

Early Years Activity Cards for School Readiness





ABOUT THE ACTION PACKS

At SHAPES we believe that exercise and healthy living is essential to your child's happiness and wellbeing. We have put together a selection of Action Cards for you to use with your young family at home. The aim of the Action Pack is to make exercise easy and fun for all the family.

Each action pack contains a card which gives examples of games you can play to develop specific skills e.g. balancing.

SUPPORTING VISUAL PERCEPTION FOR SCHOOL READINESS

- Puzzles
- Mazes
- Obstacle courses
- Jigsaws
- Spot the difference
- Hide and seek
- Shape sorters
- Posting
- Find the...
- Eye spy (use colours, shapes to find)
- Dot to dots





SKILL BUILDING



- ♦ Messy play / Food play
(In the bath or use a plastic sheet!)

- ♦ Dressing up

- ♦ Ball games
(Make a sack ball!)



- ♦ Animal walks
(Like a crab, a frog, a penguin)



- ♦ Climbing frames
(So many parks!)



- ♦ Make your own obstacle course

- ♦ Musical statues / bumps
(Sitting down)



- ♦ Throwing, catching, kicking
(Doesn't need to be a ball)



- ♦ Simon says



Simon says... jump!



- ♦ Yoga



- ♦ Action songs



- ♦ Simple crafts



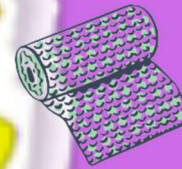
- ♦ Constructional play - pushing and pulling pieces together and apart, following instructions.



- ♦ Posting coins into a piggy bank
(Use an old Pringles tube with a slot cut in the top!)



- ♦ Popping bubble wrap



- ♦ Mark making with different tools



Think about the environment and how you could change the position to increase physical activity. Do children need to be sitting? Could they:

- ♦ Lie on their tummy?



- ♦ Kneel up in high kneeling?



- ♦ Stand?



IDEAS FOR INDEPENDENCE

Feeding:

- Practise using cutlery - knives and forks; with playdough.
- Drinking from an open cup.
- Pouring (e.g.) milk onto cereals, between beakers in the bath.
- Opening packets / lunchbox / bottles
- Pushing a straw into drinks cartons.
- Carrying drinks, plates, and trays.
- Clearing pots.
- Baking, mud kitchens, sand and water play.

Walking:

- Collect 'nature'
- Balance
- Draw
- Roll
- Jump
- Crawl



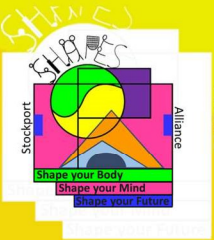
Dressing:

- Play dress up.
- Practise fastenings and taking items over head and pulling up trousers.
- Pull scrunchies or quoits on and off limbs
- Brushing hair and putting in hairbands or bobbles.
- When going swimming.

Toileting:

- Practise retrieving scarfs from the back of waist bands for help with wiping.
- Practise wiping surfaces to support the child's grip.





IDEAS FOR SMALL CONTROL MOVEMENT

- Drawing, colouring in, tracing



- Constructional toys like Duplo.



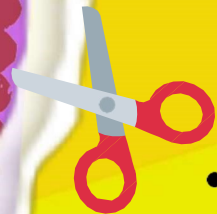
- Screwing nuts and bolts together.



- Folding and tearing paper



- Using scissors to cut along lines.



- Gluing and sticking.



- Painting - finger or with a brush.



- Using tweezers or sprung pegs.



- Hama beads.



- Modelling / cutting playdough



- Threading and sewing.



- Opening packets.



- Opening containers.





SONGS AND RHYMES

Open, shut them! **Open, Shut Them!**

Open, shut them!
Give a little clap.
Open, shut them!
Open, shut them!



Put them in your lap.
Creep them, creep them.
Creep them, creep them.
Right up to your chin.
Open up your little mouth.
But do not put them in!



Peter Rabbit Has A Fly Upon His Nose

Little Peter Rabbit had a fly upon his
nose (x3)
And he flipped it and he flapped it and
the fly flew away,
Floppy ears and curly whiskers (x3)
And he flipped it and he flapped it and



Five Little Speckled Frogs

Five little speckled frogs,
Sat on a speckled log,
Eating the most delicious bugs. Yum! Yum!

One jumped into the pool,
Where it was nice and cool,
Now there are four green speckled frogs.
Glub! Glub!

Four little.....



the fly flew away!



