

# Motoring Programme TERM 3

## WEEK 1

Warming up: Learners line up at the stations. When the whistle blows, they start to jog on the spot. Every time the whistle blows, they have to move faster and faster until you give the command to stop.

Learners pair up. One of the pair kneel down on hands and knees, leaving enough space for friend to crawl through underneath. First member turn with stomach upwards and second friend must try to jump over. They have to do this for one minute and then swop around.

Do basic stretch exercises.

Station 1:	Station 2:	Station 3:	Station 4:	Station 5:	Station 6:
<p>In pairs, one friend lies down on his back with the bean bag between his feet.</p> <p>Second friend stands about 2 – 3m behind him, ready to catch the bean bag.</p> <p>First one has to throw the bag with his feet/leg over his head. Second friend has to place it back between his feet.</p> <p>Each one get 10 turns and then swop around.</p> <p>Elkeen kry 10 beurte en ruil dan om.</p>	<p>Place 8 cones about 50 cm apart from another.</p> <p>First learner stands on all fours close to the ball. Bend knees and lower your body until your nose can touch the ball. Push the ball with your nose between the first four cones.</p> <p>Stand up and then push the ball with your feet through the last four cones.</p> <p>Repeat the pattern back as well..</p>	<p>Jump with both feet over different heights of hurdles.</p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Muscle tone</li> <li>• Spatial orientation</li> </ul>	<p>Leopard crawl:</p> <ul style="list-style-type: none"> <li>• Co-ordination</li> <li>• Laterality</li> <li>• Muscle tone</li> <li>• Endurance</li> </ul> <p>Forward roll:</p> <p>Pinch a bean bag under your chin when doing the forward rolls.</p>	<p>Place two cones about 10m apart. Two learners have to move between the cones, throwing a ball between the two of them. They have to throw the ball to one another without dropping the ball.</p> <p>They can start by doing it while they are walking and then move to jogging. They have to watch that they stay next to one another.</p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Reaction time</li> <li>• Co-ordination</li> </ul>	<p>Hoola races:</p> <p>Learners line up behind a cone. Place a cone about 7m further. Place 2 hoolas in front of them, in a line. Learners 1 takes first hoola and jumps through it. Place it on the ground. He jumps with both feet into second one. Learner picks up first hoola and places it in front of second one. Carry one jumping into one and putting hoola from behind in front of hoola standing in. Carry one upto opposite cone.</p>



### **What can be assessed today?**

Station 6 – Motoring planning:

Can they pick up hoola from behind and put it in front of them? Can they jump with both feet?

Station 4 – Co-ordination:

Can learners do the leopard crawl and forward rolls?

Station 1, 5 – Hand-eye-co-ordination:

How do the learners cope with throwing and catching of the apparatus? Can they move and catch?

Station 3 – Motoring planning:

Can learners jump with both feet? Can they jump over the hurdles and keep their balance?



## WEEK 2

**Warming up:** Everybody lie with their feet in the same direction. When the whistle blows, they have to jump up and run in the opposite direction until the whistle blows again. Then they have to lie down. Blow whistle again and repeat exercise a few times.  
Do basic warming up exercises.

