


# Movement

*IMPORTANT Parent or Carer –  
Check that you are happy with any weblinks or use of the internet.*

**NB New activities are being added at the top of each document.**

## Activity 8 – Fine-motor Craft

### Make an egg box bird feeder

<p><b>What to do</b></p> <ul style="list-style-type: none"><li>○ Talk about all the birds that like to visit the area near your home. Agree that you could encourage more by putting food out.</li><li>○ How to make the bird feeder together:<ul style="list-style-type: none"><li>– Tear the lid from the base.</li><li>– Make holes for the string by pushing a pencil through each corner.</li><li>– Cut the string to the correct length.</li><li>– Thread the string through the holes to make a hanging loop.</li><li>– Decorate the underside of the box with felt pens.</li><li>– Using a pinching movement, your child can put in bird seed in each section.</li></ul></li><li>○ Put up your beautiful feeder and wait for the birds to visit.</li></ul> <p><b>Hint:</b> It may take several days before birds feel brave enough to visit.</p>	<p><b>What you need</b></p> <p>Egg box (papier Mache kind), string, scissors, sharp pencil, bird seed, felt pens</p> 
<p><b>Extension</b></p> <p>Try putting small pieces of apple, pear or cheese in the sections. A table knife can be used for safe cutting.</p> <p>Try making feeders from other packaging.</p> <p>Do some bird watching.</p>	<p><b>Questions to ask</b></p> <p>Why do birds visit our garden? What might encourage them?</p> <p>How can we separate the lid from the base?</p> <p>How can we avoid tearing the cups?</p> <p>How can we fix the string to the box? How can we make holes safely?</p> <p>How long shall we have the string? Can you cut it safely? Can we thread it through? Can you pick up these slippery seeds?</p>

## Activity 7 – Jumping Games

### Do ‘French skipping’ or ‘Elastics’

#### What to do

- Set up the loop – *usually this is done by two people stretching the elastic around their ankles and creating a rectangle with the elastic, but you can also use two dining room chairs.*
- Explain how to play. Skippers jump in different ways depending on words in the skipping rhymes.
  - **Inside** – both feet inside the rectangle.
  - **Outside** – both feet outside the rectangle (wide legs on either side)
  - **On** – both feet on either long side of the elastic rectangle.
  - **Every other beat** – jump from side to side, with feet either side of the elastic (legs close together)
- Say some rhymes and do some skipping!

#### Extension

Make up your own rhymes, using the key position words.

Try raising the elastic a little higher to make the jumps higher.

