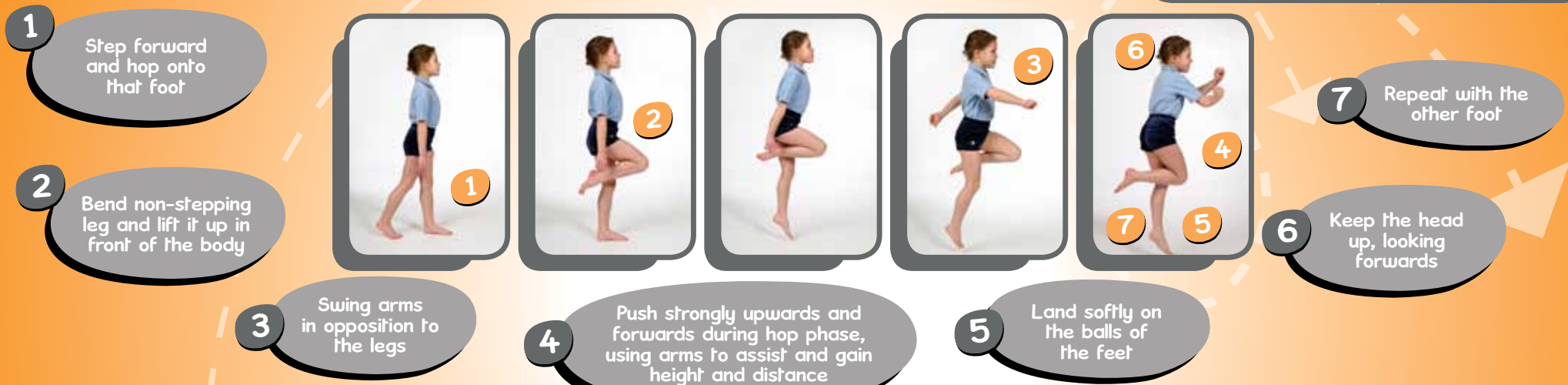


As they become more skilful  
**Locomotor**

# Skipping

The skip is a rhythmical movement involving a step-hop on one leg, then transferring weight to other foot to repeat the pattern. Children often skip spontaneously in response to music, strong rhythms/beats or to express happiness. It is included in many traditional dances.



## If you see...

Observation	Likely cause	Solution
Skips on the same foot	Confuses the movement with galloping, which leads with the same foot	Walk through the movement with the child
Deliberate step-hop action	Not really a problem as all children will demonstrate a deliberate step-hop pattern in the initial stage	Reassure that this is the correct movement, and explain that the skill needs to travel, arms need to be driven forward and the hop phase needs to go forward
Not able to maintain step pattern for more than two or three cycles	Difficulty coordinating the legs and arms	Slow action down and ask children to say actions out loud as they perform, step-hop, step-hop, etc.
Action appears disjointed	Initially the movement will appear segmented as the child attempts to think how to join up the step and hop phases	Think of skipping as walking with a little hop on the end of each step


**Opportunity to develop:**  
 Coordination - Spatial awareness -  
 Motor skills - Accuracy  
 Physical Development Area of Learning –  
 contributes to 'Personal' and 'Adventurous'  
 and physical play' skills sections

**Safety!**  
 Ensure...  
 the area is free from objects  
 the surface is not slippery


As they become more skilful

# Locomotor

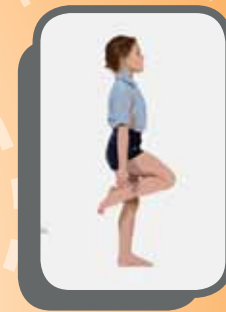
# Skipping



- mostly x's
- ✓ and x
- mostly ✓'s




- Walk across the room taking big steps. Ask them to work using opposite arms
- As above, at the end of every step, the child stretches up tall and rises onto the balls of the feet
- Walk across the room taking big strides. As the child steps they bend their knee, sinking a little and then stretch up tall onto the balls of their feet
- Drive up onto the balls of the feet and lift the non-supporting leg in front




Can you see...?


- the child showing a rhythmic action?
- the child's arms moving in time with their legs?
- the child's arms moving in opposition to the legs?
- the child moving on the balls of their feet?
- the child's head is stable and their eyes are focused in front?



- Practitioner holds child's hands and leads them through skipping action
- Walk across the room taking big strides sinking and rising. At end of each step, perform a little hop
- Step onto coloured spots placed around the room and hop. Hop slightly higher, emphasising the leg drive
- Skipping along a narrow path



- Skip in different directions, pathways and speeds
- Skip in time to a beat
- Skip high, low, short and long
- Skip with a partner



- Skip in different directions and at different speeds, then in response to a range of cues
- Skip to music/regular beat
- Skip following a Figure of 8, W, M, Square, slalom pathway
- Combine leaping, galloping and skipping in response to a range of cues, using different directions, pathways and speeds