

As they become more skilful

Free Spots



Let's 'Play to Learn'

- Children set up several spots/markers in a space
- One child (the spotter) moves around the space avoiding others (the spot keepers) by keeping out of their 'bubbles', while the spot keepers move from one spot to another either with or without a piece of small equipment
- On a command/signal the other children must stand on a spot and then the spotter must get to a free spot as quickly as possible

Key words

- control, coordination, balance
- look, search
- free, space, space bubble, busy spot, spatial awareness

Opportunities to:

- show increasing awareness of space away from others in which to work safely

Resources

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

Questions

- What are you looking at when you are moving around the space?
- What do you do on the signal to find a cone and why?
- How do you know where the free spots are?
- Describe how you have moved safely while you are working
- How can you get to the free spot as quickly as you can?

Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- markers are non-slip and well spaced out away from walls/equipment
- children work in small groups, with each group in their own garden
- children avoid one another by keeping out of another child's 'bubble'
- children agree signals and who will make them before they start
- Swap over frequently to ensure all children get a go

Can you see the child?

- Showing increasing awareness of space away from others in which to work safely

sometimes

most of the time

Encourage the child to:

- find the free spot with support
- walk so that they concentrate on searching
- practise looking for free spots

Encourage the child to:

- move in a variety of ways
 - be engaged in an activity that means they cannot see the space until the last moment, e.g. juggling
 - take a small piece of equipment with them
- Have more than one child looking for spots at a time – like musical chairs
- Encourage the other children to move to and around and on a 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