

Occupational Therapy: Children, Young People & Families Department

# 1: Foundation Skills

Intervention Programme for Schools



Occupational Therapy: Children, Young People & Families Department  
1/1/2016

# Intervention programme 1: FOUNDATION SKILLS

**Aims:** To develop the foundation skills for fine motor skills:

- hip and trunk stability,
- shoulder girdle stability,
- body awareness,
- dissociation of upper limb movements,
- visual tracking,
- hand awareness/movement
- crossing midline,
- motor planning,
- sensory skills,
- visual-motor integration,
- balance.

**Functional outcomes:** Moving around the classroom, being able to sit ready for writing, getting changed for PE, pre-writing readiness.

## Introduction

This programme has been designed to develop the foundation skills needed for fine motor skills, including body awareness, strength, stability and balance, and visual skills.

The plan consists of treatment sessions designed to be delivered in small groups, three times a week, for approximately 20 minutes, over a half term.

The sessions have been designed in a developmental order; that is, working on the easier skills first and then building gradually to the more difficult skills. Each session starts with a warm-up, which works on some gross motor skills and some sensory skills such as body awareness and motor planning. The main activities then work on basic fine motor skills, including hand strength.

You can do more than the suggested sessions: a daily warm-up would benefit the whole class.

This programme is an ideal follow-on from a gross motor activity group or programme, such as M.O.V.E.S. **If you would like more information on M.O.V.E.S., contact the Children's Physiotherapy department on 01926 413737.**

## Before you start...

- Complete the “**Which Programme?**” Fine Motor Skills screening form to make sure you are choosing the appropriate programme for the child
- Fill in the **Baseline Assessment** (see back of booklet) to get an idea of how the child is performing now.

## Remember...

- To fill in the **Session Completion** (see back of booklet) list to keep track of which sessions the child has completed.
- To re-do the **Baseline Assessment** at the end to see how much progress the child has made.
- Once the child has successfully completed this programme, they can move on to Intervention Programme 2. If they still need to consolidate the skills in this programme, it can be repeated.

## Further information

You can find more information and resources on our website:

[www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy](http://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy)

## Examples of how activities work on different skills

### Perceptual and planning

Skill	Example activity
Motor planning: The ability to perform a novel motor task and transfer learned movement patterns to a new task.	Walk the line Mirror mirror Obstacle course
Visual skills: Ability to see clearly and control eye movements	Marble roll Balloon Bash Throwing & catching
Midline crossing: the ability to cross an imaginary line through the centre of the body, for example when writing from left to right across the page	Lazy 8s Cross-marching Pass the ball

### Movement skills

Skill	Example activity
Stability: The trunk and shoulders form a stable base for precision movements of the fingers and hand	Wall push-ups Animal walks Balancing
Mobility: The fingers and hand perform the fine movements	Ball Walks Playdough Pegs
Dissociation: The hand and fingers need to move independently of the arm and trunk	Arm warm-ups Flappy football Finger high-fives
Bimanual hand use: Using both hands in a lead-assist manner. One hand assists (e.g. stabilises paper) while the other hand performs the skilled task (e.g. cutting with scissors)	Nuts and Bolts Drawing round hand

## Sensory skills

Skill	Example activity
Sense of body position ( <b>proprioception</b> ): Being able to feel your body position.	Push-ups Animal walks Jumping
Sense of body movement ( <b>kinesthesia</b> ): The ability to feel one's own body as it moves through space.	Mirror mirror Sky drawing
<b>Vestibular:</b> Based on information from our inner ear. Important for balance, movement sense and knowing where our body is in space.	Balancing on one leg Tummy skittles Jumping
<b>Tactile discrimination:</b> The ability to feel and discriminate by touch.	Feely box Playdough treasure hunt Sand drawing

## Overview

Week 1	Warm up	Main activities
<b>Session 1:</b>	Beanbag crawl; Arm Wake-up	Walk the Line; Playdough Snakes Group colouring
<b>Session 2:</b>	Log Rolling; Arm Wake-up	Feely Box Ball roll Bubble Pop
<b>Session 3:</b>	Superman and Hedgehog; Arm Wake-up	Lazy 8s Playdough pinch pot Skydrawing
Week 2	Warm up	Main activities
<b>Session 1:</b>	Rocking horse and giraffe; Arm Wake- up	Playdough pizza Flappy Football Mirror Mirror
<b>Session 2:</b>	Tummy Skittles, Arm Wake-up	Sky Drawing Taptastic Beanbag target throw
<b>Session 3:</b>	Superman & Hedgehog; Sideways push- ups; Arm Wake-up	Playdough nest Group colouring Balloon Bash
Week 3	Warm up	Main activities
<b>Session 1:</b>	Crab walk; Arm Wake-up	Playdough sausage and beans Rainbow Drawing Target throw
<b>Session 2:</b>	Animal walks; Arm Wake-up	Nuts and Bolts Skittles Sand drawing
<b>Session 3:</b>	Ball Wall Walk, Arm Wake-up	Playdough dinosaurs Hungry Horace Marble roll
Week 4	Warm up	Main activities
<b>Session 1:</b>	Jump around; Arm Wake-up	Playdough treasure hunt Tower building Under/over/round ball pass
<b>Session 2:</b>	Stand up/sit down; Arm Wake-up	Circles Feely box Marble grab
<b>Session 3:</b>	Cross marching; Reciprocal skipping; Arm Wake-up	Playdough Minions Hungry Horace Egg and Spoon Race

