

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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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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PLAY

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.



CLAP



NOD



ARMS UP

