification and Intervention by Madeline Portwood
ISBN 1-85346-573-9

HEALTH AND SAFETY ISSUES

Before setting up any kind of movement group, a risk assessment should be carried out.

Risk assessment

Risk assessment has three aspects.

- ✚ Environs.
- ✚ Pupil.
- ✚ Task/load.

Risk assessment of environs

- ✚ Looking to guard against potential hazards and minimising the risk or chance of something happening.
- ✚ Checking room and environs.
- ✚ Some contexts require an annual risk assessment e.g. training and information for staff.

Risk assessment for pupils

- ✚ The requirements of pupils need to be assessed individually.
- ✚ Risk assessment needs to be a continuous process, movement and handling is dependant on the developmental age of the pupil and their physical abilities.
- ✚ Ensure parental permission is sought.
- ✚ Should professionals be informed?
- ✚ Do parents understand what happens in groups and why?
- ✚ Does the pupil understand what happens in the group and why?

Risk assessment of task/load

- ✚ Ensuring that any risk to staff has been considered, training information has been given.
- ✚ Is the task within the member of staff's capability?
- ✚ Do they know how to use equipment?
- ✚ Is there a clear written policy to deal with any type of foreseeable incident?
- ✚ Are there clear management structures?

Use of specialised equipment

- ✚ All equipment should be checked regularly to ensure its completeness, suitability for use with pupils and safe working.
- ✚ Advice from professionals on the correct use of equipment.
- ✚ Staff requires training in how to use equipment.
- ✚ Senior staff should ensure staff continue to feel confident to use equipment.
- ✚ Checks should be made that equipment is stored correctly.

Child safety

Ensure any child's health needs are catered for.

- ✚ **Make sure you have noted any who have a medical condition and that physical exercise may exacerbate some conditions e.g. epilepsy, asthma, or joint restrictions.**
- ✚ Teach children to listen to their own body. If something feels awkward or uncomfortable, they should do it slower or differently, and know when to ask for help.
- ✚ Think ahead – have a plan to deal with any behaviour that is hard to manage.
- ✚ Pupils should be encouraged to respect both the equipment and each other. This includes not laughing at the attempts of others.

Adult safety

Ensure any adults health needs are catered for.

- ✚ Know your own limitations.
- ✚ If you have any health difficulties, or have not done any physical activity for a while, perhaps consult your G.P. who may advise you about any precautions.
- ✚ Make sure you know what it is you have to do before you do it.
- ✚ Read through the suggested activities, or your group plan, and make sure others who may be helping can do this too. You might need to ask another adult or an older child to demonstrate a particular activity e.g. sliding on your tummy or rolling over.
- ✚ Be aware of any recent injuries or temporary difficulties you may have e.g. having a stiff neck from doing too much computer work.
- ✚ Join in gently.
- ✚ Do not rush round at the same pace as the 8 year olds.
- ✚ If something feels awkward or uncomfortable, do it slower, differently, or maybe even not at all.
- ✚ Listen to your body.

Be mindful of energy levels

Many children with movement difficulties may also tire quicker than their peers.

Signs of fatigue include:

- ✚ Huffing and puffing.
- ✚ Red face.
- ✚ Excessive sweating.
- ✚ Slowing down.
- ✚ Blanking out.
- ✚ Saying “I’m tired” or “I’m bored”.
- ✚ Decrease in quality of movement or apathy.
- ✚ Movements becoming increasingly disorganized or uncoordinated.
- ✚ Flopping about a lot, increased facial movements e.g. biting down on lip/tongue, frowning, gritting teeth.
- ✚ Messing about, becoming distracted, and looking bored.
- ✚ Sometimes just changing the activity or doing one that makes less physical demands can be helpful. Also check out how the child may feel about trying a bit longer – but make sure they are still safe.

Take small breaks and remember to praise a child who has had to stop something – these children often know what they find hard to do and may feel disappointed or a failure.



FOUNDATIONS OF MOVEMENT

Postural control is necessary to stabilise our bodies for the different kinds of movement (e.g. stretching, reaching, bending, twisting, sitting etc.) which are part of every day life.

The main components of postural control are:

- ✚ Whole body extension (stretching).
- ✚ Whole body flexion (curling).
- ✚ Body rotation (twisting in the middle).
- ✚ Shoulder stability.
- ✚ Pelvic stability.
- ✚ Coordinating both sides of the body together.

Other movement skills are built on these building blocks.

Pyramid showing sequence for the development of movement skills



Fundamental movement skills

Gross motor skills developmental sequence

- ✚ Jumping: 2–3 years.
- ✚ Balance: walk along a line at 4 years.
- ✚ Hopping: 4 years.
- ✚ Skipping, with alternating feet: 5 years.
- ✚ Catching a ball with accuracy: 6–7year.

Fine motor skills developmental sequence

- ✚ Neat pincer grasp: 10 months.
- ✚ Holds a pencil for drawing in fist grasp: 1–1.5 years.
- ✚ Active three point grasp for pencil control with precision: 4.5–6 years.
- ✚ Established hand preference for writing: 4–6 years.
- ✚ Smooth two handed activity (bilateral co-ordination): 5 years.

(Ref. Chu, Sydney, 2003. Occupational Therapy for Children with Developmental Coordination Disorders.

ACTIVITIES

Organisation of the primary aged group

(Refer to the points at the beginning of the screening tool)

- ✚ Warm up all together/same activities at the same time for the whole group.
- ✚ Activities are often best organised in stations. This avoids the children standing waiting for a turn. Activities must be demonstrated first, so that each member of the group knows exactly how to proceed correctly.
- ✚ More than one adult is necessary for this approach.
- ✚ Cooperative approaches between children can help with motivation.
- ✚ Cool down should be a whole group activity.
- ✚ Children respond better if the adults are actively involved and joining in.
- ✚ Before starting movement groups, reference should be made to the Highland DCD guidelines.
- ✚ Group size should be a maximum of 6 pupils – 1 adult to 3 pupils.
- ✚ The person running the groups should do the screening and be involved in the assessment process.
- ✚ The results of the screening should inform the design of the programme and choice of activities.
- ✚ The screening tool is designed for primary age children. Other criteria should be looked at for including pupils in secondary schools.