<b>Week 5</b>	<b>Warm up</b>	<b>Main activities</b>
<b>Session 1:</b>	Balance; Wall push-ups; Arm Wake-up	Playdough Shapes Sand drawing Egg box sorting
<b>Session 2:</b>	Tightrope walking; Arm Wake-up	Clothes Pegs Finger High-fives String shapes
<b>Session 3:</b>	Stepping stones; Wall Angels; Arm Wake-up	Playdough Shapes Hungry Horace Guess the String Shape
<b>Week 6</b>	<b>Warm up</b>	<b>Main activities</b>
<b>Session 1:</b>	Bird-dog; Push ups; Arm Wake-up	Playdough marble maze Controlled colouring Feely box
<b>Session 2:</b>	Bird-dog; Crazy catch; Arm Wake-up	Playdough food party Pour and stop Fast Actions
<b>Session 3:</b>	Bird-dog; Body ball walk; Arm Wake-up	Hand Drawing Pegs Statues

## Some technique tips!

	<p>This is a good position for all the pushing exercises. Elbows bent, and arms held away from body.</p>
	<p>Don't let your child hold his elbows tightly against his body like this. He won't be using his shoulder girdle muscles if he does this.</p>
	<p>This is also not a good position as his elbows are elevated and his shoulder girdle muscles won't work properly in this position.</p>

## Week 1: Session 1

### Resources:

- Tape or string
- Beanbags or small toys
- Pieces of card/paper and a marker pen
- Playdough
- Bubbles
- Large piece of paper
- Wax crayon stubs

### Warm-up:

#### **Beanbag crawl**

Get onto all fours. Now turn the head to one side and place a beanbag between the chin and the shoulder. Keeping the beanbag in place, race across the room! Make sure you do left and right sides.

#### **Arm wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

### Main activities:

#### **Walk the line**

Make a path along the floor using tape or string. Use straight, curved and diagonal lines. Walk with or without shoes. The children can walk, run, crawl or roll, or drive a toy car along it. They can mark the start and finish of the lines with a beanbag or toy. Draw a design on a piece of card and see if the children can copy this with the string.

## Play-dough snakes



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Use both hands together to gradually roll an even-sized length of dough. Ensure the body remains still, the shoulders relaxed and the arms move from the shoulders. Isolate the thumb and each individual finger consecutively to press down on the snake of dough; first one hand then the other. Pinch/squeeze the snake between thumb and individual finger tips consecutively, one hand and then the other.

Roll the snake into a ball on the tabletop with one hand. Pick up and squeeze as hard as possible with one hand. Roll dough into a ball between two hands and squeeze as hard as possible using the other hand.



## Group colouring

Kneeling on the floor or standing around a table, place a large piece of paper in the middle. It will probably be helpful to tape it down. Using wax crayon stubs, everyone helps to cover the paper in colourful scribbles. The children will need to be aware of others around them. Wax crayon stubs will help with pincer grip technique.



You can doodle an abstract shape, as in the example, to colour in, or enlarge a colouring worksheet onto several sheets of paper.

Why not try dipping toy trains or cars in paint and driving them around the large sheet of paper to make patterns?



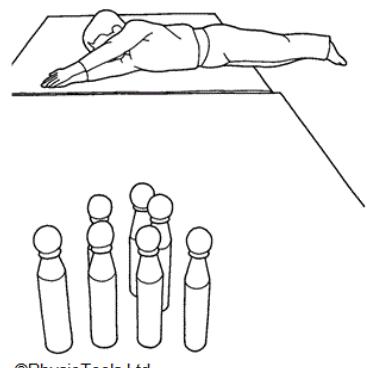
## Week 1: Session 2

### Resources:

- Balls (football sized and smaller)
- Skittles (or empty cereal boxes/ kitchen roll tubes)
- Marbles or small balls and paper cups
- A tub filled with rice, lentils or play sand.
- A selection of small objects to hide in the box.
- Bubbles

### Warm-up:

#### **Log rolling**



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Lie down with your arms stretched above your head. Roll over and over to the right and then the left. Try to keep in a straight line. Make it more difficult by holding a ball while you do this. Roll towards a target, such as some skittles and try to knock them over!

#### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
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- Push down on the desk
- Hold your hands out, palm up, then palm down
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- Shake your hands out – you're ready to begin!

### Main activities:

#### **Feely box**

Fill a large container with rice, lentils or play sand. Hide some different everyday items in there: cotton reels, a key, a pencil, a Lego block, etc. Use geometric shapes or letter shapes if you have them. The children take it in turns to reach in to the box and find an object. See if they can tell what it is without looking.

### **Ball roll**

Sitting on the floor in a circle, roll the ball to each other. If a large ball is too easy, try a smaller ball. If that's too easy, try a marble or try catching the ball under a cup.

### **Bubble pop**

Blow some bubbles and see if the children can pop them using just their index finger. How many can they pop?

## Week 1: Session 3

### Resources:

- Mats
- A whiteboard/ chalkboard/ large piece of paper on the wall
- Some chunky marker pens, crayons or chalks
- Playdough (and some plastic pegs or beads)

### Warm-up:

#### **Superman**



Lie on your tummy, with arms straight out in front. Now lift arms, chest and head off the floor. Relax back down. Next, lift the legs – don't bend at the knee! – so the thighs lift off the floor. Relax back down. Finally, combine the two movements to become superman! Count out loud as you hold the position for 5 to 10 seconds. Don't hold your breath!

*If this is difficult, keep practicing each half of the activity (arms, then legs) and work towards combining them.*



#### **Hedgehog**

Lie on your back. Curl up into a little ball, lifting your head and shoulders off the floor and bringing your knees up to your chest. Hold on to your knees if you need to and try not to roll over to the side. Count out loud as you hold the position for 5 to 10 seconds. Don't hold your breath!

