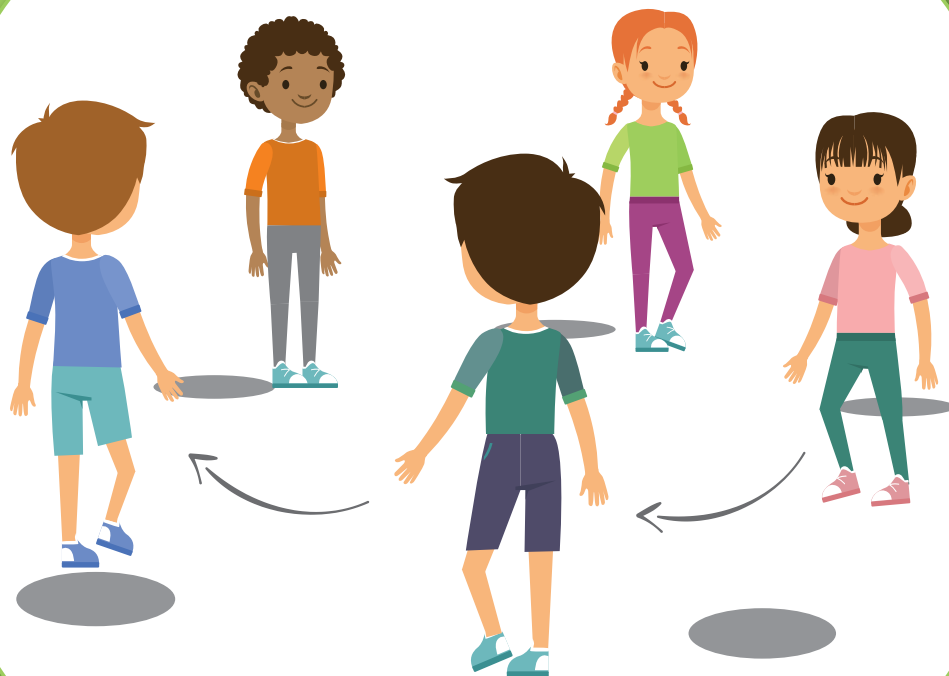


JUNIOR AND SENIOR INFANTS



1. Head, Shoulders, Knees and Toes

Description

Invite pupils to stand on a spot marker and to tap each of the following body parts with their hands 8 times:

- feet
- knees
- hips
- shoulders.

Repeat the whole sequence again for four counts and then for two counts. Try to keep an even beat.

Invite pupils to choose three actions to complete for 8 counts. These could include jumping on the spot, wiggling hips, raising arms up and down. Repeat the sequence four times trying to keep an even beat.

Combine the two parts together to form a dance.

Equipment

- Spot Markers

Variations

- Count aloud to ensure all pupils perform the activity together.
- Invite pupils to create their own movements e.g. shrug shoulders, nod head, bend knees, tap toes.



2. Vroom, Vroom!

Description

Arrange pupils in lanes or zones to ensure pupils remain socially distant. Invite pupils to move around the space, change their method of travelling e.g. jogging, skipping, jumping etc. Invite pupils to imagine they are getting into a car, putting on their seat belt and fixing the mirror. Pupils drive their car around the playing area by jogging and then completing the corresponding actions to the commands:

- **Red light:** stop
- **Green light:** go
- **Speed bumps:** jump up and down
- **Reverse:** go backwards.

When pupils stop on 'red light,' ask them to point to where there are gaps in the space you are using. Encourage them to use all of the space as they move.

Encourage the pupils to stop and change direction when necessary to avoid bumping into others.

Equipment

- Spot Markers

Variations

- Begin this activity by walking until the pupils become familiar with the command:
- Make this harder by adding in gears:
 - > Gear 1: slow walking.
 - > Gear 2: fast walking.
 - > Gear 3: running.



3. Animal Kingdom

Description

Arrange pupils on spot markers in a circle. Invite one pupil to be the zoo keeper and to stand on a spot marker in the centre of the circle. The zookeeper must close their eyes and use their voice to instruct other pupils how to move around the circle on the spot markers (skip, run, walk, jog, side step, etc.).

The zoo keeper will then shout "FREEZE" and, keeping their eyes closed, point to someone and shout out an animal. The chosen pupil is then invited to make the sound of that animal. The zoo keeper has three chances to guess who made the sound. The player who made the animal sound swaps places with the zookeeper.

