



P.E. FOUNDATION STAGE RESOURCE FILE

Second Edition

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Introduction

The **LCP** Physical Development Resource File consists of physical development sessions and resources for the whole of the Foundation Stage. The sessions are linked to a number of the Early Learning Goals as defined in the 2014 Early Years Foundation Stage Profile Handbook.

Each unit is based on one of the early learning goals. Each unit contains a medium-term plan and user-friendly session plans.

The Interactive CD that accompanies the file provides photographs and illustrations of children demonstrating the work covered in all of the units. It can be displayed in the classroom or used for reference during physical development sessions.

There are also examples of what children can achieve and how to carry out various movements and games in practice. In addition, the dances, stories and action games are accompanied by an original audio CD of specially composed music and narration.

The sessions include:

- learning objectives
- links to early learning goals and Foundation Stage Profile
- list of vocabulary covered
- list of resources needed
- step-by-step instructions for teachers
- assessment opportunities and space for teacher's own evaluation notes.

All children are given the best opportunities for effective physical development, with attention to:

- activities that offer appropriate physical challenges
- sufficient space, indoors and outdoors
- sufficient time for children to use a range of equipment
- resources that can be used in a variety of ways or to support specific skills
- the introduction of the language of movement to children
- time and opportunities for children with physical disabilities or motor impairments to develop their physical skills

- additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

To ensure children's engagement, much variety has been incorporated into the sessions to develop large motor skills (e.g. a variety of small equipment: ropes for pathways, beanbags, quoits and balls).

Teachers are shown how to introduce the language of movement, which is listed with the vocabulary.

Inclusion

The file allows time and opportunities for children with special needs, physical disabilities or motor impairments to develop their physical skills. Encourage all children to take part and give them constant praise. The sessions may be repeated in order to reinforce skills or you may ask children to focus on one particular skill per session.

Differentiation

The extension activities provide an opportunity for differentiation. They are suitable for more able pre-school children and all reception children. In addition, most of the sessions can be adapted by the teacher to suit all foundation stage children.

Activities

The activities covered in this file are:

- Dance
- Enacting a story
- Using a parachute
- Large motor skills
- Fine motor skills
- Circle games/action rhymes.

There is an appendix at the back of this file that suggests events and equipment needed to hold an activity fun day for four and five-year-olds.

The appendix also includes an assessment section in the form of a diary. Action games can be used as warm-ups to sessions or in isolation as 'filler-ins', for example, if the teacher has time to spare before play, lunch or end of school.

Reception children will have the opportunity to use the amenities and equipment that are available to KS1 children in their school.

Where a nursery is linked to a primary school, the amenities and equipment available are incorporated into the session plans. Where space and amenities are limited sessions can be easily adapted.

All the sessions are to be repeated for reinforcement of skills. This is particularly important at the Foundation Stage.

All activities should be fun and relatively calm. They should take place in a safe, warm environment. Above all, constantly praise the children both individually and as a group.

About the authors

Helen Withers is a primary school teacher. During her 30 years of teaching she has taken a very keen interest in promoting dance in primary schools and the community. She has organised many courses and workshops for teachers and students. She has also produced school dance festivals at professional venues.

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Laura Rastall graduated from Winchester University in 2005 with a First Class Honours degree in English and drama Primary Teaching. She has been a coordinator of PE, RE and PSHCE and a Special Educational Needs Coordinator. Most recently Laura has worked as a freelance educational consultant and writer.

Suggested timetables

Suggested timetable for physical development sessions

Nursery		
Autumn Term	Spring Term	Summer Term
Circle Games 6 sessions	Moving to music 6 sessions	Outside games 6 sessions
Parachute 6 sessions	Gymnastic skills 6 sessions	Enact a story
Ongoing tasks fine motor skills	Ongoing tasks fine motor skills	Ongoing tasks

Nursery – ongoing skills

Provide:

- real and role opportunities for children to create pathways, taking a message from one adult to another
- materials with which children can improvise their own space
- sufficient materials for children to share.

Encourage children to:

- ask for help
- use hand-washing facilities.

Activities:

- cooking
- playing instruments
- cutting with scissors
- mark making on paper with a range of pencils and brushes
- finger painting
- action rhymes

Suggested timetables (cont.)

