

LCP

Physical Development

Resource File

Foundation Stage

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Movement 1

Introduction

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Session 1 Running and walking

Session 2 Slithering

Session 3 Shuffling

Session 4 Skipping

Session 5 Crawling

Session 6 Goldilocks and the Three Bears



Unit 1 Movement 1

Introduction

- Dance is an element of PE and the children should change their clothes for this activity. Changing gives individual children the opportunity to build up this skill and leads to personal autonomy such as dressing. Dance is done in bare feet.
- It is important to talk to the children about how their body feels during and after exercise. Ask them questions about how their body has changed, for example, what do you notice about your heart? Can you feel it beating in your chest? Are you breathing more heavily?
- Always make sure that the floor space is clear and that there is sufficient space for the children to work in. A school hall is ideal. Remove all jewellery and make sure that long hair is tied back.
- Remember to praise the children constantly, both individually and as a group.
- Dance is good exercise, but above all it is great fun!
- 'Moving to Music' is particularly suitable for nursery/pre-school children in the spring or autumn term, but it is also highly successful when used with Foundation Stage 2 children. It can easily be adapted for the older children, who may also benefit from some basic moving-to-music actions.
- Sessions 1 to 5 follow a similar format and are to be teacher-led with the help of at least one other adult. Each session can be repeated.
- The movements are introduced at the beginning of each session as a warm-up.
- Each movement has its own music which fits perfectly and enables the children to move appropriately. The music for each movement is on a separate track of the CD which makes it easy to use. Make sure that there is a CD player available with good quality sound production. A remote control is also very useful.
- The sessions progress from walking and slow running to crawling, with some use of apparatus/equipment.
- There is an activity sheet, which matches words to pictures and is suitable for Foundation Stage 2 children (see **activity sheet 1**).
- 'Re-enacting a story' is the focus of Session 6. In this session, the story of Goldilocks takes children on an imaginary journey into the woods and around the three bears' house. The story is set to music. Children re-enact the story with clear body actions and facial expressions, whilst remembering to move in a space and not bump into others.
- Building up movements to the story will take several sessions and you can work on the story at your own pace.
- See Flipbook page 3 for illustrations of 'Goldilocks and the Three Bears'. Use this as a stimulus or to display in the classroom while the class is working on this unit.



Medium-term plan

Movement 1: Moving to music

Session	Activities	Learning objectives	Key scale points	Main early learning goal
1 Running and walking	<ul style="list-style-type: none"> Walk on the spot and then increase pace to jogging. 	<ul style="list-style-type: none"> To move with confidence and in time with the music 	<p>PD 1, 2, 3, 4, 8</p> <p>DA 2</p>	Movement
2 Slithering	<ul style="list-style-type: none"> Pretend to be a snake or a worm. Move in a straight line or move around obstacles. 	<ul style="list-style-type: none"> To move using a slithering motion, in response to words, pictures and music 	<p>PD 1, 2, 3, 4, 8</p> <p>DA 2</p> <p>CD 6, 7</p>	Movement
3 Shuffling	<ul style="list-style-type: none"> Work in a more controlled space. Shuffle in time to the music and move as a group. 	<ul style="list-style-type: none"> To negotiate an appropriate pathway when moving as a group To respond to the music, changing direction when prompted 	<p>PD 1, 2, 3, 4, 8</p> <p>DA 2</p> <p>CD 6, 7</p>	Movement
4 Skipping	<ul style="list-style-type: none"> Skip on the spot and then around the room, making good use of space. 	<ul style="list-style-type: none"> To move with clear body actions To be aware of others when moving and changing direction 	<p>PD 1, 2, 3, 4, 8</p> <p>DA 2</p> <p>CD 6, 7</p>	Movement
5 Crawling	<ul style="list-style-type: none"> Use apparatus to extend movements, e.g. tunnel/benches. Respond to 'Crawling' poem and music. 	<ul style="list-style-type: none"> To move on a low level To balance on and travel along equipment 	<p>PD 1, 2, 3, 4, 8</p> <p>DA 2</p> <p>CD 6, 7</p>	Movement

Medium-term plan

Movement 1: Moving to music

Session	Activities	Learning objectives	Key scale points	Main early learning goal
6 Goldilocks and the Three Bears	<ul style="list-style-type: none"> Re-enact a story with clear body actions and facial expressions. Keep in a space whilst moving to music. 	<ul style="list-style-type: none"> To listen and respond to stories and music 	<p>PD 1, 2, 3, 4</p> <p>DA 2</p> <p>CD 1, 2, 6, 7, 8</p>	Movement

Learning outcome

Children will copy the teacher and also move spontaneously in response to rhythm, music and ideas. They will have moved in a range of ways, for example, walking, running, slithering, skipping and crawling. They will negotiate an appropriate pathway when moving among others, turning to change direction and find a space.

Key scale points

- PD 1** Moves spontaneously, showing some control and coordination.
- PD 2** Moves with confidence in a variety of ways, showing some awareness of space.
- PD 3** Usually shows appropriate control in large- and small-scale movements.
- PD 4** Moves with confidence, imagination and in safety. Shows awareness of space, of self and others.
- PD 8** Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active.
- DA 2** Dresses, undresses and manages own personal hygiene with adult support.
- CD 1** Responds to a variety of sensory experiences. Engages in representational play.
- CD 2** Creates simple representations of events, people and objects.
- CD 6** Matches movements to music.
- CD 7** Uses imagination in dance and movement. Responds in a variety of ways to what s/he hears and feels.
- CD 8** Expresses and communicates ideas, thoughts and feelings using role-play and movement.

