**Reception PE Lesson 2 Negotiate Space**

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| TOPIC – Various | | | | | | |
| RESOURCES- Cones, music, spots, benches, climbing equipment, various props | **MAIN SKILLS** – Combining movements, dancing, throwing, catching  **SUB SKILLS** – Chosen skills of the week | | | | | |
| 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  Expressive Arts and Design: movement to music, active stories  Language, Literacy and Communication: working in pairs, following 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?  How can we move different objects to music? | | | | |
| WARM UP – COLOUR CORNERS  Place a different colour spot in each corner of a large space. All children stand in the middle with many objects the same colour as the spots in the corner. Call go. Children need to sort the objects in the middle and run and place the same colour object on the colour spots in each corner. They should move one object at a time. | | | | | | |
| ACTIVITY 2 – DINOSAURS AND FAIRIES (can be changed according to your topic)  Play music that changes tempo and have a variety of instruments (e.g. classical music). Initially children move around the space in any manner they please, avoiding each other and other objects. Next play parts of the music with bass or drums and get children to move around like huge dinosaurs, stomping slowly around the space. When the music has a light airy feel children move around faster and, if possible, on tip toes. Play the music through and ask children to listen to the different parts. | | | | | | Differentiation   * Prompt the changes in music to help children * Make the space smaller to make it more challenging |
| ACTIVITY 3 – ANIMAL OBSTACLE COURSE (can be changed according to your topic)  Set up an obstacle course placing pictures of an animal next to the different sections of the course to encourage children to move in different ways. Include climbing, swinging and hanging activities to help develop upper body strength. Use tunnels. Kangaroo jumps over cones, Slither like a snake on the mats, Cheetah runs from one marker to another, Frog jumps on the stepping stones, crab walks in and out of cones, Bear crawls through the tunnel, etc. | | | | Differentiation   * Encourage children to help creating the obstacle course * Add extra sections that can be more challenging and children can choose to do or not | | |
| ACTIVITY 4 – MUSICAL PROPS  Play high energy music. Give each child a prop (anything that they can hold, e.g. cone, ball, racket, hat, etc.). Instruct children to move to the music and at the same time they need to do something with their prop, such as throw it in the air and catch it, move it around their body, swing on their finger, etc.). Get them to swap with another child and continue. | | | Differentiation   * Play music faster or slower * Pair up children with one prop. They have to share the prop while moving together to the music | | | |
| ACTIVITY 5 – ANIMAL ADVENTURE (can be changed according to your topic)  What animal shall we be today? E.g. cheetah Where do we live? E.g. jungle What do we like to do? E.g. climb trees, run up the hill, swim in the river, etc. What do we eat? Let’s go on an adventure through the jungle, let’s go running up the hill, climbing trees, now let’s go swimming. Oh dear I’m really hungry, let’s get something to eat. Where shall we go? Let’s roll down the hill and swim some more. Oh it’s been a long day, let’s lie down, curl up and go to sleep. Place benches to climb onto (a hill). Spots are stepping stones across the river. Cones are bushes to walk between. Climbing equipment are trees to climb, etc. | | | | | Differentiation   * Play music faster or slower * Pair up children with one prop. They have to share the prop while moving together to the music | |
| COOL DOWN – OUTDOORS (can be changed according to your topic)  Children pretend to be the branches of a tree, waving their arms around. Be a slow stream and walk around twisting and turning their bodies. Be growing flowers, squatting down and slowly stretching up as they grow. Finally, all be rocks, squeezing into a small ball on the floor. | | | | | | |