

LESSON PLAN: **PLAY:** EYFS: ACTIVITY 1

LEARNING OBJECTIVE: To explore how the body moves through dance.

WARM UP (5 MINS)

Ask pupils to find a space and using a piece of popular music with children, ask them to travel around the room. When the teacher stops the music, shout out a body part and pupils have to explore a way of moving that body part. The teacher should identify any creative movements and ask the class to copy that pupil. This can be progressed so pupils explore movement with more than one body part. Repeat.

ACTIVITY (10 MINS)

Ask the pupils which three movements they enjoyed performing the most. Encourage pupils to pick a movement from their upper body, middle body and lower body. Demonstrate the movements individually and see if the pupils can watch and copy accurately.

Play another piece of music, and ask the pupils to move around the room and perform the three movements throughout the track. See if the pupils can explore the movements at different levels, e.g. standing or sitting.

DIFFERENTIATION

LESS ABLE

- Demonstrate simple movements for the pupils to copy.

MORE ABLE

- Introduce more than three movements.

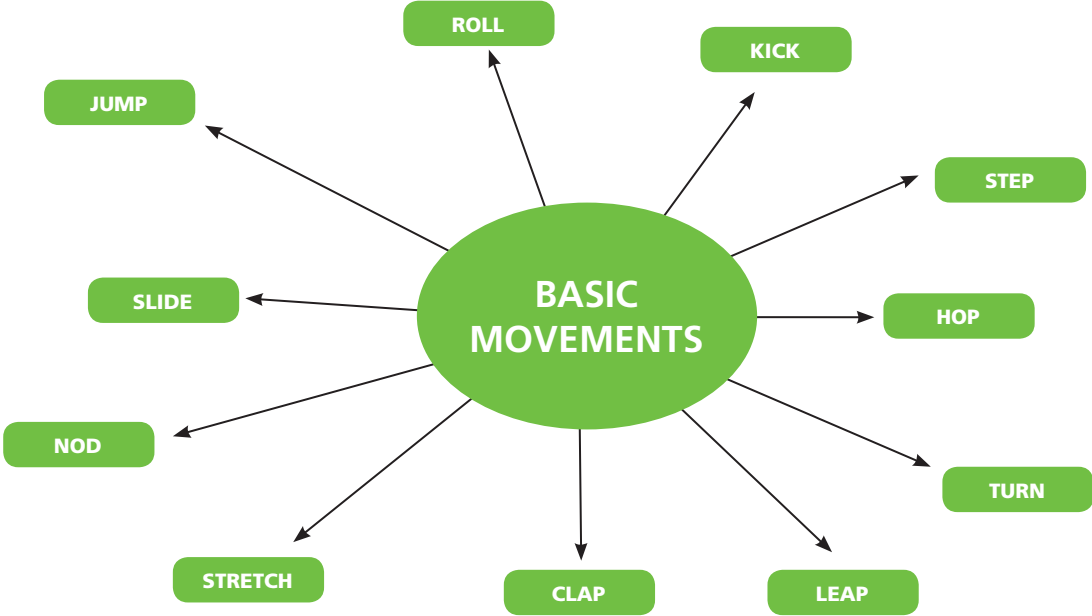
EQUIPMENT

- Sound system
- Music

KEYWORDS

- Explore
- Movement
- Copy
- Watch

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 1



LESSON PLAN: **PLAY:** EYFS: ACTIVITY 2

LEARNING OBJECTIVE: To find different ways to move around by playing games.

WARM UP (5 MINS)

The Bean Game: Ask pupils to move around the room in whatever way they would like. When the teacher calls out a bean, the pupils must act out that movement. Encourage pupils to move differently around the room between each bean action. Can they move around at standing level and then closer to the floor?

ACTIVITY (10 MINS)

Colour Game: Place different coloured floor spots in the corners of the hall. Pupils move around the room, however, when the teacher shouts out a colour the pupils must go to that floor spot. Ask pupils to move around in different ways, e.g. skipping, jumping, crawling, running. The last person to the spot must complete a forfeit, for example 5 star jumps.

