

# Programme of Activities

TO DEVELOP

## GROSS MOTOR SKILLS



SENSORY AND PHYSICAL TEACHING SERVICE



# INTRODUCTION

## Programme of Activities to Develop GROSS MOTOR SKILLS

This programme can be used in a number of ways, all to suit the needs of the child and your school. The activities can be done daily for 10-15 minutes, during PE lessons (only if the child's inclusion is not compromised), during play times, or the activities can be incorporated into lessons.

This programme includes the key gross motor skills and activities to support them. It may be useful for schools to create a visual timetable for the programme that uses pictures of the child, and allow the child to choose the activities they want to do within the gross motor skill.

In addition to this, a document published by TDA '*Including pupils with SEN and/or disabilities in primary physical education*' is useful to show how children can be included in Physical Education lessons at school.

All the activities can be adapted to suit the individual child, the most important thing is to make sure the child is having fun whilst completing these activities.



# BALANCE

## Foot on a stand

Stand with one foot on the ground while the other foot is resting on a stool/box in front of the other foot. If this is too easy, replace the stool with a ball that the child has to rest his or her foot on. Then, progress to just standing on one leg. To make it more challenging play a game (such as catch or balloon tennis) while balancing.

## Beat the clock

Simply stand on one foot! Turn this into a contest; the child needs to try and beat how long they balanced last time!

## Walk the line

Put two lines of tape on the ground and practice walking on a pretend balance beam.

## Exercise ball

Sit on an exercise ball while playing a game at a table.

## Marching

Walk on the spot gradually raising knees higher. Marching to music will help establish rhythm.

## Sideways steps

Single sideways step, both ways, increasing the number of steps.

## Stepping stones

Stepping over beanbags in a line, stepping from one mat to another or from hoop to hoop (gradually increasing the distance).

## Walk the walk

Walk on different parts of the feet-toes, heels, outside and inside. Try these forwards, backwards and sideways, change direction frequently, eg by following lines on the floor avoiding obstacles. This can also include walking like different animals.

# CROSSING THE MIDLINE

## Marching

March on the spot, raising an arm and the opposite leg as high as possible at the same time. This exercise can be made more interesting by changing the position of the arms and legs, lifting them to the side, behind the body or across the body.

## Rub it out

Make marks on a large whiteboard in a range of positions. Ask the child to rub out the marks you have made. Make sure that the marks that are made are at a height that the child can reach. The marks could be letters, numbers or words linked to the child's targets.

## Sort them out

Put a range of objects to the left of the child and the containers for the objects to the right of the child. Ask them to sort the objects out by putting them into the correct containers. Make sure that the child does not move the containers from their position. The objects you use could be; coins, cars, marbles or if the child has other targets to work on you could use; words, letters and numbers.

## Figure of 8

Make a figure of 8 and other motions with streamers by using one hand at a time and crossing left and right. This can include drawing a figure of 8 using a range of materials (paints, crayons, paintbrushes, on whiteboards).



# JUMPING

## To begin:

Hold on to a table edge for support (ensuring the table is secure), then rock heel to toes, on toes bend knees and bounce, on toes while pushing down on hands, bounce and bunny jump.

Unaided, bounce and move forward.

## Once he/she has mastered the ability to bounce on the spot, the following activities can be completed:

### Stepping stones

Step over beanbags in a line. Step from one mat to another or from hoop to hoop (gradually increasing the distance).

### Jump, jump, jump

Jump on and off mats, in and out of hoops, side to side and move around the room, then at a signal jump into a hoop.

### Jump off

Jump from a bench first holding an adult's hand, then independently, gradually increasing height from the ground.

### Jump over

Jump over a skipping rope that is still by starting low to the ground and gradually increasing the distance from the floor. Develop to a moving skipping rope.



### Teaching points

Teach the child to bend their legs before and after each jump. This is very important when jumping from a height.

# HOPPING



## Note

To be completed once the child is able to balance for a period of time on one foot. This is also the start of developing a skipping movement.

## Hold on

Hold the pupil's hands and ask them to jump, encourage him/her to use one leg only.

## Hop around

Hop around a table holding on, it doesn't have to be a table, it can be another suitable object, such as a wall or rail that is at an appropriate height.

## Change feet

Hop on the spot and change feet after two hops.

## Hop to the beat

Hop around the room to music.





# THROWING

## Roll the ball

Roll a ball to a partner using both hands, roll the ball around his/her feet, push the ball towards a target.

## Target

Stand and drop the ball into a hoop, increasing the distance gradually.

