

As they apply their skills

Patterns and Pathways

Activity Card



Let's play

- 8 children in each 'garden'
- Work together to make a series patterns and pathways on the floor that they have to follow
- Patterns/pathways made using throw down markers, chalk, cones or skipping ropes, ladders, etc.
- Patterns are for specific foot patterns for example 2 on/in 2 off/out, Pathways are for routes to be followed no matter what foot pattern is used, e.g. figure of 8, letter 'W', slalom course, bends and straights, etc.
- Aim to complete the course as quickly as possible and as accurately as possible



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Patterns and Pathways



Key words

Agility, balance, coordination, rhythm, spatial awareness

Run, swerve, dodge, pivot, lunge, jump, hop, leap, skip, etc.

Zigzag, slalom, forwards, backwards, sideways, push

Fast feet, fast thinking, 'ready', 'alert', 'aware'

Rhythm, timing

Resources

Throw-down markers, chalk, skipping ropes, cones, etc.

Variety of different balls including fit-balls, bats, rackets, etc.

Safety & Organisation

Ensure:

- surface is safe and free from obstructions
- the children stay within their 'garden'
- large run off areas in between 'gardens'
- zones for less ambulant or wheelchair users as appropriate
- high contrast markers for visually impaired

Opportunities to:

- develop 'fast feet'
- develop agility, balance, coordination
- develop speed and stamina
- show improved co-ordination and control across a range of activities
- sustain activity over appropriate periods of time
- describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being

Questions

- What did you think about to help you do this activity quickly?
- What else could you think about to help you next time?
- Which was the hardest section to do?
- Which skills are you going to practise to help you go faster next time?
- Why are activities like these important to your health?

Changes to the activity

Change the:

Space

- pathways - easier/complex, shorter, longer, bigger, smaller, etc.

Task

- patterns - easier/complex, shorter, longer

- way of travelling, e.g. backwards, sideways, etc. or add in a ball to dribble with hands, feet or with a ball and stick, etc. Use markers/cones as visual cues to slow down, speed up, backwards, dribble, etc.
- activities in the course so have to do other things like hold balances, score goals, do maths calculations, spell words, complete puzzles, etc. Think 'Biathlon' - fast long cross-country skiing then aiming/concentration activity

Equipment

- vary the equipment used

People

- way the course is completed, e.g. work in pairs, one behind the other, or mirroring, consider using music
- leader, take turns to teach or coach someone else and help them improve

