Facilitator Guide

Play to Move

Building strong foundations
one move at a time.



Pipyn actif

Pipyn Pwysau Iach Plant yng Nghymru | Healthy Children Healthy Weight in Wales

Healthy **Weight**:
Healthy Wales

sportwales chwaraeoncymru

Welcome to Play to Move

Pipyn Actif Initiative

Pipyn Actif is a community-based programme in Wales designed to increase physical activity among families with young children (aged 3 to 7), focusing on healthy lifestyle choices and sustainable family routines. Delivered by trusted partners of Sport Wales, Pipyn Actif works alongside the Pipyn programme, which also supports families in building healthier habits.

Targeting families experiencing or at risk of obesity, Pipyn Actif works to close the gap between communities with the highest and lowest obesity rates, supporting the Welsh Government's Healthy Weight, Healthy Wales strategy. Through engaging, fun activities, families are empowered to make healthier choices and create active, connected communities.

Why Physical Activity Matters

The Chief Medical Officers recommend that children aged 3 to 5 engage in at least 180 minutes of physical activity each day, with 60 minutes of more energetic activity. For children aged 5 to 7, 60 minutes of moderate-to-vigorous activity daily is ideal, with muscle- and bone-strengthening activities three times a week.

However, in Wales, only 4 in 10 children meet these activity recommendations, with 27.1% of children aged 4 to 5 being overweight or obese. Early intervention is crucial, as activity levels begin to decline as early as age 6, making it more important than ever to establish healthy habits from the start.

60 minutes

Intense Activity Level

The UK Chief Medical Officers guidelines state that children aged 3 - 7 should engage in 180 minutes of physical activity each day. This should include 60 minutes of intense physical activity.

UK Chief Medical Officers' Physical Activity Guidelines, 2019

51%

Wales Activity

Only 51% of children and young people in Wales, aged 3 - 17 years, meet the guidelines for Wales.

Wales Active Healthy Kids Report Card 2021

26%

Child Obesity

In Wales, over a quarter of children starting school, aged 4 or 5, are overweight or obese.

Child Measurement Programme 2022 - 2023, Public Health Wales

The Importance of Fundamental Movement Skills

Fundamental movement skills (FMS) - such as balancing, jumping, running, throwing, and kicking - are essential for children's development. These skills serve as the building blocks for more complex physical activities, helping children stay active, healthy, and confident.

FMS matter for several important reasons:



Physical Development

FMS help children develop coordination, strength, flexibility, and agility, which are necessary for all physical activities, from playing sports to simply running and climbing.



Brain Development

Engaging in these basic movements supports brain growth, particularly in areas related to motor control, memory, and focus. This has been shown to enhance academic performance, as children who are physically active tend to have better concentration and problem-solving skills.



Emotional Confidence

As children master new movements, their self-esteem and emotional resilience grow. They feel a sense of accomplishment and confidence, which encourages them to take on new challenges- both in physical activities and other areas of life.



Social Interaction

FMS are often learned in group settings, such as in a class or through play with others. This helps children develop key social skills like communication, teamwork, and empathy.

For young children, these skills are also critical for maintaining a healthy weight and reducing the risk of obesity. Resources like Play to Move ensure that these essential skills are developed through regular, enjoyable movement, setting children on the path to a lifetime of healthy habits.

About Play to Move

Play to Move is an 8-week resource designed to equip facilitators in community settings with the tools to deliver high-quality, fun, and safe physical activities for children aged 3 to 7, supporting a structured delivery under the Pipyn Actif and Pipyn initiatives. The resource focuses on developing basic movement skills such as balancing, jumping, and throwing, while enhancing coordination and motor skills in a fun, supportive, and inclusive environment. Facilitators guide children and their families through progressive skill development, ensuring each activity is both safe and enjoyable. The goal is to help all children and families feel included, confident, and engaged, making physical activity a rewarding experience.

Each session follows a structured approach

This structure ensures children are not only improving their physical abilities but also enjoying the process of learning and developing long-term healthy habits.

Engage Warm-up activities to prepare children for movement and spatial awareness.

Develop Introduces specific movement skills.

Create Fun games to reinforce skills through play.

Explore Opportunities to challenge and practise these skills further.

Celebrate A wrap-up activity to highlight progress and achievements.



Principles

Guiding Principles to support successful delivery of Pipyn Actif

The principles of the Pipyn Actif programme create a positive, engaging environment for both children and families. Developed with input from Public Health Wales and the Foundations Framework Wales, these principles ensure each session is enjoyable, inclusive, and developmentally appropriate. Facilitators, including those implementing the Play to Move resource, are encouraged to offer flexible, creative activities that not only enhance children's movement skills but also promote key health and nutrition principles.

By following these principles, facilitators can help children develop healthy habits while creating a welcoming and supportive space for families to grow together.

Children's Principles (Things to remember)

The grown-ups will help me:

- Move my body in lots of different ways.
- Explore how to control my movements.
- Play with different toys that I can move around or interact with.
- Play and move in different spaces.
- Have fun choosing how to move and what to play with.
- Feel happy and safe when I play and explore.
- Have lots of time to play and move however I want.

Parents'/Carers' Principles (Things to remember)

I will (or I need to):

- Encourage my child to get moving and try new activities.
- Move, play, and have fun with my child.
- Make sure my child feels safe and confident whilst playing and moving.
- Celebrate my child's unique way of moving and exploring.
- Praise and encourage my child to share their ideas.
- Support my child if they make a mistake and help them keep moving forward.
- Value my child's effort in movement to help them grow in confidence and strength.

Facilitators' Principles (Things to remember)

Create a welcoming environment that is safe and appropriate for all.	Ensure every experience is a fun experience.	Be the leader who is fun, happy and approachable.	Provide clear and concise instructions whilst ensuring a calm approach.	Provide varied approaches to support children's learning styles.
Give children the opportunities to play whilst learning new skills.	Match activities to developmental needs and use suitable equipment.	Understand, celebrate and cater for children's diversity and uniqueness.	Provide praise, encouragement and positive reinforcement.	Be the children's champion, caring about their physical activity journey.

Nutrition Principles (Things to remember)

The grown-ups will help me:

- Eat a wide variety of foods to help me move, grow and feel good.
- Eat three regular meals each day so that I have lots of energy to play and move.
- Eat nutritious snacks such as fruit and vegetables to keep me happy and healthy.
- Have less sugary foods and drinks to keep my teeth healthy.
- Drink plenty of water and milk to help me stay hydrated and ready to move.
- Move and play lots throughout the day to keep my body strong and full of energy.

Overview of Sessions

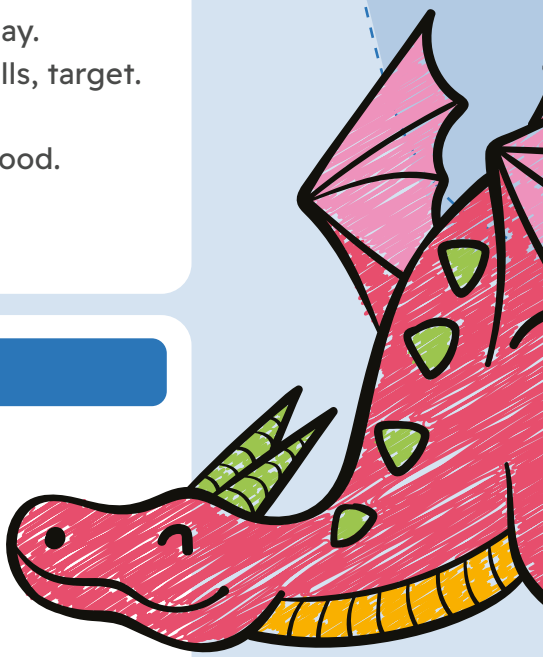
Week	Skills	Activities
Week 1 - Colours	Walking Running Underarm roll Underarm throw	Spots Colours Rainbows Colour catch
Week 2 - The Farm	Crawling Foxes Happy cat	Gardens Old MacDonald had a farm Rabbits and farmers Animals
Week 3 - Superheroes	Jumping and landing Log roll Underarm roll or throw Chest squeeze	Hills and holes Secret mission Power ups
Week 4 - The Jungle	Jumping and landing Climbing Active arms	Shape shifters Jungle adventure Monkey in the middle
Week 5 - The Beach	Catching an object Kicking a ball Hopping	Space explorers Beach adventure Balloon tennis
Week 6 - Food & Movement	Skipping Core crunch Striking an object Overarm throw	Colours What's on my plate? Sticky sweet monsters Fruit salad
Week 7 - Pirates	Galloping Kicking a ball Pulling an object Catching an object	Captain's coming Treasure hunt Shark attack
Week 8 - Let's have a party	Active arms Striking an object Catching an object	Follow the leader Party pop Musical spots Dance party

Equipment Supermarket

Here is a list of suggested equipment to support children in practising movement skills at home, within the community, or outdoors.

Community:

- Beanbags, hurdles, ropes, tricycle, ladder, steps, tunnels, soft play.
- Balls, beach ball, large ball, rackets, bubbles, balloon, smaller balls, target.
- Coloured spots, hoops, cones, boundary markers, spots, chalk.
- Coloured blocks, plastic fruit, cards, soft toys, cube, photos of food.
- Box, bag, pram, container, bench, low table, table with blanket.
- Umbrella, mat, blanket, large ball, bubbles.



Home:

- Coloured pieces of material, scarves, socks rolled into a ball.
- Soft toys, small toys, cars, coloured blocks.
- Shopping basket, bin, box, pram.
- Coloured pillowcases, towels, flannels, bottles.
- Box, bin, dustpan, frying pan, belt, rope, large bedsheet.
- Plastic bowls, rolled-up socks.
- Sofa, low seat, curb, table with blanket, bench, hoop, chalk marks, balls, tubes, balloons.
- Flannels, blanket, low tables, chairs, stairs, steps.
- Bubbles, beach ball, umbrella, bucket, bag, pop-up tent.
- Tin or packets of food, boundary markers (line of socks), targets (chairs).
- Den, blankets, balls, balloons, scarves, hoop, rope, line of socks, chalk, table.



