

# Ready for School! Let's Take a Walk

## Physical Development

This area of development includes all physical movements such as gross and fine motor skills.

Young children learn best through physical movement and through interacting with a variety of materials before holding a pencil to write. Therefore, it is vital that they get as many opportunities to play as possible, move around and explore their environment.

Fine motor skills include control and coordination of the wrist, hand, and fingers. Hand-eye coordination is also needed for many fine motor tasks.

Developing these skills allows children to explore their environment, dress themselves, use writing tools, build puzzles, arrange blocks in sequences, and many more.

## Physical Readiness

To deem a child ready for school in terms of physical development, they should be able to do some or all of the following:

- Coordinate their movements to throw, catch, kick, and bounce a ball.
- Use a slide and a swing without being helped or pushed.
- Show proficiency, control, and balance in activities such as walking, climbing, running, jumping, hopping, skipping and marching.
- Control the direction of the movement of their limbs and body such as moving their body from left to right and from top to bottom.
- Cross the midline, for example, take their right hand across the midline to touch their left shoulder.

## How to Play?

- Get as many sets of buildings as you may need according to your class size.
- Divide the class into small groups and hand them out a set of buildings. Ask students to build their own city by placing the building in the order they want but following a squared structure. You can draw lines on the floor with tape or chalk as a guide.

- Set up turns and ask students to line up in order. Explain that they will take a walk around the city according to the instructions given in the cards.
- Take out a card and read the given instruction. Students should follow the instruction. You can add the measure unit according to your class needs: blocks, steps, etc.
- Repeat three to four times and ask students where they are. Let them say the names of the buildings: school, supermarket, hospital, etc. For higher levels, you can request further information about their location: in front of the school, next to the supermarket, etc.
- Repeat the same process to play more rounds and let other students participate.

## Teaching Tips

Provide opportunities, where possible, for children to overcome obstacles in order to understand their bodies in space and direction. You can use the direction cards and place obstacles in different spots of the city. Also, you can add an extra action to complete when they arrive to certain spots. For example, students could throw or catch a ball when they arrive to the supermarket. This material could bring an opportunity to challenge students and motivate them even more.