

One, Two, Three - Levels C & D

PLAY

Encourage rhythm, focus, and social connection through a fun and interactive sequence-based movement game.



Learning Intentions

Movement & Coordination:

To practise simple body movements (clap, nod, arms up) while keeping rhythm with a partner.

Focus & Attention:

Being able to listen, watch, and copy actions at the right time.

Connection & Fun:

Enjoy the opportunity to laugh, engage, and enjoy a playful experience with their peers.



Success Criteria

Students attempt each movement (clap, nod, arms up).

Students stay focused on their partner and try to keep the rhythm.

Students demonstrate enjoyment and positive engagement (smiles, laughter, cheering).

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PLAY



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Duration: 5–8 minutes

Objective

Encourage rhythm, focus, and social connection through a fun and interactive sequence-based movement game.

Players

- Pairs of students (can also be seated).
- Suitable for small or larger groups, played in pairs simultaneously.

Materials

- No materials required.
- Optional: Visual support cards showing each action (Clap, Nod, Arms Up). These can be found in the PDF resources tab.

Setup

- Students stand or sit in pairs facing each other.
- Teacher models each action clearly (clap, nod, arms up).
- Students practise saying “One, Two, Three” together before replacing numbers with actions.

Gameplay

Round One (Practice):

- Students chant “One, Two, Three” together.
- Reset and repeat with focus on rhythm.

Round Two:

- Replace “One” with a clap.
- Pattern: Clap → “Two” → “Three.”

Round Three:

- Replace “One” with a clap and “Two” with a nod.
- Pattern: Clap → Nod → “Three.”

Round Four (Challenge):

- All verbal numbers are replaced with actions:
 - Clap (One) → Nod (Two) → Arms Up (Three).
- Partners complete the sequence in rhythm without verbally saying the numbers.

Fitness Option (Optional):

- Swap an action for a simple movement:
 - One = 1 star jump
 - Two = 2 squats
 - Three = 3 arm swings, or a big stretch to the sky.



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For Wheelchair Users / Accessibility

- All actions can be done with the upper body (clap, nod, raise arms).
- Visual cards can support memory and sequence recall.
- Staff or peers may model alongside students.
- Star jumps and squats can be adapted to arm stretches, shoulder shrugs, or clapping overhead.

Notes for Inclusion

- Allow verbal or non-verbal participation (gestures, pointing, mirroring).
- Provide extra time or modelling for students who need support.
- Focus on rhythm and enjoyment, not perfect accuracy.
- Celebrate effort, laughter, and connection between pairs.

Debrief / Reflection

- “Which action was your favourite?”
- “How did it feel when you and your partner matched?”
- “What made you laugh the most?”



VISUAL SUPPORT CARDS

PRINT AND CUT OUT THE VISUAL SUPPORT CARDS TO GUIDE STUDENTS THROUGH THE SEQUENCE. MODEL EACH ACTION CLEARLY, THEN HAVE STUDENTS PRACTISE IN PAIRS.