Fearless Fred

I am a little spider,
My name is Fearless Fred!

I do press ups in the morning,
And run around the bed,
I jump up, I jump down,
But I always bang my head,
For I live under (child's name) bed!



See The Bunnies Sleeping

See the little bunnies sleeping
Till its nearly
noon Come and let us gently
wake them
With a merry tune

They're so still, Are they
ill?

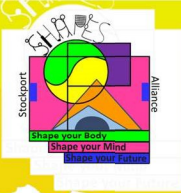
Wake up
soon. Hop little bunnies hop,
hop, hop Hop little bunnies
hop, hop, hop

Five Little Ducks

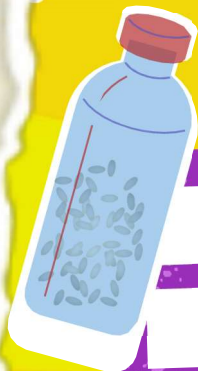
Five little ducks Went
swimming one day Over the
hill and far away

Mother duck said "Quack,
quack, quack, quack."
But only four little ducks came back.

Four little.....



What will my child learn? To manage their body



What games can we play?

Activity 1

Move around the space in response to music. When the music stops, encourage your child to shake a named part of the body e.g. leg in time with the tambourine

Activity 2

Animal walks

Explore the different ways in which animals walk e.g.

Giraffe: Walking tall
Snake: Slithering on the ground.

Spider: On all fours.
Crab: Moving sideways
Frog: Jumping forwards.
Ostrich: Walking forwards with hands on ankles.

Activity 3

Tip-Toe to Bed

Tip-toe around the space slowly. When you shake your shaker, encourage your child to curl up slowly and pretend to go to sleep.

Repeat several times.

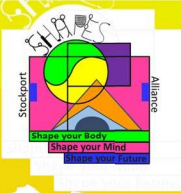
What do I need?

Music, Shaker

(Make your own shaker with your child using an empty dry plastic bottle half filled with rice)



STABILITY



What will my child learn?

To run at different speeds and in different directions.



RUNNING

What games can we play?

Activity 1

Beans Game
When you call out the following instructions encourage your child to:

'Runner Bean'
Jog on the spot

'Jumping Bean'
Jump on the spot

'Frozen Bean'
Stand still like a statue

'Jelly Bean'
Shake all over like a jelly

'Baked Bean'
Lie down like you are baking in the sun

Activity 2

Place markers around the space. Ask your child to run in and out of the small objects without standing on them. When you shake the shaker your child must stand very still.

Now try:

Jumping / hopping / walking around the space.

Asking your child to make a shape when they stop e.g. a star shape, a tall shape, a wide shape.

Activity 3

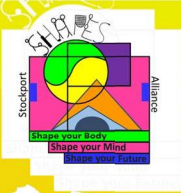
Row, Row, Row Your Boat

Sing 'Row, Row, Row Your Boat'. Sit on the floor and hold hands, moving backwards and forwards to the words.

What do I need?

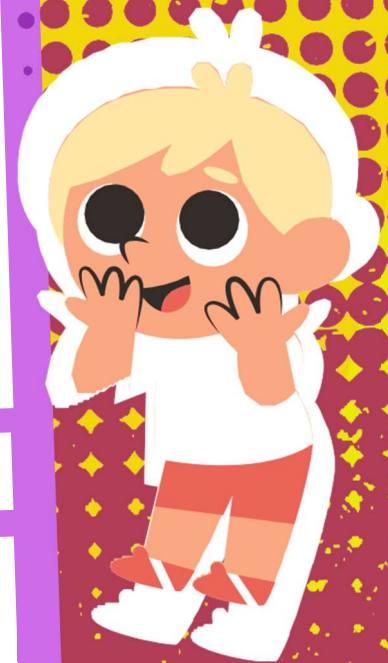
Shaker (Make your own shaker with your child using an empty dry plastic bottle half filled with rice), small objects eg. tins, rolled up socks





What will my child learn?

To develop their throwing and aiming skills.
To name and match colours, numbers and shapes.



Activity 1

Encourage your child to move around a space (garden / front room / park). When you shake the shaker your child should stop. Ask your child to shake a body part e.g. leg.

Activity 2

Aim and throw various objects into or at the different targets.

