



**Let's
get moving**



A Movement Programme giving advice and strategies on the importance of physical activity and how to engage children in movement skills/games.

This programme is an early intervention tool that supports development of a child's motor coordination skills.

It is expected a child will have completed a movement programme, for at least one term, before referral to the Children and Young People's Therapy Service is completed.

Name of authors	• Joanne Gould Children's Occupational Therapist • Lana Parker Children's Occupational Therapist • Karen Scribbins Children's Occupational Therapist
Music	• Ollie Simmons (2022)
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“Let’s get Moving” Movement Programme for Mainstream & Special Schools

Benefits of movement:

Movement is beneficial and important for all children for the following:

- Strengthening their bones, muscles, heart and lungs.
- Improving their coordination, balance, posture and flexibility.
- Helping them to stay healthy.
- Reducing their risk of heart disease, cancer and type-2 diabetes later in life.
- It also plays a key role in development and learning. The best way for children to learn, no matter their ability, is through play as they can discover new things and have fun and it supports the development of social interaction and peer relationships.

Reference:

[https://www.gov.uk/government/news/new-guidelines-to-support-disabled-children-to-be-more-active 2022](https://www.gov.uk/government/news/new-guidelines-to-support-disabled-children-to-be-more-active-2022)



The 'right' movement activity for each child:

- 1. Individualised movement:** Movement of any type is valuable; however, children have different needs and capabilities and therefore it is important that the physical activity they take part in is individually tailored to their abilities.
- 2. Positions for movement:** It is important to consider the different positions that children can maintain in relation to individual abilities as this will increase body awareness and prevent boredom when completing such activities. For example, wheelchair users can be in their wheelchair, in a different suitable chair or hoisted out on to the floor. Mobile children can complete activities in standing, sitting, kneeling or lying (front, back or side).





3. **Grading:** Grading simply means increasing or decreasing the difficulty of the movement so it provides the 'just right challenge'. This can be achieved by grading the specific movement task or adjusting equipment being used. For example, if a child is developing their throwing and catching skills you may want to start with bubbles, balloons, or scarves that fall more slowly so are easier to catch.
4. **Movement set up:** As with other fun activities, movement tasks can be done individually or in small groups. Small group work has the added bonus of also developing social interaction, turn taking and communication skills.
5. **Government guidelines:** It is suggested that children should undertake 120 to 180 minutes of aerobic physical activity per week at a moderate-to-vigorous intensity – this can be achieved in different ways (for example, 20 minutes per day or 40 minutes 3 times per week) through activities such as walking or cycling



References:

<https://www.gov.uk/government/news/new-guidelines-to-support-disabled-children-to-be-more-active>

<https://www.nhs.uk/live-well/exercise/exercise-guidelines/physical-activity-guidelines-children-and-young-people/>



Movement Stars



Movement Stars



Stephen Miller - Born with Cerebral Palsy which effects balance and coordination, Stephen Miller competes in field athletics.

He's represented Great Britain for over 20 years gaining an extensive medal haul. He received the MBE award for services to sport in



Ellie Simmonds – 24-year-old Paralympic swimmer has won 4 gold medals at the last two Paralympic Games.

Ellie's disability is classified as Ancondroplasia dwarfism. She first became interested in swimming at the age of 5.



Ade Adepitan - is a wheelchair basketball Paralympian, TV presenter, travel journalist and children's author. His career spans over 20 years including winning four medals in the Paralympics.



Michael Jordan – Considered by many to be the best professional basketball player in history, Michael Jordan, who dazzled fans with his moves on the court, was later diagnosed with ADHD



Will Bailey - British professional Paralympic table tennis player, ranked world number 1. He is the 2016 Summer Paralympics Games gold medallist and the 2014 World Champion.

He was born with arthrogryposis which affects all four of his limbs.



Tani Grey-Thompson - spina bifida and is a wheelchair user. She is one of the most successful disabled athletes in the UK. Her fifth and last Paralympic Games were in Athens (2004) where she won two gold medals in wheelchair racing.



Activity sheets



Balance

These activities will help develop gross motor skills such as motor planning, proprioception, body awareness, bilateral integration, pelvic stability and balance.

Balance includes static balance and dynamic balance.

A child's static balance refers to their ability to maintain a position without moving such as sitting or standing independently without falling.

Dynamic balance refers to the ability to maintain a position while moving such as walking, running, standing up, hopping or kicking a ball.

Positions for Play:

Upright (standing) – U



Wheelchair – W



Sitting – S



Kneeling - (High, Conventional, 4 point) – K



Lying (therapy bed/floor/wedge) – L



Gym ball – G





Resources for Play:

Additional items to support use of balance:

Wobble boards	Stilts	Walking cups
Quoits	Masking tape	Step
Stepping stones	Ball	Gym ball
School bench	Balance beam	Wedge
Bean bag	Bucket/container	Ladder
Floor piano	Hover board	Bowls/skittles

Activity Ideas

Static balance

1. Balance on one leg whilst other leg is raised on a static object such as a low step, box, bench, beam etc (U).
2. Balance on one leg whilst other leg is on an unstable, dynamic or moving object e.g., cushion, wobble board, gym ball, uneven surface, scooter board, spinning dish/rocking bowl etc (U, K).
3. Balance raised foot on a ball, ball to positioned inside a quoit to prevent ball from rolling (U).
4. Balance raised foot on a ball (U).
5. Balance with leg raised – see grading section for how to progress (U, W, S, G).
6. Kick a stationary ball with raised foot (U, W, S, G).



7. To stop and then kick a moving ball with the raised foot (U, W, S, G).
8. Have markers on the floor that the raised foot has to touch (U, W, S, G).
9. Have markers (colours, shapes, numbers, pictures etc.) on a wall and the child has to touch them with the knee of the raised leg (U).
10. Balance with leg raised in front of body (U, W, S, G).
11. Balance with leg raised to the side of the body (U, W, S, G).
12. Balance with leg raised behind the body (U).
13. Place beanbag onto one foot. The child has to maintain balance whilst lifting the foot, ensuring the beanbag stays on the foot, with the aim to place the beanbag in a bucket/container or give it to an adult (U, W, G).
14. Legs to be positioned one in front of the other and then as progressing lower into a lunge (U).
15. Squats (U)



16. Pulling a rope between two people (Similar to tug of war) (U, W, S, K, G).
17. Maintain balance when throwing, catching, rolling or popping (i.e. bubbles) whilst at the same time leaning out of their base of support (U, W, S, K, G).

Dynamic Balance

1. Walking between markers (U).
2. Walking across stepping stones, they could be different textures (U).
3. Walking between two parallel lines (U).