Equipment

- Spot Markers
- Blindfolds (optional)

Variations

- Invite the zoo keeper to point at a pupil who will then make an animal noise. The zoo keeper must guess the animal noise.
- Invite the zoo keeper to use more difficult movements.



4. High Wire

Description

Arrange pupils in a line 2m apart. Invite pupils to imagine they are in the circus on the high wire. (Use a yard line, draw a line with chalk or use tape if indoors.) Pupils must ensure their feet are on the high wire at all times and follow the leader's directions.

This can be done in groups using different lines or as a whole class on one line. Pupils must attempt to walk to the end of the line while paying close attention to the pupil in front of them. Invite any

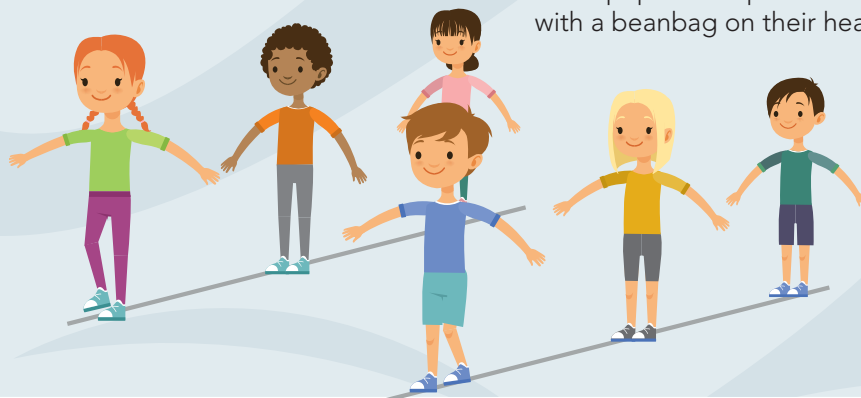
pupil who steps off the high wire to perform five star jumps before re-joining the line.

Equipment

- Spot Markers
- Tape/Chalk

Variations

- Begin by walking on the line with arms stretched out to the side for balance.
- Invite pupils to hop on one foot along the line with a beanbag on their head.



5. Animal Relays

Description

Arrange pupils on a spot marker each in groups of 3, one behind the other in relay formation. Set out a starting line and a finishing line using cones or tape/chalk.

Teacher calls out an animal e.g. shark, cheetah, snail and then says 'Go'. The first pupil in the line

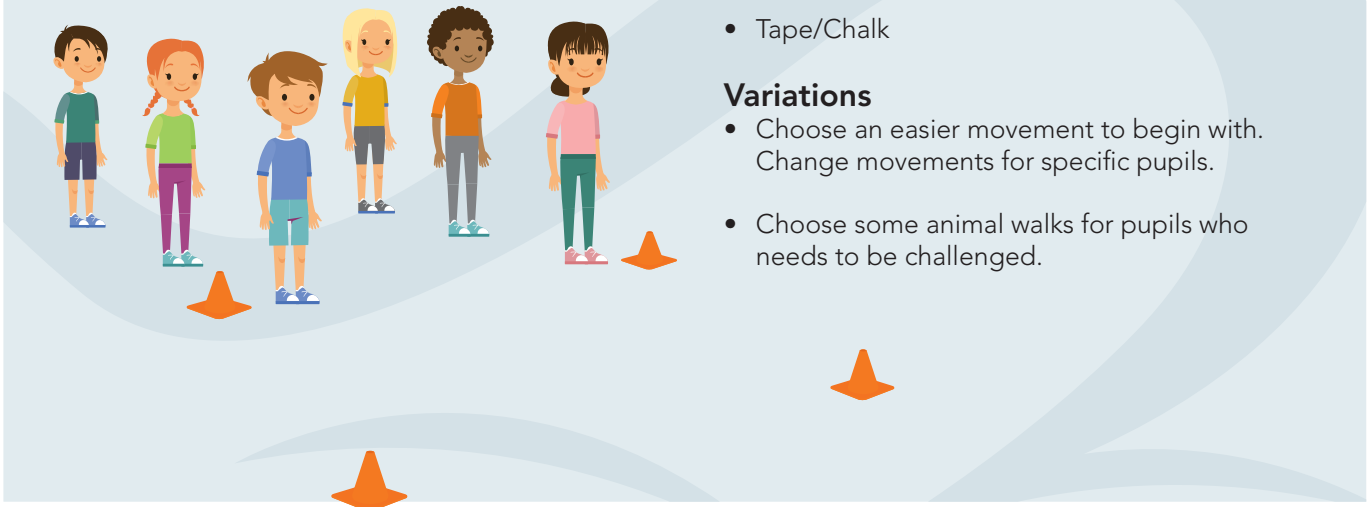
acts like the chosen animal while moving towards the finishing line and back to the start line also. Once the first pupil is back sitting at the end of the line, the next pupil can go. The first team to have all pupils sitting down, in their original places, wins!