Session 1 Running and walking

Age

3 years +

Time

20 minutes

Foundation Stage Profile

PD 1, 2, 3, 4, 8

DA 2

Early learning goal

- Movement

Learning objectives

- To move with confidence and in time with the music

Resources

- CD player
- CD B tracks 1, 2 and 3
- **Flipbook page 1: Copying**

Vocabulary

jogging

on the spot

running

smile

walking

Stepping stones



Step 1

Respond to rhythm and music by means of movement

Can stop

Moves in time to the music



Step 2

Move in a range of ways, such as walking and running

Walks and jogs on the spot and round the space



Step 3

Not applicable



Step 4 (Goal)

Move with confidence and in safety

Moves carefully and does not rush

Warm-up

- Ask the children to sit in a circle.
- Ask the children to stand up in the circle and copy you as you walk on the spot. Emphasise the pumping movement of your arms. Remember to smile! Keep your legs strong and bend your knees.
- Ask the children to copy you as you jog on the spot. Keep your back straight and your knees bent and jog on light feet. Keep your hands by your side and your head up. Remember to praise the children as they copy you and tell them to keep smiling.
- Ask the children to sit down.

Dance to the music

- Put the children in a line and ask them to hold hands. Play **track 1 'Walking'** and lead the children about the space. The music is perfect for walking and no one must rush.
- Ask the children to unlink hands and copy you on the spot as you 'pump' your arms. Do this to the music. The children do not have to stay in a line, just as long as they can see you. Remember to praise the children.
- Ask the children to sit down. Play **track 2 'Running'** and show the children how you jog lightly to the music. Ask the children to stand up. The music is a slow jog and you should emphasise this, keeping the children calm and making sure that they do not move too quickly. Depending on the ability of the children, you could take them for a jog about the room. The children can follow you or jog in their own direction.

Cool-down

- Bring the children together and ask them to come and sit near you.
- Tell the children to sit quietly and listen to **track 3 'Quiet moment'**. As the music becomes quieter, ask the children to lie down slowly and pretend to go to sleep.
- Go round to each child and say their name quietly. When they hear their name, they should get up and go to put on their shoes and socks, and line up.

Assessment opportunities

- Do the children move slowly or quickly according to the music?
- Can they follow the movements of the teacher?

Evaluation

Session 2 Slithering

Age

3 years +

Time

20 minutes

Foundation Stage Profile

PD 1, 2, 3, 4, 8

DA 2

CD 6, 7

Early learning goal

- Movement

Learning objectives

- To move using a slithering motion, in response to words, pictures and music

Resources

- Pictures of creatures that slither, for example, worms, snakes
- CD player
- CD B tracks 4 and 3
- **Flipbook page 2: Levels**

Vocabulary

freeze

quickly

slither

slowly

turn

Stepping stones



Step 1

Respond to rhythm, music and story by means of gesture and movement

Can stop

Freezes and turns



Step 2

Move in a range of ways such as slithering

Moves on the floor like a snake



Step 3

Experiment with different ways of moving

Tries out different ways of moving on the floor



Step 4 (Goal)

Move with confidence, imagination and in safety

Imagines how snakes and worms would slither

Warm-up

- Ask the children to sit near you. Say the word 'slither' very slowly and quietly. Ask the children to copy you as you say the word more quickly and louder. Do this several times.
- Ask them what they think 'slither' means. Give them clues by saying 'worms slither, snakes slither' and show them the pictures.
- Ask the children to move slightly back and ask them to show you how they slither about. This can be done on fronts or backs. See Flipbook page 2 for a photograph of a child slithering on her front.
- Tell the children to freeze and then turn to slither in another direction. Encourage them to slither all about the floor.
- Ask the children to start moving slowly and then gradually speed up. Remind them to move carefully and keep in a space. They must take care not to bump into anyone else as they move. Slithering is best done on a smooth, clean floor.
- Remember to praise the children.

Move to the music

- Ask the children to sit near you. Play **track 4 'Slithering'** and show the children the snake and worm pictures as they listen. Encourage them to sit still and listen to the slithering sounds. A pause in the music indicates where they should freeze and turn to slither in another direction. Ask them to imagine slithering as they listen to the music.
- Ask the children to move into a space and move to the music. Tell them to be quiet and listen out for the pause that indicates when they should freeze and turn. Encourage them to start very slowly and then speed up gently with the music.
- Encourage the children to try slithering on both their fronts and their backs.
- Ask some children to show you how well they slither. Always praise all the children.

Cool-down

- Ask the children to lie very still in a space. Play **track 3 'Quiet moment'**. The children must stay very still, as if fast asleep, and listen very carefully to the music.
- Ask the children to listen as you say their names quietly. When they hear their name they should sit up very slowly. Ask them to sit up straight and remind them to smile!

Assessment opportunities

- Do the children freeze and turn with the music?
- Can they move on their fronts and backs?
- Are the children able to respond to the pictures?

Evaluation