

Scheme of Work

Cambridge Primary

Physical Education 0069

Stage 1

For use with the curriculum framework published in 2019



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# Introduction

This document is a scheme of work created by Cambridge Assessment International Education for Cambridge Primary Physical Education Stage 1.

It contains:

* suggested units showing how the learning objectives in the curriculum framework can be grouped and ordered
* at least one suggested teaching activity for each learning objective
* a list of subject-specific vocabulary and language that will be useful for your learners
* sample lesson plans.

You do not need to use the ideas in this scheme of work to teach Cambridge Primary Physical Education Stage 1. It is designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. You may choose to use other activities with a similar level of difficulty.

The accompanying teacher guide for Cambridge Primary Physical Education will support you to plan and deliver lessons using effective teaching and learning approaches. You can use this scheme of work as a starting point for your planning, adapting it to suit the requirements of your school and needs of your learners.

## Long-term plan

This long-term plan shows the units in this scheme of work and a suggestion of how long to spend teaching each one. The suggested teaching time is based on 90 hours of teaching for Physical Education Stage 1. You can adapt the time, units and order of the units based on the requirements of your school and the needs of your learners.

| Unit | Suggested teaching time |
| --- | --- |
| **Unit 1.1** Developing creative and locomotor skills in dance | 18 hours |
| **Unit 1.2** Time for an adventure | 18 hours |
| **Unit 1.3** Body management through gymnastics | 18 hours |
| **Unit 1.4** My body, my health | 18 hours |
| **Unit 1.5** Play-based games | 18 hours |
| **Total** | **90 hours** |

## Sample lesson plans

You will find two sample lesson plans at the end of this scheme of work. They are designed to illustrate how the suggested activities in this document can be turned into lessons. They are written in more detail than you would use for your own lesson plans. The Cambridge Primary Physical Education Teacher Guide has information on creating lesson plans.

## Other support for teaching Cambridge Primary Physical Education Stage 1

Cambridge Primary centres receive access to a range of resources when they register. The Cambridge Primary support site at [**https://primary.cambridgeinternational.org**](https://primary.cambridgeinternational.org) is a password-protected website that is the source of the majority of Cambridge-produced resources for the programme. Ask the Cambridge Coordinator or Exams Officer in your school if you do not already have a log-in for this support site.

Included on this support site are:

* the Cambridge Primary Physical Education Curriculum Framework, which contains the learning objectives that provide a structure for your teaching and learning
* grids showing the progression of learning objectives across stages
* the Cambridge Primary Physical Education Teacher Guide, which will help you to implement Cambridge Primary Physical Education in your school
* templates for planning
* worksheets for short teacher training activities that link to the teacher guide
* assessment guidance (to support classroom assessment)
* links to online communities of Cambridge Primary teachers.

## Resources for the activities in this scheme of work

We have assumed that you will have access to these resources:

* paper, pens and pencils for learners to use
* large movement space (indoor and outdoor)
* team colours, sashes or bibs
* stopwatches and chalk
* computer, projector and screen
* music and playing device, recording device (e.g. mobile device and video recording equipment)
* first aid kit.

Other suggested resources for individual units and/or activities are described in the rest of this document. You can swap these for other resources that are available in your school.

## Websites

There are many excellent online resources suitable for teaching Cambridge Primary Physical Education. Since these are updated frequently, and many are only available in some countries, we recommend that you and your colleagues identify and share resources that you have found to be effective for your learners.

## Approaches to teaching Cambridge Primary Physical Education Stage 1

The learning objectives are organised into six strands which aim to integrate embodied learning in a holistic way.

* Moving Well
* Understanding Movement
* Moving Creatively
* Taking Part
* Taking Responsibility
* Healthy Bodies

Cambridge Primary Physical Education is taught through a broad range of movement tasks, challenges and physical activities. It includes cooperative, competitive, athletic, adventurous, expressive/artistic and health-based contexts that are appropriate for each learning stage.

Physical education activities should enable learners to move for as much of each lesson as possible while being enjoyable. Activities that are learner-centred and inclusive will promote learners’ confidence, self-esteem, cognitive abilities and social skills.

You can find more information and ideas for teaching and learning activities in the Cambridge Primary Physical Education Teacher Guide and schemes of work available on the Cambridge Primary support site (**<https://primary.cambridgeinternational.org>**).

# Unit 1.1 Developing creative and locomotor skills in dance

| Unit 1.1 Developing creative and locomotor skills in dance |
| --- |
| Outline of unit: |
| In this unit, learners will be guided to develop actions and sequences in response to characters and events in myths and legends. Learners will be supported to improve their knowledge, skills and understanding of composition processes, alongside appreciation and performance skills. They will work individually, in pairs, in small groups and as a whole class. They will learn how to vary actions and space during their sequence-making processes. The unit ends with a whole-class performance based on the theme of myths and legends. This should be digitally recorded so that learners are guided to observe and describe the actions and compositional changes that they see (e.g. space and actions). |
| Knowledge, understanding and skills progression: |
| Learning at Stage 1 builds on learners’ experiences in the home and community. Some learners will have engaged in composition, performance and appreciation processes. In this unit, learners work to improve their composition skills, learning how to vary and develop basic movements and ideas. They also learn how to improve what they do (actions) and where they do it (space). They develop their descriptive language by regularly reviewing their own and other learners’ work. |

| Learning objectives covered in Unit 1.1 and topic summary: | | 1.1 Topic 1  How can I travel? | 1.1 Topic 2  Learning to leap | 1.1 Topic 3  Where can I move? | 1.1 Topic 4  Creating and making sequences |
| --- | --- | --- | --- | --- | --- |
| **123MW.01** | Practise and refine basic movement skills. |  | ✓ |  |  |
| **123MW.02** | Perform movement skills with increasing proficiency and use them sequentially. | ✓ |  |  |  |
| **123MW.03** | Move with control and coordination, using space in different ways and moving with different speeds and dynamics. | ✓ |  |  |  |
| **123UM.01** | Describe own and others’ movements using simple activity-specific vocabulary. |  |  | ✓ |  |
| **123UM.02** | Describe actions, dynamics, space and relationships when observing and engaging in movement. |  |  | ✓ |  |
| **123UM.03** | Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. |  |  |  | ✓ |
| **123UM.04** | Understand and follow simple rules, and understand and use tactics and compositional ideas. |  |  |  | ✓ |
| **123MC.01** | Explore a variety of movements and movement patterns that begin to demonstrate creativity. | ✓ |  |  |  |
| **123MC.03** | Respond to given and selected tasks and challenges in a range of movement contexts. |  |  | ✓ |  |
| **123MC.04** | Discover and use a range of compositional ideas to express themes, moods and emotions. |  |  |  | ✓ |
| **123TP.01** | Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others. |  |  | ✓ |  |
| **123TP.03** | Know how to work independently towards the achievement of agreed movement goals. |  | ✓ |  |  |
| **123TP.05** | Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement. | ✓ |  |  |  |
| **123HB.03** | Identify the required level of intensity during a range of simple physical activities and begin to work towards achieving this. |  | ✓ |  |  |
| **123HB.04** | Recognise the current limits of own capacities, and understand the risks associated with different contexts and physical activities. |  | ✓ |  |  |
| **123TR.05** | Give supportive feedback in partner/small group activities. Show appreciation of and respect for contributions and motivation to improve. |  |  |  | ✓ |

