

Games to play:

See Activity plan 29 - Walk the line.

See Activity plan 30 - Musical statues.

BALL SKILLS



Catching

is a receptive manipulative skill that involves the receipt of an object. It is one of the more difficult fundamental skills.

- Three year old children can catch a large soft ball on their extended arms, progressively a smaller ball can be caught in their hands as children reach five years of age.

Tips:

- Prepare to catch by holding both hands in front of the body and elbows softly bent.
- Stretch the arms in front to reach for the ball as it arrives.
- Catch the ball in the hands only, not the forearms.

Games to play:

See Activity plan 31 - Balloon catching.

See Activity plan 32 - Catchy rounders.





Kicking

is a manipulative skill that involves applying a pushing force to an object to propel it.

- By three years of age children can kick a stationary ball forcibly.
- Strength and direction of kick increases with age.

Tips:

- Move quickly towards the ball.
- Take a long step or leap just before ball contact.
- Make sure the non-kicking foot is placed even with or slightly behind the ball.
- Kick the ball with the shoelace area of the foot or the toe and as hard as they can.

Games to play:

See Activity plan 33 - Kicking game.

See Activity plan 34 - Soccer skittles.



Overarm throwing

is a manipulative skill that requires applying a pushing force to an object to propel it.

- By three years of age children can throw overarm.
- Direction and strength increase with age.

Tips:

- Wind-up is initiated with a downward movement of the throwing hand/arm.
- The child then rotates their hips and shoulders to a point where the non-throwing side faces the target.
- The child's weight is then transferred by stepping onto the foot that is opposite the throwing hand.
- The throwing hand and arm then follow through beyond ball release in a diagonal movement across the body toward the non-throwing side.

Games to play:

See Activity plan 35 - Snowball clean up.



Underarm rolling

is a manipulative skill that involves applying a pushing force to an object to propel it along the ground.

Tips:

- Swing the rolling hand back and down reaching behind the trunk while the chest and head faces forward.
- Step forward with opposite foot to the rolling hand.
- Bend the knees to lower the body.
- Release the ball close to the floor so it does not bounce, bend at the knees not the hips.

Games to play:

See Activity plan 36 - Tunnel balls.

See Activity plan 37 - Skittles.



Striking a stationary ball

is a manipulative skill that involves applying a pushing force with a bat to propel an object into the air. This is the most difficult fundamental movement skill to achieve.

Tips:

- The dominant hand grips the bat above the non-dominant hand.
- The non-preferred side of the body faces the imaginary bowler with the feet parallel.
- The hips and shoulders rotate during the swing of the bat.
- Transfer the body weight to the front foot.
- Swing the bat and hit the ball.

Games to play:

See Activity plan 38 - Batting a ball.

COOL-DOWN ACTIVITIES

Start any cool-down activity in a large cleared space. This may be inside or outside depending on what space you have available. The cool-down starts with an action song, followed by a transition activity and then relaxation activity to help settle and relax the children. The following is an example only and you can adapt the cool-down to suit the early childhood setting.

1. Action Song

*Cockatoo is flapping, flapping, flapping.
Cockatoo is flapping, flapping, flapping.
The cockatoo is flapping just like this.*

See Activity plan 39 - Cool-down activity.

2. Transition Song

(to move from vigorous to quiet activity)

Play an adapted version of “Simon says ... ” using the common instructions but don’t let any of the children “get out”. The aim is for the children to copy you. Include stretching activities such as touch your toes, hop on one foot, roll your shoulders, turn your bodies etc.

3. Relaxation

- Ask the children to sit down and breathe deeply and slowly in and out. Encourage them by saying slowly “Breathe in through your nose ... breathe out through your mouth”.