Ideas for activities to be included in movement programmes

Warm-ups and cool-downs

As with any physical activity, there should be a short period of 'warming-up' before movement activities. This should take around three minutes. Whether or not you decide to have a 'cool-down' period at the end of a movement session will depend on the children in the group. Part of the benefit of movement is to increase children's ability to focus, concentrate, and organise themselves and the activities within the session plans should help to achieve this.

However, if some children seem overactive or excitable at the end of the session it may be helpful to have one or two wind-down activities.

Examples of warm up activities

Running in and out of spaces:
not touching

reduce space size
stop/go
fast/slow
forwards/backwards
sideways

Shake body parts:

isolate body parts to shake them
shake all over
hold hands; pass 'shake' around circle
'Simon says'
rubbing/patting different parts of body

Stand up, sit down, lie down, roll over, and spin on bottom

Animal walks – snake, elephant, tiger, horse etc.

Run away from 'spot' – run back and find it again

Face the front and on command (visual and verbal), move forward, backward, left and right without turning round

Chase the tail (cat and mouse)

Tag etc.

Lying on the floor on tummy

Roll ball to partner

Lift different limbs and head on command

Crawl on tummy

Blowing a ping-pong ball

Under canes

In and out of cones

Pull along a bench

Scooter board

Crawling

Arms and legs moving in opposition

Under canes

Around skittles

Backwards/forwards

Under legs etc.

Under blanket/parachute

Rolling

Log roll, straight line to a target

Along mats that are straight

Along mats at right angles

Side by side

In a blanket

Rocking

'Row row the boat' partner facing

Boat race – in a line one behind other (teacher in line)

Maintain a rhythm

Forward and back, holding knees with chin tucked in

Rhythm and timing

Use percussion

Walk to beat fast/slow
Repeat rhythm – clap, stamp
March, gallop, and skip
Body percussion
Clapping games e.g. 'long legged sailor'

Gross motor skills (including ball skills)

Balance

Four point balance (tummy up, tummy down)
Hands/feet, knees/hands
Lift one point, lift two points
Push a ball
Low kneeling/high kneeling
Throw and aim into large target
Hit a balloon held above
Burst bubbles
Balance on one foot
Stop a ball rolled towards you
Roll a ball around under one foot
Swap legs
Touch different parts of the body

Tunnels

Partner crawls under long tunnel with others
Maintain while others crawl under

Wobble boards

Stand on, balance
Wobble sideways
Forward and backwards
Soft/hard, fast/slow
Catch and throw

Stepping

Walk along lines
Heel to toe walk
Tip toe walking
Heel walking
Step over canes on ground/raised up
Step on footprints, small mats, bean bags, hoops, uneven surfaces
Along ropes laid in different patterns
Along a bench – upturned bench – beam
Tilted bench, up and down

All of the above activities backwards and forwards.

Body awareness

Touch body parts

(All of the following with demonstration at first then just with verbal instruction)

Large e.g. head, leg
Small e.g. ear, knee
Asymmetric e.g. one ear, one knee

Touch elbow with knee, shoulder to ear etc.
Mirror partners actions
Copy facial expressions/actions
Move body parts-copy-follow instructions
Pegs on clothes – reach and remove them
Angels in the snow (see appendix)
Rub/pat different parts of the body
Place different parts of the body in a hoop on the floor e.g. two knees, one elbow, bottom, head

Stepping

Hop scotch
Hop a distance and back
Forward/backwards/sideways
Jump over – canes, ropes
Off bench, low box – land on feet

Ball skills (hand/eye, foot/eye)

Progressive activities

Using a variety of balls – small, medium, large, sponge, 'slo-mo' balloons etc.
Emphasise "**watch the ball**"

On the floor

Roll a ball towards a partner or in a circle
Roll a ball towards an object
Roll a ball between skittles to a partner
Close both hands on the ball as it rolls towards you
Stop a rolling ball by placing hand on top of it (ball rolled across line of vision as well as toward)
Chase after a ball rolled across the room and stop it before it gets to the other side or a line on the floor

Standing

Introduce different size balls etc. to the following activities:

Throw a beanbag high in the air
Throw a beanbag across the room – hard
Throw a beanbag in the air a little and catch in two hands
Catch a beanbag thrown to hands
Place a beanbag on different parts of the body then move e.g. walks, sit down, stand up
Throw a beanbag through a hoop (hoop held up at eye level)
Throw into a basket on floor
Catch a large sponge ball thrown into hands, throw back
Throw a ball through a hoop held at eye level
Throwing at targets of varying heights and sizes

Chase

Chase a large ball round the floor steering it with a long handled plastic bat avoiding other people

Extension activities into hand/eye games

Dodge ball
Shooting baskets (adjust hoop height) etc.

Rebound

Throw ball against wall, bounce/catch

Work with a partner or in groups one behind the other – run to back

Foot/eye

Kick balls across the room

Stop ball rolled to feet by placing one foot on top. Kick back.

Kick at goal. From the middle, left, right

Dribble the ball then stop on command using foot

'Pinch the ball' – all of group have a ball (including adult), run in and out, dribbling

Remove one ball – child has to 'pinch' (tackle) someone else's ball (rule: must not pinch back from the same person)

Extension activities into foot/eye games

Football in small spaces, count the number of passes in a given time or how long the time has possession

Rebound activities

Kick ball against the wall or against a bench placed on its side, with partner, one kicks then the partner

Using both sides of the body and crossing over

Cross walking

Figures of eights on a whiteboard

As above with both hands

Touching body parts, same side/opposite side

Look over right shoulder, look over left

Give yourself a hug

Hitting a suspended ball, holding a stick or a tube with both hands

Spatial awareness

Stepping stones – mat-to-mat, footprints, ropes etc.

Obstacle course – under, over, through, upon, down (ask them to say this as they do it)

Equipment – canes, skittles, tunnels, hoops, benches/boxes, blankets, mats etc.

