

Safe space PE

EYFS. KS1

OAA

Lesson number: 2



Learning objective:

To use creativity to find different ways to solve a challenge.

Success criteria:

Be honest with your partner.

Listen to my partner and share ideas.

Whole child objectives:

Social: I can communicate with my partner showing kindness and honesty.

Emotional: I show determination to complete the challenge

Equipment: 1 x cone per pupil.

10

Mins

Warm Up and Introduction

Goldilocks story:

Read the story attached below in the classroom: Goldilocks and the three bears.

Use the warm up to introduce the four stations to the whole class.

Ask the pupils to stand in their own 'bubble space' in the woods by their cone or spot.

Imagine you have a big bubble around you and if come too far away from your cone or too near someone your bubble will go pop.

The pupils complete the following actions as they are said by the teacher.

- Travelling through the forest - Big 2-2 feet jumps over your cone. After each jump pupils turn around and jump back over the cone.
Swing your arms and bend your knees to jump.
- Balancing- Imagine your cone is a bowl of porridge. Balance it on your head. Now try your shoulder. Can you think of another place? Don't spill the porridge.
Keep your head still to help you balance.
- Bed balancing- Using a four point balance can you make a bed shape and balance your cone on your tummy?
Squeeze your tummy to stop your bed wobbling.
- Travelling – Create your own way of travelling around your cone using your feet but you can't run.
Hold your arms out to the side to help you balance when moving.



30

Mins

Skill Development

In groups of 4-6, pupils complete the following stations as a carousel. The teacher will central time for 2-3 minutes and tell the pupils when to move to the next station.

If there is time pupils can complete a second circuit of the carousel.

Explain the stations:

Before starting the carousel show the class what is required at each station (use a station card if needed) and use pupils to demonstrate the tasks if required.

Teacher note: see stations attached below.

Plenary

Pupils sit opposite their partner 4m apart and tell them which was their best station/activity and why?

Can they show them the challenge/activity they did at their best station?
Swap over.

Make this easier by modelling the feedback process with them first with an example. e.g. 'I loved jumping 2-2 feet through the forest and swinging my arms like this'.



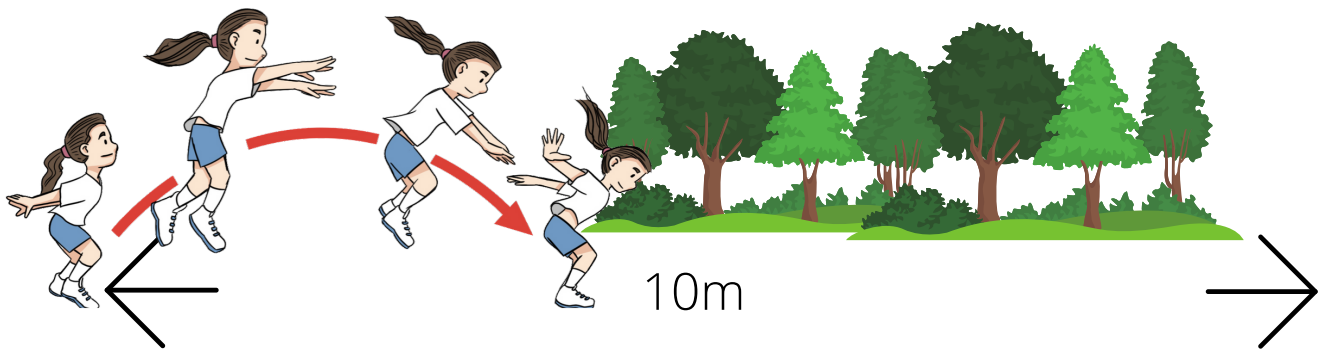
See stations below.

One day Goldilocks went for a walk in the forest.

Jumping Challenge

Mark out a set distance of 10m. How many long jumps does it take to reach the other side of the forest? Repeat. Can you get to the other side with fewer jumps?

Count your partner's jumps to help them.



At the table there were three bowls of porridge
and Goldilocks was hungry.

Bowl Balance Challenge

Using your cone as a bowl see how many different parts of your body you can balance your cone on? Make this harder by standing on one leg.

Head
Shoulder
Knee
Tummy
Back



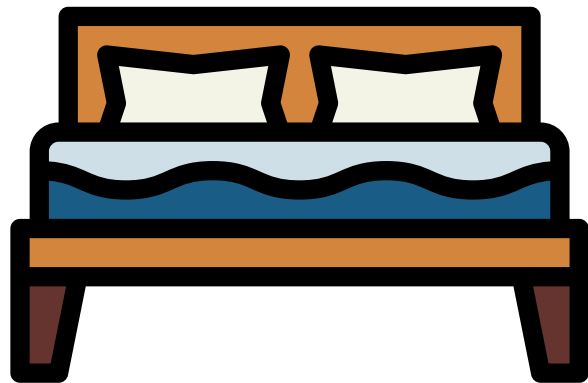
**By now Goldilocks was very tired,
so she went upstairs to the bedroom.**

Bed Balancing Challenge

A point is a small body part (hand, knee, foot, elbow).

How many different balances using 4 points can you make that look like a bed?

Make it harder by balancing your cone on your bed.



**Goldilocks ran down the stairs and into the forest.
And she never went back into the woods again.**

Travelling Challenge

Using a playground line or chalk line create a forest path. How fast can you travel along the line without falling off. Explore travelling along the line on your tiptoes, on your heels and sideways.

Watch your partner and check that they stayed on their line.

Make it harder by trying to travel backwards.