DIFFERENTIATION

LESS ABLE

- Demonstrate simple ways to travel for the pupils to copy.

MORE ABLE

- Introduce more coloured spots.

EQUIPMENT

- Floor spots

KEYWORDS

- Moving
- Listening
- Watching

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 2

THE BEAN GAME EXAMPLES:

Jelly BeanWobble like jelly

Broad BeanWide as you can go

String Bean.....Tall as you can go

Baked BeanLie on the floor in
a star shape

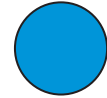
Runner Bean.....Run fast on the spot

Jumping BeanJump up and down

Chilli BeanShake as if you're cold

Frozen BeanFreeze still

COLOUR GAME:



LESSON PLAN: **PLAY:** EYFS: ACTIVITY 3

LEARNING OBJECTIVE: To develop a variety of ways to move.

WARM UP (5 MINS)

Traffic Lights: Explain to pupils that you have 3 different coloured cones. Just like traffic lights, the red cone means stop & freeze. The orange cone means walk around the hall. The green cone means run around the hall. Pupils must watch and listen to the teacher so they know what movement to do.

ACTIVITY (10 MINS)

Relay: Organise pupils into teams of 6. Place 3 pupils at each end of the hall opposite each other. Give the first runner a bean bag, they must run to the opposite side and give the beanbag to the child at the front of the line. They then stand at the back of that line. The pupil with the bean bag then runs to the opposite line and repeat until all pupils have had a go. Make into a race against the other teams in the class after this has been practised.

DIFFERENTIATION

LESS ABLE

- During the traffic lights game, demonstrate simple ways to travel for the pupils to copy.
- Low ability children can have a 3 second head start during the races.

MORE ABLE

- Add additional objects into the relay race.

EQUIPMENT

- Red, orange and green cone
- Beanbags

KEYWORDS

- Moving
- Listening
- Watching

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 3

TRAFFIC LIGHT GAME:



Stop



Walk



Run

RELAY RACES:



KEY:



Pupil



Bean bag



Where the pupil moves



Where the object moves

LESSON PLAN: **PLAY:** EYFS: ACTIVITY 4

LEARNING OBJECTIVE: To explore a variety of objects in ways that they are not designed for.

WARM UP (5 MINS)

Tail Tag: The teacher is to select two pupils to be 'it'. The rest of the class have a bib each to tuck into their shorts which becomes their tail. Pupils are to move around the room in different ways. If the catchers get a tail, they keep the tail and the other pupil becomes 'it'.

ACTIVITY (10 MINS)

Use a large skipping rope and explain to pupils that the skipping rope is a snake and to avoid the snake they must jump over it. Encourage pupils to walk up to the skipping rope and perform a jump to get past the snake and then walk round to the back of the queue. Depending on the amount of pupils within a class, it may be worth creating two lines to prevent pupils standing around.

Develop: Encourage pupils to run up to the snake and then jump over it. Then move on to wiggling the snake on the floor and ask pupils to complete the tasks above.

DIFFERENTIATION

LESS ABLE

- Have more than one tail.

MORE ABLE

- Have more pupils who are 'it'.
- Increase the height of the skipping rope.

EQUIPMENT

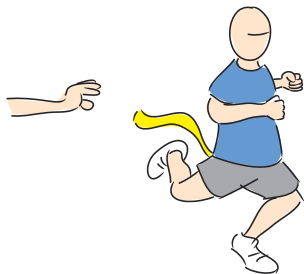
- Bibs
- Large skipping rope

KEYWORDS

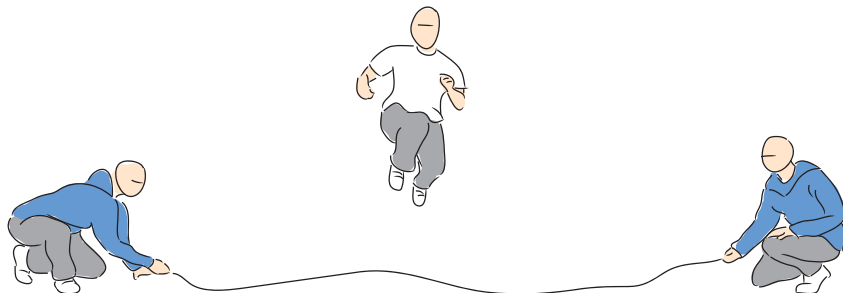
- Move
- Run
- Jump
- Explore

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 4

TAIL TAG:



SNAKE GAME:



Wiggle the skipping rope to make it look like a snake.
Students jump over the skipping rope without being caught by the snake.

