

Fundamental Movement Skills - Locomotor and Navigating Space

Lesson 1 - Weather



Lesson Objective:

To navigate space successfully and safely when moving. To develop spatial understanding.

Physical Development Links

Introduce, revise and refine the fundamental movement skills: to include rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

Gross and fine motor movement and navigate space - Moving and handling, health and self-care.

Begin to show accuracy and care when drawing.

Wider Development Matters Links

UW - Explore the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Understand the effect of changing seasons on the natural world around them.

PSED - Self confidence and self awareness, developing relationships. Build constructive and respectful relationships. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others

CL - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe events in some detail. Understand how to listen carefully and why listening is important.

L - Use and understand recently introduced vocabulary using rhymes and poems during role-play

M - Negotiate space and manage spaces effectively. Understand the representation of shapes and sizes Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

EAD - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music; Create collaboratively sharing ideas, resources and skills. Listen attentively, move to, and talk about music, expressing their feelings and responses.

Equipment

- Yellow and blue bibs/sashes
- Chalks

Key Vocabulary

Skip, run, walk, sidestep, jog, space, tiptoe, tag, stretch, reach, spin, turn, tap, stamp, freeze.



Introduction Activity

It's Raining!

- Children move around the space, in a variety of ways, e.g. skipping, walking, jogging, sidestepping.
- When 'it is raining' is called, the children are to put their hands on their heads and crouch down in a squat (to shelter from the rain).
- Add, 'it is hailing', children crouch down and tap the floor with fingertips (mimicking the sound of hail).
- Add, 'thunder' children sit on the floor and stamp feet on the floor (mimicking the sound of thunder)
- Progress to 'sunshine' arms in the air and spin, and 'rainbow': connect with a partner, reach over and hold hands.

Key Teaching Points

Discuss staying in their own space when still and moving. Look where they are going and be aware of surroundings.

Music Links: Storm, Vivaldi



Main Activity

Mr Frosty and Mrs Sunshine

- Children are instructed to move around the space in a variety of ways, e.g. skipping, side-stepping, tiptoeing).
- When the adult states 'Mr Frosty', the children must freeze on the spot. When 'Mrs Sunshine' is stated, the children can move again.
- Introduce two yellow sashes and four blue sashes (adapt as needed for size of class). The blue bibs are 'Mr Frosty' and can tag others to make them freeze.
- Those who are frozen can move again if tagged by a player in a yellow bib - a 'Mrs Sunshine'.

and/or Puddles

- Give each child a chalk and ask them to draw puddles of different sizes around the space.
- Children must walk around the room to the music.
- When the music stops children jump in puddles.
- Repeat where children jump or travel from puddle to puddle.

Key Teaching Points

Tagging safely - tapping not grabbing or pushing.

Music Links: Raindrops Keep Falling On Your Head - Burt Bacharach

Closing Activity

Sunbathe Time

- Children find a spot, and pretend to lay out a towel. Then pretend to put suncream on each body part - face, arms, legs, stomach, feet, back. When they are all covered, they should lie back, pretend to put suncream on and close their eyes.

and/or Chalk bodies

- In partners, one child lays on the floor and the other chalks around them, then swap and repeat
- with chalk ask children to mark/draw body parts
- 'Can you draw two eyes?' 'Where is your heart?' 'Can you add a smile?'

Key Teaching Points

Stretch out each body part when putting suncream on, extending each limb.

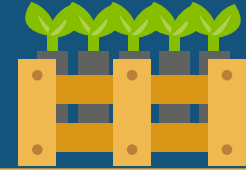
Ensure children have enough space to chalk around their partner's body. Be aware of partnerships!

Use cue cards as a visual aid for those with EAL.



Fundamental Movement Skills - Agility, Balance, Coordination

Lesson 5 - Down in the Garden



Lesson Objective:

To move in a coordinated way to achieve a goal. Navigate space and obstacles safely, with consideration for themselves and others.

Physical Development Links

Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

Wider Development Matters Links

M - Negotiate space and manage spaces effectively. Understand the representation of shapes, sizes, and properties of tools.

L - Use and understand recently introduced vocabulary.

CL - Understand how to listen carefully and why listening is important. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

PSED - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.

UW - Recognise some environments that are different to the one in which they live. Understand some important processes and changes in the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants.

EAD - Try to move in time with music; Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to, and talk about music. Develop storylines in their pretend play.

Equipment

- Cones
- Small footballs
- Skipping ropes
- Bibs/sashes

Key Vocabulary

Bend down, dribble, control, though, kick, turn over, drop, crouch, roll, tactic, close.



Introduction Activity

Flower Bed

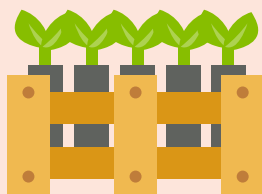
- Lay out a variety of different coloured cones for the children to move around as butterflies
- Each cone is a flower.
- Children are butterflies, and fly around to drink the sweet nectar from the flowers.
- Stretch arms up and down to imitate flying.
- When a colour is called (**yellow, red, blue, green, orange**), the children go to the cone and smell the flower.

and/or Neat and tidy

- Split the children into coloured groups to match the cones (use bibs or sashes).
- Designate areas in the space as coloured gardens
- Each child must find their coloured cone and match all the colours in the same garden.
- e.g. All the red cones in lines together as red rose garden; Yellows as daffodils etc.

Key Teaching Points

A good opportunity for reinforcing taking turns and sharing when smelling the flowers.
Discuss how to make the garden neat and tidy.
Invite children to mix colours/flowers.
2 daffodils/1 rose/2 daffodils/1 rose etc and recognise patterns.



