

W walking

Walking is the child's first upright movement on both feet. It requires the transfer of body weight from one foot to the other, with one foot always in contact with the ground. As this takes place, a corresponding shift results in the centre of gravity of the body, bringing about the movement.

Used in almost every aspect of daily living, walking gives the child independence and freedom to move about and explore his environment.

Walking with an awareness of effort, space and people or object relationship is important.

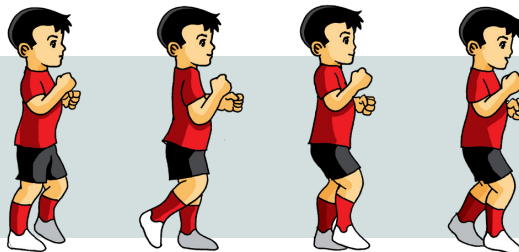
Proficiency and mastery of walking techniques for difficult situations will help a child move with agility and confidence.



Developmental Phases

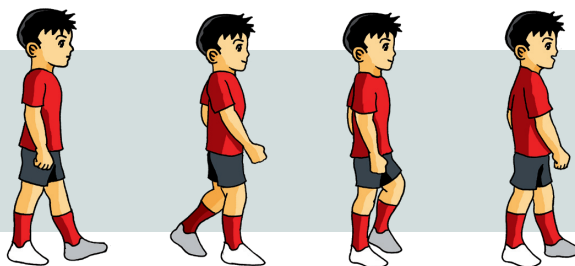
Walking

Initial



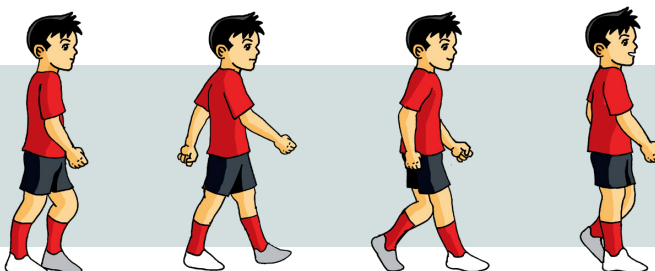
- Difficulty maintaining upright posture. Unstable and loses balance.
- Short steps and flat-footed contact with ground. Toes turned outwards.
- Feet apart to balance. Knee bends when foot contacts ground, followed by quick straightening of legs.

Transition



- Takes wider steps. Heel-toe contact with ground.
- Out-toeing is reduced. Upward lift (foot off the ground) is visible.
- Arms show limited swing.

Mature



- Relaxed steps. Minimal upward lift. Definite heel-toe contact with ground.
- Feet land one in front of the other roughly along a straight line. Distance between steps depends on required walking speed.
- Spontaneous arm swing in opposition to leg (e.g., when left arm swings forward, right leg steps forward).

Approximate Age of Development (in years)

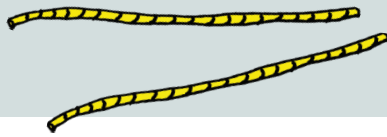
Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Walking

What to do if the child...

... is walking with toes pointed outward?



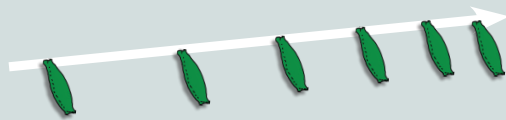
- Create wide to narrow pathways with cones/ropes/markers.
- Child to walk within the boundaries.

... is not able to walk in a straight line?



- Place footprints or markers on either side of line.
- Child to walk following the prints closely.

... is shuffling feet?



- Place ropes/markers/bean bags or draw lines on the floor with wide to narrow intervals.
- Child to lift each foot high as he walks over the obstacles.

... needs to walk more steadily?



- Draw different pathways on the floor or use court lines if available.
- Child to walk following the lines closely.



Skill Building Activities

“Can you walk...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- on tiptoe like a little mouse
- as if you are on hot sand
- as if wearing Mummy’s high-heeled shoes

TIME

- quickly away from the ants
- in quick-slow rhythm as if being pushed and then pulled back
- quickly or slowly according to a drumbeat

FLOW

- as if someone is pulling you back
- in start-stop rhythm according to signal
- like a robot running out of battery

SPACE AWARENESS

LOCATION

- around a hoop
- without touching anyone
- in between the cones

DIRECTION/PATHWAYS

- forward or backward on your heels
- following a zigzag or circular line
- and turn away when you meet a friend

LEVELS/EXTENSIONS

- tall like a giraffe
- as if on ice with knees bent low
- slowly like a chimpanzee

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- holding a partner’s hands
- towards a partner and then away from him after a high-five
- in line with a group like marching soldiers

OBJECTS

- around the cones like busy bees
- under the net carrying a ball
- with bean bag on head



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- on tiptoe quickly like a mouse to get away from a nest of ants
- tall like a giraffe in a zigzag pathway while holding hands with a partner

LET'S PLAY

“Hot Soup!”

Locomotor Skill – Walking

RECOMMENDED FOR

AGES **3** and Above

Teaching Objectives

- To walk carefully and slowly (effort awareness) along straight pathways.
- To walk with awareness of other children moving in the same space.

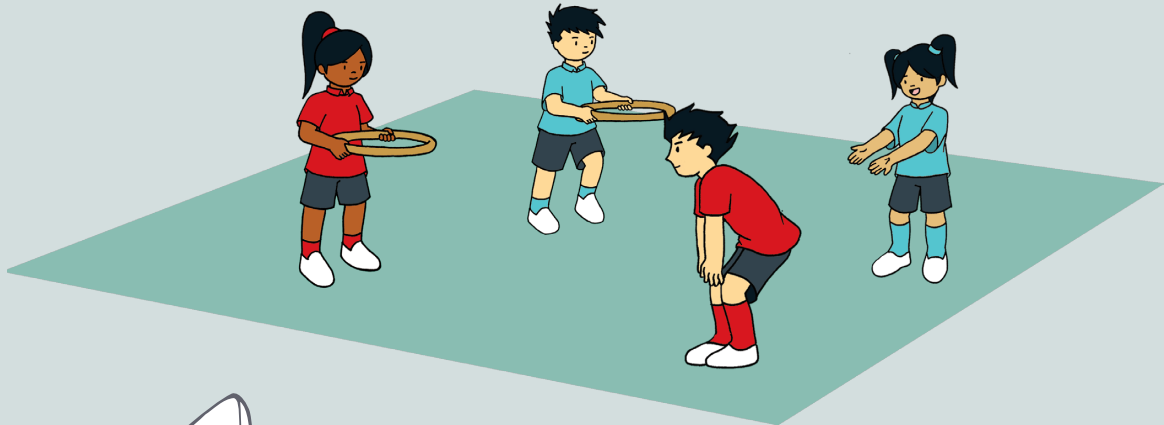
Before You Start

- Open space/field/big room
- One hoop between each pair



Integrated Learning

Self and Social Awareness
Prepares children for the need to carry their own food during mealtimes.



Teaching Moments

Encourage...

- keep soup balanced when moving
- careful walking, looking out for other children

How to Play

- Pair children up, assigning partners to opposite sides of the room.
- Give a hoop each to children on one side.
- Children to imagine the hoop is a bowl of hot soup.
- Children with the ‘soup’ (Soup Bearers) to carry it over to their respective partners.
- Partner upon receiving the soup does likewise, carrying it back to the other side.
- Walk with care so as not to spill the soup.

Variations of Play

Younger children

- Use paper plates (instead of hoops).

Older children

- Soup Bearers exchange their soup for a bean bag from their respective partners, and then walk back to start line with the bean bag on the head. Partners with soup now walk to exchange for bean bag, and then walk back with bean bag on head.
- Children who collide into anyone have to freeze for five counts before walking again.



LET'S PLAY

“Bubbles!”

RECOMMENDED FOR

AGES **3** and Above

Activity Objectives

- To walk freely with light effort along different pathways and at different body levels.
- To move with awareness of self and others.

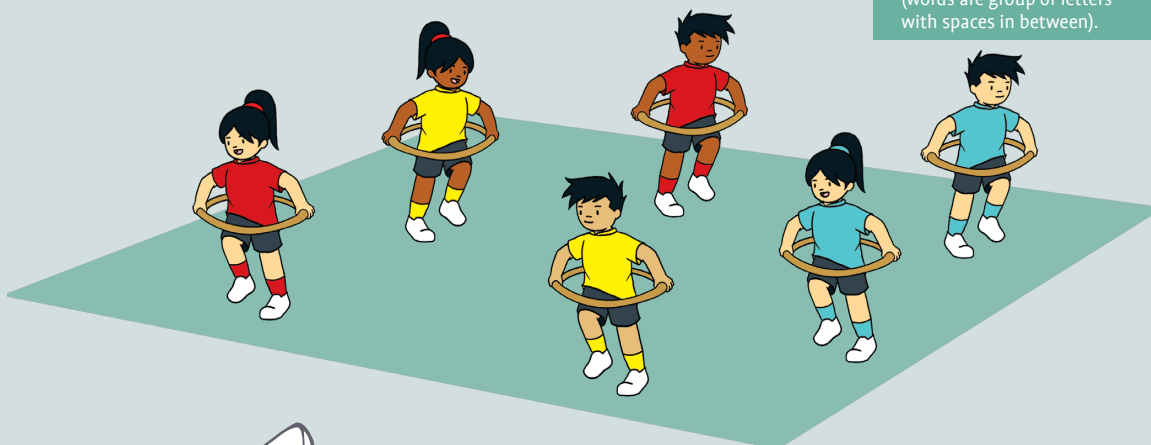
Before You Start

- Open space/field/big room
- Hoops if available



Integrated Learning

Language and Literacy
Develops spatial awareness, essential for writing skills (words are group of letters with spaces in between).



Teaching Moments Encourage...

- quiet and light tiptoe movements
- balanced body position and bent knees when changing direction

How to Play

- Children to hold a hoop each and imagine they are big soap bubbles (Bubbles).
- All Bubbles to walk without colliding into anyone.
- If they collide, they must freeze for three counts before they can start to walk again.
- Be creative. Introduce walking technique variations. For example, get Bubbles to walk:
 - as if blown by the wind (or ‘float’).
 - low to avoid an overhead bridge.
 - close behind one another without overtaking.

Variations of Play

Younger children

- Instead of using hoops, children hold both hands overhead to form a circle.

Older children

- Try the Big Needle variation:
 - One child to be Big Needle. Give him a wand.
 - Big Needle to tag (‘burst’) Bubbles with a light tap on the shoulder.
 - Bubbles who have been tagged, must squat for five counts.
 - Then, they ‘inflate’ themselves up into new Bubbles and start moving about again.
 - At the end of activity, acknowledge Bubbles who have not been burst even once.

LET'S PLAY

“Wait For Me!”

Locomotor Skill – Walking

RECOMMENDED FOR

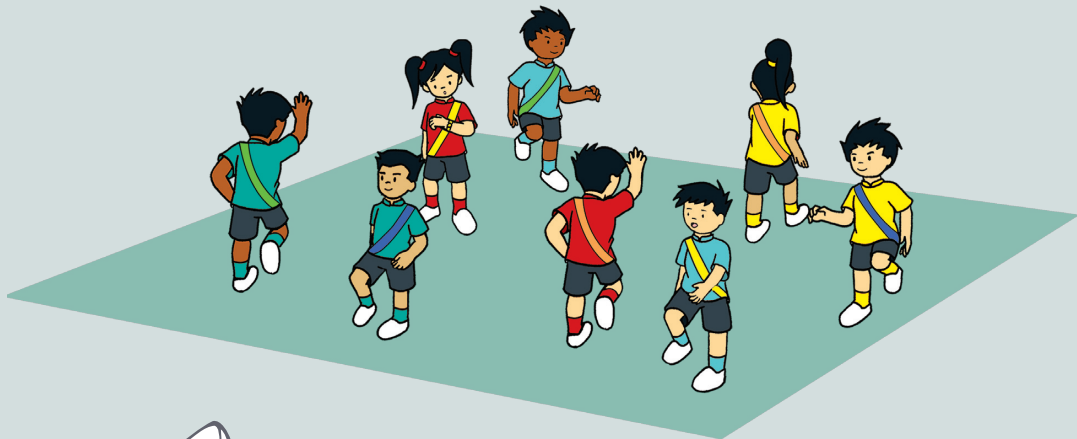
AGES **4** and Above

Activity Objectives

- To walk quickly and lightly with sudden changes in directions and pathways.
- To be alert of partner's movement patterns as well as that of other children in the space.

Before You Start

- Open space/field/big room
- One sash between each pair (optional)



Teaching Moments

Encourage...

- quick change in directions and levels
- good arm swings and always looking up/around

How to Play

- Children to imagine they are in a crowded shopping mall.
- Pair them up (Shopper and Tagger).
- Shoppers to start walking quickly into the open space.
- Wait for three seconds before allowing the Taggers to start walking.
- Taggers must tag their partner Shoppers with a light tap on the shoulder.
- Once tagged, Shopper and Tagger pairs walk back to the starting line hand-in-hand.
- No running or colliding at any point of the activity.

Variations of Play

Younger children

- Pair children up. Taking turns to be leader, partners hold hands and walk without colliding.

Older children

- Group children into threes (A, B and C).
 - Follow similar play format except that Child B goes in search of Child A while Child C looks for Child B.
 - The first pair to be formed (either Child A and Child B, or Child B and Child C) walks hand-in-hand to look for the remaining teammate.
- Introduce the idea of a 'remote control' and use it to vary children's walking speed: fast-forward, slow-motion.



Walking

Verbal Cues



“Look Ahead”

To avoid collisions or tripping over

“Swing Arms Naturally”

To maintain stability during weight transfer

“Point Toes Forward”

To minimise outward rotation

“Follow A Line”

To walk forward with control

Running

Running is similar to walking except that with running, there is a flight phase when both feet are momentarily off the ground at the same time. Variations of the running movement include jogging, sprinting, dodging, chasing and fleeing.

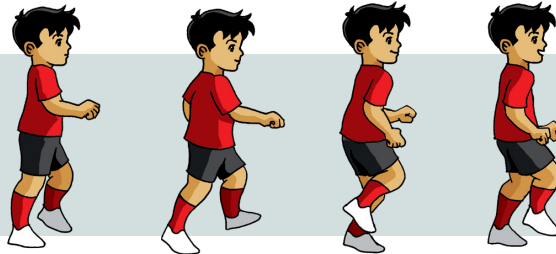
Running is one of the most basic movement skills required in daily activities (e.g., running because you are late for school). It is also a foundation skill required in many dynamic activities, games and sports (e.g., tag games, athletics, soccer, basketball). Proficiency and mastery of good running techniques for different situations will enable a child to move successfully and confidently.



