**Nursery PE Lesson 1 Body Awareness**

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| TOPIC – My Body | | | | | |
| RESOURCES- Cones, Animal cards, large & small balls, iPod/stereo | | **MAIN SKILLS** – Wiggle, Stretch, Running, Jumping  **SUB SKILLS –** Squeezing, Rolling, Tapping | | | |
| EYFS & LEARNING OUTCOMES:   * Moves freely and with pleasure and confidence in a range of ways, runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles * Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. | | | | | |
| 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 does our body fit together?  What do we need to kneel, see, sit, run with, etc.?  What do you think would happen if we didn’t have elbows, noses, etc.? | | | |
| WARM UP – BODY MOVES  WIBBLY WOBBLY – wiggling the fingers, shaking the hands and legs stopping and starting STAND UP SIT DOWN - sit down and stand up on adult’s command, REACH FOR THE SUN – hands on the floor, raise hands and stretch up as high as they can and then back down ARMS AND SHOULDERS – small and big circles with arms and shoulders changing speed and direction. LEGS AND FEET – lean back, one foot in the air and draw big and small circles with foot. HIPS – hands on hips feet flat on the floor, make circular and sideways movements. | | | Differentiation   * HARDER – Speed up the movements * HARDER – Do in slow motion | | |
| ACTIVITY 2 – WHAT BODY PART?  Teacher stands in front of the children and asks the children about different actions that we do every day. The children answer by wiggling/moving that body part e.g. “What body part do we put our socks on?” – Children will then move their feet and then pretend to put their socks on. | Additional Ideas   * HEAD - what body part wears a hat (children put a cone on their head) – also we shake and nod our heads (yes and no) * BACK - What body part do we lie down on (children lie on their backs and move around the area) * LEGS & FEET - What body parts do we use to run around with (children run around) * BOTTOM - what body part do we sit on the floor with (children sit down and shuffle their bottoms) * Children make noise with different body parts e.g. smacking lips, marching, etc. | | | | |
| ACTIVITY 3 – ANIMAL JUNGLE PARTY  Moving to music, get the children to imagine they are at a jungle party and there are 4 animals they should mimic (running like a cheetah, side to side like a crab, flap wings and fly like a bird, jumping like a frog) without bumping into each other. When the music is played the adult will shout out the different animals and they children should move in the corresponding way to the music. | | Differentiation   * Add more animals to move at different paces (slither like a snake, move crazy like a monkey, etc.) * Use colour cones as trees or water for children to change direction * Find somebody to move with * Move in a smaller space (more challenging) / larger space (easier) * Different pace / genre of music | | | |
| ACTIVITY 4 – 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 – SIMON SAYS  Play Simon Says using body parts. Place spots around the space. Children to move through the spots (without standing on any). When Simon Says find a spot, children need to find and stand on a spot without bumping into each other. | | | | | Differentiation   * EASIER – Move faster * HARDER – Move slower |