

Vale on the Move

# Little Rockets

Launching children  
to an active life



A physical activity  
pack for families



**The document is available in Welsh.**  
**Mae'r ddogfen hon ar gael yn Gymraeg.**

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**Little Rockets**



A physical activity pack for families



# 1

# Why is physical activity important

and how much should my child be doing?

For children, regular physical activity is important for growing up to have strong bones and muscles, to keep a healthy weight and build confidence. It is important for children to learn the basic physical skills such as throwing/balance/movement and to have lots of opportunities to be active and practice these skills to ensure they grow up to enjoy activity and feel confident that they have the skills to take part in physical activity throughout their life.

Why not take a look at 'Amelia' which explains why developing physical skills is so important to help children stay active throughout their lives.

<https://www.sport.wales/content-vault/physical-literacy/>

Active play is essential for a young child's development and can be anything from a specific sport to playing simple games at home such as hide and seek, chasing, or throwing and catching a ball.





As children get older they may get even more benefits by joining local sports clubs and it may be something you could do as a parent/carer with them. Enjoying activity together helps children enjoy physical activity throughout their lives.

Start small by incorporating physical activity into your family's daily routine. Try walking or cycling to school/nursery if you normally drive or go on family walks incorporating treasure hunts. You can also take a look at the resource cards to get some more ideas.





## What are the activity cards?

These are ideas for families to do at home with children to develop basic physical skills / movement and include more physical activity into daily lives. Please remember that all children are different and will develop at different stages. As a parent/carer you know your child best and what stage they are at so can look at what activities will suit them best. The activity cards will have ideas to develop movement skills that will be appropriate, as a guide for under 8s, as well as ideas to progress when children progress and/or for older siblings. We have also included inclusive ideas to adapt activities if required.

# Inclusion

Every disabled child has a different level of ability and will move in their own unique way. We encourage families to use the information as guidelines but understand that not every child will be able to perform all of the movements mentioned. We would recommend focusing on what your child can do, in relation to each movement and adapt the movements to suit your child's functional ability. Here are some ideas on how to adapt the movements for your child.



## Inclusive Ideas



If child has difficulties reaching objects on floor to pick up, place objects on raised surface such as chair / table.

If child has difficulty gripping balls etc, use objects that are easier to grip such as soft toys, deflated football.

Choose a colour that your child can see or offer a guide for visual impairments.

Use lighter/softer bigger objects to throw/roll or a larger target to throw into.

When doing rolling activities, you could use some form of ramp or roll at a height (eg. on a table) .

Include objects with a noise in them when thrown to help children track movement of an object, e.g could you fill a balloon with rice for catching.

Give time for children to process the information.

Use equipment with different textures and feels

# 2 Stages and Ages



**Please remember that all children are different and will develop at different stages and these age bands are used as a guidance only:**

## 0-2 Years

**Rolling, kicking, sitting, crawling, toddling.....**

This is the time during which your child will usually learn to control their body and set the foundations for later movement.

**Tummy Time** - Tummy time is important for your baby to build strength and control in their neck, shoulders, back and core all which will be used for later movements.

**Kicking** - You may notice that when you lie your baby on their back to change their nappy, they kick out their legs and straighten them and move their arms. Giving them time to do this will help them to develop their muscles and help them to feel the movement in their arms and legs.

**Rolling and Sitting** - As your baby gets stronger and starts to roll over, this rolling and moving is helping them learn about balance. This is the same for sitting - the baby is learning those first steps of balance.

**Grabbing** - As babies start to grab objects, they are learning about how their arms and hands move, and how they can start to control them. Their brain is building connections and these connections are the foundations for later learning. The more experiences they have, the more they are building connections in their brains.

**Crawling** - A natural progression from rolling and sitting up will usually be crawling. Crawling is important for building those brain connections and helps to link both sides of the brain together to process information. Crawling is also important for developing strong core muscles, strong arms, shoulders and legs. This is key for the skills they will be learning later, like walking running jumping, catching and throwing. Crawling uses both sides of the body at the same time doing different things, but having to work together so it also really good for co-ordination.

**Standing and Walking** - Babies / toddlers are working out balance as they become more confident on their feet and is an ideal time to encourage them to try out lots of ways of moving. In the same way as they learn to talk, lots of different movement builds to develop skills that will be important as they grow older. Remember - it is never too late to develop these skills. Perhaps games where they are walking, running, jumping, moving on their hands and feet and going in different directions.

