



Toddler Movement Program Design

- FOR INTERNAL USE ONLY -

- Numerous studies have proven that getting children moving isn't just good for health, but it also boosts cognitive skills, academic performance, increases concentration, improves behavior and

Version 1.1 August 2018

1

This document is intended for the internal use of recipients only and may not be distributed externally or reproduced, in part or whole, for external distribution in any form without express written permission of management at BrightPath Kids Corp.

mental

well-being.

- BrightPath's proprietary program, WeeMove™, was developed around this research to incorporate intentional physical fitness into the learning curriculum.
- WeeMove™ Toddler is designed to engage the child on multiple levels, to make learning fun and instill a love of movement.
- Generally taught outdoors, but can be moved inside, all children will participate in this program once a day, four days a week, for fifteen minutes.

"Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

- The International Physical Literacy Association, May 2014¹

Toddler WeeMove Weekly Program Layout

¹ Perceptual-motor Activities for children with Web Resources: An Evidence-based Guide To Building Physical and cognitive Skills, Jill Jhonstone. www.physicalliteracy.ca

- Each day there will be a new activity.
- Each activity is to be practiced **1 time each day for 15 minutes 3 days a week.**
- During the **second week**, the activity will repeat, with a challenge option.
- Challenge option can be used at the teacher's discretion.
- On the **third day**, the teacher will create an obstacle course or combination activity, combining the skills practiced throughout the week.
- This program is an 8 week cycle. After the first eight weeks has been taught you will return to the first week again, but start off where you finished and continue to challenge the specific skill you are focusing on.

	Day 1	Day 2	Day 3
Weeks 1-2 <u>Locomotor & Non- Locomotor Skills</u>	Stop and Go!	Move to the Colour	A Maze of Blocks or Obstacle Course
Weeks 3-4 <u>Manipulative Skills</u>	Hit and Roll	Hula Hoop Toss	Shoot & Score! or Obstacle Course
Weeks 5-6 <u>Balance Skills</u>	Walk Along the Lines	Balance Beam	Bean Bag Balance or Obstacle Course
Weeks 7-8 <u>Obstacle Course/Combination Activity</u>	Obstacle Course or Animal Freeze Dance	Obstacle Course or Bowling	Obstacle Course or Balance the Leader

Weeks 1-2:

Locomotor & Non- Locomotor Skills

Definitions:

- **Locomotor Movements: Moving from one place to another; also known as “moving through space”**

Locomotor Skill Progression: 0-2 yrs old
• Rolling (stomach and back)
• Creeping (crawling with stomach on the ground)
• Crawling
• Walking
• Running

Non-Locomotor Skills- 0-2 yrs old
• Stretching- body parts become straighter
• Bending- body parts bending
• Curling (into a ball)
• Pulling & Pushing- moving inward or outward from the core of your body
• Swinging/Swaying- motion moving forward, backwards, or side to side
• Turning- rotations of the body or body parts (full, half turn, quarter turn)
• Twisting- partial rotation of the body or body parts
• Shaking/Wiggling

Locomotor Skill Progression: 3-6 yrs old
• 2 foot jump
• Walking on tip toes
• Walking slow or fast
• Walking backwards
• Side stepping or shuffle (right and left side)
• Marching
• Bear Crawling
• Slide (right and left side)
• Galloping (sideways, forward using left and right)
• Skipping
• Crab Walking
• Frog jump
• Hop on one foot
• Leaping

- **Non-Locomotor Movements: Moving, but staying in one spot; also known as “moving in place”**

Weeks 1-2: Locomotor Skills and Shapes
Activities

Activity Week 1: Day 1- Stop and Go!

Materials Needed: No materials are needed

- Teach the children that the word “stop” means our bodies do not move and the word “go” means our bodies can move all around
- Practice using the words stop and go. Have the children stand in the space and say the word STOP (make sure the kids are not moving). Then say the word GO (encourage the children to move all around the space)
- Slowly progress into teaching the children a specific skill and then using it when you say GO. Move down the skill progression chart as development occurs.

Activity Week 2: Day 1- Challenge Week- Stop and Go!

Materials Needed: No materials are needed

- Teach the children that the word “stop” means our bodies do not move and the word “go” means our bodies can move all around
- Practice using the words stop and go. Have the children stand in the space and say the word STOP (make sure the kids are not moving). Then say the word GO (encourage the children to move all around the space)
- Slowly progress into teaching the children a specific skill and then using it when you say GO. Move down the skill progression chart as development occurs.