4. Walking on a line, both flat and textured i.e. a rope (U).
5. Walking on a line, heel to toe with feet being placed on the line (U).
6. Walking backwards between two parallel lines (U)
7. Walking backwards on a line (U).
8. Walking heel to toe backwards on a line (U).
9. Walking between parallel lines that curve of zig zag (U).
10. Walking on a curved or zig zag line (U).
11. Walking heel to toe on a curved or zig zag line (U).
12. Walking on a curved or zig zag line backwards (U).
13. Walking backwards heel to toe on a curved or zig zag line (U).
14. Tape a ladder pattern onto the floor and the child has to step between the rungs or on each rung. Alternatively, an actual ladder could be used (U).
15. Walking using stilts or walking cups (U).
16. Walking along a moving object, trim trail, rope etc (U).
17. Walking along a rope bridge – both static and moving.
18. Hopping - this could be forwards, backwards, sideways, zig zagging, along a line, on the spot, to markers etc (U).
19. Move from kneeling to high kneeling and then into half kneeling and then stand (U).
20. Move from kneeling to high kneeling and alternate between high kneeling and half kneeling (K).
21. Hopscotch (U, W).
22. Yoga positions (U, W, S, K, G). Use a search engine to explore yoga for children – there are many resources online.



Obstacle course

1. Create an obstacle course inside or outside. Encourage the child to step over small obstacles, side- step around structures, walk along lines, squat to the floor or step up and down onto blocks (U).

Non ambulant balance

This is predominantly for children who are normally wheelchair dependent, as they should be encouraged to take part in physical activities.

1. In the chair the child to raise a leg (W, S, G).
2. In the chair the child raises both legs up (W, S).
3. An adult to place a beanbag onto the child's foot, the child has to raise their leg and place the beanbag into a bucket/container or pass to an adult (W, S, G).
4. Child to lean out of their base of support (if safe to do so). They could reach forwards or to the side, high or low to retrieve items, pop bubbles, touch a target etc. (W, S, K, G).
5. Child can play a game such as bowls/skittles (W, S, K, G).

Grading:

The activity can be graded by:

- The position the child is in (standing, sitting, wheelchair etc).



- Having eyes closed during balance tasks is far harder than having eyes open. This does need to be remembered when working with children who are visually impaired as it may be harder for them to complete balance tasks.
- Vary the support offered, reducing as the child increases their skills.
- When balancing on one leg consider where the raised foot is placed. It is easier for the foot to be slightly raised by bending the knee and then placed against the opposite leg, other positions may include putting the raised foot on top of the other foot, placing the raised foot against the standing leg, holding the raised leg with their upper limbs
- Vary the thickness of lines and the distance between parallel lines – the thinner and closer the more the challenge.
- Vary the distance between markers.
- Vary the size of markers.
- Vary the surface that the child has to balance on, flat even surfaces are easier than raised or uneven surfaces.
- Increase or decrease the distance walked or the amount of steps/hops achieved.
- Use patterns of movement i.e. when touching markers have to follow a numerical sequence, colour sequence, tap out a musical tune etc.
- Height and width of items being balanced on can be altered – the higher and thinner the more the challenge.



- Increase or decrease the time that the child is expected to balance.
- Increase or decrease repetitions required.
- Increase or decrease the speed required – slowing down and moving more quickly are more challenging than completing at a normal pace.
- Whilst balancing the child has to throw and catch – this can be to the midline or off if wanting to provide more of a challenge.
- If available, equipment such as roller skates, skateboards, scooter boards, hover boards, balance bikes, scooters, tricycles and bicycles can all be used very effectively to work on a child's balance.
- Use of timers and scoring to help monitor progress. Some children can also be given the opportunity of using the timer and recording the scores.
- Consider the child's self esteem and confidence. If this is low, working 1:1 with an adult may be advised. If the child is more confident in their skills they can work in small groups and for some children it may be that a competitive element can be introduced i.e. races, scores, times achieved etc.



Ball Skills

These activities will help develop fine and gross motor skills such as crossing midline, shoulder, core and pelvic stability and strength, bilateral integration, motor planning, hand/eye coordination and body awareness.

Prior to rolling, bouncing, throwing and kicking it is important that the child is allowed to explore the items that will be used and how the items feel and respond to their touch. This will allow the child to be familiar with the item and be confident to use it.

They should be encouraged to pick the item up, touch it, squash it between their hands and legs, hit and tap it against their body parts, roll it over and around their body.

For all of the following activities consider if music or rhythm can be used to positively enhance the experience.

Patterns of movement or using colour can further adapt activities i.e. they have to roll it so many times, then bounce it a number of times and then throw and catch. Or use coloured spots that they have to bounce the ball on.



Positions for Play:

Upright (standing) – U



Wheelchair – W



Sitting – S



Kneeling-(High, Conventional, 4 point) – K



Lying (therapy bed/floor/wedge) – L



Gym ball – G



Resources for Play:

Items to roll, bounce, throw & catch-

Cuddly toy

Balls of varying sizes

Tennis ball

Whizz ball

Bowling balls

Velcro darts/balls

Chiffon scarf

Foam football

Beach ball

Soft cricket ball

Boules

Balloon, empty or with rice inside

Bean bags

Football

Gym Ball

Juggling ball

Gloves



Additional items to support catching:

Bucket	Towel
Large scarf	Hoop
Basketball net	Goal
Velcro pad	

Activity Ideas

Rolling a ball

Vary the size of balls used (U, W, S, K, L, G).

1. Rolling can be to and from another person or rolled and rebounded from a hard surface/wall. (U, W, S, K, L, G).
2. Roll the balls into a hoop or a large goal. (U, W, S, K, L, G)
3. Roll a ball down a tube/slope/ramp into a bucket, hoop etc. (U, W, S, K, L, G).
4. Roll a ball up the wall to above the head and hold for a count of 5 and then roll the ball back down the wall with control. (U, W, S, K, L, G).
5. Roll the balls to a target such as skittles. Consider a game of Boules to help develop precision and aim (U, W, S, K, L, G).

Bouncing a ball

Vary the size and type of balls used (U, W, S, K, G).

1. Bounce & catch. Child can bounce the ball in a variety of positions including bouncing a ball against a wall (U, W, S, K, G).
2. Bouncing it on the spot (U, W, S, K, G).



3. Bouncing on the spot with alternate hands (U, W, S, K, G).
4. Bouncing a ball whilst moving (U, W, K – an adult may be needed to support movement in the wheelchair, whilst the child bounces the ball initially).
5. Bouncing a ball with a visual marker i.e. straight line, zig zag line, coloured spots, either side of a line etc. (U, W, K).

Throwing a ball/item-

Vary the size and type of item to throw and catch (U, W, S, K, L, G).

1. The item to be passed to someone else (U, W, S, K, L, G).
2. Child can practice their force and aim of throw before being able to effectively catch (U, W, S, K, L, G).
3. Throw ball/item to a partner or to a wall/firm surface (U, W, S, K, L, G).
4. Throw ball/item into the air above the head and catch as it falls back down (U, W, S, K, G).
5. Aim their ball/item at a target (this can be as large as a goal or as small as an X on the floor or a basketball ring. Consider use of Velcro darts/balls and there are commercial games available (U, W, S, K, L, G).
6. As skills progress, they can complete throwing & catching in a small group and learn to throw/catch across the circle of people (U, W, S, K, G).