# Stages and Ages

## 2-4 Years



During this time, children need to move in lots of different ways. This lays the path for them to be able to develop good skills later on and to be active right through life. All the movement and play that you do with them now will help them develop their brains as well as their muscles and so will help them to be better at learning. Lots of the activities you will be doing help with skills they will need in lots of things in life. For example, if you play a rolling game with the ball, this helps them to watch the ball as they roll it away and also as it rolls to them. This tracking is also needed to be able to read.

**Some of the movement children will be developing during this stage will be:**

- Balancing
- Movement
- Catching
- Co-ordination
- Hopping
- Rolling
- Throwing
- Pulling an object
- Kicking a ball
- Pushing an object
- Jumping/Landing

# Stages and Ages



## 3-7 Years

**Run, jump, catch, throw, kick....**

As children start in the Foundation phase they will probably have already been playing lots of games that are developing their movement without you even realising!

They may now be ready to learn some more skills. The more children learn to move, they become more confident and so are encouraged to become / stay more active. This is really important the older we become so we have the enthusiasm and confidence to try new physical activities. Families are important in building this confidence and playing games and giving opportunities to run, jump, catch, throw, kick etc will help them in developing the skills they will need as they get older to be confident to join in with sports and physical activities. Please remember that you do not always have to have time set aside and do not always need to 'join' local groups/clubs that cost money - some of these skills can be practised during a walk to school/shops or during a visit to your local park.

# Older children

It is important for older children to continue to be active to encourage good habits into adulthood. Again these activities maybe a kick around with a ball at a local park, bike rides / walks or activities with a local sports club. Uniformed groups such as Girlguiding, Scouts etc also provide lots of opportunities for children to be active.



## Acknowledgements

Some of the ideas included have been produced by the following organisations with permission to publish for families use:

University Wales Trinity St Davids: <https://physicalliteracy.cymru/minimovers/>

Sport Wales: [www.physicalliteracyjourney.wales/further-information/](http://www.physicalliteracyjourney.wales/further-information/)



# Mini Movers

2-4

Warm up

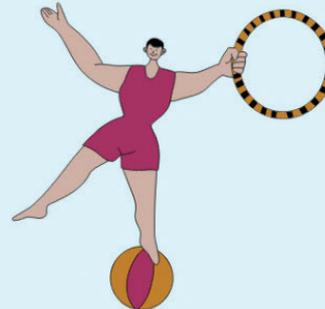
## Balance Game

### Getting Started

- Move around the space in different ways to the music e.g. Dancing, crawling, twisting, running, jumping
- When the music stops try to do a balance! Each time try and think of a new balance  
Maybe you can balance together using each other for support

### What to look for

- Try holding balances using various body parts e.g. one foot, belly, back, bottom, side, two hands one foot
- Moving in a variety of ways e.g. running, jumping, skipping, sideways, using hands and feet
- Travelling on different levels e.g. on tip toes, close to the floor





# Mini Movers

2-4

Warm up

## Pirate Challenge

### Getting Started

- Move around the space in different ways to the music e.g. Dancing, crawling, twisting, running, jumping
- When the music stops do a pirate balance challenge! Each time try and think of a new balance. Maybe you can balance together using each other for support

### What to look for

- Try holding balances using various body parts e.g. one foot, belly, back, bottom, side, two hands one foot
- Moving in a variety of ways e.g. running, jumping, skipping, sideways, using hands and feet
- Travelling on different levels e.g. on tip toes, close to the floor



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# Mini Movers

2-4

## Catching Activity

## Passing tricks

### Getting Started

- Sitting close together sitting and roll a big ball back and forth to each other's hands (If they are struggling to roll the ball straight back to you introduce a target for them to role the ball through e.g. two cones)
- Progress to knees, then eventually standing. Always start close together moving further apart after a certain number of successful passes



### What to look for

- Hands ready in front of the body and elbows flexed
- Eyes on the ball
- Arms extend while reaching for the ball
- Object is received with hands only

### Ways to change the game

#### Easier

- Roll the ball across the floor
- Start closer together
- Use a larger ball

#### Harder

- Start further apart
- Use a smaller ball to roll or roll to the side
- Progress from rolling to throwing to make the catch more challenging e.g. use a balloon or a large ball



# Mini Movers

2-4

## Kicking Activity

## Coconut Kick

### Getting Started

- Stand opposite your child and place a target in between yourselves (ball, bottle, cone)
- Take turns to kick the ball to try and knock over the target.