Outdoors:

- Coloured leaves, painted cones, painted pebbles, pebbles, small pieces of material.
- Balls of leaves tied with string, pile of leaves, rolled-up leaves, stones, large stones, pinecones.
- Sticks, logs, branches, low branches, tree, den, steps.
- Bag, basket, box, bucket, umbrella.
- Spade, spoon, rope, sheets of material, large piece of material.
- Balloons, bubbles, scarf material, spots, balls.
- Photos of food.

Fundamental Movement Skills

The following descriptions are provided to support children in practising skills. Please refer to the **Develop** and **Explore** sections within each session plan.

Locomotor – Skills that take the body from one place to another:

Walking
Stand tall with feet facing forwards. Keep head up with eyes focused ahead Step forward with the heel leading and roll onto balls of feet to push off into the next step. Swing arms in opposition to legs close to body, maintaining continuous movement so that as one foot lands the other leaves the floor.

Running
Run along a pathway with knees lifted and heels close to the bottom. Keep head up and eyes forward while driving the arms back and forth in opposition to the legs, running on the balls of feet with heels off the floor.

Crawling
Support your bodyweight on hands and knees with hands flat on the floor. Reach forward with one hand while moving the opposite knee at the same time so that arms and legs move in opposition. Place each knee behind the hand as you progress forward in a straight line.

Foxes
Place hands flat on the floor and support bodyweight on hands and feet in a cat position. Keep your bottom low with legs bent. Run forward on hands and feet.

Jumping and landing
Stand with feet shoulder-width apart and bend your knees. Take arms back and swing them forward and upward. Push off balls of feet reaching as high as possible. Keep body straight and head up. Land by bending the hips, knees, and ankles.

Hopping
Lift one leg, bending knee, and bend knee of the supporting leg. Drive elbows backwards, push off from ball of the foot while swinging arms forwards and upwards. Land softly on ball of foot and take off again bending at the knee. Keep head up and look forwards.

Skipping
Step forward and hop onto one foot, bending non-stepping leg and lifting it in front of the body. Swing arms in opposition to the legs, push strongly upwards and forwards using the arms to gain height and distance. Land softly on balls of feet with head up and eyes forward. Repeat with the other foot.

Galloping
Face feet in the direction of travel. Step forward onto leading foot and push upwards. Bring back foot behind front foot with toe 'creeping' towards heel, Keep feet light on landing, relax arms with the movement, and move in a continuous, rhythmical action.

Body management actions – Skills that help the child control their bodies in a variety of ways:

Happy cat
Start on hands and knees with shoulders over hands and hips over knees. Push belly button to the floor. Lift head and smile. Keep the arms straight with hands flat. Keep the ankles together with feet stretched on the floor.

Chest squeeze
Ideally seated, sit with back straight holding a large ball or foam cube with arms extended. Engage your core. Squeeze object by pulling it to your chest and push it back out. Repeat while keeping controlled movements.

Log roll

Lie on back with your body straight, arms raised above head and slightly off the ground. Legs straight and together with ankles and toes stretched. Rock sideways to initiate roll, then roll sideways from back to tummy and back onto the back. Keep body and arms in a straight line throughout, maintaining contact with the floor via tummy or lower back. Roll in a straight line.

Climbing

Reach up with right hand and grip bar or rung firmly with thumb around it. Step onto first rung with right foot, pull with right hand and push with left leg. Reach up with left hand to grip next bar or rung while stepping up with right foot. Continue climbing one step at a time.

Core crunch

Ideally seated, hold a pool noodle to engage your core. Draw belly button toward spine to tighten the abdominal muscles. Lean slowly to left and return to centre. Then lean to right, keeping core engaged throughout.

Pulling an object

Have a good, firm grip and stand sideways-on with feet just over shoulder-width apart. Take the strain and lean away from the object, using the front leg and arm to pull while keeping the front leg slightly bent and maintaining a stable, balanced body position.

Active arms

Ideally seated, sit with back straight holding a pool noodle or rope out in front. Engage your core. Perform cycles of chest presses, cross knee taps, overhead presses and circles, cross punches, reach overs, uppercut throws, “raise the roof,” hand rolls, stretches in and out, and arm waves. Repeating for up to 30 seconds, with 10-second breaks.

Manipulative actions –

Skills that help the child use, work with or handle a variety of equipment:

Kicking a ball

Stand slightly to side and behind ball. Step forward and place non-kicking foot beside it. Swing kicking leg back using arms for balance. Swing leg from the hips to strike ball with laced area of the trainer while bringing the opposite arm forward. Keep head over ball with eyes watching it. Follow through in direction of target.

Underarm roll

Stand facing forward and hold the object lightly in your fingers. Swing rolling arm backwards until straight and at shoulder height. Step forward onto opposite foot to throwing hand while bending both knees. Swing rolling arm forwards keeping it extended and relaxed with knuckles almost brushing the floor. Release object 6 –12 inches in front of lead foot. Follow through in direction of target.

Underarm throw

Stand facing forward and hold the object lightly Stand facing the direction of throw and hold object in throwing hand. Step forward with opposite foot, swing throwing arm backwards and then forwards keeping it extended and relaxed. Release the ball in front of body at approximately hip height. Follow through with throwing hand pointing toward target.

Catching an object

Watch object and move body so it is in line with it. Reach arms and hands towards the object. Adjust hands to catch it while presenting a large surface area in ‘ready’ position with fingers spread and soft in a cup formation. Catch object with hands only, closing fingers around it. Receive with some give in hands and arms, bringing object close to body.

Overarm throw

Stand sideways in direction of throw with legs shoulder-width apart. Hold ball in the fingertips of preferred throwing hand. Use non-throwing hand to spot target. Move ball downwards and backwards, transferring weight onto back foot. Step forward onto opposite foot while rotating hips and shoulders to face target. Move opposing arm backwards to assist rotation, pulling through the shoulder with a bent arm leading with elbow and hand lagging. Release ball at the last moment, following through across body.

Striking an object

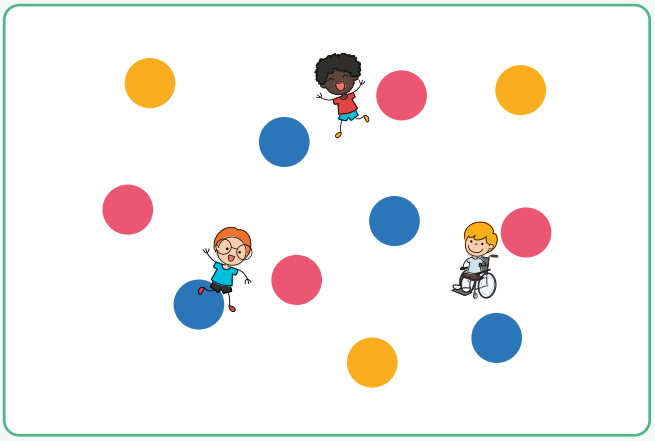
Place ball on a striking tee and stand sideways-on with feet shoulder-width apart, weight on back foot. Keep eyes on the ball and head still. Place hand or bat in contact with the tee and swing backwards, gripping the bat handle as if ‘shaking hands.’ Step forward onto front foot, rotate hips and shoulders to front. Swing bat horizontally at waist height to strike ball. Follow through across or around body.

Session 01 COLOURS

Engage

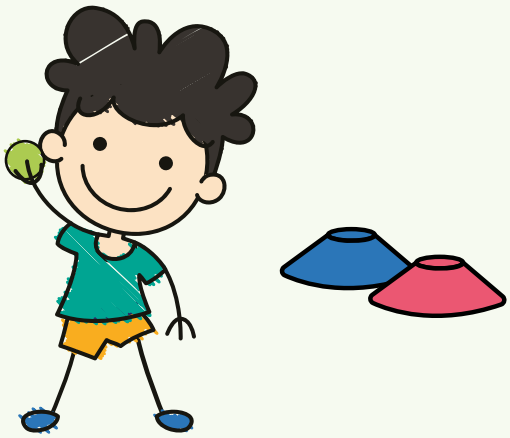
Bubble warm up - Spots

- Use a large garden and place coloured spots randomly around.
- Children imagine blowing up bubbles, step in and hold different balances at low, medium, or high levels.
- Children travel from spot to spot, shouting out the colour they land on.
- Encourage balancing on spots, travelling over or around spots, and travelling in different ways between spots.



Develop: Skills

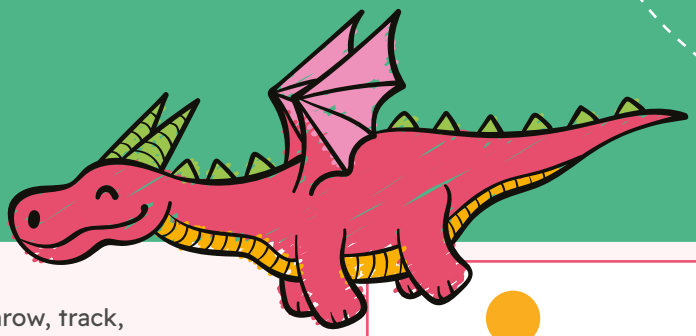
- **Walking** - Travel with an adult, friend, or while pushing a wheelchair. Collect an object and transport it back to the start.
- **Running** - Practice “ready, steady, go.” Run to a spot and back or run to pick up an object and transport it back.
- **Underarm Roll** - Make big arm movements while holding and watching a scarf. Roll a ball or object to an adult, then watch and travel to collect it.
- **Underarm Throw** - Roll a scarf into a ball and throw it up. Track, catch, and throw again.



