

TEAMWORK AND

COLLABORATION



1. Roles and Responsibilities

Encourage children to take on different roles within a game or race. One person could be responsible for starting the race, one for timing and one for keeping score. After a turn, swap roles and let children take on a new responsibility.

2. Create a Game

Set children the challenge to invent and set up a new game. They will need to use their teamwork skills as well as their physical skills to decide on the rules and resources. Using the blank activity template, they could draw a picture, write instructions or add photos of how to play their game.

3. Working Together

Use a selection of different resources to create team tasks that will require children to work together in different ways to achieve them. For example, how many times can they throw and catch the ball without dropping it? They will need to work together and help each other if they want to be most successful.

4. Tidy Up

Encourage everyone to work together and use their collaboration skills to tidy and store all of the resources safely and carefully.

5. Time to Talk...

- Discuss the importance of having rules when we play different games and why we need everyone to follow them.
- Model the language of turn taking and compromise.



MOVEMENT SKILLS



1. Follow My Leader

Play a game of 'Follow My Leader' with everyone copying different movements. You could run, hop, skip, jump, slither, gallop, etc. Encourage both high and low movements with changing speeds and different directions too.

2. Animal Moves

Ask children to think of an animal and then move their bodies to match. For example a frog would jump around or a cheetah might run quickly. Other children can try and guess the animal based on the movement.

3. Move It!

Use a movement dice or make a set of movement cards to use. Ask children to roll the dice or select a card and then copy that movement. These could include star jumps, jogging on the spot, hopping on one leg, etc. Extend the activity by asking them to create a mini sequence with multiple movements.

4. Obstacle Course

Set up an obstacle course together using the different equipment. Can they think of different ways to set it up that will require different movements, for example hop across one section and jump to different targets.

5. Time to Talk...

- Introduce descriptive language to describe movements, such as slither, hop and discuss what these mean.
- Develop growth mindset and resilience when learning the new movement skills.
- Talk about how the different movements affect their bodies. Which do they find easiest? Which do they find the most difficult?



BALANCE



1. Balance Board

Use a balance board or seesaw balance to practise the skill of balance and control. You could challenge children to see how long they can balance for or to control the movement of an object (such as a ball) on the board.

2. Point Balance

Explore different ways to balance using the resources. Ask children to find different ways to balance on different number of points/body parts. For example, a 4 point balance would involve 4 parts of the body touching the ground or a resource, whereas a 1 point balance would be just 1 part of the body, such as balancing on one leg on a stepping stone.

3. Keep It Still

Choose a resource such as a hoop, quoit, beanbag or ball and try to balance it in different ways. You could time how long children can balance different resources. Who can balance a ball for the longest?

4. Tightrope Walking

Set up the resources as different balance beams, stones and challenges so that children can practise their circus skills and 'tightrope walk' all the way, placing one foot carefully in front of the other. They could then try and challenge themselves to do it quicker or side step their way through the course.

5. Time to Talk...

- Which body part is the hardest to balance on and why?
- Discuss top tips for balancing, such as putting your arms out or focussing on a point.
- Talk about times when we need to use our balancing skills, such as for climbing or walking down steps.



RHYTHM AND DANCE



1. Sequences

Create a set of movement cards which children can use to create their own rhythmical sequences, such as 'hop, skip, balance'. Add music and challenge them to complete their sequence in time to the music.

2. Ribbon Dance

Using dancing ribbon rings or voiles, create marvellous ribbon dance performances. Children could select a song to dance to or use instruments to create their own backing track. To support fine motor skills, why not encourage them to create tickets for their show using their mark making/writing skills.

3. Feel The Beat

Choose a song with a strong beat and give every child a bouncing ball. As you listen to the music, encourage them to bounce their ball and catch it in time with the beat. They could use strong bounces or soft bounces and explore the different sounds that are made.

4. Get Creative

Put some music on and let children's creativity come alive as they use different resources to move rhythmically in time with the beat. They could throw and catch a ball, balance and hold, travel in different ways, or use a range of big and small body movements.

5. Time to Talk...

- Teach children how to positively comment on each others performances. What did they do well? What could we try next time?
- Talk about how we can move our bodies differently with different tempo music and when using different resources.
- Look at different dancing styles and incorporate these into new dances and sequences.



GAMES



1. Musical Statues

Play a simple game of musical statues. When the music stops, can the children use different movements or balances, e.g. hold a balance or bounce a ball. Change the challenge each time you play.

2. Simon Says

Play a physical development version of the classic Simon Says game. Build in different balances, movements, rhythms and resources to practise a range of movement skills.

3. Wacky Races

Set up a selection of different 'wacky races' that will be sure to make children laugh. For example:

- Place a ball between your legs to run.
 - Run with a quoit on your head.
 - Under the legs and over the head as children pass a ball, hoop or bean bag along the line.
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4. Target Practice

Throw beanbags, balls or rubber rings to try and hit the targets.
Add a mathematical challenge with points achieved for hitting each target.

5. Time to Talk...

- Talk about what it means to be part of a team, and how we can help our friends to achieve.
- In each of the games, discuss the different skills we need to use.