### What to look for

- Make sure the kicker is planting their non-kicking foot next to the ball.
- A spot or a line can be used to mark this point.
- Encourage the kicker to use the side of their foot or their laces, NOT their toes!

### Ways to change the game

#### Easier

- Use a cube to kick instead of a ball as it will remain stationary.
- Place a bean bag under the ball to keep it stationary.

#### Harder

- Increase the distance from the coconut
- Smaller 'coconut'.
- Running start.



# Mini Movers

2-4

## Throwing Activity

## Feed the animals

### Getting Started

- This game can be played in a variety of different ways. The aim is to encourage a strong overarm throw.
- Place pictures or targets on a wall or head height of the child
- The children have to try and hit the targets (feed the animals) by throwing overarm
- You can introduce rules such as a scoring system or a sequence of animals that have to be hit.



### What to look for

*Refer to overarm throwing tips card*

- Wind up - throwing arm reaches back
- Step with opposite foot
- Rotate body - hips and shoulders should now face opposite side
- Release ball up high (so it flies through the air)
- Follow through - once ball is released throwing arm follows through to opposite side of the body

### Ways to change the game

Easier

- Bigger targets
- Start off closer to the targets

Harder

- Move further away from the targets



# Mini Movers

2-4

## Dribbling Game

# Splat the Planet

### Getting Started

- Place 6 to 10 planets in a space all spread out. Planets will need to be flat (maybe you can make some planets on paper or paper plates)
- Encourage your child to dribble around the planets, when you say 'go' they must splat as many planets in 30 seconds to a minute by dribbling over the planets.
- Once they get to the planet, they must roll the ball (with their foot if possible) back and forth to splat the planet
- How many planets can they splat?



### What to look for

- Ball close to feet and under control
- Encourage them to look up and dribble to different planets

### Ways to change the game

#### Easier

- To start with just use a body part to splat the planet (without ball)
- Use hands to tap the ball along the floor
- Smaller space and less planets

#### Harder

- Encourage them to go quicker, whilst still keeping control of the ball
- Increase the space/ more planets



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**Equipment  
required:**

**Balloon**

## **Activity** Balloon Fun

### **How to:**

Two people sit on floor opposite each other. Try and hit balloon between each other without letting it touch the floor.

### **This is good for:**

Hand -eye co-ordination

### **Inclusion:**

Sit closer to each other. Hit higher for more time

### **Change it:**

Use different parts of your body to hit the balloon.

Try to do the same activity standing up.

# **Activity Card**





# Activity Jungle Fun

Equipment required:

### How to:

Move around area to music and see if you can do the actions of the king of the jungle. Can you:  
Swing you arm like an elephant's trunk  
Slither across the floor like a snake  
Reach as tall as you can like a giraffe - try not to lose balance!  
Balance on one leg like a flamingo  
Jump like a frog

### This is good for:

Developing movement skills such as balance, jumping, rolling

### Inclusion:

Let child copy your actions to their ability...

### Change it:

Can you think of other animals and copy their actions....

# Activity Card





## Activity Pirate Statue

### Equipment required:

Music

### How to:

Move around a space to music. When the music stops, freeze and hold your best pirate balance until music re-starts.

How creative can you be with your balances? Can you balance on different parts of your body?

### This is good for:

Balance and co-ordination.

### Inclusion:

Child chooses balance

### Change it:

Change a pirate into an animal and have to balance as your animal (dog - crawling position, snake - slither on floor) etc

# Activity Card





## Activity

### Popping Pirates

#### Equipment required:

Pile of Items (clothing, books, toys, appropriate household item etc)

#### How to:

Pirate and shipmate stand apart from each other. Pirate stands with arms out to side. Shipmate has pile of items in front of them. Set a time to complete task where shipmate picks up one item at a time from the pile and runs to balance it on pirate. How many items can the shipmate balance on the pirate?

#### This is good for:

Balance

#### Inclusion:

Pirate can sit down. Use lighter objects.

#### Change it:

Can the pirate balance on one leg when collecting the items?