Create

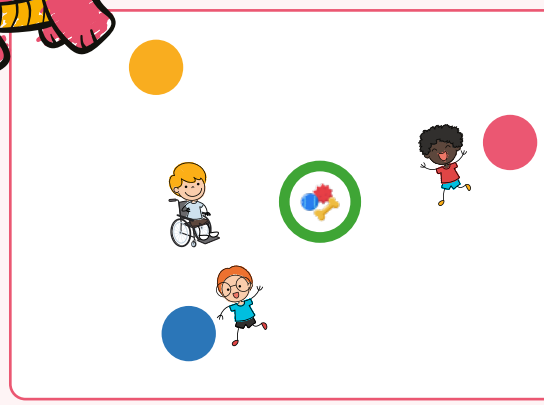
Game 1 - Colours

- Large garden – Place different coloured spots in each corner of the garden and a hoop with coloured objects in the middle.
- Children take turns travelling from their spot to the hoop, collect an object, and transport it back. Children can use containers like prams, baskets, or bags.
- Starting spots can be moved further away or placed where children must travel around objects like trees, cones, or logs.
- Children travel over, around, under, or balance on obstacles along the way.
- Once collected, objects can belong to more than one category and should be sorted into groups, such as soft toys, balls of different colours, vegetables and fruit, or coloured leaves.
- Encourage children to stop halfway and throw or roll the object to a friend.



Game 2 - Rainbows

- Large garden – Children throw, track, and catch coloured scarves.
- Start stationary, throwing and catching with two hands, then one.
- Throw scarves at different levels (high, middle, low).
- Try catching with different body parts or throwing scarves in rainbow shapes.
- Add movement: throw scarf, then jump, clap, turn 360°, or do a high-five before catching.
- Practise with partners from a comfortable distance.



Explore: Skills – Can you see?

Practise

- Travel slowly from spot to spot holding an adult's hand or using a wheelchair along a simple, straight path.
- Play "ready, steady, go" to travel or move toward an adult, then stop or freeze when asked.
- Roll or gently pass a balloon or soft object while sitting, kneeling, or in a wheelchair.
- Roll or throw objects towards larger or closer targets to make aiming easier.

Challenge

- Travel in different ways - walking, crawling, rolling, or moving in a wheelchair - and stop quickly when told.
- Travel along low benches, wide paths, or ramps, using arms for balance or supports if needed.
- Move around, over, or under obstacles like cones, logs, or low hurdles, with options to go around if needed.
- Try rolling or throwing scarves or balls with added difficulty, like under the leg, turning before catching, or juggling two scarves.

Celebrate

Game - Colour catch

- Children travel from spot to spot.
- An adult shouts "Colours!" and rolls or throws a coloured object to the child.
- Children shout the colour after catching or collecting it.

Free play

- Let children explore the garden and equipment freely.
- Encourage families to create their own games practising the skills learned.



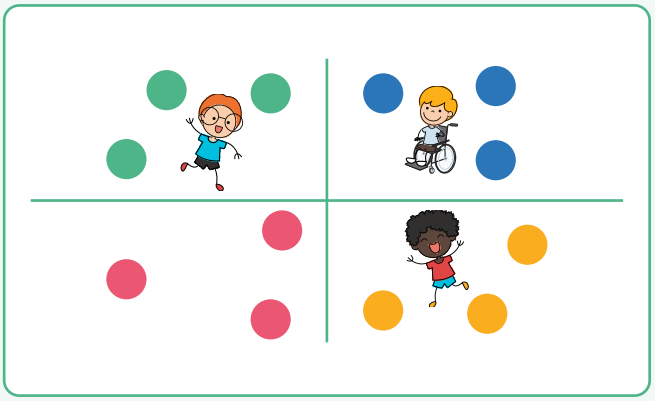
Session 02

THE FARM

Engage

Bubble warm up – Gardens

- Place 2 to 4 coloured spots on the ground to make different gardens.
- Children pretend to blow up bubbles, step in and hold balances at different heights and shapes.
- Children pick their favourite coloured garden to start.
- Adult shows a coloured spot. Children shout the colour, then travel to that garden, find a spot, and hold a balance.
- Keep playing with different colours, encouraging travelling in different ways, holding balances, or transporting objects.



Develop: Skills

- **Crawling** - Crawl or travel low around obstacles between spaces. Transport a beanbag on your back from one space to another.
- **Foxes** - Travel in and out of obstacles, moving alongside a friend, and try changing your speed.
- **Happy Cat** - Travel low and stop when told. Hold a "happy cat" shape - tummy down or tummy up. Or sit and do arm movements like pulling elbows back and squeezing.



Create

Game 1 – Old MacDonald had a farm

- Use 2 to 4 gardens as animal pens.
- Sing the song and act out animals whilst travelling around and into pens:
  - Cow: crawl low, hold happy cat tummy down.
  - Sheep: crawl low and wiggle bottom.
  - Dog: travel like foxes or low.
  - Cat: crawl and hold happy cat tummy up or arms up.
  - Horse: gallop or move quickly and stop.
  - Duck: waddle or travel in a zigzag.
  - Lamb: skip or travel low then high.
- Encourage different ways of travelling, changing pace, levels, and pathways using equipment to guide.

Game 2 – Rabbits and farmers

- Use 2 to 4 gardens.
- When the adult says “Rabbits”, children travel away from their spots by curling, stretching, yawning, bouncing, hopping, or travelling fast.
- When the adult says “Farmers”, children travel quickly and safely to their spots.
- Encourage travelling in different ways, changing pace, levels, and pathways.
- Use spots as “mole hills” to travel over, around, on top of, or roll over.
- Transport a toy or equipment on a journey.
- Place an object in a space, collect it, and transport it to another space.
- Balance, push, or guide an object using a body part or racket while returning.

Explore: Skills – Can you see?

Practise

- Place a hand on the child’s back and encourage them to push it away gently.
- Touch left knee with right hand, then right knee with left hand (elbows to knees).
- Hold happy cat shape or lean forward tummy down or up, or hold arms out for a few seconds.
- Crawl or travel along a simple, straight path or over and under obstacles, holding shapes at different points.





Challenge

- Crawl or travel over benches, walkways, and under fences like on a farm.
- Crawl or travel carrying beanbags on back or lap (carrying “chicken’s eggs”).
- Travel along zigzag or curved paths, in and out of cones, stepping or travelling over logs or low hurdles.
- Take part in a ‘dog show’: travel sideways, backwards, or do a full 360-degree turn on command.
- Play ‘Cats’ game: crawl or travel and react to commands:
  - **Roll:** do a roll or move quickly to escape.
  - **Hide:** hold happy cat tummy down while another child crawls under or hides nearby.
  - **Belly rub:** hold happy cat tummy or arms out.

Celebrate

Game – Parachute – Animals

- Assign each child an animal name.
- Lift the parachute and call an animal. Those children travel to swap places.
- Encourage travelling with different levels, pathways, and pace.

Free play

- Let children explore the gardens and equipment freely.
- Encourage families to invent their own games using session skills.

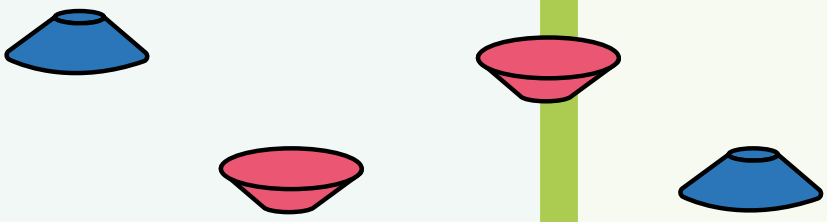
Session 03

SUPERHEROES

Engage

Bubble warm up – Hills and holes

- Large garden with scattered cones, some facing up as “hills,” some facing down as “holes.”
- Children blow bubbles, step in and hold balances at different levels.
- Children travel around the garden, turning holes into hills (flipping cones upright) or hills into holes (flipping cones upside down).
- Create teams assigned to “holes” or “hills.” Add a time limit and an element of friendly competition.



Develop: Skills

- **Jumping and landing** - Jump and land on two feet along a pathway of spots. Encourage children to swing arms backwards then forwards, raising arms like a superhero. Remind them to bend knees on landing for safety and balance.
- **Underarm roll/throw** - Roll or throw a superhero power ball towards a target. Children watch the ball and travel to collect it. Adjust distance for ability.
- **Log roll** - Rock back and forth, side to side. Use an inclined surface to assist rolling.
- **Chest squeeze** - While seated, hold a large ball or foam cube with straight arms. Squeeze the object, pull it to the chest, push back out and squeeze again. Repeat.

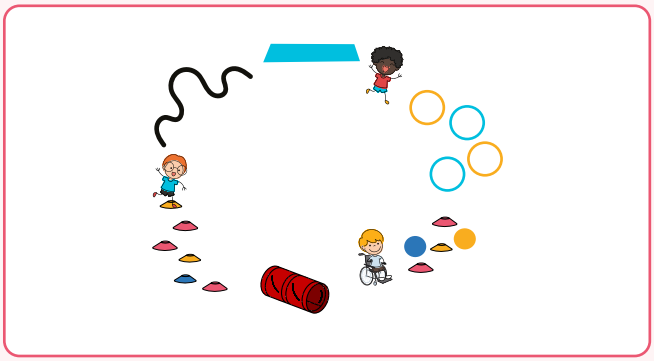
Create

Game – Secret mission

- Large garden - Children collect superhero power balls on their journey and transport them back to the superhero base.
- Using the equipment supermarket, build a stepping stone trail alongside children to practise skills from this and previous sessions:
- Sing the song and act out animals whilst travelling around and into pens:
  - Jumping over or travelling in and out of “planets” - spots, cones, stones.
  - Jumping down from “rockets” or “helicopters” - benches, walls, low tables, beams, curbs.
  - Crawling or travelling through “caves” or hiding from villains - tunnels, tables or benches with blankets.
  - Rolling or travelling under “laser beams” - ropes, branches.
  - Climbing over or travelling around “rocks” or “buildings” - boxes, benches, stones, low tables.
  - Squeezing “energy pods” - large balls, cushions, foam shapes.
  - Jumping through the “superhero zone” - hoops or over ropes.
  - Walking, running, or travelling across “roofs of houses” - markers, ropes, chalk marks.
  - Holding superhero shapes in the shadows - wide, big, tall, small.