Developmental Phases

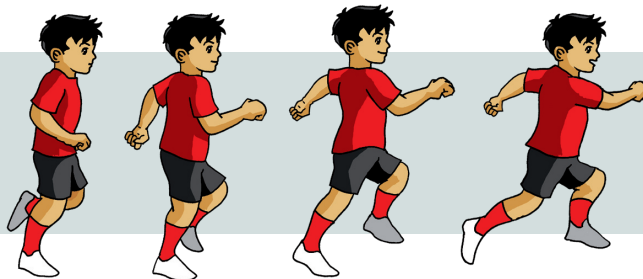
Running

Initial



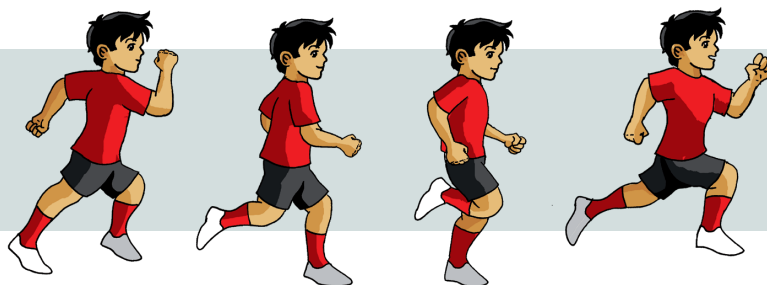
- Stiff arm swing.
- Legs appear stiff and take uneven steps. Short and limited leg swing.
- No flight phase with at least one foot always on the ground. Wide base of support (feet apart) to maintain balance.

Transition



- Arms swing further from front to back.
- Wider steps and an increase in leg swing and speed.
- The support leg straightens more completely at take-off.
- A flight phase (both feet off the ground) is visible.

Mature



- Arms are bent at the elbows at about 90°.
- Arms swing close to body in opposition to leg movement.
- Wider steps and maximum flight phase when both feet are off the ground.
- Support leg bends slightly upon contact with ground, and then straightens to push body upwards.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Running

What to do if the child...

... is not swinging arms naturally in alternate fashion?



- Child to sit on the floor, legs outstretched.
- Bend elbows at about 90°, close to body. Swing backward and forward slowly, increasing speed of swing gradually.

... is dragging feet and not lifting knees?



- Child to run between two lines slowly at first, then increase speed gradually.
- During run, place hands at waist level and ensure knee lifts to touch them.

... is not running fast?



- Children to race one another in an open space. Ensure ground is flat and safe.

... is not able to change directions quickly?



- Draw different pathways on the floor or use court lines if available.
- Child to run closely along the lines.



Skill Building Activities

“Can you run...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- heavily like an elephant
- quietly without waking the sleeping giant
- lightly as if on clouds

TIME

- quickly like a leopard
- in quick-slow rhythm
- slowly like a tortoise

FLOW

- as if you are tired/ energised
- as if you are racing a car
- at “green light” and stop at “red light”

SPACE AWARENESS

LOCATION

- to the wall and back
- along the side of the court
- on the spot like a hamster on a wheel

DIRECTION/PATHWAYS

- in four different directions
- along the outline of a big ‘W’ on the floor
- in a circle as if following the outline of a clock

LEVELS/EXTENSIONS

- and reach for the stars
- and dribble a ball like a soccer player
- low as if avoiding a swarm of bees

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- holding hands with a friend on each side
- behind a partner as if you are the shadow
- to avoid being tagged by a partner

OBJECTS

- without stepping on the scattered bean bags
- carrying a ball
- between two ropes on the floor



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- lightly and quickly like a race car along the side of the court
- on the spot and lightly like clouds, while holding hands with a friend on each side

LET'S PLAY

“Who Stole My Cheese?”

(*variation of *What is The Time, Mr Wolf?*)

RECOMMENDED FOR

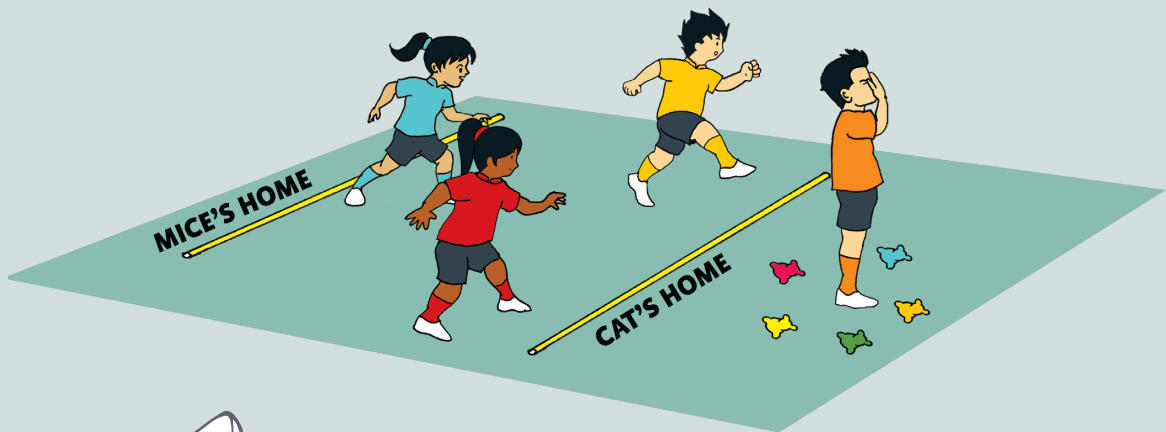
AGES **4 and Above**

Activity Objectives

- To walk or run lightly on tiptoe with sudden starts and stops.
- To listen, observe and run quickly to avoid being tagged.

Before You Start

- Open space/field/big room with homes defined for Cat and Mice
- Scatter 'cheese' (bean bags or rolled up socks) around Cat's home



Teaching Moments

Encourage...

- quiet and light movements on tiptoe
- balanced body position and slight knee-bend when changing directions

How to Play

- One child to be Cat and the rest of the class to be Mice.
- Cat and Mice must stay within their designated homes.
- Cat keeps eyes closed with back facing the Mice.
- On signal, Mice to run on tiptoe to Cat's home to steal his Cheese.
- Every time Cat yawns (loudly) and stretches arms, Mice have to stop and freeze.
- Resume play when Cat puts hands over his eyes again.
- When Cat senses that Mice are near enough, he calls out loudly "Time for lunch!"
- Mice dash into Cat's home to pick up a Cheese before running back home to be safe.
- Meanwhile, Cat tries to tag (tap/touch) Mice before they make it back safely into their home.
- Mice who are tagged must freeze.
- Resume play by appointing another Cat.

Variations of Play

Younger children

- Arrange Mice in a circle around Cat (to minimise collisions during chase).

Older children

- Locate the homes of Cat and Mice further apart.
- Assign two Cats.



Ensure there is space at the end of the Mice's Home for children to run through.



LET'S PLAY

“Sea, Shore, Ship and Sharks!”

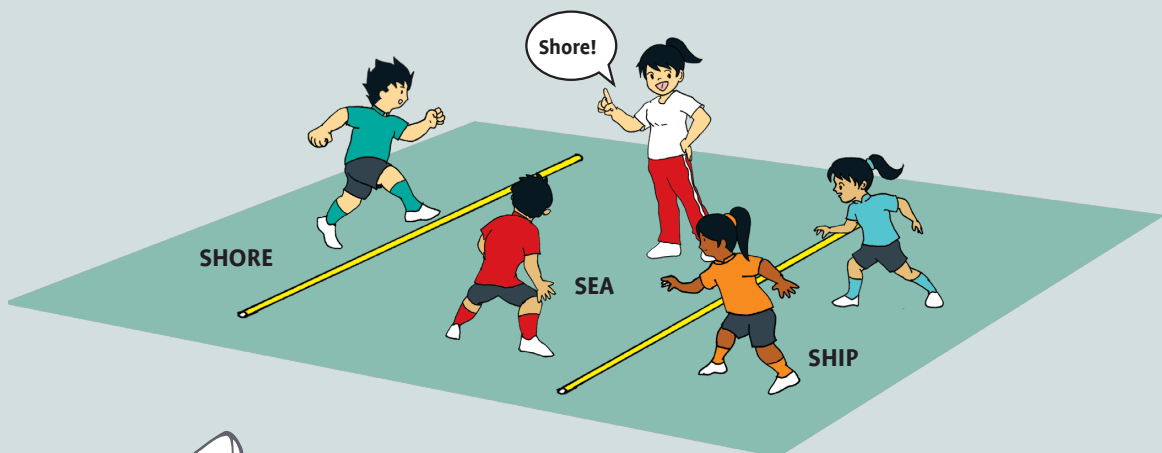
RECOMMENDED FOR
AGES **4** and Above

Activity Objectives

- To run with sudden changes in direction, location and pathway.
- To listen carefully while running and respond accordingly.

Before You Start

- Open space/field/big room divided into three sections: Sea, Shore and Ship



Teaching Moments

Encourage...

- balanced body position and slight knee-bend when changing directions
- good arm swings, with head looking up and around

How to Play

- Spread children out evenly into the three marked sections.
- Point to the section representing Shore and call “Shore” out loudly.
- Accordingly, children to run to the section that has been called.
- Repeat by calling a different section, to get children to run.
- When “Sharks” is called, children must run to either Shore or Ship.
- Children found in Sea after “Sharks” is called out, may be tagged.

Variations of Play

Younger children

- Use pictorial visuals (large picture cards) to define the three sections.

Older children

- Upon hearing “Sharks”, children hold hands with two or three others and freeze.
- One child to be the leader to make the calls.



Beware of collisions. Spread the children out and ensure adequate play space especially at ends.

LET'S PLAY

“Gate Runners”

RECOMMENDED FOR

AGES **5** and Above

Activity Objectives

- To run in a circular pathway with changes in speed and body levels.
- To cooperate with teammates and take turns to perform a specific task.

Before You Start

- Open space/field/big room with clear directional arrows on the floor
- Use bean bags to be markers for Gates. Space these out well.



Integrated Learning

Numeracy
Introduces children to ordinal numbers (first, second, third, etc).



Teaching Moments Encourage...

- good opposite arm and leg swing
- lowering of body when running through Gate

How to Play

- Team children into threes (two Gatekeepers and one Runner).
- Each team finds its position next to a Gate (bean bag).
- Gatekeepers form a gate arch by holding hands overhead.
- Runner stands under the arch between Gatekeepers.
- At “Go”, Runners to run through all the gates following direction of the arrows.
- When they arrive back at their own gate, they quickly swap positions (one of the Gatekeepers will then be the Runner).
- Repeat until every teammate has completed the run.
- To win, the third teammate must reach the home gate, pick up the bean bag, and stand behind one of his Gatekeeper teammates.
- Gatekeepers must hold up their gates until all Runners complete their run.

Variations of Play

Younger children

- Children to stand side-by-side in a line, well-spaced apart.
 - Place two bean bags for each child at other end of room.
 - Each child runs to collect a bean bag and brings it back to home line.
 - He repeats with the second bean bag.



Beware of collisions. Ensure that markers are well spaced out.



Running

Verbal Cues



“Lean Body Forward”

To gain forward momentum & speed

“Swing Arms”

To push body forward & increase running speed

“Lift Knees”

To encourage big strides or steps

“Push Off with Ball (front) of Foot”

To encourage running with speed

Leaping

Leaping is similar to running except for a longer and exaggerated flight phase. It requires taking off on one foot and landing on the other. Many children enjoy the feeling of being airborne, especially if the skill is being executed under make-believe scenarios such as, leaping over 'rivers infested with crocodiles' or over obstacles 'to escape from a tiger'.

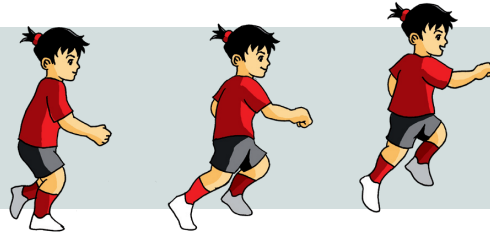
As children master the leaping skill and apply it to common daily encounters such as clearing water puddles, small drains and low obstacles, they will learn to move confidently. Leaping is also used in many games and sports, such as basketball, netball, badminton and soccer.



Developmental Phases

Leaping

Initial



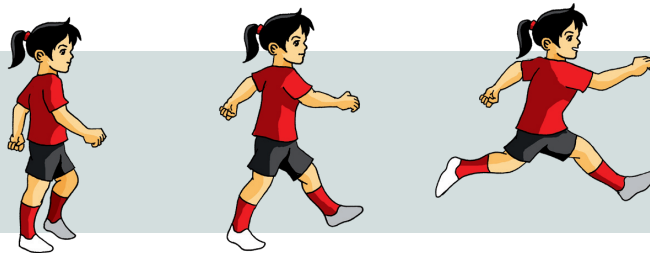
- Arms swing at random, not alternate to legs.
- Inconsistent use of take-off leg.
- Inability to lift body up to gain distance or height.
- Movement looks like a running step.

Transition



- Arms are used for balance, not to produce body lift.
- Legs are not fully stretched when off the ground.
- Body is stiff and leans forward slightly.
- Movement looks like an elongated run. Slight lift above ground is visible.

Mature



- Arms swing in opposition to legs.
- Forceful straightening at take-off with both legs fully stretched when off the ground.
- Definite forward lean of body.
- Able to achieve distance and height.

Approximate Age of Development (in years)

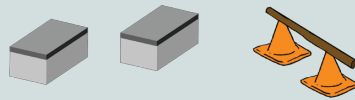
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Teaching Strategies

for Skill Development – Leaping

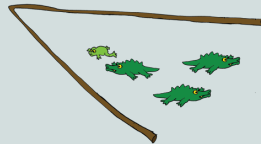
What to do if the child...

... does not look up when leaping?



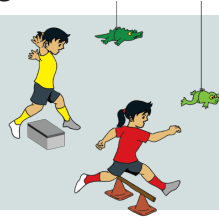
- Create an ‘electric wall’ of obstacles from low to medium height (e.g., shoeboxes, cones, alphabet foam mat pieces, stacked up juice cartons). Be sure to use objects that are safe.
- Child to leap over obstacles.

... lacks confidence to clear a wide distance?



- Create ‘rivers’ for leaping over by using picture cards or toy crocodiles/fishes.
- To build confidence, get child to clear rivers of different widths.

... is not lifting knees and feet during a leap?



- Create low barriers (by drawing lines on floor or using bean bags/milk or juice cartons/shoeboxes) and hang objects in front above eye level.
- Children to look up when leaping over obstacles.

... does not use arms to assist the lift?



