

**"I want to create spaces where children can move their bodies and express how they feel without a sense of judgement or censorship."**

We spoke to dance-artist and creative movement practitioner Skye Reynolds in two separate episodes. The first focused on developmental movement patterns, and the second spoke about putting these into practice.



Both episodes, and accompanying resources, are available here:  
[www.starcatchers.org.uk/episode7](http://www.starcatchers.org.uk/episode7)

## CREATIVE WARM UP:

Think about the young children you work with and the topics/areas of interest they have. How can you use that interest or curiosity to explore the developmental movement patterns physically?

Think about:

- Opening and closing/scrunching up and stretching out (e.g. like a starfish, or a pirate hiding then reaching out to snatch treasure)
- Rolling (e.g. like a sea snake, or a sleeping pirate rolling around the deck in a storm)
- Slithering/belly crawling (e.g. like a newt, or a pirate keeping low to avoid cannon balls)
- Crawling on all fours/pulling up (e.g. like a crab, or a pirate sneaking onto someone's ship)

## POLICY INTO PRACTICE

### Movement and Coordination

**"We all have a sensory system called the vestibular system which gives us our sense of balance and spacial awareness. It helps us coordinate our large and fine motor movements and maintain our posture. The development of movement and coordination for a child is linked to communication and cognitive development. For instance, a young child with an developing vestibular system will find it almost impossible to sit still for any length of time or possess the fine motor skills and coordination required for writing before they are ready."**

*Realising the Ambition, page 24*

- Think about expressive arts opportunities within your setting - how many of them require children to sit still/ use fine motor skills?
- How can we include gross motor movement into storytime, visual art, drama, music etc.?

### Establishing positive, loving, nurturing and understanding relationships

**"...babies and children do not always have the means to do what they intend. Young children need to have a lot of movement and coordination skills to self-regulate their emotions. Their executive function needs to be strong enough to stop them doing something else. We need to reflect on the language processing demands of the instructions we give children."**

*Realising the Ambition, page 32*

Think of examples where babies and young children *show* us how they feel with their movements

- Are there more creative opportunities we can provide that give wee ones more ways to physically express how they feel?
- As adults, how do we use our bodies and movements in our practice? How can we use movement to share ideas, show empathy etc.?

### DISCUSSION QUESTION

#### I can! But what if you can't?

In part two of the podcast, Skye talks about a game called "I Can" where wee ones take turns sharing their moves.

- Discuss the benefits of copying the moves each child makes, both for the group and for the child whose move it is
- What happens if you (or one of the other children) can't copy the move?
- Discuss how to keep movement games inclusive, and write down examples of positive phrases you could use e.g. "Wow, you can do a handstand! I can do THIS kind of handstand" (e.g. keeping one leg on ground, or placing your foot over your own hand as a joke)

### MORE IDEAS / HOME LEARNING

**Starcatchers' Wee Inspirations idea cards are designed to be shared with families to strengthen the links between creativity within settings and at home**

#### INSPIRED BY THIS PODCAST

- [Dance Dance Evolution](#)
- [Handstand Tunnels](#)
- [5 Ways With... Scarves](#)

#### MORE MOVEMENT IDEAS

- [Dancing Cheek to Cheek](#)
- [Silly Walks](#)
- [Air Drawing](#)

### LISTEN AGAIN

Revisit key parts of the podcast where Heather and Skye talk about:

#### Part 1

- 2:11:** Developmental Movement Patterns
- 12:22:** Neurological Learning through Touch
- 16:27:** Vestibular, Proprioceptive and Interoceptive Senses
- 20:20:** The Vagus Nerve

#### Part 2

- 01:03:** Putting Movement Patterns into Practice
- 09:40:** Scarves and Appropriate Touch
- 12:06:** "I Can": Starting with Children's Abilities
- 15:48:** Hillend Children's Centre Residency
- 24:40:** Pushing, Tunnels and Journeys
- 29:46:** Movement and Imaginative Play

### MENTIONED IN THIS EPISODE

- ["Body-Mind Centering", Bonnie Bainbridge Cohen](#)
- ["Your 8 Senses", STAR Institute](#)
- ["The Polyvagal Theory", Dr. Stephen Porges](#)
- ["Oops A Daisy", Starcatchers](#)
- ["Little Big Dance", South East Dance](#)

### GET IN TOUCH!

If you'd like Starcatchers to run a live online training session with your setting, get in touch:

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All our resources are free to access, and feedback is vital for us to keep doing what we do.

**Please fill in our short survey here:**

<https://www.surveymonkey.co.uk/r/CreativeSkillsOnline>