

# ***P.E. Foundation Stage Unit 3*** ***Sense of space***

## **Session 1 Using space**



# Session 1 Using space

 30 mins

## Age

3–5 years

## Time

30 minutes

## Early learning goals

ELG 01, ELG 02, ELG 04, ELG 05, ELG 06, ELG 07, ELG 08, ELG 11, ELG 12, ELG 13, ELG 14, ELG 16, ELG 17

## Learning objectives

- To be aware of space in relation to themselves and others.

## Resources

- hall or big space
- tambourine
- CD player
- **Dance CD** track 40 ‘Musical Statues’
- **Interactive CD Image Gallery: Page 2: Levels**
- **Interactive Resource: Musical statues**

## Vocabulary

copy, freeze, heart, high, low, stretch, tambourine, turn, warm, wiggle

## Learning Journey

### Step 1

Negotiate an appropriate pathway when walking and running

*Keeps in a space when playing ‘statues’*

### Step 2

Show respect for other children’s personal space when playing among them

*Takes care not to bump into the other children when moving while playing ‘statues’*

### Step 3

Move body position as necessary

*Moves hands up and down, following the teacher’s instructions*

### Step 4 (Goal)

Show awareness of space, of themselves and of others

*Avoids other children and moves into spaces*

## Warm-up

- Ask the children to sit near you on the floor. Ask them to copy you as you move your fingers up and down. Wiggle them slowly and then freeze. Wiggle them quickly and then freeze. Can the children keep up with you and freeze when you do?
- Freeze your fingers on a high level and also a low level. Emphasise the vocabulary ‘high’ and ‘low’.
- Introduce the tambourine. Shake the tambourine and encourage the children to

wiggle their fingers. When you bang the tambourine they must freeze. Raise and lower the tambourine as you shake it and encourage the children to wiggle their fingers high and low as you do this. Remember to praise the children for freezing when you do and on the same level.

- Ask the children to stand up.

## Key questions

*Who can stand up with a straight back?*

Ask the children to move slightly away from you and copy you as you wiggle on the spot and then freeze. Encourage the children to watch carefully and freeze when you do.

## Moving to sound and music

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- Shake the tambourine and wiggle with the children. Bang the tambourine and freeze. Ask the children to stand and copy you as you wiggle and then freeze.
- Play a game of musical statues, using the tambourine as a signal for when to wiggle and when to freeze.
- Play musical statues using **Track 40**: 'Musical statues'. There are deliberate pauses in the music. Tell the children to stop when the music stops.

## Extension work

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- Ask the children to copy you as you wiggle, freeze and turn. Make sure that they turn to move to another space to do another wiggle. Encourage the children to move away from you, still copying, but moving to their own space and not touching others. Remember to wiggle, freeze and turn to another direction. Try this without the tambourine, saying 'wiggle, freeze, turn' and then introduce the tambourine.
- Introduce high and low levels to the children. Ask them to copy you as you wiggle and freeze on a high level with arms stretched up. Then wiggle again and freeze on a low level crouched down or sitting.
- Extend this by calling out a level for the children to freeze on. Remember that the children move to the shaking tambourine and then freeze when you bang the tambourine. Call out a level to freeze on.
- Play a game of musical statues using **Track 40**. Encourage the children to use their space well by turning to move in another direction and freezing when the music stops.

- Talk to the children about keeping healthy. Discuss how their bodies change when they exercise, for example, their heart beats faster, they feel warmer and they breathe more quickly.

## Cool-down

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- Ask the children to come and sit down near you.
- Ask the children to breathe in as they stretch their arms up. Ask them to breathe out as they bring their arms down again. Do this with the children. Repeat.
- Still sitting ask the children to copy you as you shake your legs and pat your thighs gently with your hands.
- Stand up very slowly, keeping eyes looking down at the floor and bringing the head up last.
- Tell the children to give themselves a clap.
- Ask the children one at a time to put on their shoes and socks and line up.

## Assessment opportunities

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- *Do the children use the space well?*
- *Are they careful not to touch anyone else?*
- *Can they freeze like a statue?*