7. Use of a parachute within a small group can also help with learning to roll, throw and catch balls. As an alternative see how long the group can keep the ball in the air before it falls off the parachute (U, W, S, K). Again, this can be upgraded to the amount of items being thrown at any one time (4 people and 1 item/ball can progress to 4 people and 3 items/balls).



Kicking a ball

1. Kicking a ball whilst it is balanced on a quoit (U, W, S, G).
2. Kicking a ball with force. Initially the ball may need to be stabilised i.e. balanced on a quoit but this can be removed as the child's skill improves (U, W, S, L, G - children who are lying can be supported to achieve this but may have reduced force).
3. Kicking a ball with direction – towards a target/area. Initially the ball may need to be stabilised i.e. balanced on a quoit but this can be removed as the child's skill improves (U, W, S, L, G - children who are lying can be supported to achieve this but direction will be dependent on their positioning).
4. Kicking a ball with accuracy – to hit a specific target/area. Initially the ball may need to be stabilised i.e. balanced on



a quoit but this can be removed as the child's skill improves (U, W, S, L, G - children who are lying can be supported to achieve this but accuracy will be dependent on their positioning).

5. Kicking a ball using a combination of two of the above i.e. force and direction. Initially the ball may need to be stabilised i.e. balanced on a quoit but this can be removed as the child's skill improves (U, W, S, L, G).
6. Kicking a ball with force, direction and accuracy. Initially the ball may need to be stabilised i.e. balanced on a quoit but this can be removed as the child's skill improves (U, W, S, L, G).
7. Stationary kicking (ball and child are still) – to another person, target or a firm surface. Initially the ball may need to be stabilised i.e. balanced on a quoit but this can be removed as the child's skill improves (U, W, S, L, G).
8. Stationary kicking a moving ball (child is still, ball is coming towards them) (U, W, S, L, G)
9. Stationary stopping (trapping) a moving ball and then kicking the stopped ball away (U, W, S, G).
10. Kicking a stationary ball when the child is moving. Initially the ball may need to be stabilised i.e. balanced on a quoit but this can be removed as the child's skill improves (U, W).
11. Kicking a moving ball when the child is moving (U, W).
12. Child to control/dribble a moving ball around cones/markers. Initially start with cones and markers some distance apart and decrease this distance (and the size of the markers) as skills improve (U, W).



Grading:

The activity can be graded by:

- The position the child is in (standing, sitting, wheelchair etc.).
- Consider if hand over hand assistance is required and as skills progress reduce the amount of hands on needed.
- Consider how close they are to the other person, wall, container they are throwing at.
- Accuracy of aim, target can be close and large to start with.
- Weight and size of ball, start with larger, lighter items such as scarf, balloon, cuddly toy, beach ball etc. and progress to heavier and/or smaller ball/items.
- The child can use other items as well as hands to catch a ball, balloon etc. such as a towel, bucket, lap, into a goal etc.
- Record the amount of targets hit, skittles knocked down etc.
- Use of timers and scoring to help monitor progress. Some children can also be given the opportunity of using the timer and recording the scores.
- Consider the child's self esteem and confidence. If this is low, working 1:1 with an adult may be advised. If the child is more confident in their skills they can work in small groups and for some children it may be that a competitive element can be introduced i.e. races, scores, times achieved etc.



- For children where movement skills are a relative strength consider progression with ball skills such as 'keepie uppies', 'around the world' and juggling etc.



Bats & Balls

These activities will help develop fine and gross motor skills such as crossing midline, shoulder, core and pelvic stability and strength, bilateral integration, motor planning, hand/eye coordination and body awareness. It will also help the child start to judge force and direction of aim.

Prior to using different style bats and balls it is important that the child is allowed to explore the items that will be used and how the items feel and respond to their touch. They should be encouraged to pick the item up, touch it and feel the weight and texture of the racket/bat and balls. This will allow the child to be familiar with the item and be confident to use it.

For all of the following activities consider if music or rhythm can be used to positively enhance the experience.

Patterns of movement or using colour can further adapt activities i.e. they have to bat a ball so many times to the floor, in the air etc. Or use targets that they have to bat the ball/item on/to.



Positions for Play:

Upright (standing) – U



Wheelchair – W



Sitting – S



Kneeling-(High, Conventional, 4 point) – K



Lying (therapy bed/floor/wedge) – L



Gym ball – G



Resources for Play:

Balloon

Tennis ball

Beach ball

Shuttlecock

Hockey stick

Croquet game

Balloon with rice inside

Balls of varying sizes

Beanbags

Badminton racket

Velcro bats

Paddlebat and ball

Rounder's bat

Table tennis bat

Baseball bat

Tennis racket

Cricket bat

Golf club



Additional items to support bat & ball:

Hands	Gloves	Bat and ball skills
Traffic cone	Croquet hoops	Bean bags
Cones/markers	Quoit	Soft brooms
Net	Goals	Cushion
Bucket	Golf tees	Table *
Air hockey table	Swing ball	Velcro ball games
Cups for cup pong	Cup and ball game	
Table football	Pool/snooker table and cues	

* Consider a table with edging to prevent items falling to floor

Activity Ideas

In the air

Vary the size of the bat/racket and balls used. In lying it may need two people to bat a ball gently to each other (U, W, S, K, L, G).

Consider the child's ability to grip and any modifications that are needed to hold the bat/racket being used. Hand over hand assistance may be required to hold the bat/racket effectively (U, W, S, K, G).

1. Balance the ball/item onto the bat/racket. This can be held still, or the child can move around to designated markers (U, W, S, K, G). NB Whilst not strictly bat and ball balancing an egg on a spoon (in preparation for sports day!) could fall into this category.



2. Bat the item up and down from the bat/racket. Again, this can be stationary or as their skills improve, they can incorporate movement. In the first instance when mastering the skill paddle bats are ideal as the ball is attached (U, W, S, K, G).
3. Swipe/hit the item with the bat/racket. This can be to and from another person, or rebounded from a hard surface/wall (U, W S, K, L, G)
4. Bat the item to a target/partner, this can be made more challenging by introducing a net between the individuals (U, W, S, K, G).

Table-top

Vary the weight and size of items being used e.g. start with hands and a beach ball and progress to table tennis bat and ball (U, W, S, K, G).

1. To use hands to bat item across table-top (U, W, S, K, G).
2. To use bat/racket to move items across the table top (U, W, S, K, G).
3. Play table-top games – see additional resource list for ideas as there are commercial games available (U, W, S, K, G).



On the floor

Vary the weight and size of items that are being used
(U, W, S, K, L, G).

Consider the child's ability to grip and any modifications that are needed to hold the bat/racket being used. Hand over hand assistance may be required to hold the bat/racket effectively (U, W, S, K, G).

