



P.E. FOUNDATION STAGE RESOURCE FILE

Second Edition

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Appendices

Action games
Activity fun day
Assessment



Action games

These action games and circle games build on following instructions. They help children gain confidence and are active and fun. They are in no particular order. See CD A for moving images of children playing some of the games. The music for the songs is provided on CD B.

The cat game

Explain the following to the children.
“If I call out:



- ‘Jelly cat’ – shake your arms and legs
- ‘Frozen cat’ – stand as still as a statue or freeze
- ‘Jumping cat’ – jump on the spot, feet together
- ‘French cat’ – kick out legs like a ‘can-can dance’
- ‘Running cat’ – run quickly on the spot
- ‘Hot cat’ – jump from side to side as if the floor is too hot
- ‘Lazy cat’ – lie on the floor and stretch your arms and legs out as wide as you can.”

With very young children it is best to introduce a couple of instructions every time you play it. This way the children will remember them.

Ask the children to jog about the playground or hall. When you call out the name of the cat the children must stop jogging and follow your instructions.

Musical statues

The children dance to music and when the music stops they stand still. (CD B, track 40. There are four further versions of this music with stops in different places, so that the children do not get used to where the music stops (tracks 45-48). The teacher can choose which track to use each time.)



A variation of this game is to ask the children to freeze on a body part, for example, bottoms, tummies, knees, hands, two feet, one foot. No one is a winner; the children just enjoy moving to the music and trying to stop ‘as still as a statue’.

Creep up on the teacher

The children line up in a long line across the hall or playground. The teacher goes a distance away from the children and turns away from them. When the teacher is not looking, the children ‘creep’ up on her or him. As the teacher turns round to look at the children, they freeze.



With very young children this is best done with adult help as an adult playing the game can show the children how to creep up quietly and slowly. Make sure that the children do creep and not run.

As a demonstration the teacher could creep about the room with the children before beginning the game. Watch the ending of the game too. Make sure that the children don’t all rush to the person who is ‘it’. Again, with adult supervision, a child could be designated ‘it’.

Heads, shoulders, knees and toes

Ask the children to stand in a circle. Sing along with the music (CD B, track 41) and point to the parts of the body mentioned in the song. The song starts at a slow tempo so that the children have time to point to their body parts. It gradually speeds up in tempo adding more activity and fun. (See **Interactive CD Image Gallery: Page 20, Heads, shoulders, knees and toes.**)



*Heads, shoulders, knees and toes,
Knees and toes.*

*Heads, shoulders, knees and toes,
Knees and toes,*

*And eyes and ears
And mouth and nose.*

*Heads, shoulders, knees and toes,
Knees and toes.*

Simon says

Ask the children to line up on a line. Remind them that they only move when 'Simon says'. Start instructions very slowly to start with, for example, 'Simon says put your hand up, Simon says put your hand down. Simon says stand on one foot.'

Encourage the children to stay with the instructions and praise them for doing this. Make fun of the game by putting in some quicker instructions, for example, 'Simon says stand on one leg; put your leg down'. Make 'light' of any children making a mistake as this is a fun activity.

Who's got the honey pot?

Sit the children in a circle. Choose one child to stand up and turn round, so they can't see what the teacher is doing. Give the little honey pot (this could be a cotton reel or something small enough to hold in one hand) to a child in the circle. Ask the child standing up to walk around the circle as the children chant, 'Who's got the honey pot? Who's got the honey pot?' Ask the child to guess 'who's got the honey pot?' If they are right, give them three claps and ask them to sit down. The child with the honey pot then stands up and turns round while the teacher gives the honey pot to another child. The game then starts all over again.

This game is best played in a small group. Divide the class into two or three circles. Make sure there is a helper with each circle.

Big steps

Ask the children to take big, slow steps about the hall. Tell them to freeze, turn and change direction. Encourage the children to make even larger steps, freeze, turn and change direction.