## Underarm

Throw a bean bag into a hoop increasing the distance, throw a beanbag at a target on the wall, move to using different balls to hit the target.

## Overarm

Throw a beanbag as hard as possible at the floor, throw a beanbag into a large container on the floor, throw a bean bag at a target on the wall starting close then increasing the distance.



## Teaching points

### Underarm throwing

- Opposite foot forward to the throwing hand for balance, body facing the target
- Draw the hand straight back
- Keep the eyes on the target
- When throwing, the hand should follow through towards the target and open at the appropriate time, fingers stretch towards the target.

### Overarm throwing

- As above, but the shoulders should be at right angles to the target
- Stretch empty hand towards the target and put throwing hand towards the ear, with the elbow down
- Throw, finishing with the throwing hand forward and pointing at the target.

# CATCHING

## Pass the ball

Pass the ball over his/her head with both hands, then repeat.

## Throw to the sky

Throw a balloon up and catch it, move to a foam ball and then to smaller balls.

## Drop ball

Drop a large ball to the floor with two hands and catch it, increasing the force used.

## Bounce ball

Bounce a ball to a partner, start with a large ball, developing to a smaller ball.

## Hot potato

Transfer a bean bag from hand to hand, pretending it is a hot potato. Gradually increase the distance between the hands and use a variety of balls of differing weights, sizes and textures.

## Push the ball

Child sits with legs apart and receives a rolled ball. Then the child kneels to receive the ball with two hands, with two hands the child stops a ball, which has been pushed along a table.

### The following development skills can be used for throwing and catching:

- Throwing in the air and catching
- Throwing a ball harder
- Bouncing and catching
- Throwing a ball further
- Catching with one hand
- Throwing and catching against targets
- Patting a ball
- Use more challenging equipment such as quoits
- Throwing a ball higher
- Throwing and catching whilst moving



# KICKING A BALL



## Note

These skills are in order of development.

## Goal

Kick a ball towards a large goal.

## Pass the ball

Kick a ball to another person.

## Target

Kick the ball towards a target on the ball, make the target smaller as the child develops their kicking skills.

## On the move

Pass the ball to another person who is moving in different directions.

## Dribbling

Dribble the ball around a set of cones.



## Teaching points

Start off with a large soft ball or a balloon and develop to a harder, smaller ball. The child may start off using their toes, they need to be encouraged to gradually to use the inside of their foot to kick the ball.

This involves using balance; holding on to a wall or table may help with this to start with.

# 15 MINUTE EXAMPLE

An example programme for 15 minutes of daily activities:

Day	Activity focus	Activities
<b>Monday</b>	Balancing	Choice of activity
	Crossing the midline	Choice of activity
	Throwing	Roll the ball
<b>Tuesday</b>	Balancing	Choice of activity
	Catching	Pass the ball
	Kicking a ball	Goal
<b>Wednesday</b>	Balancing	Choice of activity
	Throwing	Target
	Jumping	Start with initial jumping activity, then stepping stones
<b>Thursday</b>	Balancing	Choice of activity
	Crossing the midline	Choice of activity
	Throwing	Choice - Roll the ball or Target
<b>Friday</b>	Balancing	Choice of activity
	Catching	Throw to the sky
	Kicking a ball	Pass the ball



## Note

The activities that say 'choice of activity', are to allow the child a choice. Choosing from the list of activities under that heading, you will need to ensure you have the resources needed for any possible choice.

Balancing will need to be worked on daily because this programme has been developed for a child who is unable to balance on one foot for longer than four seconds.

# 40 MINUTE EXAMPLE

An example programme for a 40 minute session:

Time (approx.)	Activity focus	Activities
<b>10 minutes</b>	Balancing	Foot on a stand ..... Beat the clock ..... Walk the line
<b>5 minutes</b>	Crossing the midline	Simon says ..... Sort them out ..... Figure of 8
<b>10 minutes</b>	Throwing	Roll the ball ..... Target ..... Overarm ..... Underarm
<b>10 minutes</b>	Catching	Drop ball ..... Throw to the sky ..... Pass the ball
<b>5 minutes</b>	Kicking a ball	Goal ..... Pass the ball



## Note

A choice can be made by the child with regards to the order the activities are performed.

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For more information on support for Special Educational Needs and Disabilities visit [eastridinglocaloffer.org.uk](http://eastridinglocaloffer.org.uk) or speak to a Special Educational Needs Coordinator in your child's school.



This booklet can be made available in other languages or formats if required.  
To request another format, please contact us at:

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