

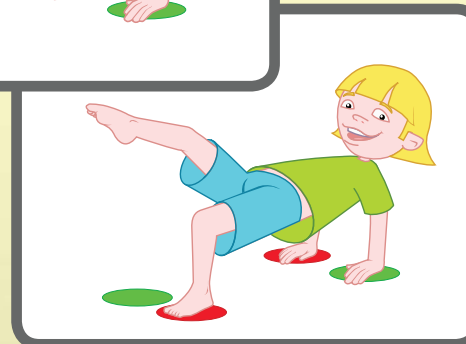
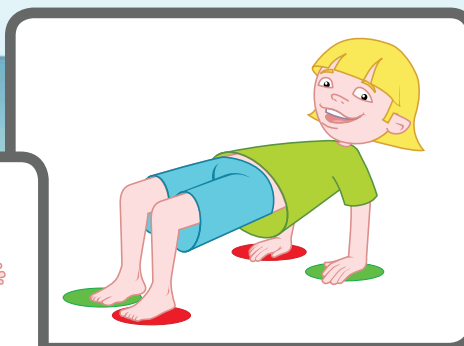
As they develop

Spot to Spot

Let's 'Play to Learn'

Encourage the children to explore:

- Placing markers within their bubble so they can stand with one foot on each marker
- Adding more markers (up to 4) so that they can place a body part on each marker e.g. hand, hand, foot, foot
- Lifting one hand or one foot off the marker for the count of '3 bananas'
- Tummy facing upwards or back facing upwards



Resources

- Throw-down markers/chalk markings

Questions

- How close together can you place your markers?
- How far apart can you place your markers and stay still?
- What body parts are the best to use when the markers are far apart?
- Is it easier to lift a hand or a foot off the markers?
- Which do you find easier tummy facing upwards or back facing upwards?

Key words

- name of body parts, body awareness
- reach, stretch, balance
- far apart, close together
- tummy facing upwards, back facing upwards

Opportunities to:

- develop increasing control over large body movements
- recognise and use different body parts
- 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 body parts
 - Showing improved balance and coordination

most of the time

sometimes

Encourage the child to:

- copy another child or a practitioner
- discuss where it would be best to place the markers before trying
- work with another child to help one another

Encourage the child to:

- describe their actions or another child's actions using positional language
- identify similarities and differences between their own and another child's actions
- explore placing the markers at the corners of 2D shapes
- use smaller markers
- respond to specific instructions, e.g. hand on red marker, foot on blue marker

Rich opportunities

- LLC: Oracy – listen and respond to instructions and extend their vocabulary through activities that encourage their interest in words
- MD: Shape, position and movement – recognise similarities and differences of 2D shapes