Challenge:

- Progress through the non-locomotor and locomotor skill progression charts
- Introduce the word “green light” and “red light” instead of STOP and GO
- Include music. When the music is on the children move. When the music stops the children freeze.
- Introduce boundaries to the children by using the pylons to make a shape on the floor. Have the children move around or beside the shape while practicing their movement.

Activity Week 1: Day 2- Move to the Colour

Materials Needed: Coloured Beanbags or Pylons

- Spread the coloured objects around the space. Put multiple of the same colours out, but spread them apart from each other. *(This will ensure not all children go to the same one coloured object)*
- The teacher will demonstrate and say the name of a non-locomotor or locomotor movement.
- Call out a colour.
- The children will demonstrate that movement to the specific colour you said aloud.
- Continue to change the movement and colour throughout the activity.

Activity Week 2: Day 2- Challenge Week- Move to the Colour

Materials Needed: Coloured Beanbags or Pylons

- Spread the coloured objects around the space. Put multiple of the same colours out, but spread them apart from each other. *(This will ensure not all children go to the same one coloured object)*
- The teacher will demonstrate and say the name of a non-locomotor or locomotor movement.
- Call out a colour.
- The children will demonstrate that movement to the specific colour you said aloud.
- Continue to change the movement and colour throughout the activity.

Challenge:

- Progress through the locomotor and non-locomotor skill progression charts
- Introduce new colours using bean bags or pylons that the children are learning about
- Change the theme of the activity: Instead of Move to the Colour it can be
 - Move to the Animal
 - Move to the Number
 - Move to the Picture of the children's faces in the classroom
- Incorporate the words GO and STOP or Red light and Green light

Activity Week 1- Day 3- A Maze of Blocks/Obstacle Course

** Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

A Maze of Blocks

Materials Needed: Large Blocks (cardboard/plastic)

- Set up the blocks all around the room in different positions. (laying flat, on the side, up and down)
- Make sure you have enough blocks set up that it looks and feels like a messy maze for the children.
- The children will move all around the space trying to go over the blocks using different locomotor movements.
 - Ex: crawl over, jump over, step over, run over

Obstacle Course

Materials Needed: You can decide based on the movements chosen

Option 1: Creeping and Walking

- Creep along the yoga mat
- Walk along the line on the ground

Version 1.1 August 2018

Option 2: Crawling and Walking

- Crawl through the tunnel
- Walk beside the pylons

Option 3: Rolling and Running

- Roll down the yoga mat
- Run through the hula hoops

Activity Week 2: Day 3- Challenge Week- A Maze of Blocks/ Obstacle Course

**Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

A Maze of Blocks

Materials Needed: Large Blocks (cardboard/plastic)

- Set up the blocks all around the room in different positions. (laying flat, on the side, up and down)
- Make sure you have enough blocks set up that it looks and feels like a messy maze for the children.
- The children will move all around the space trying to go over the blocks using different locomotor movements.
 - Ex: crawl over, jump over, step over, run over

Challenge:

- Progress down the locomotor and non-locomotor skill progression charts
- Choose a specific movement for the children to do while moving over the blocks through the maze
- Add more blocks
- Add different equipment to the maze for the children to move on, under, over, etc
 - Tunnel: children crawl in the tunnel
 - Balance Beam: children move across the beam, over the beam, under the beam

Obstacle Course

Materials Needed: You can decide based on the movements chosen

Challenge:

- Progress through the non-locomotor and locomotor skill progression charts.
- Introduce new equipment.

Version 1.1 August 2018

- o Walk along a balance beam
- o Jump into the hula hoops
- Use the words GO and Stop or Red light and Green light
- Change the music you are doing the obstacle course to.
 - o Faster or slower music choices
- Include a third movement and activity into your obstacle course

Example: 3 Part Obstacle Course

- Walk along the balance beam
- Crawl through the tunnel
- 2 foot jump in and out of the hula hoops

Example: Challenged 2 Part Obstacle Course

* when the music plays we move, but when the music stops we FREEZE

- Crawl through the tunnel
- Walk beside the pylons

Weeks 3-4: Manipulative Skills

Activity Week 3: Day 1- Hit and Roll

Materials Needed: Pylons and Balls

- Set up the pylons around the room
- Hand out a ball to each child
- The children will roll the ball at the pylon and try to hit the pylon with their ball
- They will continue moving through the space rolling their ball at the pylons set up

Activity Week 4: Day 1- Challenge Week- Hit and Roll

Materials Needed: Pylons and Balls

- Set up the pylons around the room
- Hand out a ball to each child
- The children will roll the ball at the pylon and try to hit the pylon with their ball
- They will continue moving through the space rolling their ball at the pylons set up

Challenge :

- Change the ball size (smaller- harder; bigger- easier)
- Change the size of the pylons or targets (smaller-harder; bigger- easier)
- Set the activity up into two line with targets at the end of the lines. Children have to wait in the line and roll their ball from the start line to the pylon across from them at the finish line.
- Change the activity from rolling the ball at the pylon to kicking the ball at the pylon.

