

**Introduction to PE : Unit 1, EYFS, L1 - witches and wizards****Success Criteria**

- Change direction to avoid others.
- Look for space away from others.

**Equipment** Hoops x 8 , Witches and Wizards (PDF)**Learning Objective** Theme: witches and wizards  
To move safely and sensibly in a space with consideration of others.**Whole Child Objectives**

Social: To share equipment with others.

Emotional: To make independent choices whilst playing games.

Thinking: To choose my own method of travelling around the space.

**10**  
Mins **Warm Up and Introduction****Set expectations:**

Go through behaviour and safety expectations of the teaching area. Explain that they are going to be wizards and witches as they learn how to move around in their own safe space. Read the 'Wizards and Witches' poem to help set the scene.

Explain that a safe space is away from anyone or anything e.g. walls, equipment, other children.

**Finding space:**

Ask the children, one at a time, to go and stand in a space and freeze. Praise and highlight children who can find good space.

Think about what makes a good space when choosing where to stand.

**Witches and wizards:**

Children travel around the space as below. The teacher may cast the 'freeze spell' by saying 'freeze'. When this happens, they must stop and be as still as they can.

(a) Ask the children to imagine they are witches wearing big pointy hats. Ask them to climb onto their magic broom and fly around the room. Can they fly high and low and in different directions? Can they fly around being sure not to touch anyone else? They don't want to fall from their broom! When the teacher casts the 'freeze spell' can they 'freeze' in their own big space?

Explore travelling in different directions and at different levels. Avoid other witches as you fly around.

(b) Ask the children to imagine that they are wizards wearing big long cloaks. They have a wand that leads them around the room. Can they stand still and point their wand to a space in the room, then quickly run to that space, stopping on arrival and starting again? Can they travel being sure not to touch anyone else? When the teacher casts the 'freeze spell' can they 'freeze' in their own big space?

Check that no one else is in your space before running. Use big steps to run and small steps to stop with control before casting your next spell.

**25**  
Mins **Skill Development****Magic potions:**

Children form a small group in the middle of the teaching area. Explain that they are going to help create a magic potion. Ask them to suggest things that they may want to put in the potion and take suggestions. All together children pretend to place things into the space (cauldron) in between them.

(a) Ask the children to squash the ingredients by jumping up and down.

Jump using two feet. Bend your knees on take off and landing.

Make this harder by asking the children to jump forwards and backwards.

(b) Ask the children to help stir the potion by running around in a circle in one direction and then the other. Repeat a few times checking that the children are able to show an awareness of those in front of them.

Be careful not to bump into the witch or wizard in front of you by keeping a broom or wand length away.

(c) Ask the children to watch the potion bubble as they wiggle their fingers in the middle and run on the spot. On the teacher's command 'pop,' (teacher claps their hands) the children must quickly run to a space and freeze as if the potion has exploded. As everyone begins to move, what happens to the space?

Watch where other children go and move to a space away from them.

(d) Repeat this a few times, each time including different instructions such as hopping, skipping and side stepping to stir the potion.

Praise the children who can do this without touching anyone else.

Make this harder by adding in a countdown by which time all children must be in a space.

### Cauldrons:

(a) Place eight hoops (cauldrons) around the teaching area. Children travel around the space, this time trying to avoid each other and the cauldrons. They can choose to be a wizard, a witch or a witch's cat. Ask the children to freeze when the teacher casts the 'freeze spell' to recap what a safe space looks like.

Make this harder by adding more hoops for children to avoid.

(b) Ask the children to choose one of the characters and travel around the room as their character. This time when the teacher says 'hocus pocus' all children must run to stand in a hoop. Once in the hoop ask them to notice all of the empty spaces in the teaching area. Can they point to the empty space? Repeat a few times.

Tell the children to stop when they get to the hoop and step inside to stop them bumping into one another.

(c) Repeat the activity but ask one child to be the magic catcher. On the teacher's command 'hocus pocus' the children run to stand in a cauldron but if tagged by the magic catcher before they get to a hoop, they change roles.

Encourage the children to share their hoop with others.

Make this harder by only placing hoops just before hocus pocus is called or by selecting more children to be a catcher.

## 5 Plenary

Mins

What makes a safe space? How did you keep yourself safe when travelling around? Which travelling actions did you use today? What were the different levels that you travelled at when you were a witch, wizard or cat?