The Hokey-Cokey

Sing along with the music (CD B, **Track 42**). Stand the children in a circle and talk through the body actions. Emphasise the difference between right and left. When the children sing, 'oh, oh, the hokey-cokey' ask them to clap on the spot or to join hands and take little steps into the centre. This way the children will not all rush in together. This keeps the game calm. 'You do the hokey-cokey' can be hands together and moved from side to side.



*You put your left leg in,
Your left leg out,
In, out, in, out,
And shake it all about;
You do the hokey-cokey and you turn around,
That's what it's all about.*

**Oh, oh, the hokey-cokey,
Oh, oh, the hokey-cokey,
Oh, oh, the hokey-cokey,
Knees bend, arms stretch,
Ra, ra, ra.**

*You put your right leg in,
Your right leg out,
In, out, in, out,
And shake it all about;
You do the hokey-cokey and you turn around,
That's what it's all about.*

**Oh, oh, the hokey-cokey,
Oh, oh, the hokey-cokey,
Oh, oh, the hokey-cokey,
Knees bend, arms stretch,
Ra, ra, ra.**

*You put your left arm in,
Your left arm out,
In, out, in, out,
And shake it all about;
You do the hokey-cokey and you turn around,
That's what it's all about.*

**Oh, oh, the hokey-cokey,
Oh, oh, the hokey-cokey,
Oh, oh, the hokey-cokey,
Knees bend, arms stretch,
Ra, ra, ra.**

*You put your right arm in,
Your right arm out,
In, out, in, out,
And shake it all about;
You do the hokey-cokey and you turn around,
That's what it's all about.*

***Oh, oh, the hokey-cokey,
Oh, oh, the hokey-cokey,
Oh, oh, the hokey-cokey,
Knees bend, arms stretch,
Ra, ra, ra.***

*You put your whole self in,
Your whole self out,
In, out, in, out,
And shake it all about;
You do the hokey-cokey and you turn around,
That's what it's all about.*

***Oh, oh, the hokey-cokey,
Oh, oh, the hokey-cokey,
Oh, oh, the hokey-cokey,
Knees bend, arms stretch,
Ra, ra, ra.***



The farmer's in his den

In this version of 'The farmer's in his den', the children form a circle by linking hands. The child is chosen to be the farmer and stands in the middle. The children can sing to the CD (CD B, **Track 43**). There are three 'tings' and an introduction allowing time for children to be chosen to go in the middle.

When the children 'clap the bone' ask the children to clap and stay where they are to avoid a muddle in the middle of the circle.

*The farmer's in his den,
The farmer's in his den,
Ee-i tiddley i,
The farmer's in his den.
The farmer wants a wife,
The farmer wants a wife,
Ee-i tiddley i,
The farmer wants a wife.
The wife wants a child,
The wife wants a child,
Ee-i tiddley i,
The wife wants a child.*

*The child wants a nurse,
The child wants a nurse,
Ee-i tiddley i,
The child wants a nurse.
The nurse wants a dog,
The nurse wants a dog,
Ee-i tiddley i,
The nurse wants a dog.
The dog wants a bone,
The dog wants a bone,
Ee-i tiddley i,
The dog wants a bone.
We all clap the bone,
We all clap the bone,
Ee-i tiddley i,
We all clap the bone.*

Sleeping lions

This is a lovely quiet game for the whole of the class. Depending on the size of the classroom and carpet area, this can be done in the classroom as well as the hall. Choose four children.

Ask the class to lie down in a space and pretend they are sleeping lions. The four children must creep around the sleeping class and try to make them laugh or talk. When they have been woken, the sleeping lions must get up and sit at the side of the room.

