On the 1st day of fitness, a reindeer showed to me:

- a big stretch like a tall tree

On the 2nd day of fitness, a reindeer showed to me:

- 2 side-slides

On the 3rd day of fitness, a reindeer showed to me:

- 3 small kicks

On the 4th day of fitness, a reindeer showed to me:

- 4 arm swings
Stability skills - stretch & balance

- Challenge the children to stretch upwards with their arms and stand on their tippy toes.
- Observe a tree. Ask children to describe what they see.
- Can they make a shape like branches with their arms?
- What about a large tree or a small tree, a wide round tree or a narrow tall tree? A tree that is growing?
- What’s it look like when branches swing in the wind?
- Can the children practice balancing on one leg?

Locomotor skill - side slide

- Enlist the children’s help to draw a chalk line. Suggest the line is a bridge over a river. Can they side-slide across? How many children can cross together?
- What games can the children come up with? Explore the concept of direction with the children.
- Ask the children to look for other ‘lines’ on the floor. Are the lines suitable to side-slide along? Discuss with them.
- In music & movement: side slide, clap, change direction.
- Transitions are a suitable time to practice side-sliding.

Manipulative skill - kicking

- Breakdown the skill into steps, e.g. balance on one foot.
- During music & movement: point & flex the foot and/or swing leg from knee back & forth to practice the action.
- Free play is an opportunity for educators to observe children but to also engage with them and to demonstrate and guide skill development including kicking.
- What is it like to kick a heavy ball versus a light ball?
- Involve the children in creating targets for use in small group games to learn the skill of kicking.

Locomotor skills - run, leap, skip

- The arm actions are different for each FMS. Many involve the arms swinging in the opposite direction to each other.
- Music & movement is a chance to practice arm actions.
- Explore concepts with the children such as fast or slow, big or small. Ask them to show you by moving their arms.
- Often with FMS an arm moves in opposite direction to the leg. This can be practiced with small movements on the spot, and doesn’t require a large space to move.
On the 5th day of fitness, a reindeer showed to me: 5 jellyfish shakes

On the 6th day of fitness, a reindeer showed to me: 6 bats a swinging

On the 7th day of fitness, a reindeer showed to me: 7 balls a catching

On the 8th day of fitness, a reindeer showed to me: 8 balls a bouncing
On the 5th day of fitness, a reindeer showed to me:
5 jellyfish shakes, 4 arm swings,
3 small kicks, 2 side-slides and a big stretch like a tall tree.

Stability skills - balance & twist

• Physical activity for children is all about active play. Making movement fun helps to keep children engaged and encourages them to participate next time.
• What other fun moves can the children create? Wiggle like a worm, slither like a snake, swim like fish, are a few.
• How do the animals that children are interested in move?
• Support children to develop a joy of movement through positive language and role modelling. How do your team talk about and engage in active play with the children?

On the 6th day of fitness, a reindeer showed to me:
6 bats a swinging, 5 jellyfish shakes, 4 arm swings,
3 small kicks, 2 side-slides and a big stretch like a tall tree.

Manipulative skill - striking

• Remember equipment isn’t always required to practice the fundamental movement skills (consider the breakdown of the skill and focus on each step):
  • ‘Twist’ the torso - play rock & roll music and dance the ‘twist’.
  • In dramatic play use imaginary axes to chop down a tree.
• Ask the children if anyone has played mini golf? Discuss. What can the children find to make golf clubs and balls? Can they design & build a mini golf course at the service?
• A pool noodle or rolled up newspaper can be the bat and a cone used as a “T” to practice striking a stationary ball.

On the 7th day of fitness, a reindeer showed to me:
7 balls a catching,
6 bats a swinging, 5 jellyfish shakes, 4 arm swings,
3 small kicks, 2 side-slides and a big stretch like a tall tree.

