



# DEVELOPMENT MATTERS 2021

## PHYSICAL DEVELOPMENT: RECEPTION



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STATEMENT	ACTIVITY IDEAS
<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p><b>We're Going on a Bear Hunt</b></p> <p>Read the story to the children. Discuss the different movements related to each part of the adventure. In a space, encourage the children to act out the movements. E.g. 'thick, oozy mud', the children could move very slowly, lifting their feet like they're heavy with mud. You can even encourage sound effects!</p> <p>If you have access to YouTube in school, there is a great video of Michael Rosen, the author of the book, reading out the story: Michael Rosen performs We're Going on a Bear Hunt - YouTube.</p>
<p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p><b>Mini Me Yoga</b></p> <p>Next time you ask the children to freeze, see if they can be still in one of these yoga poses. Can they hold the pose for at least 3 seconds? You can even see if they can join each pose together, one after the other. This is called a yoga flow (see page 4 for an example flow).</p>
<p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p><b>2 Minute Shake Up</b></p> <p>At the start of every new session, give the children 2 minutes to release some energy and get out of breath. This could involve dancing to music for 2 minutes, or high fiving as many other children as they can in 2 minutes. It could even link to your learning for the week. E.g., star jumps whilst counting to 20 or using their pointy fingers to write their names in giant writing in the air.</p> <p>There are loads of fun and themed timers you can use for your 2 Minute Shake Up here: Classroom Timers - Fun Timers (online-stopwatch.com)</p>
<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><b>We're Going to the Zoo</b></p> <p>Working in a space, the children are to move in a variety of different ways, mimicking different animals. Encourage the children to really exaggerate the movements, extending limbs and stretching out. Some examples of animals movements are:</p> <ul style="list-style-type: none"> <li>Kangaroo - jumping from the floor, up high in the air.</li> <li>Spider - crawling on hands and feet (not knees).</li> <li>Butterfly - stretching arms out and wafting them up and down.</li> <li>Crab - moving sideways, knees bent.</li> </ul>
<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	



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Combine different movements with ease and fluency.	<p><b>Traffic Light Game</b></p> <p>All the children are driving their cars (holding pretend steering wheels, moving around the space). Children to complete the following actions based on the statements given by the adult:</p> <p>"Red" - stop, stand still.  "Amber" - jog on the spot.  "Green" - run.  "U-Turn" - turn and move in the opposite direction.</p> <p>You can add all sorts of other interesting actions to this game, e.g. "traffic jam" - walk very slowly, "bridge" - jump, "reverse" - walk/jog backwards.</p>
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body strength, balance, coordination and agility.	<p><b>Parachute Game</b></p> <p>Using a large parachute, all the children sit around the outside of it, with their feet tucked under the parachute and their hands holding the edge. Work together to create ripples in the parachute, tickling their toes. Can also place a ball on the top, asking the children to ripple the parachute enough to knock the ball away.</p> <p>Countdown from 3, on 0 lift up the parachute and peek underneath. Children kneeling whilst still holding the parachute, this time when the parachute is lifted, children lift it over their heads and sit on the edge. This creates a large, enclosed bubble.</p>
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	<p><b>Cookie Monster</b></p> <p>Lay lots of cones around the space, these are the cookies. Every child has a ball, this is the Cookie Monster. The children should roll the ball towards the cones, ensuring they aim the ball using their dominant hand and their opposite leg in the same direction). Every time they hit a cone, they collect it and add it to a pile. How quickly can the children collect all the cones (eat all the cookies)? Repeat the game and try to beat the time.</p>

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Develop the foundations of a handwriting style which is fast, accurate and efficient.	<p><b>Scarf Artists</b></p> <p>Give every child a scarf, bib or ribbon. Encourage them to hold it in the hand they write with. Ask them to create different shapes in the air with the scarves, e.g. circle, square, star. Ask them to spell their name with the scarf, or write phone graphemes. They could also write numbers or draw animals. Encourage them to make large shapes, exaggerating the movements as much as possible.</p>
Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	<p><b>A School Day</b></p> <p>Ask the children to act out their school day, starting from waking up to going to bed. Use mime and performance to show the events. Include healthy habits, e.g.: eating breakfast, brushing teeth, brushing hair, getting dressed, walking to school, playing at school, eating lunch, walking home, eating tea, having a shower, brushing teeth and going to sleep. Throughout the activity, ask the children why these things are important.</p>
Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	<p><b>Relay Races</b></p> <p>Line the children up in small groups behind a cone (no more than 4 per group). Place another cone at the other end of the space. Children take it in turns to complete a given action, one at a time, high fiving the next person and moving to the back of the line. If the children struggle with this, then give them something to pass to the next player, e.g. a cone or a soft toy. Actions can include: skipping, running, side-stepping, jumping, crawling, slithering and tiptoeing.</p>



**EXAMPLE YOGA FLOW**

# mini me yoga

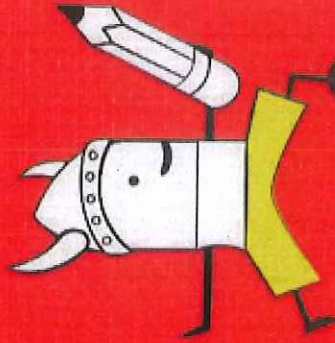
Castles, Knights & Dragons



Castle



Dragon



Knight

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