

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
In the Hoop	■	■		Spatial awareness, relationship awareness	Numeracy, language & literacy (colors)
Jump for the Sky	■	■		Spatial awareness	Science, language & literacy (colors), numeracy
Jumping in the Lily Pond		■		Spatial awareness	Language & literacy, science
Kick It In	■	■	■	Effort awareness	Language & literacy
Kick it Over	■	■	■	Effort awareness	Numeracy
Move to the Music	■	■		Body awareness, spatial awareness, effort awareness	Language & literacy

Physical Development of Twos

Twos (2-3 year olds), also known as older toddlers, are rapidly increasing their skills. They can begin to tiptoe, stand on one foot for a second or two, jump using two feet, and throw overhand. They can slide down a toddler slide, move a riding toy with both feet, try to ride a tricycle, and jump up and down in place. It is time to introduce them to activities that use their new skills while having fun.

Equipment and Loose Parts List

Bean bags
 Boxes/baskets
 Bubble wrap
 Cones
 Chalk
 Colored floor markers, spots or carpet squares
 Foam noodles
 Foot cutouts
 Hula hoops
 Large balls (such as beach balls, foam balls, playground balls)
 Milk jugs or other containers (empty)
 Music
 Natural items (such as sticks, stones, pine cones, etc.)
 Paper sky and materials to attach
 Small balls
 Tape

Equipment:

CD and player, hula hoops (one per child)

Instructions:

"Leap the Rabbit loves to move and jump around. She likes to play games to the music. We are going to play a moving game that is one of Leap's favorites. Here are the rules."

- *"I want you to walk around the room until the music stops."*
- *"When the music stops, go into one of the hula hoops — only one person in each hoop."*
- *"I will tell you something to do in the hoop, like 'jump around'."*
- *"You need to keep moving the way I told you in the hoop until the music starts again."*
- *"Then we will do it again — walk around again until the music stops and get into a hoop and do a movement."*
- Place different colored hula hoops around the room. Play music and have the children walk around the room. When the music stops, have each child step into a hoop.
- Designate a movement such as running in place, hopping, jumping, etc. The children will do the movement until the music starts again.
- When the music starts children resume walking until the music stops again. Designate another movement and repeat.

Tips:

- You can do a variety of locomotor skills that will get children moving while going around the hoops.
- Have children count how long they balance or do other movements; name the colors of the hoops.
- You can use spots or carpet squares in place of hoops.
- Take it outdoors and do activities in open space.

Alternatives/Adaptations:

- When the music stops, have one child name a different movement.
- Designate upper body activities such as swinging arms or shaking arms over head. For children who have limited mobility, have them put arms out to the side. Have other children join in these activities.



CUE WORDS

- Start
- Stop
- Move
- Run in place
- Jump/Hop
- Walk
- Heart Check

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, relationship awareness	Numeracy, language & literacy (colors)
Running, hopping, walking	Balancing, jumping, landing	—		

Jump for the Sky

BE ACTIVE KIDS®

Equipment:

Large paper sky background with Velcro strips at varying heights plus paper clouds, birds, stars, planets, airplanes, spaceships with Velcro on the back.

Instructions:

"There are a lot of things you can see in the sky. Can you tell me some of them?" Have children name things in the sky. "Today we are going to put things in our paper sky — let's see how high we can put them."

- Tape a paper sky high enough so that children need to go on tiptoes or jump to reach. Give each child paper clouds, birds, spaceships, stars, and planets with Velcro on the back.
- Call out the name of an item (clouds, etc.) seen in the sky. Then have children with that item run to the sky and put their item on it. Point to the place where they should place their item using high and low places.

Tips:

- Use the words "bend" and "stretch" to help children learn vocabulary.
- Talk about things that the children see in the sky. Have children draw the items to put in the sky.
- Be sure that the Velcro lines on the sky are high enough so children have to jump or go on tiptoes to place their sky item. You can also use string for the lines.
- "Can you catch things in the sky?" Read a book such as "How to Catch a Star" by Oliver Jeffers and then have children jump up and "catch" things that you have put in your sky.
- Play outdoors and hang items from fences or tree branches.

Alternatives/Adaptations:

- You can also have the items taped in lines on the sky. Have children count the lines and jump to take an item from a specific line.
- Make up a story about flying or stars or planets. Let the children help. As something they are holding is mentioned, have the child place it in the sky.
- For children with limited mobility or limited use of arms, point to a spot they can reach for them to put their items in the sky.

