

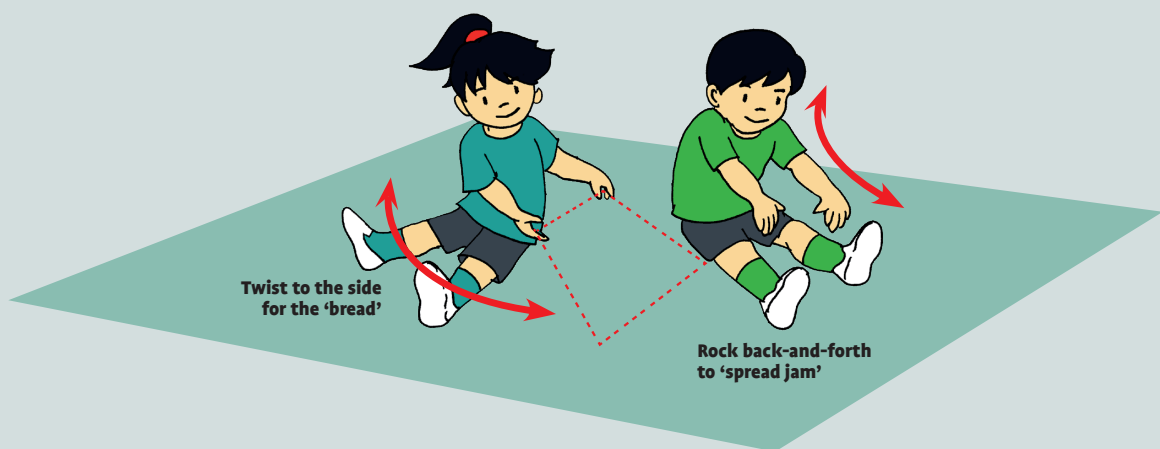
LET'S PLAY

“Making Sandwiches”

Warming Up

Activity Objectives

- To warm up using bending, twisting, turning and stretching actions with different effort, space and relationship awareness.
- To expand and enrich vocabulary with sandwich ingredients.



Integrated Learning

Language and Literacy
Develops word recognition by writing ingredients on word cards (e.g., bread, jam, lettuce) and getting children to read or spell them out.

How to Play

- It is picnic day! Children to prepare giant sandwiches for their hungry friends.
- Children to sit with legs outstretched forming a V.
- Children to imagine that the 'slices of bread' are at their sides (left and right).
- At "Go", children twist to the right to reach for 'bread', then return to face front.
- Next, children must 'stir the jam and spread their bread' by rocking back and forth.
- To add some 'cut lettuce', children imitate the cutting action.
- To add 'cheese', children pretend to peel off the plastic wrap around the cheese.
- Now children twist to the left for another slice of bread to complete the sandwich.
- Finally children hold the 'sandwich' in both hands and take 'big bites'.
- Encourage children to suggest their favourite ingredients for their sandwich.
- As this is a giant sandwich, exaggerated body movements are encouraged.

Teaching Moments

Encourage...

- exaggerated body movements: bend to touch toes and rock back and forth to 'spread the jam'.
- an upright posture while turning and twisting the upper body to the left and right.
- arms to open wide apart before closing together when 'eating the sandwich'.



