

# One, Two, Three – Levels F-3

# PLAY

To help students practise simple rhythm, movements, and turn-taking in a playful, interactive way.



## Learning Intentions

### Movement & Coordination:

To practise clapping, nodding, and raising arms to build motor coordination and body awareness.



### Listening & Following:

To focus on copying actions and keeping rhythm with a partner.

### Social Connection & Fun:

To enjoy laughing, playing, and interacting positively with their peers.



## Success Criteria

Students copy at least one action (clap, nod, arms up).



Students take part with their partner and attempt the sequence.

Students show enjoyment through smiling, laughter, or gestures.



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**PLAY**

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**Duration:** 5–8 minutes

## **Objective**

To help students practise simple rhythm, movements, and turn-taking in a playful, interactive way.

## **Players**

- Pairs of students.
- Suitable for small groups or a whole class in pairs.

## **Materials**

- None required.
- Optional: Visual cue cards with large pictures of Clap, Nod, Arms Up. (Found in PDF resource tab).

## **Setup**

- Students sit or stand facing a partner.
- The teacher demonstrates the actions slowly and clearly.
- Begin with the chant “One, Two, Three” together before introducing actions.

## **Gameplay**

### **Round One (Practice):**

- Say “One, Two, Three” together in rhythm.
- Repeat a few times to establish the pattern.

### **Round Two:**

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

### **Round Three:**

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

### **Round Four (Challenge):**

- Replace all numbers with actions:
  - Clap (One) → Nod (Two) → Arms Up (Three).
- Students repeat the sequence together with the rhythm.

### **Simplified Option (for Levels 1–2):**

- Focus only on two actions (Clap and Nod).
- Use teacher call-and-response: Teacher does action first, students copy.



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## For Wheelchair Users / Accessibility

- All actions can be done with the upper body only (clap, nod, raise arms).
- Replace arms up with side stretches or waving arms.
- Star jumps (if used) can be adapted to clapping overhead or stretching arms outward.
- Use peer or staff support to guide rhythm if needed.

## Notes for Inclusion

- Allow gestures, pointing, or vocal sounds instead of actions.
- Use large visual cards or gestures to support memory.
- Keep pace slow, repeat frequently, and focus on enjoyment over accuracy.
- Celebrate attempts and effort, even if students only copy one action.

## Debrief / Reflection

- “Can you show me your favourite action?”
- “What was the funniest part?”
- “How did you feel playing with your partner?”



# 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.