Reception/Foundation Stage 2		
Autumn Term	Spring Term	SummerTerm
Dance – At the Park 6 sessions	Gym skills using apparatus, climbing frame	Dance – We’re going on a bear hunt 6 sessions
Circle games 6 sessions	Enact a story Goldilocks	Games 6 sessions
Parachute 6 sessions	Ongoing skills	Ongoing skills
Ongoing skills		

Reception – ongoing skills

Activities:

- action rhymes
- ‘small world’ toys, construction sets, threading and posting toys, dolls’ clothes, collage
- dressing up, dressing, undressing
- using knives/forks/chopsticks
- carrying resources, for example, a book, jug of water, crate of toys
- moving their chair safely
- using scissors and left-handed tools as well as right-handed
- awareness of the space they are working in
- washing hands
- having a rest
- using a range of large and small equipment, for example, rugs, large pieces of material, chalkboards, whiteboards
- using big brushes and rollers for large movements

Provide:

- wide range of materials including clay and more than one kind of dough
- appropriate tools
- big bricks.

Encourage children to:

- talk through what they plan to do
- reflect on what they have done, what worked well and what they would change next time.

Health and safety

- Are the children wearing safe footwear and clothing that helps their learning? Dance is best done in bare feet.
- Do the children know why it is important to change for PE and why their PE bag needs to go home at the end of each half term/term?
- Has all jewellery been removed or earrings taped over?
- Have the children washed their hands after using the toilet?
- Is long hair tied back?
- Is the space safe and clear to work in?
- Have all the children warmed up and cooled down properly?
- Are the children aware of others in the class when they are moving around?
- Are there enough adults to help with parachute/apparatus lessons?
- Have the children been briefed about walking carefully in bare feet on the parachute?
- Have the children been taught how to carry apparatus and handle equipment/objects properly? (Make sure that equipment is not too heavy for children to carry, for example, crates of bricks and construction kits.)
- When helping to move equipment do the children have a safe routine?
- Do the children know how to carry scissors/tools safely?
- Have checks for allergies and any dietary requirements been made when working with food?

Health and bodily awareness

Asking children these questions during physical development sessions should develop children's knowledge and understanding of fitness and health. While there is no separate unit dedicated to the early learning goal for health and self care, this aspect of physical development should be covered in any lesson involving physical activity. Use and discuss the following questions to help children think about the effects of activity on their bodies and encourage them to recognise the importance of healthy practices.

When exercising, children can be asked the following questions to help them think about what is happening to their body and how it changes:

- Can you feel your heart?
- What happens to your heart when exercising?
- What happens to your heart when still?
- Are you breathing more heavily?
- Do you feel hot?
- Do you feel cold?
- Can you feel your pulse in your neck?
- Look at each others' cheeks. What do you notice? Are they rosy?

These questions ask the children about safety and hygiene in physical activities.

- Why is it important to change for PE?
- Why does your PE bag need to go home at the end of each term/half term?
- Why do you think it is best to do dance in bare feet?
- Why should you wear plimsolls or trainers for outdoor games and not your school shoes?
- Why do you need to have a drink of water after PE?
- Why is it important to warm up and cool down?
- Why is it important to rest when you feel tired?
- How do we carry scissors/tools safely?
- When do you need to wash your hands? Why?

Risk assessment

This risk assessment checklist is a supplement to the health and safety sections in this file. Please see LCP Risk Assessment or your school policies or LEA for more details.

Large motor skills/using equipment and apparatus

Has the floor been checked before any activity takes place?

Is the hall clear enough for the activity? Make sure there is no hazardous furniture in the way.

Is all equipment stacked and stored carefully? Is it easy for the children to access?

Has the equipment been checked? Is it up-to-date, clean and safe to use?

Has all apparatus been put out correctly?

Have wheeled toys been checked?

Is there a first-aid kit available?

Is the hall/gym flooring suitable for working in bare feet?

Are mats placed appropriately (where children will land)?

Are there enough mats to cater for all the equipment?

Are the mats in good condition? (They should be flat with no raised edges and thick enough for landing on.)

Have the mats been stored flat (where possible)?

Are wooden benches free from splinters?

Has the maintenance schedule been consulted? (Equipment should be checked annually.)

Dance

Is the hall/gym flooring suitable for working in bare feet? (Check for pins and staples.)

Is there a first-aid kit in the hall?

Is the CD player working, in good order and away from the dancers?

School field

Has the field been checked for litter and dog excrement? Is a 'poop scoop' available?

Is there a first-aid kit available?

Are all medications on hand, for example, inhalers, epipens?