Equipment

- Spot Markers
- Tape/Chalk

Variations

- Choose an easier movement to begin with. Change movements for specific pupils.
- Choose some animal walks for pupils who needs to be challenged.



6. Sun, Moon, Earth

Description

Set out multiple playing spaces with three cones in each- the sun, the moon, the earth. Arrange pupils in groups of 3, lined up one behind the other on spot markers. The teacher will then call out either the sun, the moon or the earth and the first pupil must react with the correct command:

RUN to the **SUN**

HOP to the **MOON**

WALK to the **EARTH**.

Once the pupil has correctly made it to the correct cone, they re-join their line.

Variations

- Choose the easier movement for pupils who need assistance.
- Challenge certain pupils by calling out ROADTRIP where they must move to every cone before re-joining their line.

Equipment

- Spot Markers
- Cones



7. Going to School

Description

Invite the pupils to sit on the floor spots in a circle. Tell the pupils that they are going to create a dance about coming to school.

- Before they leave the house they need to put their shoes and coat on, invite the pupils to act out putting on one shoe and tie one lace, then the other. Practise this using 4 counts for each shoe.
- Next invite the pupils to stand up and jump on their spot for 8 counts. Pupils then pretend to put on their coat, one arm in for 2 counts, the other arm in for 2 counts and then zip it up for 4 counts.
- Practise this a few times, then try with music. Finish the dance by skipping as the method of travel in one direction for 8 counts, then skipping the opposite direction for 8 counts.

Invite the pupils to perform the dance by putting all parts together:

1. Start seated putting on shoes (8 counts 4 for each shoe).
2. Jump on the spot (8 counts).
3. Putting on coat (8 counts in total)

4. Skip in one direction for 8 counts, skip in the other direction for 8 counts.
5. Skip forwards for 4 counts and back for 4 counts.
6. Wave to school friends on the left for 4 counts and on the right for 4 counts.

Repeat a few times with music.

Equipment

- Spot Markers
- Music

Variations

- Count out loud to help the pupils stay in time.
- Invite pupils to use their own methods of travelling.



8. Twizzle

Description

Invite each pupil to stand on a spot marker in a circle and perform the following commands:

- **Go** - walk clockwise to the next spot marker.
- **Stop** - freeze
- **Turn** - complete a half turn (180 degrees) and freeze
- **Twizzle** - do a full turn (360 degrees) and freeze.

If a pupil makes a mistake invite them to do five jumping jacks and re-join the game.

Practise the commands before playing the game.

Equipment

- Spot Markers

Variations

- Begin by walking in circle using the commands Go and Stop until pupils become familiar with the commands.
- Introduce more complex movements such as side stepping or hopping.



9. Snappy Crocodiles

Description

Arrange the pupils in pairs with one spot marker each and one cone per pair. The pupils stand on their marker opposite their partner with the cone in the space between them. On their spot, pupils complete the following actions on the teacher's command but if 'snap' is called at any time, the pupils race to tap the cone with their foot:



- Jumping
- Star jumps
- Hopping
- Balancing

Equipment

- Spot Markers
- Cones

Variations

- Begin by using less commands until pupils become familiar with the activity.
- Introduce points for every time a cone is picked up and ask pupils to keep score.

10. Feed the Monster

Description

Arrange pupils in pairs with one beanbag each and one cone per pair. Turn the cone upside down so that it resembles a bowl. Invite pupils to stand either side of the cone. The cone represents a monster and the beanbags represent monster food. Pupils take it in turns to attempt to throw the food into the monster's mouth. If they are successful, they take a step back. If they are not, they stay where they are and wait for their next turn.

Equipment

- Beanbags
- Cones



Variations

- Use a hula hoop instead of cone.
- Pupils must get three beanbags into the cone before taking a step back.

11. Tap the Bacon

Description

This activity is similar to snatch the bacon but it has been adapted so that there is no touching of the ball/beanbag.

Arrange the pupils on individual spot markers in two lines or more depending on class size.