CUE WORDS

- Bend
- Stretch
- Jump
- Blast off
- Reach



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness	Science, language & literacy (colors), numeracy
Running, walking	Balancing, bending, stretching, jumping, landing	—		

Jumping in the Lily Pond

BE ACTIVE KIDS®

TWOS

Equipment:

Floor markers, spots, plates or hula hoops

Instructions:

"The frogs are getting ready for Frog Jumping Day — a day when they jump from lily pad to lily pad. They see all of the lily pads in the pond. They move around by jumping. We are going to jump like frogs. Can someone show me how a frog jumps? What does a frog say?"

- Place objects such as spots or plates (lily pads) in a line. Have children bend their knees and jump from one spot to another.

Tips:

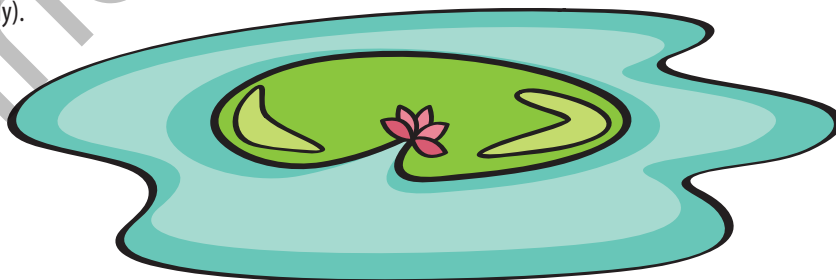
- Have children say "ribbit" as they jump.
- A jump is taking off and landing evenly on two feet at the same time. A leap is leading with one foot and landing on the other foot.
- If using paper or plastic plates as lily pads be sure they do not slide. Use tape to hold them or put outside in grass.

Alternatives/Adaptations:

- Using hula hoops have children jump in place in the circle, then jump off the "lily pad" into the water.
- Place spots farther apart as children master jumping.
- Place spots in other pathways such as a zigzag.
- Have the children try jumping and landing with lots of force or with little force (softly).

CUE WORDS

- Bend knees
- Arms back
- Two feet
- Explode or push up with feet



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness [pathways], effort awareness	Language & literacy, science
—	Balancing, jumping, landing	—		

Equipment:

Large ball, box or laundry basket larger than diameter of ball

Instructions:

"Kicking balls and things is so much fun. Who likes to kick? What are some games or sports where you can kick a ball? What are some animals that kick? Today we are going to kick balls into the basket."

- Place a large ball such as a beach ball in front of the child. Place a large box or laundry basket (large enough so ball can go into it) sideways about 2 feet away.
- Demonstrate kicking the ball hard and far.
- Have the child kick the ball.
 - First kick a ball such as a beach ball with no target.
 - Kick toward a large target such as a wall or fence.
 - Kick toward a smaller object such as a basket or box.
 - Kick other objects.
- Retrieve the ball and place it in front of the next child.

Tips:

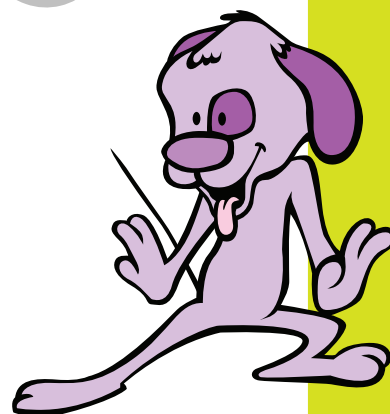
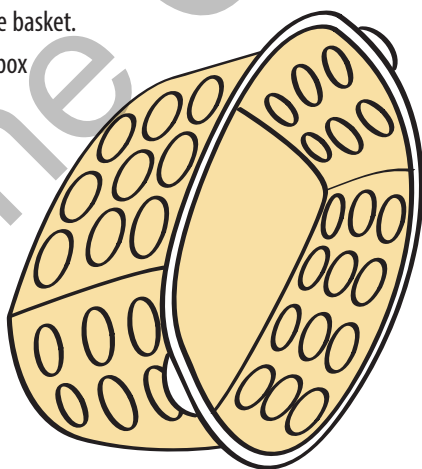
- **Have several balls and targets so that multiple children can kick at the same time.**
- Young children cannot kick very far or straight. Be sure the target is large enough for success or have the children kick to a target such as a wall.
- You can start by rolling the ball into the basket.
- As children achieve success, move the box or basket farther away.