- Child to hold ribbon piece or small towel in one hand. Tape a small piece of ribbon on alternate foot.
- Encourage child to stretch hand with ribbon or towel to touch alternate foot when leaping over obstacle.



Skill Building Activities

“Can you leap...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- and land gently like a fly
- and land like a dinosaur
- without swinging your arms

TIME

- quickly/slowly
- and stay in the air as long as you can
- continuously, following a drumbeat

FLOW

- and freeze upon landing
- after a short run-up
- with hands on your head

SPACE AWARENESS

LOCATION

- over the markers as if they were water puddles
- over different objects around the room
- over the playground tiles/foam mats

DIRECTION/PATHWAYS

- diagonally to the left/side of the court
- with left/right foot leading
- continuously around a big circle

LEVELS/EXTENSIONS

- and touch front knee with one hand
- and clap in the air
- with high knee-lift

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- and touch knees upon landing
- over your partner's outstretched legs
- after your partner has his turn

OBJECTS

- from one lily pad to another (marked with chalk)
- and touch a ball hanging overhead
- over the shoebox/newspaper roll



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- lightly over a 'tree trunk' (e.g., newspaper roll) and land gently like a fly
- continuously from one lily pad to another with higher knee-lift

LET'S PLAY

“Jack (Jane) Be Nimble”

RECOMMENDED FOR

AGES **3** and Above

Activity Objectives

- To leap over low obstacles.
- To listen for and leap in response to rhythmic signals.

Before You Start

- Open space/big room
- Set up two to three stations well-spaced out around room:
 - a single rope on the floor
 - two ropes on the floor
 - low obstacles (e.g., tape paper band of length about 30 cm across two cones)Adjust height of the obstacles according to children's ability.



Teaching Moments Encourage...

- body to lean forward at start of leap
- stretching fully of front leg during leap



Beware of collisions!
Use directional arrows to mark direction of play for children as they move from station to station.

How to Play

- Practise the rhyme with the children until they are familiar:
*Jack (or Jane or child's own name) be nimble,
Jack (.....) be quick
Jack (.....) leaps over the candlestick!*
- Assign children equally to the different stations, stressing the need to take turns.
- At “Go”, children run on the spot while saying the rhyme aloud.
- On hearing the word “leaps”, they must leap over the obstacle in front of them.
- Rotate children around the different stations.

Variations of Play

Older children

- Pair children up: one to say the rhyme (using partner's name) while the partner to leap on hearing the word “leaps”.



LET'S PLAY

“Going On A Safari”

RECOMMENDED FOR

AGES **3** and Above

Activity Objectives

- To run and leap with control over different obstacles.
- To observe activity rules and learn to take turns.

Before You Start

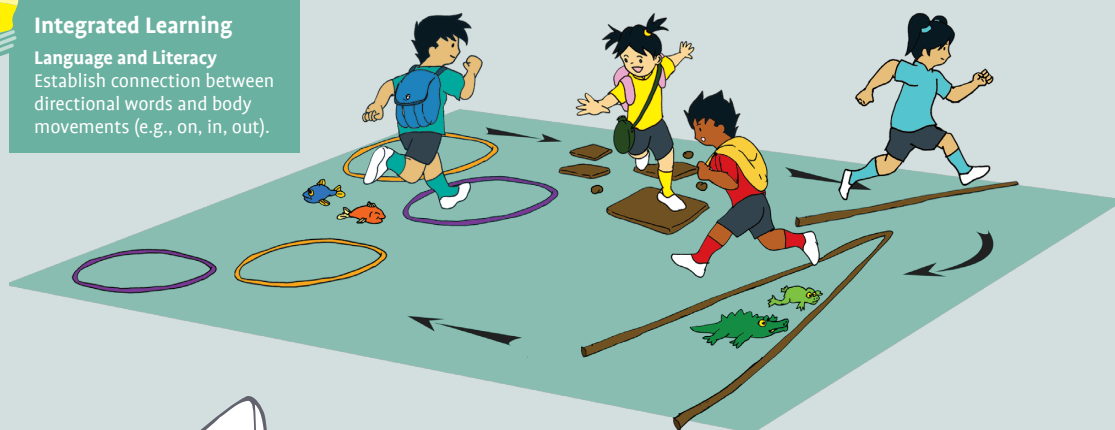
- Open space/big room
- Set up three stations complete with instructions on word cards:
 - Lake with floating lily pads: Scatter hoops on the floor (closer together for young children, further apart for older ones). These are to be the lily pads for safe landing. Word card to read: *Leap in and out*
 - River filled with crocodiles: For the river, use two rope pieces or poles placed apart from each other at one end. Word card to read: *Leap over*
 - Animal traps: Scatter animal traps around (e.g., ropes, cones, bean bags). Word card to read: *Leap over*



Integrated Learning

Language and Literacy

Establish connection between directional words and body movements (e.g., on, in, out).



Teaching Moments

Encourage...

- use of arms to help push body forward
- push off with ball (front) of foot during take-off



Beware of collisions. Use directional arrows to mark direction of play for children as they move from station to station.

How to Play

- Children to imagine they are going off on a safari.
- Discuss with them the common dangers (e.g., deep rivers, traps).
- Demonstrate how to leap over these obstacles.
- Assign children equally to the different leaping stations.
- Remind them to wait for their turns.
- Rotate children around the different stations.

Variations of Play

Younger children

- Keep to a maximum of two stations.
- Adjust width and height of obstacles according to the ability of the children.
- Offer children a choice of the obstacles for leaping over.

LET'S PLAY

“Leaping Lizards”

RECOMMENDED FOR

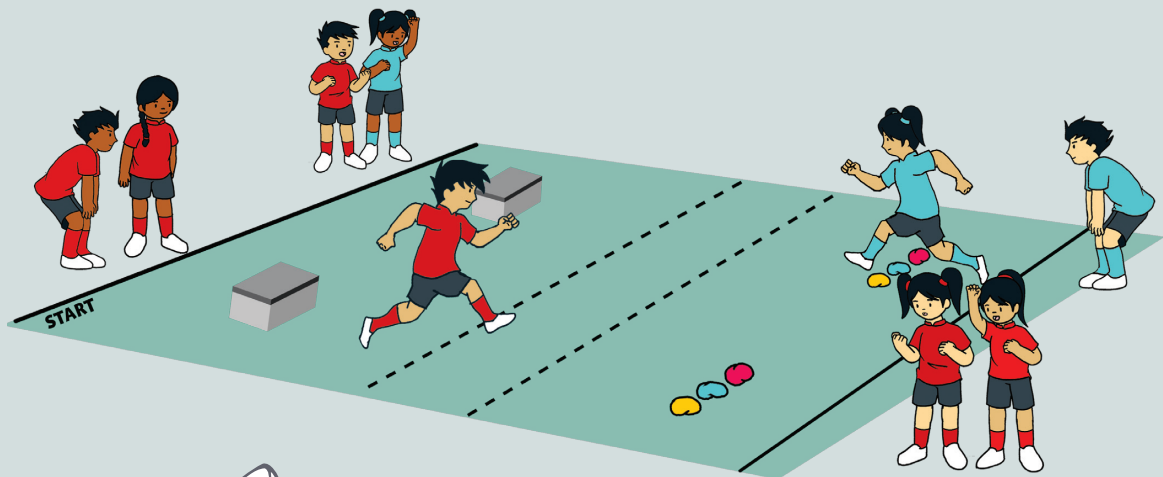
AGES **4** and Above

Activity Objectives

- To leap continuously with control over three low obstacles.
- To engage in cooperative play and to learn to take turns.

Before You Start

- Open space/big room
- Set up two leaping stations of low obstacles using bean bags, empty boxes, chalk lines and ropes
- Four children in each relay team, two to be stationed at each end



Teaching Moments Encourage...

- run-ups and landing with control between obstacles
- gentle hand-tagging of teammates



Use markers to demarcate the starting point for children waiting their turns.

How to Play

- Children to imagine they are Lizards.
- At “Go”, first Lizard of each team races to other end, leaping over the box, then the lines, and finally the bean bags.
- When they reach the other end, they tag the hand of the second Lizard.
- The second Lizard runs back and leaps accordingly, and tags the third Lizard, and so on.
- Lizards must wait to be tagged before they can have their turn.

Variations of Play

Younger children

- Each team to have no more than two obstacles.

Older children

- Increase distance between start line and first obstacle.
- Each child to race with a bean bag which he must pass to the next teammate to continue the relay.



Leaping

Verbal Cues



“Swing Arms”

To help propel & balance body

“Stretch Front Foot” (giant step)

To gain greater height & distance

“Push Off on Ball (front) of Foot”

To enable greater lift

“Land on Ball (front) of Foot”

To absorb landing force

Jumping off a Height

Jumping skills are challenging for children as it requires arm, leg and body coordination as well as controlling a flight phase when both feet are not in contact with the ground. The jumping movement is usually divided into three components: the preparation or take-off, the flight, and the landing.

When jumping off a height, a child first takes off on two feet into the air and then lands on both. This skill is used when he jumps from chairs, sofas, stairs and playground equipment. Jumping off a height is a great thrill for children – just watch their faces as they jump off from a staircase or a playground block to flee a tagger.

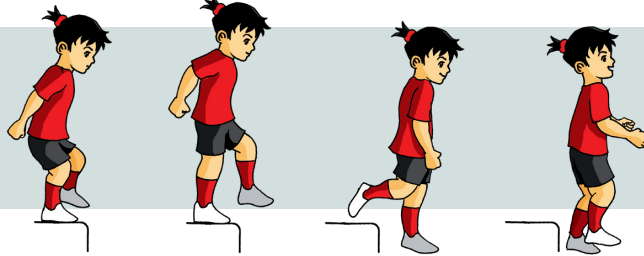
To land with knees slightly bent is an important safety consideration, as is landing on soft, non-concrete surfaces. Also, children should always have their shoes on when jumping.



Developmental Phases

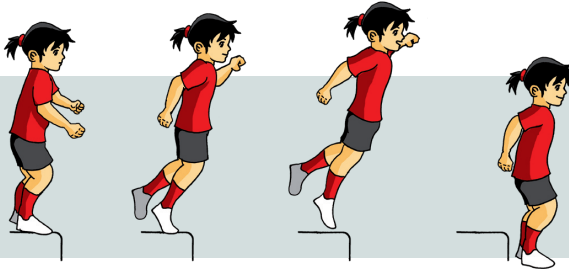
Jumping off a Height

Initial



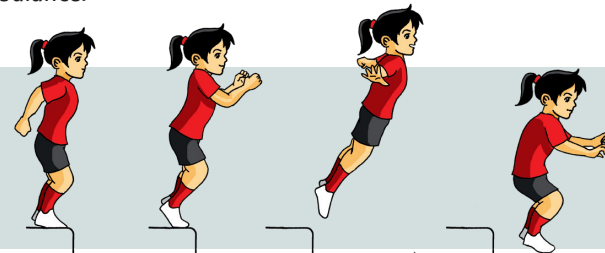
- One-foot take-off, with take-off foot contacting ground first before other foot leaves surface (like stepping down).
- No flight phase visible.
- Heavy dependence on arms for balance.

Transition



- Two-foot take-off with one foot leading in front.
- One-foot landing followed by immediate landing of other foot, resulting in minimal flight phase.
- An uneasy bending at knees and hip upon landing.
- Awkward use of arms for balance.

Mature



- Smooth two-foot take-off to give a controlled flight phase (both feet in the air).
- Both arms used efficiently for balance.
- Upon landing, both feet contact ground simultaneously, with toes touching first.
- Feet land shoulder-width apart.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Jumping off a Height

What to do if the child...

... is afraid/unwilling to jump off a height?



- Place child on a low height and get him to bend knees. Facing him, hold him on both shoulders.
- Count to three and gently lift him up.
- Gradually reduce physical help, from shoulders to elbows, then to hands, and finally just verbal cues.

... is unable to take off with both feet?



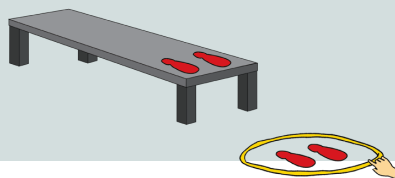
- Make a 2-cm wide newspaper band to wrap child's feet near ankles (staple or tape ends of the newspaper together). Child to imagine his feet are now glued together.
- Place two footprints at end of raised platform and a matching pair on ground.
- Get child to jump off, keeping his feet together.

... is not swinging both hands to help in take-off?



- Hold an object or target slightly in front and just above child's head level.
- Child to jump and reach for the target.

... is not gaining distance with jump?



- Place a hoop near raised platform and get child to jump off and into hoop.
- Progressively move hoop further away.



Skill Building Activities

“Can you jump off...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- and stamp the ground with your feet
- with hands stretched out like a star
- lightly to land in a bowl of ‘jello’

TIME

- and clap before you land
- and turn in the air before you land
- and touch your knees before you land

FLOW

- with a bean bag in each palm (palm facing up)
- and wave a towel held in the hand
- with hands ‘glued’ to the side

SPACE AWARENESS

LOCATION

- into a hoop
- and land near the marker/line
- from different stools or benches around the space

DIRECTION/PATHWAYS

- towards two footprints on the floor
- and reach for the sky before landing
- and turn clockwise before landing

LEVELS/EXTENSIONS

- from a low crouch position
- like a tall rocket taking off

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- and land with hands touching tip of toes
- and land on one foot
- and turn to face a partner standing on your right/left

OBJECTS

- holding a scarf
- and land across a rope placed on the floor
- onto a gym mat



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- lightly like rain from a stool waving a scarf before landing with hands touching knees
- from a stool, turn in the air and clap before landing in an ‘electric’ hoop

LET'S PLAY

“Landing On The Moon”

RECOMMENDED FOR

AGES **2** and Above

Activity Objectives

- To jump off from a low height with control and land on two feet into a hoop.
- To develop a safe habit of bending the knees when landing.

Before You Start

- Open space/big room
- Low and stable bench/stool/balance beam or any raised platform
- A pair of footprints/markers placed at each end of the bench
- A hoop placed on the ground at one end of the bench



Integrated Learning

Self and Social Awareness
Develops interpersonal skills
e.g., waiting in line and taking turns.



Teaching Moments

Encourage...

- bending of knees and to step firmly on ground when landing
- touching of knees when landing

How to Play

- Line children up at one end of the bench. Ensure that the bench is stable and will not tip over.
- Place a pair of footprints on the bench to mark the start point.
- Child to walk along the bench until he comes to the second pair of footprints.
- From here, he jumps into the hoop below to land on the ‘moon’.
- Second child gets onto bench to do likewise, and so on.

Variations of Play

Younger children

- Use a low, stable stool instead of a bench (to eliminate the balance walk).