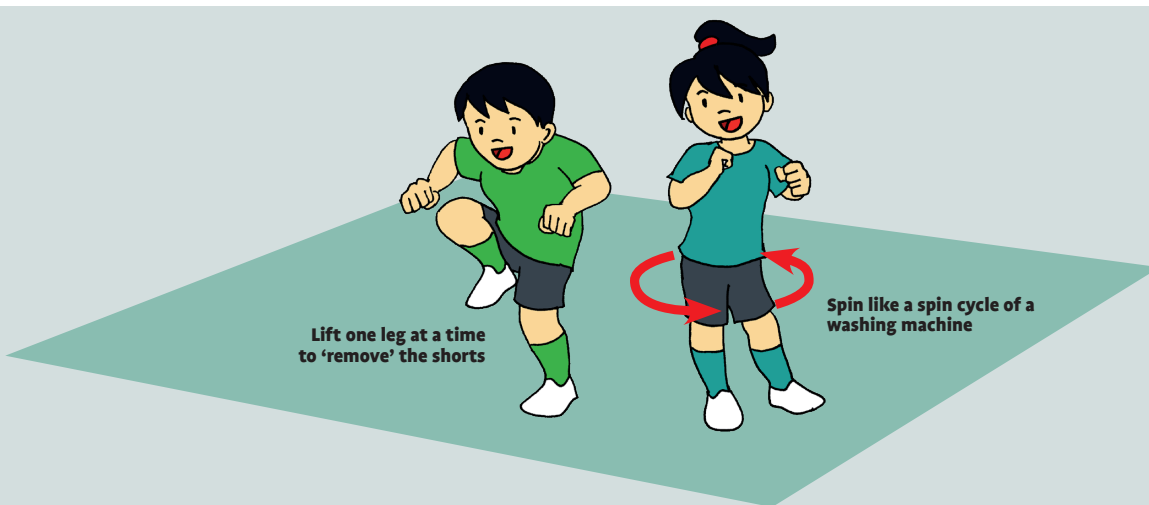
LET'S PLAY

“Laundry Day”

Warming Up

Activity Objectives

- To develop static balance and weight transfer ability.
- To warm up using bending, twisting, turning and stretching actions with different effort, space and relationship awareness.



Integrated Learning

Aesthetics and Creative Expressions

Encourages children to create different body actions. This helps to develop self-confidence and expression in the presence of others.



Place anti-slip mats for children to 'own' their self space.

How to Play

- It is big wash day and mummy needs help.
- Children to role-play removing and putting their clothes into the washing machine.
- “First, remove T-shirt” (cross hands in front and pretend to lift T-shirt, while wriggling your body).
- “Next, remove the socks” (balance on one foot to take sock off from the other foot).
- “Then, remove the shorts” (bring shorts down, lifting one leg at a time).
- “Finally, pour some detergent into the washing machine and turn it on.”
- Children to ‘wash’, followed by ‘spin’ (body to make exaggerated rotating movements).
- When the ‘laundry’ is done, ‘pick up clothing pieces one at a time, shake dry, and tip-toe to hang out on a line’.
- Be creative with what to throw into the wash (e.g., teddy bears, bedsheets).
- Children to use exaggerated body movements at all times.

Teaching Moments

Encourage...

- exaggerated body movements when taking off clothing (e.g., while children are on one-foot balance to ‘remove the shorts’, initiate pauses to get them to hold their balance for several counts).
- variations during ‘spin’ to include slow circular rotation at waist, fast rotation of the whole body, turning clockwise slowly and then anti-clockwise quickly.
- full stretching and on tiptoe when ‘hanging clothes out to dry’.

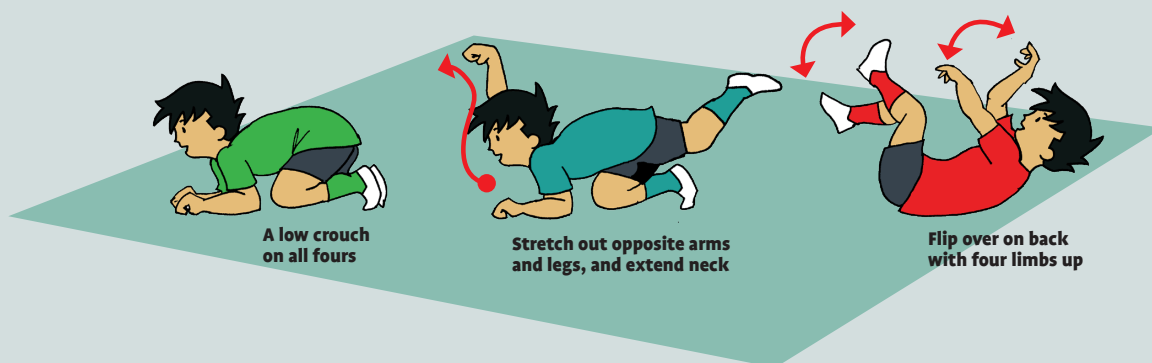
LET'S PLAY

“Snail Tale”

Warming Up

Activity Objectives

- To balance on different parts of the body using varied efforts and at different levels.
- To develop muscular control of core trunk muscles.



Integrated Learning

Language and Literacy

Expand and enrich vocabulary by using words such as *in*, *out*, *stretch*, *tuck in*, etc.

How to Play

- Children to imagine they are garden snails.
- All children to crouch with head and limbs tucked into their 'shell'.
- When signal for dinner time is given, Snails crawl out of their shells for food.
- They stretch out opposite arms and legs (left arm with right leg) and extend necks.
- Next, children to imagine a dog is coming into the garden.
- At signal "Dog is here!", Snails to pull limbs into 'shell' quickly and freezes.
- At signal "Dog paws Snail", Snails to flip over on their backs with four limbs up.
- At signal "Dog is gone", Snails to rock themselves over to return to original position.