Walk out a shape on the floor e.g. letters of the alphabet

Place objects or place themselves

behind

in front

in between

under etc.

Use people as well as furniture e.g. stand behind the chair or stand behind the boy

Games in lines, pass ball under legs/over heads, round the side etc.

Gymnastic ribbons – high, low snakes, circles etc.

Make yourself – tall, wide, thin small, big, high and low etc.

Cool down

Lie down – relaxation

Awareness of breathing – place one hand on chest and one on tummy

Sitting – awareness of posture in chair, breathing

Walking slowly, without making a sound

Gentle stretches

Fine motor skills

Fine motor skills are not part of the movement programme but these kinds of activities can be valuable for children to practise at other times.

Making chains with paper clips

Peg activities (fingers and thumbs working together)

Pegboards

Bead threading

Sorting activities

Baking

Cooking

Construction – Lego, K-nex etc.

PRIMARY MOVEMENT GROUPS IDEAS BANK



PRIMARY MOVEMENT GROUP

• WARM UP/COOL DOWN/RELAXATION

WHY WARM UP: Prepares muscles and joints for active movement and reduces injuries.

Focuses child mind for activity.

WHY COOL DOWN/RELAX: Prevents muscle cramps and prepares child body and mind for a transition from being physically active to going back into class, lunch, or home.

EXAMPLES OF ADDING VARIETY OR GRADING AN ACTIVITY:

Shaking body parts – shake slow or fast, shake hands up in the air or down at your feet, shake while turning round.

Run in space and stop on command – run forwards, sideways or backwards; jump up and down two feet together and stop on command.



Warm up

Moving gently to a musical instrument like a Do-in

Gentle breathing – cleansing breath – raised arms, coordinating breathing/movement

Stretching

Move individual body parts

Shaking body parts

Sit in circle – pass smile/squeeze

Stationary stretching – work from head to toe

Jogging on spot/running/sprinting/walking

Miming stretches – tree to seed and back

Circular twisting of hips/torso/shoulders/wrists/ankles/neck

Finding an open space – listen to instructions (i.e. walking, marching, jogging etc.)

Familiar routine game – dodge ball, chase

Run in space and stop on command

Animal movements

Cat and mouse game

Fruit salad, land, sea, air – circle time type game

Traffic lights – moving and stopping when coloured cards are held up

North, South, East, West- running to corners of the room

Running, adult claps, children take up shape e.g. ball on floor

Tail Game

Running round gym – gradually reduce size of gym

Running, Skipping, mirroring – copy partner, Simon Says

Cool down

Stretching, swinging, touching body parts

Press against wall – wall press-ups

Rocking

Palm-to-palm pair work

In pairs, sit down, back to back leaning

Lie on floor – draw knees up and let fall to one side with arms outstretched then repeat to other side

Calming body awareness

Relaxation

Lie down, eyes closed, music, guided relaxation

Blow bubbles – watch them float

Lie down and stretch body

Listen to music

Slowing down breath

Lying down on mats – think of favourite place/person – breathing

Breathing exercises – hand on chest and one hand on tummy

Relaxing using gentle stretches

Lying down – eyes closed, arms by side, stretch out, deep breaths, holding stomach (see it rise and fall)

Stand up slowly at the end

Lie down, slower breathing, happy place, nice thoughts

Lie down eyes closed – touch different body parts

The Sleepy Train (from Class Moves)

In circle – holding hands, then more slowly round gym as snake, eventually line up at door

Lying on floor

Sitting in circle

PRIMARY MOVEMENT GROUP

• BALL SKILLS

WHY BALL SKILLS: *Ball games develop hand-eye or foot-eye coordination, balance skills and using two sides of the body together. The child learns how to anticipate and judge movement, and how to position the body.*

Balls skills are a refinement of many movement skills coming together and have an impact on other areas such as handwriting, following a line of text, self-esteem, coping with the playground games and making friendships.

EXAMPLES OF ADDING VARIETY OR GRADING AN ACTIVITY:

Throwing to a partner – sitting legs open and rolling ball between, throwing from short distance and then gradually moving back, throwing to the side of the body with the feet facing forwards, bending down and rolling ball between legs backwards, throwing low or high, one hand or two, throwing a smaller ball from an empty ice cream tub (large) and other to catch with another tub (two hands on the tub), start with larger balls and gradually decrease size, moving forwards or backwards as making the throw.

Kicking – use side of foot, toe or heel; use right or left, sit on chair and kick with both feet together forwards or sideways, kick soft or a little harder, aim for a just off the ground wall target (round disc), trap ball with foot on top when ball rolled towards child, kick at a standstill and then at a step forwards and then a short run, foot under ball and flick up in the air, dribbling round cones forwards or backwards, hop on one leg whilst rolling the ball forwards with the other foot (can try backwards or sideways but advanced level).



Control ball with foot in and out of cones

Whole body skills – heading, kicking, hitting, catching, dribbling with control.

Throwing to a partner

Rolling to a partner

Rolling balls to one another sitting up or lying down

Passing different sizes of balls around a circle (changing direction)

Standing in line – pass balls over and under

Rolling balls round our bodies
Passing it from hand to hand
Parachute – balls on top
Bouncing to a partner
Pushing ball with forehead
Kicking and catching ball with foot
Tunnel ball – through legs
Up and over ball – pupils passing in a line to each other
Throwing and catching in a circle, change direction
Bouncing and catching in circle – add extra ball
Group stand in a line, pass ball alternatively overhead, and down between legs
Roll ball from nose to toes to get feel of ball (use different sizes of balls)
Group sitting up with legs straight out and in front holding ball between feet and pass ball between feet up and over the head
Pass ball round circle to neighbour and catching at the same time
Put children into pairs – roll ball along the floor to partner who stops it with their foot

Lying on tummy/up on knees/standing to roll ball into box/goal post/at skittles
Two lines – each child standing opposite partner passing ball back/forth whilst walking down the hall at same time
Running up hall throwing balls to one another, (different balls could be used)

