

As they become more skilful

Spot to Spot

Let's 'Play to Learn'

Encourage the children to explore:

- Setting up their own stepping stone trail to cross a particular distance in as few stepping stones as they can. Walk, jump or 'fox' the trail
- Setting up a stepping stone trail for another child or group that is achievable, yet challenging
- Setting up a stepping stone trail up a climbing frame/sloped area/wall/obstacle course/climbing wall/natural mound/rock. Refer to the Technical Skills Card for Climbing
- Setting up a stepping stone trail over a series of obstacles to be completed in as short a time as possible



Key words

- control, coordination, balance
- reach, stretch, grip, hand holds, foot holds, spatial awareness
- pull on hands, push with feet
- communication

Opportunities to:

- become stronger and more agile
- move with increasing confidence and physical control
- work safely with others
- cooperate in solving problems when working with others

Resources

- Throw-down markers/chalk markings
- Tape/sticky labels
- Ribbons, scarves
- Climbing frames, sloped areas, walls, obstacles/large apparatus/climbing walls, natural mounds or rocks

Questions

- What was the most difficult section of the trail and why?
- How did you decide where to put the stepping stones when you planned a route for another group?
- Why is it important to plan in this activity?
- How can you ensure you do not get stuck somewhere?
- What does the person in the front have to say or do to help the others following behind?

Safety & organisation

Ensure:

- there is a variety of obstacles that will cater for all abilities
- children work in 'gardens'
- follow recommended protocols when working off-site or with climbing walls

Can you see the child?

- Becoming stronger and more agile
- Moving with increasing confidence and physical control
 - Working safely with others
- Cooperating in solving problems when working with others

most of the time

sometimes

Encourage the child to:

- discuss what they want to do and which spot they want to move to next. Follow another more able child or a practitioner doing these activities
- choose where they would like to place the markers
- plan their trail/route first and then work with a more able child or a practitioner who calls instructions, etc.

Encourage the child to:

- gradually increase the distance between markers
- work as a team with other more able children to complete the trail being connected together
- work with a partner to solve more complex problems e.g. scenario - rescuing a wounded eagle
- attempt more vertical trails/climbs

Rich opportunities

- PSD,WB&CD: Personal development – take risks and become confident explorers
- PSD,WB&CD: Well-being – develop an understanding about dangers in an outside environment