Teaching Moments

Encourage...

- children to maintain balance for as long as possible without moving or tipping over.
- tight tucking of arms and legs into 'shell'.
- quick movement responses according to instructions.
- rocking gently or quickly to roll over.



Ensure ample working space for each child.



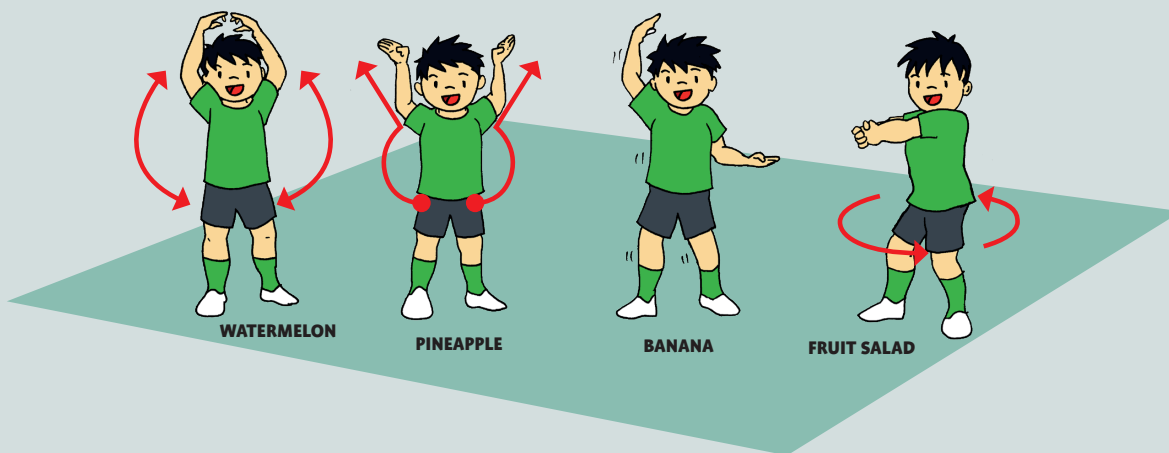
LET'S PLAY

“Fruit Salad”

Music & Movement

Activity Objectives

- To manage exaggerated body movements that require balancing, stretching, turning and rotation.
- To sing and move body to the beat.



Integrated Learning

Self and Social Awareness

Promotes awareness of healthy eating habits and good nutrition by emphasising the benefits of eating fruits and vegetables.

How to Play

- Song (sung to tune of *Are You Sleeping?*)
Watermelon, watermelon
Pineapple, pineapple
Ba-na-na-na-na-na, Ba-na-na-na-na-na
Fruit salad, Fruit salad.
- Sing the song a few times through with children.
- Demonstrate the accompanying actions. Be sure to use exaggerated body movements.
Watermelon: Stretch hands up, then bring them down, drawing a big circle in the air each time.
Pineapple: Draw circle from below, stop hands at chest level, and stretch out again over head level.
Banana: Form an arc with both hands, slide to right, then slide left.
Fruit salad: Hands clasped, both hands and body make exaggerated stirring and trunk rotation movements.
- Practise a few times and start having fun with the children!

Teaching Moments

Encourage...

- exaggerated balance movements (e.g., bending the knees for watermelon and pineapple).
- standing on tiptoe and arching body to side for 'Ba-na-na-na-na'.
- slow or fast, and big or small movements by changing tempo of song.