Unit 1.1 Suggested activities

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| Unit 1.1 Topic 1 How can I travel? |
| Outline of topic: |
| In this topic, learners work individually and in pairs, following and creating a range of movements that involve travelling from one place to another. They practise actions such as walking, galloping, running, hopping and jumping that are related to characters and animals in selected myths and legends. They create individual and partner sequences that exhibit variation and contrast in space and speed. Learners receive feedback on their sequences from others and perform a half-class demonstration. They develop their appreciation skills by giving focused feedback to themselves and each other, describing and evaluating what they have observed, especially in terms of space and speed. |
| Language: |
| * Nouns (travel, sequence, direction, speed, shape and feedback). * Vocabulary related to action (walking, hopping, jumping, turning, running, stop, step, galloping, glide, paddle, fly, leaping, lowering and lifting). * Vocabulary related to body parts (legs, knees, feet and arms). * Vocabulary related to space (zigzag or circular pathways, levels: high, medium and low). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **123MW.02** Perform movement skills with increasing proficiency and use them sequentially.  **123MW.03** Move with control and coordination, using space in different ways and moving with different speeds and dynamics. | Explain to learners that the main theme of this unit of work is based on myths and legends. Explain what myths and legends are. This topic will involve experiencing and developing different ways of travelling (locomotor skills) from one area of the movement space to another. Learners should move like the characters and events in your chosen myths and legends.  For example, one character should represent speed of travelling fast.  Learners perform a variety of locomotor skills using different directions to make floor patterns (e.g. walking on tiptoes in circular pathways and hopping on zigzag floor pathways). Ask them to imagine they are travelling in the sky, jumping from cloud to cloud and turning when the wind blows.  Learners move freely about the space at a medium speed and on a given signal, they ‘freeze’ and hold a shape that they think would be a strong one,. Encourage learners to make shapes on different levels (high, medium and low), emphasising different body parts (e.g. hands, arms, legs, back and head). Ask learners to repeat the travels, moving in slower or faster ways.  Ask learners to explore travelling fast in different directions as if wearing winged sandals and being blown by the wind all over the space. They can try whirling and then stopping suddenly. They can open their arms as they whirl. They can also jump high in the air as if the wind is moving them.  Learners use feet and legs in different ways to vary their locomotor skills, pretending to travel across different parts of the world. They explore:   * ways of walking, running, lifting feet and legs up in front, behind and to the side, making shapes with the legs, keeping feet wide apart or close together and using different speeds * walking, hopping emphasising knee action, jumping and landing * showing a beat (accenting) by using a different movement on a designated beat (e.g. walk – walk – walk – hop; jump – run – run – run: the accents would be on ‘hop’: beat 4 and ‘jump’: beat 1) * moving to different rhythms (e.g. slow – slow – quick – quick – slow); moving feet in time, on the spot at first and then travelling alongside or behind a partner * performing some simple steps using even or uneven rhythms, e.g. side – close, side – close (even) or galloping (uneven).   *How can you change the direction of your legs or knees as they lift?* (e.g. sideways, forwards and backwards)  *How can you make a body part stronger or softer when walking?* (e.g. stamp drag the foot each time you step)  *What rhythms can you make when travelling?*  *Can you travel with a partner and keep to their rhythm?*  In pairs, learners link together three or four travel and stop actions to make a short sequence, pretending they are travelling across the sky, water and earth. When they stop for a rest, they take a strong and still position (‘freeze’) using different body parts and levels, as practised before. They perform these sequences as a half class. Give learners feedback on their skills and the variation they achieved in terms of space and speed.  **Resources:** music, digital playing device and percussion instruments. | The suggested teaching activities that are linked with certain myths and legends can be adapted to suit your school, and your geographical or sociocultural context. Introduce stories and poems related to your chosen myths and legends, linking these with dance ideas.  A myth is a traditional story, often based on early history and involving supernatural beings or events.  A legend is a very old story or set of stories from ancient times, which focuses on a famous event or person. These legends are not always true.  Remind learners to keep well-spaced in all travelling activities, and to be aware of other learners and where they are heading. When performing jumping actions, they need to always bend their knees when landing.  Play appropriate music to accompany the actions performed and use percussion instruments if available.  Observe how learners respond to the tasks, focusing on their individual skills and their understanding of space and speed. Make personal notes on this to identify needs for improvement. |
| **123MC.01** Explore a variety of movements and movement patterns that begin to demonstrate creativity.  **123TP.05** Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement. | Show an image of a swan and explain that it is a type of bird. Explain how swans are used in Roman mythology. Ask how swans might move and give examples and demonstrations in response to learners’ suggestions (e.g. glide, paddle with feet and fly with wings held wide).  *How can you move in a gliding way?*  *Can you use different body parts?*  Learners explore gliding movements with different body parts (e.g. feet, stomachs, backs and arms). Choose good examples as they perform.  *How do they communicate the idea of a swan gliding so well?*  *Which body parts do they use?*  *How stretched or curled are their bodies as they move?*  Discuss with learners how they might represent the paddling of a swan’s feet.  Learners explore running fast, pretending they have webbed feet (e.g. they make big, floppy movements with their feet as they are larger than human feet) around the space, and also moving their arms to represent the fast movements of swan legs.  *How could we fly like a swan with wide wing movements?*  Learners explore running, leaping, lowering their body and lifting it with widespread arms and stretched fingers.  Learners link together two or three swan actions (ways of moving) and share them with another learner. They give each other feedback: two things they like and why (two stars), and one thing to improve (a wish). Learners also self-reflect and discuss what they think they were good at and what they can improve in their swan dance.  *Can you say why you like a movement in the sequence?*  *Can you say what you think needs improving?*  **Resources:** music, digital playing device and percussion instruments. | A swan symbolises grace and beauty in Roman mythology. It is associated with love, music and poetry. In Greek tradition, the swan was often pictured singing to a lyre (a stringed instrument like a small U-shaped harp with strings fixed to a crossbar, used especially in ancient Greece).  Show practical ideas from the most creative learners and ask other learners to try and copy these in order to extend their movement vocabulary. Observe learners’ creativity levels in their choice of movements.  Play appropriate music to accompany the learners’ actions and use percussion instruments if available. |

Unit 1.1 Suggested activities

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| Unit 1.1 Topic 2 Learning to leap |
| Outline of topic: |
| Learners will explore a range of actions that are related to a Chinese legend called *The Dragon’s Gate*, including fish and dragon movements. They will develop their skill in performing a continuous leap. They will create individual and small-group sequences, which show variation in action and space; these relate to the legend’s characters and events. They will develop their appreciation skills by giving focused feedback on the sequences to each other and also receiving feedback. They will reflect on the intensity of the movements they have performed and review associated bodily changes (e.g. body temperature, heart and breathing rates). They will consider risk management at regular intervals, learning to move safely about the space with others. |
| Language: |
| * Nouns (travel, sequence, direction, rhythm, feedback, unison, heart and breath). * Vocabulary related to action (leap, lead, follow, swimming, diving, running, jumping, rising up, lowering, turning and flickering). * Vocabulary related to body parts (hands, fingers, shoulders, feet, balls of feet, heels, whole body, torso, head and eyes). * Vocabulary related to space (zigzag pathways, big, small, wide, narrow, circles, straight lines, movement up high or down low and levels: high, medium   and low).   * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **123MW.01** Practise and refine basic movement skills.  **123HB.03** Identify the required level of intensity during a range of simple physical activities and begin to work towards achieving this. | Explain that this topic involves some events and characters from Chinese legends. The focus will be on carp (fish) and dragons. The key skill to learn will be the continuous leap.  Tell learners the legend of *The Dragon’s Gate*, explaining how carp travelled upstream and tried to leap over a waterfall; if they were successful, it was believed that they would turn into dragons.  Divide the class into pairs and ask each learner to name themselves either Learner A or Learner B. Ask each pair to find a space where they can move their arms without touching anyone else. Introduce the concept of unison where one learner is the leader (Learner A) and the other is the mirror (Learner B). The mirror acts as a reflection, trying to move in exactly the same way and at the same time as the other learner. Encourage leading learners to try a range of swimming movements (not travelling), including:   * experimenting with arm actions: big, small, wide, narrow, circles, straight lines, movement up high or down low * moving down and up with two palms facing each other and arms linked together with the leading learner * keeping their movements simple, slow and steady and trying to use different body parts for swimming and diving, such as hands, fingers, shoulders, feet or the whole body.   After a few minutes, learners swap roles.  Ask learners to explore being like a fish and swimming very strongly against the direction of an imaginary river. They can use their arms to exaggerate movements and change levels (e.g. lying on floor, bending torso as they walk and running high on tiptoes). Ask them to link together two of their favourite swimming actions and share this sequence with another learner. Learners join their four ideas together and perform these about the space. They decide on how they will perform as a pair in terms of relationships (e.g. side by side, one leads and one follows etc.).  Individually, learners explore ways of jumping to an accented drumbeat, e.g. running in between jumps (landing on two feet after the jump on the accented drumbeat and running to a softer drumbeat).  Explain what a continuous leap is and how to perform it safely from one foot to the other. Learners practise running and leaping across the space, with small groups moving at the same time.    Play some music and ask learners to travel about the space, leaping over imaginary waterfalls as they move. Stop the music and call a number from one to three; learners stand together in a group with the same number of learners, e.g. if ‘three’ is called, then three learners group together in a space.  Organise learners into pairs and ask them play a game called ‘follow the leader’, trying to copy the leader’s travel and leap patterns. When the music is stopped, the pairs make a fish shape together and hold it still for 3 seconds.  Review the activities and talk about their intensity (how much energy they needed). Talk through differences between the mirroring activity with a partner and the travel and leap actions they performed about the space.  *What happens to your body when you were running and leaping?* (e.g. I get hot, I can feel my heart beating fast and I breathe fast)  *Can you feel your heart beating faster now or has it slowed down?*  *What happens to your body temperature when you perform a fast action such as a leap?*  **Resources:** music, digital playing device and percussion instruments (drum and beater). | According to Chinese mythology, the Dragon Gate is located at the top of a waterfall that runs down from a legendary mountain in the Hunan Province. Many carp (fish) swim upstream against the river’s strong current, but few manage the final leap over the waterfall. It is believed that if a carp is successful, it is transformed into a powerful dragon. The Chinese dragon is an ancient symbol of great power.  The legend of *The Dragon’s Gate* is available on the internet as an audio book.  Unison: learners performing movements at the same time as other learners.  Remind learners to keep well-spaced in all travelling activities, and to be aware of other learners and where they are heading. When performing jumping and leaping actions, they need to always bend their knees on landing.  Play appropriate music to accompany the actions performed and use percussion instruments if available.  The continuous leap is a large step, taking off from one foot and landing on the other. You could say ‘run and take off’ or ‘run and fly’.  Continuous leap teaching points:   * Extend knees to take off. * Take off and land on balls and then heels of feet. * Bend knees slightly to absorb landing. * Lead with either leg. * Keep head and trunk stable. * Focus eyes forwards. * Stretch arm opposite leading leg forwards and upwards.   Observe learners’ movement skills, and decide how well they make sequences. Pick out interesting ideas as they move and share them with the whole class, explaining what is good about them. Regularly ask questions about how hard they are working their bodies and what happens to them when they perform fast actions or travel about the space doing runs and leaps (e.g. heart beats fast, get hot and breath heavily). |
| **123HB.04** Recognise the current limits of own capacities, and understand the risks associated with different contexts and physical activities.  **123TP.03** Know how to work independently towards the achievement of agreed movement goals. | Remind learners about how the strong carp who successfully leaps over the waterfall becomes a dragon. Ask them how they might represent a dragon in movement. Show them Chinese dragon dances (videos on the internet).  *What kinds of movements would a dragon do?*  *How could we dance to show a dragon’s fiery breath?*  Individually, learners work on dragon movements (e.g. waving up and down with different body parts, rising up and leaping, lowering and turning and using flickering hand and arm movements to represent fiery breath). They share this with another learner and talk about two things they think they were good at and one thing they need to improve.  *How can you stay safe when you move about the space?*  *Why do you need to bend your knees before and after you jump or leap?*  *How can you make your dragon dance better?*  *What did you like about your dragon dance?*  In small groups, learners have one leader and two or three followers, they line up and hold each other’s shoulders, moving about the space as a dragon on zigzag pathways. The leader makes arm movements that rise and fall like a dragon’s fiery breath. Change the leader after 2–3 minutes.  *Was it easier to work in groups or by yourself?*  *How can you stay safe when we work in groups?* (e.g. talk through what we are going to do before we do it, stop something if it starts going wrong and ask for help from each other or from you)  **Resources:** music, digital playing device and percussion instruments. | Remind learners to keep well-spaced in all travelling activities, and to be aware of other learners and where they are heading. When performing jumping and leaping actions, they need to always bend their knees on landing.  Play appropriate music to accompany the actions performed and use percussion instruments if available. |