*Work towards having the arms crossed over the chest, rather than hugging the knees.*

### **Arm Wake-ups**

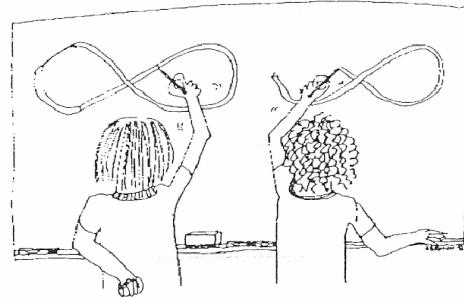
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- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together

- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

## **Main activities:**

### **Lazy 8s**

Stand in front of a chalkboard or whiteboard, or pin a large piece of paper to the wall. Using a chunky marker pen, crayon or chalk, draw a sideways figure of 8 - Stand still and draw it as big as you can! Keep going over the shape in different colours. You can also try using a stamp pen on it, placing stickers along it, or driving a toy car along it as if it's a race track.



The child should start at the top of the right hand loop (for a right handed child; see the car on the top of the racing track pic) and **draw down the diagonal to the bottom of the left loop**, up the left loop and down the diagonal to bottom of the right loop and back up again. A left-handed child should start at the top of the left loop and start down the diagonal from there.

### **Playdough pinch pots**

Take some playdough and warm it up by squashing and squeezing it in the hands. Now roll it into a ball. Press your thumb into the centre of the ball and then pinch the clay between thumb and forefingers to press the ball into a pot shape. When you've finished you can decorate with little plastic pegs or beads, or etch designs into it with a pencil.



### **Skydrawing**

Use a ribbon attached to a stick, or turn the lights down and use a lightstick. Draw shapes in the air, using big arm movements. Start with vertical lines and horizontal lines, then curves, diagonal lines, zigzags and shapes. If appropriate, make letter shapes too. Take it in turns to draw a shape or letter and see if the others can guess what it is.

## Week 2: Session 1

### Resources:

- Playdough and rolling pins, cutters, stamps, beads or pegs
- A small ball or some scrunched up paper

### Warm-up:



#### **Rocking horse**

Get into the all-fours position with your back straight. Bring your head down to look at your fingers. Now turn your head to one side so your chin rests on your shoulder. Keep your arms straight and rock backwards towards your heels then back to neutral ten times. Turn your head to your other shoulder and repeat. Keep those arms straight!



#### **Giraffe**

Get into the all-fours position with your back straight. Stretch your neck tall and lean forward so your shoulders are further forward than your hands, then back to neutral ten times. Don't rock back towards your heels, just as far as neutral.

### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
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- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

## **Main activities:**

### **Play-dough Pizza**

Roll out the playdough using a rolling pin. Use stamps and cutters to cut out shapes. Use these to make 'biscuits' or 'pizza'. Decorate with small objects such as beads or pegs.

### **Flappy Football**

Rest your forearm on the desk, with your thumb facing upwards. Make a goal on each side of the table (one to your left, one to your right). Now, using a small ball, or some paper scrunched up into a ball, see if you can score a goal just by flicking the paper with your wrist. Keep the rest of your arm still and resting on the desk! Can you score a goal in both directions?

### **Mirror mirror**

Stand facing a partner. You are going to be each other's mirror. Decide who is going to lead. Move your body into different positions – your partner must copy you as smoothly as possible. Now swap over so the other person is the leader.

## Week 2: Session 2

### Resources:

- Skittles (or empty cereal boxes or kitchen roll tubes) and a ball or beanbag
- Sticks with ribbons attached (or a piece of rolled up newspaper, a “wand” or a kitchen roll tube)
- Beanbag
- Target (box or hula hoop)

### Warm-up:

#### **Tummy skittles**

Lying on your tummy on the floor, roll a ball to hit some skittles placed a few feet away. Alternatively, you could lie in the same position and throw a ball or beanbag into a target (a box or a hula hoop).

#### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
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- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you’re ready to begin!

### Main activities:

#### **Skydrawing**

Use a ribbon attached to a stick, or turn the lights down and use a lightstick. Draw shapes in the air, using big arm movements. Start with vertical lines and horizontal lines, then curves, diagonal lines, zigzags and shapes. If appropriate, make letter shapes too. Take it in turns to draw a shape or letter and see if the others can guess what it is.

## Taptastic

Sit facing a partner. Tap your hands on your knees in rhythm with each other. Now try the following patterns:

- Alternate between palms down and palms up.
- Alternate between tapping on your knees and clapping your partner's hands
- Tap your knees then clap your right hand to your partner's right hand, then clap your knees and clap your left hand to your partner's left hand.
- What other patterns can you think up?

## Beanbag target throw



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Kneel with the right knee on the floor and the left knee up. Place five beanbags on the floor on the right-hand side and a target approximately 1 metre away and to the left. Using the right hand, pick up one beanbag at a time and try to throw it into the hoop. Then swap sides, so you are kneeling with the left knee on the floor, picking up beanbags on the left with your left hand, and throwing them into the target to your right.

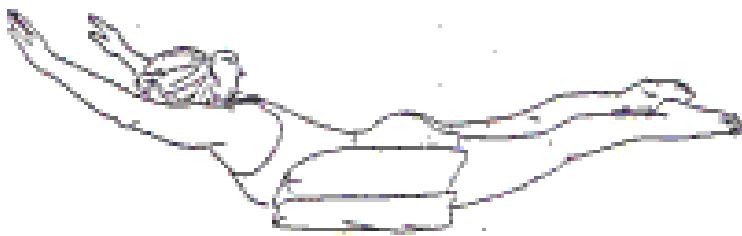
## Week 2: Session 3

### Resources:

- Playdough
- A large piece of paper
- Wax crayon stubs
- Balloons

### Warm-up:

#### **Superman:**



Lie on your tummy, with arms straight out in front. Now lift arms, chest and head off the floor. Relax back down. Next, lift the legs – don't bend at the knee! – so the thighs lift off the floor. Relax back down. Finally, combine the two movements to become superman! Count out loud as you hold the position for 5 to 10 seconds. Don't hold your breath!