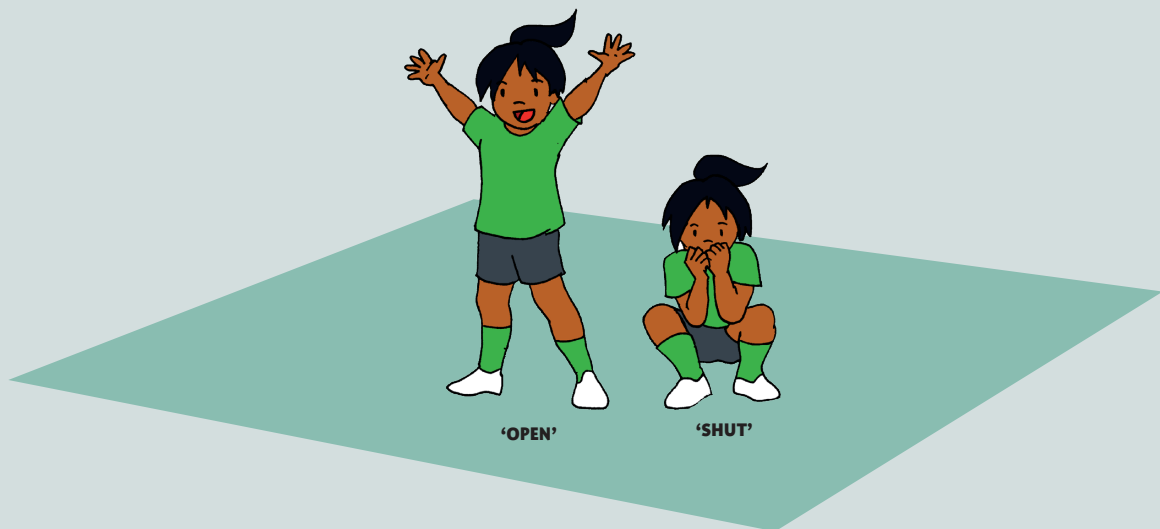
LET'S PLAY

“Open-shut Them”

Music & Movement

Activity Objectives

- To use different parts of body to show ‘open’ and ‘shut’ movements with bending, turning, twisting, stretching and weight transfer.
- To develop creativity and collaborative skills.



Integrated Learning

Environmental Awareness

Creates opportunities for children to observe and identify similarities and differences in relation to day-to-day events and functions in the environment.

How to Play

- Song
*Open-shut them
 Open-shut them
 Give a little clap
 Open-shut them
 Open-shut them
 Put them on your lap.*
- Sing the song a few times through with children.
- Next demonstrate the accompanying actions. Use exaggerated body movements.
 Open: Hands outstretched and legs extended (like a ‘star’).
 Shut: Feet together hands by the side (or squat, feet together and hands close at chest).
- Feel free to improvise different ‘open’ or ‘shut’ actions.
- Practise a few times and start having fun with the children!

Teaching Moments

Encourage...

- different exaggerated body stretches for ‘open’, and tight cuddles at different movement levels for ‘shut’.
- symmetrical and non-symmetrical body movements.
- children to pair up and mirror partner’s movements.



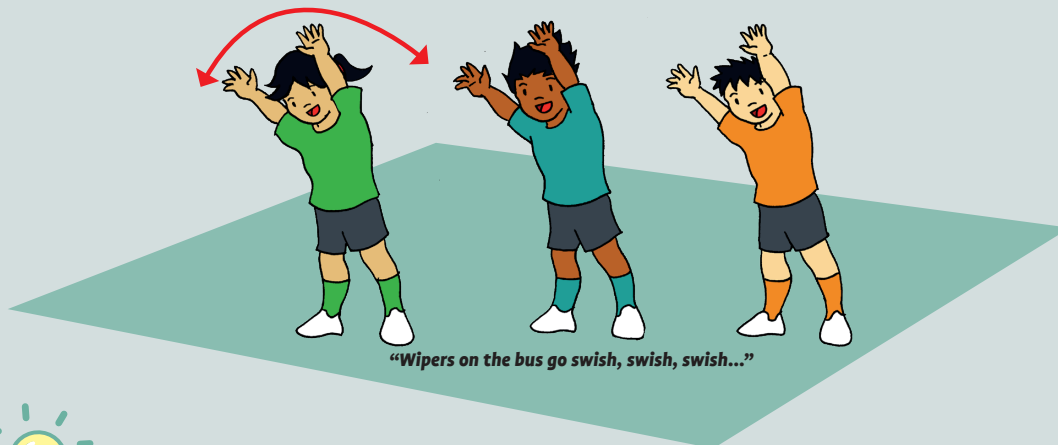
LET'S PLAY

“Wheels on the Bus”

Music & Movement

Activity Objectives

- To move with exaggerated body movements using different efforts and levels.
- To develop listening skills and creativity in translating words into action movements.



Integrated Learning

Language and Literacy

Enhances vocabulary through singing. Provides comparative relationship between bus and alternative modes of modern-day transport (e.g., motorcycles, aeroplanes, trains).

How to Play

- Song
*The wheels on the bus go round and round
Round and round, Round and round
The wheels on the bus go round and round
All through the town.*
- Sing the song a few times through with children.
- Next demonstrate the accompanying actions. Use exaggerated body movements.
- Begin with hands by the side and start to march when the song begins.
- At “round and round”, children draw big circles in the air with both hands in unison.
- Draw clockwise and anti-clockwise circles alternately.