# Activity Card





# Mini Movers

3-7

## Rolling Game

## Bowling Nuts

### Getting Started

- Stand opposite your child and place some targets in front of yourselves (e.g. milk cartons, tins, bottles).
- Take turns to roll or underarm throw the ball (or rolled up socks) towards each other's targets aiming to hit them or knock them over. If you're successful, take the target and place it next to your own



### What to look for when rolling

- Make sure the ball isn't too big for them to hold
- Swing hand down and back while chest faces forward
- Step forward with opposite foot to hand
- Bends knees to lower the body (if rolling)
- Release the ball close to the floor

### Ways to change the game

#### Easier

- Decrease the distance between each other
- Use more or bigger targets

#### Harder

- Stand further away from each other
- Use smaller targets or a smaller ball



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# Mini Movers

3-7

Back & Forth  
Game

## Treasure Chest

### Getting Started

- Place a hoop with treasure (balls, bean bags, fluff balls, cubes) in the middle of the space.
- Take turns to travel to collect a piece of treasure and return it to their boat. The other pirate can then go.
- Pirates must then think of other ways to move instead of forward (on hands and feet, sideways, jumping etc.).
- Pirates must think of other ways to return the treasure (dribbling, throwing and catching, roll/push etc.).



### What to look for

- Variety of ways of travelling to collect treasure
- Creative ways of moving with a variety of equipment

### Ways to change the game

#### Easier

- Decrease the gap between the boat and treasure
- Decrease the range of equipment in the hoop

#### Harder

- Increase the gap between the boat and treasure
- Increase the range of equipment



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# Mini Movers

3-7

## Dribbling Activity

# Planet Tag

### Getting Started

- Dribble a deflated ball or milk carton around a space using your feet, trying to keep it as close as possible.
- As you are moving around the space call out a body part e.g. knee, bottom, nose. Encourage the child to stop the ball with their feet then place the body part you have called out on the ball,
- Once they have managed to put that body part on the ball, you then carry on dribbling before calling out another body part!

### What to look for

- Ball close to feet and under control
- Encourage them to look up for space

### Ways to change the game

#### Easier

- Use hands to move the tap the ball along the floor
- Use an object that won't roll away as easily e.g. **milk carton**, cube, deflated beach ball
- Smaller space

#### Harder

- Encourage them to go quicker- whilst still keeping control of the ball
- Challenge them to only use one foot e.g. for 10 seconds only use
- your left foot, then only use your right foot, can you use both feet
- Increase the space



# Mini Movers

## Body Balance

Balance on different body parts

**Easy** - Hold balance for a shorter time & allow them to hold onto something for support

**Harder** - Hold the balance for longer with a more difficult position e.g. on one foot or balancing on a certain body parts (stomach/bottom/back)

## Balance Line

Tape/Chalk/Rope

Travel in different ways each time on the balance beam... Go on tip toes, Use different levels and directions, forward/back/sideways

**Easy** - Straight line, walk with assistance, thicker line

**Harder** - zig zag line, hold a balance half way

## Travel

Travel in a variety of ways between two objects e.g. forward, back, side, spinning  
Use different levels e.g. crawling, bunny hop, bear crawl, belly up / belly down or jumping patterns

**Easy** - shorter distance, easier movement

**Harder** - increase the distance, introduce obstacles to dodge

## In and out

Cones, tins, objects

Travel in and out of the objects using different levels e.g. on hands and feet and directions e.g. forward, back, side

**Easy** - less objects, bigger gap

**Harder** - more objects, smaller gap, pathway e.g. zig zag, curve

# Obstacle Course Stations

## Jumping

Jumping can be done in a variety of ways e.g. 1 to 2 feet, 1 to 1 (hop) 2 to 2.  
You can jump on, off, behind, in front or over objects e.g. cushions on the floor to jump over

**Easy** - Smaller distance to jump, give assistance (especially for hop)

**Harder** - Jump off higher objects (with safe landing) or increase distance to jump

## Over/ Under

Set up objects to encourage children to climb over and crawl under e.g. chair, bed sheet,

**Easy** - Lower objects to climb onto or more space for crawling under

**Harder** - Higher objects to climb, crawling with weight on hands and feet

## Limbo

Use a brush / mop and get the child to do the limbo - and think of other ways to limbo under

**Easy** - Hold the bar higher

**Harder** - Hold the bar lower to the ground



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*As they progress*

# Jumping Jade

## Let's 'Play to Learn'

- Set out a 'river' for the children to jump over
- Encourage the children to predict where they can jump over the 'river' without landing in the water or where they can jump from one side to the other in two jumps, using a stepping stone, etc.
- Allow the children to adjust their predictions based on experience
- Leave a mark to record the children's best jumps

## Key words

- control, coordination, balance
- jump and land
- frog hop
- predict



## Opportunities to:

- jump over progressively longer distances
- follow simple rules

## Resources

- Throw-down markers, feet markers
- Measuring sticks, tape measures, chalk

## Questions

- How did you decide where to put your marker at first?
- What did you do to your marker after one or two jumps?
- What helps you to jump further?

## Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- the jumping surface can absorb landing, e.g. gymnastics mats or grass areas
- children bend their knees on landing using 'Frog Hop' landing

# Can you see the child?

- Jumping over progressively longer distances
- Following simple rules

most of the time

sometimes

## Encourage the child to:

- draw their own 'river' with chalk
- count how many jumps it takes to clear the river and try to reduce this number
- run and jump
- practise jumping using Technical Skills Cards
- record their jumps in tiny steps or giant steps

## Encourage the child to:

- set their own jumping targets
- create their own scoring system
- create an imaginary journey with lots of things to jump over, as in 'Super Mario', the video platform game character

## Rich opportunities

- PSD, WB&CD: Social – understand that rules are essential in an ordered community, take turns, fair and unfair
- MD: Estimate the size of a measure; measure using standard and non-standard measures, developing mapping skills

# As they develop

## Creature Chaos

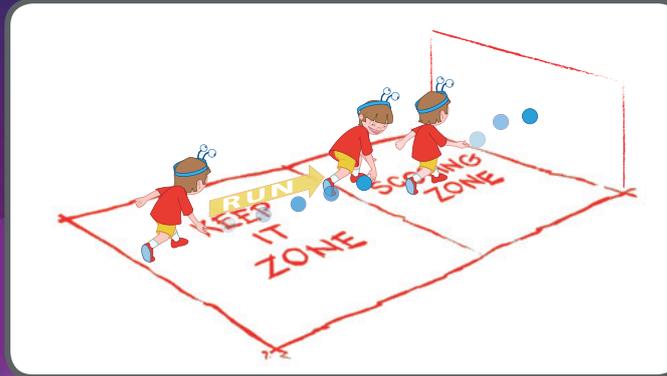
### Let's 'Play to Learn'

Encourage the children to:

- Dress up as aliens
- roll a ball into the 'keep it zone', pick the ball up and run into the 'scoring zone', then roll/underarm throw a ball to hit a large target/goal. Return to the 'keep it zone' and repeat
- Roll/throw a ball in the 'keep it zone', run to collect/pick up the ball move into the 'scoring zone', then throw underarm accurately for a more able child or a practitioner to catch
- Set targets for how many 'goals' they can score in three attempts/30 seconds
- Record their attempts with support using a simple scoring system
- Play beat the clock or beat their previous score

### Key words

- control, coordination
- roll, throw, 'goes', attempts
- 'keep it zone', 'scoring zone', spatial awareness
- target, hit, miss, goal, score
- send



### Opportunities to:

- develop increasing control over large body movements
- recognise and use different pieces of equipment
- follow simple rules of a game

### Resources

- Throw-down markers/chalk markings
- Bean bags/soft toys
- Wide variety of balls, including 'Fit' balls
- Quoits
- Balloons
- Hoops
- Large targets, parachutes, walls, etc.
- Alien costumes, masks, etc.
- Garden divided into two halves – 'keep it zone' and a 'scoring zone'

### Questions

- What are you looking at as you roll the ball?
- Which 'goal' is the easiest to hit?
- How do you know when you are in the 'scoring zone'?
- What happens when you play 'beat the clock'?

### Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- costumes do not restrict children's movements or vision

## Can you see the child?

- Developing increasing control over large body movements
- Recognising and using different pieces of equipment
- Following simple rules of a game

sometimes

most of the time

### Encourage the child to:

- practise rolling and throwing - refer to Technical Skills Cards
- play in separate 'gardens' initially
- discuss which targets might be easiest to hit before they start
- work with a partner to help one another

### Encourage the:

- aim at smaller targets
- complete a slalom course in the 'keep it zone' before they enter the 'scoring zone'
- compete against another child in adjacent 'gardens'

### Rich opportunities

- KUoFW: Time and people – measure time using simple measuring devices and clocks
- MD: Handling data – collect, represent and interpret data

# Further information:

Healthy Living Team:  
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