The wheels on the bus

Suggested actions:



1. both hands rotate together in a circular motion
2. both arms together from left to right across the body
3. as though pushing a horn, try all directions
4. swing hips and elbows, as though wriggling
5. use the hand to open and close
6. do a knitting action (with both hands)

(CD B, **Track 44**)

1. The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All day long.
2. The wipers on the bus go swish, swish, swish...
3. The horn on the bus goes beep, beep, beep...
4. The children on the bus go wriggle, wriggle,
wriggle. . .
5. The mums on the bus go chat, chat, chat...
6. The grans on the bus go knit, knit, knit...

Drawing circles

Stand in a space with thumbs together, arms straight above heads and legs apart. Draw big circles in the space keeping the feet still and legs straight. Start at one side, go down to the floor and up the other side. Ask the children to jump into the last circle and curl up, fast asleep.

Activity fun day

Advance preparation

Activity fun day for foundation stage 4 and 5-year-olds

- This activity day is non-competitive.
- It takes into consideration some of the skills and tasks already learnt in large motor skills lessons.
- There are six events and you can have a 'drinks stop' after three events or repeat them depending on the number of children taking part.
- Children can bring their own (named) carton of drink and this can be put in a class crate.
- The events can be run in small relay teams depending on the number of children taking part.
- Junior children or parents could help with the placing of equipment in each event, especially where hoops and beanbags are being used.
- Try to practise the events the week before the activity day, so that the children will have a good idea of each event.
- Practise starting the events so that the children are familiar with the starting phrase, 'Ready, steady, go'.

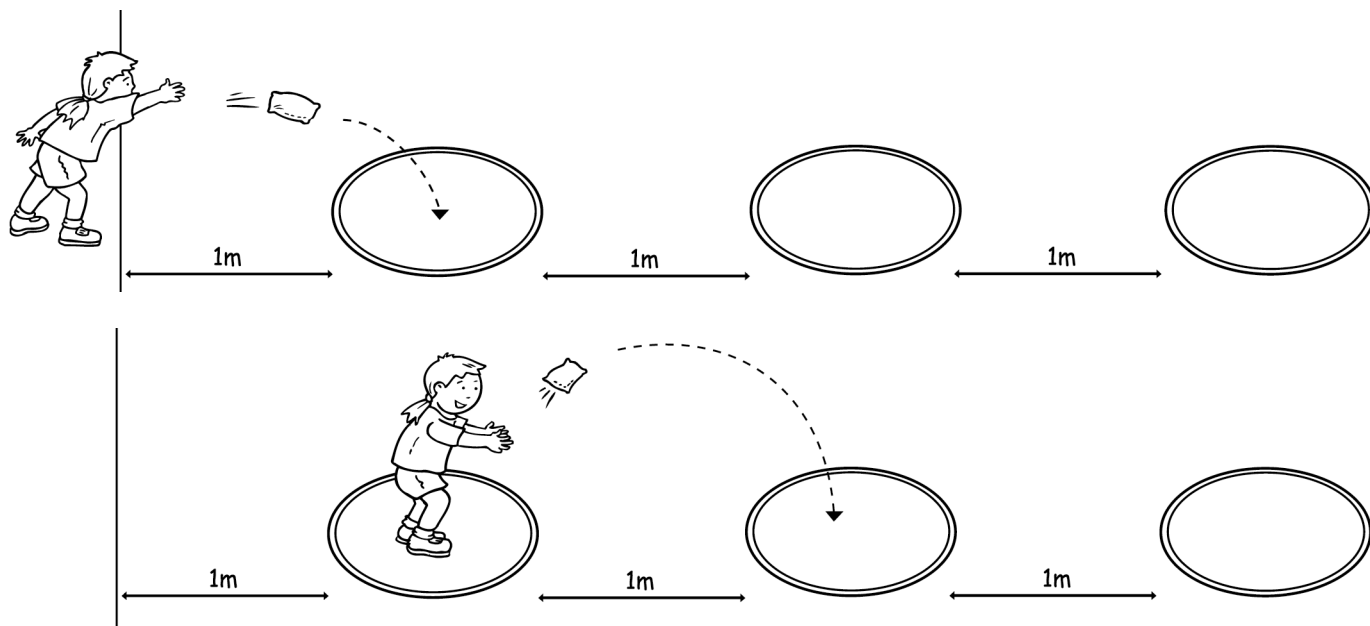
Event 1: Beanbag pick-up

The child throws the beanbag into the first hoop, runs to retrieve it and returns to the start line. The child then throws it into the second hoop and retrieves it in the same way and then finally throws it into and retrieves it from the third hoop.

