

Safe space PE

EYFS KS1

OAA

Lesson number: 1



Learning objective:

To listen to and follow instructions.

To work with a partner.

Success criteria:

Listen to the instruction and think about the information before completing the action.

Whole child objectives:

Social: I can show an awareness of others when moving around to keep everyone safe

Thinking: I understand and can react to the information being given.

Equipment: 1 x cone per pupil.

10

Mins

Warm Up and Introduction

Goldilocks story:

Read section 1 of the story: Goldilocks in the classroom.

Teacher note: see story attached below.

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.

- Marching through the wood - marching on the spot
Swinging arms lift knees up.
- Jumping over the small branches - hopping over your cone
Swap legs when tired.
- Jumping over the big streams- large 2-2 feet jumps over the cone
Bend knees and swing arms.
- Bunny jumps - two feet jumps around your cone

30
Mins

Skill Development

Goldilocks story:

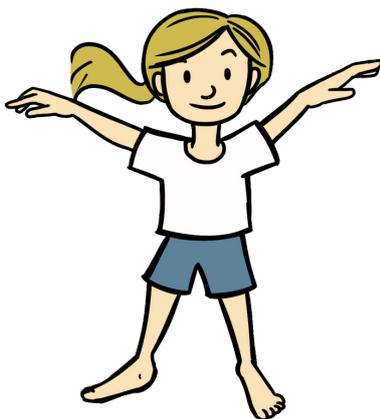
Read section 2 of the story: Goldilocks.

Teacher note: see story attached below.

- A** Pupils explore ways of travelling around their cone, using their feet only. Teacher to spotlight good ideas and share with the class so that they can all copy (hopping, skipping, jumping, tip toes, heels).
- B** Teacher to call out the following words and pupils create their own shape in response to the following instructions.

Suggested ideas are given below but let the pupils be creative. Share good ideas from the pupils.

- Big bowl: 'too salty'



- Medium bowl: 'too sweet'



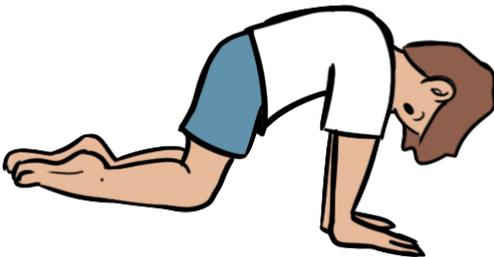
- Small bowl: 'yummy'



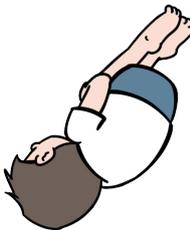
- Big bed: 'too hard'



- Medium bed: 'too soft'



- Small bed: 'cozy'



Goldilocks story:

Read section 3 of the story: Goldilocks.

Mirror mirror: The bears have come home:

In pairs, pupils move their cones so they are standing opposite each other 4m apart. Pupils decide who will be the leader. The teacher calls out the statements below, the leader creates a shape and their partner mirrors the position. Praise the first couple of pairs to complete the challenge.

- The Great Big Bear
- The Middle Bear
- The Little Bear

At any point during the challenge the teacher can shout 'Goldilocks'!!! the pupils have to travel anyway they like around their cone using their feet but they are not allowed to run (option to change to on the spot) for 10 seconds.

Then swap over which pupil is the leader.

Encourage the pupils to be quick at agreeing on who the leader first is or they may be the last to mirror each other.

Make this harder by letting the pupils act out another character or part of the story, their partner has to mirror and guess.

5

Mins

Plenary

Pupils sit opposite their partner 4m apart and tell them which of their bear shapes they liked the most and why.

How did they make it easy for you to copy them?

Swap over.

Goldilocks and the three bears

Section 1

Once upon a time there were three bears, who lived together in a house in a wood. One of them was a very little, small bear, one was a middle-sized bear and the other was a great, big bear.

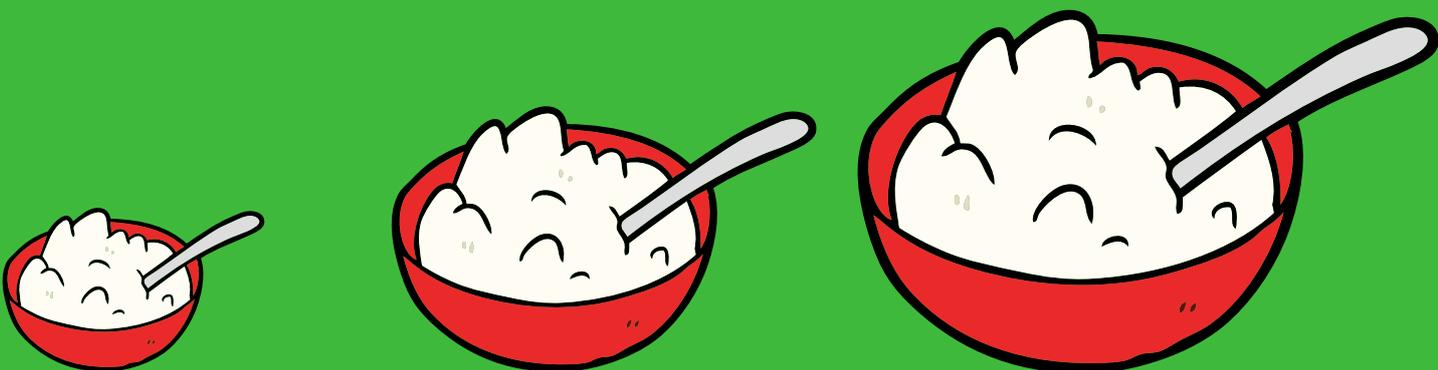
One morning, the great, big bear was making porridge for breakfast and as he was stirring it, the porridge flicked off his spoon and on to his hand. 'Ouch!' said the great, big bear. It was far too hot to eat so the bears took a walk in the wood while the porridge was cooling.

That same day a little girl went walking in the wood. This little girl had golden, blonde curls that rolled down her back and everyone called her "Goldilocks". Goldilocks loved walking in the wood, jumping over the stream and the fallen branches that rolled from the trees. Whilst on her way, she saw a beautiful, white bunny rabbit hopping around the leaves. She followed the bunny which led her straight to the bears' cottage.

Section 2

Goldilocks could smell the lovely porridge and so she crept inside. She tiptoed around the bears' house to the kitchen. First, she tasted the porridge in a great, big bowl and that was far too salty. Then she tasted the porridge in a medium-sized bowl and that was too sweet. Then she tasted the porridge in the smallest bowl and it tasted just right. She liked it so much that she ate it all up.

After all that porridge Goldilocks was tired, so she went upstairs into the bedroom where she found three beds. Goldilocks moved around each of the beds deciding which one she would try. First, she lay down on the great, big bed and that was too hard. Then she lay down on the bed middle-sized bed and that was too soft. Finally, she lay down on the smallest bed and that was just right. She covered herself up with a big fluffy blanket and lay there until she fell fast asleep.



Section 3

By this time, the three bears came home to eat their porridge. "SOMEBODY HAS BEEN AT MY PORRIDGE!" said the great, big bear in a very loud voice. "Somebody has been at my porridge!" said the middle bear.

Then, the small, little bear looked at his and the porridge was all gone. "Somebody has been at my porridge and has eaten it all up!" said the small, little bear, in his small, little voice.

Goldilocks jumped off the bed and ran downstairs, out of the door and down the garden path.