Unit 1.1 Suggested activities

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| Unit 1.1 Topic 3 Where can I move? |
| Outline of topic: |
| The core focus in this topic will be learners’ use of space, through the retelling of a myth from New Zealand: *How Maui Slowed the Sun*. There will be a review of what space involves in the dance context, with particular emphasis on levels and floor pathways. Learners work individually, in pairs and in larger groups during their composition processes. They will link together actions that show contrasts in space, regularly reviewing and evaluating their own and others’ performances. They will learn to develop their observation and descriptive skills, especially in relation to action and spatial variation. |
| Language: |
| * Nouns (sequence, heat, circle, shape and contact). * Vocabulary related to action (travel, lying, kneeling, sitting, running, hopping, leaping, sleeping, trapped, drumming, tapping, crossing, climbing, pushing, crawling and balancing). * Vocabulary related to body parts (bottom, heels, hands and feet). * Vocabulary related to space (floor pathways: curved, angular, zigzag, straight, twisting and turning; levels: low, medium and high). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **123MC.03** Respond to given and selected tasks and challenges in a range of movement contexts.  **123TP.01** Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others. | Explain to learners that this topic is about learning where the body can move in space and that it is based on a New Zealand myth called *How Maui Slowed the Sun*. Talk through key aspects of the myth with learners.  Ask learners to pretend they are the sun sleeping in its deep pit. They take small, curved positions, lying, kneeling or sitting. Explain to learners that they are in personal space here and that the rest of the movement area is general space. Ask them to stretch slowly in personal space, opening the whole body, gradually stretching and turning to stand.  Learners explore the heat of the sun while sitting on their bottoms. They drum their fingers and tap their feet quickly on the imaginary hot floor.  Learners perform a variety of locomotor skills (travels) using different levels (low, medium and high), pretending they are the sun’s rays spreading across the sky:   * They try different ways of moving across the room on their backs at a low level and on their fronts and sides. * They travel across the room on different body parts at a medium level, e.g. on their bottoms and heels, hands and feet. * They explore ways of travelling across the room remaining upright, e.g. on balls of feet, running, hopping and leaping about the room (in general space) with large arm movements.   Learners explore being trapped by a big net (as the sun was) moving from a high position to a low position on the floor. They try several different ideas and choose their favourite one to perform. They share this with a partner and learn each other’s movements.  In pairs, learners link together the following key ideas that they have explored to retell the sun story:   * the sleeping sun * the heat of the sun * travelling across the sky * being trapped by a big net.   They work together to link actions, making these vary in space. They should show different levels (high, medium and low) and different spatial floor pathways (e.g. zigzag and curved).  Ask pairs to share their sequences with another pair and give each other feedback on the ideas and the space changes that they observed and liked.  *Which level changes did you have in your pair sequence?*  *What kinds of floor pathways did you follow?*  *Can you show me your different levels?*  *Which actions did you choose and how did these link to the sun idea?*  *How well did you work on your own today?*  *How well did you work with your partner today?*  **Resources:** music, digital playing device and percussion instruments. | This topic is based on a New Zealand myth *How Maui Slowed the Sun* (Maui is pronounced Maw-ee). This is available as an audio book on the internet. Faced with very short days and very long nights, Maui comes up with a plan to slow the sun’s passage through the sky so that he and his people are able to have more time to catch fish, weave flax for clothes and grow things in the garden. Maui and his brothers travel a long way to find the sun in a deep pit and they capture it in their net. The sun struggles but becomes too tired and eventually agrees to travel more slowly across the sky.  **Space:** direction (backwards, forwards, side to side, zigzag, upwards, downwards and diagonally), levels (low, medium and high), floor and air pathways (curved, angular, zigzag, straight, twisting and turning), personal (close to body) and general space (far away in the larger movement space).  Narrate the actions required from the story as necessary. This may be particularly useful for learners in their pair work as it will give them a clear structure and remind them of what they need to be doing.  Observe learners and listen to their discussions, making personal notes on these and your general observations (to identify needs for improvement). |
| **123UM.01** Describe own and others’ movements using simple activity-specific vocabulary.  **123UM.02** Describe actions, dynamics, space and relationships when observing and engaging in movement. | As a whole class, learners pretend to be Maui and his brothers travelling a long way to catch the sun. They explore different kinds of actions on different levels:   * crossing rivers * climbing up high, twisted pathways * balancing across narrow bridges * running in and out of trees in a forest * crawling through a muddy swamp * pushing through a sticky spider’s web.   Extend this activity by adding real obstacles, e.g. lengths of elastic, hoops and ropes.  In pairs, learners explore making circle shapes like the sun with their hands and arms connected on low, medium and high levels. They share these with another pair, explaining which actions and levels they chose and why.  In pairs, learners explore making circle shapes like the sun while lying on the floor or standing up, maintaining contact with a partner (e.g. lying together in a curved banana shape to make a whole circle together, head to head, while on the floor).  In pairs, learners explore making spiky shapes like the sun’s rays on different levels (low, medium and high) and then try to make these spiky shapes travel about the space on different levels. They observe another pair’s sequence and describe what kind of shapes they see being made and which levels have been used.  Learners link together the ideas they have explored, beginning with the travel to the sun section as a whole class, following this with pair circle shapes (sun shapes) and completing everything with the pair spiky shapes section (sun’s rays). Organise a whole-class performance and give learners feedback about their chosen actions and use of space.  **Resources:** music, digital playing device, percussion instruments, lengths of elastic, hoops and ropes. | Observe learners and listen to their discussions about actions and space, making personal notes on these and your general observations (to identify needs for improvement). |

