

Strategies

- Try using a carpet square for the child to sit on, when they need to sit with the group.
- Use tape to define the different areas of the classroom or define where the child should stand in line.
- Use a timer (an egg timer is very visual) so the child can see how long they have to stay seated for an activity.
- Clear and consistent expectations may be helpful to reinforce with pictures.

Frequency of activities

Complete at least a 10 – 15 minute session 3 times a week. Always monitor the motivation and interest levels of the child and adjust accordingly.

Complete activities from this sheet regularly for at least 3 months

Improving our service

We continue to review our service to make sure that it meets the needs of those who are using it. We would appreciate any suggestions on how we may improve and also comments on what was good about the service.

If you have any compliments, suggestions or complaints, please write to or contact any member of staff in the first instance, or to the Occupational Therapy Service Lead if necessary.

Contact details: see part 1 of pack



READY TO MOVE: ME AND MY SPACE

Early Years Activity Sheet

PAEDIATRIC OCCUPATIONAL
THERAPY SERVICES

Introduction

Spatial awareness is the child's knowledge of their own position and relationship to objects around them. Good spatial awareness requires the child to have:

- Good body awareness
- Orientation to where they are within gravity
- Understanding of the spatial confines of the environment around them.

A child learns spatial skills through sensory and movement experiences within the environment.

Spatial skills are required for many fine and gross motor tasks e.g. ball skills, pre-writing skills, dressing skills. They are also required for developing communication skills e.g. understanding appropriate boundaries to personal space.

Children who have difficulty with knowing where their body is in space often have poor coordination and independence skills. They will often use other people and objects to help them define their space. They may also have difficulty judging the relationships between one object and another and struggle to develop basic concepts such as shape and size

Hand Activities

- Clapping games where the child has to copy you.
- Finger movement games such as "Two little dicky birds, "one finger one thumb", "Tommy thumb"
- Construction toys copying a model e.g. Lego, stickle bricks.
- Form boards, jigsaw puzzles, lotto games and "what's missing" cards
- Mazes – drawing inside large mazes with curves and circles.
- Pushing a toy car along a road mat or a train around a track

Whole Body Activities

- Jump over pretend puddles. Use pieces of paper on the floor as puddles (increase and decrease their size)
- Use pieces of paper as footprints. Get the child to follow the footprints around
- Make an obstacle course around the nursery room or garden using ropes, boxes, furniture, cushions etc. Include actions where the child has to go over, under, through and around obstacles backwards and forwards. Get the child to use the spatial language as they go round it.
- Have a treasure hunt asking the child to follow simple instructions.
- Make lines on the floor with chalk or tape. Get the child to walk along them forwards, backwards and sideways. Also follow the

- lines using animal walks such as like a bear, duck, crab etc.
- Adopt postures and get the child to copy you e.g. stand on one leg.
- Games that include reference to body parts and movement e.g. "Simon Says", Hokey Cokey.

Ball Games

- Hit a balloon in the air and try to stop it from hitting the floor.
- Rolling a ball through a goal
- Catching a balloon, beanbag, ball
- Hitting a ball along the ground with a bat around obstacles
- Hitting a large beach ball with both hands
- Low level basket ball hoops or targets