1. Hitting a ball/item whilst it is balanced on a quoit/beanbag (U, W, S, G).
2. Hitting a ball/item with force. Initially the ball/item may need to be stabilised i.e. balanced on a quoit/beanbag but this can be removed as the child's skill improves (U, W, S, G - children who are lying can be supported to achieve this but may have reduced force).
3. Hitting a ball/item with direction – towards a target/area. Initially the ball may need to be stabilised i.e. balanced on a quoit/beanbag but this can be removed as the child improves (U, W, S, K, G).
4. Hitting a ball/item with accuracy to hit a specific target/area. Initially the ball may need to be stabilised i.e. balanced on a quoit/beanbag but this can be removed as the child's skill improves (U, W, S, K, G).
5. Hitting a ball/item using a combination of two of the above i.e. force and direction. Initially the ball/item may need to be stabilised i.e. balanced on a quoit/beanbag but this can be removed as the child's skill improves (U, W, S, G).
6. Hitting a ball/item with force, direction and accuracy. Initially the ball may need to be stabilised i.e. balanced on a quoit/beanbag but this can be removed as the child's skill improves (U, W, S, G).



7. Stationary hitting a moving ball/item (child is still, ball/item is coming towards them) (U, W, S, G).
8. Stationary stopping (trapping) a moving ball/item and then hitting the stopped ball/item away (U, W, S, G).
9. Hitting a stationary ball/item when the child is moving. Initially the ball may need to be stabilised i.e. balanced on a quoit/beanbag but this can be removed as the child's skill improves (U, W).
10. Hitting a moving ball/item when the child is moving (U, W).
11. Child to control/dribble a moving ball/item with their bat/racket/stick around cones/markers. Initially start with cones and markers some distance apart and decrease this distance (and the size of the markers) as skills improve (U, W). Once these skills have been mastered, they can be incorporated into games such as croquet, cricket, tennis, rounders, badminton etc.



12. Dribble a ball/item along a line, follow a zig zag line or between parallel lines. Progress to creating your own obstacle courses, similar to a crazy golf lay out (U, W).



Grading:

The activity can be graded by:

- The position the child is in (standing, sitting, etc)
- Consider if hand over hand assistance is required and as skills progress reduce the amount of 'hands on' needed.
- Consider how close they are to the other person, wall, container etc. that they are hitting the ball/item at/to.
- Accuracy of aim, target can be closer/large to start with.
- If the child is struggling to hit, hit and hold or to hit a moving ball/item it can be stabilised on a traffic cone (for in the air activities), or quoit, golf tee, cushion, bean bag (for table- top and on the floor activities).
- Weight and size of ball, start with larger, lighter items and progress to heavier and/or smaller ball/items.
- Consider the weight and size of bat/racket being used – plastic alternatives may be useful in the first instance.
- Record the amount of targets hit, skittles knocked down etc.
- Use of timers and scoring to help monitor progress. Some children can also be given the opportunity of using the timer and recording the scores.
- Consider the child's self esteem and confidence. If this is low, working 1:1 with an adult may be advised. If the child is more confident in their skills they can work in small groups and for some children it may be that a competitive element can be introduced i.e. races, scores, times achieved etc.



Beanbags

These activities will help develop fine and gross motor skills such as crossing midline, shoulder stability and strength, bilateral integration, motor planning, hand/eye coordination and body awareness.

Positions for Play:

Upright (standing) – U



Wheelchair – W



Sitting – S



Kneeling-(High, Conventional, 4 point) – K



Lying (therapy bed/floor/wedge) – L



Gym ball – G



Resources for Play:

Coloured beanbags

Varied sizes and shapes of beanbags

Beanbags with varied fillings and weights



Additional items to support use of beanbags:

Bucket	Goal
Towel	Coloured spots
Large scarf	Targets/skittles
Basketball net	Hoops

Activity Ideas

Moving beanbags

1. Move bean bags from one container into another: vary the distance between the containers, the size of the containers, where the containers are positioned - one higher than the other, slide the beanbag down a ramp/bench into a bucket (U, W, S, K, L, G).
2. Include rotation of the body and passing the bag between hands, pick up bag from the left side with left hand, pass to the right hand and place in container on the right and vice versa (U, W, S, K, L, G).
3. Diagonally moving – pick up on left and place on right and vice versa (U, W, S, K, L, G).
4. Four-point kneeling or crawl position – child to place bean bag on their back. Move and then retrieve the bean bag from their back and place it onto a target or into a container(U).



5. For advanced skills: Consider using a crab position



The child places the bean bag on their stomach and then moves and retrieves the bean bag placing it onto a target or into a container or consider using a bridge position



(U).

6. Locate a beanbag under a selection of buckets
(U, W, S, K, L, G).
7. Pass a beanbag to another person (U, W, S, K, L, G).
8. Lying over a gym ball move the bean bags with one hand
(U, G).
9. Lying over the gym ball, throw the bean bags at a target
(U, G).

Body beanbags

1. Pass the bean bag around the body. Ensure the beanbag is passed from one hand to the other, both at the front and back of the body. This should be around waist height (U, W, S, K, G)
2. Place on head and move around the room (U, W, K, G).
3. Place on shoulder and move around the room (U, W, K, G).
4. Copy position of bean bag on folded elbow and move around the room (flick and catch!) (U, W, K, G).
5. Place on foot and move around the room (U, W).
6. Arms outstretched to the sides and place a bean bag on each hand and hold for set time, move around keeping arms straight (U, W, K, G).



Throwing a bean bag

Vary the size and type of filling of beanbag (U, W, S, K, L, G).

Child can practice their force and aim of throw before being able to effectively catch (U, W, S, K, L, G).

1. Throw item to a partner or to a wall/firm surface (U, W, S, K, L, G).
2. Aim their item at a target (this can be as large as a goal or as small as an X on the floor or a basket ball/netball ring (U, W, S, K, L, G).
3. As skills progress, they can complete throwing and catching in a small group and learn to throw/catch across a circle of people. Again, this can be upgraded to the amount of bags being thrown at any one time (4 people and 1 bag can progress to 4 people and 3 bags) (U, W, S, K, G).

Grading:

The activity can be graded by:

- The position the child is in (standing, sitting, wheelchair etc).
- Consider if hand over hand assistance is required and as skills progress reduce the amount of hands on needed.
- Consider how close they are to the other person, target, container they are throwing at/placing bags into.
- Accuracy of aim, target can be close and large to start with and progress to further away and smaller target.
- Weight and size of beanbag.



- The child can use other items as well as hands to catch a beanbag such as a towel, bucket, lap, into a goal, large parachute etc.
- Record the amount of targets hit, skittles knocked down, bags moved in a set time etc.
- Use of timers and scoring to help monitor progress. Some children can also be given the opportunity of using the timer and recording the scores.
- Consider the child's self esteem and confidence. If this is low, working 1:1 with an adult may be advised. If more confident they can work in small groups and for some children it may be that a competitive element can be introduced i.e. races, scores, times achieved etc.