Using coke bottles – holding with two hands to use as a baton for volleying balls to keep up in the air
Circle activities each with ball and number – each throws to own number
Push ball along bench control with hand – or one push to get it along to end of bench and try to get to end of bench before it
Blowing (ping-pong) balls on desk/floor with straws
Use one ball between two with a 'leader' each with their hands on ball, 1 child following the different directions
Bounce large ball off wall – turning to face/bounce of each four walls
Two people back to back passing the ball round and round
Stand in circle, pass ball from one to another while music playing stops when music stops
Introduce more balls to be passed along as game continues

Racquet and ball
Walk round balancing ball on bat
Earth Ball – dodge ball – large enough to miss/aim with
Basketball shooting

Different objects for throwing/catching – soft balls, balloons, teddy, physio ball, bean bags large/extra large

Throwing a ball (or beanbag) to a target
Hot potato
Donkey/Time bomb
Manoeuvring a ball around an obstacle course obstacle course

PRIMARY MOVEMENT GROUP

- **BALANCE**

WHY BALANCE: *Balance against gravity is fundamental to any activity, e.g. sitting on a chair and having enough trunk stability/balance to write and to concentrate, lifting one leg off the ground whilst trying to put on a pair of trousers or standing in line without bumping into other children.*

EXAMPLES OF ADDING VARIETY OR GRADING AN ACTIVITY:

Walking along a skipping rope – forwards, backwards or sideways on top of the rope, both feet either side of the rope, both feet crossing over each other either side of the rope, jumping two feet together either side of the rope (zigzag pattern), walking heel to toe, walking on tip toe.

Stand on one leg at a time – arms out for balance, arms fixed at sides, leg bent at knee so foot behind, foot placed on other leg's knee, balance with bean bag on head, balance holding a cone in each hand, balance with legs slightly bent at knee, balance with eyes closed, balance with hands on head.



Walking on a skipping rope

Walking along skipping ropes made into different shapes

Heel/toe along skipping ropes/white lines in Gym Hall

Stretching out left arm and right leg, place both arms and feet down and then right arm and left leg

Walking, balancing on straight white lines being aware of each other's space

Standing on one foot

Jumping both feet together

Hopping

Hopping – right and left legs/both/forward/backward

Stand on one leg at a time

Standing on one leg/tiptoe

Move objects with bare feet

Tiptoeing around the room

Balancing on different legs

Bench work – various movements across
Walking along bench
Stepping onto benches (with assistance)
Pulling themselves along on the benches in different ways
Stepping on/off benches (step on from left, off from right)

Bean bags on head or racquet – walking/bending
Stepping stones (using bean bags, mats, cushions, old CDs)

One-to-one support recommended for the following:

Cartwheels
Wheelbarrows
Forward roll
Log roll
Headstands

Balance balls on bats
Wobble board or balance board
Wobble boards – play imaginative games e.g. if you fall off, fall in sea

Stilts (cans with string on)
Tic Tac Toe

High kneeling – hit balloon/throw beanbag
Scooter board
Bikes
Space hoppers (movement to left and right)
Trampolining

Hopscotch
Crawling under bar – supported between cones
Crossing your legs as you walk along a line
Walking backwards/sideways and forwards
Parachute – crawling under – changing place with opposite person
Walking down stairs correctly (one foot to one step)
Obstacle course
Walking turtles
Twister

PRIMARY MOVEMENT GROUP

- **HAND/EYE COORDINATION**

Also, see ball skills & throwing/catching

WHY HAND/EYE COORDINATION: *Our hands are our gateway to all activity and affect all children do in school – e.g. writing, drawing, pouring a drink, getting work books out, holding a ruler in position, playing with friends, dressing. How both hands work together is just as important as one hand being the dominant one.*

EXAMPLES OF ADDING VARIETY OR GRADING AN ACTIVITY:

Play dough – different grades of texture, rolling with two hands using palms or back of hands, making holes with each finger/thumb in turn, using knuckles to make shapes, making a ball shape with two hands in air (not on table), using thumb and index finger only to roll small balls of dough.

Threading – large easier than small, working on table easier than in lap or in air – grade up from these, aim for child to only use thumb and forefinger to pick up threader and bead, slow and then fast against the clock, in pairs with one child holding bead and the other threading the 'needle'.



Rope and quoits (threading)
Catching bean bags in a tray
Bursting bubbles
Keepie-uppie with a balloon – with hand
Rolling quoits/ball into/onto bucket/target
Pegboards
Bats and balls
Catching
Balloons
Spider balls
Textured balls
Variety of sizes/materials
Passing balls around circle
Pass the parcel
Threading: beads, cards, cubes

Buzz (wire game)
Using blackboard – big movements
Sand/thick paint/flour
Ribbons (long gymnastic type)
Play dough
Percussion e.g. drumming rhythms using two sticks
Soap bubbles – popping with a 'clap'
Pat-a-cake games
Big drawing
Catch/don't catch!
Throwing beanbag into bucket (with person holding bucket and trying to catch the beanbag)
Detective: child (detective) has to guess who starts off movement as other children copy the movement (e.g. playing instruments)
Over and under (passing ball down a line)
Pass bean bags/balls in a circle
Throwing different sizes of balls/bean bags to each other
Throwing different sizes of balls/bean bags into hoops laid on the floor
Rolling ball to a partner (sitting down/legs apart)
Throwing bean bags towards a scoreboard
Parachute – holding and shaking
Pass a Clap (Chinese whispers with handclaps)
Basketball
Throwing bean bags across the room
Threading (graded large objects to small)
Hoopla
Sewing
Cutting
Sand tray
Koosh balls/sticky balls/balloon balls for throwing and catching
Hand Hoop Ball
See-saw/catapult board for stepping on and catching ball
Diablo's
Velcro dartboard
Tennis ball to target
Catching – individual/circle – one in middle throwing to others
Bean bags – throwing up and catching

Any class/group activity which requires these foundation skills such as:

Rounders
Basketball
Tennis
Volleyball

PRIMARY MOVEMENT GROUP

• LISTENING SKILLS

WHY LISTENING SKILLS: *Listening can be broken down into two basic stages – attending to the auditory information and then processing it. Language is the obvious benefit here. Other benefits not often realised are the close links between language and movement, how listening can help a child to plan a task before they begin giving them more chance of success, how auditory skills are vital to our spatial awareness, and other cognitive functions like memory and problem-solving.*

EXAMPLES OF ADDING VARIETY OR GRADING AN ACTIVITY:

Copy patterns/rhythms using instruments – slow/fast soft/loud and changing without warning, alternate between two instruments with one in each hand and changing without warning, start with visual cues and then children turn their backs to leader so listening only, copy number of beats e.g. five with a gap and then two (sequencing).

