

# Schools Therapy Resource Pack

Section 4a –  
Gross motor skill  
development Part 1

## Developing Gross Motor Skills

Many children entering school will not yet have fully developed their gross motor skills.

We recommend that **all** Year R children complete **Achieving Body Control (ABC)** to develop the postural control needed for school activities. The programme can be readily incorporated into PE lessons (over an approximate six week period).

Children with identified difficulties should also be given opportunities to practise the activities individually or in a small group.

## Implementing the ABC

Training which supports implementing the ABC in school can be requested from the Children's Therapy Service (see Training Section)

## Equipment

Block A	-	PE mats PE bench Balls (football sized)
Block B	-	As above, plus: Large hoops Bean bags
Block C	-	As above, plus: Balloons Chiffon scarves

## Review

Children's responses are monitored through observation and the ABC Individual Progress Sheets can be completed after each Block

**NOTE: children with identified physical / learning difficulties who are known to children's therapists should not be included prior to consultation with relevant therapist.**



**ABC  
ACHIEVING BODY  
CONTROL**

**BLOCK A**

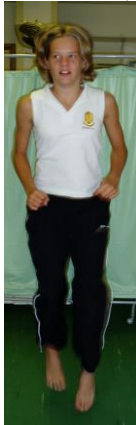
Children will need a mat  
Children to take shoes and socks off and put together

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### 1. Warm up beans



Beans on Toast  
(Spread wide on the floor)



Runner Bean  
(Running on the spot)



Jumping Bean  
(Jump on the spot)



Jelly Bean (Shake all over)

Group jog between the mats and stop when instructed. Pretend to be specific 'bean'.

2. Total flexion. As well as practising a total body curl, listening skills can be worked on, as the children gain understanding and have fewer cues from group leader. Language of movement, position and body parts should be emphasised.



3. Total extension. Lying flat on their backs the children should attempt to be as straight and symmetrical as possible.



4. Arm lift from static crawling. The children should attempt to lift one arm at a time. The forward movement should occur only at the shoulders shoulder and their backs should not twist. Once achieved it can be a paired activity.



5. Table. Sitting on the mat the children should lean back onto straight arms then lift their hips off the floor to form a straight line from shoulders to knees. Ears should be clear of shoulders.



6. Bridge. Lying on their back with knees bent, the children should flatten their backs to the mat to initiate hip lift, rather than lift by straightening their knees. This will prevent their feet sliding away. A straight line, stable, symmetrical posture should be attempted for a count of 10. Breath holding should be avoided.



7. Roly Poly. This should be practised along a line of mats to encourage movement in a straight line, not an arc. Repeat in both directions.



8. Sit kneeling to high kneeling. The children should initially place their hands on a bench if very unstable. Controlled lifting from pelvis is required.



- 9.



Side Sitting. The children should attempt side sitting to either side with their hands off the floor if possible.

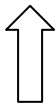
10. Half kneeling. The children should attempt half kneeling without sitting back on their heels. Practise with alternate knees forward.



11. One leg balance. Initially a group of children can stand with one leg forward on a bench. Their shoulders should remain relaxed. They should attempt to look around, bend and reach. They can try lifting or tapping the foot on the bench to increase their balance time. Progression: control one leg balance without a bench.



- 12.



Jumping. The children should jump on their 'home' mat lightly with knees bending.

13. Ball skills. Ball skills are an ideal way to acquire hand-eye coordination, a skill which is required for every day life and for many classroom activities. Judgement of speed and movement are necessary for many activities including road safety.

Many children are fearful of balls coming towards them. They gain confidence by practising non-threatening activities in which the ball is not travelling directly towards them.

Initial ball skills should be two dimensional rolling activities with the child remaining still so that the child can begin to understand the balls' movement without needing to balance simultaneously. Movement can then be added as a progression.

When learning to catch, emphasis should be placed on trapping the item in the children's hands (not against their bodies), and on aiming and control when learning to throw.

### Suggested activities

- a. Sitting on floor, hands on top of a large ball, rock ball forward and backwards and side to side keeping whole hands in contact with the ball. Progress to rolling from hand to hand under knees.



- b. Kneeling on floor - roll ball against upturned P.E. bench or wall. Trap rebound in hands.









- c. A group of 3 children - sit in a circle on the floor, feet touching. Roll ball to named person and then trap ball in hands.
- d. Roll a ball along a track formed by 2 P.E. benches - run to far end and let ball drop into hands.



## GROSS MOTOR ACTIVITIES Individual Progress Sheet

### Block A

Child's Name .....

<i>Activity</i>			<i>Date achieved</i>
2)	Total flexion		
3)	Total extension on back		
5)	Table sitting, forming a straight line from shoulders to knees		
7)	Rolling in a straight line		
10)	Half kneeling. Practise with alternate knees forward		
11)	One leg balance on a bench. Shoulders should remain relaxed.		



**ABC  
ACHIEVING BODY  
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**BLOCK B**

If possible each child should have an individual 'home' mat facing the group leader.

All children should work in bare feet.

All postures can initially be demonstrated or a child helped to achieve them.

There may be some overlap from Block 1 in some activities. These activities should be persevered with as more advanced activities are reliant on them being secure.

More of the activities consist of holding positions against gravity. The children should be encouraged to count out loud or say a rhyme to prevent them attempting to stabilise themselves by holding their breath.