Older children

- To have children walk over several low, stable stools placed in a line, spaced apart.
- To use low outdoor kerbs instead of benches.



Use anti-slip mat under the stools to prevent them from shifting.



Jumping off a Height

Verbal Cues



“Bend Knees”

To provide greater take-off power

“Swing Arms Forward”

To lift body upwards & forward

“Lift Feet Upwards”

To enable balance before & during flight

“Bend Knees on Landing”

To absorb impact on landing

Jumping for Height



The vertical jump for height requires a one- or two-foot upward take-off to gain height. To achieve a good jump, the child needs to bend both knees at the preparatory stage before pushing the body up forcefully from the balls (front) of the feet while using strong arm swings to lift the body upwards.

A beginner generally would not know how to precede his jump with a preparatory crouch. Nor would he know how to generate force with the lower limbs, or how to use the arms to lift the body up.

The vertical jump is used extensively in ball games (e.g., basketball, volleyball, soccer), badminton, gymnastics, athletics and skipping.

Developmental Phases

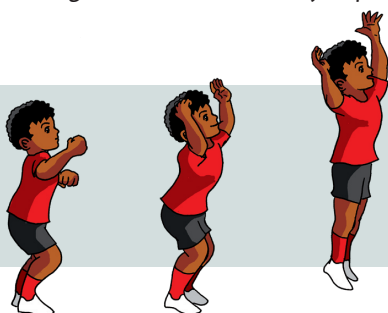
Jumping for Height

Initial



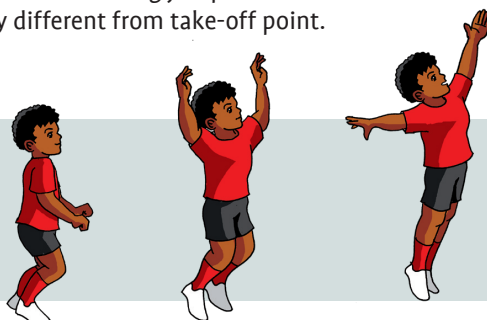
- Preparatory crouch (body bend) is unstable, hence difficulty in taking off with both feet.
- Poor body stretch at take-off with little or no head lift.
- Arms not coordinated with body trunk and leg action. Tendency to swing backward when taking off.
- Little height is achieved, making it look like a forward jump.

Transition



- Incomplete preparatory crouch: knee-bend exceeds 90° and body leans forward too much.
- Two-foot take-off. Body does not stretch fully during flight phase.
- Ineffective use of arms for balance during jump.
- Landing point is noticeably different from take-off point.

Mature



- Body crouched with knee-bend of between 60° to 90°.
- Knees straighten and arms lift upwards. This pushes body upwards into a full body stretch.
- Head tilts upward with eyes focused ahead or on target.
- Controlled landing on both feet very close to take-off point.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Jumping for Height

What to do if the child...

... is unable to take off with both feet?



- Get child to bounce up and down on both feet like a kangaroo, bending knees to take-off and to absorb impact on landing.
- When bouncing upwards, child to raise both hands as if netting a basketball.

... is not looking up or bending knees?



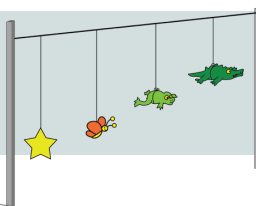
- Hang target just above child's out-stretched hands. Encourage child to bend knees (crouch position) and jump up to touch target.
- If child needs help, hold him at waist and gently lift him up on count of three.

... is not swinging and lifting arms to assist jump?



- Find a wall clear of obstacles. Child holds a piece of chalk in one hand. Standing sideways to wall, encourage child to jump, stretch hand with chalk as high as possible to mark wall. Determine highest level achieved after a few tries.

... needs to improve jump?



- Hang interesting targets at different heights (low to high). Child to jump and reach for targets, moving from lowest to highest.



Skill Building Activities

“Can you jump for height...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- like fireworks shooting into the sky
- to pluck rambutans from a tree
- like a dolphin jumping out of the water

TIME

- in slow motion
- and clap your hands above your head
- and spin in the air

FLOW

- and land in a pool of ‘super glue’
- like a puppet being pulled up and down by someone
- and stop for five counts before jumping again

SPACE AWARENESS

LOCATION

- and land at the same spot
- and touch the wall with hand raised above your head
- and move to a different hoop according to drumbeat

DIRECTION/PATHWAYS

- and turn clockwise/ anti-clockwise
- and reach to the left/right
- and reach both hands upwards

LEVELS/EXTENSIONS

- like a small ball shot upwards by a racquet
- starting with both hands on bent knees
- starting with hands behind at waist level

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- with your hands ‘tied’ to the side
- at the same time with your partner
- together with a group according to signal

OBJECTS

- and peep over a net (above head level)
- and touch a hanging target
- and toss a small object into a hanging hoop



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- lightly on the same spot continuously as if you are a puppet on a string being pulled by someone
- slowly from a low crouch position and turn in the air at the same time with a friend

LET'S PLAY

“Reach For Stars”

RECOMMENDED FOR

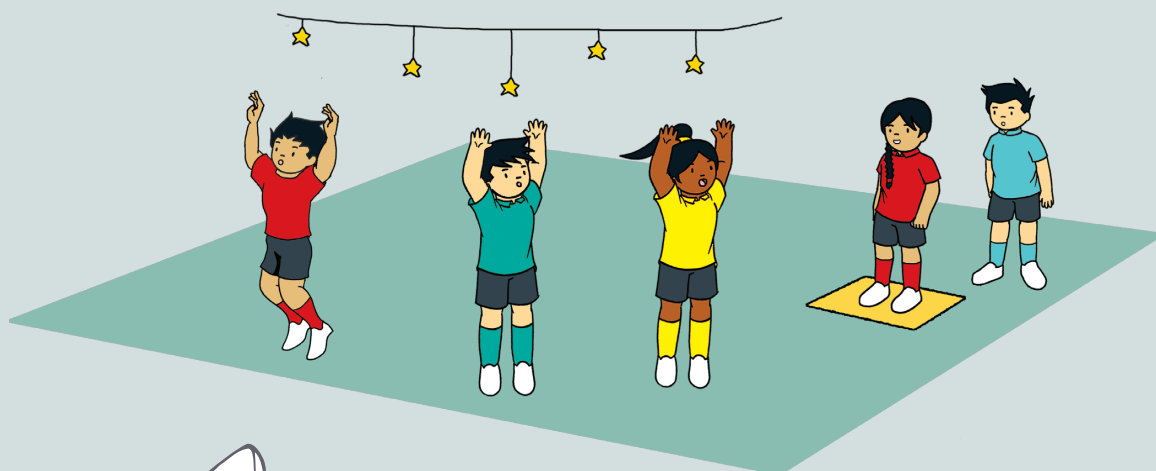
AGES **2** and Above

Activity Objectives

- To jump up with control to reach a target.
- To develop the safe habit of bending knees when landing.

Before You Start

- Open space/big room
- Hang a line/rope overhead across the room
- Hang star-shaped cutouts from the rope just above the reach of the children when their hands are fully stretched up (Tip: Space the stars out and ensure they are hung from different heights)



Teaching Moments Encourage...

- arms to swing backward and forward
- children to look up when jumping

How to Play

- Children to take turns to jump and touch as many stars as he can.
- Each child gets three tries per star, before moving to the next star along the rope.

Variations of Play

Younger children

- Make bigger star cutouts and hang them within easier reach of the children.
- Make stars more appealing by attaching bells to them.

Older children

- Hang the stars progressively higher along the length of the rope.



Beware of collisions!
Place a marker at the start of the rope to keep children at safe distance until it is their turn.



Jumping for Height

Verbal Cues



“Bend Knees”

To generate force with more muscle involvement

“Swing Arms”

To create upward momentum to lift body

“Take Off, Stretch to Touch the Sky”

To help maintain momentum & lift body

“Push Off with Balls (front) of Feet”

To generate reaction force to lift body upward

“Soft Landing with Bent Knees”

To absorb landing impact



Jumping for Distance

The horizontal jump can be executed by taking off either on one foot or two, but landing on both. When taking off on one foot, children usually run up to the point of take-off. This method is most common in sports like long jump, or gymnastics when jumping over a vault. In many ways, the one-foot take-off is similar to the leap, except that with the horizontal jump, the landing is more stable as it is on both feet.

Mastering the two-foot to two-foot horizontal jump is required in standing long-jump tests which is a component in many fitness assessments. To achieve distance in a jump requires good arm swing with a preparatory crouch and full straightening of the knees.

Developmental Phases

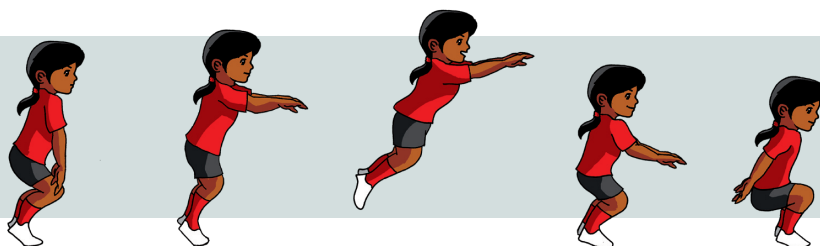
Jumping for Distance

Initial



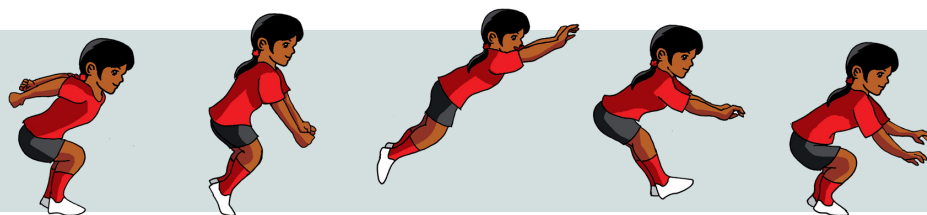
- Inconsistent degree of knee-bend at preparatory crouch.
- Difficulty using both feet simultaneously to take off and land.
- At take-off, legs are not completely stretched.
- Body is pushed upwards with little emphasis on the length of jump.
- Limited arm swing.

Transition



- Preparatory crouch is lower and more consistent.
- Fuller stretching of the legs during take-off.
- Greater use of arms to assist jump: a backward-upward swing at take-off and then to the side to provide balance during jump.

Mature



- Preparatory crouch is low and consistent.
- Arms swing to back and above waist level. During jump, arms swing forward and are held high.
- Full stretching or extension of legs at take-off.
- Body at take-off is kept at about 45°, with full emphasis on achieving distance.

Approximate Age of Development (in years)

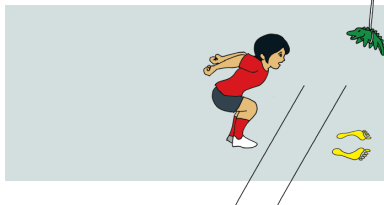
Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Jumping for Distance

What to do if the child...

... is looking down and not swinging arms forward to lift body?



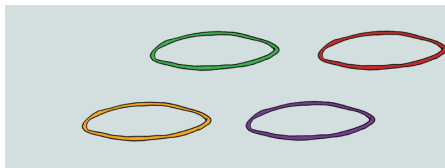
- Hold an object a short distance in front of child at about head level. Child to jump and touch object with both hands. (Tip: Move object a little forward as child jumps to reach for it.)

... is not lifting knees to jump far?



- Set up a low obstacle in front of child. Child to jump with two-foot take-off to clear obstacle.

... is unable to jump continuously on both feet?



- Scatter hoops each a short distance apart.
- Child to jump (two-foot take-off) from one hoop to another, mindful not to land outside the hoops where the 'traps' are.

... needs to coordinate eye, arm and knee movements?



- Set up low obstacles on the ground and hold a target in front for child.
- Get child to focus on both when jumping: to touch the hanging target as well as to clear obstacle.



Skill Building Activities

“Can you jump far...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- and lightly like a grasshopper
- and heavily like a bull frog
- and land quietly on your toes

TIME

- and slowly as if carrying a heavy bag
- in quick-slow alternate rhythm
- quickly but quietly

FLOW

- continuously like a kangaroo
- like stepping on hot charcoal
- following a hopscotch pattern

SPACE AWARENESS

LOCATION

- from one end of room to the other
- within the square boundary
- over the river (drawn with chalk)

DIRECTION/PATHWAYS

- following a straight line
- and create a zigzag path with your jumps
- forward, turn around and jump back to starting position

LEVELS/EXTENSIONS

- like a tall ‘ice-block’
- like a frog trying to catch an insect
- to catch a high ball

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- and tap knees before landing
- and land with hands on top of toes
- at the same time with two other friends

OBJECTS

- carrying a bean bag
- in a sack
- over a distance that is about your height



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- continuously like a frog catching an insect while creating a zigzag pattern on the floor
- lightly and quietly like a grasshopper from one end of room to the other

LET'S PLAY

“Where’s the Sticky Popcorn?”

RECOMMENDED FOR

AGES **4** and Above

Activity Objectives

- To jump continuously in defined space with other children.
- To jump and travel along different pathways in different directions to avoid being tagged.

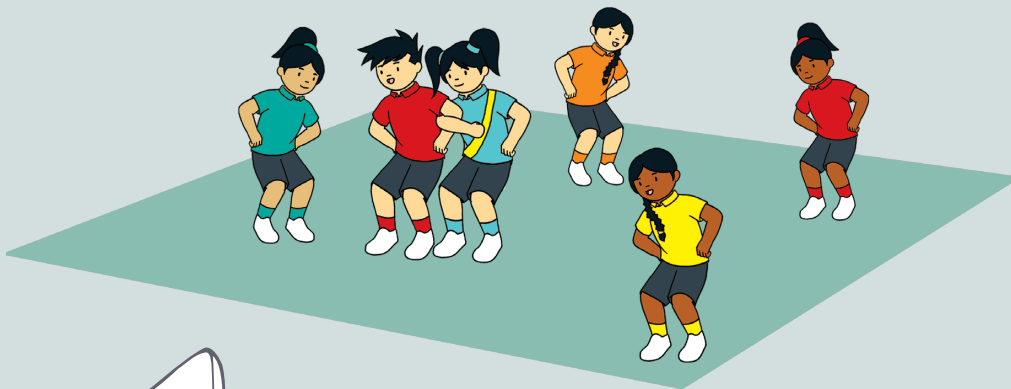
Before You Start

- Open space/field/big room



Integrated Learning

Self and Social Awareness
Promotes cooperative play by getting children to move in unison as tagged Popcorns.



Teaching Moments

Encourage...

