

As they develop

# Free Spots

## Let's 'Play to Learn'

- Children set up several spots/ markers in a space
- One child (the spotter) turns their back to the space while the other children (the spot keepers) place different objects on some of the spots, leaving at least one spot free
- On a signal from the others, the spotter turns around and calls out the colour of a free spot, or the number on the spot or the shape on the spot, or the position, etc
- On another signal the spotter turns and moves to stand on a free spot
- Swap over after several goes



## Resources

- Throw-down markers, bean bags, a variety of small equipment
- A range of equipment to make signals/sounds

## Questions

- Why did you choose each signal?
- How many different ways did you move to the free spot?
- What did you place on a spot and why?
- Is it easier to find the free spot when the spots are close together or far apart? Why?

## Safety & organisation

Ensure:

- surface is clean and free from obstructions
- markers are non-slip and well spaced out away from walls/ equipment
- children work in small groups
- children agree signals and how they are to move before they start

## Key words

- control, coordination, balance
- look, search
- free, space, bubble, spatial awareness
- run, walk, crawl, crawling soldiers, foxes, jump and land

## Opportunities to:

- move in different ways
- begin to explore spaces safely
- improve observation skills

## Can you see the child?

- Moving in different ways
- Beginning to explore spaces safely
- Improving observation skills

sometimes

most of the time

### Encourage the child to:

- find the free spot with support e.g. by holding their hand. Practitioner act as a leader for the child to follow, discussing where to move, how to move
- move in their favourite way to limit the decision-making process about how to move

Limit the number of spots, so there are fewer things to consider, e.g. two spots, one with something on it, one without anything

Use directional arrows to help the child locate the free spot

Ensure the spots are well spaced out

### Encourage the child to:

- move in a variety of ways. Use a 'move cube' to determine how to move
- make things occupying the spot less obvious
- run away from the play area and return as fast as they can, then look for the free spot or pass an object around their body so that they concentrate on something else then focus quickly to find the free spot

### Rich opportunities

- PSD, WB&CD: Social development – sharing space and equipment
- Developing thinking across the curriculum: Plan – choose from given options what to do and how to do it; Reflect – review process and method