- Children collect balls in a container and transport them by pushing, pulling, or carrying to a designated base.
- They may roll or throw balls into targets such as baskets, hoops, spots, mats, or parachutes.
- Children can also use objects like balloons, kitchen roll tubes, beach balls, or rackets to guide and transport balls back to base.



Explore: Skills – Can you see?

Practise

- Jump over ropes, markers, or chalk lines, using simple phrases to support jumping and landing:
  - "It's like a trampoline under your feet, pushing you up!"
  - "Gravity pulls you back down, like an invisible hand."
  - "Bend your knees like winding up a toy car for more power!"
  - "Pretend you're a superhero flying, but gravity helps you land."
  - "Land softly like a kangaroo with bouncy legs."
  - "Use your arms like wings for more jump power."
- Roll a ball to another child sitting in a straddle position or through a pipe.
- Roll or throw balls from two knees, one knee, or sitting on a chair, and towards larger, closer objects.
- Squeeze softer objects like pillows or teddy bears that offer less resistance.

Challenge

- Jump over greater distances, in different directions, or over low obstacles like hurdles, pillows, or cones.
- Run, jump, and travel along varied pathways at different paces and over obstacles.
- Roll or throw balls towards skittles, bottles, or against walls to make balls bounce back.
- Squeeze a ball or shape counting down from 10 to 1, with short breaks, to build strength and endurance.

Celebrate

Game - Power ups

- Scatter cones and spots around the garden at low and high levels.
- Cones represent "traps" and spots are "power ups."
- Designate a starting/finishing zone with a mat, pillows, or circle of spots.
- Children travel through the garden collecting power ups by jumping onto spots or tapping them on chairs, while avoiding traps by jumping over cones or travelling through gates made by cones.
- The whole team or group works together to reach the finish line within a set time.

Free play

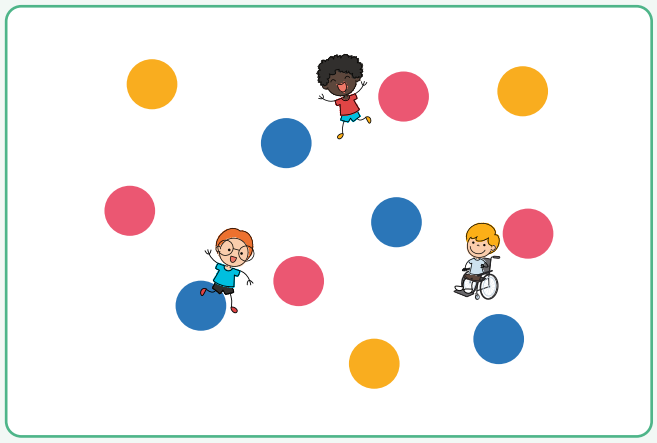
- Children explore garden activities and access equipment.
- Encourage children and parents to create their own games practising the session's skills.

Session 04 JUNGLE

Engage

Bubble warm up – Shape shifters

- Large garden with spots scattered randomly.
- Children blow bubbles, step in and hold different balances at various levels.
- Children travel around the space avoiding the spots:
  - Circle – hold balance for 5 counts.
  - Square – waddle or wiggle.
  - Triangle – hop, travel, and clap.
  - Star – run or travel.
  - Squiggle – jump, travel, and reach up.
  - Straight – roll.
- Adult calls out "Freeze!" and children hold their balance until "Go!" is called again.



Develop: Skills

- **Jumping and landing** - Jump and land on two feet along a pathway of spots. Encourage children to swing arms backwards then forwards, raising arms like a superhero. Bend knees on landing for safety and balance.
- **Climbing** - Travel over and under objects such as boxes, tree trunks, chairs, and hurdles.
- **Active arms** - While seated, hold a pool noodle or rope out in front. Encourage children to perform cycles of movements: chest press, cross knee tap, overhead press and knee tap, overhead circles.



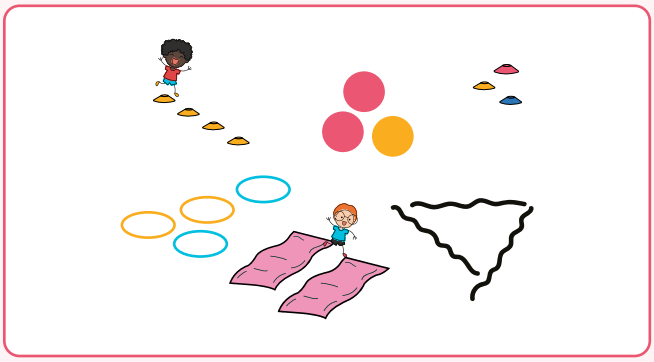
Create

Game 1 – Jungle adventure

- Large garden where children travel like jungle animals.
- Use the equipment supermarket to create a stepping stone trail practising hopping and other skills:
- Sing the song and act out animals whilst travelling around and into pens:
  - Frog – jump over or travel in and out of logs (pillows, cones, logs).
  - Crocodile – hop or stop on their backs (spots, flannels, leaves).
  - Monkey – climb or reach for trees (benches, chairs, soft play).
  - Elephant – travel slowly with large steps (hoops, pillows, rope).
  - Tiger – jump over or stop suddenly in the pond (ropes, markers).
  - Snake – crawl or travel low through the understory (cones, logs, leaves).

Game 2 – Monkey in the middle

- Large garden – Using the jungle layout.
- One child is the Zookeeper, waiting in the middle.
- Other children, the Monkeys, travel in different ways from one side of the jungle to the other.
- If tagged by the Zookeeper, the Monkey becomes the new Zookeeper.



Explore: Skills – Can you see?

Practise

- Place hoops on the floor; children place feet and hands inside hoops and climb along the floor.
- Stand or sit and lift opposite arm and leg (bent knee), mimicking climbing ('Man the Rigging'). Alternate limbs slowly multiple times.
- While seated, pass objects side to side, placing them on the floor or table each time. Repeat.
- Place coloured markers around the hall. Jump on, off, and between markers. Adjust distance as needed.

Challenge

- Climb through rungs, holes, or shapes in equipment (under benches, through holes, up/down climbing frames or fences), emphasising changes in direction.
- Adult holds pool noodle or object at different heights or positions; child reaches while seated.
- Jump off low objects and land inside a circle or hoop.
- Jump onto low benches or boxes.

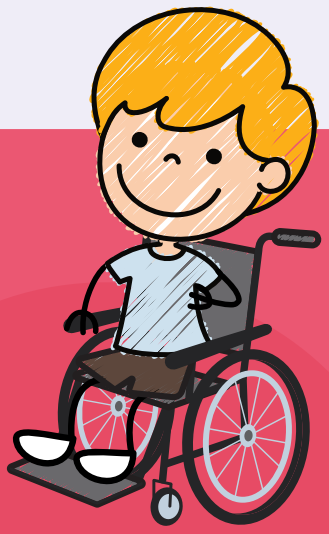
Celebrate

Game – We like to move it

- Place soft toys, beanbags, cubes, etc., in a hoop or basket held by an adult in the garden centre.
- Children travel to the hoop/basket, choose an object, and transport it back to their adult (using racket, tube, or hands).
- Children return and repeat, seeing who can collect the most objects.

Free play

- Children explore garden activities and access equipment supermarket.
- Encourage children and parents to create their own games practising skills from the session.



Session 05

THE BEACH

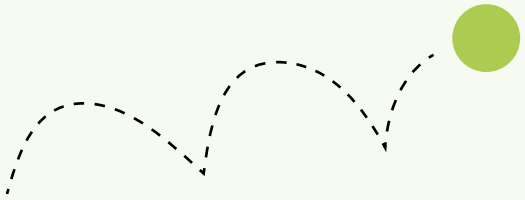
Engage

Bubble warm up – Space explorers

- Large garden with scattered spots, cones, hoops and pillows as obstacles.
- Children blow bubbles, step in and hold different balances at various levels.
- Children follow movement challenges exploring the space, for example:
  - Walk or travel slowly, watching where you step, don't bump into others.
  - Step to the side as far as you can without crossing someone else's space.
  - Take giant steps to explore far parts of the room.
  - Take tiny steps like walking on a tightrope.
  - Walk on tiptoes, balancing carefully.
  - Turn around and travel backwards, watching carefully.
  - Make zigzag patterns, turning one way then the other around obstacles.

Develop: Skills

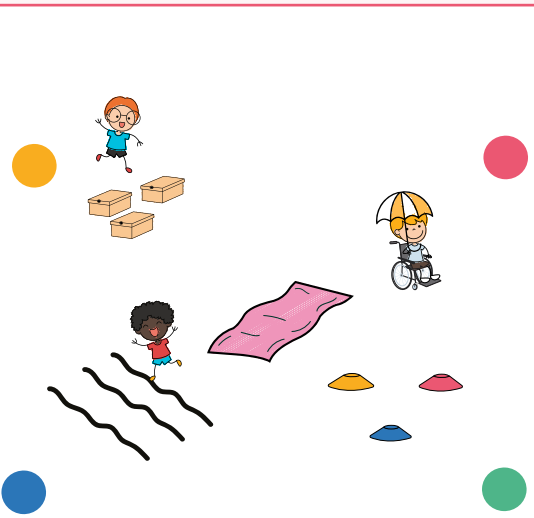
- **Catching an object -** Follow and pop bubbles, then throw, watch, and catch a scarf or balloon. Bounce a large ball to self, catch after one bounce. Practise catching a soft ball cupping hands under the ball.
- **Kicking a ball -** Dribble or push a cube along a pathway and kick it through two spots. Repeat with a deflated beach ball. Keep the object close to the feet and move slowly for control. Roll objects down a ramp towards a target.
- **Hopping -** Hop on the spot, over, and around spots on the ground.