- take-off and landing with both feet
- dodging to avoid being tagged

How to Play

- Explain to children how corn kernels ‘pop’ to become popcorns.
- One child to be ‘Sticky Popcorn’ (let him put on a sash for identification).
- Rest of children (Corn Kernels) to imagine they are in a hot ‘pot’.
- Corn Kernels to crouch low, holding limbs close to their bodies.
- Now, put the heat on: “I’m turning the heat up. It’s getting hotter, hotter...and pop!”
- As heat is being turned up, Corn Kernels stretch themselves out slowly, first the arms, followed by the body, then the legs.
- At the sound of “pop!”, children start to jump around on both feet.
- But, beware the Sticky Popcorn who is on the lookout to tag the Popcorns!
- Once tagged, the Popcorns lock arms to form a growing sticky popcorn.
- Remember, only jumping on two feet is allowed throughout the activity.

Variations of Play

Younger children

- Appoint an adult to be Sticky Popcorn.

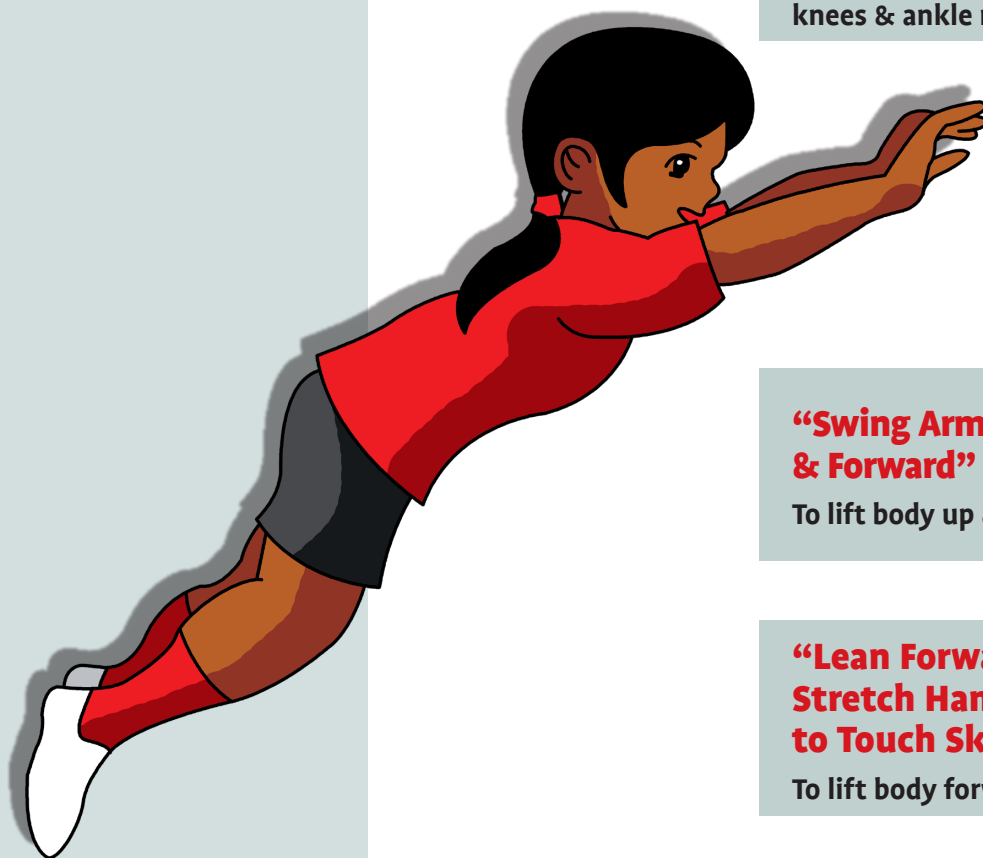
Older children

- Appoint two children to be Sticky Popcorns at the start of the activity.



Jumping for Distance

Verbal Cues



“Bend Knees” (crouch position)

Enables a more forceful thrust by involving hip, knees & ankle muscles

“Swing Arms Backward & Forward”

To lift body up & forward

“Lean Forward & Stretch Hands to Touch Sky”

To lift body forward

“Take Off with Feet Together”

To achieve balance as weight is evenly distributed on both feet

“Push Off with Balls (front) of Feet”

To generate forceful upward & forward lift

“Bend Knees when Landing”

To stay close to ground level for better force absorption upon impact

Sliding

Sliding is a sideways movement where the lead foot takes one step to the side, followed by the other foot stepping next to it closely, *without it crossing over the leading foot*. Both feet are kept close to the ground with the lead foot always on the side of the direction of travel.

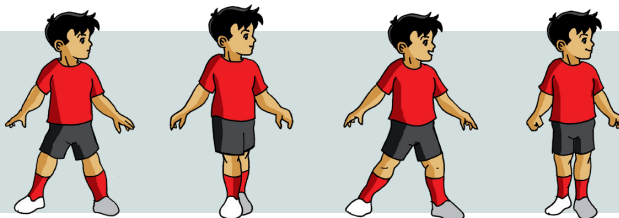
Sliding is one of the most common skills used in games like tennis, badminton, basketball and soccer where players make anticipatory side to side moves to dodge opponents or to change movement directions. Good dynamic balance and body control is crucial when sliding. Sliding is also used in many dances.



Developmental Phases

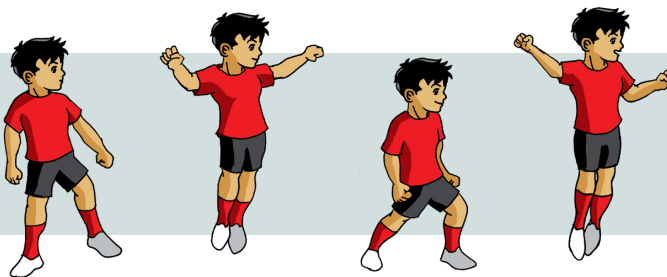
Sliding

Initial



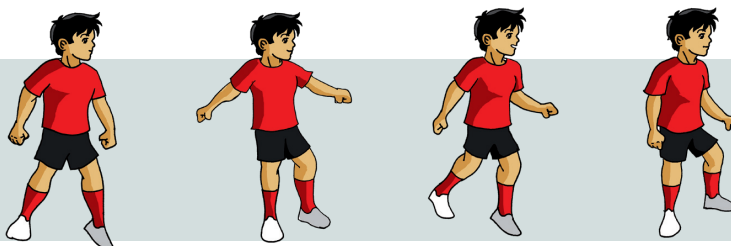
- Irregular pace.
- Both feet do not travel side by side, but cross over during flight phase.
- Feet land flat on the ground.
- Ineffective use of arms to balance or to produce body lift.

Transition



- Movement gains moderate speed but still appears stiff and awkward.
- Trailing leg may lead during flight phase but lands next to lead leg.
- An exaggerated upward lift (feet off the ground) can be seen.
- Contact with ground is made with either heel-toe or toe-toe combinations.

Mature



- Able to slide smoothly and rhythmically with a moderate tempo.
- Trailing leg lands next to lead leg which takes off just before trailing leg lands.
- Both legs bend slightly at the knees. A low-flight phase can be seen when both feet are off ground.
- Contact with ground is made with front of the feet.
- Arms not needed for balance; they may be used for other purposes (e.g., holding a ball, bean bag)

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Sliding

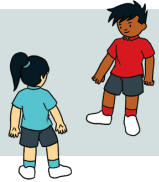
What to do if the child...

... has difficulty coordinating the sliding movement?



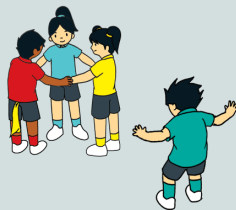
- Demonstrate with verbal cues: “Step, together, step, together”. Child to follow accordingly in both directions.
- Increase speed progressively.

... needs to slide smoothly?



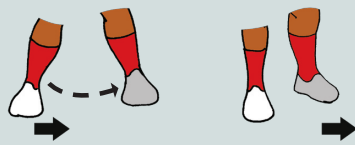
- Play ‘crab in the mirror’. Slide like a crab alternating between slow and medium speed, while child mirrors accordingly.

... is not able to change directions quickly?



- Introduce ‘triangular tag’. Three children hold hands, one has a sash tucked behind his shorts.
- Fourth child (Tagger) tries to tag designated child by snatching his sash.
- No running is allowed.

... does not lift feet during slide?



- Introduce ‘foot tag’. Lead foot springs off as other foot steps next to it and tries to catch up. Do this continuously. No crossing of feet.



Skill Building Activities

“Can you slide...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- flat-footed as if wearing heavy boots
- like a penguin
- like a floating balloon

TIME

- quickly as if on ice
- with alternate small and big steps
- according to fast-slow signals

FLOW

- three steps like a dancer and three steps like a robot
- keeping hands behind body
- around space and stop on ‘freeze’ signal

SPACE AWARENESS

LOCATION

- around a hoop
- in between the cones
- around a table

DIRECTION/PATHWAYS

- left to right, right to left
- as if you were a merry-go-round
- like a crab which doesn’t want to be caught

LEVELS/EXTENSIONS

- like a grumpy old crab
- with knees bent and hands on waist
- on tiptoe like a tall ballerina

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- with your feet apart
- with left/right foot leading
- facing a partner in the same/opposite direction

OBJECTS

- waving a scarf/towel
- while dropping and catching a ball
- around a hoop



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- quickly like a runaway crab, with hands behind body
- as if wearing heavy boots with knees bent and hands on your waist

LET'S PLAY

“Eagle and Chick”

RECOMMENDED FOR

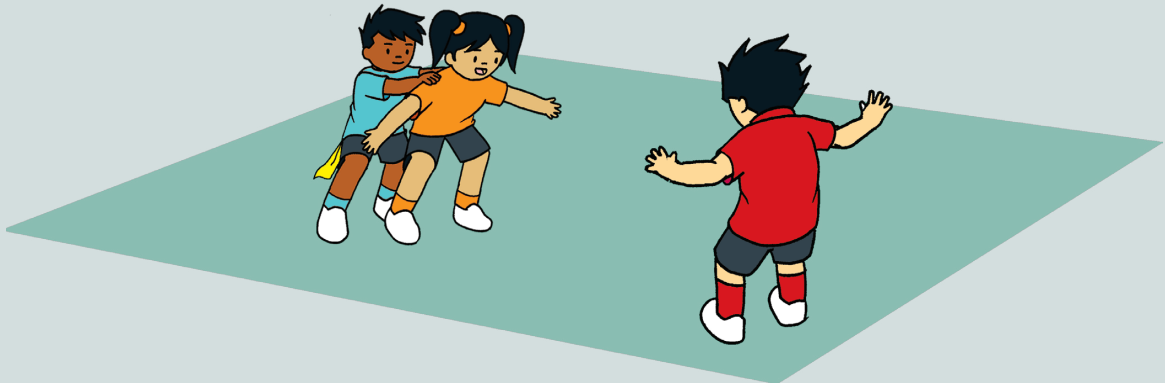
AGES **4** and Above

Activity Objectives

- To dodge (side slide) with control and with sudden changes in directions and body levels.
- To observe teammates' movements and to respond accordingly.

Before You Start

- Open space/field/big room
- Coloured towels or sash pieces



Teaching Moments

Encourage...

- quick change of direction with control using slide steps
- chick to move in tandem with Mother Hen

How to Play

- Group children into threes (Eagle, Mother Hen, Chick).
- Chick to wear a tail (tuck a sash into back of shorts with some length showing).
- Chick to take his position behind Mother Hen with hands on latter's shoulders.
- Now, Eagle has to try to snatch Chick's tail.
- Rotate roles when Eagle scores or after about 30 seconds of play.
- Only side slide is allowed throughout the activity.

Variations of Play

Younger children

- Get the adult to be Mother Hen.

Older children

- Group children into fours: Eagle, Mother Hen and two Chicks (only one Chick spots a tail).
- Group children into fours: Eagle, Rooster, Mother Hen and Chick (with a tail)
 - Rooster, Mother Hen and Chick hold hands to form a triangle.
 - From outside the triangle, Eagle must try to snatch the Chick's tail.
 - Keep activity under 30 seconds, then rotate roles.



Beware of collisions and unnecessary physical contact. Define clear boundaries for each group.



LET'S PLAY

“Crabs Alive!”

RECOMMENDED FOR

AGES **5** and Above

Activity Objectives

- To slide quickly from hoop to hoop in general space.
- To make colour distinction while sliding to avoid being tagged.

Before You Start

- Open space/field/big room
- Scatter hoops of three different colours. Space them out well.
- Designate one end to be the 'Beach' and the other as 'Sea'



Teaching Moments

Encourage...

- sliding with quick change in direction
- crabs to look out for each other and to share the hoops

How to Play

- Two children to be the Crab Catchers, each to wear a different coloured sash.
- Rest of the children to imagine they are Crabs.
- The Crabs must slide from the Beach to the Sea without being tagged by the Catchers, using spaces outside the hoops.
- Catchers can only tag a Crab who is not in a hoop or is in a hoop that is of **same colour** as his sash.
- Only two children are allowed in each hoop at any one time.
- If tagged, the Crabs must go back to the Beach to start over again.
- Rotate Crab Catchers after every two minutes of play.
- Only side-sliding is allowed throughout activity.

Variations of Play

Younger children

- Have only one Crab Catcher.
- Allow tagging only when the Crabs are outside the hoops.

Older children

- Increase Crab Catchers to three (each to wear a different coloured sash).



Beware of collisions when children rush for hoops. Ensure there are enough hoops.

LET'S PLAY

“Patty Cake Polka Dance”

RECOMMENDED FOR

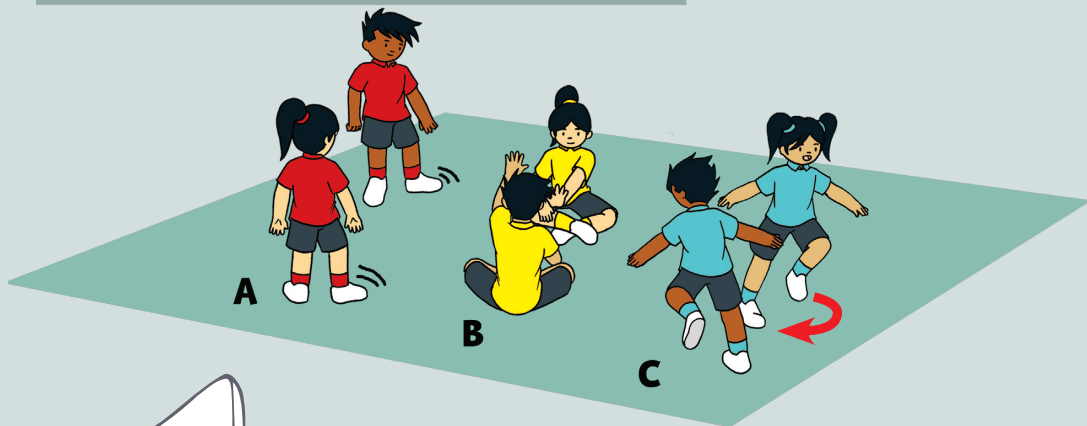
AGES **6** and Above

Activity Objectives

- To slide to the left or right according to a rhythm.
- To dance to rhythm with a partner.