Main Activity

Garden Gates

- Give each child a ball and invite them to practice moving in different ways with the ball, rolling it, holding it, dribbling it etc.
- One ball between 2 children, sit opposite each other 2 metres apart with legs open.
- Child must try and close their legs before the ball enters the goal area.
- Repeat.
- Give each child a ball and encourage them to dribble with the ball around the space.
- Place pairs of cones around the space to create gates.
- Children are challenged to run through as many gates as they can.
- Then give children a football each, where they should now dribble the ball through the gates without hitting the cones.
- Children start with 10 points but lose a point every time they hit a cone with the ball.

Key Teaching Points

Discuss gently tapping the ball with the side of the foot or rolling the sole of the foot over the top of the ball to keep it controlled.

Music Links - Jimmie Rodgers - English Country Garden.

Closing Activity

Knock Down the Gnomes

- Place cones around the space, these are the garden gnomes, some the right way up and some upside down.
- Half the class wants the cones to be one way and the other half vice versa.
- Children are given two minutes to turn as many gnomes over their way as possible.

and/or Flower power

- Split children into groups of 6/7
- Give each group a skipping rope.
- Two children crouch down and hold the rope at each end stretched out.
- The two children wiggle the rope and think of a flower each.
- The other children jump over the rope and say a flower.
- If they correctly guess the flower of one of the children holding the rope, they swap places.
- The game continues.

Key Teaching Points

Discuss using crouching down and using one hand to turn the cones at the same time.



Athletics

Lesson 1 - The Animal Farm



Lesson Objective:

To move with agility whilst showing control.

Physical Development Links

Confidently and safely use a range of large and small apparatus.
Develop overall body-strength, balance, coordination and agility.
Navigate space and objects effectively.

Wider Development Matters Links

CL - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Describe events in some detail. Understand how to listen carefully and why listening is important.

PSED - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others;

L - Use and understand recently introduced vocabulary using rhymes and poems during role-play.

M - Negotiate space and manage spaces effectively. Understand the representation of shapes and sizes.

UW - Recognise some environments that are different to the one in which they live. Explore the natural world around them, making observations of animals and plants;

EAD - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music; Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Equipment

- Tambourine/shaker
- Bibs/sashes
- Cones
- Small hurdles
- Soft toys

Key Vocabulary

Balance, control, directions, agility, dodging, speed, stretch, jump, leap, stretch, control, avoid, navigate, dodge, invade, release, hurdle, freeze.



Introduction Activity

Cheeky Animals

- It is night time and the farmer is asleep, which is when all the animals come out to play!
- Suggest different animals for the children to mimic, whilst moving quietly, e.g. duck, sheep, cow, horse, rabbit, chicken.
- When the tambourine/shaker sounds, this represents the farmer stirring in their sleep and the animals must freeze so as not to be caught.

and/or Old Macdonald Had a Farm

- Hold hands in a circle, walk around and sing.
- Old Macdonald Had a farm
EEE, Aye, eee, aye, ooo
And on that farm he/she had a
(then introduce a variety of farm animals)
- Children let go of hands and mimic being the animal, repeat.
- To extend this, choose a child to be the farmer in the middle.
- Continue the song as above, but the child in the middle chooses an animal and selects 4 or 5 children to be that animal, in the circle with them. Repeat
- Swap the middle child.

Key Teaching Points

Discuss different movements - tiptoe, sideways, jump, hop, all fours).

Music Links: Old McDonald Had A Farm

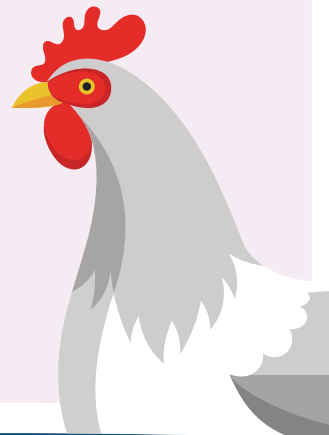
Main Activity

Sheep and Sheepdogs

- Set up a coned area in one corner of the space.
- 4 children wear bibs/sashes, they are the sheepdogs.
- All the other children are the sheep.
- The sheepdogs are aiming to tag the sheep.
- Once a sheep is tagged, they must go and stand in the coned area (the 'pen').
- Can nominate one child to be an unruly sheep (wearing a different coloured bib), who can release the sheep from the pen.
- To extend this activity, swap cones for small hurdles or skipping ropes.
- When the tambourine shakes, all sheep jump over the hurdles and escape from the pen.
- Choose 2 or 3 taggers for this activity.

Key Teaching Points

Discuss how to move in a variety of directions to dodge (avoid) the sheepdogs. Talk about moving the body in the same direction as the feet to move with agility (quickly and easily).



Closing Activity

Goodnight Animals

- Putting the animals to bed for the night, children act out the different actions of sorting the farm for night time:

Squat Down - laying out new hay

Lunge and Stretch - spreading feed out of buckets

Stretch Up - lock the doors

Lie on the Floor - relax with a cup of tea!

and/or Be still

- Give each child a beanie animal/beanbag.
- All children find a space and lay on their backs with the beanie on their chests.
- Introduce some soothing music and ask the children to breathe deeply in and out to slowly make their animals (on their chest) fall asleep.
- If they breathe too quickly the beanie will fall off.

Key Teaching Points

Discuss how to feel for a stretch when carrying out the actions.

Discuss what happens to your chest when you inhale and exhale

Music Links: The Boy, The Mole, The Fox and The Horse - Isobel Waller-Bridge