Station 1:	Station 2:	Station 3:	Station 4:	Station 5:	Station 6:
<p>Put 2 cones about 1m apart. Learners stand opposite one another and roll a tennis ball between the cones.</p> <ul style="list-style-type: none"> <li>Visual spatial perception</li> <li>Spatial orientation</li> <li>Co-ordination</li> </ul>	<p>Learner walk over balancing beam while climbing through hoola (like jumping skipping rope). They can try walking forward and backwards.</p> <ul style="list-style-type: none"> <li>Motoring planning</li> </ul>	<p>Caterpillar walk: Put 2 cones about 5m apart. Learners line up behind one cone. Learner stands on all fours. While standing still with feet, he moves forward with hands only as far as possible. Keeping the hands still, he then moves his feet forward as close as possible to his hands.:</p> <p>Crab walk: They can do the same. Instead of backs turned upwards, they do it other way round. They sit with feet to the front and hands to the back. They then lift their bottoms and walk on all fours with tummy facing upwards. They have to walk backwards.</p>	<p>Put out an obstacle course using hoolas, ladder, bean bags and hurdles.</p> <p>Learners have to:</p> <ol style="list-style-type: none"> <li>Jump on both feet onto bean bags.</li> <li>Use hoola as skipping rope and jump through it.</li> <li>Jump over hurdles with both feet.</li> <li>Move over ladder using different patterns.</li> </ol>	<p>Build an area with cones as borders. Put tennis balls and bean bags inside the area. Learners have to run around within borders. Blow whistle and call out “LEFT” or “RIGHT”. Learners have to pick up the object closest to them with the hand you called. Ensure they use the correct hand picking up. They have to hold it up and can only put it down on your command.</p>	<p>Learners team up in pairs. One has a big ball and other has a tennis ball. They have to throw the tennis ball and bounce the big ball. Learners count to 3 and do the action. Learner 1 throw tennis ball to learner 2 and learner 2 bounce tennis ball to learner 1.</p> <ul style="list-style-type: none"> <li>Dinamic visual sharpness</li> <li>Hand-eye co-ordination</li> </ul>



### **What can be assessed today?**

Station 1 – Hand-eye co-ordination:

Can the learners roll the tennis ball through the 2 cones?

Station 2 - Balance:

Can the learners walk over the balance beam? Can they climb through the hoola?

Station 3 – Co-ordination and motor planning:

Can the learners do the caterpillar and crab walk correctly?

Station 4 – Spatial orientation and motor planning:

Can the learners do the actions and movements fluently? Do the bump and fall over the hurdles? Can they keep their balance doing the movements?

Station 5 – Laterality:

Do the learners identify their LEFT and RIGHT correctly?



### WEEK 3

**Warming up:** Do 10 burpees. (BURPEES – Learners have to jump upwards with arms stretch out upwards. Then they go down on their knees, they kick their legs out to the back. They kick back to kneeling position and then jump upwards again.)

Do 10 sit-ups, 10 push-ups en 10 chest lifts (lie on stomach, stretch arms to the sides and lift your chest as high up from the ground as possible. Keep it for 5 sec.

Do basic stretching exercises.

Station 1:	Station 2:	Station 3:	Station 4:	Station 5:	Station 6:
<p>One learner holds a hoola up in the air, standing between two others. The two learners throw balls to each other through the hoola. Repeat 10 times and swop around.</p> <ul style="list-style-type: none"> <li>Sensory integration</li> <li>Co-ordination</li> <li>Visual spatial orientation</li> </ul>	<p>Place a line of 8 hoolas. Learners must try and pick up the hoolas and climb through it, placing it back on the ground in a line again.</p> <p>If they can manage and do this correctly, make it a bit more difficult. They have to do it with a bean bag on the head.</p> <ul style="list-style-type: none"> <li>Motoring planning</li> <li>Co-ordination</li> </ul>	<p>Walk on the balance beam while bouncing a soccer or tennis ball.</p> <ul style="list-style-type: none"> <li>Balance</li> <li>Spatial oriantation</li> <li>Concentration</li> </ul>	<p>Hopscotch.</p> <p>One learner starts jumping. Learner second in line says “STOP”. The learner jumping has to freeze and keep his balance for 10 counts.</p> <ul style="list-style-type: none"> <li>Dinamic balance</li> <li>Bilateral/unilateral integration</li> </ul>	<p>Ladder on the floor.</p> <ul style="list-style-type: none"> <li>Walk on the cross beams</li> <li>Walk sideways on the cross beams</li> <li>Walk backwards over the cross beams</li> </ul> <p>Turn the ladder on the side. Two learners can hold the ladder. Rest of learners crawl through the openings.</p>	<p>Place 4 cones out about 5m apart.</p> <ul style="list-style-type: none"> <li>Cone 1 – 2 walk on your heels</li> <li>Cone 2 – 3 walk on your toes</li> <li>Cone 3 – 4 walk toe-heel</li> <li>Cone 4 stand for 10sec on your toes</li> <li>Cone 4 stand for 10sec on your right leg</li> <li>Try to stand on one leg with your eyes closed.</li> </ul> <p>Jump on both feet back to cone 1.</p>



### **What can be assessed today?**

Station 1 – Body synchronising

Can learners throw ball through the hoola?

