**Nursery PE Lesson 2 Ball Skills**

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| TOPIC – Animals | | | | | | |
| RESOURCES- Balloons, balls, markers, paper, pens, cellotape, beanbags, animal flashcards | | | **MAIN SKILLS** – Throwing, Catching, Rolling  **SUB SKILLS** – Running, Jumping, Striking, Walking | | | |
| EYFS & LEARNING OUTCOMES:   * Can catch a large ball. Ball games. * 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. * Draws lines and circles using gross motor movements. | | | | | | |
| ADDITIONAL EYFS AREAS OF DEVELOPMENT  Physical Development: gross motor skills, object control,  PSHE: looking after and respecting others  Expressive Arts and Design: self-expression  Language, Literacy and Communication: communicating in pairs, fine motor development | | **DISCUSSION POINTS**  What are the different ways we can throw? (overarm, underarm, sideways, up, down, to others)  What should we think of when we are throwing something to others? Respect, aim, not too hard and not too soft  How does a kangaroo/bear/snake, etc. move? | | | | |
| WARM UP – SPOT MOVES  Each child to stand on a spot that are spread out. Children to jump on the spot like a kangaroo, run around the spot like a cheetah, jump forward, backward, sideward over the spot like a rabbit. | Differentiation   * HARDER – go faster * EASIER – go slower | | | | | |
| ACTIVITY 2 – FLYING ANIMALS  Give each child a round blown up balloon, their flying animal. Children to throw the flying animal in the air and catch it. Next throw the flying animal in the air and strike it with their hand. See how long they can keep the flying animal from touching the ground. What other parts of the body can you use to keep it off the ground? Can they do this while walking forward?  If any balloons burst, make sure to find all pieces as they can create a choking hazard. | | | | Differentiation   * Children to move while throwing and catching the balloon * Pair children up and they throw and catch and then throw and strike | | |
| ACTIVITY 3 – MAGIC POND  All children to stand in a circle, around the magic pond. One child holds a large ball, the magic fish. Call out another child’s name and the child holding the ball rolls the ball to that child, pretending that the fish is swimming to the other child. Continue until all children have had a turn. Next tell the children that the ball is a magic bird and they have to throw the ball over to the other side without it falling into the magic pond. Call a name of someone and the child holding the ball throws it to the other child. Continue until all have had a turn. | | Differentiation   * Make the size of the circle larger or smaller * Divide the group of children into ability and create a few circles * Get the more able children to throw to the less able children and the less able children to throw to the more able children | | | | |
| ACTIVITY 4 – HAPPY SAD FACES  Each child should draw four small pictures of different animals on paper or sticker. Give them all a large ball and help them to stick the pictures spread out on the ball. (this could take some time so, if possible, do before your PE lesson). Ask children to throw the ball and while the ball is in the air to call out what animal they can see. This will help them to learn about keeping their eye on the ball. | | | | | Differentiation   * Pair up children to throw the ball to each other * Children act out the animal they saw once they have caught the ball | |
| ACTIVITY 5 – THROW AND CATCHING ANIMALS  Give each child a beanbag (their animal) and a marker (the animal’s bed). Children to hold their marker in their hands like a bowl. Throw the “animal” up and catch it with the “bed”. Make it clear that it is very important to catch the animal so it does not fall on the floor. Pair up children and remove one of their “animals”. Children to throw the “animal” to each other. Next, one child holds both markers, one in each hand and the other holds the beanbag. The child holding the “animal” to throw it to the child holding the “beds”. The child holding the “beds” should try catch the “animal” by cupping the two markers together. | | | | | | Differentiation   * Move individual children to next task when ready * Children to stand closer or further apart from each other to make it easier or more challenging. |
| COOL DOWN – GOING HOME  Ask what animal we should be. When the animal has been identified, tell the children that you have been out all day and it is time to walk home. Walk back home over the hill, through the forest, going left and right to avoid the trees, around the pond and back home. Sit down and eat your dinner. Lie down and go to sleep. Can we hear everyone snoring? | | | | | | |