Variations of Play

- Improvise the song to create opportunities for other movement skills. For example,
 - *The doors on the bus go open and shut/ Open and shut, open and shut...* (hands outstretched, then hands close-to-chest).
 - *The wipers on the bus go swish, swish, swish/ swish, swish, swish...* (outstretched hands in wave movement).
 - *The children on the bus go swing swing swing...* (sway bodies vigorously).
 - *The people on the bus go ssh! ssh! ssh!...* (crouch slightly and turn on the spot, finger to the lips).

Teaching Moments

Encourage...

- different locomotor and stability movements for each action. For example, for wiper’s ‘swish’, rock side-to-side on one foot with outstretched arms doing side-to-side swings.
- children to suggest other parts of the bus or actions to sing and move to.

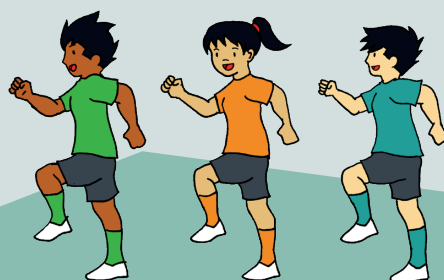
LET'S PLAY

“Action Songs”

Music & Movement

Activity Objectives

- To synchronise rhythm with different locomotor movements using different efforts, pathways and directions.
- To encourage children to explore different skills and movement concepts through songs.



“This is the way I walk slowly, walk slowly, walk slowly...”



Integrated Learning

Aesthetics and Creative Expression

Creates opportunities for children to develop confidence in expressing ideas through song improvisation and movement choreography.

How to Play

- Song (sung to tune of *The Mulberry Bush*)
This is the way I walk slowly, walk slowly, walk slowly
This the way I walk slowly, so early in the morning.
- Sing the song a few times through with children.
- Demonstrate the corresponding actions. Use exaggerated body movements.
- Feel free to improvise with different skills and movement concepts (e.g., walk slowly, hop quickly, jump on the mat, gallop in a circle).
- Practise a few times and start having fun with the children.

Variations of Play

- Introduce children to different songs and their corresponding actions:

If You're Happy and You Know It

If you're happy and you know it, walk around (walk around twice) (Repeat)

If you're happy and you know it, Then your face will surely show it

If you're happy and you know it, walk around (walk around twice).

When the Children Go Marching In

(sung to tune of *When the saints go marching in*)

Oh when the boys (girls) go marching in (march around) (Repeat)

Oh yes, I want to be in that number

When the boys (girls) go marching in (march around).

Teaching Moments

Encourage...

- rhythmic movements to the tempo of the song.
- individual as well as pair movements, in which case children to sing: “*This is the way WE...*”.
- variations using object control movements (e.g., “*This is the way I kick/throw/strike/dribble... slowly/quickly/lightly...*”).



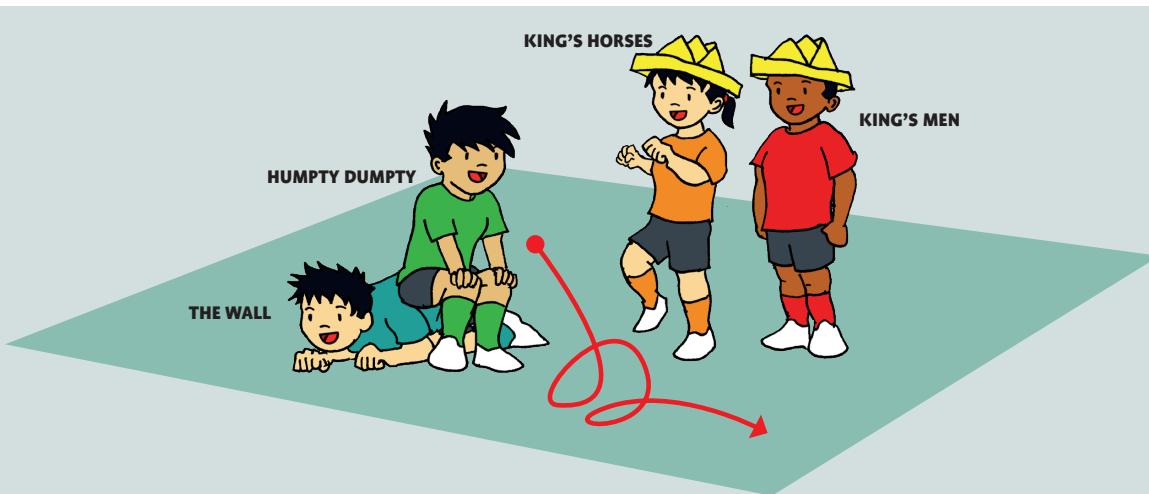
LET'S PLAY

“Humpty Dumpty”

Music & Movement

Activity Objectives

- To promote exploration of exaggerated body movements through popular rhymes.
- To encourage rolling movements.



