

FIRST PE - LESSON 2 - Early Years

EQUIPMENT:

Throw down spots, strips, hands and feet

Learning Intention: How can you move around in a space?

Physical Development:

Negotiate space and obstacles safely; with consideration for themselves and others.

Demonstrate strength, balance and co-ordination.

Move energetically, such as running, jumping, hopping, and skipping

- Negotiate Space
- Move energetically- Running
- Move energetically- Skipping
- Move energetically- Hopping
- Move energetically- Jumping

WARM UP: Freeze

Teacher has a magic wand that when you say FREEZE- they stop and try not to move. You could even wave a scarf this will encourage them to look up!

Children walk slowly and/or tiptoe around. Teacher to call FREEZE, children to find a space and FREEZE. Repeat again asking them to skip, jump, gallop, jog, crawl etc. Each time children practising their listening skills and FREEZING on the whistle/instruction.

Can they move around pretending to be their favourite character in a book or on T.V?

Remind children when they move around they should be looking out for their friends.

ACTIVITY 1: Cars

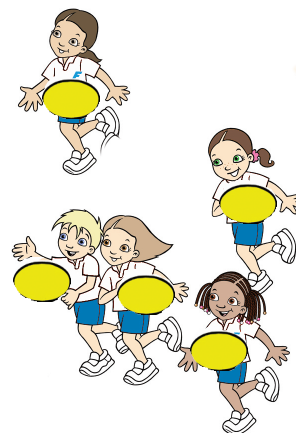
Children move around in a space pretending to drive a car using a throw down spot as the steering wheel; teacher to call out the following - (remind children to drive into a space and look out for their friends).

- "Go"- pretend to drive
- "Beep the horn" - jump on a spot
- "Car is breaking down" - jumping along
- "Turn around" - turn around in a different direction
- "Park your car" - children to stand on spot (as if it is their garage)
- "Breaks" - stop

Praise children who are moving into as space.

Extension 1 - children to put their spots down on the floor - teacher to call a colour garage (spot) - children must then stand next to that colour spot.

Extension 2: Add different colour cones - Call a colour and they drive and stand by the correct cone.



Move energetically- Running

Negotiate Space

ACTIVITY 2: Shopping Trip

Teacher to place a pile of equipment in each corner of the hall. Tell the children the equipment is now food in imaginary shops. E.g. beanbags (fruit), Cones (ice cream), Quoits (doughnuts), Scarfs/spots (pasta)

1. Children to continue to drive around with their spot as a steering wheel.
2. Teacher calls out "Go shopping" and children are to choose one piece of equipment. (Remind children how to be safe and wait for their turn when they go to the shop).
3. The children are to then balance the food on their body and continue to drive around.
4. The teacher then calls: "Take your food back to the shop" the children then return the equipment to the pile.
5. Repeat this again reminding the children to go to a different shop and choose a different item of food.
6. Can they balance the fruit on different parts of their body (car)?
7. Can they balance more than one item of food on their body?

Extension: For fun you could play the car game from A1.

To finish ask the children to take their fruit back to the shops, and then drive around slowly and ask children to put away their steering wheel (spots).



Demonstrate balance

COOL DOWN

Children to find a space and lie down. Teacher counts to 10 and they are to grow as tall as they can.

PLENARY

What was their favourite part of the lesson? How should you move around the room? Who should you look out for?