Simon says – leader speaks slowly and then gradually faster, one instruction, two, or three together.



Giving children 1-2 instructions to follow
Following instructions – getting things – placing them
Movement changes – walking – skipping – running in one direction and then changing direction
Going from side to side (port, starboard, lifeboat)
Parachute
Listening ear – Chinese whispers
Mouse in hole
Traffic lights
Bean game
Visual prompts/non verbal signals
Pass the Clap (Chinese whispers with clapping)
I went to the market and I bought...
Listening to the sounds of animals (acting out different movements)
Different sounds representing different instructions
Playing a game of N, S, E, W
Playing a game of 'What's the time Mr Wolf?'

Shopping game e.g. Mrs Brown's Shopping Basket

Counting along a line of children

Teaming (Team 1, Team 2 etc)

Simon Says

Stopping to whistle Simon Says (Using different whistle sounds)

Copy pattern – using instruments

Memory games – remembering 3 objects – 4, 5

Four coloured cones 1) hop to yellow cone 2) jump to red cone etc

Chinese laundry

Relaxation

Listening whilst using relaxation techniques

PRIMARY MOVEMENT GROUP

- RHYTHM AND MUSIC

WHY RHYTHM AND MUSIC: *Movements usually all have a rhythm or beat to them – e.g. walking, running, hitting a golf ball with a club. Unless we can control our movements in a rhythm, we cannot learn to vary and precisely control movements when needed e.g. accelerating on the football field to stop suddenly and turn around to receive the ball. Rhythm in movement also gives our bodies useful feedback to what's happening and is also fun and satisfying – it can also be very calming, which is why these activities are best done at the end of a movement group.*



Songs with actions:

A sailor went to sea, sea, sea...
Sausages in the pan
Head shoulders knees and toes
Nursery rhymes

Clapping syllables, names

Play Plainny and Clappy or other play ground chanting and action games

Skipping rhymes

Percussion instruments – Tambourine, Maracas, and Triangle (fine motor), Tam boll, Sticks, Castanets (fine motor)

Tap out rhythms (copying beats)

Clapping out name syllables

Pass a Clap

Using musical instruments to form/copy a rhythm

Adult claps instruction to particular rhythm. Class claps instruction back in same rhythm

Moving to rhythm/beat of particular musical instrument e.g. tambourine/marching

Copycat routine to music or copying movement leads by adult

Moving to quiet music (gently)

Moving to loud music

Parachute games

Pretend to be animals to music

Dancing to a beat/pattern

Miming to a beat/pattern

Marching to music

Beating a drum (slow/fast) – the children have to copy (walking slow, walking fast)

Musical statues

Musical instruments

Follow my leader

MOVEMENT PROGRAMME 4-WEEK PLAN

It is likely that pupils will need at least three sessions on one activity.

It is important to use a variety of activities at the same level of difficulty to keep interest going.

Names _____

Date _____

Activities	Observations and Comments
Warm up:	
Main activity:	
Cool down:	

Date for review and evaluation: _____

EXAMPLE OF PRIMARY SCHOOL PRACTICE

Movement groups at Grantown Primary School

Movement groups have been running at Grantown Primary School for five years. At present, twelve children participate in the programme. The children are split into two groups according to their needs and abilities. Each group meets twice a week from 8:55 am to 9:25 am.

Before a child joins the group, the movement programme is discussed with parents and permission is given for the child to participate. The child's progress is discussed with parents at regular meetings throughout the term and at Parent's Evenings.

The programme is staffed by a Support for Learning Teacher and a Support for Learning Auxiliary. Individual pupil needs are assessed, individual pupil targets are included in the group programme, and progress is evaluated regularly.

While it would be unrealistic to attribute a pupil's progress to one particular programme, the following comments have been made by Class Teachers and parents in response to the progress made by some pupils following their involvement in one of the movement groups.

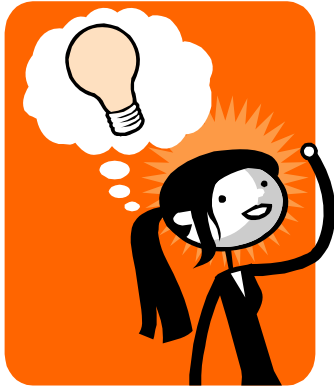
"He's never wanted to take part in Sport's Day before."

"She comes back to class able to concentrate and get on with her work."

"He can hop now – and he's delighted!"

Fiona Hunt

SECONDARY MOVEMENT GROUPS IDEAS BANK



SECONDARY MOVEMENT GROUP

Please note the primary ideas may still be developmentally appropriate for some pupils.

• WARM UP/COOL DOWN/RELAXATION

WHY WARM UP: Prepares muscles and joints for active movement and reduces injuries.

Focuses child mind for activity.

WHY COOL DOWN/RELAX: Prevents muscle cramps and prepares child body and mind for a transition from being physically active to going back into class, lunch, or home.

EXAMPLES OF ADDING VARIETY OR GRADING AN ACTIVITY:

Shaking body parts – shake slow or fast, shake hands up in the air or down at your feet, shake while turning round.

Run in space and stop on command – run forwards, sideways or backwards; jump up and down two feet together and stop on command.



Warm up

Moving gently to a musical instrument like a Do – in

Gentle breathing – cleansing breath – raised arms, coordinating breathing/movement

Stretching

Move individual body parts

Shaking body parts

Sit in circle – pass smile/squeeze

Stationary stretching – work from head to toe

Jogging on spot/running/sprinting/walking

Miming stretches – tree to seed and back

Circular twisting of hips/torso/shoulders/wrists/ankles/neck

Finding an open space – listen to instructions (i.e. walking, marching, jogging etc.)

