

Body Awareness, Spatial Awareness and Language Activities



Body awareness

- Provide experiences where children make their bodies smaller, and as they are moving through an object tell them which body parts they are going to need to be aware of. E.g. pull your elbows in, don't bang your shoulders etc.
- **Simon says**
- **Songs** – Heads, shoulders, knees and toes, Shake it etc. (I have a whole CD of songs if you wanted to copy them)
- **Music and hoops** – Play music, when you stop it, call out a body part for the child to put into a hoop
- **Connect** – Play music, when you stop it call out parts of the body that need to 'connect'. For example, elbow to knee, foot to knee, hand to hand, foot to foot, hand to foot, elbow to hand etc
- **Tracing around** – Drawing around the child's body, chalk or a big piece of paper, they can fill in the bits
- **Hot Spots** – putting different body parts on hot spots
- Catching bubbles, feathers, scarves on different body parts

Spatial Awareness

- Tunnels- crawling under things like chairs, tunnels made from sheets and boxes
- Spider Web- Using long elastics, several people form a web and trap children in spaces, they have to make their way out trying not to touch the web, this can also be used to call out different body parts for children to put in the web
- Mirror games- child and adult sit or kneel facing each other. Adult moves a hand up, down, sideways, around, slowly, fast while child imitates. Add more complex movements.
- Random running- children run in a confined and open space. Leader calls out changes e.g. arms out, arms by sides, little steps and big steps, change direction and speed. Add different locomotor patterns.
- Car ride- Children use hoops as steering wheels. Vary direction and speed as the child drives the car. Could use stop signs, corners, traffic lights etc.
- Train game- four corners are train stations. Leader acts as driver, picking up or letting off others as train passes stations. Next in line becomes driver when leader needs to rest at a station. Could hold ropes or have a track laid out on the ground.
- Cooperative musical hoops- hoops are placed on clear floor. Children and caregivers run, skip, gallop while music plays. When music stops, everyone must be in hoops. Leader removes some hoops each time so more and more children have to fit into the remaining hoops.
- Puddles and Rivers- Place hoops around the floor. Children run and jump in and out of the hoops. Run around hoops, bunny hop in and out, jump from hoop to hoop, 'splashing in puddles'.

- Blind leaders- Adult leads child around the floor holding elbow, shoulder, hips, hands etc. Vary directions, levels, equipment, alternate leaders.
- Bubbles- Leaders help children explore ways in which bubbles move in a bathtub, river or beach. Children close their eyes, then move quietly, turning and drifting. When they feel another bubble, they stick together, moving as one. Meet and form larger bubbles until all are linked. Use quiet water music.
- Over and under elastics- two leaders run along with long elastics down the sides of a mat or the floor, calling to go under or over as it reaches the child.
- Wild horses- child gallops, runs, trots etc. Vary direction, speed, stopping, back up, tandem horses.
- Waves at the beach- children join hands with others to form rows facing the same direction. Run forwards together raising arms like a high wave, run backwards together, form a whirlpool and then a wave, discover sea creatures

Language Activities

- Feely bag- have a bag with a range of different textured objects inside. Get a child puts their hand in and pick one up. They then describe what they can feel.
- Go outside into a garden area or park. Collect twigs, dead leaves, stones, flowers and anything else that is interesting. Talk about what they look like and how they feel.
- Draw some circles on the ground. Give them different instructions: get them to walk around the outside, walk inside, put one foot inside and one foot outside etc.
- Different counting activities- toes and fingers, letter boxes on the street, objects etc.
- Direction- Place a hoop on the ground. Ask the children to step in and out. Give directional instructions such as go to the left, right, front or back.
- When climbing and experimenting outside, touch different objects, rub and touch these and talk about them being spiky, sticky, long, thin, rough, bumpy etc.
- Make a bumpy smooth collage. Collect things to go on the collage and talk about how they feel.
- Talk about speeds- slow, medium, fast and really fast. Practise using a range of locomotor movements.
- Counting activities- finger rhymes, counting stones/puddles on a walk

Memory activities

- Memory mat- have a series of recognised pictures on the floor. Ask the child to stand on hat, car, and ball. Child repeats it and then stands on each one.
- Ask the child to touch chair, table, and curtain. Child must say it then do it in that order.
- Touch body parts in order
- With different coloured paper on the floor, child stands on orange, green, red etc