






MovementWorks – Spotighting Movement in the Pandemic - The Foundations of Learning: Highlighting the things that matter and how movement supports.




Spotighting Movement During the Pandemic
The Foundations of Learning – Part One

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British Heart Foundation



Are we meeting the government guidelines for physical activity?


Currently in the UK however a large percentage of the population are not meeting the recommendations for physical activity to keep healthy and being inactive is a problem at every age. The table below shows the physical activity recommendations and the percentage of the population that meets them in England and Scotland

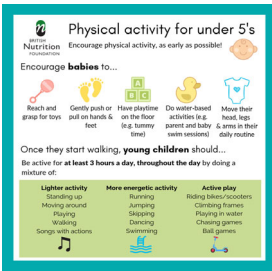
Age	Recommendation	Percentage meeting recommendation	
		Male	Female
CHILDREN			
2 - 4 Years	At least 180 minutes (3 hours) spread throughout the day	9%	10%
5 - 10 Years	At least 60 minutes and up to several hours every day	25%	20%
11 - 15 Years	At least 60 minutes and up to several hours every day	17%	11%
ADULTS			
19 - 64 Years	Over a week, activity should add up to at least 150 minutes (2½ hours) of moderate intensity activity	67%	55%
65+ Years	Over a week, activity should add up to at least 150 minutes (2½ hours) of moderate intensity activity	Ages 65-74 58%	Ages 65-74 52%
		Age 75+ 36%	Age 75+ 18%

Source: British Heart Foundation (2015) Physical Activity Statistics
<https://www.bhf.org.uk/publications/statistics/physical-activity-statistics-2015>

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British Nutrition Foundation





The British Nutrition Foundation further highlights ways to increase daily physical activity

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Maslow's Hierarchy of Needs

"If we want the best academic outcomes, the most efficient and cost-effective route to achieve that is, counterintuitively, not to narrowly focus on academics but to also address children's social, emotional, and physical development."

Adele Diamond, 2010

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The Pyramid of Learning

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Hidden Senses



- **Vestibular** - the body's own internal spirit level where we find balance and equilibrium.
- **Proprioception** – awareness of position and movement of the body in relation to the external environment.
- **Interoception** – the understanding of our body's internal sensations and functions.

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Physical



From an understanding of these foundations of learning it becomes easier to appreciate that physical development should be at the forefront of our concerns.

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Emotional



<https://www.youtube.com/watch?v=ZfeFC-SiTIM>

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Social



<https://www.youtube.com/watch?v=kv9OWxTnedI>

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Activities – Brain Primers




These warm-up activities prime the brain for focus, attention and learning. They can be done to music or a steady beat.

Props required: a small beanbag or ball.


- Passing ball/beanbag from one hand to the other
- Opposite hand to shoulder/Opposite hand to knee
- Figure 8 walking around a mid-point/ Figure 8 swings/ Figure 8 air drawing
- Head to tummy/Ear to nose
- Clap, Pat, Stomp Game – simple to complex rhythm and co-ordination game using just three moves.

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Activities - Vestibular



Consider how this relates to soothing an infant and choose activities that calm or stimulate dependent on time of day or objective for sensory avoidance/sensory seekers.



- **Rocking 1** - Heel to Toe (Level up - eyes closed option)
- **Rocking 2** – Aeroplanes. Fly your aeroplanes in place or around the room.
- **Spinning** – Windmills. Spin 3 times in one direction and stop still. (Level up – eyes closed). Repeat in both directions.

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Activities - Proprioception



Tapping body parts.

This can be done in partners, as a game like 'Simon Says' or to music as a dance.

Plasticine people.

The leader chooses a shape or statue to model. The partner moulds their shape by touching body parts to create a new model which they must then copy. Continue by taking turns to mould and copy.

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Activities - Imitation



Visual – freeze game. Musical statues.

Can be varied to enhance self-regulation (longer hold times) and language development by increasing complexity of the instruction.



Rhythmic – call and response.

Simple to complex rhythmic patterns using clapping and/or percussion instruments.

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Activities – Control and Balance



Walking the line.

Masking or painter's tape can be used.

Slow music and/or following an adult.

Level up – balance an object



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Activities – 180 mins of Physical

I'm the Leader.
Child picks a piece of music and leads the dance for the adult to copy. Turn taking option.

Dance your drawing.
Pick a piece of music to listen to and free flow draw/mark make. Take the drawings as inspiration for a dance journey together.


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Activities – Fine Motor Skills

Finger Octave/Rainbow.
Use your thumbs to touch each finger in turn as you sing up and down the octave low to high and back again.

Trace and Track.
Choose some objects/shapes to draw around. Fill in the shapes by tracing lines. (Culturally specific)




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Activities - Skills of Immobility

Pressure and/or Sensory mindfulness activities.
Many children enjoy and benefit from some gentle pressure stimulation which helps grounding. Shoulders, arm/ finger squeezes, ankles/feet can be helpful.

Breathing seated with a ball (Hoberman sphere), hand tracing or laying down with a favourite soft toy or cushion placed on the belly. This can also be practiced with an adult partner seated back to back.



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Connect with MovementWorks 

MovementWorks are providing a variety of online and offline movement-based sessions that support child development during and beyond the pandemic. Please feel free to visit our website for more details, email us to sign up for our newsletters and updates or connect with us on our Social Media channels.

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