Activity Week 3:Day 2- Hula Hoop Toss

Materials Needed: Hula Hoops, Balls, Bean Bags

- The teacher holds the hula hoop in their hand
- The children each have a ball or bean bag to throw
- The children will move around the space throwing the ball or bean bag through the hula hoop

Activity Week 4: Day 2- Challenge Week- Hula Hoop Toss

Materials Needed: Hula Hoops, Balls, Bean Bags

- The teacher holds the hula hoop in their hand
- The children each have a ball or bean bag to throw
- The children will move around the space throwing the ball or bean bag through the hula hoop

Challenge:

- Move the hula hoops to different or changing heights for the children to throw through
- Teach children over hand and under hand throwing using the bean bag or ball
- Change the object or size of the object that the children are throwing
- Set the activity up into two lines with hula hoops at the end of the lines. Children have to wait in the line and throw their ball/bean bag from the start line into the hula hoop across from them at the finish line.

Activity Week 3: Day 3- Shoot & Score or Obstacle Course

**Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

Shoot & Score!

Materials Needed: Balls and Nets/Baskets

- Place nets or baskets around the room

- Hand out a ball to each child
- The children will move around the room throwing (over-hand/under-hand) or kicking their ball into the net/basket to score!

Obstacle Course

Materials Needed: You can decide based on the movements chosen

Example: Animal Themed Obstacle Course

- Crawl like a dog through the tunnel
- Jump like a bunny down the yoga mat

Example: Train Themed Obstacle Course

- Jump your train down the tracks on the dots
- Run your train along the road beside the pylons
- Roll your train down the hill on the yoga mat

Activity Week 4: Day 3- Shoot & Score or Obstacle Course

**Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

Shoot & Score!

Materials Needed: Balls and Nets/Baskets

- Place nets or baskets around the room
- Hand out a ball to each child
- The children will move around the room throwing (over-hand/under-hand) or kicking their ball into the net/basket to score!

Challenge:

- Progress down the locomotor and non-locomotor skill progression charts
- Choose a specific movement for the children to do while moving towards the net/basket to kick or throw their ball into
- Have the children stand further away from the net/basket to kick or throw their ball into
- Set the activity up into two lines with nets/baskets at the end of the lines. Children have to wait in the line and throw their ball from the start line into the net/ across from them at the finish line.

Obstacle Course

Materials Needed: You can decide based on the movements chosen

Example: Animal Themed Obstacle Course

- Crawl like a dog through the tunnel
- Jump like a bunny down the yoga mat

Example: Train Themed Obstacle Course

- Jump your train down the tracks on the dots
 - Run your train along the road beside the pylons
- Roll your train down the hill on the yoga mat

Challenge:

- Progress through the non-locomotor and locomotor skill progression charts.
- Introduce new equipment.
- Use the words GO and Stop or Red light and Green light
- Change the music you are doing the obstacle course to.
 - Faster or slower music choices
- Include a third movement and activity into your obstacle course
- Change the theme of the course based on children's interests
- The child can only start when they hear their name called by the teacher

Weeks 5-6: Balance

Activity Week 5: Day 1- Walk the Lines

Materials Needed: Tape (masking tape, painters tape)

- Use the tape to make different lines all over the floor.
 - The lines can be straight, diagonal, zig zag.
 - Lines can be a mixture of long and short.
- Children will practice walking along the taped lines on the ground. They will try to not step off the tape onto the floor.

Activity Week 6: Day 1- Challenge Week- Walk the Lines

Materials Needed: Tape (masking tape, painters tape)

- Use the tape to make different lines all over the floor.
 - The lines can be straight, diagonal, zig zag.
 - Lines can be a mixture of long and short.
- Children will practice walking along the taped lines on the ground. They will try to not step off the tape onto the floor.

