

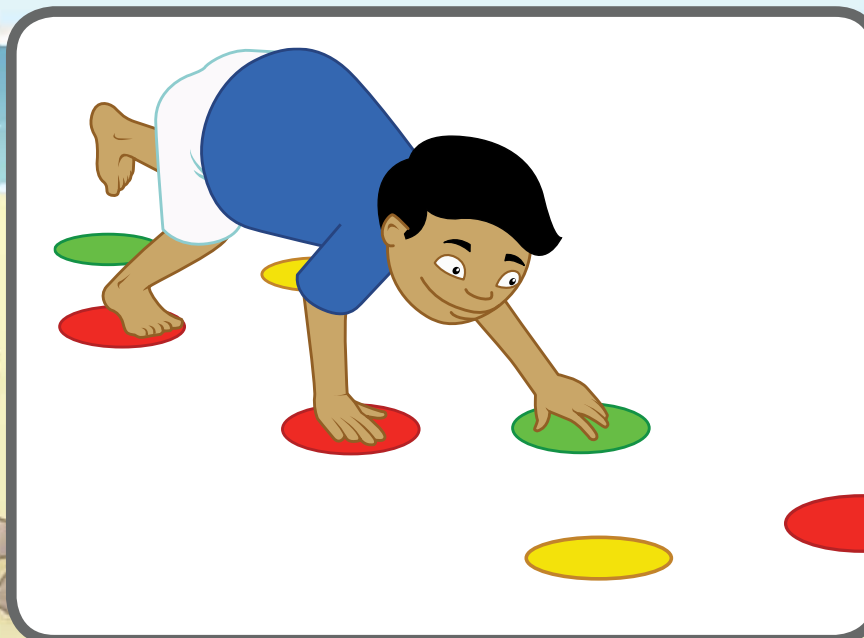
As they progress

# Spot to Spot

## Let's 'Play to Learn'

Encourage the children to explore:

- Moving from one spot to another spot
- Moving from one place to another only using the spots as if they were stepping stones in a river
- Taking objects with them, e.g. picnic and things for the beach
- Moving from spot to spot following a pattern they or another child has designed, e.g. red, blue, green, red, blue, green or using numbered spots e.g. 1, 2, 3, 4, ...10, etc.
- Move from spot to spot using 'Foxes' so that hands or feet are in contact with the spot in a horizontal climbing action: hand, hand, foot, foot, etc.
- Estimate how many spots they need to move over short distances?



## Resources

- Throw-down markers/chalk markings
- Skipping ropes
- Hoops
- Mats
- Objects/bags to carry including balloons
- Beach Party story book

## Questions

- How far apart can you place the markers and keep your balance?
- How close together do the spots have to be when you are 'Foxing'?
- How else can you travel from spot to spot?
- Is it easier to carry one bag or two bags? Why do you think this is?
- How many spots do you think you will need to travel from here to the other end of the playground?

## Key words

- control, coordination, balance, body awareness
- walk, tiny steps, giant steps, foxes, run, jump
- reach, stretch, estimate, spatial awareness

## Opportunities to:

- develop increasing control and coordination
- stand and run on tip toes, jump backwards, hop forwards
- listen and respond readily to instructions

## Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- children work in 'gardens'

# Can you see the child?

- Developing increasing control and coordination
- Standing and running on tip toes, jumping backwards, hopping forwards
- Listening and responding readily to instructions

most of the time

sometimes

## Encourage the child to:

- practise actions referring to Technical Skills Cards
- practise actions from a mat to mat or larger area to larger area
- keep the distance between spots very small to start with
- discuss what they are going to do first then complete the task by copying/following a more able child or a practitioner
- place the spots where they want them
- carry very light objects initially

## Encourage the child to:

- gradually place the spots further and further away from one another
- follow a particular pathway – simple 2D shapes
- follow more complex patterns
- explore carrying heavier, more awkward objects
- estimate the number of spots they would need in different environments

## Rich opportunities

- MD: Measures and money – use non-standard and standard units
- MD: Shape, position and movement – follow instructions and give directions for simple movements