LESSON PLAN: **PLAY:** EYFS: ACTIVITY 5

LEARNING OBJECTIVE: To develop skills with objects in ways that they are not designed for.

WARM UP (5 MINS)

Pupils are to get in pairs and hold one opposite hand each. This then becomes a 'net'. Each pair gets one bean bag and they must explore different ways to get the bean bag over and under their net. Look for good examples and get pupils to demonstrate to the rest of the class.

ACTIVITY (10 MINS)

Cat and Mouse: Choose 3 or 4 students from the class to be the catchers or the 'cats' and send them to the end of the hall/ playground to 'sleep'. Give each of the remaining students a coloured band or bib to tuck into the back of their shorts (to be their mouse tails). Shout 'wake up cats'. They then chase the mice and try to catch their tails. The cats have to catch as many tails as they can until they are all gone. When a mouse loses their tail they have to sit down.

DIFFERENTIATION

LESS ABLE

- Have more than one tail.

MORE ABLE

- How many passes can pupils make without dropping their beanbag?

EQUIPMENT

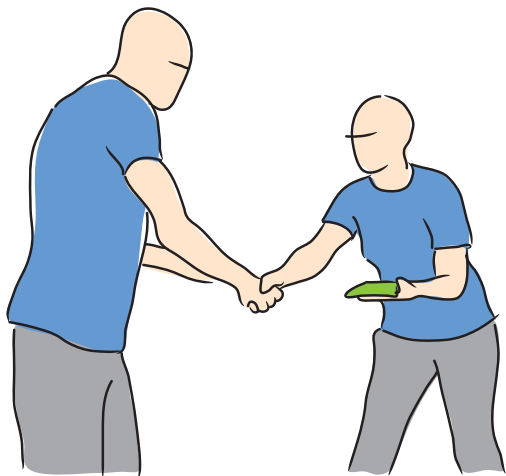
- Bean bags
- Bibs

KEYWORDS

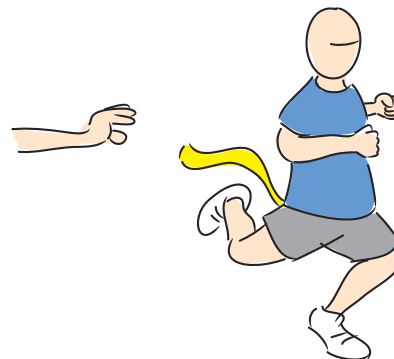
- Move
- Run
- Explore
- Chase

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 5

NET GAME:



CAT AND MOUSE:



LESSON PLAN: **PLAY:** EYFS: ACTIVITY 6

LEARNING OBJECTIVE: To discover boundaries and solve problems.

WARM UP (5 MINS)

The class can move around the space in any way they like. When the teacher calls out a number, pupils must get into groups of that number. Repeat the activity, but instead of shouting numbers, shout out a hair colour or a t-shirt colour.

ACTIVITY (10 MINS)

Ask the class to stand in a straight line. The class must now sort themselves into an order with the shortest pupil at one end and the tallest person at the other end- height order. Ask pupils to identify where the shortest and tallest pupils must stand. After they have completed this task, muddle the class up and reverse where the shortest and tallest pupil was standing. Ask the class to repeat the task this way round.

DIFFERENTIATION

LESS ABLE

- Ask pupils to group themselves with pupils of a similar height.

MORE ABLE

- Pupils cannot speak during the task. Instead they must communicate in other ways.