Mirror teacher movements to music, cross midline etc.

Tails – tag tucked in shorts, 1 or 2 catchers try to catch tail and swap over

Jack Frost – Blue bibs 'Jack Frost' – if caught 'freeze'. Yellow bibs 'sunshine' – melts and run again

Beans (runner, jumping Chile, frozen, French, broad bean)

Body parts – shout different body parts to touch floor

Direction/instruction games – teacher shouts – run, jog, stop, up, down, hop etc.

(Opposites also) – As before, four instructions stop, go, up, down – do opposite

Follow my leader – in pairs or small group

Tunnel tag – Two catchers, if caught stand with legs apart, only free when you crawl through
Dodge ball – 2 catchers, if caught, sit out, or help catchers
Swim shark swim – 2 catchers, children jog and if teacher shouts 'Sharks', run to islands/hoops
The Line game (must stay on line) walk along lines 1 catcher who walks along lines to catch you but only from the front – hands on shoulders
Steal from the Honey Pot (balls/bean bag)
Traffic lights (plus blue – sit on floor and spin round on bottom) red – stop, yellow – jog on spot, green – go, blue for a roundabout, sit on bottom
Ankle/knee tag – face to face in pairs – tag partners knees
Under, over, round (plus extensions) pairs, teacher shouts over, under or around, (each partner has to go over or under partner and then first couple to sit down.

Cool down

Stretching, swinging, touching body parts
Press against wall – wall press-ups
Rocking
Palm-to-palm pair works
In pairs, sit down, back to back leaning
Lie on floor – draw knees up and let fall to one side with arms outstretched then repeat to other side
Calming body awareness

Relaxation

Lie down, eyes closed, music, guided relaxation
Lie down and stretch body
Listen to music
Slowing down breathing
Lying down on mats – think of favourite place/person – breathing
Breathing exercises – hand on chest and one hand on tummy
Relaxing using gentle stretches
Lying down – eyes closed, arms by side, stretch out, deep breaths, holding stomach (see it rise and fall)
Stand up slowly at the end
Lie down, slower breathing,

SECONDARY MOVEMENT GROUP

Please note the primary ideas may still be developmentally appropriate for some pupils.

- **BALANCE**

WHY BALANCE: Balance against gravity is fundamental to any activity, e.g. sitting on a chair and having enough trunk stability/balance to write and to concentrate, lifting one leg off the ground whilst trying to put on a pair of trousers or standing in line without bumping into other children.

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Walking along a skipping rope – forwards, backwards or sideways on top of the rope, both feet either side of the rope, both feet crossing over each other either side of the rope, jumping two feet together either side of the rope (zigzag pattern), walking heel to toe, walking on tip toe.

Stand on one leg at a time – arms out for balance, arms fixed at sides, leg bent at knee so foot behind, foot placed on other leg's knee, balance with bean bag on head, balance holding a cone in each hand, balance with legs slightly bent at knee, balance with eyes closed, balance with hands on head.



Walking – toes, heels, inside, outside. Two legs, one leg. Heel to toe. Follow patterns on floor. On thick rope. On to height (wide upturned bench, low beam like an upturned bench – this activity should be an end stage of a pupils progress. High beam could be an advanced development after this if required.

Points of balance

Using/pushing partners body weight

Up-turned benches

Balance using certain numbers of limbs

Balancing with eyes closed

Counter balances (with partner)

Posture/standing and sitting

Wobble boards
Rocking board
Stilts or cans with ropes
Skis
Walking on quoits/yellow triangles
Agility ladder
Body balls
Trampette work
Trampolining
Bicycles (unicycle could be an advanced development option)

SECONDARY MOVEMENT GROUP

Please note the primary ideas may still be developmentally appropriate for some pupils.

- **BALL SKILLS**

WHY BALL SKILLS: *Ball games develop hand-eye or foot-eye coordination, balance skills and using two sides of the body together. The child learns how to anticipate and judge movement, and how to position the body.*

Balls skills are a refinement of many movement skills coming together and have an impact on other areas such as handwriting, following a line of text, self-esteem, coping with the playground games and making friendships.

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Kicking – use side of foot, toe or heel; use right or left, sit on chair and kick with both feet together forwards or sideways, kick soft or a little harder, aim for a just off the ground wall target (round disc), trap ball with foot on top when ball rolled towards child, kick at a standstill and then at a step forwards and then a short run, foot under ball and flick up in the air, dribbling round cones forwards or backwards, hop on one leg whilst rolling the ball forwards with the other foot (can try backwards or sideways but advanced level).



Rolling

Roll and chase

Roll along line

Roll to target

Roll along bench run to the end to catch it

Bowling

Throwing

Throwing to self

Add clapping, bouncing, turning

Against wall

Touching parts of body whilst ball in air

Introduce partner

Two handed underarm – chest pass – overhead

Add variations – bounce, turn

Targets

To hop, through hoop

Moving targets

Person – space

Simon Says (Basketball)

Bounce ball and follow instructions

Follow teacher (non verbal)

Bounce, catch, dribble (direction) etc.

SECONDARY MOVEMENT GROUP

Please note the primary ideas may still be developmentally appropriate for some pupils.

- **RHYTHM AND MUSIC**

WHY RHYTHM AND MUSIC: *Movements usually all have a rhythm or beat to them – e.g. walking, running, hitting a golf ball with a club. Unless we can control our movements in a rhythm, we cannot learn to vary and precisely control movements when needed e.g. accelerating on the football field to stop suddenly and turn around to receive the ball. Rhythm in movement also gives our bodies useful feedback to what's happening and is also fun and satisfying – it can also be very calming, which is why these activities are best done at the end of a movement group.*



- Throw bean bag/ball to rhythm
- Any movement in time to music
- Clapping and copying
- Throw catch and step over
- Simple dance routine
- Marching – shout out instructions e.g. 2 steps forwards – do to rhythm
- Work with percussion
- Sequencing
- Balance and rhythm
- Rhythmic gym ribbons
- Passing to a rhythm
- Metronome for beat
- Running/skipping

SECONDARY MOVEMENT GROUP

Please note the primary ideas may still be developmentally appropriate for some pupils.