Unit 1.1 Suggested activities

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| Unit 1.1 Topic 4 Creating and making sequences |
| Outline of topic: |
| This topic will focus on the preparation and performance of a final composition based on myths and legends, including a selection of their characters and events. Learners will develop a number of sequences and link these together to make a whole-class dance. They will be guided to reflect on their own and others’ performances, and also evaluate the final digitally recorded performance, offering constructive feedback while noting areas for improvement. |
| Language: |
| * Nouns (body parts, circle, leader, follower and feedback). * Vocabulary related to action (link, travel, freeze, stop, glide, paddle, fly, swimming and leaping). * Vocabulary related to space (levels: high, medium, low and zigzag pathway). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123UM.04** Understand and follow simple rules, and understand and use tactics and compositional ideas.  **123MC.04** Discover and use a range of compositional ideas to express themes, moods and emotions. | Explain to learners how they will use their work across this unit to make a group dance based on myths and legends, including the characters and events that they have explored through movement.  Learners choose from the following themes for the final group composition:   * *Flying*: in pairs, learners link together three or four travel and stop actions to make a short sequence, pretending they are travelling across the earth, water and sky. When they stop for a rest, they take a strong and still position (‘freeze’) using different body parts and levels (high, medium and low). * *Swan*: learners link together two or three swan travel actions (glide, paddle with webbed feet and fly with wide wings). * *Dragon’s Gate*: learners perform fish actions (swimming and leaping) and dragon actions (in small groups, learners have one leader and two or three followers, they line up and hold each other’s shoulders, moving about the space as a dragon on zigzag pathways). * *How Maui Slowed the Sun*: learners perform actions related to a sleeping sun, the heat of the sun, travelling across the sky, being trapped by a big net, travelling to the sun across rivers, through forests and make pair circle shapes (sun shapes) and pair spiky shapes (sun’s rays).   Give learners time to practise and improve their final dance composition over a series of lessons (as required) to ensure that their performance work is of a high quality. Check their understanding regularly through questioning.  *How did you make your dance interesting?* (e.g. changing actions and changing space)  *How did your compositions – individually and in groups – reflect the theme of the dance?* (myths and legends)  **Resources:** music and digital playing device. | Be selective with what learners have worked on. At this age, simple is best for a final dance. Learners may merely focus on one myth or legend, combine two or take their favourite movements or sequences from several and work to refine and perform these for the whole class.  Organise regular peer reviews of each other’s work and half-class performances so that feedback is ongoing and can be acted upon. |
| **123UM.03** Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges.  **123TR.05** Give supportive feedback in partner/small group activities. Show appreciation of and respect for contributions and motivation to improve. | Digitally record the final dance. Review the dance, composition and performance skills of individuals and the whole group. Learners might refine the group dance in a subsequent lesson with areas for improvement. Give learners opportunities for self-reflection and peer review at regular intervals.  *How can we give kind and helpful advice to others about how they dance?*  *How can you improve your own dancing?*  *What will you do now to improve your dancing?*  **Resources:** music, digital playing device, digital recording device and feedback sheets made by you. | Explain to learners how to give good feedback. Remind them of the two stars (two things they liked and why) and a wish (one thing that could be improved) appreciation system as necessary. To help to explain this, give learners feedback sheets you have made with smiley and neutral faces.  Encourage learners to draw pictures to give visual feedback for themselves and each other. They can also engage regularly in pair and small-group discussions. Listen to verbal feedback and collect written feedback; use these to identify needs for improvement. |

# Unit 1.2 Time for an adventure

| Unit 1.2 Time for an adventure |
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| Outline of unit: |
| In this unit, learners will primarily develop social skills and initiative by engaging in a variety of adventure-based games and activities. These activities will involve individual and group work that focus on the use of large apparatus and small equipment, trails and sometimes animal themes. Through these activities, learners will develop their movement, planning and problem-solving skills alongside their listening and speaking skills. Learners will also consider safety and risk at regular intervals. |
| Knowledge, understanding and skills progression: |
| Learners will have developed their cooperative and problem-solving skills in home and extra-curricular activities. They will also be used to working with other learners in collaborative ways in class-based work, and indoor and outdoor contexts. In this unit, learners will continue to develop these skills, following and designing a number of tasks with varied equipment and large apparatus. Learners will begin to develop how they plan, design and evaluate their own and the group’s activities in which they participate. |

| Learning objectives covered in Unit 1.2 and topic summary: | | 1.2 Topic 1  Developing initiative in pairs | 1.2 Topic 2  Using apparatus and equipment | 1.2 Topic 3  Following trails | 1.2 Topic 4  Animal games |
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| **123MW.04** | Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. |  | ✓ |  |  |
| **123MC.02** | Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. |  | ✓ |  |  |
| **123MC.03** | Respond to given and selected tasks and challenges in a range of movement contexts. |  |  | ✓ |  |
| **123TP.01** | Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others. | ✓ |  |  |  |
| **123TP.04** | Begin to take and share the lead in team/group work. |  |  |  | ✓ |
| **123TP.06** | Listen to others and respond appropriately in a range of movement tasks and challenges. | ✓ |  |  |  |
| **123HB.03** | Identify the required level of intensity during a range of simple physical activities and begin to work towards achieving this. |  |  | ✓ |  |
| **123HB.04** | Recognise the current limits of own capacities, and understand the risks associated with different contexts and physical activities. |  |  | ✓ |  |
| **123TR.01** | Show increasing ability to share space and equipment, to take turns and to cooperate with others. |  | ✓ |  |  |
| **123TR.03** | Demonstrate collaboration and begin to understand what fair play is in team/group physical activities. |  |  |  | ✓ |
| **123TR.04** | Understand when and how to engage the help of others during group movement tasks. |  |  |  | ✓ |