Create

Game – Beach adventure

- Large garden setup where children collect beach treasure from treasure caves and bring it back to the beach camp (towels, mats, tent, pillows).
- Use equipment supermarket to create a stepping stone trail practising hopping and previously learnt skills:
  - Jump over waves – pillows, mats, skipping ropes
  - Reach high for kite string – scarves on washing line.
  - Hop or travel in/out of rock pools – tangled rope, cones.
  - Climb or crawl over rocks – benches, chairs, boxes.
  - Crawl low under umbrellas – towels, chairs, umbrellas.
  - Walk or push own chair through seaweed – ropes, chalk, spots.



- At each beach cave, children transport starfish treasures (beanbag, soft toys, bucket, bag) from one cave to the next:
  - Cave 1: Kick or push beach balls towards wall or target.
  - Cave 2: Catch kites (scarves, pillowcases).
  - Cave 3: Catch beach balls thrown by adult.
  - Cave 4: Throw or roll pebbles into rock pools (beanbags, socks, buckets).
- Follow the stepping stone trail back to camp and count collected starfish treasures.

Explore: Skills – Can you see?

Practise

- Bounce and catch a large ball after one bounce or catch a soft ball with cupped hands. Pass ball hand-to-hand or around the body.
- Hop over rope, markers, or chalk marks, encouraging skill phrases or hop to music with varied pace and style.
- Practise step and swing phases kicking larger balls with both feet.
- Crawl balancing a beanbag on your back.
- Roll different sized objects down ramps towards targets.

Challenge

- Practise 'W' formation hands behind ball for catches above waist height.
- Catch balls from greater distances and varying heights.
- Roll objects down ramps towards targets, changing size and distance of targets.
- Hop and change direction, hop on either leg.
- Kick ball over wider area or to strike objects (bowls, skittles, tenpin).
- Crawl along varied pathways.

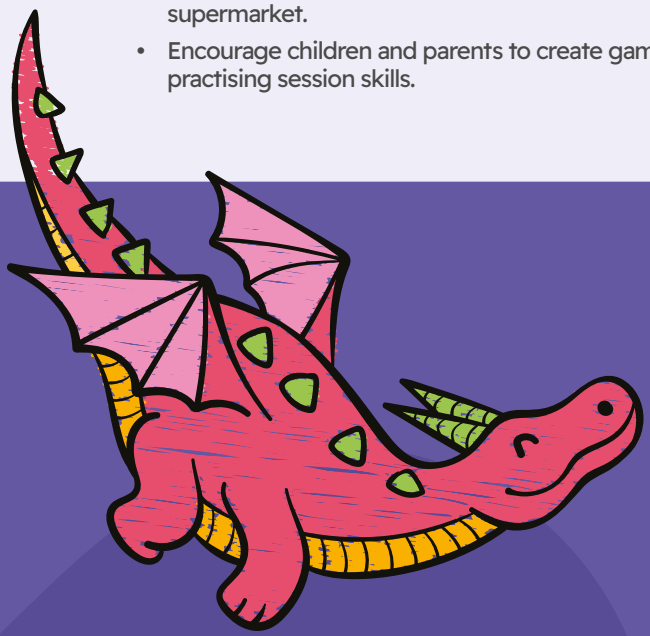
Celebrate

Game – Balloon tennis

- Adult bats balloon to child; child hits it back.
- Try to keep balloon off the floor.
- Play with a friend, count continuous hits.
- Progress from hands to objects (kitchen roll tube, stick, pillow, racket).

Free play

- Children explore garden activities and equipment supermarket.
- Encourage children and parents to create games practising session skills.



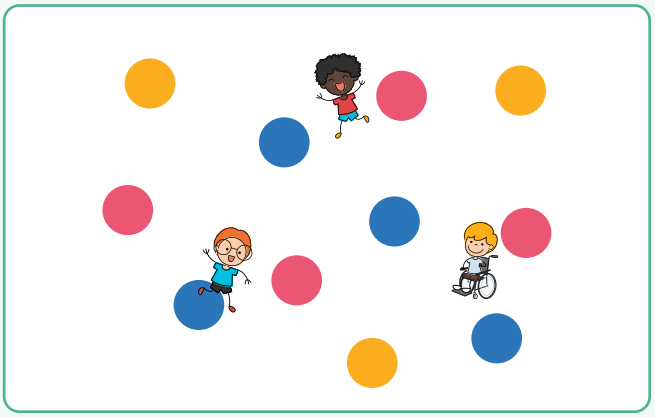
Session 06

FOOD & MOVEMENT

Engage

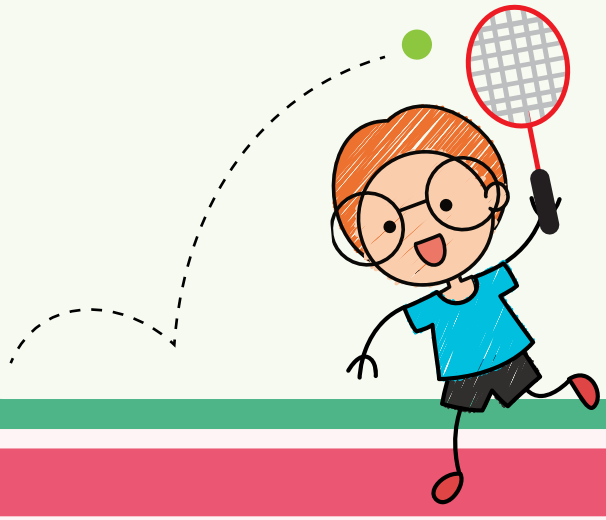
Bubble warm up – Colours

- Large garden with coloured spots scattered around.
- Children blow bubbles, step in and hold balances at different levels.
- Move around in varied ways (different directions, speeds, and levels).
- Adult shouts a colour – children travel to that spot and hold a balance.



Develop: Skills

- **Skipping** – Practise step-hop patterns with music, alternating legs.
- **Core Crunch** - Seated, use a pool noodle to engage core-hold, lean left/right, return.
- **Striking Object** - Bat balloon with hand, then introduce a racket. Practise tracking.
- **Overarm Throw** - Begin with underarm throws, then move to overarm with step and shoulder movement.

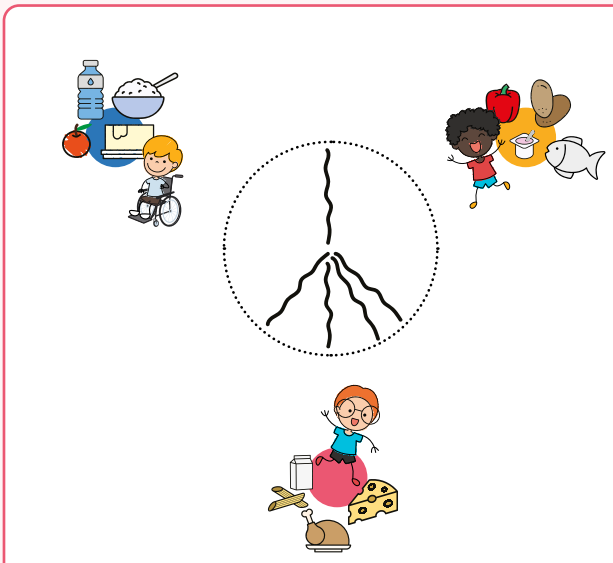


Create

Game 1 – What's on my plate?

- Set up a large Eatwell Guide plate in the garden with labelled food group sections.
- Place food picture cards at various stations around the garden.
- Children travel in different ways (running, skipping, crawling) to collect food images from stations and return them to the correct plate section with adult support.
- Use obstacles (cones, ropes, benches) to create pathways and encourage crawling, hopping, balancing, and throwing skills during collection.





Game 2 – Sticky sweet monsters

- Use balloons as “sticky monsters” for children to bat away using hands or rackets.
- Children bat balloons into space, to their adult, or a friend. Emphasise spatial awareness and controlled urgency.
- Set up wall targets (spots at eye level and above) for children to throw beanbags and “splat the monsters.”
- Use hoops held at various heights for children to practise throwing small balls through the targets to eliminate the monsters.

Explore: Skills – Can you see?

Practise

- Step-hop using a scarf under the lead leg to guide skipping movement.
- Balance a balloon on a racket, or hit a ball off a cone using hand or racket.
- Practise overarm throw by reaching back for the object and shifting weight forward.
- Take big strides: bend the knee when stepping, then rise onto toes to encourage balance and strength.

Challenge

- Skip in different directions, change speed, and skip with a partner.
- Hit a soft ball back and forth with a racket, focusing on control and accuracy.
- Increase throw distance or aim at smaller/distant targets.
- Seated core challenge: trunk circles, forward and side crunches to build strength.

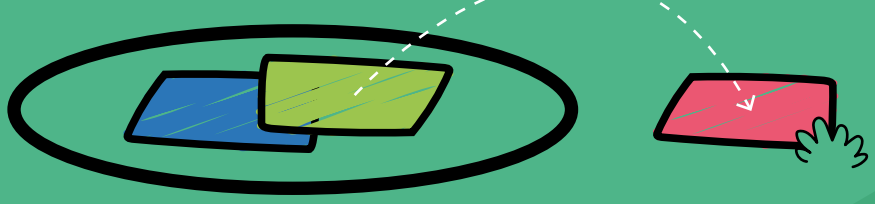
Celebrate

Game – Fruit salad

- Parachute – Children and adults hold parachute edges.
- Assign each child a fruit name.
- When their fruit is called, they run under the parachute and swap places.
- Practise locomotor skills with changes in pace, direction, and level.

Free play

- Open access to activity stations and the equipment supermarket.
- Encourage child-led exploration and parent-child co-creation of movement games using session skills.