Is there a mobile phone, charged up, available for emergencies?

Are the children suitably dressed for the weather conditions?

Is there a first aid kit available?

Has the field been checked for litter and dog excrement?

Is the PA system working and safe?

Check all sports equipment. Is it safe and in good condition?

Are there enough members of staff to supervise the sports area?

Do you have a mobile phone charged and with available signal for emergencies?

Is the school building secure?

Sports field

Has the field been checked for litter and dog excrement?

Are the children suitably dressed for the weather conditions?

Is there a first aid kit available?

Are all medications on hand if needed, (e.g. inhalers?)

Make sure you have a mobile phone charged up for emergencies.

Are the goal posts in good condition and fitted correctly?

Swimming

Is the coach equipped with seat belts?

Is there a lifeguard present at the pool?

Are there swimming instructors available?

Are all medications on hand if needed, (e.g. inhalers?)

Is there a first aid kit available at all times?

Are the children well supervised in the changing rooms?

Have all the children entered the foot bath and showered before entering the pool?

Do the children know what to do in the case of an evacuation?

Do teaching staff know what to do in the case of an emergency?

Have all staff read their copy of the latest whole school or LEA swimming guidelines for schools?

Activities to help develop large motor skills

- Action rhymes
- Using wheeled toys for pedalling
- Climbing through tunnels, barrels
- Climbing on ladders, A-frames, benches, slides, see-saws, etc.
- Dancing to music to make up a sequence of movements or dancing using a change in pace, direction and levels
- Throwing and catching beanbags, variety of balls and quoits
- Sitting up, standing up and balancing on various parts of the body
- Exploring the range of movements the body can perform: walking, jumping, running, climbing, sliding, shuffling, crawling, slithering, rolling, balancing, throwing, catching, hopping, skipping, manoeuvring – sideways, backwards, under and over
- Going up or down stairs and climbing equipment using alternate feet

Activities to help develop fine motor skills

- Hand-eye coordination activities, for example: tweezers, threading, cutting, posting, pinching, matching, weaving, tearing, playing instruments, sewing, hammering, rolling
- Play dough, clay, real dough
- Using tools such as garlic presses, scissors and icing bags – exploring malleable materials by patting, stroking, poking, squeezing, pinching and twisting them
- Painting with decorators' brushes and water on walls and fences
- Action rhymes
- Using one-handed tools, for example, screwdrivers and hammers
- Dressing up, dressing and undressing
- Painting, using fingers and a variety of brushes
- Pegboards – large and small
- Spreading glue
- Carrying resources, for example, a book, jug of water, crate of toys
- Using knives, forks, chopsticks
- Moving their chair safely/aware of own space
- Using scissors and left-handed tools as well as right-handed
- Making children aware of the space they are working in
- 'Small world' toys, construction sets, threading and posting toys, dolls' clothes, collage
- Using a range of large and small equipment, for example, rugs, large pieces of material, chalkboards, whiteboards
- Talking through in advance what they plan to do
- Reflecting on what they have done, what worked well and what they would change next time
- Big bricks
- Sand/water

NB: For very young children it is important to have a pause for a rest during and in between activities, for example, when using the parachute.

What is good quality movement?

This is a term mentioned frequently in the LCP Physical Development Resource File and it is important for both teachers and children to understand what this term means.

Good quality movement refers to any physical activity done by a child that displays thoughtfulness and bodily awareness.

This could be shown in many ways:

- sitting in a space with good posture – a straight back with head up and legs and arms crossed
- freezing in a space
- freezing in a space in an interesting body shape
- working out a sequence on different levels
- pointed toes and extended arms
- extended shapes in flight
- good posture when standing – straight back, head up
- good posture when jogging or walking – straight back, head up, knees bent, travelling on the balls of the feet
- controlled balances with extended extremities
- clear body action
- kicking a ball accurately and properly
- lining up a ball and tracking a ball

How do I get my children changed quickly?

Young children love routine. The following changing routine has been tried and tested by a very experienced Foundation Stage teacher. It works well if it is used from the very first lesson.

- All children get their PE bag.
- They put the bag on their table.
- They take off their shoes and socks.
- They put their socks in their shoes under their chairs.
- They take their tops off, then their trousers, skirts or pinafores and put them on the chair.
- They take out their PE kit from the bag.
- They put on their PE top.
- They put on their shorts.
- Then they put on their footwear.
- Finally they leave their PE bag on the table with name uppermost, so they can recognise their bag when they return from the lesson.