Unit 1.2 Suggested activities

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| Unit 1.2 Topic 1 Developing initiative in pairs |
| Outline of topic: |
| This unit focuses on physical activities that aim to develop learners’ initiative. It requires learners to plan and decide to do certain things independently and with a partner (with minimal teacher support). Learners participate in pair activities that require them to take the initiative in order to be successful. |
| Language: |
| * Nouns (adventure, shape, bone, body part, leader, follower, tagger and partner). * Vocabulary related to action (travel, hop, crawl, slide, dance, balance, run, throw, catch, bounce, turn, walking on tiptoes, skipping, jumping and kneeling). * Vocabulary related to body parts (hands, feet, toes, knee and elbow). * Vocabulary related to equipment (cones, hoop, beanbag, sash, ball and skipping rope). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123TP.01** Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others. | Explain that this unit involves a number of adventure activities, which will focus on pair work, using apparatus and equipment while following trails and animal games. This topic focuses on physical activities that aim to develop learners’ initiative levels. This means that they will be given opportunities to plan and decide to do certain things by themselves – with only the help of another learner. They will participate in pair activities that require them to take the initiative in order to be successful.  In pairs, learners move in and out of shapes made by each other, For example, the first learner forms a bridge shape by taking weight on hands and feet. The partner makes a ball shape underneath them. They swap roles and keep experimenting with a range of interesting shapes that they can make.  In pairs, learners stand back to back in a space. When you call out the names of body parts (e.g. hands), learners turn to face each other and briefly touch those body parts together and then immediately return to their back-to-back positions. Continue the game by calling out a different set of body parts and occasionally ‘Change!’ which is the signal for the learners to change partner.  This activity can be extended by calling out body parts with learners moving for 5 seconds with the chosen body part connected to their partner. They then return to their original back-to-back position.  In pairs, learners play a game called ‘follow the leader’: they take turns being the leader and the follower, changing roles on your signal. The leader performs any action with which they wish to travel about the space and the follower must copy them (e.g. hop, crawl, slide, dance and balance).  This activity can be extended by giving each pair small equipment (e.g. basketballs) and asking the follower to copy what the leader does with their object.  In pairs, one learner from each pair is designated as the tagger and the other is the runner. On your signal, the tagger counts to five while their partner runs away from them. After counting to five, the tagger chases their partner and tries to tag them on the back. Once tagged, learners reverse roles.  In pairs, learners play a game called ‘dog and bone’. Each has a coloured sash or ribbon tucked into their waistband.  Place two cones 10–12 metres apart (one learner stands at each cone) and two hoops between the two cones (a different colour for each learner) in the middle. In each hoop, place a beanbag (the bones). When you shout ‘Bone!’, both learners (who are the dogs) run from their respective cone towards their coloured hoop to see which one can get there first to steal the bone and take it back to their home cone. The learner who arrives last at the hoops, tries to catch their partner by pulling on their coloured sash (their tail) before they reach their home cone. If a ‘dog’ with the ‘bone’ is caught, they do not gain any points, but their partner gets a point for being a good catcher. If a ‘dog’ brings the bone safely home, they gain a point.  *How did it make you feel if you won the ‘bone’ and got home without being caught?*  *What do you need to be good at in order to win the bone?*  *Who managed to steal a tail? How did you do this?*  Partners stand near a wall and face it, holding a ball of their own choice (e.g. tennis ball or large ball). Taking it in turns, one learner throws a ball at the wall and their partner tries to catch it after one bounce off the ground. Learners challenge themselves with different ideas such as clapping their hands before they catch the ball, catching the ball straight off the wall with no bounce or turning around before catching the ball. Ask learners to share their ideas with another pair and ask them try out each other’s ideas.  *How can we catch the ball better?*  *What was your favourite ball idea that you created?*  In pairs, ask learners to take the initiate to make up an activity with any small equipment (e.g. balls, hoops, beanbags and cones) and play it. The activity needs to have clear rules and be performed safely (check this before they start). Pairs share their activity with another pair and they give each other feedback on two things they liked (two stars) and one thing they think could be improved (wish).  **Resources:** cones, hoops (two different colours), beanbags, coloured sashes, balls (tennis balls, large balls and basketballs). | Encourage learners to cooperate and take turns, sharing ideas and space. Observe which learners listen to each other and respond appropriately.  Tag game: limit the space for this game so that learners who are being chased cannot run too far away. If learners are not tagged after 1 minute, swap the tagger and runner.  The dog and bone game will need a clear demonstration so that learners understand the rules and scoring system. Learners could play the game without points to start with and then with them after they understand the basic rules.  Catching teaching points   * Move feet to place body in line with ball. * Focus eyes on ball. * Reach hands out to meet ball. * Adjust hands to path and size of ball. * Keep fingers soft and slightly cupped. * Catch ball in hands only. * Time hand and finger closure well. * Bend elbows to absorb impact.   Observe learners as they work together and note how involved they are, their levels of initiative and their general ideas. Make personal notes to identify needs for improvement. |
| **123TP.06** Listen to others and respond appropriately in a range of movement tasks and challenges. | In pairs, learners face each other. You are the caller. As you call out different body parts, e.g. ‘toe to toe’, ‘knee to knee’ and ‘elbow to foot’, pairs link those body parts. When you call ‘change’, the players have to find a new partner. They cannot have the same partner twice.  In pairs, learners move together about the space dancing to music. When the music stops, ask them to walk along an imaginary tightrope, and at the sound of a drum beat, they then stop and hold a balance on one foot, linking arms. After holding their balances for 3 seconds, restart the music so that learners can begin dancing again.  In pairs, ask learners to choose from a variety of small equipment (e.g. hoops, beanbag, skipping rope, ribbon, elastic pieces, cones and markers) and design an interesting floor picture, e.g. a boat sailing in the sea, a sunny day and a caterpillar (the idea might be related to a current classroom topic). Ask learners to find different ways of travelling up and down, around, through, across, over, on and off their floor picture (e.g. hopping, walking on tiptoes, skipping and jumping).  Learners play a game called ‘octopus’. The space becomes the sea. One octopus (a tagger) stays in the middle of the sea and holds a foam ball. They call out ‘swim little fish!’ and all the other learners run in pairs from one end of the space to the other past the octopus trying not to get tagged by the octopus when they throw the ball at them (between waist and feet). If one of the learners in the pair is tagged by the ball, they both become octopus tentacles and sink to the floor in a kneeling position. These tagged and paired learners are only allowed to use their hands to tag other fish as they run past. If successful, they become fish again and the tagged pair replaces them as tentacles. Change the octopus after a given time limit (e.g. 3–4 minutes).  *When did you have to listen carefully in these activities?*  *How well did you move in these activities?*  *How did you work with your partner? Did you suggest some good ideas together?*  *Can you balance well?*  *Which activity was your favourite one and why?*  *Which body parts did you use today?*  *Which skills did you learn today?*  **Resources:** foam balls, music, digital playing device, drum and beater, hoops, beanbag, skipping rope, ribbon, elastic pieces, cones and markers. | Balance on one foot teaching points:   * Keep support leg still, foot flat on the ground. * Bend non-support leg, not touching   support leg.   * Balance on either leg. * Focus eyes forwards. * Keep head and trunk stable and upright. * Keep arms still and extend them for extra balance. |

Unit 1.2 Suggested activities

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| Unit 1.2 Topic 2 Using apparatus and equipment |
| Outline of topic: |
| In this topic, learners will work with large apparatus and small equipment, engaging in a range of individual and collaborative activities as they move about the space. They will learn to use space and resources safely and in creative ways, following and designing activities as they move in a range of ways over, across, up, down, through, on, off and around their apparatus and equipment. |
| Language: |
| * Nouns (safety, grip, direction, feedback, apparatus, equipment and obstacle course). * Vocabulary related to action (grip, travel, balance, climb, link, create, hop, jump, hit and rock). * Vocabulary related to body parts (hands, feet, knees, arms, stomach, back and bottom). * Vocabulary related to equipment (mats, benches, gymnastic boxes, ropes, wall bars, climbing frames, hoop, beanbags, cones and balloon). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123MW.04** Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control.  **123MC.02** Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. | Explain to learners that in this topic they will explore different kinds of apparatus (e.g. wall bars, ropes and climbing frames) and equipment (e.g. hoops and beanbags).  Ask learners to get into groups of four to six and choose from a range of large equipment (e.g. mats, benches, gymnastic boxes, ropes, wall bars and climbing frames). They discuss and agree safety guidelines with you and each other. Emphasise the importance of a strong hand grip when climbing. They use the climbing equipment to practise changing levels, climbing up, down, over, through, across, on and off the equipment.  In pairs, learners observe each other moving on the apparatus and give each other feedback on what their partner does well (e.g. a star for how coordinated their partner is on apparatus) and what they can improve (e.g. a wish that they improve their control on apparatus or grip technique ).  *What did you enjoy about being on the apparatus?*  *Did you find anything difficult when on the apparatus? If so, why was this?*  Ask learners to show different body shapes (e.g. stretched hanging on ropes, wide standing on box, curled lying on a bench and arched over a bench) at various points as they explore their apparatus.  Ask learners to travel on the apparatus using hands and feet only. Introduce different body parts to travel on (e.g. stomachs, backs and bottoms).  Ask learners to travel on apparatus and hold a balance somewhere on any body part. Advise them that a balance is a shape that is held still (3 seconds minimum).  *How good are you at balancing?*  *How can you improve your balancing?*  *Can you hold your balance for 3 seconds?*  *What body shapes did you make on the apparatus?*  Ask learners to get into pairs and begin to link some of their apparatus ideas together, creating a story that helps them to do this. For example:   * Stage 1: a travelling frog wanders through the forest on an adventure. Learners travel on the floor on feet up to apparatus, changing directions (e.g. zigzag, lines and circles). * Stage 2: the frog meets a bear in the forest and they travel together, walk along and balance on some big logs, and climb up and down huge trees. Learners travel along, on, up and down, across or around apparatus using their hands and feet. * Stage 3: sometimes, the frog and the bear hear hunters in the forest and have to stay very still and quiet. Learners hold two or three balances in a firm shape on apparatus at any time. * Stage 4: the frog and the bear find their way out of the forest and take a big jump into the lake, enjoying the water together. Learners jump down from apparatus with a soft landing (knees bent and arms outstretched to sides of body).   **Resources:** mats, benches, gymnastic boxes, ropes, wall bars and climbing frames. | You must discuss safety before allowing learners on apparatus. Encourage learners to plan a route across the apparatus to help them be safe. Check all learners work in pairs and lift, carry and place apparatus safely (with bent knees and good communication; you need to check apparatus once it is out).  Rotate groups around the different apparatus set-up across a number of lessons to give each learner a broad range of movement experiences that involve climbing and exploring.  Observe learners throughout the activities, taking personal notes on their movement competence, and ways that learners use and share apparatus, equipment and space. Use these notes to identify needs for improvement.  Climb teaching points:   * Step feet onto alternate rungs. * Climb up and down. * Climb fluidly without pauses. * Use alternate hand action to match feet. * Use strong hand grip.   Balance: encourage balances on different levels and advise learners that they need to pull up and away from the base they are balancing on (e.g. base can be knees or feet).  When learners work on linking apparatus ideas together, you can narrate the stages of the story and related actions as required as they initially work (e.g. travel on feet and hands now and hold a balance for 3 seconds). After a while, leave them to create their own stories and related actions. |
| **123TR.01** Show increasing ability to share space and equipment, to take turns and to cooperate with others. | Ask learners to stand on the edge of a large circle of cones or markers. This is the ‘beach’ area. Fill the circle with skipping ropes that form smaller circles in the general space (make these with skipping ropes that are placed end to end, or chalk if these are unavailable). These rope circles are the ‘islands’ in the middle of the ‘sea’. Each learner decides how they will cross to the opposite side of the sea by jumping with two feet to two feet into any number of rope circles. As soon as the learner reaches the other side of the sea and lands on the beach, they are safe. You can then tell them to return via a different route.  This activity can be extended by allowing hops and jumps from and to one or two feet.  Model the construction of an obstacle course to develop the the jump for distance and then organise learners to work in small groups setting up their own obstacle courses. They can use any small equipment such as beanbags, skipping ropes, hoops, benches and cones. Encourage them to explore the five different ways of jumping and hopping (i.e. one to two, two to one, one to same foot, one to other foot, or two feet to two feet) across, onto, along, on and off their apparatus.  Show learners pictures of toys: robots, teddy bears, rocking horses and a Jack in the Box (a toy consisting of a box containing a figure on a spring which pops up when the lid is opened). Tie a number of balloons securely at different heights to an object such as a netball post or a roof girder.  Ask learners to move around the space in the different ways that the toys move, e.g. robots (stiff, angular moves), teddy bears (soft, round shapes) and rocking horses (rocking from one body part to another).  When you say ‘Jack in the Box’, learners run to the nearest balloon and jump as high as they can to see if they can touch or hit it.  This activity can be extended by asking learners to touch every balloon in the space within a given time limit.  *Which was your favourite activity and why?*  *How well did you play the activities?*  *How well did you share the space with other learners?*  *Did you wait your turn patiently when you needed to?*  **Resources:** cones or markers, skipping ropes or chalk, beanbags, hoops, benches, balloons, string, netball posts or roof girders, pictures of toys. | Encourage learners to head for clear spaces and aim for rope circles that are not already occupied by other learners. Remind learners that in both the preparation and the landing phases of the jump for distance, they should bend their ankles, knees and at the hips to absorb the impact. Discuss and model other teaching points as needed.  Jump for distance teaching points   * Bend ankles, knees and at hips. * Focus eyes forwards. * Swing arms behind body. * Straighten legs. * Make both feet leave the ground together. * Swing arms forwards and upwards. * Land on both feet at the same time. * Bend ankles, knees and at hips to absorb impact.   Hop teaching points:   * Bend support leg on landing then straighten it to push off. * Take off and land on forefeet. * Swing leg moves in rhythm with the support leg. * Hop on both right and left legs. * Keep head and trunk stable with eyes focused forwards. * Bent arms and move to help leg action.   For the toy-based balloon activity, bring in pictures of toys for learners to review before they undertake the activity. |

