

As they develop

Patterns and Pathways

Let's 'Play to Learn'

- Read parts of the story/play parts of the story on the CD-Rom
- Encourage the children to move around the space using actions that 'fit the story'
- Explore walking over rocks carrying heavy bags, jumping waves, tracing simple shapes/patterns in the air and on the floor, flying like a kite

Key words

- control, coordination
- imagine
- walk, run, fox, jump, star shape, build, trace
- forwards, backwards, sideways
- in the air, in the sand, on the floor



Opportunities to:

- join in by responding naturally
- broadly imitate actions, sounds and words
- move in different ways
- move in different directions
- role play on their own or in parallel with other children or an adult

Resources

- The Beach Party story book
- Pictures from the book
- Audio clips from the book
- Buckets, spades, picnic basket, towels, sea creatures, beach balls, kites, balloons
- Throw-down markers
- Sand, water
- Skipping ropes, scarves/ribbons

Questions

- How would you move if you were rubbing in sun cream?
- How can you make your actions bigger?
- How can you show building a sand castle in the air?
- How are the children co-operating to fill the moat?
- How can we work together?
- What movements can we use?
- What happens to the scarf/ribbon when you hold it in your hand as you trace a pattern in the air?

Safety & organisation

Ensure:

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

Can you see the child?

- Joining in by responding naturally
- Broadly imitating actions, sounds and words
 - Moving in different ways
 - Moving in different directions
- Role playing on their own or in parallel with other children or an adult

most of the time

sometimes

Encourage the child to:

- focus on their favourite action
- discuss how they might move and then move with them
- watch other children to gain ideas. What do they like? How could they do this?
- find other stimuli that inspire them: pictures, video clips, poems, action rhymes, songs and music, etc.
- answer questions about the movements that they might use, e.g. what other creatures might you find on the beach? How do they move? Show me how you could move like them
- practise Body Awareness skills using the Technical Skills Cards

Encourage the child to:

- repeat their actions
- discuss the quality of their actions, e.g. is 'battle' a strong or a weak word? Strong – How can you show me you battling strongly with a kite?
- perform their actions for longer
- show actions to another child for them to copy or adapt
- begin to show emotions through their dance actions: happy, sad, etc.

Rich opportunities

- CD: Art, craft and design – mark and pattern making with fingers and tools, design and make simple products e.g. a kite. Outdoors use squeeze bottles and water to make a kite path to follow
- KUofW: Places and people – recognise differences between their own locality and localities in other parts of Wales
- KUofW: Myself and other living things – identify animals and plants that live in or near the sea