*If this is difficult, keep practicing each half of the activity (arms, then legs) and work towards combining them.*

#### **Hedgehog**

Lie on your back. Curl up into a little ball, lifting your head and shoulders off the floor and bringing your knees up to your chest. Hold on to your knees if you need to and try not to roll over to the side. Count out loud as you hold the position for 5 to 10 seconds. Don't hold your breath!



*Work towards having the arms crossed over the chest, rather than hugging the knees.*

#### **Sideways wall push-ups**

Stand sideways on to the wall, with one hand on the wall and the other hand on your hip. Turn your head to look away from the wall and now straighten and bend your arm to do 10 push-ups.

## Arm Wake-ups

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

## Main activities:

### Playdough nest

Warm the playdough up by squashing and squeezing it into a ball. Break off a big chunk and roll it into a ball. Now pinch and press round the edges to turn it into a nest. Next, break off smaller chunks of the playdough and roll these into eggs. Try to roll these out between the tip of your thumb and forefinger.

### Group colouring

Kneeling on the floor or standing around a table, place a large piece of paper in the middle. It will probably be helpful to tape it down. Using wax crayon stubs, everyone helps to cover the paper in colourful scribbles. The children will



need to be aware of others around them. Wax crayon stubs will help with pincer grip technique.

You can doodle an abstract shape, as in the example, to colour in, or enlarge a colouring worksheet onto several sheets of paper. Why not try dipping toy trains or cars in paint and driving them around the large sheet of paper to make patterns?

### Balloon bash

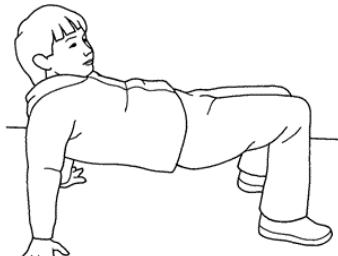
Try to get a balloon from one end of the room to the other without letting it touch the floor and without holding on to it. Work as a team or race against each other.

## Week 3: Session 1

### Resources:

- Playdough
- Chalkboard/ whiteboard/ large piece of paper on the wall
- Different coloured chunky marker pens, wax crayons or chalks
- Ball or beanbag
- Target (a box, skittle, hula hoop)

### Warm-up:



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#### **Crab walk**

Get into a crab position (see picture) and walk across the room. Keep the hips high.

As a variation, in this position, pick up a beanbag with one hand, place it on the tummy then take it off with the other hand. Now pass it back the other way.

### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
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- Push down on the desk
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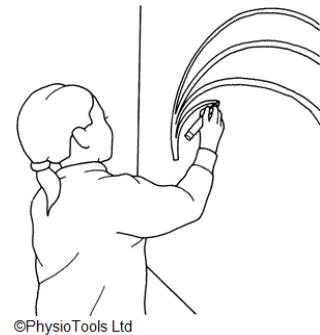
### Main activities:

#### **Playdough sausage and beans**

Warm the playdough up by squashing and squeezing it into a ball. Break off some chunks. Roll some of them out into “sausages” and turn the others into “beans” by rolling them between thumb and forefinger.

### **Rainbow drawing**

Stand in front of a chalkboard or whiteboard, or pin a large piece of paper to the wall. Using a chunky marker pen, crayon or chalk, draw a big, curved rainbow shape. Stand still and draw it as big as you can! Keep going over the shape in different colours. Make sure you are reaching across your body to draw the curve. You can also try using a stamp pen on it or placing stickers along the rainbow to decorate it.



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### **Target throw**

Place a target about 1 metre away and see if you can hit it with a beanbag. Move it further away or change the position (for example, if it was on the floor, place it on a table).

## Week 3: Session 2

### Resources:

- Beanbags
- Toy plastic nuts and bolts or “real” chunky nuts and bolts
- Skittles and a ball
- A wide, shallow container with play sand in (or sugar! Add some glitter too if you like)
- Some basic shapes (straight lines, diagonals, circle, square, triangle, cross) or letters drawn on card.

### Warm-up:



#### **Animal walks**

Walk from one end of the room to the other in a crab position. If you can't do the crab, then crawl like a bear or a cat, or slither like a snake. In a crab position, see if you can pick up a beanbag with your right hand and put it on your tummy, then take it off your tummy with your left hand and put it back on the floor.

#### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
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- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you’re ready to begin!

## **Main activities:**

### **Nuts and bolts**

Using either plastic toy nuts and bolts or real nuts and bolts, ask the children to undo and then do them up again.

### **Skittles**

Place some skittles about 1 metre away and then try to knock them over with the ball. If that becomes too easy, move further away from the skittles.

### **Sand drawing**

Fill a wide, shallow tray or container with sand, sugar or salt. It helps if the base of the container contrasts with the colour of the sand.

Now draw some shapes in the sand. Start with some straight lines (up and down), circles and squares, then diagonals and crosses. If appropriate, try some familiar letter shapes. Start by demonstrating the shape and asking the children to imitate what you do. Next, show them a picture of the shape or letter and ask them to draw it. Finally, see if they can draw it just from you naming the shape or letter. Try with eyes open and eyes closed.

## Week 3: Session 3

### Resources:

- A big ball
- Playdough and plastic pegs or beads and counters or coins
- A tennis ball with a slit cut into it (“Hungry Horace”)
- Some small objects (coins, mini pompoms, buttons)
- Marbles
- Plastic cups

### Warm-up:

#### **Ball Walk**

Ask your child to crouch facing the wall, and put his hands on the ball. Using both hands together, but moving them in a walking motion, he must “walk” the ball up the wall until the centre of the ball is just above shoulder level. Then he should “walk” the ball along the length of wall, keeping it at the same height. Doing this a few times is a great shoulder exercise for kids of all ages. Aim for **slow, controlled movements**.