Before You Start

- Open space/field/big room



Teaching Moments

Encourage...

- children to follow the dance beats
- gentle handclaps between partners

How to Play

- Pair children up.
- Demonstrate each part of the dance activity and allow children to practise each part before they start to dance all three parts.

Part A

Partners stand facing each other: one will start with the left foot, the other the right.

Rhyme: *Heel and toe, Heel and toe, slide-slide-slide.* Repeat.

Movement: Note the following cue words and the corresponding movements –

- “heel”: heel to touch the ground
- “toe”: toes of same foot to touch the ground
- “slide-slide-slide”: slide three times in the direction of the same foot
- Then, repeat rhyme, this time using opposite foot and sliding in the new direction.

Part B

Partners can sit facing each other to practise this step, but stand when dancing all three parts.

Rhyme and movement

Right-hand-clap (right hand against partner's right hand – three counts)

Left-hand-clap (left hand against partner's left – three counts)

Both-hands-clap (both hands against partner's – three counts)

On-your-knees (both hands slap gently on own knees – three counts)

Part C

Partners stand facing each other.

Rhyme and movement

Step-hop, step-hop, step-hop, step-hop (four sets, using alternating foot)

- Feel free to combine the different parts in a different order, depending on class ability.
- For older children, get them to hold partner's hands and do the four step-hops in a circle.



Sliding

Verbal Cues



**“Step, Together,
Step, Together”**

“Light Springy Actions”

To enable quick take-off & landing

“Bend Knee Slightly”

To absorb landing impact

“Feet Do Not Cross”

To maintain body balance, keep head & trunk facing front

“Push Off with Balls (front) of Feet”

To maintain momentum of movement

Galloping

Galloping is a forward slide movement: front foot steps forward with a little spring followed by the transfer of body weight to the back foot. As the back foot receives the body weight, the front foot repeats the forward step movement. The same lead foot always stays in front throughout the gallop.

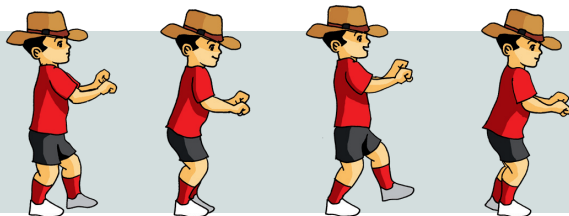
Galloping is used commonly in dances (e.g., children's, folk and line dances). Children enjoy the fun and light movement as it gives them the feeling of riding a horse.



Developmental Phases

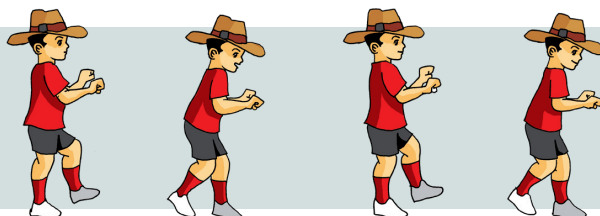
Galloping

Initial



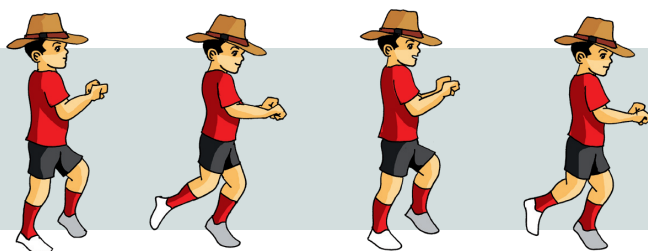
- Back leg often comes in front of lead leg.
- Lead leg takes off only after back leg has landed.
- Contact with ground is made with flat-foot landing.
- Ineffective use of arms to balance or to produce body lift.
- Irregular pace with pauses between steps.

Transition



- Back leg may lead during flight phase but lands next to or behind lead leg.
- An exaggerated upward lift (feet off the ground) can be seen.
- Contact with ground is made with both heel-toe and toe-toe combinations.
- Movement gains moderate speed but still appears stiff and awkward.

Mature



- Back leg lands behind lead leg.
- Both legs bend slightly at the knees. A low-flight phase can be seen (i.e., both feet are off ground).
- Contact with ground is made with a heel-toe pattern.
- Arms not needed for balance; may be used for other purposes (e.g., in front holding onto 'horse reins')
- Movement is smooth and rhythmic with a moderate tempo.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Galloping

What to do if the child...

... needs practice in the movement sequence?



- Demonstrate “step, together behind, step, together behind”, complete with verbal cues. Child to follow. Ensure correct landing and taking off with balls (front) of feet.
- Begin slow, pick up speed gradually.

... needs a rhythmic pattern in his gallop?



- Provide visual and verbal cues for rhythmic movement: “click-clock, click-clock...”
- Vary cue speed to suit child’s ability. Use songs or music (e.g., see “Ten Little Horses”, page 83)

... is not able to change speed quickly?



- Child to imagine he is riding a horse that is going very slowly at first.
- Introduce speed changes and ensure child responds accordingly. Narrate different scenarios (e.g., muddy ground – gallop slowly; tiger is chasing – gallop quickly).

... needs to gallop more quickly?



- Have a ‘horse race’. Two to three children to race over a distance using only galloping movements.



Skill Building Activities

“Can you gallop...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- like a runaway horse
- up or down a hill
- on toes as if on a bed of hot coal

TIME

- slowly as if a heavy cowboy is sitting on you
- quickly as if you are chased by a lion
- to the beat of a drum or to rhythmic claps

FLOW

- as if being pulled back by a rider/jockey
- as if your back leg is injured
- as if racing on a racetrack

SPACE AWARENESS

LOCATION

- around the cones placed at four corners of the room/ space
- within a rectangle drawn on the floor

DIRECTION/PATHWAYS

- across the room/field
- around a circle
- and change directions according to signals given

LEVELS/EXTENSIONS

- low to the ground
- over a ‘fence’
- with an upright body

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- with right or left foot leading
- as if being led by a partner jogging slowly in front
- towards another ‘horse’ and then turn to avoid collision

OBJECTS

- weaving in and out a row of cones
- and pick up an object along the way



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- weaving in and out a row of cones, and on toes as if on a bed of hot coal
- slowly down a hill as if your back leg is injured

LET'S PLAY

“Ten Little Horses”

RECOMMENDED FOR

AGES **4** and Above

Activity Objectives

- To gallop following a rhythm or a song.
- To listen out and move only when one's designated number is called or sung.

Before You Start

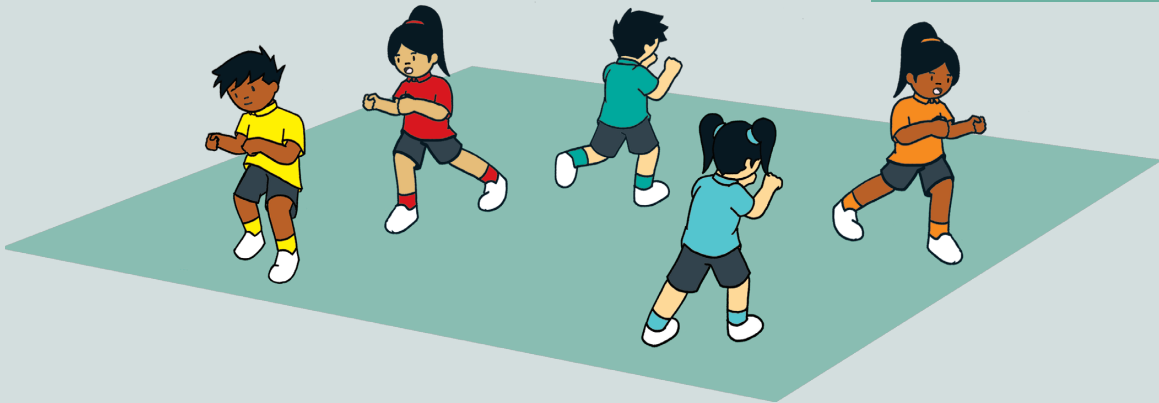
- Open space/field/big room



Integrated Learning

Numeracy

Develops counting skills in ascending and descending order.



Teaching Moments

Encourage...

- children to be alert for cues and timing
- the same forward foot to be leading throughout the gallop

How to Play

- Familiarise children with the song *Ten Little Horses* (sung to the tune of *Ten Little Indians*) by singing a few times through with them:
One little, Two little, Three little horses
Four little, Five little, Six little horses
Seven little, Eight little, Nine little horses
10 little horses I know.
- Assign a number (one to seven) to each child.
- Spread them out around the Paddock (space where horses are kept).
- Children to sing the song. Horses whose numbers have been called start to gallop around.
- At last line of the song (*10 little horses I know*), all Horses to rear on their back legs (to stand on one foot, clench both fists in front and bend backward slightly).
- Repeat routine, this time singing in reverse (*10 little, nine little, eight little horses...*).
- Only galloping movements are allowed and be careful not to collide.

Variations of Play

Younger children

- Give each child a word card with the designated number.

Older children

- High-five other Horses while galloping.
- Sing the song in the different Mother Tongue versions (e.g., Chinese or Malay).
- Modify the song for other locomotor skills (e.g., *One little, Two little, Three little kangaroos/dancers/fairies...* etc).



LET'S PLAY

“Horses and Stables”

RECOMMENDED FOR

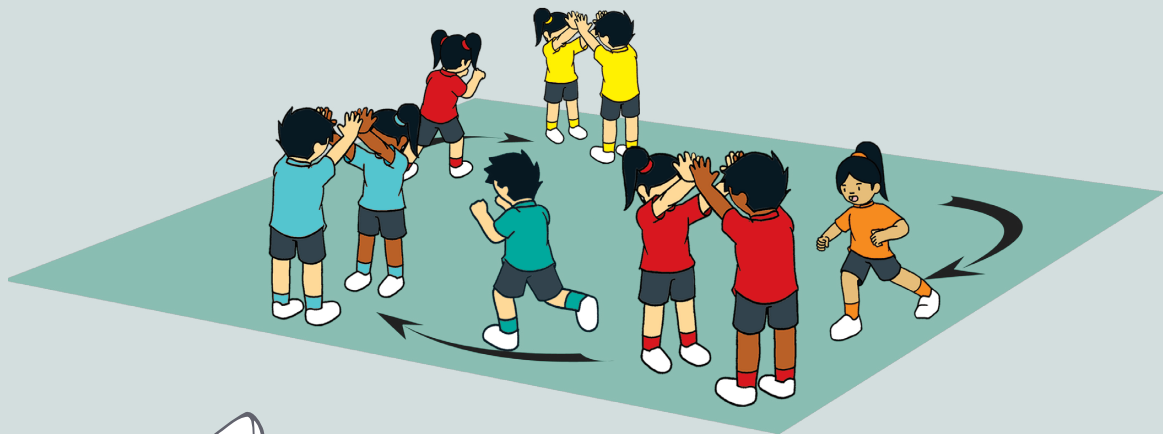
AGES **5** and Above

Activity Objectives

- To gallop with control in general space.
- To listen and look out for other children while galloping.

Before You Start

- Open space/field/big room
- Floor directional arrows



Teaching Moments Encourage...

- galloping with control to find empty stables
- children to practise cooperation in their different roles



Beware of collisions when children rush into empty Stables. Ensure Stables are adequately spaced out (use markers if necessary).

How to Play

- Group children into teams of three (one Horse and two to form the Stable by holding hands overhead).
- On hearing “change stables”, Horses are to leave their stable and gallop to the next.
- Be sure to follow the floor directional arrows.
- Rotate Horses and Stables to ensure children have a go at both roles.
- Only galloping is allowed for this activity.

Variations of Play

Younger children

- Use flat markers or hoops as stables so that all children get to gallop.
- Prepare word cards: ‘stable’, ‘horses’ and ‘gallop’.

Older children

- For added challenge, introduce other rules. For example,
 - Horses cannot go to stables just next to their original stables.
 - Have more Horses than Stables (so Horses have to compete for Stables).
- Designate a central space as the Barn where Hay is kept (e.g., hoop and bean bags).
 - Keep the teams of three.
 - At the signal for “lunch time”, all Horses gallop to the Barn to pick up some Hay.
 - Then they gallop back into their respective Stables and sit down.
 - First three Horses to return to their Stables score a point each. Tally team scores.

LET'S PLAY

“Horse Thief”

RECOMMENDED FOR

AGES **5** and Above

Activity Objectives

- To gallop quickly and lightly in different directions with sudden starts and stops.
- To observe movements and travelling paths of other children and to react accordingly.

Before You Start

- Open space/field/big room
- Flat markers/hoops (two less than the total number of children) scattered throughout space



Teaching Moments

Encourage...

- gentle tagging among children
- brisk and light springy galloping

How to Play

- Pick two volunteers, a Horse Thief (wearing a sash) and a Homeless Horse.
- Rest of children (Horses) to stand inside one hoop each (Stable).
- At “Go”, Horse Thief tries to tag Homeless Horse.
- To avoid being tagged, Homeless Horse must gallop quickly into a Stable.
- The Horse which was first residing in that Stable now becomes the Homeless Horse.
- New Homeless Horse must quickly find another Stable. And so on.
- If tagged, Horse Thief switches role with Homeless Horse.
- Remind children that only galloping is allowed throughout activity.

Variations of Play

Younger children

- Allow Horse Thief to walk (not gallop) in its search for Homeless Horse.
- Play this activity within a smaller group of children.

Older children

- Appoint more thieves and homeless horses according to the ability of the children.



Beware of collisions. Ensure children get into a hoop/marker safely without pushing.



