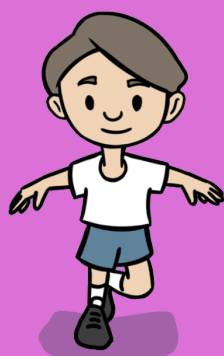


# Safe space PE

**EYFS KS1**

**Fundamentals**

**Lesson number: 2**



Learning objective:

To develop object control using a beanbag.

Success criteria:

Look out for other childrens' tricks that you could give a go.  
Keep your body still or move slowly when balancing the beanbag on your body.

Whole child objectives:

Social: I can work with a partner and take turns.  
Thinking: I can listen to and follow instructions.

Equipment: 1 x beanbag or cone per pupil, chalk or cones.

**10**  
Mins

## Warm Up and Introduction

Ask the pupils to stand in their own 'bubble space' in the jungle 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.

Read the story 'walking through the Jungle'. See the story attached below.

- "Walking through the jungle" – [walking round your cone or safe bubble space.](#)
- "What do you see?" - [hands up to eyes as if binoculars, looking around, still high knees.](#)
- "If you hear a noise" - [stop, hands cupped to ear, listening.](#)
- "Ssh, ssh, ssh", - [finger to lips, making the sshing sound.](#)
- "What can it be?" - [hands and shoulders raised up, questioning.](#)
- "Well I think it is a snake", - [hands together above head, coiling and twisting body up and down, like a snake, on the spot.](#)
- "Slivering around a tree" - [hands together above head, as they travel around their cone.](#)

[illegible]

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## Skill Development

## Simon Says....

[illegible]

A decorative horizontal bar composed of approximately 30 small, dark grey circles arranged in a slightly wavy pattern.

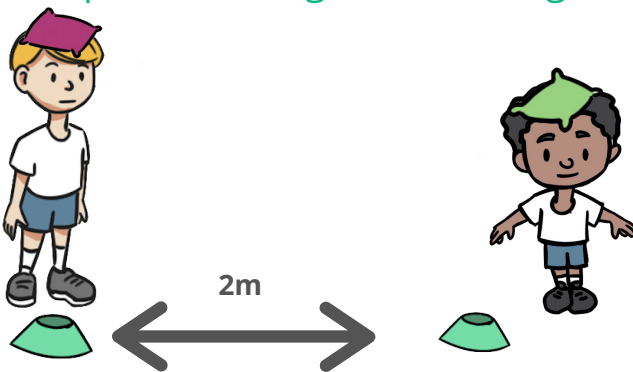
- [illegible]

- Jungle snake says – balance bean bag on your knee for a count of 5.  
*Arms out for balance*
- Jungle snake says – balance bean bag on your tummy for a count of 5.  
*Make this easier by demonstrating the actions for the first few rounds.*

## Copycats (Tigers)

Children have one beanbag each. Put the children in pairs facing each other (2m away this could be marked with a cone or chalk) or get the children to take turns in coming to the front of the class so they can perform some simple actions on the spot for the rest of the class to copy. Children take it in turns to perform a skill with the beanbag for their partner to copy e.g throwing it up to themselves or balancing it on their head.

*Make it easier by giving some examples: balancing the beanbag on a body part, jumping on the spot, throwing and catching their beanbag.*



## Leopard (gallop), Sloth (freeze), Flamingo (balance):

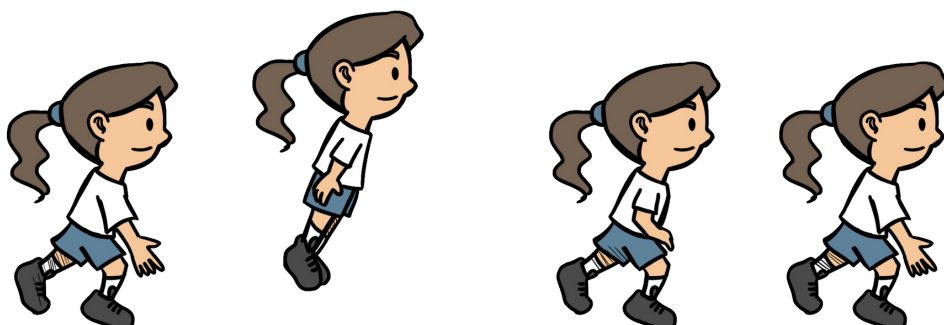
Children put their beanbag on the floor and gallop on the spot.

A

When the teacher says 'sloth', pupils freeze on the spot.

*Put weight into the front of your feet.*

*Stop in a balanced position.*

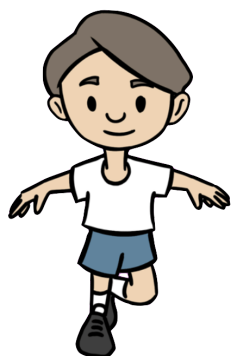


**B**

Repeat A, this time when the teacher says 'Flamingo', pupils balance on their right foot. Teacher to wait 15 seconds and see who is still standing. Repeat on left foot.

Focus on a still spot in front of you.

Squeeze your muscles to help you to balance.

**C**

Repeat A and B, this time use different travelling actions before calling stop' e.g. skipping, galloping, hopping.

Freeze on landing, with hips low and knees bent.

Make this easier by doing the actions at the same time at the children.

### Make up your own cheeky monkey trick:

**A**

Give the pupils some time to make up their own cheeky monkey trick in their bubble space. They can choose something from the lesson (balancing, throwing and catching or jumping) or make up their own. Explain they will get a chance to show the class their Monkey trick so they must practice it.

Make this easier by demonstrating some tricks to the children.

**B**

Split the class into two groups. Group B sit down on their spot, Group A show their trick. Can anyone in Group B see a trick they really like? Why? Swap over.

**5**

Mins

### Plenary

Sitting on the floor. Can you balance the beanbag on your head?

What can you do to help yourself balance the beanbag? Can you slowly stand up without the beanbag falling off?

Can you nod the beanbag off your head and catch it in your hands?



## Walking through the jungle

- "Walking through the jungle" – walking round your cone or safe bubble space.
- "What do you see?" - hands up to eyes as if binoculars, looking around, still high knees.
- "If you hear a noise" - stop, hands cupped to ear, listening.
- "Ssh, ssh, ssh", - finger to lips, making the sshing sound.
- "What can it be?" - hands and shoulders raised up, questioning.
- "Well I think it is a snake", - hands together above head, coiling and twisting body up and down, like a snake, on the spot.
- "Slivering around a tree" - hands together above head, as they travel around their cone.

Repeat verse 1, until:

- "I think it is an elephant, stomp, stomp, stomp" - one arm makes a trunk in front of nose, stomp around your cone.
- "Pulling a tree" - one arm makes a trunk in front of nose as children walk backwards around their cone.

Repeat verse 1, until:

- "Well I think it is a lion, rooarggh" - stand on one leg, raising both arms and hands up, swiping them down as if pouncing.
- "Looking for its tea" - hand held above eye, as if shielding the sun, looking around.

Repeat verse 1, until:

- "It is definitely a crocodile" - arms extended in front, snapping and clapping hands together like a crocodile's mouth, travelling around your cone.
- "and it's looking at me!" - hand held above eye, as if shielding the sun, looking around. Finish with a pretend screaming action.