Crouch in front of the ball as you prepare to walk/push the ball up the wall. A large ball will work the shoulders more. A small ball will work the fingers and hand.



The ball is at a good position now, ready to “walk” it down the length of wall. “Walk” the ball along the wall, using reciprocal movements of your hands. Note that only his hands stay in contact with the ball, not his forearms.



Here, the ball is too high, and the exercise will not be effective.

## Arm Wake-ups

- Shrug your shoulders to your ears then back down.
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- Shake your hands out – you're ready to begin!

## **Main activities:**

### **Playdough dinosaurs**

Warm the playdough up by squashing and squeezing it into a ball. Roll it into a sausage or a ball to make a dinosaur. Add beads or pegs for eyes, counters or coins for scales.

### **Hungry Horace**

In one hand, hold a tennis ball which has had a slot cut in it to make a “mouth”. Squeeze the ball to keep the mouth open and then feed Horace with coins, buttons or small pom poms.

### **Marble roll**

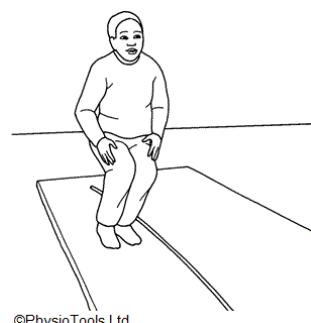
Sit across the table from each other, or on the floor. Roll a small ball or marble across the table and try to catch it. Start slowly and get faster. Try catching the marble under a cup.

## Week 4: Session 1

### Resources:

- Masking tape (or a line on the gym floor)
- Playough and beads or plastic pegs
- Pegboard
- Jenga or small building blocks

### Warm-up:



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#### **Jump around**

Make a line on the floor with a piece of tape. Jump forwards and backwards across the line, making sure to keep your balance.

Now jump side to side across the line. If that is easy, try hopping!

### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

### Main activities:

#### **Playdough treasure hunt**

Take a ball of playdough and place some pegs in it, then scrunch it back up to hide the pegs. The child needs to use both hands to find the pegs in the playdough. Have a race to see who can do it fastest! Try placing the pegs in a pegboard once you're found them.

### Tower building

Using Jenga or small building blocks, build a tall tower. See who can build the tallest tower, or take it in turns to place a block.



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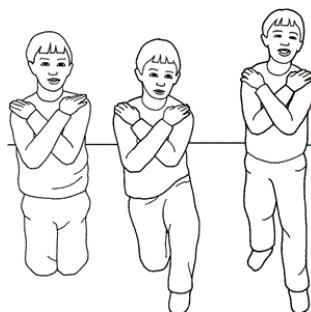
### Under/over/round ball pass

Stand back-to-back with someone the same height. Pass a ball or beanbag to your partner over the head, then through the knees, then round to the side. Try passing the ball by reaching the hand round the opposite side of the body (ie: right hand reaches round to the left).

## Week 4: Session 2

### Resources:

- A tub filled with rice, lentils or play sand.
- A selection of small objects to hide in the box.
- Chalkboard/whiteboard or large sheets of paper pinned to wall
- Markers/chalks/wax crayons
- Marbles and small dishes to put them in



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### Warm-up:

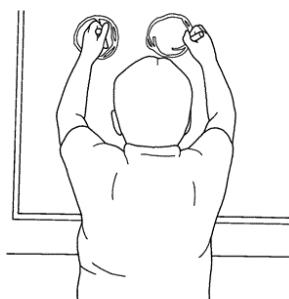
#### **Sit down/stand up**

Sit cross-legged on the floor with a beanbag on your head. Now, can you stand up without dropping the beanbag and without using your hands? And sit back down again?

### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

### Main activities:



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#### **Circles**

Stand in front of a whiteboard /chalkboard or large piece of paper attached to the wall at about eye level. Take a chunky marker pen or wax crayon in each hand and draw a circle, with each hand going in the same direction.

Now try again, but with each hand going in opposite directions.

### **Feely box**

Fill a large container with rice, lentils or play sand. Hide some different everyday items in there: cotton reels, a key, a pencil, a Lego block, etc. Use geometric shapes or letter shapes if you have them. The children take it in turns to reach in to the box and find an object. See if they can tell what it is without looking.

### **Marble grab**

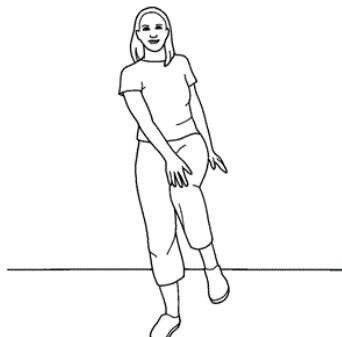
Sit on the floor, with your left hand on the floor and a dish of marbles on that side. Using your right hand only, pick up one marble at a time and see how many marbles you can hold in that hand. Reverse the positioning for left-handed children.

## Week 4: Session 3

### Resources:

- Playdough
- Pipecleaners
- Boggly eyes
- Tennis ball with a slit cut in it (“Hungry Horace”)
- Selection of small items (small pom-poms, beads or pegs, coins or counters)
- Playdough minions worksheet
- Wooden spoons and plastic eggs or balls

### Warm-up:



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#### **Cross marching**

March on the spot. Now tap your hand to your opposite knee while you march.

#### **Reciprocal skipping**

Skip on the spot, making sure to co-ordinate opposite arm and leg.

### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you’re ready to begin!

## **Main activities:**

### **Playdough Minions (see resources at back of booklet)**

Give each child a minion picture from the worksheet, some playdough, pipecleaners, boggly eyes. Now see if they can make a playdough minion to look like the one on the card.



### **Hungry Horace**

In one hand, hold a tennis ball which has had a slot cut in it to make a “mouth”. Squeeze the ball to keep the mouth open and then feed Horace with coins, buttons or small pom poms.

