

As they develop

# Crazy Capers

## Let's 'Play to Learn'

Encourage the children to explore:

- Working as an individual, as a pair or a small team. Begin with a range of objects that fall into one of two categories, e.g. teddies and dolls, bean bags and quoits, vegetables and fruit, etc. Children pick up one object at a time, carry it and place it in a designated area/hoop and return to the start to go again/for next child to go. Help children to create a points system based on time to complete, accuracy of sorting, etc.
- The activity above - placing objects in a pram/trolley or cart and then pushing the pram to a designated area, unload the object and then return the pram and then return to the start
- As above only undertake a fine motor skill e.g. tower building
- Rolling or underarm throwing different balls into a space, chasing after them to pick up/ retrieve them and then carry and place in a designated area then return to the start

## Resources

- Throw-down markers/chalk markings
- Bean bags, soft toys
- Wide variety of balls, including 'Fit' balls
- Quoits
- Balloons
- Hoops, marker cones, skipping ropes
- Prams, carts, or trolleys to push
- Building/tower blocks

## Questions

- Where would you take this object?
- Is it easy or difficult to pick up a ball that is rolling away from you/ towards you?
- How were you feeling at the end of the activity?

## Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- children work in 'gardens'



## Key words

- control, coordination
- choose, select, sort
- carry, place, roll, throw, chase, follow, pick up
- designated areas: hoops, boxes, etc.
- walk, run, crawl, crawling soldiers, foxes, jumping, pushing, roll, underarm throw
- build, manipulate
- take turns, team

## Opportunities to:

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

## 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 each aspect before playing a game
- take similar objects from one place to another
- discuss where the object should be placed before they start to run
- run and pick up/collect a stationary object before attempting to collect a moving ball
- work with another child to help one another

### Encourage the child to:

- explore a more complicated route to the designated areas, e.g. obstacle course or slalom run
- place more than two types of objects in the start area
- make up rules about how and where the ball must be rolled/ thrown before it can be picked up
- race against the clock, how many objects can be placed in the designated area in any given amount of time, 30 seconds, a minute, etc.

### Rich opportunities

- KUofW: Myself and other non-living things – sort different everyday objects into groups according to simple features
- PSD, WB&CD: Social development – willing to take turns, sharing toys and materials and feeling confident to play and work cooperatively