Hoops

These activities will help develop fine and gross motor skills such as crossing midline, shoulder stability& strength, bilateral integration, motor planning, hand/eye coordination and body/spatial awareness.

Positions for Play:

Upright (standing) – U



Wheelchair – W



Sitting – S



Kneeling-(High, Conventional, 4 point) – K



Lying (therapy bed/floor/wedge) – L



Gym ball – G



Resources for Play:

Coloured hoops

Varied sizes of hoops

Hoops filled with rice/bells etc



Additional items to support use of hoops:

Coloured markers

Cuddly toy

Cones

Buckets

Skittles

Bubble mixture

Activity Ideas

Rolling hoops

1. Pick up the hoop and feel the weight and if the hoop is small enough to roll it over their body (U, W, S, K, L, G).
2. From a stationary position swing the hoop forwards and backwards. To be done on either side if feasible (U, W, S, K, G).
3. From a stationary position swing the hoop forwards and let go so that it rolls forwards (U, W, S, K, G).
4. From a stationary position swing the hoop forwards and let go so that it rolls towards a target/person. This can be enhanced by having the target/person further away or at an angle (U, W, S, K, G).
5. Child is still and they have to catch a hoop rolled to them (U, W, S, K, G).
6. Child moves to stop and catch a moving hoop (U, W).
7. The child is moving, and they are continuously rolling the hoop. This can be graded by distance, steps, time, slope, gradient etc (U, W).
8. The child will spin the hoop backwards but the actual hoop rolls forwards (U, W, S, K, G).



Body hoops

Vary the weight and size of hoops used – smaller and heavier will be more demanding (U, W, S, K, L, G).

1. Child is handed a hoop that they put over their head and pass down their body (if seated this will stop at the waist but if standing to get to floor level) (U, W, S, K, G).
2. Child to step/roll into the centre of a hoop (U, W).
3. Child steps into a hoop, picks up the hoop and manoeuvres it up over their body and over their head. This activity may need grading more than most i.e. if in a wheelchair will need to start at the waist and move up, they may need hand over hand assistance to achieve this or if only able to use one side of their body the child may need an adult to help with the other side of the hoop (U).
4. Swing hoop around arms and legs, each arm/leg, alternate arms/legs (U, W, S, L, G).



5. Hula hoop (U).
6. Skipping with a hoop (U).

Throwing a hoop

Vary the size and type of filling of hoop (U, W, S, K, L, G).

Child can practice their force and aim of throw before being able to throw/aim a hoop (U, W, S, K, L, G).

1. Place/drop a hoop over a small item (U, W, S, K, L, G).
2. Throw a hoop (U, W, S, K, L, G).



3. Throw a hoop over an item/target (U, W, S, K, L, G).
4. Throw a hoop with accuracy over an item/target (U, W, S, K, L, G).
Commercial games are available to practice this skill i.e. hoopla (U, W, S, K, L, G).

Grading:

The activity can be graded by:

- The position the child is in (standing, sitting, wheelchair etc).
- Consider if hand over hand assistance is required and as skills progress reduce the amount of hands on needed.
- Consider how close they are to the other person, target, they are throwing/rolling to.
- Accuracy of aim, target can be close and large to start with and progress to further away and smaller target.
- Record the amount of targets hit.
- Use of timers and scoring to help monitor progress. Some children can also be given the opportunity of using the timer and recording the scores.
- Consider the child's self esteem and confidence. If this is low, working 1:1 with an adult may be advised. If the child is more confident in their skills they can work in small groups and for some children it may be that a competitive element can be introduced i.e. races, scores, times achieved etc.
- If movement skills are a relative strength, consider transferring the hoop from one arm/leg to another whilst the hoop is moving.



- Using more than one hoop during the activity i.e. rolling two hoops or spinning two hoops.



Jumps

These activities will help develop gross motor skills such as motor planning, crossing midline, bilateral integration, proprioception, core stability and balance.

Positions for Play:

Upright (standing) – U



Wheelchair – W



Sitting – S



Kneeling-(High, Conventional, 4 point) – K



Lying (therapy bed/floor/wedge) – L



Gym ball – G



Resources for Play:

Space



Additional items to support use of jumps:

Hoop	Low steps
Markers	Hurdles
School bench	PE mats/gym mats
Stepping stones	Hopscotch
Sack	Gymnastic horse
Springboard	Trampoline/trampoline
Long jump	High jump

Masking tape to create lines and shapes
Bouncy castle/ inflatable toys
Pogo stick/ Pogo ball/Pogo ball with stick jumper
Any item that can be jumped over (used as a marker) or onto.

Activity Ideas

Jumping two feet together

1. Jump on the spot. In the first instance they may need an adult to hold their hands to provide support (U).
2. Jump onto different textures to provide some sensory input i.e. bubble wrap, metallic paper, grass, sand, padded mats, textured stepping stones etc. (U).
3. Use of trampoline, start with a trampoline that has a handle and progress to one without. A trampoline can be used when the child has mastered the skill of jumping and landing without support (U).
4. Jump with on the spot a consecutive amount of jumps or a number of jumps in a set time (U).
5. Jump from A to B (U).
6. Jump from A to B over a marker (U)



7. Jump into and out of a hoop or tapped shape on the floor (moving forwards) (U).
8. Jump over a line forwards, backwards, sideways and progress to zig zag jumping (U).
9. Jump in a sack (U).



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10. Jump including arm movements i.e jumping jacks or star jumps (U).
11. Complete scissor jump legs, then add arms jumping moving same side arm and leg and progress to jumping and moving opposite side arm and leg (this type of movement may also be described as spotty dogs) (U).

Jumping and landing with alternate feet.

1. Jump to a marker moving from A to B (U).
2. Jump over a marker moving from A to B (U).
3. Jump forwards, backwards, sideways and zig zag (U).
4. Use of trampette/trampoline landing on alternate feet (U).
5. Jump over items e.g. hurdles (U).

Jumping off (can land with two feet together or alternate feet)

1. Jump off a small step, box, school/therapy bench or any low item (U).
2. Jump off an item and land on different textured surfaces (U).
3. Jump into water i.e. swimming pool (U).



All of the above could be done individually or as team games and they could include timings, scores, music etc.

Jumping on (land with two feet together)

1. Jump onto a small step, box, school/therapy bench or any low item. Assistance may be required at first to assist with gaining upward lift of the body (U).
2. Jump onto different non-slip surfaces (U).

Obstacle course

1. Once the child has mastered the individual activities consider if the child, team and supporting adults could create an obstacle course that includes all aspects of jumping (jump from A to B, across stepping stones, over a hurdle, off a step, onto a bench and then jumping on the spot).

Non ambulant jumping

This is predominantly for children who are normally wheelchair dependent, but they should be encouraged to take part in physical activities.

