

Mini Movers Sample Pages (Ages 2-5)

Includes: Quick Start + 1 Element + Tracker Page

LIKE THIS?

Get the full workbook at multimatch.au



MULTIMATCH

MINI MOVERS WORKBOOK

EARLY YEARS MOVEMENT | AGES 2-5 (APPROX.)

COPYRIGHT NOTICE

© MULTIMATCH. ALL RIGHTS RESERVED.
THIS WORKBOOK IS LICENSED TO ONE HOUSEHOLD OR ONE INDIVIDUAL USER.
YOU MAY PRINT PAGES FOR YOUR OWN USE. YOU MAY NOT SHARE, RESELL, COPY OR DISTRIBUTE THIS FILE.

QUICK START

10-15 MINUTES, 2-3 TIMES A WEEK



Short, consistent practice builds capability. Repetition and variety matter more than session length.

1 CHOOSE ONE FOCUS

Pick one P1 element.

Move through the elements in sequence first. Then revisit what needs more practice. One focus at a time.

2 PLAY THE MINI-GAME

Set up the suggested activity.

Play for 5-10 minutes. Keep it playful. Stop while they are still enjoying it. You are building confidence, not running drills.

3 WATCH THE THREE TIERS

Look for patterns, not perfection.

1. Early signs
2. As confidence grows
3. With more capability

4 ADJUST ONE LEVER

Use during the game to keep it "just right".

1. SPACE
2. TIME
3. EQUIPMENT
4. RULES

If it's too hard = make one adjustment
If it's too easy = add one small change

5 CIRCLE & MAKE NOTE

Circle the closest stage right now

Note how they felt and what you did. Write one key observation. Choose one lever for next time.



CIRCLE THE STAGE THAT REFLECTS THE TYPICAL PATTERN IN PLAY. NOT THE BEST ATTEMPT, NOT THE WORST.

WHAT YOU SHOULD CONSIDER...

- ! **Let them attempt first**
Pause before helping.
- ! **Celebrate effort, not outcome**
Notice the try, not just the success.
- ! **Ask, don't tell**
Did you guide, remind or correct?
Use questions before instructions.

- = **Autonomy**
- = **Motivation**
- = **Problem-solving**

QUICK SAFETY CHECK

Clear the space before starting. Use age-appropriate and safe equipment. Supervise according to the child's age and ability.

Challenge should stretch, not overwhelm.

If frustration or distress appears, simplify one lever and rebuild success.



IMPORTANT

This workbook is a guided movement resource. It is not a clinical assessment or therapy program.

If you are concerned about pain, regression or significant delay, seek advice from a qualified health professional.

Progress varies between children. Compare growth over time, not between children.

TRACK A MOVING OBJECT

E050

P1A · Cognitive · Perception

What is this movement element?

Keeping eyes on something moving and following where it goes.
It supports catching, striking, intercepting and moving safely around others.

How can I see it in action?

Play "**Balloon Landing Guess**".

Mark a launch spot and a wide landing zone 1-3m away (rug, chalk circle or mat). Give your child a guess marker (toy or beanbag).

Stand at the launch spot and toss the balloon toward the landing zone. Encourage your child to watch the balloon, then move (walk, run, crawl or wheel) to place their marker where they think it will land. You could say something like "**Eyes on the balloon... where's it landing? Mark it!**"

Do 6-10 launches. Focus on tracking the balloon and moving with control.



What should I be looking for?

You may notice different responses as your child learns.

Early on:

- eyes drop away and head turns late
- reaches early, feet/wheels keep rolling and trunk wobbles

As confidence grows:

- eyes stay on longer with smoother head turns
- slows near the zone, marker goes down with steadier hand

With more capability:

- moves under the balloon with eyes up
- stops stable then places the marker quickly

Why does this matter anyway?

Tracking helps children predict where an object will be, so they can move early and make cleaner catches, stops and strikes.

You'll see it later in activities like (& many more):



Examples:

- track early then move to intercept a moving ball
- read flight and bounce then catch or field

How can I support this element?

If it feels tricky

- Play indoors or out of wind
- Toss lower and slower
- Make the landing zone bigger
- Start closer (1-2 m)
- Let them point and you place the marker

If it feels easy

- Make the zone smaller
- Toss slightly sideways
- Vary height each toss
- Add two zones and let them choose which one it's heading to
- Add a "fake toss" before the real one

scan for
play ideas



Watching first is a win, accuracy comes later.

MULTIMATCH

ELEMENT ID OR NAME: _____

Tracker

Name: _____

Age: _____

Date: _____

What was the game/activity?

How is this showing right now?

EARLY SIGNS

Not showing right now

Can do it with help

Can do it with reminders

AS CONFIDENCE GROWS

Can do it alone, confidence still building

WITH MORE CAPABILITY

Consistent in practised gameplay

Can use it in new games

Circle the stage that feels closest today

How does your child feel about it?

- Enjoys it
- Is neutral
- Avoids it

What did you / coach / teacher do most?

- Told them how + corrected technique
- Asked "where/when/how" questions
- Gave one simple, helpful reminder
- Waited and let them work it out

What did you notice?

- What was most noteworthy? (body position, timing, attention, confidence, enjoyment etc)
- what seemed to help?
- what made it harder?

What might help support this next time?

- Space (distance or width) _____
- Time (pace or time allowed) _____
- Equipment (size, weight or feel) _____
- Rules (goal or choices) _____

Next check-in

Date: _____

(or) in _____ weeks / months