Unit 1.2 Suggested activities

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| Unit 1.2 Topic 3 Following trails |
| Outline of topic: |
| In this topic, learners will work in groups, following and creating a range of trails. This will involve them working with different equipment and in varied contexts. They will engage in collaborative and problem-solving processes as they follow and design courses, taking on various roles and performing a range of basic movement skills. |
| Language: |
| * Nouns (trail, group, relay and body). * Vocabulary related to equipment (benches, cones, markers, hoops, beanbags, hurdles, chalk and maps). * Vocabulary related to action (running, hopping, galloping, stepping, jumping, walk, throw, crawl, skip and breathing). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123MC.03** Respond to given and selected tasks and challenges in a range of movement contexts.  **123HB.04** Recognise the current limits of own capacities, and understand the risks associated with different contexts and physical activities.  **123HB.03** Identify the required level of intensity during a range of simple physical activities and begin to work towards achieving this. | Explain that this topic focuses on learners following trails. This will develop their awareness of directions (e.g. left, right, up and down) and they will also work with other learners to improve their collaboration skills.  *What is a trail?* (e.g. a course that you can follow)  *Why do we need to know our way round places?*  *What do we mean by direction?*  Set up five trails of coloured markers in the space (e.g. blue markers in five different places, each with a letter written on them). Divide learners into groups of two or three. Each group has a different control card and trail to follow; the control card explains in which order they must go to each marker (e.g. A, C, M, F, Y). As learners reach a marker, they write down on their control card that marker’s letter. They follow the trail and when their control card is complete, they come back and show it to you. If they get the letter correct for each marker, give the group a different trail to complete (otherwise, they try the same trail again).  *Who can be the first group to complete all* five *trails correctly?*  This activity can be extended by making a new rule that learners have to undertake in a certain way of travelling to the markers, e.g. hopping to Marker A, skipping to Marker C and running to Marker M (or you can call out different ways to travel as learners move between markers).  Place as many objects (e.g. benches, cones, markers, hoops and beanbags) around the movement space as available (10 is ideal). Each pair of learners then draws a map of the space (in pencil). Then each pair of learners plans a trail of the objects on their map, marking them in coloured pen (check that these maps are viable). Each pair exchanges their map with another pair. Each pair walks the trail on the map with the map in their hand. When they have all finished, they exchange maps again and everyone begins a second trail.  This activity can be extended by giving learners a specific travel to perform for each trail, e.g. running, hopping and galloping. This activity can also be completed outside with natural objects, e.g. trees and fences.  Set up several obstacle relay trails. These trails can be designed by you, the learners or altogether as a class.  Learners need to pick up an action map for each obstacle relay, which explains the tasks to perform – these will need to be made in advance (by you or the learners). Obstacle relays need to include a range of activities, such as:   * zigzag running in between cones * stepping or jumping over low plastic hurdles * jumping with both feet to both feet from in and out of chalk circles * walking along a line and balancing a beanbag on your head * throwing your beanbag into a hoop * crawling across the mats on your stomachs * running to the finishing line and giving your map in.   Learners perform the tasks in small groups of three to five, each learner beginning the relay trail after their teammate reaches half way across a trail (e.g. walking along a line). Trails can also be timed and made competitive between groups.  *How did different ways of moving affect your breathing?*  *Did you get hot when you performed a skip, a run or a jump? Why?* (e.g. these activities need a lot of energy and our body has to work harder)  *How can you make sure that you work safely when following trails?*  *Which activity did you find easy? Difficult? Why?*  **Resources:** control cards made by you: five routes in different colours, coloured markers, cones, beanbags, benches, hoops, pencil, paper, coloured pens, low plastic hurdles, chalk, maps, action maps with tasks made in advance. | Markers can have any letter name. Control cards for learners need to have the order of cones for them to visit in a set order (e.g. A, C, M, F, Y). You need to have the correct answers written down for each coloured cone trail.  Remind learners to work safely and always be aware of other learners in the space when moving. Ask them safety-related questions as they work.  Trail following is a learned skill and learners may need a lot of support initially. You can model each trail and have the whole class follow you as required.  Observe learners throughout the activities, taking personal notes on their responses to the different challenges, their understanding of safety and also bodily changes as they engage in physical activity. Use these notes to identify needs for improvement. |