1. In the chair they should move their legs to complete a jump with alternate feet (like marching) (W, S)
2. In the chair move their legs to complete a jump with alternate feet or both feet together landing on different textured surfaces (W, S)
3. Moving both feet together move then forwards, backwards and side to side (W, S).



4. Moving feet, either alternately or together, to touch markers. This can be forwards, backwards, sideways or a circular pattern going from one side to another (W, S).
5. Use equipment under feet to encourage a jumping movement i.e. wobble cushion or pogo ball (W, S).
6. Jumping jack from seated position including use of arms (W, S).
7. Hopscotch patterns with feet i.e. feet together and feet apart (W, S).

Grading:

The activity can be graded by:

- The position the child is in (standing, sitting, wheelchair etc).
- Start activities with a stationary stand and jump and then progress to moving and jumping i.e. stepping stones or hurdles.
- Initially the child may need to hold onto an adult or firm surface when learning to jump. This should be reduced as their skills increase.
- Increase or decrease the taped shape and size of hoop dependent on the child's ability.
- Increase the height that the child jumps onto, off or over as their skills increase.
- Increase or decrease the distance between markers and the type of marker used.
- Consider adding music to the activities – they can complete the activity to the beat.



- Consider the child's self esteem and confidence. If this is low, working 1:1 with an adult may be advised. If the child is more confident in their skills they can work in small groups and for some children it may be that a competitive element can be introduced i.e. races, scores, times achieved etc.



Skipping

These activities will help develop gross motor skills such as crossing midline, shoulder stability and strength, bilateral integration, motor planning, core stability and balance.

Positions for Play:

Upright (standing) – U



Wheelchair – W



Sitting – S



Kneeling-(High, Conventional, 4 point) – K



Lying (therapy bed/floor/wedge) – L



Gym ball – G



Developmentally children learn to jump before they can hop or skip (see jumps advice sheet). Skipping is a complex skill to learn. It involves the legs and arms working at the same time but doing different things. This means that rhythm and timing are important. Skipping can take place on the spot but also when moving, children can find one way easier than the other so both may need to be trialled.



Before your child can learn to skip, they need to be able to complete all of the following steps separately before trying to combine them:

- Jump/hop over a rope laid on the floor.
- They need to be able to hold and turn the rope without needing to jump.
- Jump on the spot 10 times or hop from one foot to the other staying in the same place 10 times.
- Move their arms and legs at the same time e.g. doing jumping jacks/star jumps.
- Time their jump/hop – can they jump/hop in time with a beat? Try the activity with rhythmic music, stronger beats are easier to follow.

Resources for Play:

Skipping rope

Space

Additional items to support skipping

Masking tape

Markers

Activity Ideas

Learning to skip

1. March with high knees. Keep eyes forwards and swings arms opposite to the knee that is being raised (U).



2. Jump with both feet together (U).
3. Learn to hop on both legs(U).
4. Practice galloping – running a room (U).
5. Once the above have been mastered practice skipping on the spot (like a march with an added jump) (U).
6. The basic skipping motion is step, hop, step, hop etc. This can be practiced at a slower speed to aid precision. Speed up as ability allows (U).

Learning to skip with a rope

1. Hold the rope in both hands so that it touches the ground behind them. Encourage the child to lift their arms so the rope lifts up and swings against their legs. Repeat this 5-10 times (U).
2. Encourage the child to move the rope up and over their head so that it lands in front of them (U).
3. When the child can do this, they can practice stepping/jumping over the rope (U).
4. Remind the child to wait for the rope to hit the ground before they jump over it. Speed up the activity as able (U).
5. Allow the child to skip on the spot or if able to skip moving around the room (U).





6. Provide obstacles for the child to skip around (U).
7. Provide markers for the child to skip in between (U).
8. Children to have skipping races (U).

Skipping rope games (this is for two or more children)

1. Snake – the rope is placed on the ground. One person holds it at each end and waves it gently along the ground (like a snake). Children attempt to jump over the rope (U).
2. Jump rope – the rope can be static for the child to jump over; it can then be gently moved from side to side or progress to a full turn where the rope goes over the child and they jump over it as it comes down to the ground (U).
3. French skipping/elastics/twang (U).
4. Limbo – using the rope as the item that the child has to go under (U).

Grading:

The activity can be graded by:

- What part of the task that the child performs - non ambulant children may be rope turners but would not jump over the rope.
- Consider if hand over hand assistance is required and as skills progress reduce the amount of hands on needed.
- Vary the height of the rope to be jumped, the higher the rope the bigger the challenge.
- Increase speed to increase the challenge.
- Skip to a rhythm or a song, this can be made more challenging by the child having to sing aloud and follow a specific routine as determined by the song.



- Increase the number of children skipping over the rope at the same time to increase the challenge.
- Increase or decrease the number of skips required.
- Increase or decrease length of time child skips for.
- Use of timers and counting skips to help monitor progress. Some children can also be given the opportunity of using the timer and recording the skips completed.
- Use a search engine to research skipping tricks i.e crossing the rope or skipping backwards for children that have mastered basic skipping.
- Consider the child's self esteem and confidence. If this is low, working 1:1 with an adult may be advised. If the child is more confident in their skills they can work in small groups and for some children it may be that a competitive element can be introduced i.e. races, scores, times achieved etc.



‘The Stomp’

Slow and repetitive based movements provide lots of different benefits.

Generally, such activities are calming and organising, with stomping providing information to our brains as to where our bodies are in space (our proprioceptive sense). When combined with verbal prompts (song or chant), this can further support body awareness and help secure the motor planning of new movement patterns.

‘The Haka’ is a great example of a gross motor activity that is slow and repetitive with a combination of verbal prompts – a variation of this has been put together as an example called *‘The Stomp’*.

The Stomp is slower and easier for some children to complete in comparison to a typical ‘Wake and Shake’ style activity. The repetitive actions allow for children to anticipate what is coming and master the movements more quickly. Whilst it is a fun and lively activity, which children enjoy, the deep pressure repetitive actions can help prepare and focus the child for the rest of the school day.





Positions for Play:

Upright (standing) – U



Wheelchair – W



Sitting – S



Kneeling-(High, Conventional, 4 point) – K



Lying (therapy bed/floor/wedge) – L



Gym ball – G



Resources for Play:

Space

Music

(For progression, the use of rhythm sticks, pompoms, bells etc could be added)

Activity Ideas

Follow the suggested actions to the music but you could create your own. These actions have been put together in 'blocks' for differing reasons. The actions match the beat but equally one block at a time can be mastered before moving adding the next. Some children may only ever learn the first block of repetitive actions.