Assign each pupil a number and ask them to remember their number. When pupils hear their



number been called, they run towards the bacon (chalk or tape), tap it with their foot, and run back to their spot marker. The first pupil to run back and sit down gets a point for their team. The team with the most points wins!

Equipment

- Tape/Chalk
- Spot Markers

Variations

- Begin by walking this activity until pupils become familiar with the toe tapping approach. Check for understanding: Get the pupils to show their number with their fingers. Have pupils say their number and point to the pupil who has their same number.
- Use more complex movements for various pupils who need to be challenged, e.g, hop to the bacon.

12. Bus, Car, Bike

Description

Arrange pupils sitting on spot markers in a circle. Assign bus, car or bike to each of the pupils. Use chalk/tape to show pupils the direction of travel (clockwise).

When the teacher calls either bus, car or bike, all pupils with the matching name stand up and run clockwise all the way around the circle back to their cone.

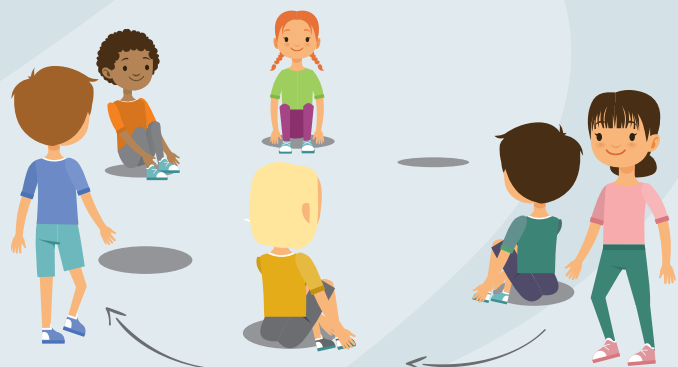
Extension: Ask the pupils to recognise what colour spot they are sitting at. Repeat the game, this time the teacher may say 'red bikes' and 'blue cars'. After a few turns, place a cone in the middle of the circle. This time, once pupils have travelled around the circle and back to their cone, they race to toe tap the centre cone. This pupil may call the next command.

Equipment

- Tape/Chalk
- Spot Markers

Variations

- Begin by walking this activity until pupils become familiar with the direction they must travel.
- Invite pupils to change the direction they are travelling once they hear a call of 'change direction'



13. Speedy Rockets

Description

Arrange the pupils in one line at a starting line. Invite the pupils to imagine they are in a rocketship in a race to space. Mark the end of the playing area to represent the finish line.

The teacher, standing at the finish line, begins the game by throwing the ball in the air. While the ball is in the air the pupils/rocket ships are allowed to move forwards.

When the teacher catches the ball, the pupils must freeze. If a pupil moves once the ball has been caught, invite these pupils to go back to the start line.

The winner is the first pupil to reach the finish line/space.

Equipment

- Balls of various sizes



Variations

- Use a large ball so the pupils can clearly see the object as it travels in the air.
- Vary the height at which the ball is thrown, so that the pupils must react quicker or slower.

14. Aeroplanes

Description

Arrange spot markers, one per pupil, in a large circle in the playing area. Invite each pupil to stand on a spot marker. Use chalk/tape to show pupils the direction of travel (clockwise). Invite pupils to begin by crouching down on their spot, when the teacher says 'get ready for take off', pupils begin to move in the direction of travel, flying around the teaching space. Invite pupils to explore travelling high and low with their arms spread out like aeroplane wings. Use the

command 'get ready for landing' for pupils to land their plane on the next spot marker. Repeat a few times.

Place some beanbags (suitcases) at each spot marker and some hula hoops (countries) in a larger circle, outside of the spot markers. When pupils have landed their planes, invite them to throw the lost luggage (beanbags) to the country (hoop).

Equipment

- Cone, beanbag
- Hula hoop
- Chalk/tape

Variations

- Begin by walking this activity until pupils become familiar with the direction they must travel and the different commands.
- Challenge pupils by increasing the distance between their spot marker and the hula hoop.



15. Animal Balance

Description

Arrange one spot marker per pupil in the playing area. Invite each pupil to sit on a spot marker.