Unit 1.2 Suggested activities

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| Unit 1.2 Topic 4 Animal games |
| Outline of topic: |
| This last topic in the unit will involve group activities which use animals as inspiration. Learners will work in pairs, small groups and as a whole class. They will pretend to be different animals throughout the activities and they will share the role of leader. Learners will have opportunities to collaborate regularly and will be introduced to the concept of fair play. They will also learn how to seek help from others, including you and other learners, as necessary. |
| Language: |
| * Nouns (relay, points, leader and game). * Vocabulary related to equipment (markers, balloon, chalk, beanbag and hoop). * Vocabulary related to action (tag, run, skip, gallop, hop, crawl, draw, throw and freeze). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123TP.04** Begin to take and share the lead in team/group work.  **123TR.03** Demonstrate collaboration and begin to understand what fair play is in team/group physical activities.  **123TR.04** Understand when and how to engage the help of others during group movement tasks. | Explain that this topic will focus on group activities with an animal theme. Learners will be leaders and followers, and learn how to improve working in groups (collaboration). They will also learn about ‘fair play’ and how to get help when they need it to support their learning.  *What do we mean by playing something fairly?*  *Who can you ask for help when you need it during an activity?* (e.g. the teacher, my partner, another group)  Learners play a game called ‘animal relay’. They form small teams of four and line up with two learners at one end of the space and two at the opposite end (one behind the other). The first player on each team is a crocodile, the second, third and fourth learners are different animals (e.g. cat, bear, kangaroo, giraffe, elephant and snake – you can decide). When you say ‘go’, the first team member in the relay acts like the animal they represent (e.g. they run, hop or crawl) and they travel to the opposite end of the movement space. The following players in the team then act like their animals and so on, until one team is finished and all are sitting down.  Learners play a game called ‘giraffe tag’. Three or four learners try and tag other learners and turn them into giraffes. All learners run, skip or gallop about the space. When they are tagged, they must stand with feet apart and their hands raised up high above their heads (like a giraffe’s long neck). They are freed if another learner can crawl through both their legs before being caught by a tagger (they are not allowed to be caught when underneath the legs of a ‘giraffe’, and the tagger must move 5 metres away). Let learners play for 3–4 minutes and then swap other learners in as taggers.  Learners work in pairs with a piece of chalk. They draw a large picture of an animal on the floor and create a beanbag throwing game with different parts of the animal worth different numbers of points. They teach their game to another pair and each pair plays it. They give each other feedback on the game that was played and how well it worked.  Learners play the ‘chicken hokey cokey’ dance as a whole class, but they replace body parts with the parts of an animal of their own choosing (e.g. chicken).  Learners work in small groups of four or five with one balloon. They pretend they are seals and hit a balloon with their noses. Start by tossing one balloon above each group. The aim is to keep the balloon in the air.  Try it with noses first, and then with just the head, etc. Repeat with two balloons per group.  Tell learners a story of a very greedy dragon that breathed fire to frighten people and then stole their precious things. The dragon put all the ‘treasure’ in its den and watched over it very carefully, even when it was sleeping. Divide the class into several smaller groups of five or six learners. Nominate one learner to be the ‘dragon’ sitting in their den at the opposite end of the movement space with their eyes closed and their back to the other learners in their group. Place a hoop with several beanbags in it behind the dragon (these beanbags represent the treasure). Ask the rest of the learners (the ‘thieves’) in the group to line up about 8–10 metres away from the dragon on their home line. They travel towards the dragon’s den to try and reach the treasure. When they get there, they attempt to steal the treasure and run home with it. The dragon can turn around at any point and open their eyes to catch the thieves in action. If the thieves do not immediately freeze and are caught moving, they return with nothing to the home line. The dragon can chase the thieves when they have taken the treasure and try to tag them before they return to their home line. If the dragon successfully tags a thief, they win back their stolen treasure. Change the dragon after 3–4 minutes for another learner.  Make a circle of markers with one less than the number of learners in your class. Divide your class into five groups of animals (e.g. tiger, elephant, hippo, monkey and lion) and have each group stand by a marker. Have one volunteer stand in the middle. The learner in the middle then calls out the name of one of the animals, and all learners in that animal group have to find a new marker. If the learner in the middle calls out ‘zoo’, everyone has to find a new marker (rule: learners cannot take the marker immediately next to them). The objective is for the learner in the middle to steal one of the other learners’ markers while they are trying to find a new one. When this happens, the person without a marker is the new learner in the middle.  *When did you follow another learner?*  *When were you a leader?*  *Did you play the activities fairly?*  *Why do we have rules in a game or activity?*  *Do some rules help us play more fairly?*  *When did you need help in these activities? Where did you find this help?*  **Resources:** chalk, balloons, hoops, beanbags and markers. | Fair play means playing by the rules in an activity and making sure that you always respect these rules and also other learners.  Remind learners to work safely and always be aware of other learners in the space when moving. Ask them safety-related questions as they work.  ‘Hokey cokey’ rhyme (with a chicken focus):  *You put your right wing in (put right fist under right armpit)*  *You take your right wing out*  *You put your right wing in*  *And you shake it all about (shake elbow)*  *You do the Chicken Cokey*  *And strut yourself around*  *That’s what it’s all about!*  On the chorus, sing ‘Oh chicken hokey cokey’ as all learners hold hands and move into the centre raising their arms together then return to the larger circle. They repeat this three times and then say ‘Knees bend, arms stretch, ra, ra, ra’ (bending the knees, raising the arms up and then clapping on ‘ra, ra, ra’).  This activity can be repeated with learners suggesting different animals and associated words.  Observe learners throughout the activities, taking personal notes on how well they share and take the lead in group work, how they collaborate, and how they seek help from others. Use these notes to identify needs for improvement and for assessment purposes. |

# Unit 1.3 Body management through gymnastics

| Unit 1.3 Body management through gymnastics |
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| Outline of unit: |
| This unit will help to develop learners’ gymnastics knowledge, skills and understanding through individual, pair and group activities that focus particularly on their body management skills in rotation, balance and flight actions. Learners’ confidence and movement competence will be promoted through progressive tasks and activities that develop from floor to apparatus. Learners will be guided to enhance their creativity in composition work by applying changes in space and dynamics. They will regularly develop their descriptive language in relation to movement, and have opportunities to evaluate their own and others’ actions and sequences. |
| Knowledge, understanding and skills progression: |
| Learners will develop their experiences of moving and managing their bodies on the floor and on apparatus in this unit. They will therefore draw on previous movement experiences at home, in play and in extra-curricular activities. They review and refine their rotation, balance and flight skills on the floor and on gymnastics apparatus through tasks that are progressive and age-appropriate. Learners will be supported to perform at all times with an awareness of body tension and alignment (e.g. pointed toes, stretched fingers and focus) in order to produce high-quality outcomes. Their composition work in pairs and small groups will be evaluated by their peers, with quality feedback given to enhance future performances. |

| Learning objectives covered in Unit 1.3 and topic summary: | | 1.3 Topic 1  Exploring rotation | 1.3 Topic 2  Balance time | 1.3 Topic 3  Developing flight actions | 1.3 Topic 4  Sequence work on apparatus |
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| **123MW.01** | Practise and refine basic movement skills. | ✓ |  |  |  |
| **123MW.02** | Perform movement skills with increasing proficiency and use them sequentially. |  | ✓ |  |  |
| **123MW.03** | Move with control and coordination, using space in different ways and moving with different speeds and dynamics. |  | ✓ |  |  |
| **123MW.04** | Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. |  |  | ✓ |  |
| **123UM.01** | Describe own and others’ movements using simple activity-specific vocabulary. |  |  | ✓ |  |
| **123UM.03** | Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. |  |  |  | ✓ |
| **123UM.04** | Understand and follow simple rules, and understand and use tactics and compositional ideas. | ✓ |  |  |  |
| **123MC.01** | Explore a variety of movements and movement patterns that begin to demonstrate creativity. |  |  |  | ✓ |
| **123MC.02** | Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. |  |  | ✓ |  |
| **123MC.04** | Discover and use a range of compositional ideas to express themes, moods and emotions. |  | ✓ |  |  |
| **123TP.02** | Know their roles and start to recognise others’ roles in a range of simple individual and small team/group contexts. |  |  |  | ✓ |
| **123TP.06** | Listen to others and respond appropriately in a range of movement tasks and challenges. |  |  |  | ✓ |
| **123HB.01** | Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing. |  |  | ✓ |  |
| **123HB.04** | Recognise the current limits of own capacities, and understand the risks associated with different contexts and physical activities. | ✓ |  |  |  |