You could also:

1. Match colours
2. Keep score
3. Match numbers
4. Label the containers with numbers, colours or shapes.

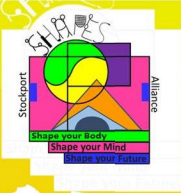
Activity 3

Encourage your child to lie on the floor and make their body as long as possible. Give them a feather to blow in the air.

What do I need?

Shaker. containers eg. plastic boxes, cups/pans/baskets/cardboard boxes, rolled up socks, feathers.

THROWING



What will my child learn?

To sit up, stand up and balance on various parts of the body.



BALANCING

What games can we play?

Activity 1

Sing, 'The Grand Old Duke of York'. Encourage your child to stamp their feet. Try singing it again but using tiptoes this time.

Activity 2

Play music encouraging your child to move freely. Stop the music and suggest a bending / twisting position to hold e.g. touch your toes.

Other things to try:

- Try and balance on one leg.
- Stretch up high to the sky.
- Twist to the left / right.
- Balance with eyes closed.

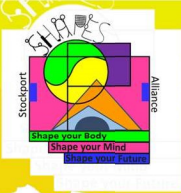
Activity 3

Sing 'Hush A Bye Baby'. Sit on the floor and rock slowly from side to side whilst singing. At the end, curl into a ball and pretend to fall asleep. Count to 10 slowly and then wake up.

What do I need?

Dancing music





BOUNCE

What will my child learn?

To develop skills and show control when hopping, skipping, jumping and stopping.



What games can we play?

Activity 1

Traffic Light Game

Encourage your child to move around the space. When you shout 'red' and show a red object/sign, they must stop. When you shout 'green' and show the green object/sign, they must run. When you shout 'amber' and show the amber object/sign, they must walk.

Activity 2

Demonstrate how to hop, skip and jump. Encourage your child to experiment with these actions independently (whilst listening to music). When the music stops, ask your child to freeze.

Now try:

Travelling in different directions e.g. hopping sideways, backwards.

Using the shaker instead of music.

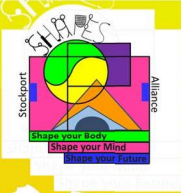
Activity 3

Lie on the floor and blow a feather into the air.

What do I need?

Red, green, amber objects/signs, music, feather.





What will my child learn?

To manage their body to create intended movements.



JUMPING

What games can we play?

Activity 1

Using a scarf, dance freely to the music.

Activity 2

Encourage your child to jump in different ways using animal names e.g. bunny hops, frog jumps, kangaroo jumps. Chalk a line on the ground (or use a scarf) and encourage your child to 'jump over the stream'.

Now try:
Making the stream wider.

Copying each other.

Creating a sequence e.g.
1 hop, 2 jumps, 1 hop.

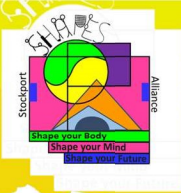
Activity 3

Crouch down in to a ball shape. Slowly count to ten whilst making a tall, thin shape. Count back to zero to make the ball shape again.

What do I need?

scarf, music, chalk





What will my child learn?

To manage their body to create intended movements.

To name and match simple colours.



REACH OUT

What games can we play?

Activity 1

Make a shape:

As tall as a tree
As small as a mouse
As thin as a pin
As wide as a house

Activity 2

Place four coloured objects in a circle. Stand in the middle of the objects. Ask your child to reach out to a coloured object with their leg trying to keep their balance.

Now try:

Using different parts of the body

Labelling the objects with shape or number labels and ask your child to reach out to a shape / number.

Activity 3

Lie on the floor and stretch out to make a long, thin shape. Encourage your child to slowly curl up into a ball whilst you count down from ten.

What do I need?

8 x Coloured objects (4 for you, 4 for your child) eg. different coloured socks/toys, 8 x shape labels, 8 x number labels.





What will the children learn?

To manage their bodies



BALANCE

Learning Intentions

For the children to be able to manage their body to create intended movements.

Teaching Points Encourage Children to:

Keep their heads up.
Keep the body centred over the base.

Resources

Music
Tambourine
Shaker
Animal Pictures

Activity

Explore the different ways in which animals walk e.g.:

Spider: On all fours
Crab: Moving sideways
Frog: Jumping forwards
Ostrich: Walking forwards with hands on ankles

Rhymes & Songs

'Incey Wincey Spider'
'Down in the Jungle Where Nobody Goes'
'Caterpillar, Caterpillar'

Cool Down Tip-Toe To Bed:

Children tip-toe around the space slowly. When they hear the tambourine/shaker they find a space, then curl up slowly and pretend to go to sleep.