EQUIPMENT

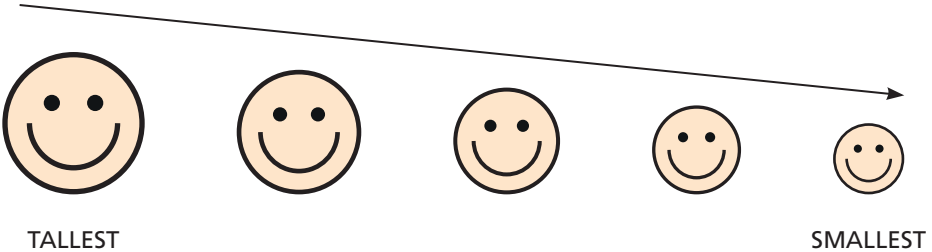
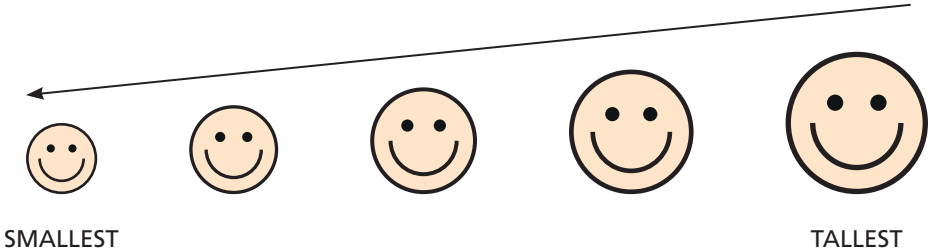
- Space

KEYWORDS

- Problem Solving
- Listening
- Communication

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 6

PROBLEM SOLVING:



KEY:



LESSON PLAN: **PLAY:** EYFS: ACTIVITY 7

LEARNING OBJECTIVE: To understand personal strengths and weaknesses through play.

WARM UP (5 MINS)

Place a variety of balls in the centre of the room. Ask pupils to collect a ball and explore how they can use the ball. Highlight any good ideas and ask the class to have a go. Ask the pupils to swap their ball with someone else so they have a different kind of ball to explore. Repeat several times so pupils can experience a variety of different balls.

ACTIVITY (10 MINS)

Fox and Hounds: Split the class into 2 teams. Half the class will be foxes and the other half hounds. To start, ask the foxes to sit in a straight line in the middle of the hall. Ask the hounds to sit behind them – they should be sat back to back. When the teacher shouts foxes, all pupils stand up, foxes must run to their end of the hall without the hounds chasing them and tagging them. When the teacher shouts hounds, all pupils stand up, hounds must run to their end of the hall without the foxes chasing them and tagging them. Move pupils up and down their line so they have a different pupil to chase. To restart the game, all pupils must begin in the middle of the hall.

DIFFERENTIATION

LESS ABLE

- Allow more time to run before they get chased.

MORE ABLE

- Increase or decrease the distance to run.

EQUIPMENT

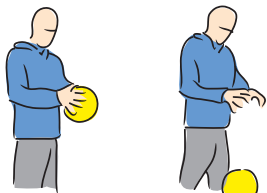
- A variety of balls

KEYWORDS

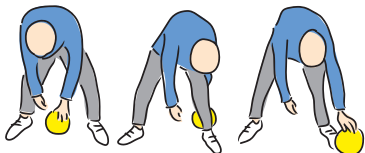
- Explore
- Chase
- Tag

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 7

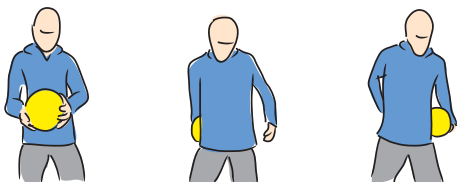
EXPLORING A BALL:



Bouncing the ball

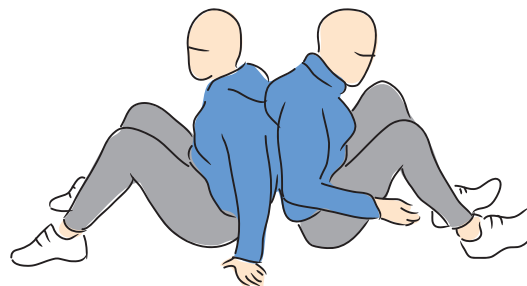


Through the legs



Around the body

FOX AND HOUNDS:



LESSON PLAN: **PLAY:** EYFS: ACTIVITY 8

LEARNING OBJECTIVE: To be artistic and imaginative through basic gymnastics.