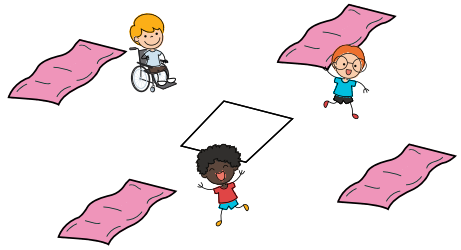


Session 07 PIRATES

Engage

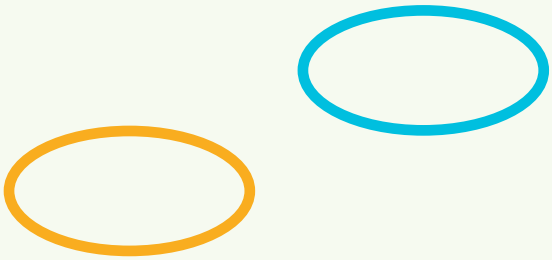
Bubble warm up - Captain's coming

- Large garden: central pirate ship with surrounding islands.
- Children blow bubbles, step in and hold different balances at various levels.
- Adult calls pirate-themed instructions for movement and imaginative play:
  - To the ship – travel to the central ship.
  - Hit the deck – lie down low.
  - Periscope up – lie on back or lean back, stick arm/leg up.
  - Shark attack – travel to an island.
  - Captain's coming – stand or sit still and salute.
  - Flags up – run on the spot or pump arms like climbing.
  - Pirate ship – crouch and travel low to hide.
  - Waves – roll or move sideways.



Develop: Skills

- **Galloping** – With music playing, practise a step-hop pattern using the same lead leg. Hold a tube, like riding a horse.
- **Kicking a ball** – Dribble or push a deflated beach ball along a pathway, trap it, and kick it through two spots. Repeat using a large ball. Keep the ball close to the feet and move slowly to maintain control.
- **Pulling an object** – In a seated position, hold a pool noodle or long object while another person holds the other end. Pull and push the noodle back and forth, adding resistance to make the task fun.
- **Catching an object** – Throw, watch, and catch a scarf, then a balloon. Bounce a large ball to self and catch it after one bounce. Practise catching a soft ball, cupping hands under the ball.



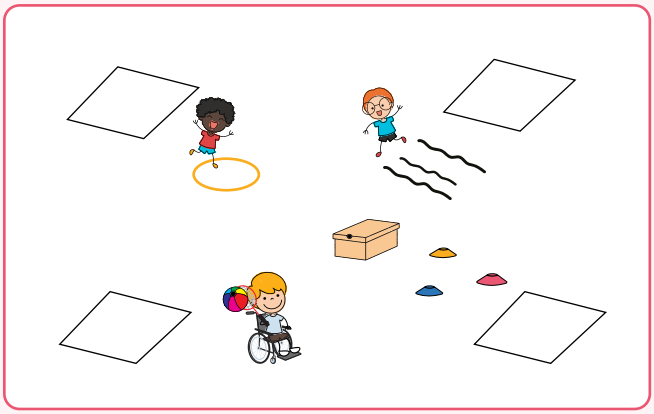
Create

Game - Treasure hunt

- Large garden – space in 4 corners to create a pirate ship using the equipment supermarket.
- Children travel in different ways along a pathway to collect treasure from the treasure chest (centre of the garden) and bring it back to their ship.
- Using the equipment supermarket, develop a pathway alongside the children, creating opportunities to practise the skills that they have already practised:
  - Galloping over waves – use spots and skipping ropes.
  - Pulling objects – pull a soft toy with rope or noodle.

- Walking the plank – balance on benches, ropes or pillows.
- Hopping over sharks – hop between spots or through hoops.
- Kicking cannonballs – dribble beach balls through pathways.
- Hiding from pirates – crouch and freeze in shapes on marked zones.
- Catching treasure – catch beanbags, balls, scarves or socks thrown by an adult.

- Allow children the opportunity to move ships and travel along another pathway.



Explore: Skills – Can you see?

Practise

- Roll a ball along a table and catch it at the end – watch the ball carefully as it drops.
- Walk towards a stationary ball to kick it, then progress to running towards it.
- Listen to the beat of a drum or tambourine and move in time to the rhythm.
- Walk across a space taking small and large steps, leading with the same foot.
- While seated, pass objects back and forth with a partner, noticing the size and weight.

Challenge

- Catch a ball thrown at different levels, progressing from large to small balls.
- Play seated tug of war using a rope or pool noodle.
- Kick a ball against a wall, trap it, and then kick again with control.
- Gallop or travel showing changes in speed – accelerate and slow down smoothly.

Celebrate

Game – Shark attack (like stuck in the mud)

- Children are either pirates or sharks.
- Sharks tag pirates who must freeze and salute.
- A chosen captain frees frozen pirates by tapping them.
- Focus on dodging, space awareness, and teamwork.

Free play

- Children explore stations and revisit favourite activities.
- Open access to equipment supermarket.
- Encourage child-led game creation with parents practising session skills.

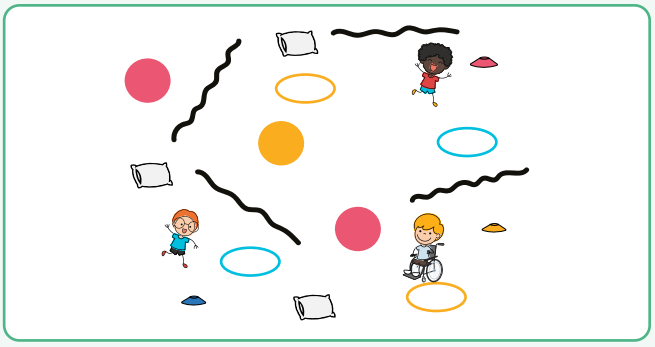
Session 08

LET'S HAVE A PARTY

Engage

Bubble warm up – Follow the leader

- Large garden – scatter a range of small obstacles around the garden.
- Children blow up bubbles, step in and hold different balances showing different levels.
- Following a partner, children travel in different ways around the garden, avoiding or exploring the obstacles.
- Encourage different ways of travelling, changing direction, pace, level, and exploring different pathways.
- Adult shouts "freeze" for partners to freeze and swap.
- Encourage extra tasks such as spin once, touch the floor, touch a wall, or collect an object.



Develop: Skills

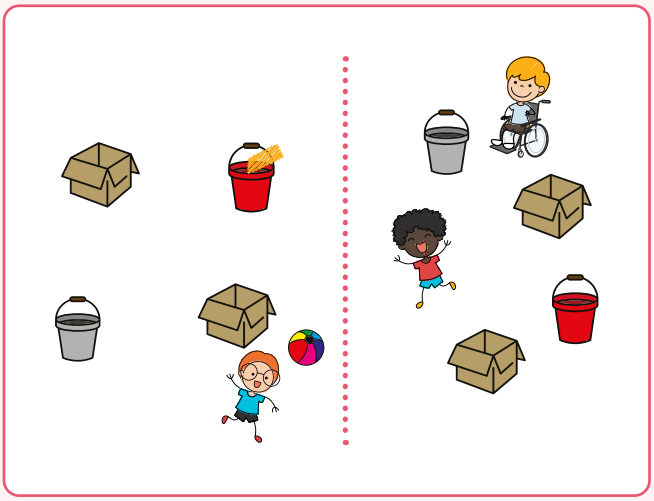
- **Active arms** – Whilst in a seated position, repeat actions for 30 seconds with a 10 second break – cross punch, reach overs, upper cut throws, raise the roof up, hand rolls, stretch in and out, wave arms in the air.
- **Striking an object** – Bounce a ball in front and hit with hand towards a wall. With a friend, bat a balloon over a rope with the hand or small racket, keeping the balloon in the area.
- **Catching an object** – Throw a bean bag into the air to catch. Adult throws a bean bag for a child to catch, gradually increasing the space between the thrower's and catcher's hands.



Create

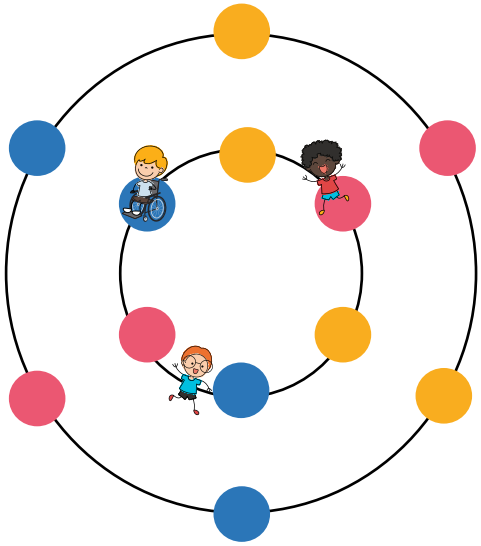
Game 1 – Party pop

- Large garden – Place a barrier or line across the middle, creating two areas like a net across a court. Can be played standing or seated.
- Children travel in different ways while batting balloons on either side of the barrier, focusing on keeping the balloon off the floor.
- Children explore different pathways and levels, keeping control of the balloon.
- Children throw or bat an object over the barrier to a friend and return it.
- Place containers in each area; children throw or bat objects into containers on the opposite side to score points.



Game 2 – Musical spots

- Large garden – Create a circle of spots (one per child) and an outer circle.
- While music plays, children stand or sit in the circle, passing and catching objects such as scarves, balloons, soft toys, or large balls.
- When music stops, children:
  - Hold a balance on their spot (one leg, two legs, other body parts, reaching high or wide).
  - Travel on the spot (walk, run, skip, hop, jump).
  - Travel in different ways around the inner circle of spots.
  - Travel to the outer circle and back using different ways.
- Children stand or sit in a star shape on their spots, arms reaching wide and up, facing inwards.
- Adult moves around the outer circle, rolling a ball between the child's legs or throwing a scarf/balloon overhead. Child watches and chases it.
- Child then takes the adult's role, travelling around the circle and initiating the next turn.



Explore: Skills – Can you see?