Key Questions and Vocabulary

Questions: Can you jump sideways? What if...? How could we...?

Vocabulary: Animal names, forwards, sideways, backwards

Easier

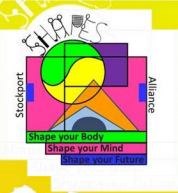
Hold for shorter periods of time.

Harder

Hold for longer periods of time.

Experiment with different ways of moving.





What will the children learn?

To run at different speeds and in different directions.



Learning Intentions

For the children to be able to run at different speeds and in different directions.

Activity

Ask the children to run slowly in and out of each other without bumping. On a given signal, children walk, stop, jog, run faster.

Warm Up Beans Game

Runner Bean:
Jogging on spot

Jumping Bean:
Jumping on spot

Frozen Bean:
Stand like statues

Jelly Bean:
Shake all over

Broad Bean:
Stretch out wide

Easier

Reduce speed of movement to just walking and stopping.

Harder

Gradually increase speed.

Alter cues, signs, signals for changes in speed e.g. colours.

Look, Listen, Note

How the children move without bumping into each other.

How the children adjust speed and change direction in response to a signal.

Key Questions and Vocabulary

Questions: Can you make a pattern? What if...? How could we...?

Vocabulary: Jog, run, fast, slow, forwards, backwards, speed.

Resources

Stop sign or signal e.g. tambourine/shaker.
Variety of percussion instruments to use as signals for movement e.g. drum to determine speed.

Teaching Points Encourage Children to:

Look where they are going.

Run on balls of feet.

Move opposite arms and legs.

Lean forwards to go faster.

Keep in own space.



AGILITY



BALANCE



What will the children learn?

To manage their body to create intended movements.

To name and match simple colours.



Easier

Make a smaller shape with spots or objects

Harder

Increase the size of the shape for a longer stretch.

Put one hand on head.

Do at a faster pace.

Learning Intentions

For children to manage their bodies to create intended movements.

Warm Up Make a shape as:

Tall as a tree.
Small as a mouse.
Thin as a pin.
Wide as a house.

Look, Listen, Note

How children respond to instructions.

How children are able to demonstrate skills independently.

Teaching Points Encourage Children to:

Use arms to counterbalance
Keep head up and steady.
Bend knees to lower their body.
Keep the body low to the ground for stability.
Keep upper body over the base.

Cool Down Circle and Stop:

Children hold hands in a circle with the adult. They walk around in a circle with their steps gradually getting slower and slower. They then sink down into a ball.

Activity

Place four coloured spots (or objects) in a space. Child stands in middle. Child is encouraged to reach out to one spot with one leg whilst maintaining balance.

Key Questions and Vocabulary

Questions: Can you jump sideways? What if...? How could we...?

Vocabulary: Stretch, touch, arms, legs, balance.

Rhymes & Songs

'I'm a Little Teapot'
'Dingle Dangle Scarecrow'
'The Hokey Cokey'

Resources

Coloured Spots
Cones
Numbers
Shapes
Teddies (or other objects)



What will the children learn?

To manage their body



Easier

Keep movements slow and balances shorter.

Harder

Try faster movements.

Can children hold the balance for longer?

Try working with a partner as a 'mirror'.

Can the children balance with their eyes closed.

Learning Intentions

For the children to be able to sit up, stand up and balance on various parts of the body.

Warm Up Grand Old Duke of York

Children stamp their feet then tip toe. Sing the song alternating between stomping and walking on tip toes.

Look, Listen, Note

How the children respond to the music.

The children's developing skills as they twist, bend and balance.

Activity

The children move freely to music. When the music stops they are encouraged to bend and twist in different directions holding the balance.

Teaching Points Encourage Children to:

Move feet to counterbalance the arms.

Control the speed of movement of the arms to avoid overbalancing.

Ensure that the lower body provides a good base of movement for the upper body.

Rhymes & Songs

'I'm a Little Teapot'
'Dingle Dangle Scarecrow'
'The Hokey Cokey'

Key Questions and Vocabulary

Questions: Can you jump sideways? What if...? How could we...?

Vocabulary: Twist, bend, forwards, backwards, sideways, balance.

Resources

Music
Tambourine
Shaker



BALANCE



What will the children learn?

To manage their body to create intended movements.

COORDINATION

Teaching Points Encourage Children to:

Keep feet parallel.

Start with arms at the side of the body, drive backwards, forwards, and upwards.