Challenge:

- Include lines that are straight, diagonal, zig zag
- Include lines that are long, medium, and short in lengths
- Include lines that are thicker or thinner in width
- Progress through the non-locomotor and locomotor skill progression charts having the children move in different ways along the lines
- Include the words “red light” and “green light” to practice stopping and starting the children bodies
- Add a piece of music. When the song plays the children walk along the lines. When the music stops the children freeze.

Activity Week 5: Day 2- Balance Beam

Materials Needed: Balance beam (blocks, plastic beam, cones)

- Build a balance beam with the materials you have.
- The children will move across the balance beam trying not to fall off.
 - Teachers may need to assist children.

Activity Week 6: Day 2- Challenge Week- Balance Beam

Materials Needed: Balance beam (blocks, plastic beam, cones)

- Build a balance beam with the materials you have.
- The children will move across the balance beam trying not to fall off.
 - Teachers may need to assist children.

Challenge

- Change the balance beam
 - Longer or shorter
 - Wider or skinnier
 - Straight, curvy, zig zag
- Progress through the non-locomotor and locomotor skill progression charts having the children move in different ways along the beam
- Use the words “red light” and “green light” for children to know when to start and stop
- Add small challenges

- o Ex: When you get to the end of the balance beam you have to throw the ball into the basket
- Add music. When music is playing the children can move long the beam, but when the music stops they have to freeze.
- Have children help you build the obstacle course. Allow them the opportunity to include their ideas into it.

Activity Week 5: Day 3- Bean Bag Balance or Obstacle Course

**Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

Bean Bag Balance

Materials Needed: Bean Bags

- Hand out one bean bag to each child.
- Practice balancing the bean bag on different body parts
 - o Ex: Hand, head, back, knee, foot, arm

Obstacle Course

Materials Needed: You can decide based on the movements chosen

Example: Child Picked Equipment for Obstacle Course

- Pylons: Jump beside the pylons
- Balance Beam: Walk down beam

Example: Child Created Obstacle Course

- Basket: Throw a bean bag into the basket
- Cones: Walk along the cones
- Mat: Jump down the mat

Activity Week 6: Day 3- Challenge Week- Bean Bag Balance or Obstacle Course

**Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

Bean Bag Balance

Materials Needed: Bean Bags

- Hand out one bean bag to each child.
- Practice balancing the bean bag on different body parts
 - o Ex: Hand, head, back, knee, foot, arm

Challenge

- Progress through the non-locomotor and locomotor skill progression charts having the children move in different ways while balancing their bean bag
- Include music. When the music is playing the children move while balancing their bean bag, but when the music stops they freeze.
- Switching from their dominant side to their non-dominant side.
 - Ex: Have the children switch hands while trying to balance their bean bag
- Ask children to share their ideas on which body part they want to balance the bean bag on.

Obstacle Course

Materials Needed: You can decide based on the movements chosen

Example: Child Picked Equipment for Obstacle Course

- Pylons: Jump beside the pylons
- Balance Beam: Walk down beam

Example: Child Created Obstacle Course

- Basket: Throw a bean bag into the basket
- Cones: Walk along the cones
- Mat: Jump down the mat

Challenge

- Progress through the non-locomotor and locomotor skill progression charts.
- Introduce new equipment.
- Use the words GO and Stop or Red light and Green light
- Change the music you are doing the obstacle course to.
 - Faster or slower music choices
- Include a third movement and activity into your obstacle course
- Change the theme of the course based on children's interests
- The child can only start when they hear their name called by the teacher

Weeks 7-8: Obstacle Course/Combination Activity

Activity Week 7: Day 1- Animal Freeze Dance or Obstacle Course

**Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

Animal Freeze Dance

Materials Needed: Music

- Children will move around the room as different animals
- Teacher will call out different animals to move like.
- When the music starts the children will move like the animal called out. When the music stops the children will freeze!
- Teacher will call out a different animal

Combination Obstacle Course

Materials Needed: You can decide based on the movements chosen

Example: Combination of Skills Obstacle Course

- Balance: Walk along the balance beam
- Locomotor Skills: Jump like a bunny down the pylons

Activity Week 8: Day 1- Challenge Week- Animal Freeze Dance or Obstacle Course

**Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

Animal Freeze Dance

Materials Needed: Music

- Children will move around the room as different animals
- Teacher will call out different animals to move like.
- When the music starts the children will move like the animal called out. When the music stops the children will freeze!
- Teacher will call out a different animal

Challenge

- Progress through the non-locomotor and locomotor skill progression charts.
- Switch between locomotor movement (through space) and non-locomotor movement (in place)

