**Nursery PE Lesson 1 Movement to Music**

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| TOPIC – Music and Songs | | | | | |
| RESOURCES- Music, Animal cards, large & small balls, iPod/stereo | | | | **MAIN SKILLS** – Combine Movements, Movement to Music, Gallop, Leap, etc.  **SUB SKILLS**- Wiggle, Twist | |
| 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 | | | | | |
| ADDITIONAL EYFS AREAS OF DEVELOPMENT  Physical Development: learning about how I move  PSHE: learning about myself  Expressive Arts and Design: movement to music  Language, Literacy and Communication: working in pairs, following action song instructions | | **DISCUSSION POINTS**  How do we move when the music is fast? (play example)  How do we move when the music is slow? (play example)  How does a kangaroo/bear/snake, etc. move? | | | |
| WARM UP – BEAN GAME  Play fast tempo / upbeat music to encourage children to find different ways to move quickly. Then give them commands such as run around, do jumping jacks, skips, and wiggle their body etc. Follow with slow music and see the changes in the way they move - repeat. Connect their movements with language by making them to describe the differences. | | | | | Differentiation   * HARDER - Play music with a combination of fast and slow tempo so children can constantly change movements * EASIER - Make the space bigger or HARDER – smaller |
| ACTIVITY 2 – ACTION SONGS  Play songs from CDs such as Busy Feet, Sticky Kids or your own favourite children’s action song, CDs or videos. Encourage children to follow the actions by role modelling. | | | Differentiation   * EASIER - Stop and start the song for every movement, show the movements so everyone knows how to do the move * Children can choose their own suitable movements * EASIER - Make the space bigger or HARDER - smaller   Dance in pairs | | |
| ACTIVITY 3 – FEATHER DANCE  Children to pretend they have a bag of transparent feathers. Throw them as high in the air as they can. Play gentle music and ask them to move parts of their body to music (shout out different parts), pretending that the transparent feathers are landing on them. Once all the transparent feathers have fallen to the ground ask them to pretend they have brooms in their hands. Sweep the transparent feathers away in time to the music. | | | | | Differentiation   * EASIER - Make the space bigger or HARDER - smaller * HARDER – Move to the music and also move body parts * HARDER – Move more than one body part at a time * Change the music (different pace, genre etc.) |
| ACTIVITY 4 – DANCING ANIMALS  Play music children know and enjoy. Allow them to move around the space in any manner. Next instruct them to move like different animals dancing to the music using the skills of the week, e.g. Gallop like a horse, Leap like a lamb, Jump like a kangaroo, etc. Once children are comfortable with these skills, use flashcards to prompt children to change their movement each time you hold up a new flashcard. | | | | | Differentiation   * HARDER – Change flashcards faster   HARDER – Play faster music or EASIER – Play slower music |
| COOL DOWN – MUSICAL STATUES  Children walk around to relaxing music. When the music stops you must FREEZE. Find a few ‘Statue Champs’ each round that manages stay still. When the music starts again, the children dance to the music. | Differentiation   * EASIER - Make the space bigger or HARDER - smaller * HARDER - They can’t even giggle when they freeze * HARDER - Different moves and ways to travel to the music e.g. jumping, skipping etc. * Change the music (different pace, genre etc.) * HARDER - Stop and start the music quicker | | | | |