### **Egg and spoon race**

Place a small ball or plastic egg on a spoon or resting on the rim of a cup. Now race across the room without dropping it. Try to keep the elbow away from the side of the body.

## Week 5: Session 1

### Resources:

- Playdough
- A wide, shallow container with play sand in (or sugar! Add some glitter too if you like!)
- Egg box
- Selection of items such as small, coloured pompoms, beads or buttons, Lego bricks
- Tweezers or clothes pegs

### Warm-up:

#### **Balance challenge**

Stand on one leg and see how long you can balance for. Pick a spot to look at and hold your arms out to the side to help you balance. Try not to squeeze your legs together! Now try the other leg. Which one is easier?

#### **Wall push ups**



The wall is falling over! Push it as hard as you can to keep it from toppling!

Make sure the arms aren't too high, and don't collapse into the wall!

#### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

## **Main activities:**

### **Playdough shapes**

Roll out the playdough and form it into a thin sausage. Now see if you can “draw” shapes with it. Can you make:

- A straight line
- A curve
- A circle
- A square
- A triangle

If appropriate, try with letter shapes too. Start with the adult modelling the shapes for the children to copy, then see if they can make them from memory. Add some pegs or beads along the shape to decorate it.

### **Sand drawing**

Fill a wide, shallow tray or container with sand, sugar or salt. It helps if the base of the container contrasts with the colour of the sand.

Now draw some shapes in the sand. Start with some straight lines (up and down), circles and squares, then diagonals and crosses. If appropriate, try some familiar letter shapes. Start by demonstrating the shape and asking the children to imitate what you do. Next, show them a picture of the shape or letter and ask them to draw it. Finally, see if they can draw it just from you naming the shape or letter. Try with eyes open and eyes closed.

### **Egg box sorting**

Give each child a selection of small items, mini pompoms are ideal. Get them to sort these into different sections of the egg box, sorting by colour or size etc. Encourage them to use a pincer grip. You can also try this with play tweezers, or using clothes pegs as tweezers.

## Week 5: Session 2

### Resources:

- Clothes pegs
- String
- Glue
- Card
- Paint
- Glitter

### Warm-up:

#### **Tightrope walk**

Make a path along the floor using tape or string. Walk along it slowly, with the heel of the front foot touching the heel of the back foot, like a tightrope walker. Try to keep the feet straight on the line.

#### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
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- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

### Main activities:

#### **Clothes pegs**

“Pegs” – Place clothes pegs on a jumper/t-shirt; one on each shoulder and knee and either side of waist. Remove clothes pegs by using the opposite hand to the side of the body where the peg is placed (i.e. right hand to remove peg from left shoulder). Ensure pegs are removed by squeezing them to open them, rather than just pulling them off.

### **Finger high-fives**

Sit opposite a partner with your hands resting on the desk, fingertip to fingertip. Do a high-five with each finger in turn, keeping your wrist on the desk.

### **String shapes**

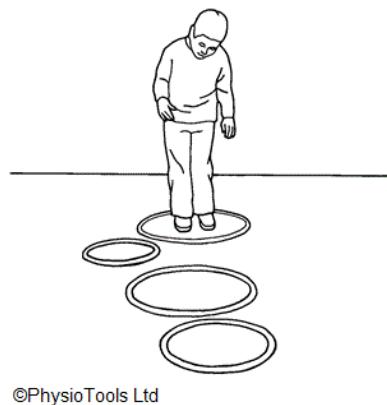
Using string or coloured wool, glue and card, make tactile pre-writing shapes or letters. Start with the simpler shapes such as straight lines, then try curves and crosses, circles, squares and triangles. Add paint or glitter to make them really colourful.

## Week 5: Session 3

### Resources:

- Stepping stones (this can be pieces of coloured card, placemats, small hula hoops, plastic stepping stones or cushions)

### Warm-up:



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#### **Stepping stones**

Set out a course of stepping stones using small mats, pieces of coloured card, hula hoops, plastic stepping stones or cushions. Ones that are flat on the ground will be easier; taller or less stable stepping stones will be more difficult. Slowly make your way across the stepping stones. To encourage children to go slowly you could make it into a game, such as don't wake the pirate (wolf/witch/etc...) where one child has to turn their back and listen out for the person sneaking across the stepping stones.



#### **Wall angels**

Stand with your back against the wall, hands by your sides. Keeping your shoulder blades touching the wall, move your arms up to shoulder level and back down again. Do this five times, keeping your shoulder blades against the wall.

### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
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- Shake your hands out – you're ready to begin!

## **Main activities:**

### **Playdough shapes**

Roll out the playdough and form it into a thin sausage. Now see if you can “draw” shapes with it. Can you make:

- A straight line
- A curve
- A circle
- A square
- A triangle

If appropriate, try with letter shapes too. Start with the adult modelling the shapes for the children to copy, then see if they can make them from memory. Add some pegs or beads along the shape to decorate it.

### **Hungry Horace**

In one hand, hold a tennis ball which has had a slot cut in it to make a “mouth”. Squeeze the ball to keep the mouth open and then feed Horace with coins, buttons or small pom poms. Try to use a pincer grip (between index fingertip and thumb). You could also use children’s tweezers or use clothes pegs as tweezers.

### **Guess the string shape**

Using the shapes made in the last session, get each child to close their eyes and feel the shapes with their fingers. Can they identify what the shape is?

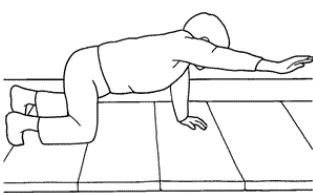
## Week 6: Session 1

### Resources:

- Playdough
- Styrofoam trays, or lids from biscuit or chocolate tins.