• LISTENING SKILLS

WHY LISTENING SKILLS: *Listening can be broken down into two basic stages – attending to the auditory information and then processing it. Language is the obvious benefit here. Other benefits not often realised are the close links between language and movement, how listening can help a child to plan a task before they begin giving them more chance of success, how auditory skills are vital to our spatial awareness, and other cognitive functions like memory and problem-solving.*

EXAMPLES OF ADDING VARIETY OR GRADING AN ACTIVITY:

Copy patterns/rhythms using instruments – slow/fast soft/loud and changing without warning, alternate between two instruments with one in each hand and changing without warning, start with visual cues and then children turn their backs to leader so listening only, copy number of beats e.g. 5 with a gap and then 2 (sequencing).

Simon says – leader speaks slowly and then gradually faster, one instruction, two, or three together.



Traffic lights – different activities/different colour

Rhythm activity

Anything done to music

Game that required following instructions

Take turns to lead an activity

Build in social skills negotiations

Blind fold and guide in pairs

Completing tasks as a small team e.g. put on clothes race, obstacle course, pass the orange, key on string

Twister

SECONDARY MOVEMENT GROUP

Please note the primary ideas may still be developmentally appropriate for some pupils.

• HAND/EYE COORDINATION

WHY HAND/EYE COORDINATION: Our hands are our gateway to all activity and affect all children do in school – e.g. writing, drawing, pouring a drink, getting work books out, holding a ruler in position, playing with friends, dressing. How both hands work together is just as important as one hand being the dominant one.

EXAMPLES OF ADDING VARIETY OR GRADING AN ACTIVITY:

Clay – different grades of texture, rolling with two hands using palms or back of hands, making holes with each finger/thumb in turn, using knuckles to make shapes, making a ball shape with two hands in air (not on table), using thumb and index finger only to roll small balls of clay.

Threading – large easier than small, working on table easier than in lap or in air – grade up from these, aim for child to only use thumb and forefinger to pick up threader and bead, slow and then fast against the clock, in pairs with one child holding bead and the other threading the 'needle'.



Clay or dough

Threading

Ball familiarisation

Ball skills (vary type of ball from easy (balloon) to more difficult)

 Throw/catch

 Target

 Striking bat/ball

Tracking something in hand

Juggling

Racquet skills

Vecro darts

EXAMPLES OF SECONDARY SCHOOL PRACTICE

Please see all information on the setting up of a movement group, and associated health and safety information from the primary section of this booklet.

Some schools have been running programmes and comments are included in this document. The development of secondary movement groups is on going and generally looks at the development of recognisable and transferable skills for pupils who find participation in core physical education difficult. This development includes social and interpersonal skills alongside practical motor development.

Movement class at Millburn Academy

The group is not in its 4th year and presently made up of five children; three from S1 and one from each of S2 and S3. We meet three times a week from 8:30 am to 8:55 am. This avoids the problem of having to take children out of class. It also makes use of the PE facilities when they are free.

I have had to modify some of the activities to make them more acceptable to secondary school pupils. I tend to include an element of regular PE in each of the lessons as this helps to keep the interest of the students. However, because of this, I felt it is preferable to have the involvement of a specialist.

Equipment is also an issue at secondary school and you will find that you have to buy in the more specialised pieces needed to work with students in a movement group.

A report is written for parents twice a year to keep them up to date with what we have been doing. I may also suggest simple ways they could incorporate some of what we do in class, at home.

Catherine MacBeath SFL

Movement programme at Invergordon Academy

The movement programme in Invergordon Academy came about in January 2001 after a number of first year pupils had been identified as having either, behavioural problems, or various difficulties within PE, mainly co-ordination skills, balance, and low self-esteem.

There are four S2 and five S1 pupils presently participating in the programme and have two periods per week, where they are extracted from time-tabled classes either, RME, French or tutorial time to participate in the movement programme. The movement programme incorporates activities, which will help improve various skills, such as co-ordination, spatial awareness, balance, and confidence. Blocks of activities/specific skills are carried out in the movement programme and coincide with activities being taught in core PE. Some or all of the specific skills carried out in a session are repeated to give the pupils more practice and allow them to build their confidence, which can be transferred into core PE lessons.

At the end of this year a short questionnaire was sent out to the teachers of the pupils involved, to see if there had been any changes, positive or negative, in their behaviour, confidence, cooperation and hand/eye coordination skills, including handwriting, cutting, and measuring etc.

From the questionnaires, that were returned, all of them commented on the vast improvement in the pupils' confidence, which in turn, improved their participation in class activities. Some teachers noted a slight improvement in the pupils' hand/eye co-ordination skills. All of the pupils have shown a big improvement in their hand/eye co-ordination, balance, and confidence in PE classes.

These improvements may be due to factors such as the growing confidence that comes with age and being more familiar with their surroundings and not solely to the movement programme. However, there is a belief that the movement programme has made a contribution to all of the pupils' improvements listed above.

Donna Marshall

PRE-FIVE INFORMATION



MOVEMENT ACTIVITIES FOR CHILDREN IN EARLY YEARS SETTINGS

“Nursery age children play for sheer enjoyment, not for the good it is doing them... physical exercise not only forms the basis of good physical development but provides the necessary foundation for all learning. Balance, control, agility, co-ordination of eye, brain, and muscles combined with being able to handle materials correctly, having good body control and competence in the way you move can lead to feelings of confidence and self worth. These are the keys to learning and will help children to get off to a better start in reading, writing, and counting.” Play @ Home, Fife Council Education Service and NHS Trust (1998)

Benefits of active play

- ✚ Having fun.
- ✚ Developing balance.
- ✚ Developing co-ordination and flexibility skills.
- ✚ Developing body awareness.
- ✚ Awareness of posture.
- ✚ Increased awareness of body parts.
- ✚ Developing movement skills.
- ✚ Observing and imitating different movement patterns.
- ✚ Developing pretend play and learning to interact with others.
- ✚ Learning by example.
- ✚ Experimenting with their centre of gravity, weight, height, timing.
- ✚ Learning left and right.
- ✚ Developing pretend play.
- ✚ Exploring new capabilities.
- ✚ Developing hand/eye coordination.
- ✚ Developing foot/eye coordination.
- ✚ Establishing routines.
- ✚ Developing a sense of achievement, confidence, and independence.
- ✚ Exercising different muscles, having an active lifestyle.
- ✚ Interacting and learning with others.
- ✚ Developing language skills.
- ✚ Coordinating movement with words.
- ✚ Associating words with actions.
- ✚ Developing a sense of rhythm.
- ✚ Learning about size, shape, colour, number, position.

