**Reception PE Lesson 1 Gross Motor Skills**

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| TOPIC – Animals and Weather | | | | | | |
| RESOURCES – *Cones, music, mats, boxes, slides, stepping mats* | | **MAIN SKILLS** – *Running*, Jumping, Skipping, Crawling  **SUB SKILLS** – Tiptoe, Balancing, Combining | | | | |
| EYFS & LEARNING OUTCOMES:   * 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. * Experiments with different ways of moving. * Jumps off an object and lands appropriately. | | | | | | |
| ADDITIONAL EYFS AREAS OF DEVELOPMENT  Physical Development: learning about how I move, negotiating space, body control  PSHE: learning about myself, interacts with others  Expressive Arts and Design: movement to music, imagination  Language, Literacy and Communication: working in pairs, following instructions, imagination | | | | | | **DISCUSSION POINTS**  What are our different body parts?  What animals live on a farm?  What noises do the animals make?  What animals live in the jungle, trees, rivers, etc.? |
| WARM UP – WEATHER WARM UP  Encourage Children to move around as if they are 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 wiggle their fingers, moving their hands up & down. When it snows they have to stand still and be frozen. | **Differentiation**   * HARDER - Teacher identifies different types of weather that makes children go quick or slow * HARDER - Children balance each time the weather changes * HARDER - Combine all the different weather movements | | | | | |
| ACTIVITY 2 – HIDE THE SPOT  One spot per child and adult. Spread spots out so that there is enough space for all to move freely. First instruct children to stand on a spot and instruct them to: Hide the spot with your feet – stand on the spot. Hide the spot with your knees – kneel on the spot. Hide the spot with your bottom – sit on the spot. Hide the spot with your stomach – lie stomach down on the spot. Try different body parts. Ask children what else can you hide the spot with? | | | **Differentiation**   * HARDER - Different combinations of body parts e.g. tummy & elbow * HARDER – stand on spot between each body part (they will then be going up and down) * HARDER - Balance the rock on a body part e.g. shoulder | | | |
| ACTIVITY 3 – ON THE FARM  Set up a farm with different farm foods (coloured markers) 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 - Adult calls out more than one animal * Let children choose the animals * HARDER - Balance the cones on their head as they exit the farm * EASIER - Make area bigger or HARDER - smaller so they are aware of the space | |
| ACTIVITY 4 – ANIMAL OBSTACLE COURSE  Set 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 over cones, Slither like a snake on the mats, Cheetah run, Frog jumps on the stepping stones, crab walks in and out of cones, Bear crawl through the tunnel etc. | | | | **Differentiation**   * Extend or shorten each obstacle e.g. more or less cones to jump over * HARDER - Change the animals at each obstacle course * HARDER - Add more obstacles | | |
| COOL DOWN – THE CATERPILLAR  Ask children to walk around the area on their own (you can play music in the background). On the adult’s command, they should find a friend to pair with (one behind the other, holding onto the other one’s shoulders). The pair continues to walk around as a caterpillar – on the adult’s command the pair find another mini-caterpillar (so there’s 4 people as a caterpillar) and so on until they form one big caterpillar. | | | | | | |