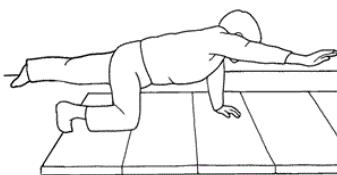
### Warm-up:

#### **Bird-dog**



Get into the all-fours position, with back straight. Now lift one arm and point it straight ahead. Repeat with the other arm. Next, lift one leg and straighten it out behind you. Try to keep the back straight, and try not to twist in the middle! Repeat with the other leg.

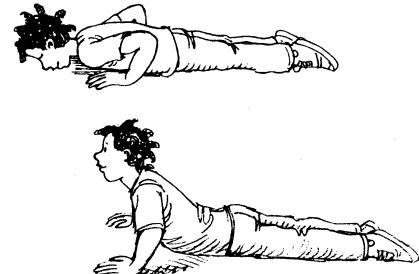
If you can, lift one arm and then the opposite leg. Repeat on the opposite side.



#### **Modified push-ups**

Lie face down on the floor and push your body up with your arms in the same way as a normal press-up, but keeping your tummy on the floor. (If you are able to lift your tummy off the floor then you can do this.)

Repeat 10 times.



#### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

## **Main activities:**

### **Playdough marble maze**

Cover a small tray with tin foil. A Styrofoam tray is perfect, or you could use a wide, shallow Tupperware container or the lid of a biscuit tin. Give each child a ball of playdough and get them to flatten it out to cover as much of the base of the tray as possible. Use a pen cap or pointed tool to draw a path for the maze. Demonstrate this to the children – a figure of eight shape is good. Go over that path using a marble, pushing with your fingers. Retrace the path many times so that it creates a slight tunnel for the marble. You could use a larger marble to make the path. Hold the tray with two hands and see if you can navigate the marble through the maze. Make sure you follow the marble with your eyes. Swap mazes with a partner.



### **Controlled colouring**

Print out some simple pictures or shapes on A4 sheets of paper (see resources). Using stubby wax crayons, colour in the shapes, trying not to go outside the lines.

### **Feely box**

Fill a large container with rice, lentils or play sand. Hide some different everyday items in there: cotton reels, a key, a pencil, a Lego block, etc. Use geometric shapes or letter shapes if you have them. The children take it in turns to reach in to the box and find an object. See if they can tell what it is without looking.

## Week 6: Session 2

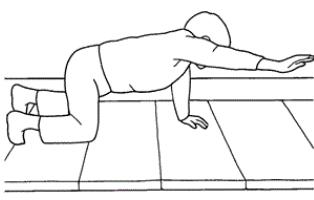
### Resources:

- Beanbag
- Playdough
- Plastic jug
- Water (and food colouring or paint)
- See-through cups or containers

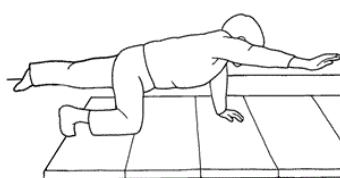
### Warm-up:

#### **Bird-dog**

Get into the all-fours position, with back straight. Now lift one arm and point it straight ahead. Repeat with the other arm.



Next, lift one leg and straighten it out behind you. Try to keep the back straight, and try not to twist in the middle! Repeat with the other leg.



If you can, lift one arm and then the opposite leg. Repeat on the opposite side.

### **Crazy Catch**

Play catch with a beanbag. Do a few normal catches to start with, then add in some movements which the child must do before throwing the beanbag back, such as:

- Pass the beanbag behind your back
- Pass the beanbag under one leg
- Pass the beanbag through the legs in a figure of eight
- Place the beanbag on your head and turn around
- Place the beanbag on your head, sit down then stand up again

### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other

- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you’re ready to begin!

## **Main activities:**

### **Playdough food party**

Use the playdough to make different foods. Roll it into a ball and then bash it flat to make a pizza base. Roll it into sausage shapes and make little balls for sausage and beans. Use a roller and cutters to make biscuits. Make cakes and add beads for decoration.

### **Pour and stop**

Fill a plastic jug with water (you might want to add some colouring to make it easier for the children to see). Make sure the jug is not too heavy for the children to lift. The child pours the water into a see-through cup, steadying the cup with their other hand. If you can, mark some levels with a marker pen or stickers, and see if the child can stop pouring when they get to that mark.

### **Fast actions**

Race to see who can correctly complete the teacher’s instructions.

- Touch your nose with your left hand.
- Touch your right ear with your right hand.
- Touch your teeth with your right pointer finger.
- Touch your right thumb with your right little finger.
- Touch your tongue with your right middle finger, and then touch your right eyebrow with your left hand.
- Touch the toes of your left foot with your right hand, and then touch your chin with your left thumb.
- Touch your left ear with your right ring finger, and then touch your mouth with your right pointer finger.
- For older children, give several directions at a time. Player waits until all directions are given before starting.

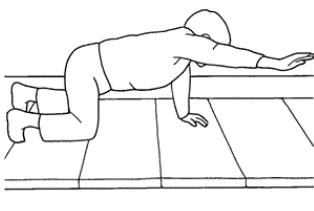
## Week 6: Session 3

### Resources:

- Beanbag
- Tennis ball or small ball
- Clothes pegs
- Card or paper and coloured pens or crayons

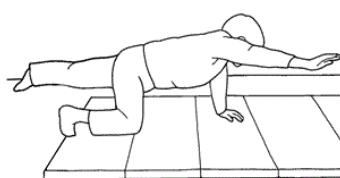
### Warm-up:

#### **Bird-dog**



Get into the all-fours position, with back straight. Now lift one arm and point it straight ahead. Repeat with the other arm. Next, lift one leg and straighten it out behind you. Try to keep the back straight, and try not to twist in the middle! Repeat with the other leg.

If you can, lift one arm and then the opposite leg. Repeat on the opposite side.