- ✚ Learning to turn take.
- ✚ Developing listening skills.
- ✚ Practising following instructions.
- ✚ Practising concentration.
- ✚ Developing imagination.

Building opportunities for movement into the under-five's day

Think about the different ways that children can move around the room:

- ✚ Walking.
- ✚ Running.
- ✚ Marching.
- ✚ Hopping.
- ✚ Crawling on hands and knees.
- ✚ Commando crawling.
- ✚ Lying on back and pushing with feet.

Think about the different ways children can sit for stories:

- ✚ Lying on tummies supporting heads with hands.
- ✚ Lying on backs.
- ✚ Sitting cross legged.
- ✚ Sitting on feet.

When children are sitting on chairs, ensure their feet are flat on the floor if they are being asked to complete fine motor tasks or to sit and concentrate.

Movement activity sessions

This is a structured session for children, which includes a variety of activities and exercises that are fun, interesting and offer an element of challenge.

The session should include a five-minute warm up, a fifteen to twenty minute activity session followed by a five-minute cool down and stretching time.

These sessions can be run for any number of children and require minimal equipment.

Warm up suggestions

These are games and activities that are simple and not too energetic. Children can join in with these as they are ready.

Follow the Leader:

Children line up behind an adult.

The children follow the adult copying the adult's actions.

Change the ways of walking, forwards, backwards, silly walks etc.

Take different size steps, walk tip toe or on heels.

Vary the speed.

Let the children take turns as the leader.

Simon Says.

Soldiers.

Adult claps or beats an instrument:

Children move around the room to the beat.

Children then are encouraged to swing arms and march.

Make the task more complex by calling out instructions like about turn.

Have children clapping to beat.

Ask children to jump or touch the floor on every 4th beat.

Movement to music.

Action songs e.g. "Head, Shoulders, Knees, and Toes".

Circle songs e.g. "Ring a Ring O' Roses".

Moving like animals.

Rolling a ball to one another in a circle.

Main activity suggestions

These are more energetic and challenging games.

Parachute games.

- ✚ Obstacle course.
- ✚ Musical statues.
- ✚ Musical bumps.
- ✚ Musical hoops.
- ✚ Children dance or move around hoop on the floor.
- ✚ When music stops they jump into the hoop (could be played with mats).
- ✚ Moving fast to music.
- ✚ Dancing to music.
- ✚ Jogging on the spot to music.
- ✚ Keeping balloons up in the air.
- ✚ Streamers:
 - Attach ribbons, streamers, scarves to children's wrists.
 - Encourage children to flap their arms or make patterns in the air.
 - Move in different ways.
 - Try this with legs instead.

Cool down suggestions

Always end the activity session with one or two cool down and stretching activities.

- ✚ Drawing shapes in the air with arms and legs.
- ✚ Swaying and waving to slower music.
- ✚ Stretching up tall then curling up tight.
- ✚ Blowing and popping bubbles.
- ✚ Musical pass the bag.
- ✚ Children sit in circle passing a bag containing musical instruments to music.
- ✚ When music stops child with bag pulls out an instrument and plays it until the music starts.
- ✚ Statues to slow music.
- ✚ Pretend animals – curl and stretch whilst being an animal like a snake or lion.
- ✚ Lying on the floor breathing in and out slowly.



EQUIPMENT SUGGESTIONS

Most resources needed will be found in the school gym equipment – but the following might be handy to get:

- ✚ Non-slip coloured discs can be used for marking out a hopscotch grid.
- ✚ Alternatively, hoops can be used.
- ✚ Soft ‘baby ball’ tennis balls, soft footballs.
- ✚ Blow up beach balls.
- ✚ Smallest soft blow-up ‘physio ball’ – bigger than a football.
- ✚ Egg ball.

Look in the PE cupboard for:

- ✚ Bean bags.
- ✚ Hoops – various sizes, quoits.
- ✚ Mats.
- ✚ Balls of different size, weight, texture – ‘koosh balls’, fluff balls.
- ✚ Cones.
- ✚ Skittles with variable heights for canes.
- ✚ Plastic long handled racquets and bats.
- ✚ Frizzbies – soft.
- ✚ Gymnastic ribbons.
- ✚ Ropes.
- ✚ Parachute – small.
- ✚ ‘Fling it nets’.
- ✚ Benches etc.

Other Equipment

- ✚ Physio balls
- ✚ Beach balls
- ✚ Sand trays
- ✚ Wobble boards
- ✚ Bubbles
- ✚ Shaving foam
- ✚ Scooter boards
- ✚ Fly swots
- ✚ Thera band
- ✚ Medi balls – different weights
- ✚ Barrels
- ✚ Pegs – different sizes
- ✚ Floater balls
- ✚ Paper clips
- ✚ Balloons
- ✚ White board



MUSIC SUGGESTIONS

- ✚ The Cha Cha Slide – DJ Casper
- ✚ YMCA – The Village People
- ✚ Amarillo – Tony Christie
- ✚ Agadoo – Black Lace
- ✚ Macarena
- ✚ The Ketchup Song
- ✚ Disney Favourites CDs:
 - Animal songs, such as Jungle Book, to do animal walks
 - Marches from Pocahontas
- ✚ Going on a Bear Hunt

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