



2+ years

FINE MOTOR



Spooning

MATERIALS

Two bowls (either identical or similar in size) on a tray, with a small spoon placed between them, handle facing towards the front of the tray. The bowl on the left is half-filled with beans, rice, or grain etc.. Where this is not practical, sand or pebbles may be used.

PRESENTATION

Invite the child to the shelf where the activity is stored. Demonstrate how the tray is held and allow the child to carry the tray to the workspace. Sit on the right side of the child and ask the child to place their hands on their lap while they watch what you are going to do.

Lift the spoon with the dominant hand, resting the thumb on top of the handle and the fingers curled underneath it. Slowly move the spoon over the full bowl and gradually lower it into the beans/grains. Scooping the spoon towards you, gather up some beans/grains and lift it up and over towards the right, until it is positioned directly over the empty bowl. Pause a moment, and then allow the beans/grains to fall from the spoon into the empty bowl. Repeat this series of movements until all of the beans/grains have been transferred from the full bowl into the one that was originally empty. Once this has happened, return the spoon to its designated spot on the tray.

Leaving it resting on the table, slowly turn the tray around 180 degrees, so that the full bowl is now on the left side. Turn the spoon around and invite the child to try this activity.

Exercises/ variations:

1. A child is first shown how to pour larger items such as beans, but when this becomes easy for them to do, smaller grains or dried goods (such as lentils, bulgur wheat or rice can be introduced.
2. When pouring and spooning are both becoming easy for the child to do, they can be combined in a separate activity.

DIRECT AIM

To skilfully transfer grains using a spoon.



INDIRECT AIM

Coordination and muscular control of movement.



CONTROL OF ERROR

Spilled beans or grain will be heard/seen spilling onto the tray or table.



POINT OF INTEREST

Seeing that the full bowl has become empty.



AGE

From two and a half years, onwards. By age approximately 4 years, children might have diminished interest in this activity, although careful observation of the child will inform you of this. In some cases, individual needs and interests will extend a child's connection to this activity.