Click the link below for an example of rhythmic music that could be used with the Stomp:



AUDIO-2022-06-14-
15-08-32.mp3

March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) - 4 times

Stop stomping but keep legs wide (U, W, S)

Tap the front of both legs with both hands (U, W, S) – 4 times

Clap

March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) – 4 times

Stop stomping but keep legs wide (U, W, S)

Right hand taps left shoulder (U, W, S) - 2 times

Left hand taps right shoulder (U, W, S) -2 times

Clap

March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) – 4 times

Stop stomping but keep legs wide (U, W, S)

Tap front of legs with both hands (U, W, S) - 2 times

Tap bottom with both hands (U) - 2 times

Clap



March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) – 4 times

Stop stomping but keep legs wide (U, W, S)

Punch arms out to the front with straight arms (U, W, S) - 4 times

Clap

March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) – 4 times

Stop stomping but keep legs wide (U, W, S)

Tap the front of both legs with both hands (U, W, S) – 4 times

Clap

March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) – 4 times

Stop stomping but keep legs wide (U, W, S)

Cross arms over chest (right hand is touching left shoulder and left hand is touching right shoulder) (U, S, W)

Raise arms in the air (arms wide) (U, S, W)

Cross arms over chest (right hand is touching left shoulder and left hand is touching right shoulder) (U, S, W)

Raise arms in the air (arms wide) (U, S, W)

Clap



March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) – 4 times

Stop stomping but keep legs wide (U, W, S)

Tap front of legs with both hands (U, W, S) - 2 times

Tap bottom with both hands (U) - 2 times

Clap

March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) – 4 times

Stop stomping but keep legs wide (U, W, S)

Turn head to either side alternately (eg. Right, left, right, left) (U, W, S) – 4 times

Clap

March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) - 4 times

Stop stomping but keep legs wide (U, W, S)

Tap the front of both legs with both hands (U, W, S) – 4 times

Clap

March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) - 4 times

Stop stomping but keep legs wide (U, W, S)

Hands on knees and then bend knees (squat position) (S) – 4 times

Clap



March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) – 4 times

Stop stomping but keep legs wide (U, W, S)

Tap front of legs with both hands (U, W, S) - 2 times

Tap bottom with both hands (U) - 2 times

Clap

March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) – 4 times

Stop stomping but keep legs wide (U, W, S)

Punch right arm across body to left side, crossing the midline (U, W, S)

Punch left arm across body to right side, crossing the midline (U, W, S)

Repeat punching pattern

Clap

March on the spot (U, W, S) – 4 times

Widen legs and stomp feet (U, W, S) – 4 times

Stop stomping but keep legs wide (U, W, S)

Tap the front of both legs with both hands (U, W, S) – 4 times

Clap

You can watch a video for an example of a small group of children learning 'The Stomp'

- <https://www.youtube.com/watch?v=Yb8MXV2Drg0>



Grading:

The activity can be graded by:

- The position the child is in such as standing, sitting, or in a wheelchair. Some of the blocks can be modified for children that are in a lying position.
- Consider if hand over hand assistance is required to learn the actions and as skills progress reduce the amount of hands-on support that is given.
- Initially teach the child/children block one and ensure that they can follow this pattern of movement before introducing new blocks.
- Vary the number of repetitions performed for each block.
- Vary the blocks that are used to the music.
- Vary the blocks and the amount of repetitions that are used.
- You can include counting out loud i.e. counting each action/beat.
- Agree a word or sound that is said loudly at each clap i.e. 'Yes' 'Hooray' or a grunt or a cheer.



Setting goals

Setting goals allows you to form a baseline and monitor a child's progress in certain skill areas.



In this section you will find advice on how to set a SMART goal and examples of observation and progress tables to set baseline ability and monitor weekly/monthly progress.



What is a **SMART** goal?

S	SPECIFIC (Simple, significant, sensible) What exactly do you want to achieve? Goals should be clear and detailed and not too general.
M	MEASURABLE (Meaningful, motivating) How will you know when you have met the goal? You should be able to track your progress and know when it is achieved.
A	ACTION PLAN (Attainable, actionable) What steps will you need to do to achieve your goal? List the steps required.
R	REALISTIC (reasonable, relevant) Is the goal realistic? Make sure the goal is not too easy or too hard.
T	TIMELY (Time based and time limited) When do you want to achieve the goal? Set a deadline and think about short term versus long term goals.



Observation Table

Balance

This observation table may be useful to complete before setting goals. For a baseline of ability, tick the activity that can already be performed. This will highlight activities that are more challenging and support your goal setting.

Name of child:

DOB:

Activity	Can they perform – tick if yes	Date
Static balance		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		



Balance continued

Activity	Can they perform – tick if yes	Date
Dynamic balance		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
Non ambulant balance		
1		
2		
3		
4		
5		



Observation Table

Ball Skills

This observation table may be useful to complete before setting goals. For a baseline of ability, tick the activity that can already be performed. This will highlight activities that are more challenging and support your goal setting.

Name of child:

DOB:

Activity	Can they perform – tick if yes	Date
Rolling a ball		
1		
2		
3		
4		
5		
Bouncing a ball		
1		
2		
3		
4		
5		
Throwing a ball		
1		
2		
3		
4		
5		
6		
7		



Observation Table

Ball Skills continued

Activity	Can they perform – tick if yes	Date
Kicking a ball		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		



Observation Table

Bats and Balls

This observation table may be useful to complete before setting goals. For a baseline of ability, tick the activity that can already be performed. This will highlight activities that are more challenging and support your goal setting.

Name of child:

DOB:

Activity	Can they perform – tick if yes	Date
In the air		
1		
2		
3		
4		
Tabletop		
1		
2		
3		
On the floor		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		



Observation Table

Beanbags

This observation table may be useful to complete before setting goals. For a baseline of ability, tick the activity that can already be performed. This will highlight activities that are more challenging and support your goal setting.

Name of child:

DOB:

Activity	Can they perform – tick if yes	Date
Moving beanbags		
1		
2		
3		
4		
5		
6		
7		
8		
9		
Body beanbags		
1		
2		
3		
4		
5		
6		
Throwing a beanbag		
1		
2		
3		



Observation Table

Hoops

This observation table may be useful to complete before setting goals. For a baseline of ability, tick the activity that can already be performed. This will highlight activities that are more challenging and support your goal setting.

Name of child:

DOB:

Activity	Can they perform – tick if yes	Date
Rolling hoops		
1		
2		
3		
4		
5		
6		
7		
8		
Body hoops		
1		
2		
3		
4		
5		
6		
Throwing a hoop		
1		
2		
3		
4		



Observation Table

Jumps

This observation table may be useful to complete before setting goals. For a baseline of ability, tick the activity that can already be performed. This will highlight activities that are more challenging and support your goal setting.

Name of child:

DOB:

Activity	Can they perform – tick if yes	Date
Jumping two feet together		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
Jumping and landing with alternate feet		
1		
2		
3		
4		
5		
Jumping off (can land with two feet together or alternate feet)		
1		
2		
3		



Jumps continued

Activity	Can they perform – tick if yes	Date
Jumping on (land with two feet together)		
1		
2		
Non ambulant jumping		
1		
2		
3		
4		
5		
6		
7		



Observation Table

Skipping

This observation table may be useful to complete before setting goals. For a baseline of ability, tick the activity that can already be performed. This will highlight activities that are more challenging and support your goal setting.