Practise

- Bat a balloon as far as possible with a rolled-up newspaper or racket, or carry a bean bag on a racket, pushing it up and trying to catch or bat it.
- Practise catching using different sized balls, with an adult throwing a ball at gradually increasing distances.
- Practise active arm movements by copying an adult.

Challenge

- Play 'Follow the Leader': one child shows an active arms movement, another copies.
- Adult throws a ball, child bats the ball with a racket, runs to a spot and back for the next turn, or bat two balloons alternately and simultaneously with a friend.
- Catch a ball while standing on a line, bench, or wobble cushion; catch balls thrown towards knees, above head, away from or close to the body.

Celebrate

Game – Dance party

- Play upbeat music.
- Children move their bodies freely, encouraged to jump, spin, clap, or stomp to the rhythm.
- Children freeze when the music stops and resume dancing when it starts again.
- Certificates for children and their families to end the session.

STEP Card

STEP helps make play and physical activities fun and fair for every child. This approach gives simple ways to change and adapt activities so that all children can join in - no matter their ability, confidence, or needs. By changing the space they play in, the tasks they do, the equipment they use, and the people who help them, you can make sure every child feels safe, included, and happy while moving and playing.

Space - This is how you can adapt the space to help all children take part.

- Make the garden or play area smaller or bigger depending on how a child moves and how confident they feel.
- Use cones, chalk, or markers to show clear paths and spaces, especially for children in wheelchairs or who need extra help.
- Create separate spaces for different things like jumping, throwing, or balancing so it's less busy.
- Use bright colours and different textures (like tape or flags) to help children see or feel where to go.
- Change the distance or space between activities to make things easier or harder, depending on what your child needs.
- Be mindful of the surface the activity is taking place on as this can impact how people move.

Task - This is how you adapt activities to suit everyone who is playing.

- Break activities into smaller steps (for example: move > collect > bring back).
- Let children choose how to move - walking, hopping, crawling, or using a wheelchair.
- Let children go at their own pace - don't always use a timer or make it a race.
- Change the way the game is played to make it easier or more challenging for the child.
- Start with easy actions and slowly add more steps as children get more confident.

Equipment - This is how you can select and arrange equipment to help children join in.

- Use soft, light things like scarves, balloons, or beanbags that are easy to catch and hold.
- Give children baskets or boxes with handles to carry things more easily.
- Offer different sizes and textures of toys or objects so every child can choose what works best for them.
- Choose colourful or easy-to-see items that meet the needs of the child's vision.
- Set up obstacles with clear, accessible paths so all children can join in safely.

People - This is how you can help children support each other and take part in their own way.

- Pair children with a supportive buddy or adult who can help guide them during the activity.
- Use small groups to encourage teamwork, communication, and shared success.
- Let each child take turns being the leader to help them feel proud and included.
- Give each child a challenge that suits them best, based on what they can do.
- Use clear instructions and model the activity to show what to do, especially when children need help to get started.

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Impairment Card

This card provides practical guidance to help include children with different impairments in physical activities, by offering simple adaptations and considerations to support participation. The best way to ensure an inclusive session is to talk directly with the child and/or their caregiver. They can share specific needs and preferences, helping you tailor activities to make sure everyone can take part and enjoy the experience.

Blind and visually impaired children:

- Find out each child's level of sight to choose appropriate equipment, use contrasting colours, and provide suitable guidance.
- Use highly visible and tactile objects, model skills and direction, and provide regular verbal prompts with clear, direct language.
- Describe and walk the child around the playing area beforehand so they understand its size and layout.
- Offer one-on-one support or a guide (adult or volunteer) to assist during activities.
- A child will most likely learn the activity by doing it.

Children with a learning disability:

- Use clear visual demonstrations alongside verbal instructions and real items or communication tools to support understanding.
- Encourage children to actively try activities themselves rather than just watching repeated demonstrations.
- Always provide appropriate challenges to help participants progress within activities.
- Use simple, direct language with regular prompts and reminders.
- Adjust space, obstacles, participant numbers, and objects' size or weight to suit individual needs and engagement.

Deaf and hearing-impaired children:

- Find out the level of hearing of each participant to tailor communication methods appropriately.
- Speak clearly and at a pace suitable for children who lip-read, positioning yourself so they can see your face without needing to be moved.
- Use clear visual cues, demonstrations, and communication tools (signs, pictures) to enhance understanding.
- Provide regular visual prompts and use highly visible, appropriately sized objects.
- Adjust the space between obstacles and participants to allow for easier movement and use alternative signs, like coloured cones (red for "stop" and green for "go").

Children with a physical impairment:

- Find out each child's range of movement to plan inclusive activities that meet their needs.
- Ensure your activities consider the playing surface and use ramps or appropriately levelled obstacles to aid movement and encourage the use of assistive devices.
- Adjust space, distance, participant numbers, and allow extra time as needed, providing clear visual cues and verbal prompts.
- When appropriate, some activities can be done with the child out of their wheelchair, such as floor exercises.

Glossary

Balance
Staying still without falling. Children try balancing in different shapes (like star, straight, tall, wide, curled) and at different heights (low, medium, high).

Bubbles
Everyone finds their own space by imagining a big bubble around them. Children can blow up their bubbles and step in. They stretch to touch different parts of the bubble and move carefully without popping their own and others' bubbles. This helps with space awareness and safe movement.

Category
Objects can belong to more than one group. For example, a red ball can be a colour, a toy, and a ball. Children can sort objects by type, colour, or size.

Developmental
Activities that help children grow stronger, learn important movement skills, and enjoy being active now and as they grow up.

Enjoyable
Activities that are fun and interesting help children want to join in, keep moving, and feel confident trying new things.

Equipment
Objects like balls, scarves, cones, or natural items used to help children play and move, which can be changed to suit everyone's needs.

Fundamental Movement Skills (FMS)
Basic skills like running, jumping, throwing, catching, balancing, and kicking that help children learn to move well and enjoy physical play.

Gardens
A garden is a safe, flexible space for movement. Use signs or markers to show boundaries and divide spaces if needed. Make sure there's enough room for everyone, including those using wheelchairs or walking aids. Activities can be done sitting, standing, or kneeling.

Levels
Moving or holding your body at different heights. Low – close to the ground (crawling or crouching); medium – standing height; high – reaching up tall or standing on tiptoes. Use words like "over", "under", and "around" to describe movement at different levels.

Pace
How fast or slow something is done. Children can try moving quickly, slowly, or changing speed.

Pathways
The different ways to move across a space - in a straight line, zigzag, curve, or circle.

People
Who is taking part - children, adults, alone, or in groups - and how they share, work together, and take turns.

Places
Where activities happen - garden, playground, hall, living room, or woods. Choose activities that fit the space and let children move safely.

Safe
Making sure everyone plays carefully, takes turns, and waits so no one gets hurt and everyone feels happy.

Space
The area around you. Children learn to move without bumping others and notice how much room they need. You can change the size, shape, or layout of the space to help children move safely and confidently.

Stationary

Not moving - holding still while sitting, standing, kneeling, or lying down.

Task

What you ask children to do, like “roll the ball” or “balance on one foot.” You can change tasks to make them easier, harder, or more fun.

Track

Following something with your eyes, like watching a scarf or ball move.

Transport

Moving an object from one place to another, like carrying a beanbag or passing a ball.

Travelling

Moving the body from one place to another in different ways - walking, running, crawling, rolling, jumping, pushing, or moving in a wheelchair. Children can explore different speeds, levels, and directions.

Useful Links:

Eatwell Guide
www.nutritionskillsforlife.com/healthy-eating-information

Foundation Framework Wales
www.sport.wales/foundations

CITBAG Fundamental Movement Skills
www.citbag.sport.wales/en/progression-steps



Parent Information

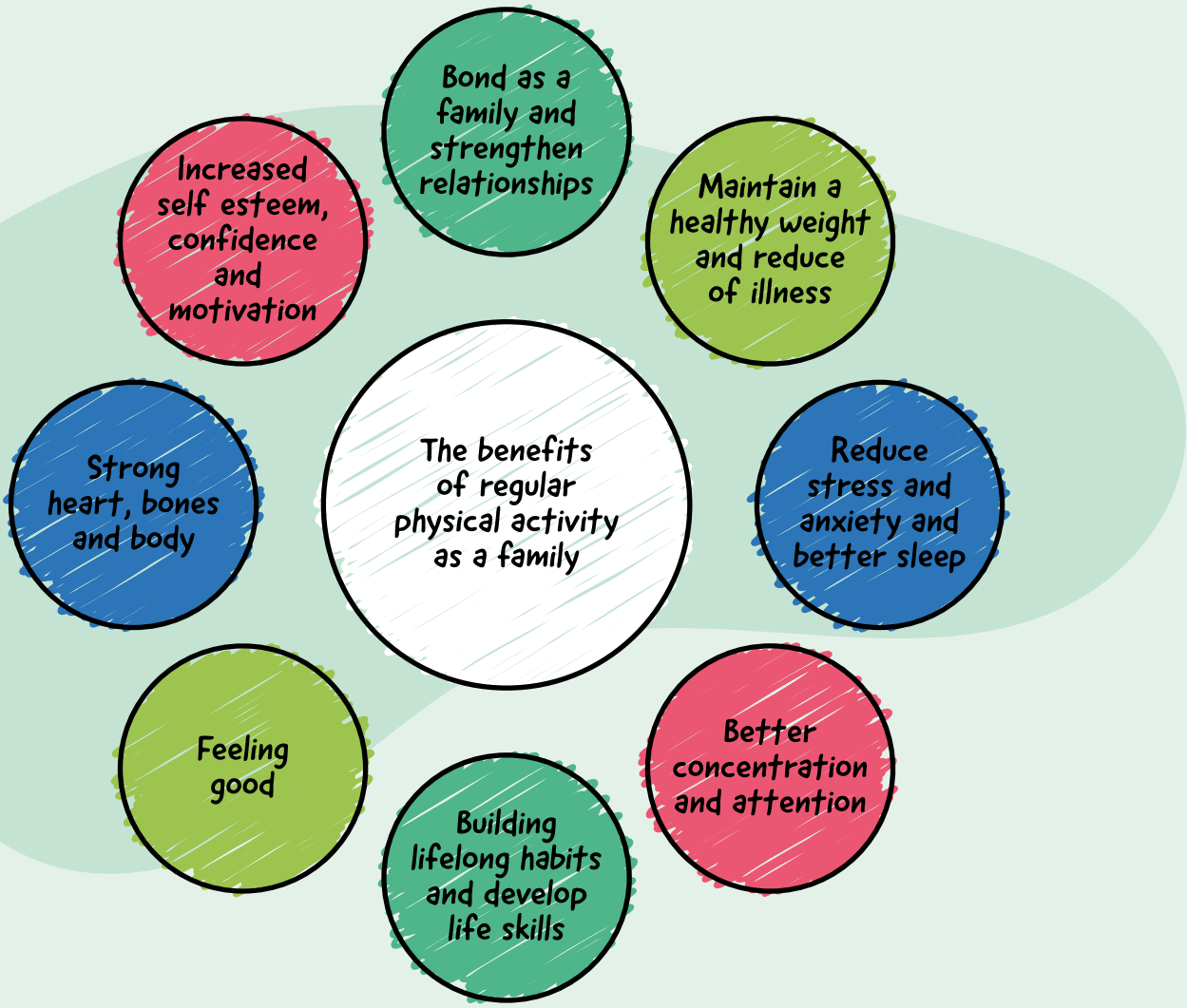
Welcome!