Galloping

Verbal Cues

**“Step, Together Behind
Step, Together Behind”**



**“Arms at Shoulder
Level”**

To provide balance & forward
drive

“Bend Knee Slightly”

To absorb landing impact

**“Same Foot in Front All
the Time”**

To provide direction & control
speed

**“Push Off with Balls
(front) of Feet”**

To maintain momentum of
movement

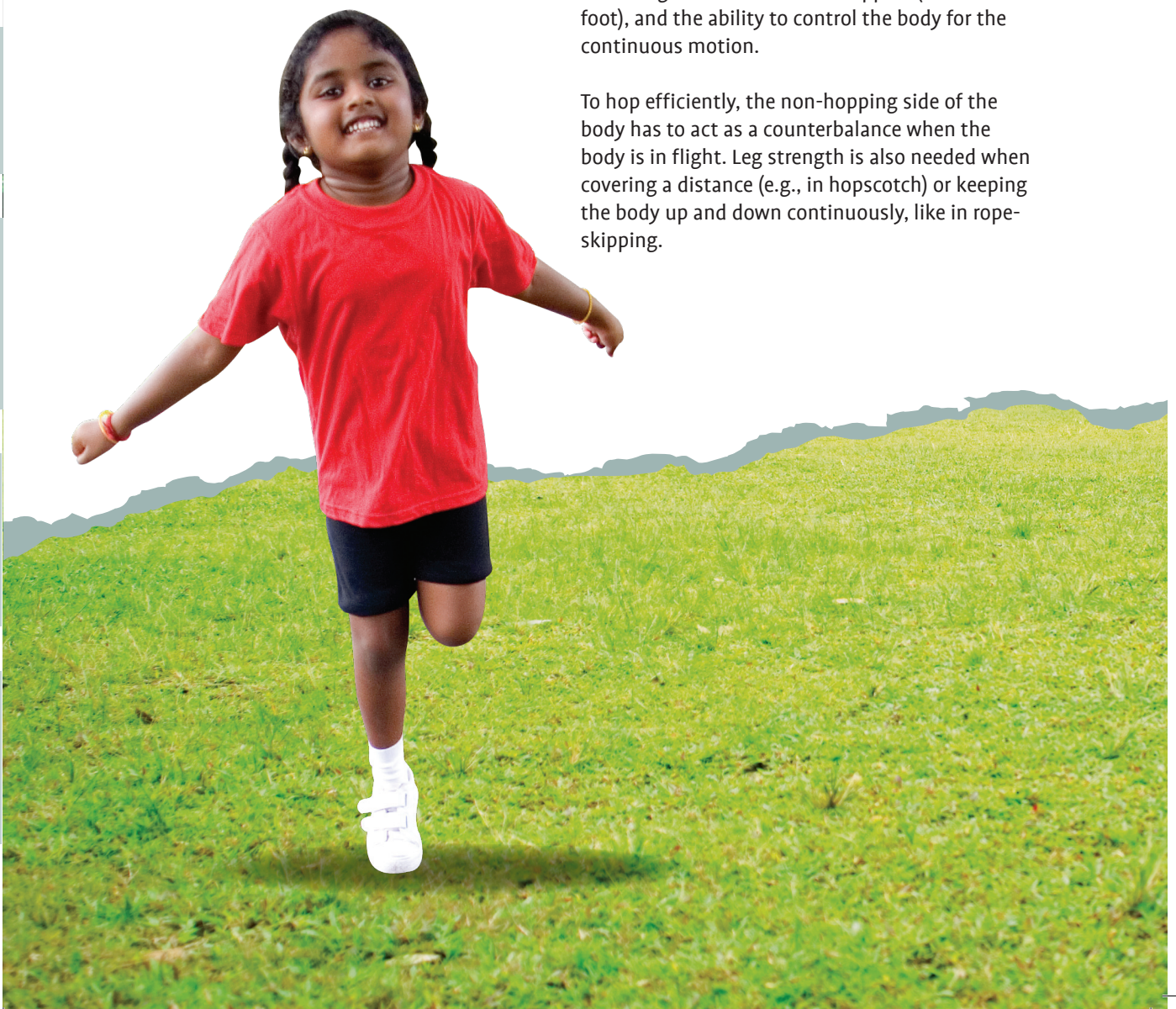
**“Light Springy
Actions”**

To enable quick take-off &
landing

Hopping

Hopping involves taking off on one foot and landing on the same foot, usually in a continuous and rhythmic movement. Hopping is a challenging skill for many children as it requires balancing on a small base of support (on one foot), and the ability to control the body for the continuous motion.

To hop efficiently, the non-hopping side of the body has to act as a counterbalance when the body is in flight. Leg strength is also needed when covering a distance (e.g., in hopscotch) or keeping the body up and down continuously, like in rope-skipping.



Developmental Phases

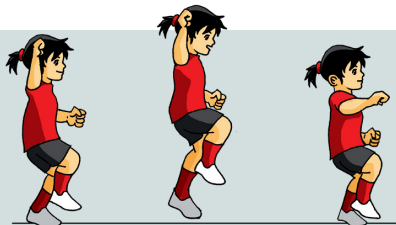
Hopping

Initial



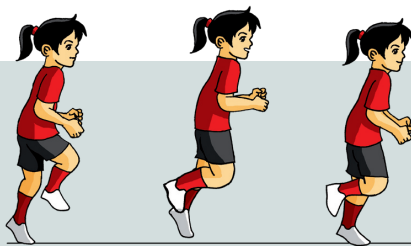
- Arms bend at elbows and are held slightly off the sides.
- Non-supporting leg lifted, with thigh roughly parallel to ground. Support leg pushes flat against ground.
- Not much height or distance is achieved in a single hop.
- Loses balance easily, managing only one or two hops at a time.

Transition



- Arms move up and down vigorously.
- Non-supporting leg is bent at knee and held in front of body.
- Support leg pushes off more on balls of feet, with slight forward body lean.
- Poor balance with a limited number of consecutive hops each time.

Mature



- Arms swing in opposition to pumping leg when support foot leaves the ground.
- Non-supporting leg bends and swings back and forth like a pendulum to help produce body lift. Support leg pushes off with ball of foot.
- Body leans forward. Greater distance is achieved with each hop.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Hopping

What to do if the child...

... needs help to hop?



- Find a clear wall or a stable table or chair. Child to place entire lower arm against wall or hold table or chair.
- Hold child's non-hopping foot, bent at the knees. Child to bend knee of hopping leg and push off ground for one hop. Repeat.

... needs support to hop continuously?



- Lend your arm as support to child as he hops continuously.

... needs cues to hop?



- Arrange footprints or flat markers as shown.
- Child to hop (two left or right foot hops, rest, followed by two hops on other foot) over a short distance.

... needs to be challenged to hop far?



- Mark two lines (or two cones) a distance apart. Child to count number of hops needed to hop from one line to the other.
- Determine lowest number of hops taken after a few tries. Or, play hopscotch games.



Skill Building Activities

“Can you hop...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- as if on thick muddy ground
- lightly as a grasshopper
- as if your shoes were fitted with springs

TIME

- slowly like a heavy dinosaur
- to the beat of a drum
- three times on right foot and three times on left

FLOW

- like a robot
- with hands away from body
- at random around the room

SPACE AWARENESS

LOCATION

- in and out of a hoop
- along the side of a wall
- following a line

DIRECTION/PATHWAYS

- and turn in the air
- following the hopscotch pattern
- in two different directions consecutively

LEVELS/EXTENSIONS

- over a ‘log’ (using a cone)
- without bending your lifted knees
- bending your knees and swinging your arms

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- and alternate your hopping foot every three hops
- holding a partner’s shoulders
- after your partner reaches opposite side of the room

OBJECTS

- on the spot holding on to a chair/table
- over a low swinging rope
- onto the different coloured markers (cut out anti-slip mats)



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- lightly as a grasshopper to the beat of a drum, at random around the room
- in and out of the hoop following the hopscotch pattern as if your shoes were fitted with springs

LET'S PLAY

“Hopscotch Galore”

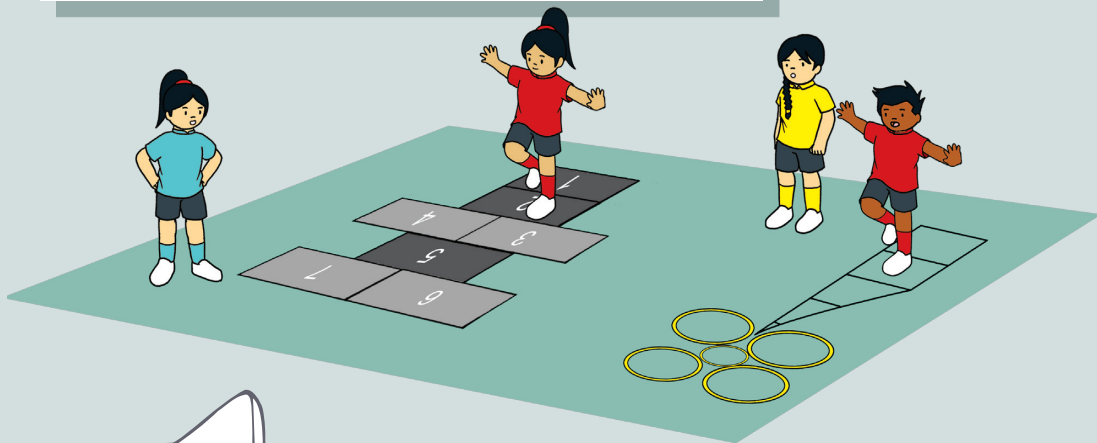
RECOMMENDED FOR

AGES **4** and Above**Activity Objectives**

- To hop and jump with control within defined boundaries of a hopscotch game.
- To hop and jump according to the sequence of a particular hopscotch pattern.

Before You Start

- Open space/field/big room
- Use chalk to draw different hopscotch patterns on floor, well-spaced out around room

**Teaching Moments****Encourage...**

- light landing with control
- use of arms to push body upwards during take-off

How to Play

- Group children into teams of three, assigning each team to a hopscotch pattern drawn out.
- Each teammate picks a bean bag of his choice colour and leaves these on Square 1.
- To do hopscotch pattern shown above (left), each child takes turns to do the following:
 - Hops over Square 1 to land on Square 2.
 - From Square 2, straddle-jump to land feet on Squares 3 and 4 respectively.
 - Then hop on Square 5 and straddle-jump again on Squares 6 and 7.
 - Child straightens up, turns around in the air to re-land on Squares 6 and 7, facing Square 5.
 - Child to repeat the hop pattern back to Square 2.
 - Then picking up his bean bag, he hops over Square 1 to land outside the hopscotch.
 - Throws bean bag on Square 2. Take a short-run approach over Squares 1 and 2, to land on Squares 3 and 4. Repeat sequence.
- Be original, create your own hopscotch patterns.

Variations of Play**Younger children**

- Reduce the size of the squares and use simple hopscotch patterns.
- Use footprints to guide (e.g., one footprint in square = hop; two footprints = two-foot land).

Older children

- Replace the numbers with words and get children to shout these out loud when foot lands on the box.
- Encourage children to design their own hopscotch.



LET'S PLAY

“Blow Wind Blow”

RECOMMENDED FOR

AGES **4** and Above

Activity Objectives

- To hop quickly and lightly from one hoop to another.
- To observe, listen and hop only when specified conditions are met.

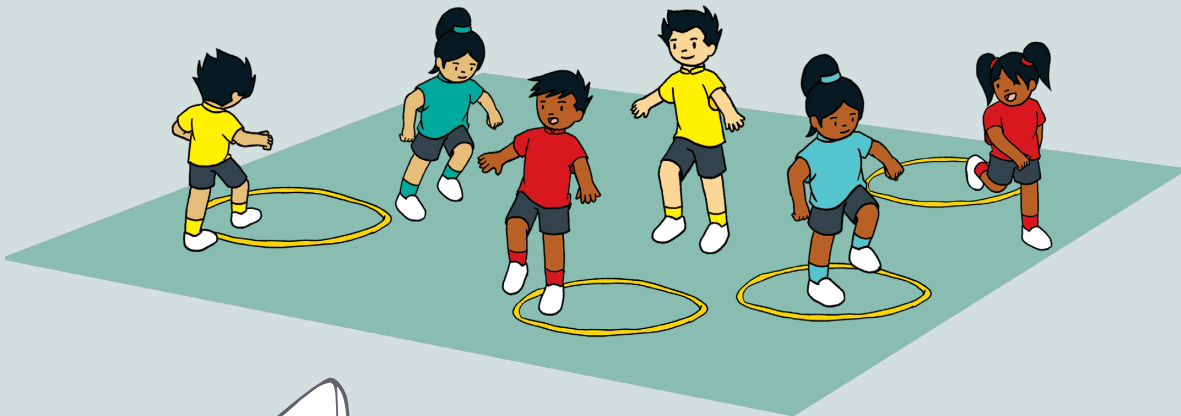
Before You Start

- Open space/field/big room
- Homes (hoops or flat markers) scattered around playing space (two less than total number of children)



Integrated Learning

Self and Social Awareness
Promotes awareness of similarities and differences among children.



Teaching Moments

Encourage...

- children who possess descriptors called out, to move out of their homes to find empty ones
- pumping of swing leg and arms

How to Play

- All children to stand inside a hoop each except two 'Assistants'.
- Assistants call: “Blow Wind Blow...”. Children respond with “Blow What?”
- Assistants: “Blow all those ____ ” (specify visible traits among the children):
 - ... with long hair.
 - ... wearing something red.
 - ... wearing glasses, shoes, a watch, T-shirt, etc.
- Children who fit the descriptors must exchange homes with one another.
- They do so by hopping out of their homes into the ones that have been vacated.
- Meanwhile, Assistants (who have no homes) will try to hop into vacant homes.
- Restart activity with the children who are unable to find homes as Assistants .
- Remind children that only hopping is allowed.
- This game can be played with other locomotor skills (e.g., walking, running, sliding, galloping and skipping).

Variations of Play

Younger children

- Adults to take on the role of the two Assistants.
- Space hoops closer to one another.

Older children

- Set more conditions. For example,
 - move to a hoop of a different/same colour.
 - move to hoops on your left/right.



Beware of collisions as children rush for empty homes.

LET'S PLAY

“Hunter, Tiger and Net”

RECOMMENDED FOR

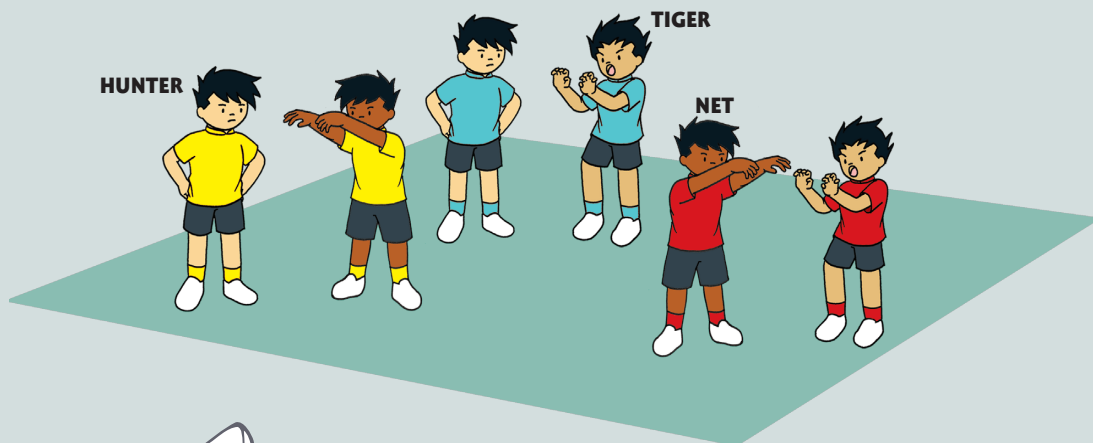
AGES **5** and Above

Activity Objectives

- To hop with awareness of other children moving in the same space.
- To make quick decisions about three possible movements to outperform partner.