Integrated Learning

Self and Social Awareness

Provides experiences to cultivate positive interpersonal skills and social behaviours (e.g., to be receptive of ideas from others).

How to Play

- Rhyme
*Humpty Dumpty sat on the wall
Humpty Dumpty had a great fall
All the King's horses and
All the King's men
Couldn't put Humpty together again!*
- Say the rhyme a few times through with children.
- Divide children into groups of four (Humpty Dumpty, Wall, King's men, King's horses).
- The Wall crouches on all fours, while Humpty sits next to/on his back lightly.
- At “*Humpty Dumpty had a great fall*”, Humpty must roll off the Wall.
- King's men and King's horses gallop over to pick Humpty up.

Teaching Moments

Encourage...

- children to switch roles to enhance cooperative play.
- Humpty to balance and freeze like a statue while on the Wall.
- different ways of rolling safely (e.g., side roll, logroll).

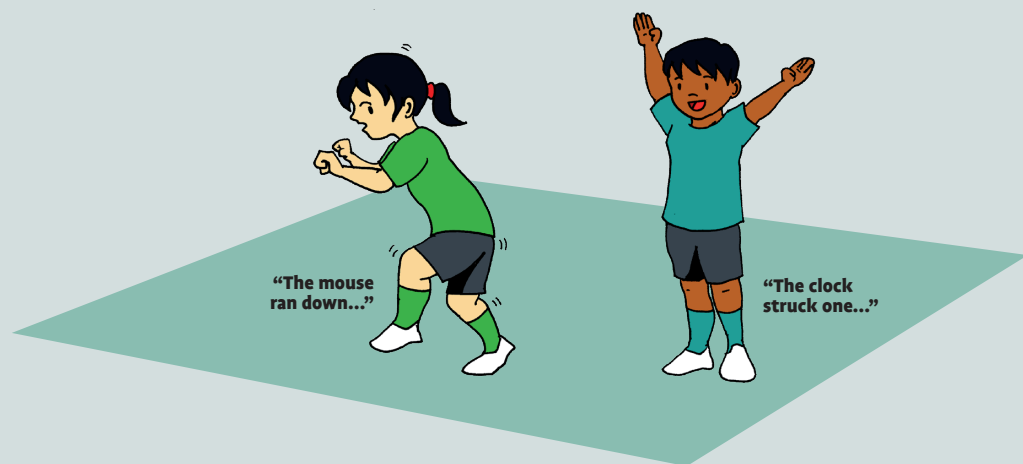
LET'S PLAY

“Hickory Dickory Dock”

Music & Movement

Activity Objectives

- To promote exploration of exaggerated body movements through popular rhymes.
- To introduce children to time concept.



Integrated Learning

Numeracy

Reinforces reading of time by getting children to use body movements to represent time displayed on the clock face.

How to Play

- Sing or say the rhyme a few times through with the children while demonstrating the corresponding actions:
Hickory Dickory Dock (sway body and swing arms like a pendulum)
The mouse ran up the clock (scurrying on tiptoe like a mouse)
The clock struck one! (raise arms to show one o' clock position of a pair of clock hands)
The mouse ran down (scurrying on tiptoe like a mouse)
Hickory Dickory Dock, tick tock! (sway like a pendulum)

Teaching Moments

Encourage...

- variations in movement for Mouse (e.g., light or heavy, slow or fast, low crouch or medium stride).
- variety of wide and exaggerated body movements for the clock (e.g., wide pendulum swings or slow jerky movements for the second hand).
- using hands to show different time (e.g., three o'clock; half-past 12).



LET'S PLAY

“Cooperative Sit-up”

Parachute Game

Activity Objectives

- To develop strong core trunk and arm strength.
- To develop cooperative play and appropriate response to signals given.



Integrated Learning

Numeracy

Introduces counting in ascending and descending order.



Place markers (anti-slip mats) in a circle for children to sit on to prevent snatching and pushing.

