

## Play Gym and Tyke Gym Plan for 3/7 & 3/14, 2026 (SAT ONLY plan)

### Reminders:

- MOVE-UP CARDS ARE GIVEN THIS WEEK
- REMIND PARENTS OF OPEN GYM MONDAY MARCH THE 2ND
- Introduce yourselves to parents! Use that time to set the stage for the next reminder!
- Go over ground rules along with the structure of the class:
  1. Circle Warm-up with hello song and warm-up.
  2. Circuit independent time with caregiver: TRYING TO FOLLOW THE # ORDER WAITING FOR THE NEXT CORRESPONDING STATION. 6 to 7, 4 to 5..working on stations to help achieve developmental milestones
  3. End of Class ACTIVITY: can vary between songs, puppets (we are going to go back to this), or game.

### Ground Rules:

1. Ensure we are keeping our friends safe, if a student wanders please grab them by the hand and bring them back to class.
2. If you or your student needs to use the bathroom, please take them and then come back to class.
3. Pictures are welcomed but and texts or phone calls please let a coach know so you can step off to the side.
4. Any disruptions or tantrums please step off til' your student is ready.

### BEGINNING OF CLASS ACTIVITY:

- Week 1: Warm-up: Tuck, straddle and pike. review the body positions with your parents. And then have them practice them with their students
- Week 2: v-sits- for this them and their parents try to do it together

### END OF CLASS ACTIVITY:

- Week 1: Circle time with lummi sticks and buckets
- Week 2: You can choose an activity for your group

1. **Color Coordination and Balance (for TG):** Bumper Beam, 3 poly spots and 3 frogs that match the poly spots
  - **Play Gym:** can do 2 different things, week 1 they will just step up and over the beam put the frog onto the matching poly spot and for week 2 they can walk across the beam matching the frog at the opposite end.
  - **Tyke Gym:** will do 2 things each week as well the first week being walking across taking the frogs to the end and week 2 they can try to step over the frogs placed
2. Topsy Turvy: FUN STATION!
3. **Bilateral Coordination:** The bear crawl involves coordinating movements on both sides of the body simultaneously. Adding a roller to this movement further challenges this coordination, as it

requires bilateral strength and control to propel the roller forward while maintaining the crawling pattern: Roller and pathway of tape in a zigzag.

- **Play Gym:** can crawl and roll the roller to follow the tape line, you can add a scrunchie prop if you would like.
- **Tyke Gym:** will follow the tape pathway hands on the roller walking in a boardwalk pushing to the opposite side.

4. **Balance:** Double Single Beams, Props and bucket or spots at the end.

- **Play Gym:** will work on crawling across the double beams to the opposite side
- **Tyke Gym:** will work on bear walks across or they can go backwards.

Sensory Integration: Proprioception: The resistance provided by the band gives feedback to the joints and muscles, which helps in developing proprioception, or the awareness of where your body is in space. Heavy Work: The resistance offers a source of "heavy work," which can be calming and organizing for the nervous system, particularly for children with sensory processing challenges.

5. **Bar,** resistance band tied to the bar, with a prop attached.

- **Play Gym:** will lay on their back and kick the prop with their feet. Week 2 they can pull the resistance band and release to make the prop fly.
- **Tyke Gym:** will pull the resistance band, and then release and see the prop fly. Week 2 they can be introduced to front supports although they wont be successful parents can attempt to help them push their hands on top of the bar.

6. **Cartwheel Station:** 2 mail boxes: 1 Small and 1 medium + 1 domino, 2 small panel mats-

- **Play Gym:** Students will step on the panel mat and place hands on the small mailbox to climb over, with parents helping at the hips landing on the second panel mat. Students will do the same with the medium mailbox climbing up and over.
- **Tyke Gym:** will work on hands down and try to jump over in a "flank" or it can be one foot at a time.

7. **Pouring objects from one bucket to the other, and using tongs to put objects from one bucket to the other:** Mat, bucket and objects

- **For both groups** will work on pouring the objects from one bucket to the other, and then back. If thats not successful then they can use the tongs or their hands and out the objects from one bucket to the other.

children learn to coordinate their hand movements with visual input and begin to understand the physical properties of items like sand, beans, or water. These can be essential skills for future writing, reading, and math tasks.

8. **Stepping over, jump over, and fine motor skills:** Rope, and frogs:

- **Play Gym:** will work on stepping over the jump rope onto all of the frogs (they should be close together) WEEK 2 they can try to work on “swinging” the rope for jump rope practice.
- **Tyke Gym:** students will try to jump across the midline onto all the frogs or you can use the jumprope to work on “swinging” the rope for jumprope.