#### What you need

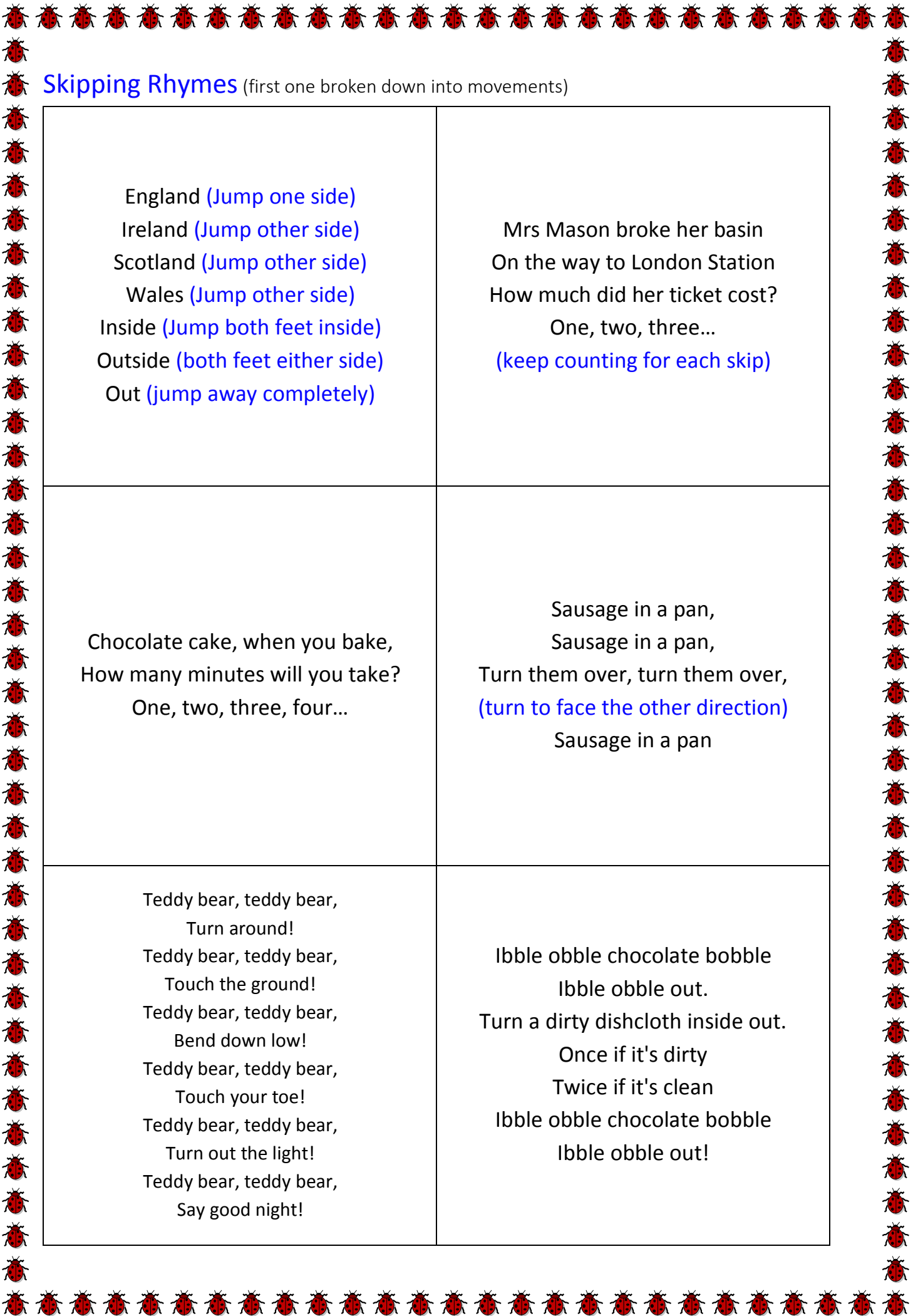
A long loop of elastic  
(French skipping elastic can be bought for a couple of pounds or you can use haberdashery elastic or looped elastic bands)

Some [skipping rhymes](#) (*see below*)



#### Questions to ask

How does it feel when we exercise?  
Which parts of our bodies are we using?  
How are we getting better at each station as we practise?  
What other stations would be fun?



## Skipping Rhymes (first one broken down into movements)

England (Jump one side)  
 Ireland (Jump other side)  
 Scotland (Jump other side)  
 Wales (Jump other side)  
 Inside (Jump both feet inside)  
 Outside (both feet either side)  
 Out (jump away completely)

Mrs Mason broke her basin  
 On the way to London Station  
 How much did her ticket cost?  
 One, two, three...  
 (keep counting for each skip)

Chocolate cake, when you bake,  
 How many minutes will you take?  
 One, two, three, four...

Sausage in a pan,  
 Sausage in a pan,  
 Turn them over, turn them over,  
 (turn to face the other direction)  
 Sausage in a pan

Teddy bear, teddy bear,  
 Turn around!  
 Teddy bear, teddy bear,  
 Touch the ground!  
 Teddy bear, teddy bear,  
 Bend down low!  
 Teddy bear, teddy bear,  
 Touch your toe!  
 Teddy bear, teddy bear,  
 Turn out the light!  
 Teddy bear, teddy bear,  
 Say good night!

Ibble obble chocolate bobble  
 Ibble obble out.  
 Turn a dirty dishcloth inside out.  
 Once if it's dirty  
 Twice if it's clean  
 Ibble obble chocolate bobble  
 Ibble obble out!