Lean slightly forward, extend legs and drive upwards, straighten and control spine.

Keep head up to avoid over-rotation.

Focus on coordination of arms and legs in rhythmical action.

Learning Intentions

For the children to be able to manage their body to create intended movements.

Warm Up 5 Little Speckled Frogs

Encourage children to act out the rhyme.

Key Questions and Vocabulary

Questions: Can you jump sideways? What if...? How could we...?

Vocabulary: Animal names, forwards, sideways, backwards

Rhymes & Songs

'5 Little Ducks'
'5 Little Speckled Frogs'
'Peter Rabbit Has A Flu Upon His Nose'
'See the Little Bunnies Sleeping'

Resources

Animal Pictures
Chalk
Streamers
Ribbons

Easier

Keep the stream narrow.

Teacher holds one hand to help balance.

Harder

Make the stream wider.

Try combinations of jumps e.g. two footed, hop, step, hop etc.

Copy a partner.

Activity

Encourage children to jump in different ways using animal names e.g. bunny hops, frog jumps, kangaroo jumps. Chalk a line on the ground or use streamers, or ribbons and encourage children to 'jump the stream'.



What will the children learn?

To develop their throwing and aiming skills.
To name and match colours, numbers and shapes.

Easier

Use ramps and objects to explore trajectory, force and speed.

Increase size of target.

Encourage children to move closer to target.

Harder

Encourage children to move further away from target.

Use smaller targets.

Learning Intentions

For the children to develop their throwing and aiming skills.

Teaching Points Encourage Children to:

Position body sideways onto the target.

Move the opposite foot to arm forwards.

Transferring weight from back foot to front foot whilst throwing.

Look, Listen, Note

Children developing coordination and ball skills. The variety of ways children control and manage equipment.

Activity

Aiming and throwing a variety of objects e.g. bean bags, soft balls, into or at targets.

Resources

Stop sign or signal
Soft objects e.g. balls, bean bags.
Baskets, buckets, hoops, washing line.

Key Questions and Vocabulary

Questions: Can you...? What if...? How could we...?

Vocabulary: Arms, legs, feet, head, follow through.

COORDINATION





What will the children learn?

To manage their body to create intended movements.



Easier
Smaller obstacles.
Shorter course.
Avoid time constraints.

Learning Intentions

For the children to manage their bodies to create the intended movements; to overcome the obstacles at a safe speed.

Warm Up

Place cones on the floor for children to move in and out of. Encourage the children to change direction on command.

Look, Listen, Note

How do the children co-ordinate their actions to move around the obstacle course.

The different ways the children find for moving over, under and through obstacles.

Resources

Benches
Hoops
Cones
Coloured Spots
Mini-Hurdles
Crates
Blocks
Barrels

Activity

Build obstacle course with available equipment. Demonstrate how to complete the obstacle course.

Avoid excessive height. Position an adult at potentially difficult points.

Teaching Points Encourage Children to:

Keep head up.

Run on balls of feet.

Take small steps when changing direction.

Move at an appropriate speed.

Key Questions and Vocabulary

Questions: Can you...?
What if...? How could we...?

Vocabulary: Under, over, through, on, in, across, around.



AGILITY



What will the children learn?

To develop skills and show control when hopping, skipping, jumping and stopping.

Learning Intentions

To develop skills and show control in being able to hop, jump, skip and stop.

Warm Up

Children move around using various movements e.g. running, skipping, hopping. Using a stop signal e.g. red stop sign or tambourine, encourage the children to stop on demand.

Key Questions and Vocabulary

Questions: Can you jump sideways? What if...? How could we...?

Vocabulary: Higher, forwards, backwards, sideways, fast, slow.

Easier

Using simple movements only e.g. running and walking.

Harder

Introduce traffic light colours for warm up game.

Move in different directions.

Move around markers.

Copy a partner as a mirror.

Look, Listen, Note

How children respond to a stop signal.

How children are able to demonstrate skills independently and confidently.

Activity

Demonstrate hopping, skipping and jumping. Encourage children to experiment with actions independently and stop on given command.

Demonstrate travelling in different ways and directions using different combinations of hops, skips and jumps.

Teaching Points Encourage Children to:

Move with confidence in a variety of ways.

Manage their body to create the intended movement.

Bend knees before driving into the air keeping head up.

Resources

Music
Tambourine/Shaker
Red Stop Sign
Green Go Sign



AGILITY