As parents and carers, you play a key role in your child's growth and development - shaping the everyday routines that support their health, confidence, and wellbeing.

Play to Move helps you support your child as they build the movement skills they need to grow up healthy, happy, and confident. Regular movement, balanced eating, and setting small, achievable goals as a family can make a big difference - and this resource is here to guide you every step of the way.

Helping your child move more supports their body, mind, and emotions as they grow. And as a parent, your involvement doesn't just support their development - it also strengthens your bond and creates lasting, joyful memories you'll both treasure.

Let's move, play, and grow – together!

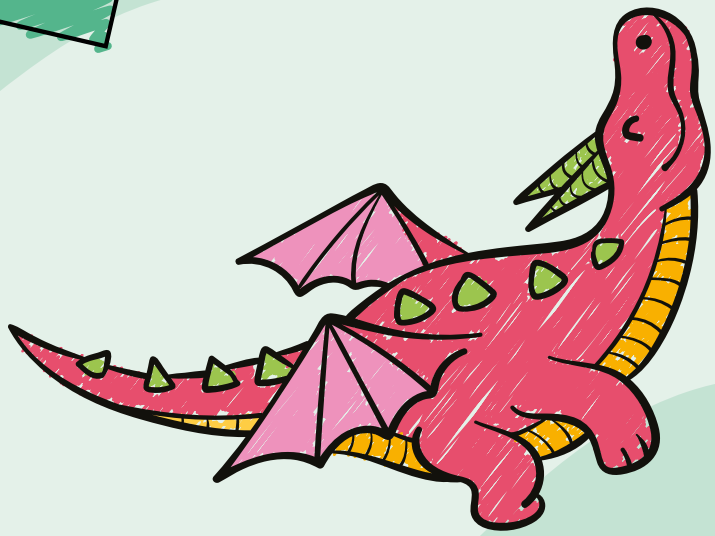


Your Role as a Mover and Motivator: Everyday Ways to Get Active

As a parent, you're the biggest influence on your child's activity. When they see you having fun moving, they'll want to join in! You don't need a gym or complicated routines, just everyday activities to keep moving together.

Our family portrait

Our favourite family activity



Move Together

Movement can be part of everyday life - walking to school, dancing in the kitchen, or playing outside. There's no one way to do it. The best kind of movement is whatever feels good and works for your family.

Encourage, Don't Force

Celebrate effort and progress, not just results. When children feel supported and confident, they're more likely to keep trying. Keep things positive and patient - little steps really do add up.

Make it Fun

Let movement be playful! Turn chores into games, have a dance-off, or make up silly challenges together. It's not about being sporty - it's about having fun and feeling good in your own way.

Everyday Ways to Move

You don't need special gear or skills. Everyday tasks like tidying up, walking the dog, or taking the stairs can all be active moments. Try turning small tasks into mini adventures or fun routines.

Consistency is Key

A little bit of movement each day builds healthy habits over time. Keep going, even on the slower days - every bit counts, and encouragement goes a long way.

It's Good for You Too!

Moving together helps everyone feel better. It boosts energy, supports mental health, and creates time to connect as a family. You don't have to follow a routine - just find what works and enjoy it together.

Inclusive Activities

Ask your child how they like to move. You can adapt activities with different timings, tools, or breaks so everyone feels included and confident. It's about finding joy in movement, in whatever way suits your family.

Set Small Goals Together

Setting simple, fun goals can help everyone stay active and motivated. Celebrate each little achievement to keep the energy up. Here are a few easy ideas:



Morning Stretch

Start the day with a quick 5-minute stretch. **“Let’s stretch every morning before breakfast!”**



Family Dance Time

Pick a fun song and have a 10-minute dance party after school or dinner. **“Let’s dance together after dinner each night!”**



Jumping Jacks

Try 2 minutes of jumping jacks every day. Track progress to stay motivated.



Nature Walks

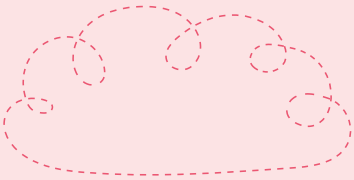
Go for a 10-minute walk each day. **“Let’s walk for 10 minutes after lunch and see what we can spot!”**

Remember, movement doesn’t always need to be planned or outdoors. On rainy days, try an indoor scavenger hunt or a kitchen dance-off while making dinner.

Celebrate progress weekly by talking about what your child enjoyed and felt proud of. You can keep track in the Family Movement Tracker to make it fun.

The key is to keep it simple, fun, and regular. When it’s enjoyable, your child will want to join in more often and build positive habits!

Family Movement Tracker



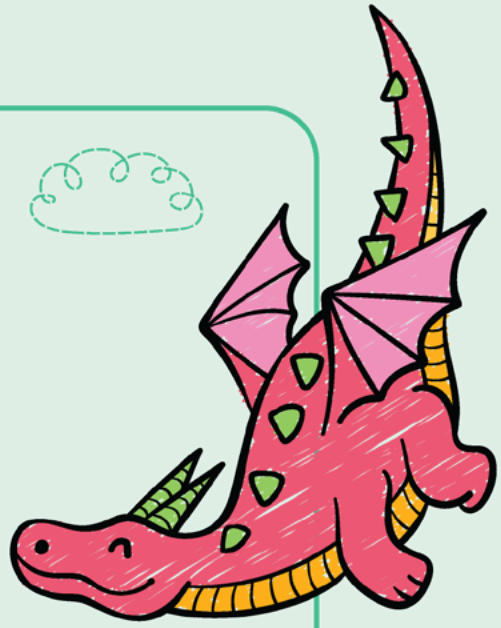
	Set a daily fun goal to stay active	What did you achieve as a family?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Weekly Activities

Each weekly session includes a special section just for you, filled with simple, fun activity ideas to try at home that match the skills your child is learning. These suggestions help you stay connected to what they're doing and build their confidence through everyday play.

Week 1 - Colours	• Travel over and around pillows on the floor. • Run or travel to the gate and back. • Transport a soft toy by rolling it softly or harder to land on a rug. • Family challenge: Who can throw a ball of socks into a bin the most times?
Week 2 – The Farm	• Hide vegetables in the garden or soil for children to find, using spades if possible. • Move like animals: skip like lambs, waddle like ducks, gallop like horses. • Play rabbits and farmers outside. • Family challenge: travel around looking for objects of certain colours and try to make a rainbow with them.
Week 3 - Superheroes	• Use pillows, tin cans, scarves, and other items to create a stepping stone trail. Children can collect a healthy snack and transport it back to their superhero den. • Build a den in the garden or woodlands. Children travel carefully in different directions to collect stones and sticks for decoration. • Family challenge: Who can jump the furthest? Who can throw a soft toy the furthest? Measure using shoes lined up. How many shoes can you jump? Can you throw an object to a target?
Week 4 – The Jungle	• Find a tree to climb safely or reach for the highest branch you can. • Explore woodlands or garden; children can travel around like jungle animals. • Family challenge – How many times can you jump onto a box or bench, or pull yourself over a large cushion? Who can do the most jumps?
Week 5 – The Beach	• Visit beach or large space; children explore by making themselves big or small. • Play balloon tennis using a kitchen roll tube; build a pillow net and try playing on knees. • Family challenge – who can dribble or push a ball around a course fastest? Use tins or soft toys as obstacles.
Week 6 – Food and Movement	• Scatter food tins/packets. Call out a food-child finds it using creative movement (e.g., crawling, skipping). • Play music and explore skipping or core movement activities together. • Family challenge: who can throw an object (ball, welly, cushion) the furthest or in the funniest way? • Try hitting balloons with hands or homemade rackets, aiming for creative targets.
Week 7 - Pirates	• Build a pirate ship den and play Captain's Coming and Shark Attack. • Hide treasure in the woods or playground - follow a simple map to find it. • Family challenge: who can catch the most objects (beanbags, socks, soft balls)? • Vary objects to add fun and test different catching and kicking skills.
Week 8 – Let's have a party	• Visit an outdoor space and play Follow the Leader. • Practise striking a balloon or paper ball with objects, batting it to a sibling or grownup over a net. • Family challenge: Have a dance party where children move in different ways and freeze in a balance when music stops.

CERTIFICATE



THIS CERTIFICATE IS PRESENTED TO



Congratulations on taking part in the
Play to Move activities as a family

You are amazing!

Date

Signature
Play to Move Facilitator