Name of child:

DOB:

Activity	Can they perform – tick if yes	Date
Learning to skip		
1		
2		
3		
4		
5		
6		
Learning to skip with a rope		
1		
2		
3		
4		
5		
6		
7		
8		
Skipping rope games		
1		
2		
3		
4		



Name of child:

DoB:

Goal:

[illegible]



Progress table-EXAMPLE

Name of child: Billy Bloggs

DOB: 03/06/2013

Goal: Billy will stand on his right leg for 30 seconds

Name of Advice sheet: Balance & Bean bags

Activity	Dates practiced	Date achieved	Comments
Static balance Number 1 (This is the first activity on the balance sheet under static balance) Bean Bag Number 1 (This is the first activity on the advice sheet called Moving beanbags)	Every Tuesday, 20 minutes for spring term (8 sessions) Or Feb, March and April written in date form i.e. 10/04	April 3 rd April 10 th	Billy practiced this activity putting his one foot on a school bench whilst drawing on a blackboard in the hall. Billy was able to cross his midline when moving beanbags from the bench to the bucket. He liked to do them in order of colour.
Static balance Number 2 (This is the second activity on the balance sheet under static balance)	Summer term, every Thursday morning, 20 minutes	June	Billy put one foot on a wobble cushion whilst playing noughts and crosses on the blackboard in the hall
Dynamic Balance Number 1	Summer term, every Thursday morning, 20 minutes		Billy likes to help putting out the cones ready for the activity.
Bean Bag Number 2 – moving bean bags.	Summer term, every Thursday morning, 20 minutes		Struggling to hand the beanbag hand to hand at midline.



Glossary



Glossary of terms and positions for play

Terms:

Bilateral integration: This is our ability to co-ordinate both sides of the body together.

Body awareness: This is the ability to recognise where our body is in space. Our muscles and joints send the brain information about our body and how it moves – this is called our *proprioceptive sense*. For example, body awareness tells us how far to reach for objects or how close to stand next to a person.

Core stability: Good core stability helps us to maintain a good posture and give a stable base to allow our arms, legs and head to move in a coordinated manner. It involves the muscles in our trunk(stomach)/back, shoulders and hips.

Crossing midline: We all have an imaginary midline running down the centre of our bodies. To effectively coordinate the two sides of our body together we need to be able to cross this imaginary midline. Midline activities are important and encourage communication between the right and left sides of the brain. Learning to cross the midline of our body is



therefore important for the development of bilateral coordination.

Fine motor skills: This is the ability to make movements and complete tasks using the small muscles in our hands, wrists, arms and shoulders. These small movements are complex and involve a coordinated effort between the brain and muscles. Fine motor activities can include dressing, brushing teeth, handwriting, use of scissors, use of cutlery, typing and using a phone.

Gross motor skills: This is the ability to do tasks that involve large muscles in our body, legs and arms and can be whole body movements. We use gross motor skills for all sorts of physical activities from running and jumping to raking leaves. Most people can use these skills easily and automatically so do not appreciate the effort required when these are not easy and automatic.

Hand-eye coordination: This is the ability to complete activities that require the simultaneous use of our hands and our eyes by using the information that our eyes perceive to guide our hands to carry out a movement/activity. We use hand-eye coordination for handwriting, drawing lines, colouring, using a keyboard, catching a ball and putting a key in a lock.

Motor planning: This is the ability to organise, plan, and then carry out new or familiar movement tasks.



Pelvic stability: This is the ability of our hip and pelvis muscles to tense and support our bodies during movement. Children start to develop this stability when they begin rolling and crawling.

Proprioception: Proprioception is one of our senses. We have proprioceptors in all muscles. These tell us about the position of our limbs as well as movements our body is making and the force it is using. Having appropriate proprioceptive awareness gives us consistent and clear sensory feedback about our body. This feedback helps us to organise our body for daily activities.

Proprioceptive activity can be used to help calm an overactive and excited child. It can also be used to increase a child's arousal level and to wake up their body so that certain activities can be carried out.

Rotation: This is the ability to turn/twist the trunk to reach left, right, high, low or behind to reach for an item or to see.

Shoulder stability: This is the ability to tense the muscles around the shoulder, in order to stabilise the joint for use. This then allows smooth free and coordinated arm movements for activities of daily living.

Spatial awareness: This allows us to be conscious of the things in our environment as well as our position in relation to them. Spatial awareness goes hand in hand with proprioception. For example, when you reach across a table to grab a pencil you use proprioception to know how much to move the muscles in your arm and you use spatial



awareness to estimate the distance between yourself and the pencil.



Positions of play:

High Kneeling: this is where a child is weight bearing through their knees with their bottom up in the air. This position can be used to reach or catch items.



Half Kneeling: this is where you place one knee down directly under the hip and the other foot in line with the knee, this will create the 90/90 position.



Conventional kneeling: this is where both knees touch the ground, and you can sit back onto the heels of your feet.





Side lying: Child is positioned on their side and could be supported by a wedge/pillow at the front or the back of the body.



Supine: Child is positioned flat on their back.



Prone: Child laid flat on their tummy propping on forearms





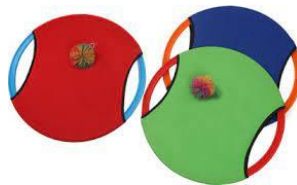
Resource Ideas



Resource ideas



Pop n Catch



Koosh Ball paddle set



Ankle skip jump rope



Velcro bat & Ball



Velcro mitts



Paddle Ball



Velcro darts



Butthead game



Parachute



Swing ball



Croquet



Hoopla



Pogo Ball



Pogo ball jump stick



Balance board



Wobble Board



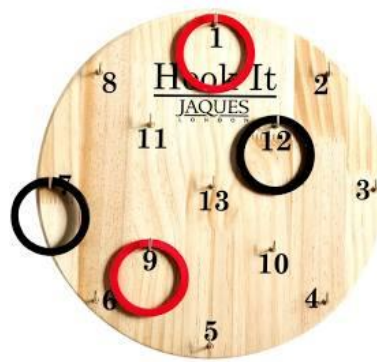
Walking Cups



Weplay rocking bowl



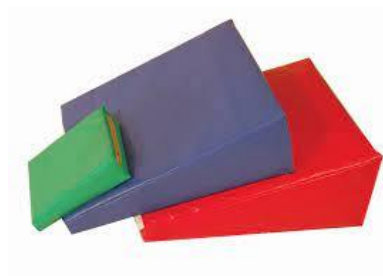
Weplay rainbow river stones



Wall Hoopla/Ring Toss



Floor Piano



Posture wedges



Quoit



Whizz Ball



Boules



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