Make sure the child returns to behind the start line each time.

Variation

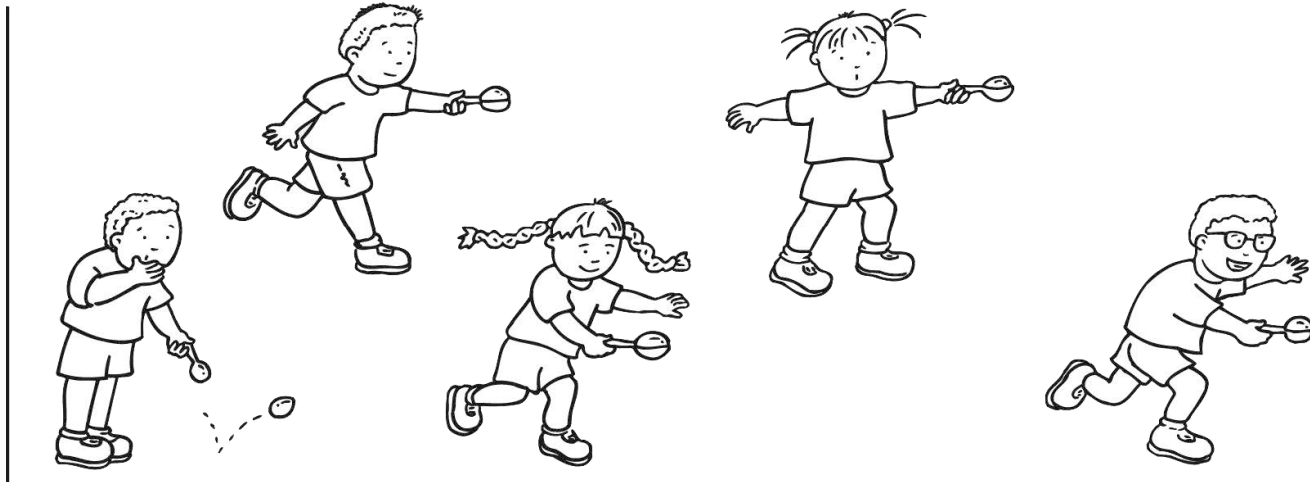
The child throws the beanbag into the first hoop and runs to pick up the beanbag. The child then stands in the first hoop and throws the beanbag into the second hoop. They run and pick up the beanbag and stand in the second hoop and throw the beanbag into the third hoop. They run and retrieve the beanbag and return to the start line.



Event 2: Egg and spoon

Use plastic eggs and spoons for safety.

