

As they become more skilful

Spots in Space



Let's 'Play to Learn'

Encourage the children to explore:

- Moving in a variety of ways from spot to spot. Begin with each child having 3 spots
- Using the activities from the 'Spots in Space as they progress' Activity Card
- Simple sequencing e.g. red spot to green spot to another red spot, etc. Introduce a third colour when the children are ready. Gradually develop more complex sequences to travel to a spot, do something at a spot, or on a spot and then travel to another spot
- Moving with control, coordination, balance and good body tension
- Sharing spots. No queuing if the spot they are heading towards is 'busy' (a child already working at that spot) then move away and find a 'free' spot
- Different rules e.g. cannot go to the same spot twice, or must go over a green spot and hold a balance at a red spot
- Adapting activities/games they already know to include the spots e.g. Traffic Light Spots, Bean Spots, 'Simon Says' Spots, Cups & Saucers Spots, Target golf, etc.
- Completing a set sequence in as fast a time as possible

Opportunities to:

- develop an increasing awareness of space
- perform actions showing improved tension and clearer shape
- show some fluency in linked actions
- make simple suggestions about how to improve performance

Key words

- control, coordination, balance
- gross motor skills
- body tension, clear shapes
- forwards, backwards, sideways, high, low, slow, quick
- over, around, behind, in front of, at the side of, close to, away from, towards
- put down, pick up, place, balance, push, steer, pull, throw, collect, stop, catch, trap, pass
- share, busy spots, free spots, spatial awareness
- first, second, third, last action, twice

Resources

- Throw-down markers/chalk markings (more markers than children)
- Bean bags
- Soft toys
- Ribbons, scarves
- Quoit's
- A variety of balls, bats, etc.

Questions

- What colour spot did you move to first?
- What action(s) did you do at the second spot?
- In which direction did you move to your last spot?
- What will you see at a busy spot? What should you do if you see a busy spot?
- What should you do if two of you are heading towards the same spot?
- Do you move quicker by yourself or when you are taking an object with you? Why?
- What could you do to help you repeat your sequence?
- How could you improve your sequence?

Safety & organisation

Ensure:

- you start with a small number of children in a large space/'garden'
- gradually increase the number of children and reduce the size of the space/'garden'
- the surface is clean and free from obstructions
- children work in their "bubbles" and keep out of other children's bubbles so they do not bump into anyone

Can you see the child?

- Developing an increasing awareness of space
- Performing actions showing improved tension and clearer shape
 - Showing some fluency in linked actions
- Making simple suggestions about how to improve performance

sometimes

most of the time

Encourage the child to:

- discuss what they want to do and which spot they want to move to - follow another more able child or a practitioner doing these activities
- work in their own 'garden' initially gradually increasing the number of children in the 'garden'
- choose where they would like to place the markers
- plan their sequence/route first and then work with a more able child or a practitioner who calls instructions, etc.
- use a 'move cube' to help them plan their sequence

Encourage the child to:

- link more actions together to create a longer series of linked actions - repeat as individuals or with a partner as they move from spot to spot
- work with a partner to 'follow the leader' or working as a pair. Both children travel by skipping to a spot, one child takes an object with them, e.g. a ball, once at the spot the children pass the ball between them 5 times and then the other child takes the ball with them to the next cone and so on
- design a 'move cube' for another child
- Exchange one or two/some/all markers for a piece of apparatus or a 'goal'

Rich opportunities

- PSD, WB&CD: Well-being - understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate and appearance and feelings
- MD: Shape, position and movement - understand and use the properties of position and movement during their own physical activities.
- MD: Number - explore number sequences