WARM UP (5 MINS)

Each pupil is to have a ribbon or a scarf. Play music and ask pupils to move around the room in a variety of imaginative ways making different shapes with the ribbon or scarf. Highlight any good movement with the equipment and ask the rest of the class to copy. Change the music to a faster or slower pace and ask the pupils to move accordingly.

ACTIVITY (10 MINS)

Discuss with pupils what we mean by balancing and what parts of the body can assist us when performing balances e.g. arms.

Let pupils go off and explore different ways of balancing, go around and ask pupils what part of the body they are using to balance. Then try and get pupils to perform a stretched balance and a curled balance, discuss different body parts that can be used.

Allow pupils to explore different balances such as balancing on backs, tummies, sides, bottoms etc. Ask them to be creative with balances.

DIFFERENTIATION

LESS ABLE

- Give examples of simple balances.

MORE ABLE

- Balance with a partner or with fewer body parts touching the ground.

EQUIPMENT

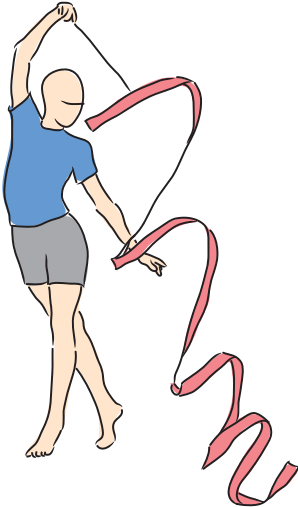
- Music
- Scarves
- Ribbon
- Mats

KEYWORDS

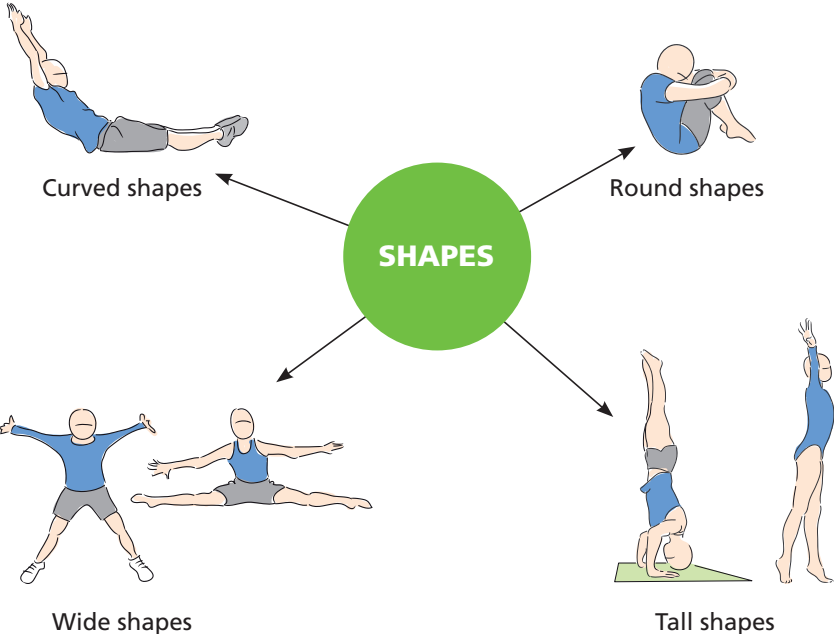
- Imaginative
- Creative
- Explore
- Balance

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 8

MOVEMENT WITH RIBBON:



CREATING SHAPES:



LESSON PLAN: **PLAY:** EYFS: ACTIVITY 9

LEARNING OBJECTIVE: To understand the importance of exercise.

WARM UP (5 MINS)

Ask the pupils if they feel hot or cold? Are they breathing slowly or fast? Is their body resting or ready for exercise?