- Stop and start the music faster, so the children are having to stop and start their bodies more often
- Take turns asking the children what animals or movements they would like to do.
-

Combination Obstacle Course

Materials Needed: You can decide based on the movements chosen

Example: Combination of Skills Obstacle Course

- Balance: Walk along the balance beam
- Locomotor Skills: Jump like a bunny down the pylons

Challenge

Example: Combination of Skills Obstacle Course

- Manipulative Skills: Throw a bean bag into the basket
- Locomotor Skills: Run from the green pylon to the red pylon
- Balance: Stand on one foot with your arms out to the side

Activity Week 7: Day 2- Bowling or Obstacle Course

**Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

Bowling

Materials Needed: Balls and blocks

- Set out blocks around the room standing straight up and down
- Hand out a ball to each child
- The children will go around the space rolling their ball at the block trying to knock it down

Combination Obstacle Course

Materials Needed: You can decide based on the movements chosen

Example: Combination of Skills Obstacle Course

- Balance: Walk sideways along the balance beam
- Locomotor Skills: Slither like a snake down the row of pylons

Activity Week 8: Day 2- Challenge Week- Bowling or Obstacle Course

**Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

Bowling

Materials Needed: Balls and blocks

- Set out blocks around the room standing straight up and down
- Hand out a ball to each child
- The children will go around the space rolling their ball at the block trying to knock it down

Challenge

- Give each child their own block and ball. Have them set up their block and practice rolling their ball towards it to knock it down. They can pick up their block and ball and practice again.
- Set the activity up in two lines. Place a block at the opposite end of the line then where they children are standing in a line. Have the children one at a time roll their ball towards the block. When they are done they go to the back of the line.
- Decrease ball size
- Increase distance between child and the block

Combination Obstacle Course

Materials Needed: You can decide based on the movements chosen

Example: Combination of Skills Obstacle Course

- Balance: Walk sideways along the balance beam
- Locomotor Skills: Slither like a snake down the row of pylons

Challenge

Example: Combination of Skills Obstacle Course

- Balance: Walk along the balance beam
- Locomotor Skills: Creep down the yoga mat
- Manipulative Skills: Roll a ball at a pylon

Activity Week 7: Day 3- Balance the Leader or Obstacle Course

**Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

Balance the Leader

Materials Needed:

**similar to follow the leader, but at the end of teacher or child's turn they have to do a balance*

- Have children line up behind the teacher who is the leader
- You will move in different ways around the room following ideas on the skill progression chart

- The children will follow you around the room
- When the music stops, you say “red light”, or you say “STOP” everyone freezes
- Practice a balance
 - 1 foot
 - on bum
 - hands and feet on the ground (bear crawl/crab walk)
- Start again with a different movement

Combination Obstacle Course

Materials Needed: You can decide based on the movements chosen

Example: Combination of Skills Obstacle Course

- Manipulative Skills: Roll a ball to the teacher
- Locomotor Skills: Roll down the yoga mat

Activity Week 8: Day 3- Challenge Week- Balance the Leader or Obstacle Course

**Choose only one-two movements to practice and set up the obstacle course in a straight line along the floor. When the child has completed the second movement they will go back to the start again.*

Balance the Leader

Materials Needed:

**similar to follow the leader, but at the end of teacher or child’s turn they have to do a balance*

- Have children line up behind the teacher who is the leader
- You will move in different ways around the room following ideas on the skill progression chart
- The children will follow you around the room
- When the music stops, you say “red light”, or you say “STOP” everyone freezes
- Practice a balance
 - 1 foot
 - on bum
 - hands and feet on the ground (bear crawl/crab walk)
- Start again with a different movement

Challenge

- Progress through the non-locomotor and locomotor skill progression charts.
- Have children take turns being the leader with or without teacher help
- Have children remain in the line behind you, but take turns choosing a certain way to move

- Change ways of balancing
 - one hand and two feet
 - on knees and hands
 - one foot
 - on stomach
 - on back

Combination Obstacle Course

Materials Needed: You can decide based on the movements chosen

Example: Combination of Skills Obstacle Course

- Manipulative Skills: Roll a ball to the teacher
- Locomotor Skills: Roll down the yoga mat

Challenge

Example: Combination of Skills Obstacle Course

- Balance: Balance on your bum on the dot
- Locomotor Skills: Roll down the yoga mat
- Manipulative Skills: Kick a ball at the pylon