**Nursery PE Lesson 2 Walking Up the Stairs**

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| TOPIC – Big Adventures | | | | |
| RESOURCES- Music, Stairs (few steps), balls, beanbags, cones, stepping mats.  If not stairs are available, use a bench to step up onto and down off | | | **MAIN SKILLS** – Stepping, Walking, carrying, Jumping  **SUB SKILLS**- Balance, Listening, Placing, Following | |
| EYFS & LEARNING OUTCOMES:   * Walks downstairs, two feet to each step while carrying small object * 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 * Mounts stairs, steps or climbing equipment using alternate feet. Can be linked to an obstacle course * Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles * Can stand momentarily on one foot when shown | | | | |
| ADDITIONAL EYFS AREAS OF DEVELOPMENT  Knowledge and Understanding the world: learning about the world  PSHE: what can I do and where can I go  Physical Development: learning about myself  Expressive Arts and Design: movement to music | | **DISCUSSION POINTS**  Where have we gone?  What can you find there?  In what ways did we move?  Do we need to hold on when walking up and down stairs? | | |
| WARM UP – MOVE AND GROOVE  Have the children stand up on command and then sit back down. Repeat this a few times in a fun and enthusiastic manner. Then have children jump or jog on the spot. Turn in circles while jumping or jogging on the spot. Get children to hold their hands face down in front of them at waist level and lift knees to your hands alternatively. Jump on one foot and then the other. | | | | Differentiation   * Do this to music * HARDER - Children to do other things quickly, e.g. roll on the ground, shuffle around * EASIER - If children cannot lift their knees they can bend down and up instead |
| ACTIVITY 2 – MOUNTAIN TREASURE  Place treasure (coloured cones) at the top of the stairs, a traffic cone with a coloured cone on top along the bottom of the stairs - children start at the bottom of the Mountain (stairs). They must walk up the Mountain to collect a piece of treasure from the top and walk back down with a cone in one hand to put on the corresponding pile at the bottom. | Differentiation   * Place cones a few steps up the stairs * Place some cones at bottom of stairs and have the children walk with high knees * Use smaller stairs * HARDER - Instruct children to get certain colours e.g. red, blue, etc. * Holding/without holding the banister | | | |
| ACTIVITY 3 – THE HAPPY MOUNTAIN GOAT  Are we all mountain goats? Show me your big smiles. We need to climb to the top of the mountain to see the beautiful trees, flowers and sky. We need to take some food with us (carry a beanbag). Let’s all walk up the mountain. Hold on! Now that we are at the top, can you see the beautiful trees? Pretend to be trees. Can you see the flowers? Pretend to be flowers growing. Can you see the big blue sky? Stretch arms and legs out to the side. What else can you see? We are all so happy, let’s jump for joy! Now we need to go home. How do we get there? Let’s go back down the mountain, what a lovely day, now we are back home let’s lie down, curl up and go to sleep. Pretend to snore. | | | | Differentiation   * EASIER - Use stepping stones or can step on the spot * HARDER - Hold hands with partner / do it without holding on to anything * HARDER - Hold a balance on top of the stairs * HARDER - Walk with high knees * EASER - Carry smaller, HARDER - or larger objects |
| ACTIVITY 4 – ENCHANTED FOREST  Set up different activities around the room. Tell the children you heard different characters in the forest e.g. dinosaurs, lions, buzz light year etc.   1. Green coloured cones are a forest which children have to run through 2. Small steps/bench are mini mountains to walk up and down 3. Spot markers are stepping stones which they have to jump on to get across the river 4. Blue cones signify the water they have to swim across 5. Traffic cones to run in and out of | | | Differentiation   * HARDER - Children carry a small object as they move around * HARDER - Add more obstacles (make a line or rope for children to walk on, soft play equipment added to climb on, etc.) * Move as animals * Do different movements on each obstacle (jump in the water, hop on the stepping stones etc.) | |
| COOL DOWN – BOATS AND BRIDGES  Children to step into their boat. Sit on their bottoms on the floor and feet on the ground, with knees bent. Pretend to be rowing home, fast and then slower and slower. Arrive at the port and stop rowing. Throw your anchor out, lie down and pretend to be the calm ocean. Close eyes and breathe deeply, in and out. | | | | |