Invite pupils to copy the animal balance for 5 seconds based on the following commands:

- **Flamingo:** balance on one foot. Hold your arms out to help you balance. Invite pupils to hop onto the spot marker and once they have landed, perform the balance on one foot.
- **Crocodile:** balance on one foot and two hands. Stretch the free leg long and straight. Invite pupils to imagine the free foot is a crocodile's head looking out of the water.
- **Turtle:** balance on your shell as you balance only on your back. Make this harder by asking the pupils to make interesting shapes with their legs in the air.
- **Otter:** balance on one knee with your trail leg as your long tail behind you. Make this easier by asking the pupils to balance on one knee with the other foot on the floor.

Equipment

- Spot Markers

Variations

- Use a large ball so the pupils can clearly see the object as it travels in the air.
- Vary the height at which the ball is thrown, so that the pupils must react quicker or slower.



16. Body Balance

Description

Arrange one spot marker per pupil in the playing area. Invite each pupil to sit on a spot marker.

Guide them through the sequence of body balances using the following commands:

- Sit on the ground with legs outstretched.
- Raise hips to balance on hands and feet.
- Raise each leg, in turn, off the ground.
- Return hips to the ground and gently roll over so that the tummy is facing downwards.
- Raise hips again to balance on hands and feet.
- If you feel comfortable, try to raise each leg, in turn, off the ground.
- Lower your body back down to the ground, and roll back over.
- Return to a seated position.

Pupils repeat the sequence from start to finish at their own pace.

Equipment

- Spot Markers

Variations

- Take a break between each balance.
- Invite pupils to spell out their name or count to 10 while they hold the balance.



17. Musical Statues

Description

Arrange pupils in small groups within their own playing space. Invite pupils to find their own space within this playing area. Invite pupils to move around the area using a locomotor skill such as walking, running, hopping, skipping, jumping etc. when the music is played.



Invite pupils to be extra careful and to dodge around other pupils if they encounter them. When the music stops, invite pupils to perform a balance for a count of five. Restart the music and alter the locomotor skill to repeat the activity

Equipment

- Music

Variations

- Increase the size of the playing space and decrease the number of pupils within this space.
- Use spot markers to help pupils to safely move around within the playing space.
- Use more complex movements and balance to challenge pupils.

18. Lion Safari

Description

Arrange pupils sitting on spot markers in a large circle. Randomly arrange beanbags, cones and hoops inside the circle. Invite pupils to imagine that they are going on a lion safari, and to move around the space inside the circle following the instructions below when they encounter an object in the space:

- Jump over the rocks (beanbags)
- Dodge around the trees (cones)
- Balance on a lily pad (hoops)

The teacher could also include the following commands:

- **Shhh!** - creep quietly on tippie toes, the lion is coming our way!
- **Roarrrr!** - The lion sees us, run back to the parachute!
- **Duck!** – crouch down and hide from the lion.

Equipment

- Cones
- Hoops
- Bean bags

Variations

- Set up multiple playing spaces for small groups of pupils. Begin by adding beanbags to the playing space and inviting pupils to jump over these beanbags (rocks). Gradually add more equipment and commands as pupils become familiar with the activity.
- Invite pupils to come up with more complex actions using the equipment provided.



19. The Remote Control

Description

Invite pupils to find a space in the playing area. Pupils must respond to the different instructions from the remote control (the teacher) by performing the corresponding action.

- **play** - walk around the space
- **pause** - freeze on the spot and hold a balance
- **rewind** - walk backwards carefully
- **fast forward** - walk forwards as fast as possible
- **slow motion** - walk as slowly as possible
- **record** - make funny faces at classmates
- **volume up** - jump up
- **volume down** - crouch down
- **change channel** - new type of movement (hop, skip, side step, etc).

Equipment

- None

Variations

- Begin by using a small number of commands until the pupils become familiar with this activity.
- Arrange the pupils in small groups within their own playing space. Invite one pupil in each group to be in charge of the remote control. After a designated time, swap roles and repeat the activity until each pupil has had a turn to be the remote control.



20. Sausages and Soldiers

Description

Invite the pupils to march around the playing area, avoiding all other pupils, until the teacher says 'Sausages and Soldiers'. The teacher hides the cards behind their back. The pupils stop, decide which one to be and perform the

appropriate action:

- a soldier stands to attention and salutes with their hand to their head
- a sausage lies down.

Once all the pupils have taken their positions the teacher shows one card. All pupils not performing this action are out. The winners are the last two players left in.

Equipment

- One laminated picture of a sausage and a soldier.

Variations

- Invite pupils to choose the actions for sausage and soldier.
- Introduce more complex movements, such as, side stepping or hopping as the method of travel within the playing space.