Tag: Select 3 pupils to be 'it.' Ask the rest of the class to move around the space in a variety of ways. The pupils who are 'it' must try and tag their peers. Once a pupil has been tagged they must stand still with their arms out to the side. To become untagged, a team mate must run under the arms of the tagged pupil. That pupil can then re-join the game. Swap over who is "it" regularly.

ACTIVITY (10 MINS)

Ask the pupils again, If they feel hot or cold? Are they breathing slowly or fast? Is their body resting or ready for exercise? Can pupils feel a difference from before the warm up? This is because they have now exercised and have got the heart pumping more blood around the body which is very good for them.

Cones and Domes: Place class into two teams. Within a set area, one team will turn markers from a cone shape to a dome shape and the other team the opposite. After 30 seconds, see how many markers are in each shape to determine the winners.

DIFFERENTIATION

LESS ABLE

- Place hoops out as 'safe zones'. Pupils cannot get tagged when stood in the hoop.

MORE ABLE

- Have more pupils who are 'it'.

EQUIPMENT

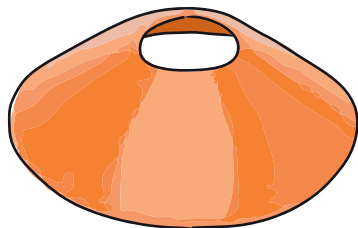
- Cones

KEYWORDS

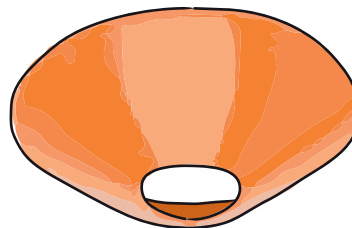
- Hot
- Breathing
- Heart

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 9

CONES AND DOMES:



Cones



Domes

LESSON PLAN: **PLAY:** EYFS: ACTIVITY 10

LEARNING OBJECTIVE: To move at different speeds.

WARM UP (5 MINS)

Ask pupils to walk around an area taking care not to bump in to anyone else. Ask pupils to walk slowly then walk quickly.

Set out cones at 10m intervals and ask pupils to walk and jog to as many cones as possible within one minute.

ACTIVITY (10 MINS)

Mark out 6 stations identified by cones. Ask pupils to get into teams of 5 – 7 and ask them to stand in a line to form a 'train'. The person in front will dictate the speed of the train. The train should stay together with the lead person ensuring that pace is appropriate for the whole team. The pupils should alternate between brisk walking and running for 1 minute, visiting all the stations and arriving at the last station within the minute. Pupils can have a brief rest at the last station while the lead person is changed.

DIFFERENTIATION

LESS ABLE

- Decrease the distance between each station.

MORE ABLE

- Decrease the time to get to each station.

EQUIPMENT

- Cones

KEYWORDS

- Moving
- Walking
- Jogging

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 10

TRAIN STATION GAME:


Victoria


Ashford


Kings Cross


Charing Cross


Waterloo


Ebbsfleet



KEY:



Pupil



Cone

LESSON PLAN: **PLAY:** EYFS: ACTIVITY 11

LEARNING OBJECTIVE: To energise the body through movement.

WARM UP (5 MINS)

Ask pupils to find a space and using a piece of popular music with children, stand in front of the class and ask the pupils to copy your movements, which can include:

- Marching on the spot
- Jogging on the spot
- Skipping on the spot
- Side step to the left, side step to the right

ACTIVITY (10 MINS)

Continue playing the music and put together a short sequence of movements for the pupils to copy and to get them energised! Movements can include:

- Waist twists
- Side bends
- Shoulder circles
- Claps under the knee

DIFFERENTIATION

LESS ABLE

- Keep sequences to no more than three movements.

MORE ABLE

- Get pupils to come up with their own sequence.

EQUIPMENT

- Music
- Sound system

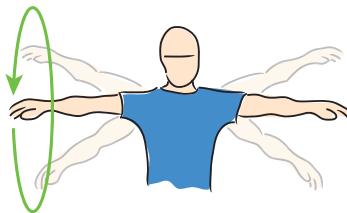
KEYWORDS

- Rhythm
- Energise
- Copy

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 11



Marching on the spot



Shoulder circles



Side bends



Waist twists