## Activity 6 – Fine Motor Skills

### Colander hedgehog or flower arrangement

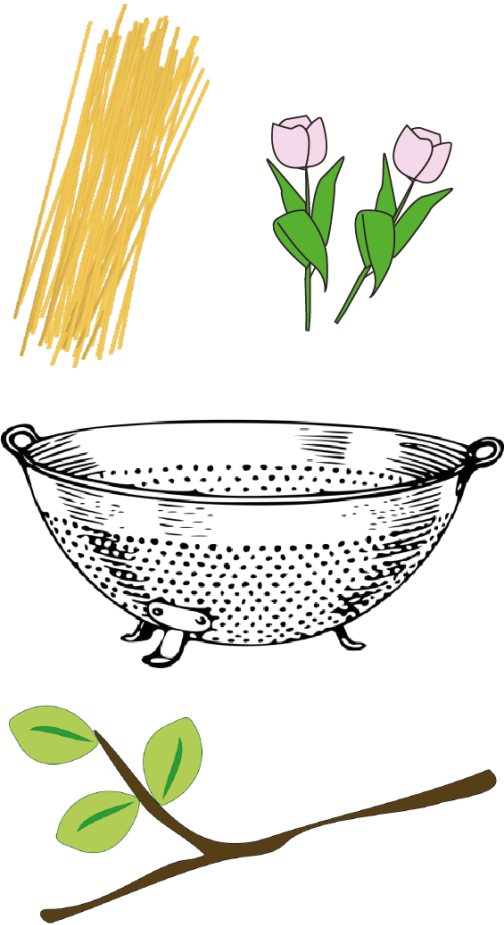
#### What to do

- Collect the pokable materials and place a colander upturned
- Challenge your child to:
  - poke as many pipe cleaners/ twigs/ spaghetti sticks in the holes to make a hedgehog/ monster etc.
  - create a flower/nature arrangement by sticking stems through the holes.

#### What you need

An upturned colander

Things you can poke in the holes, e.g. *pipe cleaners, dry spaghetti, thin twigs, picked flowers with thin stems, leaves with long stems*



#### Extension

Turn the colander up the other way and challenge your child to make a web/weave with thread and a blunt sewing needle or pipe cleaners.  
Mix and match things to poke through (e.g. *leaves and twigs*).  
Make an arrangement as a table decoration.

#### Questions to ask

What animal have you made?  
What is it called?  
How many twigs have you used?  
Can you make a pattern?  
How can we fit things through the holes more easily?

## Activity 5 – Fine Motor Skills

### Sorting coins, buttons, counters

#### What to do

- Provide the objects to sort and the container to sort them into.
- Look at the mixed-up buttons (or similar). Ask how we could sort them?
- Ask your child to sort the objects according to their own rules.
- This could be repeated for different criteria (e.g. *shape, colour, pattern*).
- You might need to give a reason for the sorting – e.g. *I want to sort these buttons so I can do some mending.*

#### What you need

Small flat items which can be sorted by type, colour, shape etc. e.g. *coins, counters, buttons, beads*

Sorting container with several sections, e.g. *egg box, muffin/cupcake tray, circles drawn on a piece of paper*



#### Extension

Make it harder by challenging your child to pick up the objects with tweezers – they are too hot to handle!  
Introduce a timed challenge.  
Try natural irregular objects, like pebbles or leaves.  
Make a picture with the sorted items.

#### Questions to ask

How could we sort these?  
Where will all of the red buttons go?  
How many counters are in the green pile?  
Which group has the most/least in it?

## Activity 4 – Action Rhymes with hands and fingers

### Say or sing traditional and not so traditional finger rhymes

#### What to do

- Familiarise yourself with traditional finger rhymes (use websites below, nursery rhyme books and/or enlist family members).
- Sing or say them together – if you are teaching them to your child, break the rhyme down, asking them to repeat each line after you.

#### What you need

A list of rhymes to start with, e.g.

*Grandma's Glasses*

*Here's the Church and Here's the Steeple*

*Two Little Dicky Birds*

*One Finger, One Thumb*

*Miss Polly had a dolly*

*Tommy Thumb*

*Five Little Ducks*

*Incy Wincy Spider*

*Baby Shark*



#### Extension

Try changing the speed, size of the movements or invent new ones.

