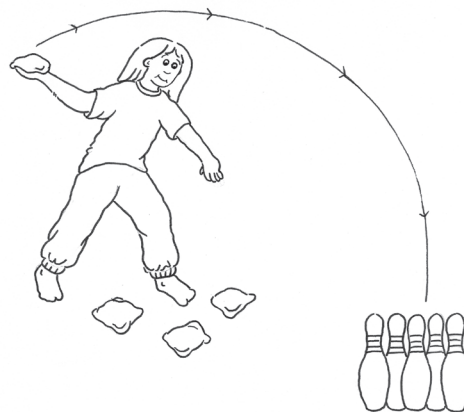


Gross Motor Skills: Ball Skills

Ball Skill 1

Equipment Required: Bean bags, set of skittles or some empty milk cartons or cool drink bottles, partially filled with sand.

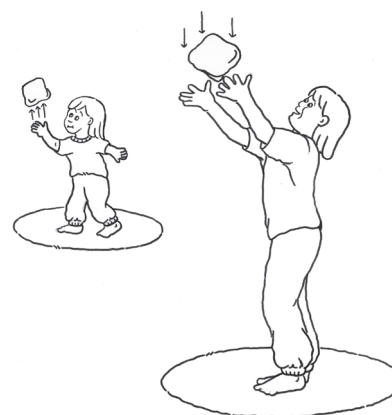
Activity: Child to stand 1-2m away from where skittles have been set up in formation. Children to pick up one beanbag at a time and using an over arm throw launch it at the skittles to knock over. Continue throwing until all skittles have been knocked down.



Ball Skill 2

Equipment Required: Bean bags and one hoop per child.

Activity: Children to stand in hoop. Using a gentle underarm throw, launch the beanbag into the air and attempt to catch it with both hands. Children to try throw and catch beanbag as many times as possible.



Ball Skill 3

Equipment Required: Plastic water proof balls, wading pool and water.

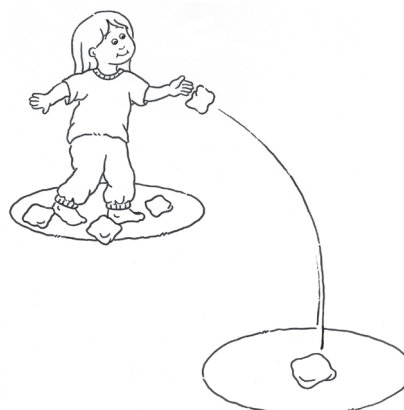
Activity: Children to stand 2-5m from wading pool filled with water. Using a either under or over arm throw, launch the ball towards the wading pool to make a splash.



Ball Skill 4

Equipment Required: Bean bags and hoops.

Activity: Child to stand in a hoop. Using a gentle underarm throw, launch the beanbag to another hoop placed 2-3m away. Child to get as many beanbags in hoop as possible.

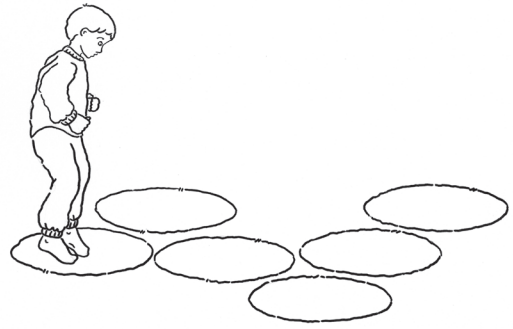


Gross Motor Skills: Jumping and Landing

Jumping and Landing 1

Equipment Required: 6 hoops.

Activity: Two foot jumping forward from hoop to hoop in patterns.



Jumping and Landing 2

Equipment Required: Trampoline.

Activity: Child to commence two foot jumping on trampoline to establish rhythm and co-ordination. Child to attempt hopping on trampoline. Child may require someone to hold their hands to begin with, so they can gain their balance.

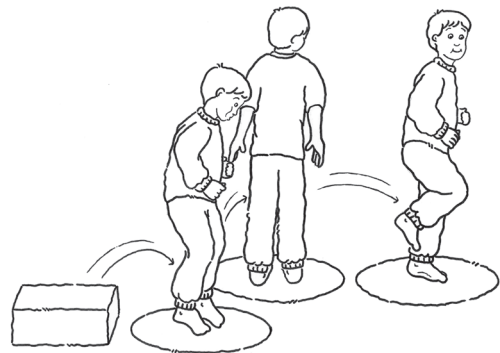


Jumping and Landing 3

Equipment Required: Low stable box and 2 hoops.

Activity:

1. Child to jump forwards from stable box landing with two feet in hoop.
2. Child turns a quarter turn to the left whilst airborne and lands on both feet.
3. Child turns a quarter turn to right.
4. Child lands with one foot in each hoop.



Jumping and Landing 4

Equipment Required: 1 long rope.

Activity:

- Child to stand sideways on to rope. Child to jump sideways to cross to other side of the rope, and then back again. Child to travel in this way, from one end of rope to the other.
- Child to stand with their backs to the rope and jump backwards over the rope and then forwards again. Child to travel from one end of the rope to the other in this manner.