Station 2 – Motoring planning

Can the learner climb through the hoola without letting the bean bag fall?

Station 3 – Balance

Can the learner keep his balance?

Station 4 – Body control

Can learner freeze on command and keep still?



## WEEK 4

**Warming up:** Jog slowly on one spot. When the whistle blows once, learners must lie on their stomachs. Jog again. When the whistle blows twice, learners lie on their backs. Do this a couple of times.

Watch out that learners follow instructions correctly.

Learners who have difficulty in doing this correctly, might have problems with auditory discrimination and memory

Station 1	Station 2	Station 3	Station 4	Station 5	Station 6
Learners crawl underneath a chair and do a forward roll. Repeat with 5 chairs.	Five learners make a circle with another one in the middle. The learner in the middle throws a bean bag up while calling the name of a learner in the circle. That learner must try and catch the bean bag. That learner can now take the place in the middle. The bean bag has to be thrown carefully upwards and not just tossed around. \\	Walk on balance beam. Bounce a medium size ball to the left and right on the ground. The learner can bounce the ball once to the left, once on the beam and once to the right.	Walk the rope while criss-crossing your legs. <ul style="list-style-type: none"> <li>• Motoring planning</li> <li>• midline crossing</li> </ul> Pick up the bean bag at the end of the rope. Throw the bag up with the right hand and catch with the left hand. Throw up with the left hand and catch with the right hand. Repeat 10 times.	Bounce a middle size ball with the left hand, right hand and then both hands. How many times can they bounce without missing a catch?	Put 3 cones in a line. Another 3 cones 3m further, and another 3 cones 3m further. Learners line up in 3 lines.  Cone 1 – Do 10 star jumps Cone 2 - jump 10 times on the spot with right leg and then with left leg Cone 3 – Jump as high as you can and count how many times you can clap your hands before you land 10 times.



### **What can be assessed today?**

Station 2 – Reaction time

How fast does learner react on hearing his name?

Station 3 – Midline crossing

Can the learner bounce the ball on either side of the balance beam?

Station 4 – Midline crossing

Can the learner criss cross his legs while walking the rope?

Station 5 – Body image / laterality

Can the learner nominate the hand they are using? Left / Right

Station 6 – Bilateral integration

Can the learner jump and clap hands together?



## WEEK 5

**Warming up:** Learners run in open bordered area. When whistle blows they have to freeze.

- Walk like a baboon on all fours
- Jump like a frog
- Walk like a crab (all fours with stomach facing up)
- Run flatfeet
- Run on your toes
- Run slowly (slow motion)
- Run like a stick man (no legs bending)

Station 1	Station 2	Station 3	Station 4	Station 5	Station 6
Learner lies on his back, leaning on his elbows. His friend stands about 1m away from him. Roll the ball to his feet and nominate with which foot he has to push to ball back.	Trampoline: Every learner gets a turn to do the following-: i) Jump off backwards while standing on it ii) Jump off forward while standing on it iii) Jump up onto it iv) Jump while turning around v) Jump off and clap your hands before you land on the ground vi) Jump off and see if you can keep your balance for 10 counts. Remember to bend your knees when landing.	Put 3 cones in a line. Another 3 cones 3m further, and another 3 cones 3m further. Learners line up in 3 lines.  Cone 1 – Do 10 star jumps Cone 2 - jump 10 times on the spot with right leg and then with left leg Cone 3 – Jump as high as you can and count how many times you can clap your hands before you land 10 times.	Bunny jumps: Pack 5 – 8 hoops in a straight line.  Sit on haunches in first hoop. Put both hands in the second hoop. Jump with both feet in second hoop. Do the same with each hoop.	Throw the hoop 10x in the air and catch it with one hand.  Roll the hoop between two cones. Learners can try doing it with a bigger distance between them.  Try and spin the hoop so that it can return to you.  - Perseptual motoring	Place cones in pairs, 2 cones 3 -4m apart. Learners pair up and go stand at back of cones, opposite of one another. Learners first throw a bean bag into the air and has to catch it. Before catching it, they have to clap their hands and count how many times they can clap. Do it 15 times. One learner throw the bean bag to his friend opposite him. Learner 2 has to catch it and then has to throw it as quickly as possible to the cone of his opposite friend. Do it 10 times and then swop around.