Teach a rhyme to someone else – you could do this with distant friends or family members using video calls or enlist help from grandparents etc. to teach children over.

#### Questions to ask

Can you copy what I say?

Can you do the actions?

Can you remember the action?

What words come next?

\*Finger rhymes: <https://www.nurseryrhymes.org/fingerplay.html> lots on this site

<https://www.youtube.com/watch?v=d1FKVdY-65g> Grandmas' Glasses

<https://www.youtube.com/watch?v=smtucwvzuCc> Here's the Church

<https://www.youtube.com/watch?v=1bmT6RMNQD8> One finger, One Thumb

<https://www.youtube.com/watch?v=NWbyu4dqzuc> Tommy Thumb

## Activity 3 – Ball skills

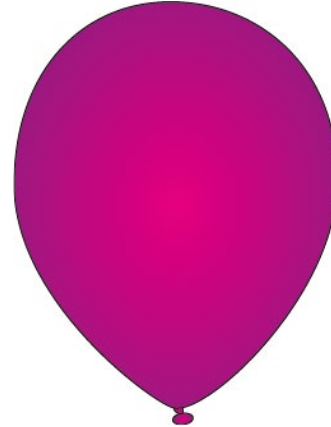
### Keep the balloon off the floor

#### What to do

- Blow up a balloon.
- Throw it into the air and challenge everyone to keep it from touching the floor.
- This can go on for a long time!

#### What you need

A balloon



#### Extension

Introduce some rules for challenge, e.g. *you can only touch the balloon once and then someone else must touch it next, you can only use hands/feet/one hand etc.*

Have teams and invent a scoring system.  
Introduce more balloons into the game!

#### Questions to ask

Is it better to be gentle or rough with balloon contact?

Can you use the back of your hand...just your fingers?

Who is winning?

How could we score a point?

## Activity 2 – Dancing to music

### Play musical statues

#### What to do

- Play fun music to dance to – when the music is stopped everyone freezes.
- Add in elements, e.g. *jumping, big movements, dance like a robot, dance like you're in space*, to provide variety to the dancing.
- Add challenges, e.g. *when the music stops... freeze in an animal shape, pulling a face, with your hands on your head*, etc.
- With more than one child you can add some friendly competition.

#### What you need

Music  
Someone to control the music



#### Extension

Dance to reflect the mood of the song, e.g. *dramatic flourishes for 'Let it go', energetic for 'Who let the dogs out'* etc.  
Put together a playlist which includes songs which will appeal to each dancer.  
Have a dancing competition.

#### Questions to ask

What parts of your body are you using?  
Are you listening to the music?  
How can you freeze without falling over?  
How can we describe our movements? Are they big/small/fast/slow?



## Activity 1 – Exercise circuits

### Create an indoor or outdoor circuit

#### What to do

- Set up the circuit: this can be done together or set out in advance.
- Go around the circuit together, deciding or explaining what movement will happen at each station and how many times/for how long.
- Start the circuit – several family members can take part at once, each at a different station.
- Music can be used to add energy to an indoor circuit.
- Example stations:
  - 5 jumping jacks on the trampoline*
  - 5 runs around the washing line*
  - Sit on a cushion for the count of 20*
  - Throw 5 beanbags into a box*
  - 5 skips with the rope*
  - Crawl under the broom balanced between two chairs*

#### What you need

Things that can mark out different stations in the circuit: e.g. *hula hoop, cones, chalk drawn shapes on ground, carpet square/small rug/foam squares, cuddly toys*

Small active equipment: e.g. *ball, bat, skipping rope, bean bags*



A **circuit** is a set of different exercises performed with short rest periods between for a set number of repetitions/a prescribed amount of time. For young children, moving to a different place (or station) for each exercise helps them understand the process.

#### Extension

Set novelty challenges – e.g. how slowly/fast/small/big can you make each movement? Can we do it at double speed? Can you set up a circuit for the family next time?

#### Questions to ask

How does it feel when we exercise?  
Which parts of our bodies are we using?  
How are we getting better at each station as we practise?  
What other stations would be fun?