How to Play

- Children sit holding parachute at waist level with legs outstretched under it.
- On signal, children lean back together to lie flat on ground, pulling parachute tight.
- Children do sit-up in unison while still holding tight to the parachute for support.

Teaching Moments

Encourage...

- holding of parachute at waist level with legs fully outstretched under it (slight knee-bend is allowed).
- controlled lowering of body by everyone at the same time, as well as the reverse action of controlled sitting-up with everyone pulling the parachute together.

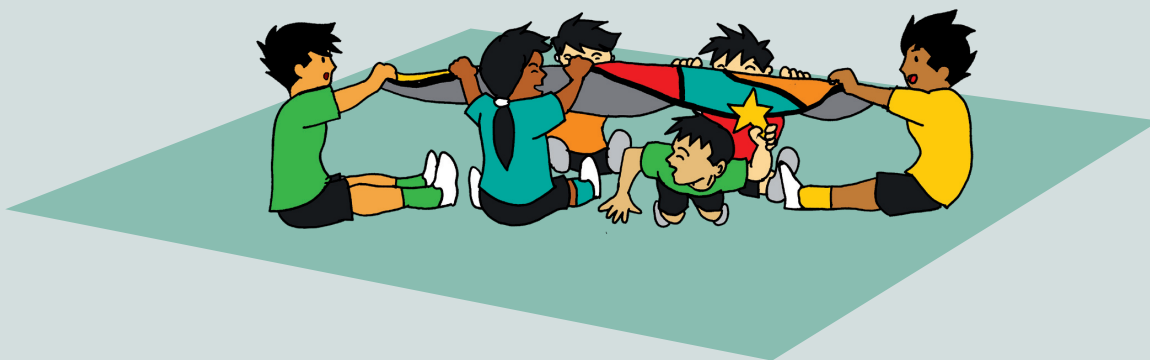
LET'S PLAY

“What’s Under the Chute?”

Parachute Game

Activity Objectives

- To promote low body level fast walking, running and crawling skills.
- To develop listening skills and appropriate responses to signals that require different skills (e.g., colours, shapes, letters of the alphabet and words)



Integrated Learning

Numeracy

Introduces sorting and comparing skills by getting children to identify objects with specified attributes.



Remind children to keep legs still or to cross them when friend is under the parachute.

How to Play

- Place different objects under the parachute.
- Children sit holding parachute at waist level with legs fully outstretched or crossed under it.
- Identify groups among the children, either by gender, colour of T-shirt, or numbering.
- Send specified groups of children under the parachute giving instructions on the objects they must bring out (e.g., “Number Three, go get a teddy bear!”).
- Identified groups to crawl under parachute and retrieve the specified objects.
- Ensure all children have a chance to go under the parachute.
- Vary objects to be retrieved according to sizes, shapes, colours (e.g., “Boys, go get something blue”).

Teaching Moments

Encourage...

- children to hold on to the parachute firmly.
- attentive listening for conditions and signals.
- quick low movement with control when under the parachute.



LET'S PLAY

“Exchange!”

Parachute Game

Activity Objectives

- To promote low to medium body levels when moving under the parachute.
- To travel with spatial awareness of self and others when under the parachute.



Integrated Learning

Numeracy

Develops matching ability in different context and subject matter, according to a specified theme or focus.



Reinforce controlled slow movement when under the parachute to avoid collision.

How to Play

- Children to stand and hold parachute at waist level.
- Group them, by numbers, gender, colours, or any other differentiators.
- Signal for specified groups to exchange position with one another (e.g., “All those at red segments of the parachute, exchange!” or “Number Two’s, exchange!”).
- Children who have been identified, crawl under the parachute to exchange places with one another, and come back up to stand at their new positions.
- Make sure all children have a chance to go under the parachute.
- For younger children, let them hold on to the parachute sitting down.

Teaching Moments

Encourage...

- holding on to parachute firmly throughout activity.
- attentive listening for conditions and signals.

LET'S PLAY

"Alligator!"

Parachute Game

Activity Objectives

- To promote low level and slow body movement under the parachute.
- To promote cooperative play by creating excitement and anticipation of the unknown.



Integrated Learning

Environmental Awareness

Encourages children to reason, predict and problem-solve by observing and analysing information (e.g., identify a friend from looking at his legs).



Instruct children not to kick the Alligator.