**What can be assessed today?**

Station 1 – motoring planning and laterality

Can the learner react with the correct leg? Can they kick the ball back successfully?

Station 2 – balance

Can the learners do the jumps correctly and keep their balance?

Station 4 – Spatial orientation

Can the learners do the movements co-ordinated and with ease?

Station 5 – Perceptual motoring

Can the learners plan the activity and do it correctly?

Station 6 – Reaction time

Can the learner catch the bag and throw it immediately?



## WEEK 6

**Warming up:** Clap different rhythms. Learners have to repeat clapping the rhythms.

Jump 10x on one leg and then 10x on the other leg.

Jump 15x on both legs trying to jump as high as they can.

Do basic stretches.

Station 1	Station 2	Station 3	Station 4	Station 5	Station 6
<p>Learners kick a soccerball against a wall at a distance of about 2m. They have to use their right and left foot alternatively.</p> <ul style="list-style-type: none"> <li>Bilateral integration between feet</li> <li>Control of ball with both feet</li> <li>Posture and co-ordinated body movements</li> <li>Co-ordination between feet and eyes</li> </ul>	<p>Learners pair up , standing back tp back. They have to pass the ball to one another</p> <p>10x to the left, 10x to the right, 10x over the head, 10x between the legs.</p> <p>Try to see how fast they can do it.</p>	<p>Bounce a tennisball with left and right hands alternatively.</p> <ul style="list-style-type: none"> <li>Poor hand-eye-co-ordination</li> <li>Poor body control and muscle tone</li> </ul>	<p>Space 3 cones about 3m away from one another.</p> <p>Cone 1: Lie on your side on the floor. Put your hand under your shoulder and lift your body upwards. Keep your hand on the mark and move your body in a circle around your hand. Keep your body straight.</p> <p>Run to cone 2. (Put a second cone about 1,5 m from cone 2) Sit on the floor with legs stretched out in front of you. Fold your arms in front of your chest. Move forward by moving the one side of your body (leg and hip) forward and then the other side. Try to keep the lkegs straight the whole time.</p> <p>Run to cone 3.</p> <p>Kneel on hands and knees. Lift the right arm and left leg and keep it up for 10 counts. Repeat with other side.</p>	<p>Sinchronised movements: Learners move right arm to the front, then left arm to the front, then right foot to the front, and then left foot to the front.</p> <p>Skipping ropes</p>	<p>Roll from the one side of the floor to the other side like a log. Learners must keep their bodies straight. They have to lieft their heads, arms and chest when their stomachs are on the ground.</p> <p>Make a shape on the ground and walk toe-heel on the shape.</p>



### **What can be assessed today?**

Station 1 – bilateral integration

Can they kick the ball with both feet?

Station 3 - hand-eye co-ordination

Can the learners bounce the ball with both hands?

Station 4 –

Can the learners do these movements with ease?

Station 5 – Motoring planning and bilateral integration

Can the learner kick the ball with both feet?



## WEEK 7

**As warm up:** Learners stand at their stations. When the whistle blows, they have to start running on the spot. Each time the whistle blows again, they have to run faster and faster until you give the command to stop.  
Do basic stretching exercises.