Alternatives/Adaptations:

- Outdoors you can use a soccer goal, wall, or fence, if available.
- Can vary the effort used to kick the ball (easy or hard)

CUE WORDS

- Arms out
- Bend knee
- Step
- Kick



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness	Spatial relationships (distance)
Jogging	Balancing	Kicking		

Kick it Over

BE ACTIVE KIDS®

Equipment:

Large balls (such as beach balls), large foam balls, empty milk gallon jugs

Instructions:

"I know a cool dog named Dart who loved to kick balls. He kicked them everywhere, knocking over lots of things. He knocked over his mother's flower pots; he knocked over toys; he even knocked over his friend Glide. Blue the Caring Cub said, 'Dart, you are breaking everything with your ball kicking. Let's play a game instead.' So Blue set up some empty containers and said to Dart, 'Kick your ball to the containers and see if you can knock them over.' Dart did that and had so much fun he kept doing it over and over again. Today we are going to kick over the milk containers. Can you kick hard enough to knock them over?"

- Start with large balls.
- Put balls on the floor and allow children to kick them.
- After having some play time and gaining some skill, set up empty plastic milk jugs (or anything that is easy to knock over) in a group of three or so. Have children kick balls to knock over the containers. Count how many containers have been knocked over.

Tips:

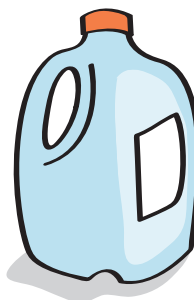
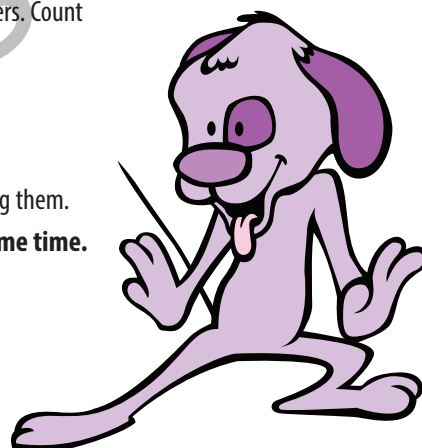
- Show children the boundaries of the space in which they may run.
- Have children take turns kicking and running to retrieve the balls. Be sure adults are supervising them.
- **Have several balls and sets of containers so that multiple children can kick at the same time.**
- Be sure empty milk containers have been thoroughly washed.
- Put bells or other noise-making items in the containers or color the containers for success and improved visibility.
- Go outdoors where there is more room to kick.

Alternatives/Adaptations:

- Put bells on a string and tie them around the child's ankle so the bells jingle as the child kicks.
- For children with limited mobility in their legs, have them knock over containers on a table using their arms and then count them.
- Can vary the effort used to kick the ball (easy or hard).
- If children are having trouble getting the balls to knock over the containers, have them run up and kick the containers over with their foot.

CUE WORDS

- Arms out
- Bend knee
- Watch ball
- Step
- Kick



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness	Numeracy
Running	Balancing	Kicking		

Equipment:

Music

Instructions:

- "Today we are going to dance. Let's try different ways of dancing. First let's all stand up. Listen to the music. How can you dance to the music?" Allow children to dance however they want.
- "Now let's sway back and forth to the music like this."
- "Now let's dance slowly. Reach for the sky and stand on your tiptoes. Now let's walk slowly on our toes."
- "Now let's dance fast. Go — move your arms."
- "Now let's move slowly."
- "Reach up, bend down, sway, wiggle."

Tips:

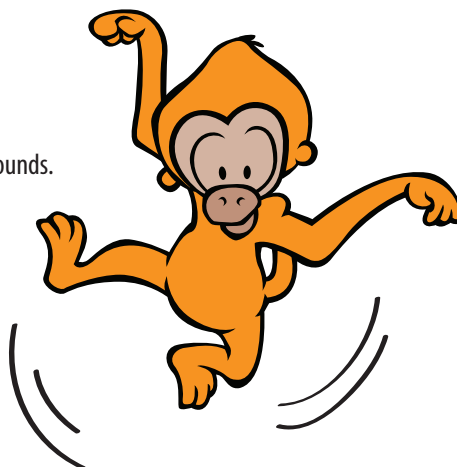
- Some children will have difficulty standing on tiptoes. Observe and help those who are having difficulty.
- Change the music to different speeds to encourage different types of movements.
- Add "freeze" when the music stops. This is an extremely important management and movement concept. (Refer to "Freeze Game.")
- Provide musical instruments children can shake while dancing.
- Read a book with dancing such as *Barnyard Dance!* (Boynton on Board) by Sandra Boynton.

Alternatives/Adaptations:

- Children can sway from a seated position if they are not mobile.
- Vary movement of different body parts.
- Take the activity outdoors. Listen to the natural sounds of wind, etc. and move to those sounds.

CUE WORDS

- Fast
- Slow
- Sway
- Wiggle
- Swing



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness, effort awareness	
Walking	Swaying, twisting, turning, swinging	—		