How to Play

- Children to imagine they are sitting by the lake.
- Holding on to parachute at waist level, they tug and wave parachute to create 'ripples'.
- One child to be the Hungry Alligator.
- Hungry Alligator disappears under parachute to pick Victim, by grabbing latter's ankles with both hands.
- Identified Victim must hold on to parachute, lie flat and allow himself to be pulled under.
- Victim and Hungry Alligator exchange positions, i.e., Hungry Alligator takes Victim's original place at the parachute while Victim remains under parachute to claim the next Victim. And so on.
- Vary activity by appointing a Hungry Shark in the 'deep ocean'.
- Watch children squeal in delight each time a Victim is claimed.

Teaching Moments

Encourage...

- holding on to parachute firmly at waist while waving parachute slowly.
- both legs to be kept together fully outstretched under parachute.
- lowering slowly with control of oneself to the ground when 'caught' by Alligator.



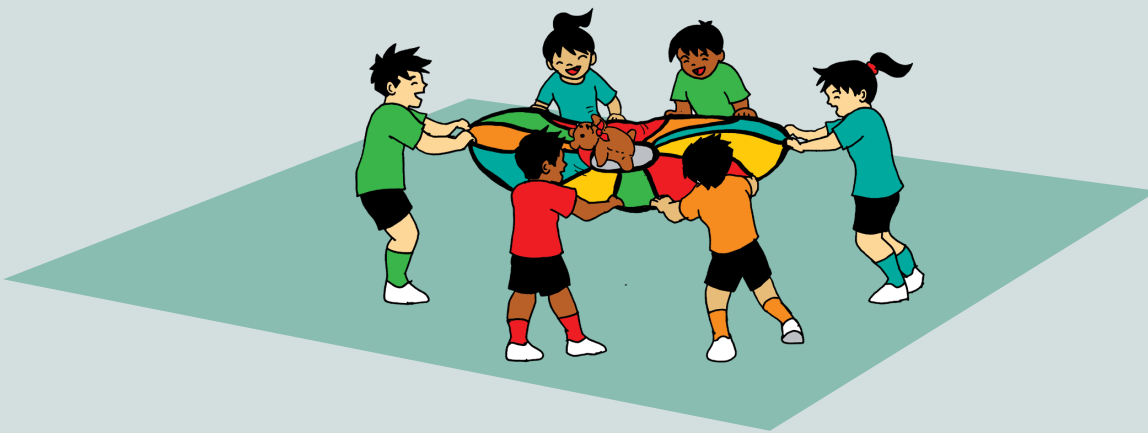
LET'S PLAY

“Caught in a Storm”

Parachute Game

Activity Objectives

- To promote team work and cooperative play.
- To focus on a moving object and anticipate where it might land when tossed.



Integrated Learning

Environmental Awareness

Encourage children to observe and suggest which objects are easier/harder to manage and why this is so (object characteristics).



One child to be the fish or whale whose responsibility is to pick up the object whenever it falls off the parachute. This is to avoid having all the children running after the fallen object.

How to Play

- Children to imagine they are standing out by the sea. A storm is brewing.
- Holding on to parachute at chest level, they move it up and down to create ‘waves’.
- Place different objects at centre of the ‘sea’ (e.g., teddy bears, rolled up socks, towels).
- Children tug at parachute harder as the storm gets stronger. The harder they tug, the stronger the storm...
- Say, “Don’t let any of the objects fall off the parachute!”
- For younger children, place only one object at a time in the ‘sea’.

Teaching Moments

Encourage...

- holding on to parachute firmly while shaking it up and down with control.
- attentive focus on objects bouncing up and down the parachute.
- attentive listening to storm conditions and to respond appropriately in unison.

LET'S PLAY

‘How High Can It Go?’

Parachute Game

Activity Objectives

- To develop arm strength and movement stability.
- To promote team cooperation.



Integrated Learning

Environmental Awareness

Explores the concept of cause and effect. Children to experiment and discover how variations in force affect the height of the object tossed.



Beware of collisions. If children are new to the activity, get them to play it sitting down. Or avoid tossing balls which can be hard to control.

How to Play

- Children to stand around parachute, holding on to it at chest level.
- Place an object in the centre (e.g., teddy bear, rolled up socks, towel).
- Children toss the object into the air by tugging at the parachute.
- Make sure the object falls back onto the parachute.
- Tug harder to send the object higher but ensure it does not fall off the parachute.
- As children get better at the activity, use a bigger object.

Teaching Moments

Encourage...

- holding on to parachute firmly while waving it up and down together.
- children to mutually determine the best way to toss object high through cooperative trial and error.
- children to take turns to volunteer as a leader to coordinate the toss.