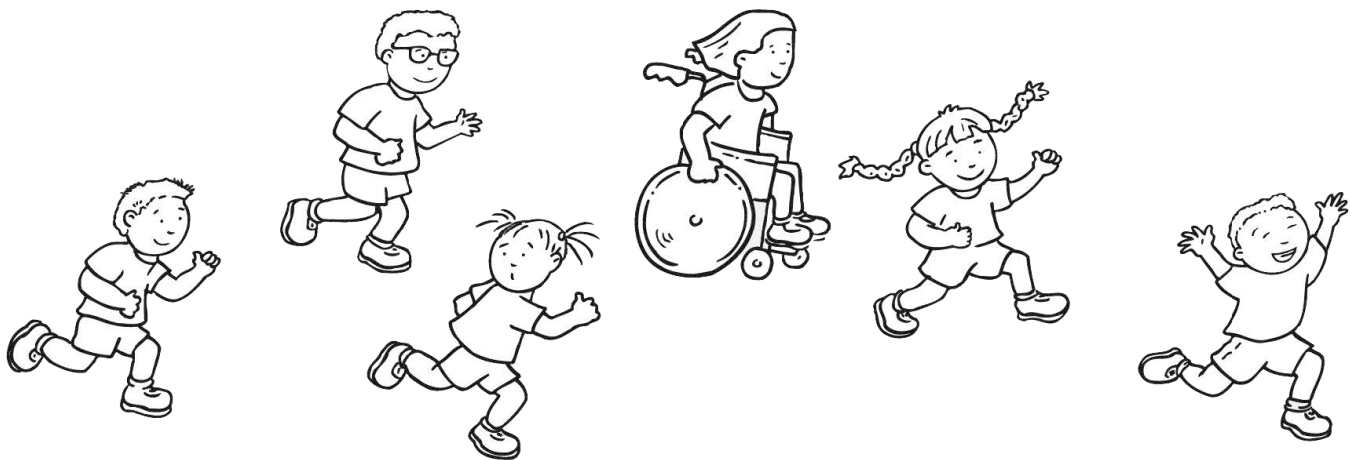
Run up and back over 15 m to 20 m. The children can use one hand to hold the spoon and use the other hand as necessary to help balance.



Event 3: Sprint

15 m to 20 m

Run up and back.



Event 4: Dressing up

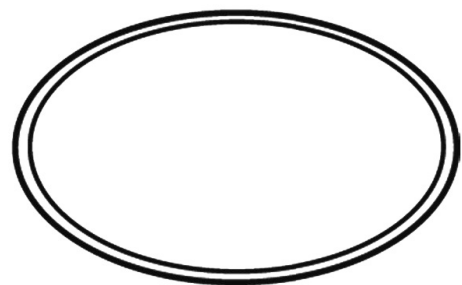
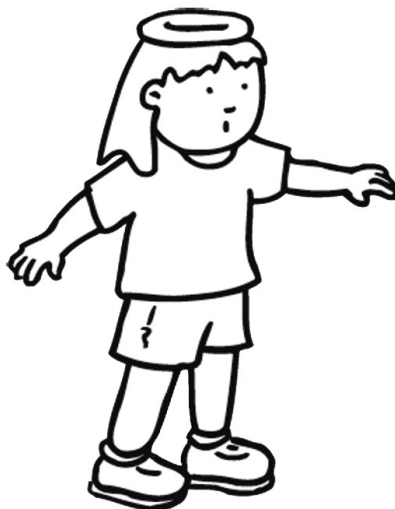
Choose simple clothes such as a 'ra-ra' skirt, waistcoat and short scarf. Keep them in a box at the end of the track.

Run up, put on the clothes (specify one item or more) and run back.



Event 5: Quoits

The child walks with a quoit balanced on their head up to a hoop. The child drops the quoit into the hoop from their head. The child picks up the quoit, runs back to the start and passes it to the next child.



Event 6: Hoops

The child runs to the hoop with the ball. The child stands in the hoop and throws the ball into the air and catches it (three times). The child runs back to the start with the ball.



Assessment

Physical development diary

Assessment could be in the form of a diary. The diary could be a book or a file of paper/card. When a child has reached a particular stepping stone or early learning goal you can make a record of the date and write a comment. You may take a photograph or attach other evidence of work completed. (Parents' permission should be sought if photographs of children are to be included in each other's diaries.)


Example

My Physical Development Diary

Name _____

Class _____ Teacher _____

Year _____

| Stepping stone(s) | Date | Comment | Photo/evidence |
|---|---------|--|---|
| Handle tools and malleable materials safely and with increasing control | 25/5/15 | Jack made a lovely dough man. He rolled it, patted it and used simple tools to hollow out eyes. He decided using the tool for the eyes was better than sticking on more dough. |  |
| | | | |