Station 1	Station 2	Station 3	Station 4	Station 5	Station 6
<p>Leopard crawl:</p> <ul style="list-style-type: none"> <li>• Co-ordination</li> <li>• Laterality</li> <li>• Muscle power</li> <li>• Muscle endurance</li> </ul> <p>Forward roll:</p> <p>Put a bean bag under your chin while doing the forward rolls.</p>	<p>Rabbit hops:</p> <p>Put 5 – 8 hoops in a straight line. The learner sit on his haunches in the first hoop. He puts his hands in the second hoop and jumps with both his feet into the second hoop. He sits on his haunches again and do the same movements into the third hoop. Keep on doing it to the last hoop.</p>	<p>Hurdles:</p> <p>Jump with both feet over the hurdles:</p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Muscle tone</li> <li>• Spatial orientation</li> </ul>	<p>Catch bean bags over a distance.</p> <ul style="list-style-type: none"> <li>• Co-ordination</li> <li>• Visual ability</li> <li>• Concentration</li> <li>• Beginning position</li> <li>• Timing</li> <li>• Laterality</li> </ul>	<p>Bounce and catch a soccerball over a distance. (Provide a variety for different ages and ability groups.)</p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Reaction time</li> <li>• Co-ordination</li> </ul>	<p>Play bulldozers and builders:</p> <p>One team's beacons are upright while the other team's beacons are upside down.</p> <p>Devide the small group into two sides again. The two sides must try and turn the other group's beacon over.</p> <p>As alternative, each learner gets a rope with which they nust make a shape. Walk the shape with your foot using the heel-to-toe movement with no spaces between feet.</p>



**What can be assessed today?**

1. Co-ordination: Observe how they leopard crawl and do forward rolls.
2. Hand-eye co-ordination: How does the learner throw and catch the apparatus?
3. Locomotor skills: How does the learner move overall? Observe closely how they move over the hurdles.
4. Motoring planning, co-ordination and rhythm: Observe how the learner does the rabbit hop. Does he move his arms and legs co-ordinated and fluently?
5. Can he do forward rolls? If not, use the opportunity to teach them.



## WEEK 8

**As warm up:** Skip on the spot. Use hand signs and indicate to the learners if they have to move forward, backward or to the sides. Keep the distances they have to move short and quickly.

Do basic stretch exercises.

If a child cannot skip, pay attention to it and use some time to teach them to do it correctly. It can also indicate some problems the child might have.

Station 1	Station 2	Station 3	Station 4	Station 5	Station 6
<p>Put two markers about 2 metres apart. Put 5 bean bags at oone marker. Learners have to take the bags one by one and put it aa the marker furthest away. Second learner has to fetch it again one by one and put it at the closest marker.</p> <ul style="list-style-type: none"> <li>• Cardio vascular</li> </ul>	<p>Put a marker and a target about 3 metres aparrrt. Put 5 tennisballs at marker. Learner has to roll the 5 tennis balls towards the target. He then go and stand behind the target and collects the balls, bring it back to the next learner and line up at the back.</p> <ul style="list-style-type: none"> <li>• Hand-eye-co-ordination</li> <li>• Spatial orientation</li> </ul>	<p>Caterpillar crawl: Space 2 markers about 5 metres apart. Learners stands on all fours. He walks forward on his hands as far as possible. Then he walks with his feet as close to his hands as possible. As soon as he reaches his marker, the next one can start. (Relay)</p> <p>Crab crawl: Do the same as above. Sit on your bum with your hands to the back. Lift yourself up on your ahnds and feet and walk backwards.</p>	<p>Build an obstacle course with hoops, ladder, bean bags and hurdles. The learners have to pick up the hoop, put it over his head and climb through it. They have to move with different patterns over the ladder. Jump with both feet on the bean bags. Jump with both feet over the hurdels. You can put chairs inbetween . The learners can then crawl over and under the chiars.</p>	<p>Create a marked area. Put some balls and bean bags in this area. The learners have to run in this area without touching the apparatus. When the leader call LEFT, they have to pick up something close to them with their left hand. Put it down again and run. Do this 5 times and swop leader.</p>	<p>Learner move forward and backward on a balance beam while balancing a bean bag on his head.</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Consciousness of body</li> </ul> <p>Learner in front can also nominate where learner on balanse beam must balance the bag, eg. arm, shoulder.</p>



### **What can be assessed today?**

1. Balance: Observe if learner can balance on balance beam?
2. Muscle tone and endurance: Observe if learner runs flat out between bean bags.
3. Hand-eye co-ordination: Observe if learner rolls ball accurately towards target.
4. Co-ordination and motoring planning: Observe whether learners do caterpillar crawl correctly.
5. Spatial orientation and motoring planning: Observe how learners do the actions at station 4. Can they do it fluently or are they bumping against apparatus? (This can also indicate whether learner will be able to plan in class room.)
6. Laterality: Station 5: Can they pick the balls and bean bags with the correct hand/side?