Gross Motor Skills: Balance continued

Balance 9

Equipment Required: Nil

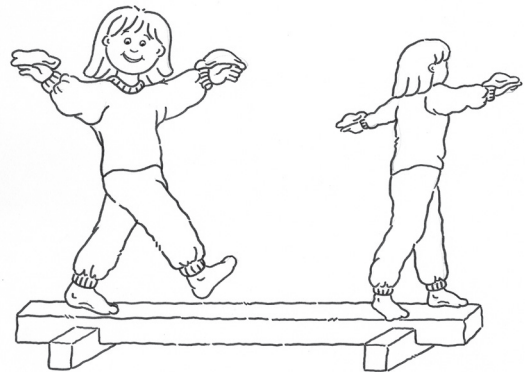
Activity: Children to find partners and face them. Holding hands the children are to balance on their left feet. Count to ten, rest then repeat with eyes closed. Repeat with right feet. Finally have all group hold hands and form a circle and balance on preferred foot to count of ten.



Balance 10

Equipment Required: Balance beam and beanbags.

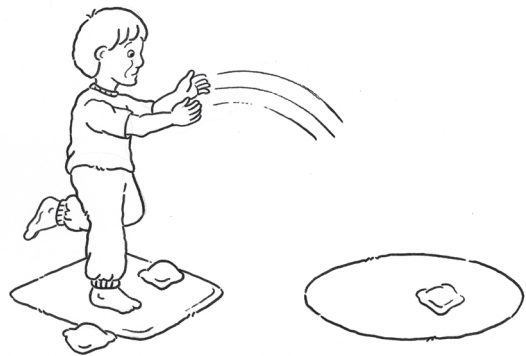
Activity: Children to balance a beanbag on back of each hand, with arms held wide. Child to walk along beam forwards and in the centre of the beam turn two complete turns and then walk to the end of beam. Child to try to maintain beanbags on their hands.



Balance 11

Equipment Required: Mat, beanbags and hoop.

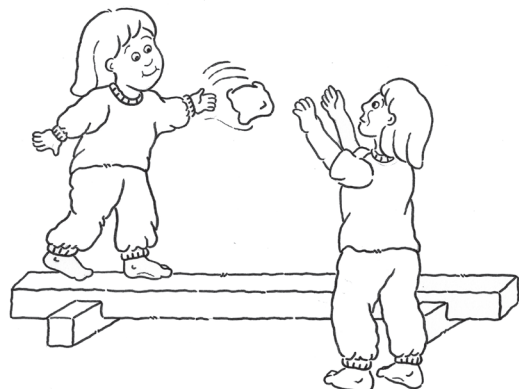
Activity: Child to stand on one foot on mat. Child to lean forward and pick up beanbag and then throw to hoop located a short distance away. Child to keep one foot off floor at all times. Repeat until all beanbags have been picked up and thrown.



Balance 12

Equipment Required: Balance beam, beanbags or medium sized ball.

Activity: Child to stand on beam facing a partner. Partner to throw a beanbag to the child to catch using a gentle under arm throw. Child to throw the beanbag back to partner. Child to take one step along the beanbag, and then catch and throw the beanbag as before. Continue until child reaches end of beam. Child to try and maintain place on beam, as they catch and throw the beanbag.



Gross Motor Skills

The control we have over our whole body has a significant impact on our hand function. We need strength, stability and co-ordination throughout the whole of our body to provide a stable base from which our arms and hands can operate.

Imagine if every time we went to move our arms to pick up an object, our whole body fell forward too, or that as we reached for something placed on the side of our body, we didn't turn but just used the arm located on that side and then had to swap hands frequently to complete a task?

To be strong and efficient masters of our environment we need many skills; these include trunk strength and stability to hold us up and work against the pulls of gravity. We need the ability to turn and rotate our bodies to reach for objects in all directions and to cross the midline and establish the dominance necessary for us to become proficient tool users. We need shoulder, elbow and wrist stability. They help us hold and maintain grasp on objects, to be able to move objects and to get our hands in exactly the right position to manipulate and move efficiently.

We also plan, sequence and execute complex motor patterns, modulating the strength or force of our movements and timing them accurately to match.

It is important in kindergarten to continue to develop and consolidate gross motor skills. Not only do they contribute to our ability to move and play, but they are also crucial for fine motor development.

In kindergarten we need to focus on the following:

- balance
- ball skills
- jumping and hopping
- body control
- eye tracking

Kindergartens are usually well equipped with outdoor play equipment: monkey bars, rope ladders, swings, slides, and climbing equipment, as well as gym equipment in the shed. The outdoor play equipment is perfect for providing opportunities to develop trunk and upper limb strength as well as lots of sensory experiences. The outside play area gives lots space to run and move. In this section you will find a series of activities provided as suggested activities to address the abovementioned skill areas. If however you are already using a fundamental movement programme or a perceptual motor programme within the kindy, these skill areas will already be addressed.

Gross Motor Skills in Children 3½ to 4½ Years of Age

What can we expect?

- Balances on beam
- Long jump
- Stand on one foot
- Catches a tennis ball
- Hopping
- Over-arm throw
- Stands on tip-toes
- Climbing
- Bounces a large ball to a wall
- Walking up and down stairs
- Kicks a small ball
- Throws a small ball at a large target
- Running
- Catches bean-bag with hands and chest

See appendix for more details.



What makes it easier?

- Sometimes learning new movements or actions is hard for children.
- Make sure children have a great starting position.
- Physically assist the children through the movement, how it feels to give them the 'sense' of the movement.
- Observe where they are having most difficulty and help them through that part.
- Use bigger equipment closer to the targets for more success.



Keep an Eye Out For

- Try to encourage children to start the activity from a well balanced start, weight evenly spread on both feet, standing upright, arms loose a sides.
- Ensure the children complete the movement patterns or activity as accurately as possible.

