

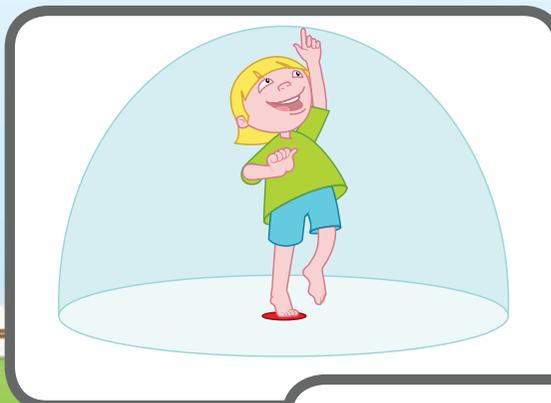
As they develop

# Spots in Space

## Let's 'Play to Learn'

Encourage the children to explore:

- Similar actions to those used on the Body Awareness Technical Skills Card, but with an object
- Balancing objects on various body parts whilst lying, sitting, kneeling and standing
- Putting object(s) in various places around them as they remain on their spot
- Cross-lateral movements that take a body part across the mid-line of the body e.g. sit down and take one foot over the other leg, etc.
- The size of their 'bubble' by placing/holding the object(s) as far away from the spot as they can, whilst keeping one body part stuck to the spot, to define the edges of their 'bubble'
- Passing object(s) from body part to body part
- Moving object(s) along various body parts
- Using a bat to balance an object on and move the bat around their body
- Gently throwing an object up and stopping it from hitting the floor by collecting it/stopping it/catching it/trapping it with a body part



## Resources

- Throw-down markers/chalk markings
- Bean bags
- Soft toys
- Ribbons/scarves
- Quilts
- A variety of balls
- A variety of bats

## Questions

- Where is the easiest place to balance an object?
- Where is the most difficult place to balance an object?
- Why are everyone's 'bubbles' different sizes?
- Which is your favourite object to move around your body?
- When is it easier to balance the objects, when you move slowly or when you move quickly?
- What else could you do?

## Key words

- name of body parts
- lie, sit, kneel, stand
- balance, pass, move, push, steer, carry, hold, grip, squeeze, collect, roll, stop
- reach, stretch, personal space
- up, down, out, in, on, under, around, along, over, behind, in front of, by the side of, on top of, through, close to, far away

## Opportunities to:

- develop increasing control over large body movements
- recognise and use different pieces of equipment
- show improved balance and coordination

## Safety & organisation

Ensure:

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

## Can you see the child?

- Developing increasing control over large body movements
- Recognising and using different pieces of equipment
- Showing improved balance and coordination

sometimes

most of the time

### Encourage the child to:

- concentrate on one action at a time
- practise Body Awareness skills using the Technical Skills Cards
- copy another child or a practitioner
- discuss which objects might be easier to balance and which body parts might be the best to balance things on
- work with another child to help one another

### Rich opportunities

- LLC: Oracy – listen and respond to instructions and extend their vocabulary through activities that encourage their interest in words
- KUofW: Myself and other living things – Learn the names and locations of the main external parts of the body and observe differences between themselves and other children

### Encourage the child to:

- copy another child's actions accurately
- play 'Simon says'
- adapt traditional songs and rhymes, e.g. 'One day Megan stood on the spot...' to the tune of 'Old MacDonald' or 'Head, shoulders, knees and toes', etc.
- describe their actions or another child's actions using positional language
- identify similarities and differences between their own and another child's actions
- Exchange one or two/some/all markers for a piece of small apparatus e.g. soft toy/bean bag/hoop/skipping rope/ball/etc.