## WEEK 9

Station 1	Station 2	Station 3	Station 4	Station 5	Station 6
<p>Learners line up in pairs about 3 m apart. They have to throw and catch the ball. They can also try and throw with the left hand and catch with the right hand.</p> <ul style="list-style-type: none"> <li>Co-ordination</li> </ul>	<p>“Knee touch” Create a marked area. Learners have to run around in this area trying to touch another’s knee without having their knees touched.</p> <ul style="list-style-type: none"> <li>Cardio vascular</li> </ul>	<p>Walk on a balance beam while bouncing a soccer ball/tennis ball.</p> <ul style="list-style-type: none"> <li>Balance</li> <li>Spatial orientation</li> <li>Concentration</li> </ul>	<p>Skipping</p> <ul style="list-style-type: none"> <li>Total synchronising of body</li> </ul> <p>If learners cannot skip with the rope, let them first practise with a hoop.</p>	<p>Place a rope ladder on the ground.</p> <ul style="list-style-type: none"> <li>Walk on the rungs.</li> <li>Walk sideways on the rungs.</li> <li>Walk backwards on the rungs.</li> <li>Turn the ladder sideways while tow learners are holding it. Try to crawl through the openings.</li> </ul>	<p>Space 3 beacons about 3 m apart and place a rope next to 3rd beacon. Beacon 1 to 2: Walk on your heels. Beacon 2 to 3: Walk on your toes. Rope: Walk heel-toe forward on the rope and then backwards. Stand 10sec on your left leg and 10 sec on your right hand. Try and do it with your eyes closed.</p>

### What can be assessed today?

1. Synchronising of body: How does the learner skip with the rope? Can he use his arms together? And his legs?
2. Perceptual motoring: How does the learner crawl through the ladder? Can he/she make a plan? Can they do the actions fluently?
3. Throw action: Can the learner throw the ball accurately? Does he use the opposite foot when throwing?
4. Catch action: Does he stand and wait for the ball? Can he catch the ball accurately?
5. Balance: Does the child have good balance or does he fall off frequently? Does his ability change when he closes his eyes?



## WEEK 10

**As warm up:** Jog slowly on the spot. When the whistle blows once, they have to lie on their stomachs. When the whistle blows twice, they have to lie on their backs. Between the different whistles they have to jog on the spot. Make sure they do the actions correctly. Watch out for learners with auditory discrimination and memory skills.

Station 1	Station 2	Station 3	Station 4	Station 5	Station 6
Put 5 hoops on the ground. Learners have to jump into the hoops with either left and then right leg. Before jumping to the next hoop, they have to keep their balance on one leg for at least 5 sec. When they reach the last hoop, they can do 2 forward rolls.	Place a bean bag on the back of the hand. Throw the bag into the air and catch it with the same hand. Then switch hands.  Skip with the skipping ropes 10 times.  Do the sequence again.	Walk on a balance beam while bouncing a soccer ball on the left and right side of the beam. They can hop it once on the left and one on the right.	Thick rope: Walk over the rope by walking zig-zag with the feet. At the other end, take the bean bag and throw it from the one hand to the other and back. Repeat 10 times.	Bounce a medium size ball with the left hand, the right hand and then both hands. Ask the learner with which hand he is bouncing?	Put out 3 beacons in a line, about 3 m apart. Beacon 1: 10 star jumps  Beacon 2: Jump 10 times on one leg and then 10 times on other leg.  Beacon 3: Jump as high as you can and clap your hands. Count how many times you can clap before landing on your feet.

### What can be assessed today?

1. Midline crossing: Observe whether the learner can bounce the ball on either side of his body?  
Observe if learners can cross their legs when walking over the rope?
2. Balance: Can the learner keep his balance when jumping into a hoop?