Manipulative skill - catching

• Children need to develop hand-eye coordination and confidence in order to catch a ball coming towards them.
• Stand in a circle. Each child puts feet wide apart. Take turns to roll a ball across the circle. Using both hands the receiving child stops the ball going through their legs.
• Provide various sized balls so children can bounce to themselves (or a partner), then catch with both hands.
• Explore concepts of shape, size & distance with children.

On the 8th day of fitness, a reindeer showed to me:
8 balls a bouncing, 7 balls a catching, 6 bats a swinging, 5 jellyfish shakes, 4 arm swings,
3 small kicks, 2 side-slides and a big stretch like a tall tree.

Manipulative skill – stationary dribbling

• Learning to use their fingers to control the ball instead of their palm is important to be able to stationary dribble. Teaching cues such as use your ‘spider-fingers’ can help.
• Some balls are bouncier than others. Do your children know this? Help them to discover the balls at your centre.
• Investigate with the children, what happens if you bounce a ball on the grass versus hard surface? Can they predict what will happen on a hill or on a rough surface?
On the 9th day of fitness, a reindeer showed to me:
9 balls a throwing

On the 10th day of fitness, a reindeer showed to me:
10 waists a twisting

On the 11th day of fitness, a reindeer showed to me:
11 windmills circling

On the 12th day of fitness, a reindeer showed to me:
12 green-frogs jumping
**On the 9th day of fitness, a reindeer showed to me:***

9 people throwing, 8 balls a bouncing, 7 balls a catching, 6 bats a swinging, 5 jellyfish shakes, 4 arm swings, 3 small kicks, 2 side-slides and a big stretch like a tall tree.

**Manipulative skill – overarm throw**

- A child can practice the action of the overarm throw, without needing to propel an object. In this case, what you throw and where it’s thrown to is only limited by the imagination of you and your children!
- For an easy indoor active play idea; throw sponges, scarves or paper balls into a laundry basket.
- Make paper planes. Ask who’s been on a plane. Discuss different countries. Where will the paper planes fly to?

**On the 10th day of fitness, a reindeer showed to me:***

10 waists a twisting, 9 people throwing, 8 balls a bouncing, 7 balls a catching, 6 bats a swinging, 5 jellyfish shakes, 4 arm swings, 3 small kicks, 2 side-slides and a big stretch like a tall tree.

**Stability skills - balance & twist**

- Rotating the torso in opposite direction to the arms and neck (in a twisting motion from left to right/ right to left) helps a child to develop the ability to cross the midline.
- These movements also support core strength.
- Dancing is a great way to have fun twisting. Either stand with feet flat on the ground, or raise one heel and twist.
- For a challenge: twist low to floor and twist up again.

**On the 11th day of fitness, a reindeer showed to me:***

11 windmills circling, 10 waists a twisting, 9 people throwing, 8 balls a bouncing, 7 balls a catching, 6 bats a swinging, 5 jellyfish shakes, 4 arm swings, 3 small kicks, 2 side-slides and a big stretch like a tall tree.

**Stability skills - balance & twist**

- Discuss how a windmill works with the children.
- Standing still, each child makes a large circle with their arm; either to the side or towards the front. Swap arms.
- To increase difficulty; child brings their right arm across their midline, pointing to the left and makes a large circle.
- Create a human windmill; half the children move like the wind, the others walk to form a large circle like the blades.

**On the 12th day of fitness, a reindeer showed to me:***

12 green-frogs jumping, 11 windmills circling, 10 waists a twisting, 9 people throwing, 8 balls a bouncing, 7 balls a catching, 6 bats a swinging, 5 jellyfish shakes, 4 arm swings, 3 small kicks, 2 side-slides and a big stretch like a tall tree.

**Locomotor skill - jump**

- Observe routine tasks where children bend their knees (e.g. pick up toys), or reach up (e.g. get book off shelf). Provide guidance to develop these movements.
- After standing from seated activities: swing arms back, and forward, then “reach up to the stars”.
- Challenge children to “reach up high towards the sky” as they jump on the spot (taking off & landing with both feet).
- Create lily pads; jump from one to the next - don’t get wet!