

# ACTIVE TOTS

# PRE SCHOOL

3-5 YEARS

## MAKE MUSIC

In music and movement we are trying to encourage children to develop.

- Responsiveness to music
- Expressiveness in **moving with and to music**
- Sensitivity to Rhythm
- Generating different **movement patterns**
- Progressive development of body control of different **movement patterns**

In addition, if children watch older children moving confidently to music this can inspire them to copy and excite them to try it themselves.

**Musical Statues - Musical Bumps - Musical Cushions**

**Dancing to music, instruments and sounds.**

- There are numerous forms of dance associated with music and movement that practitioners can utilise.
  - Mime
  - Mirror to music
  - Style of dance such as line dance, country dance, bhangra, kathaak, bollywood
- **Using Instruments** – moving to music

**Action Rhymes (learning to observe, copy, repeat and remember movements). Encourage regular practice of nursery rhymes and action rhymes. Let children choose and lead their favourite ones.**

- Here we go around the mulberry bush
- The wheels on the bus

Story Books and Poems. (Learning to use movement to respond imaginatively and express ideas and feelings)

- London Bridge is falling down
- Read stories that encourage young children to carry out some actions during the story.

TOP TIP:  
Rather than have children 'being out,' allow them to dance in a different area



LET'S  
GET  
MOVING



## MAKE GAMES

**Playground games including:**

- Playground marking that stimulate specific games e.g. hopscotch
- Equipment such as
  - hoops: rolling and doing tricks with them
  - balls: hanging balls and hoops from a rope at different heights to encourage a range of skills
- Wheeled vehicles
- Zones that encourage specific physical activities

**Ball games:**

**Chasing games including:**

- Tag
- Catch my Tail
- What's the time Mr Wolf?
- Freeze tag

**Target games including:**

- Rolling and retrieving a ball
- Ask children to select from a variety of balls, to roll it, chase after it, collect it and return to same spot with it. How far can you roll the ball?
- Can they roll a ball [large or small] at a target such as a box, a set of skittles [small water bottles will do]. Start off with a short distance and gradually increase the distance they can roll the ball to a target

**Corner games:**

- Beans, Sharks, Duck, duck, goose, Follow the leader.



## BALANCE

Balance is a crucial aspect of children's development.

Children can balance on different parts of their body or use different equipment, e.g.

- Balance on two feet
- Balance on one foot
- Whole Body: musical statues
- Carrying beanbags, ball and soft toys
- Line rope walking
- Stepping stones
- Balance boards
- Planks, beams, benches [for height]
- Balance bikes.

## ATHLETIC EQUIPMENT

Climbing, hanging and swinging using fixed equipment, ropes.

- Jumping
- Throwing
- Object control
- Rolling and retrieving
- Bounce and catch
- Catching
- Running.

## OUTDOOR AND ADVENTURE ACTIVITIES

- Forest school activities
- Gardening
- **Plan a nature walk** in the nearby area and let children look for and collect items, eg, twigs, leaves, pine cones, pebbles etc. Encourage them to talk about what they find while they're walking
- **Roll hoops across an open area** so children can practise running and catching a hoop.

## EQUIPMENT IDEAS

- Beanbags
- Chalk
- Paper wands
- Kite
- Obstacle courses
- **Treasure hunts** – picture clues, objects to hide
- Activity trails
- Bubble mixture
- **Wheeled vehicles** – balance bikes, ride ons, tricycles, scooters, buggies, wheelbarrows
- **Natural resources** – wood stumps, logs, planks, stepping stones, leaves, twigs, pine cones, conkers, pebbles, shells, sand, water, soil
- Role play dressing up and props
- Balls of various sizes and textures
- **Everyday household objects** – saucepans, pots, containers, spoons, whisk, baking objects, cloths, pegs
- Musical instruments
- Space hoppers
- **Skittles [target practice]** – buckets/baskets/bins
- **Construction materials** – Duplo, wooden blocks, natural materials, blankets and pegs [to make dens], cardboard boxes, buckets and sand
- Hoops
- **Messy play materials** – scissors, glue, play dough
- Posting boxes
- Threading activities.

## WAKE AND SHAKE ACTIVITIES

You can introduce a short bout of exercise with music during different parts of the day. The format for this approach is:

Children can balance on different parts of their body or use different equipment, e.g.

- A 10 minute bout of physical activity to start the day or interspersed throughout the day at the beginning or end of a session
- Can be set up very quickly and does not require a lot of space. Children can be encouraged to stand in their own space.

Get children to stand up in a space, this can simply be some action rhymes, an active story or dancing to music



For more information visit:  
[active-together.org/active-tots](https://active-together.org/active-tots)

Or scan the QR code:



Funded by Leicestershire County Council.