Before You Start

- Open space/field/big room



Teaching Moments

Encourage...

- children to hop rhythmically
- change of directions with control when looking for partner

How to Play

- Demonstrate the following actions to the children:
 - **Hunter:** stands tall with hands on each side of waist.
 - **Tiger:** mimics tiger, claw-like hands and accompanied with a “roar”.
 - **Net:** both hands held up overhead, accompanied with a “gotcha!”.
- Get children hopping: “Let’s hop around in the jungle (or to the line, end of court, etc) with your right (or left) foot.”
- At the verbal cue: “back to back”, children are to find a partner with whom he stands back to back.
- When all children have found their partners, call out “one, two, three!”.
- At “three”, partners turn around to perform any one of the actions (Hunter, Tiger or Net).
- To score, Tiger defeats Hunter; Hunter defeats Net; Net defeats Tiger.
- Re-start game after partners thank each other.
- Encourage children to change partners and make new friends.
- This game can be played with other locomotor skills (e.g., walking, running, sliding, galloping and skipping).

Variations of Play

Younger children

- Instead of hopping around, children to hop on the spot back-to-back with a partner.

Older children

- Set conditions. For example, hop on left foot and backward, or boys to partner girls.



Hopping

Verbal Cues



“Swing & Lift Arms” (in opposition to pumping leg)

To help lift body
& maintain balance

“Bend Knee Slightly Before Taking Off”

To enable more forceful push

“Swing & Poke Sky with Knee of Non-Hopping Foot”

To enable forceful hopping
action & balance

“Land Softly on Ball (front) of Same Foot”

To absorb landing impact

Skipping

Skipping is a combination of a step and a hop on the same foot followed immediately by a step and hop on the opposite foot. Skipping requires coordinating the alternate use of both sides of the body, making it a challenging locomotor skill for young children.

The challenge also lies in its continuous but unrhythmic movement pattern where a long spring is followed by a light hop. Hands usually 'fly' out from the sides during the step and hop. Children must often be able to hop one or two steps before they are ready to attempt the skipping movement.

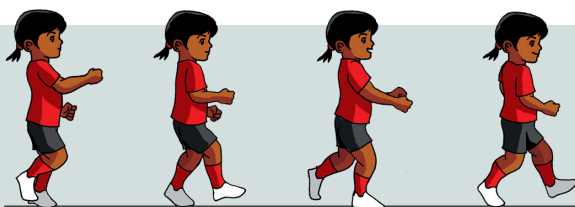
Many children launch subconsciously into a skipping movement during free play when they are happy and delighted. Skipping is also a common movement in many children activities and dances (e.g., *Skip to My Lou*).



Developmental Phases

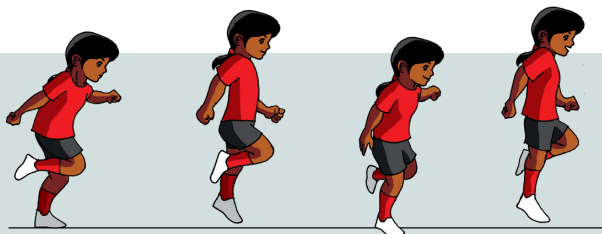
Skipping

Initial



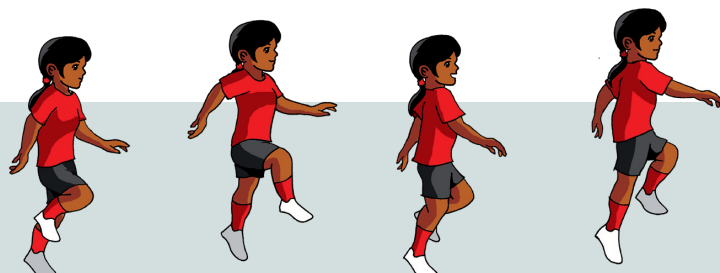
- One-footed skip. Movement appears unsynchronised due to awkward step-hop action.
- Double hopping or double stepping occurs sometimes.
- Exaggerated stepping action.
- Ineffective use of arms.

Transition



- Effective coordination of step and hop but rhythm and pace not always consistent.
- Rhythmic use of arms to help movement.
- Exaggerated upward lift during hop.
- Flat-foot landing.

Mature



- Rhythmic weight transfer throughout, shifting body weight alternately between left and right legs to provide balance.
- Rhythmic use of arms in light swinging motion.
- Lower upward lift during hop.
- Toe-first landing.

Approximate Age of Development (in years)

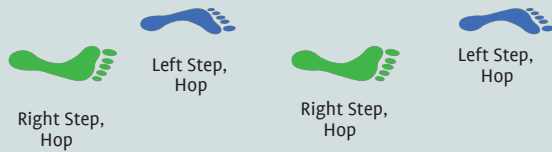
Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – **Skipping**

What to do if the child...

... needs practice in coordinating the skip movement?



- Hold child's hand and skip together, providing verbal and visual cues: "Right step, hop, Left step, hop..."

... is unable to balance himself?



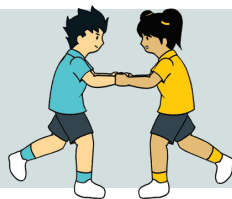
- Child uses wall for support by placing hand against wall. Follows teacher's verbal cues of "Step, hop, step, hop..."

... has poor skipping rhythm?



- Sing songs that provide rhythm for skipping, e.g., "Skip to my Lou..."

... .. needs support to skip continuously?



- Two children to hold hands and skip together in a circle (provides support for each other during the hop phase).



Skill Building Activities

“Can you skip...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- as if flying in the air
- as if carrying a heavy bag
- merrily and lightly

TIME

- quickly and then slowly
- to the sound of a tambourine
- fast when going straight and slower around a hoop

FLOW

- on the sound of the tambourine and freeze on drumbeat
- with hands close to body
- waving a scarf

SPACE AWARENESS

LOCATION

- and turn around on the spot
- with your friends but without touching anyone
- around the coloured shapes in the playground

DIRECTION/PATHWAYS

- three steps forward and three steps back
- clockwise and then anti-clockwise
- following the outline of a triangle

LEVELS/EXTENSIONS

- and touch the raised knee
- as if reaching up to touch the clouds
- as if going under a low bridge

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- and high-five a friend
- beside a partner
- holding partner's hand and going around in a circle

OBJECTS

- over bean bags on the floor
- and touch the balloons hanging overhead
- passing a scarf from one hand to the other



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- as if flying in the air when you hear the tambourine, and freeze when you hear the drum
- turning around clockwise and then anti-clockwise, and touching your raised knee with your hand

LET'S PLAY

“Where’s Red Riding Hood?”

(*variation of *What is The Time, Mr Wolf?*)

RECOMMENDED FOR

AGES **4** and Above

Activity Objectives

- To skip quietly without any collision and to be able to stop according to signals.
- To listen and change body levels and travel directions.

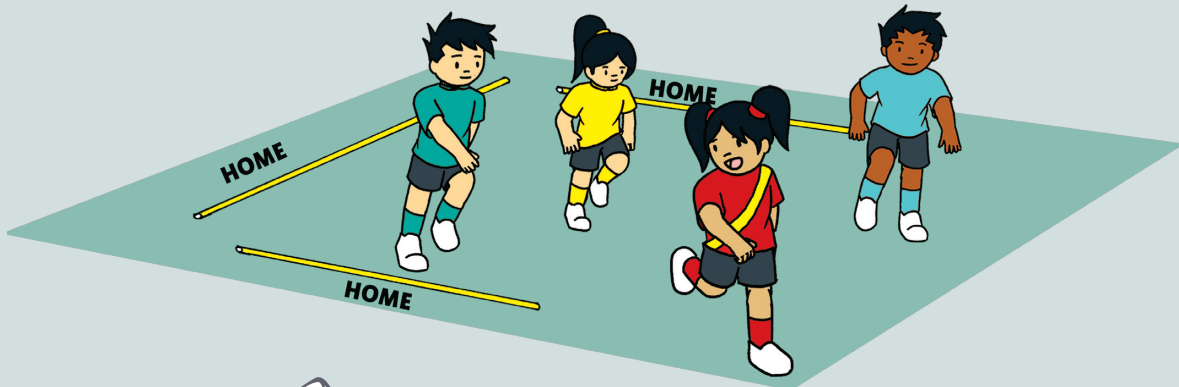
Before You Start

- Open space/big room (with defined boundaries for ‘Home lines’ on three sides)



Integrated Learning

Language and Literacy
Helps children develop ability to listen and respond to verbal instructions.



Teaching Moments Encourage...

- quiet and slow skipping
- stopping and freezing with control

How to Play

- One child to be Wolf and the rest of children to imagine they are Red Riding Hoods (RRH).
- At “Go”, Wolf skips around space and RRHs do likewise quietly behind him.
- Whenever Wolf stops to ask, “Where’s Red Riding Hood?”, RRHs to squat and freeze.
- Wolf resumes, skipping fast, slow, sideways, etc. RRHs follow suit.
- When Wolf declares “Dinner Time!”, RRHs must run to any home lines to avoid being tagged.
- Keep a lookout for children who do not follow behind Wolf or fail to squat/freeze as instructed. Send them back to one of the home lines.
- Children to rotate being Wolf.

Variations of Play

Younger children

- Teacher to be Wolf.
- All four sides of space can be home lines.
- RRHs to start from one end while Wolf stands with back to RRHs at opposite end.

Older children

- Reduce home lines to two and position these on opposite sides.



Beware of collisions when children rush to Home lines. Ensure ample play space for children especially beyond Home lines.



LET'S PLAY

“Fairy and Dwarfs”

RECOMMENDED FOR

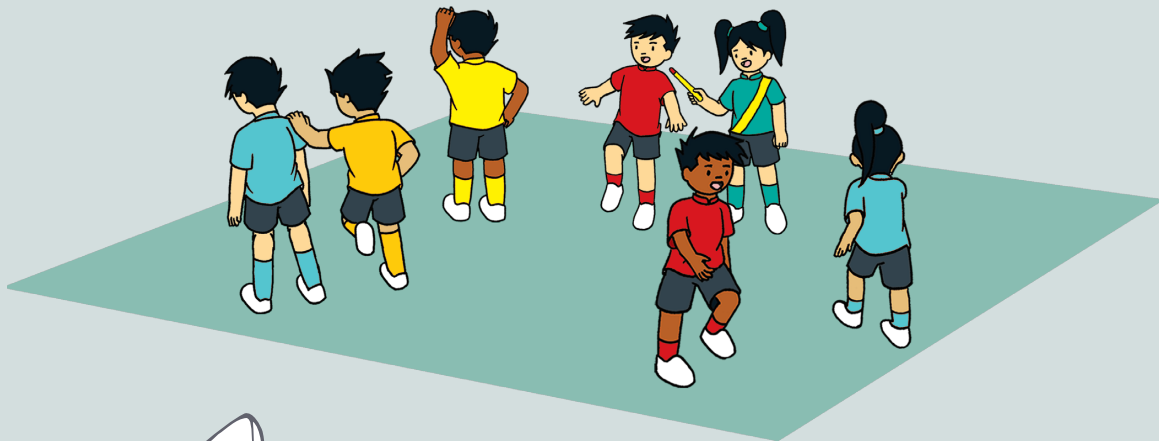
AGES **5** and Above

Activity Objectives

- To skip in different directions, locations and levels quickly/slowly according to signals.
- To engage in cooperative play.

Before You Start

- Open space/big room with defined boundaries for the fairy and the dwarfs
- Wand (e.g., plastic stick)



Teaching Moments

Encourage...

- skipping with control to change of direction, level and pathway
- stop and freeze with control



Beware of collisions when children try to get away from Fairy. Ensure adequate play space for the children.

How to Play

- One child to be Fairy and the rest of children to imagine they are Dwarfs.
- Fairy to hold a wand in his hand.
- At “Go”, Fairy to skip around to tag Dwarfs with touch of wand on shoulder.
- When tagged, Dwarfs must freeze.
- Dwarfs to count with (raised) fingers the number of times they have been tagged.
- Dwarfs can only unfreeze if a free Dwarf tags him with a light tap.
- After two minutes, tally number of times the Dwarfs have been frozen by Fairy.
- Children to rotate being Fairy.
- Only skipping is allowed.

Variations of Play

Younger children

- To unfreeze, Dwarfs need only to count aloud to five.
- Assign one Fairy to freeze Dwarfs, and another Fairy to unfreeze them.

Older children

- Have more than one Fairy at a time to tag the Dwarfs.

LET'S PLAY

“Bees and Honey”

RECOMMENDED FOR

AGES **5** and Above

Activity Objectives

- To skip quickly and lightly forward in straight pathways.
- To throw and catch with a partner.

Before You Start

- Open space/field/big room
- Four to five designated homes with one flat marker about two metres away from each home
- Honey Pot (using hoop) in the centre
- Honey (rolled up towels/socks/bean bags) – put as many in the Pot as possible



Teaching Moments

Encourage...

- quick skipping with control to the Pot
- good catching and throwing

How to Play

- Children to imagine they are Bees. Group them into teams of four.
- At “Go”, Bee A of each team skips to the Pot to retrieve a piece of honey, skips back to the flat marker and throws the honey to Bee B.
- Bee B catches the honey and passes to Bee C behind. Bee B then skips to the Pot for more Honey.
- Repeat, passing to Bee C. And so on.
- Ensure every child has had his turn.
- Give the “Stop” signal for teams to total number of honey pieces collected.

Variations of Play

Younger children

- Upon collection of honey, Bee A skips back to home and tags Bee B, and so on.

Older children

- Bees to skip around to the back of the team first before skipping to collect honey.



Beware of collisions when children rush to retrieve Honey. Ensure there are more Honey than children.



Skipping

Verbal Cues

“Step, Hop, Step, Hop”



“Swing Arms”

To help balance & to take-off for height

“Step with Right Foot & Hop on Same Foot” (step, hop)

To enable smooth rhythmic movement sequence

“Step, Hop with Left Foot”

To enable more forceful push

“Lift Knee to Poke the Sky”

To enable lift; step is taken in desired direction

“Bend Knee & Push Off”

To enable take-off, upward lift action