**Nursery PE Lesson 1 Balance**

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| TOPIC – My Body | | | | | | | | |
| RESOURCES- Spots, Mini Yo! cards, Fantastic Elastic and music | | **MAIN SKILLS** – Balance.  **SUB SKILLS**- Changing Directions, Walk | | | | | | |
| EYFS & LEARNING OUTCOMES:   * Can stand momentarily on one foot when shown, moves freely and with confidence. * Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. | | | | | | | | |
| ADDITIONAL EYFS AREAS OF DEVELOPMENT  Physical Development: learning control over my body  PSHE: learning about myself  Expressive Arts and Design: creating stories  Language, Literacy and Communication: working in pairs, creating stories, following instructions | | | | **DISCUSSION POINTS**  How can we balance better? (pull in our stomachs, concentrate, stare at a spot/picture, etc.)  What parts of our bodies can we balance on?  Why should we be able to balance? | | | | |
| WARM UP – FANTASTIC ELASTIC  All children to stand in a circle and hold onto the Fantastic Elastic with both hands. Take one step backwards. Take one step forwards. Stretch up with the elastic high in the air. Crouch down and touch the floor with the elastic. Stand up. Climb over the elastic into the elastic circle. Sit down with your bottom on the outside of the elastic and your feet on the inside. Hold the elastic with the back of your knees, pull your stomachs tight and with straight backs lift your feet and raise your arms forward. Pretend to be a boat and rock from side to side on your bottom. | | | | | | | Differentiation   * HARDER – Balance for longer on your bottoms * EASIER – Do only some of the moves | |
| ACTIVITY 2 – BIGGER! HEAD SHOULDERS KNEES AND TOES  Once children have learnt and can sing and act ‘Heads shoulders knees and toes’ while standing, try it sitting. Pull stomachs in tight, backs straight, hands off the floor and with heels on the floor. Touch each body part that corresponds with the rhyme. When children sing toes they need to lift their feet off the floor and touch their toes. | | | Differentiation   * Keep feet off throughout the whole song * Try doing the song backwards (i.e. Toes knees shoulders and head) * Sing it more than once before placing feet back on the floor | | | | | |
| ACTIVITY 3 – STATUES  Place the same number of spots as children on the floor. All children move between the spots in different ways (free movement, movement to music, skills, etc.). On adult’s command, children find a spot and become statues on them, standing as still as possible. Children to pair up – one child is the statue and the other child the mover. Remove half the spots. The statues stay as still as possible on a spot while movers move between the statues in different ways without knocking them over. On adult’s command the movers must find their partner and become the statue on their spot, while their partner becomes a mover and moves in the way indicated by the teacher. | | | | | | Differentiation   * Children to stand on one foot when being a statue * Children stand still for longer periods of time * Make space smaller to challenge children and larger to make it easier | | |
| ACTIVITY 4 – MINI YO!  Use the moves that support the development of balance, such as tree, aeroplane, boat and dancer. Create a story about a dancer going on an adventure, crossing the seas in a boat, flying around the planet in an aeroplane and climbing high trees to see far. Encourage children to help create the story | Differentiation   * Act out the story faster or slower * Start with children balancing for a short time and repeat regularly so they balance for longer * Use the alphabet card (stand on one foot, while spelling things out with other foot) | | | | | | | |
| ACTIVITY 5 – SIT DOWN STAND UP  Children find a space. Sit down on the floor any way that they feel comfortable doing, stand up. Next attempt to sit down on the floor with crossed ankles without putting hands and knees down, stand up the same way. Next attempt to sit down on the floor with feet flat on the floor without putting hands and knees down. Attempt to stand up with feet flat on the floor by leaning back and roll forward. | | | | | Differentiation   * Allow children to sit down and stand up at their own level and encourage them to move to the next level when they are ready | | | |
| COOL DOWN – GO SLOW ANIMALS  Children to think of slow animals (prompt them if needed) such as tortoise, sloth, starfish or caterpillar. Play some gentle slow music and children to move really slowly around the space like a tortoise and then like a caterpillar, etc. End by turning into a rock and all roll up as small as they can and be as still as they can. | | | | | | | | Differentiation   * EASIER – Move faster * HARDER – Move slower |