**Reception PE Lesson 2 Multi-Skills**

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| TOPIC – Various, including Colours | | | | | | |
| RESOURCES – Cones, balls, beanbags, buckets, hoops, traffic cones, spot markers | | | **MAIN SKILLS** – Balance, Crawl, various skills  **SUB SKILLS** – Working in Pairs, Various skills | | | |
| 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. | | | | | | |
| ADDITIONAL EYFS AREAS OF DEVELOPMENT  Physical Development: learning about how I move, negotiating space, body control  PSHE: learning about myself, working with others, taking turns  Expressive Arts and Design: movement to music, active stories/imagination  Language, Literacy and Communication: working in pairs, following instructions | | | | **DISCUSSION POINTS**  What happens when I move faster and slower?  What shall I do when working in pairs?  What colours are there? What’s your favourite colour? etc. | | |
| WARM UP – COLOUR ROAD  Spread a lot of coloured markers around the area, each colour represents an action. Children to move in and out of the colours, when the adult calls out a colour e.g. RED the children have to JUMP over as many red markers. BLUE means CRAWL to as many blue markers. GREEN means to move backwards to as many green markers. YELLOW means TAP as many yellow markers as possible. | | **Differentiation**   * HARDER - Adult 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 * HARDER - Change the actions for each colour | | | | |
| ACTIVITY 2 – GRAND PRIX  Mark out a racing track with a start & finish. Give each child one of 3 colour markers, which is their steering wheel. Adult calls out the different colours so that the children with the corresponding colour race cars jump up and race around the track then sit down as fast as they can. | | | | | **Differentiation**   * They have to reverse from start to finish line * Go around more than once * Add obstacles to drive around / jump over | |
| ACTIVITY 3 – CROSSING THE POND  Give each child two lily pads (spots). The goal is to cross the pond by walking on their two lily pads – if they lose balance and fall into the water they have to do a forfeit such as 3 jumping jacks and then continue crossing the pond. | **Differentiation**   * HARDER - Make the pond a longer. EASIER - shorter distance * HARDER - Children to cross the pond in pairs, sharing two lily pads * HARDER - Place a time limit to cross the pond * HARDER - Make it a race | | | | | |
| ACTIVITY 4 – LONDON BRIDGE  Split children into two groups. One group to pretend to be bridges. The other group pretend to be boats, staying still for a short while and then pushing themselves around on their bottoms, pretending to be rowing around a river, and going under as many bridges as they can (without bumping into other boats). On adult’s command the groups swap over, try to swap over regularly so that bridges do not get too tired. | | | | | | **Differentiation**   * HARDER – Bridges feet to not touch the floor the whole time. * HARDER – Swap over less regularly |
| COOL DOWN – MINI YO! OR OTHER YOGA BASED ACTIVITY  Children to stand as a tree – on one foot, other foot on that leg, hands in the air, waving like a tree in the wind. Slowly lower hands, lower foot to the floor, bend down at hip, with arms hanging down, slowly lower to the floor, roll up into a ball on the floor and pretend to be a rock (as still as they can be). | | | | | | |