When changing back they take off their PE kit and put it straight in the bag before putting their school clothes back on.

Children who change quickly and quietly can be given a sticker/star to wear or to be stuck on a chart (see 'I can get changed quickly' chart).

Here are some incentives to encourage children to change quickly:

- Use a five-minute egg timer.
- Tell each child to put their clothes in a hoop. This works well with small groups and when space is not restricted. Larger groups could share hoops or change in an area of the hall.
- Provide feely trays of tactile, natural materials for children to dip their bare feet into after they have got changed, but are still waiting for other children to get changed. The trays could include, for example, pebbles, sponges, crinkly netting, conkers, pine cones or scrunchy leaves.
- Put out cubes and bricks on the carpet area. Set a task for the children, for example, can you make a tower using ten cubes/bricks?

<h1>I can get changed quickly</h1>	
Jack	
Chloë	
Ryan	
Ashia	
Lewis	
Grace	
Naveen	
Maya	
Molly	
Daniel	

Foundation Stage Dance CD Tracks

Unit 1 Moving to music

1. Walking
2. Running
3. Quiet moment
4. Slithering
5. Shuffling
6. Skipping
7. Crawling

Unit 1 Goldilocks and the three bears

8. The story begins
9. Goldilocks in the woods
10. The bears' cottage
11. Three bowls of porridge
12. Three chairs
13. Three beds
14. The bears come home
15. Something strange
16. Who's upstairs?
17. Goldilocks runs home

Unit 2 At the park

18. Down the slide
19. On the monkey bars
20. On the swings
21. Greeting a partner
22. Walking with a partner
23. Collecting a ribbon
24. Dancing with ribbons

Unit 2 We're going on a bear hunt

25. Narration – the grass
26. Swishy, swashy
27. Narration – the river
28. Splash, splosh
29. Narration – the mud
30. Squelch, squerch
31. Narration – the forest
32. Stumble, trip
33. Narration – the snowstorm
34. Hooo, wooo
35. Narration – the cave
36. Tiptoe, tiptoe, what's that?
37. A bear!
38. Narration – back home
39. In the house

Unit 3 Using space

40. Musical statues 1

Appendix Action games

41. Heads, shoulders, knees and toes
42. The Hokey-Cokey
43. The farmer's in his den
44. The wheels on the bus
45. Musical statues 2
46. Musical statues 3
47. Musical statues 4
48. Musical statues 5



Unit 1

Movement 1

Introduction

Medium-term plan

Session 1 Running and walking

Session 2 Slithering

Session 3 Shuffling

Session 4 Skipping

Session 5 Crawling

Session 6 Goldilocks and the Three Bears



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 Interactive CD resource 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.



Movement 1: Moving to music

Session	Activities	Learning objectives	Early Learning goal	Prime area of learning
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. 	ELG 01, ELG 02, ELG 04, ELG 06, ELG 16, ELG 17	<ul style="list-style-type: none"> Listening and attention Understanding Moving and Handling Self-confidence and Self-awareness
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. 	ELG 01, ELG 02, ELG 04, ELG 06, ELG 14, ELG 16, ELG 17	<ul style="list-style-type: none"> Exploring and using media and materials Being imaginative
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. 	ELG 01, ELG 02, ELG 04, ELG 06, ELG 14, ELG 16, ELG 17	
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. 	ELG 01, ELG 02, ELG 04, ELG 06, ELG 14, ELG 16, ELG 17	
5 Crawling	<ul style="list-style-type: none"> Use apparatus to extend movements, (eg. 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. 	ELG 01, ELG 02, ELG 04, ELG 06, ELG 14, ELG 16, ELG 17	
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. 	ELG 01, ELG02, ELG 04, ELG 05, ELG 06, ELG14, ELG 16, ELG 17	

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, shuffling, skipping and crawling. They will negotiate an appropriate pathway when moving among others, turning to change direction and find a space.

Session 1 Running and walking

🕒 20 mins

Age

3 years +

Early learning goals

ELG 02, ELG 04, ELG 06, ELG 16, ELG 17

Learning objectives

- To move with confidence and in time with the music.

Resources

- CD player
- Dance CD tracks 1, 2 and 3
- Interactive CD Image Gallery: Page 1, Copying

Vocabulary

jogging, on the spot, running, smile, walking

Learning Journey

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?*