**Foundation Stage / Early Level Gross Motor Skills**

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| TOPIC – Animals |
| RESOURCES – Cones, music, mats, boxes, slides, stepping mats | **MAIN SKILLS** – Running, Jumping, Skipping, Crawling **SUB SKILLS** – Tiptoe, Balancing, Combining |
| EYFS & LEARNING OUTCOMES:* Experiments with different ways of moving
* Jumps off an object and lands appropriately
* Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
* Travels with confidence and skill around, under, over and through balancing and climbing equipment
* Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
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| ADDITIONAL EYFS AREAS OF DEVELOPMENTKnowledge and Understanding the world: learning about animals and weatherPhysical Development: learning about how I can move | **DISCUSSION POINTS**What happens to us when it rains, it snows, the sun shines, etc.?In what ways did we move?How does a kangaroo/bear/lion/monkey move?What animals do you find on a farm?What do I need to do to stop a moving ball? |
| WARM UP – WEATHER WARM UPEncourage Children to move around and to be like the weather. When it is sunny they move slow and make big slow circles with their arms. Children move fast in different directions like the wind. When it is raining they have to move their fingers up & down. When it snows they have to stand still and be frozen. |
| ACTIVITY 2 – ANIMAL BODY SQUASHGive each child a ball and tell them to pretend to be a specific animal. Instruct them to roll the ball and chase it. Call out a body part and the child will need to stop the ball with that part of the bodySecondly, divide children into pairs. One child rolls a ball and the other child chases it. The rollers to be one animal and the chasers another animal. Call out a body part and the child who is chasing the ball will need to stop the ball with that part of the body | Differentiation * HARDER – Stop with more than one body part
* HARDER - Balance the ball on a body part
* HARDER - Increase the space so that the child can throw the ball and its partner has to get it before it stops rolling.
* Use small or large balls.
* Bigger/ smaller circle
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| ACTIVITY 3 – ON THE FARMSet up a farm with different farm foods (coloured cones) scattered in an area with an entrance and exit gate on each side of the farm. Divide children into groups of 4 or 5, allocating an animal name to each group. The teacher calls out an animal group – they enter the gate moving as that animal and collect one piece of food (cone). They then exit, return to the beginning and place the food on the right pile. Repeat with different animals. | Differentiation * HARDER - Teacher calls out more than one animal
* Let children choose the animals
* HARDER - Balance the cones on their end as they exit the farm
* EASIER - Make area bigger or HARDER - smaller so they are aware of the space
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| ACTIVITY 4 – ANIMAL OBSTACLE COURSESet up an obstacle course related to the gross motor skills. Have pictures of animals at the start of each obstacle and get children to go across each obstacle like that specific animal: Kangaroo jumps up onto a bench and back off, Slither like a snake on the mats, Cheetah runs from one spot to the next, Frog jumps on the stepping stones, crab walks in and out of cones, Bear crawl through the tunnel, Monkey climbs over the climbing equipment, etc.  |  Differentiation * Extend or shorten each obstacle e.g. more or less cones to jump over
* HARDER - Add more obstacles
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| COOL DOWN – Mini Yo! Cats to RocksChildren on hands and knees. Lower head and tailbone, stretch back up into sad faces. Raise head and tailbone towards the sky and stretch stomach down into smiley faces. Lower bottom to heels, stomach down to thighs. Keep hands on the floor and arms stretched forwards. Pretend to be rocks and breath in, breath out. |