1. Warm up activities as in Weeks 1 and 2. Try adding new 'beans' (String bean - stretch up tall, Chilli Bean - shake arms and legs, French Bean - do the CanCan, Broad Bean - wide stretch).

2. Total flexion. Lying on the mat the children roll from side to side maintaining a curled position. They should attempt to balance midway on their backs. Avoid breath holding.



3. Extension. Lying on fronts the children should lift their heads to look straight ahead. Their legs may also rise. Avoid breath holding.



4. Happy Cat / Angry Cat. The children should adopt a crawling position on the mat: look up, hollow their backs and "purr", then look through their arms, arch their backs and "hiss".



Section 4: Motor Skill Development

5. Crab. Maintaining the 'table' position (see Weeks 1 and 2) the children should initially attempt to move one leg or arm before progressing to moving along.



6. Bridge. Several children adopt a bridge position side by side and attempt to maintain it as a ball is rolled underneath the bridge.



7. Roly Poly. Place 2 mats an increasing distance apart. The children should attempt to roll from one to the other in a straight line.



8.



Kneel walking. The children should practise kneel walking on mats without sitting back. Follow the leader.

9. Side sitting. From side sitting on the mat the children should swing their feet round so as to side sit the other way, without using their hands for balance.



10. Half kneeling and turning. From a half kneeling position the children should turn their heads to watch the group leader walking around their mats. Change legs.



Section 4: Motor Skill Development

11. Hopping. Hop on alternate legs for those who have achieved standing on one leg.



- 12.



- Jumping. Jumping towards a target area (lightly, bending knees).





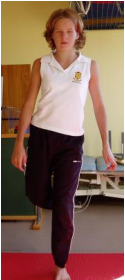
13. Ball skills.

- a. Roll ball a short distance - run past it - turn to face it and gather it into hands.
- b. Aim a bean bag onto a marked area.
- c. Dribble ball with hand around inside of hoop - progress to using a bat and moving along a marked course.

## GROSS MOTOR ACTIVITIES Individual Progress Sheet

### Block B

Child's Name .....

	<i>Activity</i>		<i>Date achieved</i>
2)	Total flexion, maintaining curled position		
3)	Extension. Lying on front, child should lift head to look straight ahead. (Legs may also rise).		
5)	Maintaining a table position: crab		
7)	Half kneeling and turning. Child should be able to turn to watch leader walking around the group.		
10)	Hopping, first on one leg and then on the other.		



**ABC  
ACHIEVING BODY  
CONTROL**

**BLOCK C**

Section 4: Motor Skill Development

1. Warm up activities as in Blocks A and B.

2. Total flexion. Lying on their backs, the children should actively curl, rather than hang on their knees. Avoid holding breath.



3. Total extension. Lying on their front the children should look forward lifting their heads and reaching lifted arms forward with straight elbows. Once achieved it can be a paired activity.



4. Crab. Maintaining the 'table' position, the children should attempt to move along, dribbling a bean bag with their feet. This can be developed into a group activity.



5. Bottom lifts. Sitting on the mat with straight legs and hands beside upper thighs, the children should push their hands into the mat to lift their bottom up and balance. They should not bump down.



6.



Bottom walking. Sitting on the mat with straight legs and hands off the floor, the children should attempt to 'walk' forward with the movement coming from their trunk.

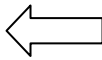


Section 4: Motor Skill Development

7. Crossing midline. Sitting on a P.E. bench the children should touch opposite knee to elbow attempting to keep up a rhythm.



- 8.



Kneel walking backwards. While kneel walking along a course of mats, the children should remain vertical, not sitting back on their heels.

- 9.



Alternate side sitting. From side sitting (preferably with hands off the mat) the children should move up into high kneeling, then go down into side sitting on the other side in a controlled way.

10. Half kneeling and turning. Half kneeling in a line the children pass a bean bag down the line. Repeat with the other leg forward. Progress from being beside each other to behind each other.



11. Hopping / skipping. Skipping on alternate legs for those children who have achieved hopping on either leg.



Section 4: Motor Skill Development

12. Jumping over a line. Use painted lines on the floor (or chalk). The children should jump over the line with two feet simultaneously. Progress to a series of lines.



13. Ball skills.

- a. Repeat dribbling a bean bag as Weeks 2 and 3 and then progress to a ball.



- b. Balance on one leg and roll a ball to partner.








- c. Catching should first be attempted with slow moving items such as chiffon scarves or balloons. It is easier to catch knotted socks with plenty of ends to grab. Later, progress to bean bag and gradually smaller balls.

## GROSS MOTOR ACTIVITIES Individual Progress Sheet

### Block C

Child's Name .....

	Activity		Date achieved
2)	Lying on their backs, children should <i>actively curl</i> rather than hold onto their knees		
3)	Total extension: children should lie on front and look forward lifting their hands and arms off the floor and reaching arms forward with straight elbows.		
5)	Bottom lift. Sitting on the mat with straight legs and hands beside upper thighs, children push bottom up and balance.		
10)	Half kneeling in a line, (one behind the other) the children turn to pass the bean bag back down the line.		
11)	Skipping i.e. hop/step on alternate legs (for children who have already mastered hopping)		

## Section 4: Motor Skill Development