#### **Body ball walk**

Using a tennis ball or similar, place this on top of your foot and then use your fingers to roll it all the way up your leg, up your tummy to your shoulder, then across your chest and down the other side all the way to your foot. Swap hands and go the other way.

#### **Arm Wake-ups**

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
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- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

## **Main activities:**

### **Hand drawing**

Draw round your hand with fingers spread open. Coloured in the tip of each finger a different colour and place your hand over the drawing. As the teacher calls out different colours, try to tap that finger without moving the other fingers.

### **Clothes pegs**

“Pegs” – Place clothes pegs on a jumper/t-shirt; one on each shoulder and knee and either side of waist. Remove clothes pegs by using the opposite hand to the side of the body where the peg is placed (i.e. right hand to remove peg from left shoulder). Ensure pegs are removed by squeezing them to open them, rather than just pulling them off.

### **Statues**

The children move around the room in different ways (robot, jelly person, different types of animals, hopping, walking backwards). When you shout “freeze” they have to stop completely still. You could also do this to music.

## 1: Foundation Skills

### Baseline and outcome assessment

Child's name ..... Date of birth .....

Class ..... Date of assessment .....

Fill in this table to rate the child's performance **before** and **after** the block of intervention sessions.

	Before intervention			After intervention		
Area of difficulty	A lot of difficulty	Some difficulty	No difficulty	A lot of difficulty	Some difficulty	No difficulty
<b>Classroom Skills</b>						
Able to get up from the floor without holding on to furniture						
Able to sit upright in a chair in class						
Able to carry an object across the classroom without dropping it						
Able to balance on 1 leg for 10 seconds						
Can follow verbal directions						
Can change for PE independently						
Can put on/take off school coat independently						
<b>Fine Motor Skills</b>						
Able to pick up small objects with a pincer grip						
Able to cut along a straight line with reasonable accuracy						
Able to colour in a picture, mostly staying within the lines						
Able to copy name when it is written for them						
Shows a consistent hand preference						
Can hold a pencil in a tripod (3-finger) grasp						
Can complete an 8-12 piece jigsaw						
Can draw a circle						
Can touch each finger to their thumb in sequence						
Can reach across their body with their dominant hand to pick up an object						

## Notes on completing the baseline/outcome assessment

<b>Classroom Skills</b>	
Able to get up from the floor without holding on to furniture	<i>Observe the child getting up from the floor – do they steady themselves on furniture?</i>
Able to sit upright in a chair in class	<i>Observe the child sitting on their chair in class – can they maintain an upright sitting posture, or do they slump forward on the desk, slump back in the chair, or wrap their feet around the chair legs?</i>
Able to carry an object across the classroom without dropping it	<i>Observe the child when carrying books or other objects across the class – do they tend to drop or fumble objects?</i>
Able to move around the classroom without bumping into people/things	<i>Observe the child moving around the classroom – do they tend to bump into furniture or other people?</i>
Able to balance on 1 leg for 10 seconds	<i>This is best done as a 1-to-1. Ask the child to balance on one leg (without holding on to anything!). See if they can balance for 10 seconds – if not, time along they can balance for so you can see if it improves.</i>
Can follow verbal directions	<i>Is the child generally able to understand and follow instructions, or do they need support with this?</i>
Can change for PE independently	<i>Can the child get their clothes and shoes on the right way, manage fastenings, do they need prompting to complete the task?</i>
Can put on/take off school coat independently	<i>Can the child put their coat on the right way round, get their arms in the sleeves, manage the fastenings?</i>
<b>Fine Motor Skills</b>	
Able to pick up small objects with a pincer grip	<i>Use small objects such as plastic pegs or beads. Can the child pick them up using the tips of their thumb and index finger?</i>
Able to cut along a straight line with reasonable accuracy	<i>Can the child hold scissors correctly and open and close them to cut along a straight line?</i>
Able to colour in a picture, mostly staying within the lines	<i>Does the child scribble or can they generally stay within the lines when colouring?</i>
Able to copy name when it is written for them	<i>If the child is shown their name, can they copy it? If not, can they imitate writing their name (ie – watch you drawing the letters and then imitate the movement)</i>
Shows a consistent hand preference	<i>Does the child consistently use one hand for scissors, pencil and other tasks, or do they tend to swap?</i>
Can hold a pencil in a tripod (3-finger) grasp	<i>Can the child hold a pencil or crayon in a tripod grasp (using thumb, index and middle finger).</i>
Can complete an 8-12 piece jigsaw	<i>Can the child complete a basic jigsaw without support? Are they able to look at the picture and copy it, or do they randomly try to fit the pieces together?</i>
Can draw a circle	<i>Can the child draw a circular shape without copying it?</i>
Can touch each finger to their thumb in sequence	<i>Ask the child to imitate you as you touch each finger to your thumb in turn, making a nice round shape between the fingers and thumb. Can they do this in sequence, without missing out a finger and without using their other hand to help them move their fingers?</i>
Can reach across their body with their dominant hand to pick up an object	<i>Set up either a pegboard with pegs, or coins and a moneybox. Place the box or board at the child's middle and arrange the pegs or coins in a line that reaches from one side of the body to the other. Ask the child to pick up the items one at a time. Do they use their left hand to pick up objects on their left, and their right hand to pick up objects on their right, or are they able to reach across their body with their dominant hand?</i>

## Session completion record

Child's name .....

Date of birth .....

Class .....

Date of assessment .....

Write in the name of the programme you have carried out with the child and then the date when you carried out each session. If you have carried out additional activities, add these in the final column.

Name of programme					
	Session 1	Session 2	Session 3	Additional activities?	Comments on performance (difficulties and achievements).
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

## Resources

### Playdough minions

Cut out the cards and give one to each child. Use playdough, boggly eyes and pipe cleaners to copy the minions.