Unit 1.3 Suggested activities

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| Unit 1.3 Topic 1 Exploring rotation |
| Outline of topic: |
| The core focus of this topic is rotation, which is explored and developed in a number of ways. Initially, learners work on mats in pairs performing simple rocking and rolling actions. They learn the tuck, log and dish rolls. Pairs compose sequences with rocking and rolling actions, which you and their peers observe and evaluate. Learners’ appreciation skills are developed; they describe and evaluate their own movements and those of others through observation and by answering your targeted questioning. |
| Language: |
| * Nouns (sequence, mat, feedback, rotation, body parts, direction, speed and shape). * Vocabulary related to action (stretch and roll: dish, log and tuck; spinning, rocking, travelling, hopping, sliding, skipping and galloping). * Vocabulary related to body shape (stomach, knees, back, arms, legs and feet). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123MW.01** Practise and refine basic movement skills.  **123HB.04** Recognise the current limits of own capacities, and understand the risks associated with different contexts and physical activities. | Learners get the mats out, walk safely into a space and sit down in pairs. Review the theme of the unit on rotation, balance and flight actions, along with apparatus and sequence work. This topic focuses on rotation.  *What do we mean by rotation?*  *Can anyone show me a turn on their bottoms?*  *Can anyone show me a turn on one foot or two feet?*  In their pairs and on mats, ask learners to explore sitting and rocking from side to side (legs stretched out and feet together). Explain how important it is to have firm and clear shapes in gymnastics with muscles working hard.  *What is rocking?*  *Is it similar to turning or rolling?* (it only goes and comes back; it does not turn fully over or around like a turn or a roll).  Ask learners to find other ways of rocking on different body parts (e.g. lying on back and rocking from right to left).  Learners choose two different parts of their body and rock from one to the other (e.g. knees to hands).  On their hands and feet with their backs to the ceiling, learners find a way to turn over, using only their hands and feet to touch the floor (this involves a half turn of the body parallel to the floor, with no sitting down on the bottom).  In pairs, learners explore rotating (turning or spinning) on different body parts on the floor (e.g. spinning on stomach, knees or back). Ask them to experiment with different speeds and directions.  *Which spin did you enjoy the most and why?*  *How did you change your speed and direction when spinning?*  Learners try making sideways rolls in a ball shape (tuck rolls). They start on their knees in a tucked shape and roll sideways carefully onto their backs and then back onto their knees again. They should remain in a tight ball shape at all times. They try to roll sideways in a straight shape (log roll) from their front to their back and front again.  Learners make a dish shape, lying on their backs on the floor with their arms and legs lifted slightly off the floor. They try turning onto their stomachs from their backs (dish roll). They then try returning to their backs again. They repeat this with a long shape (log roll), arms and legs straight and feet together.  In pairs, learners try performing tuck, dish and log rolls using different starting and ending shapes (e.g. from knees to a tuck roll and ending on knees; from a star shape on back to a log roll and ending in a tuck shape on back). Pairs share their ideas with another pair and give each other feedback on their rolling skills and ideas.  *How good are you at rolling?* (e.g. pointed toes and tight body shape)  *How can you improve your rolling skills?*  **Resources:** gymnastic mats. | Safety in carrying mats: emphasise keeping thumbs on the top, one learner holding each end of the mat. Remind learners of basic safety guidelines (e.g. staying controlled with body tension, always listening to you, sharing the space carefully with their partner and other learners).  Begin rolling with some simple rocking actions to help learners in being able to do the rolling action and begin to feel the body tension required. Avoid forward and backward rolls at this age until they have the body management and skills to be safe and successful. Focus instead on easier rolls: tuck, dish and log.  Remind learners to share the mat with their partner and always make sure they have enough space to perform a skill. Model how they should manage this.  Emphasise the need for quality of movement throughout; stretched toes and body tension. Get learners to model quality demonstrations regularly for other learners to copy.  Observe and make personal notes on how well learners practise and refine their skills, and listen to their discussions. Check their understanding of safety through questioning. Use your notes to identify needs for improvement.  Tuck roll: start on knees in a tucked shape and roll sideways carefully onto back and then back onto knees again. Remain in a tight ball shape at all times.  Log roll: roll sideways in a straight shape from front to back to front again. |
| **123UM.04** Understand and follow simple rules, and understand and use tactics and compositional ideas | Learners work in pairs to explore ways in which they can join together four or five of the rocks and rolls that they have learned into a sequence on mats. They can add any travels they like (e.g. hopping, sliding, skipping and galloping). Ask learners to vary their sequences in terms of dynamics and directions (space).  Learners join with another pair and review each other’s work, giving each other two stars as feedback; two things they did well (e.g. clear roll shapes and interesting directions) and a ‘wish’ (something they can improve, e.g. pointed feet and linking actions more smoothly).  Half the class perform their pair sequences together and you and the other half of the class give feedback to them (e.g. interesting use of space and dynamics). Learners describe and explain which movements they liked the best and why. | Remind learners that tighter muscles bring more control and clearer body shapes. Ask them to tense up their hands into fists and try to show this same muscle contraction in their different body parts when they make their gymnastic rolls (tuck, dish and log).  **Space:** direction (backwards, forwards, side to side, zigzag, upwards, downwards and diagonally).  **Dynamics:** slow, fast, light, strong, sudden, soft and smooth. |

Unit 1.3 Suggested activities

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| Unit 1.3 Topic 2 Balance time |
| Outline of topic: |
| This topic aims to improve learners’ balance skills on the floor and on gymnastic apparatus through a range of exploratory work. Learners’ composition skills will be promoted, particularly through the pair sequences they develop on floor and apparatus, which encourage variety in space and dynamics. Learners will also improve their skills in describing and evaluating their own and others’ movements. |
| Language: |
| * Nouns (sequence, dynamics, speed, space, balance, base, mat, apparatus, benches and box top). * Vocabulary related to body parts (hands, legs, knees, bottom, back, stomach, arms and trunk). * Vocabulary related to action (balance, skip, step, travel, front support, back support, jump and swing). * Vocabulary related to space (direction, under, through, floor pathway and different levels: high, medium and low). * Vocabulary related to dynamics (speed, slow, fast, heavy, light and sudden). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123MW.02** Perform movement skills with increasing proficiency and use them sequentially.  **123MC.04** Discover and use a range of compositional ideas to express themes, moods and emotions. | Ask learners to get the mats out safely, walk into a space and sit down in pairs. Explain to learners that this topic will focus on balance (being able to manage or control the body well while it is still). Demonstrate some examples of balance (e.g. standing on balls of feet and standing on one leg). Explain how important it is to pull up and away from the body part that is being balanced on (the base). For example, when balancing on knees, pulling the body up and away from the knees to achieve body tension and stretching out the arms helps with the quality of the balance. Ask learners if they take part in any activities that involve balancing (e.g. gymnastics and dance).  On the floor beside their mats, learners explore different balances on their feet, using their arms to change their body shapes. They repeat this, using their bottom as a base.  *Do different arm positions affect how well you control your balance?*  *Are some arm positions easier to do when balancing than others?*  Teach learners to link together a low-level balance on their knees and a balance on one foot with a step or jump (remind them to bend their knees on landing) and an arm swing upwards from the floor.  Learners practise a front-support balance, beginning with a hands and knees balance and progressing to balancing on hands and feet with a straight back (press-up position).  Learners practise a back-support balance, beginning with a sitting position and pushing their feet away from their bottom to make a balance on their hands and feet (stomach facing the ceiling).  Learners link together a front support with a back support, using one of their arms to turn the body over, keeping the feet in the same place and their body off the floor. They repeat this with the other arm.  *How can you keep your body line straight when doing the front or back support?*  *What happens when you try to turn quickly from your front to your back?*  On their mats in pairs, learners explore different balances with one or two hands and other body parts on the floor. Ask them to link together two or more of these to make a short sequence. They share this with another pair and give feedback on how well the pair performed the balances and how well they linked them together.  *How easy is it to link balances? What ideas did you create?*  *Did you hold the balances you performed very still for 3 seconds?*  *How do we make our balances better?* (e.g. held still for 3 seconds and body tension)  **Resources:** gymnastic mats. | Safety in carrying mats: emphasise keeping thumbs on the top, one learner holding each end of the mat.  Learners should be able to hold each balance still for 3 seconds.  Balances on feet are best performed in bare feet and on the floor rather than on a mat, as this is a more stable surface for balancing on.  Balance on one foot teaching points   * Keep support leg still, foot flat on the ground. * Bend non-support leg, not touching   support leg.   * Balance on either leg. * Focus eyes forwards. * Keep head and trunk stable and upright. * Keep arms still and extend them for extra balance.   Front support: balance on hands and feet, stomach facing downwards with a straight line between shoulders and ankles. Keep body tension in the stomach. Different types of front support include:   * moving from hands and knees to front support * without hands and knees, going directly to front support. * using just the hands and knees with no front support.   Back support: balance on hands and feet, stomach facing upwards, with a straight line from toes to nose (hips are therefore raised). If learners struggle taking weight on their hands due to lack of strength or body weight, allow them to keep their bottoms on the floor. |
| **123MW.03** Move with control and coordination, using space in different ways and moving with different speeds and dynamics. | Learners move about the space and on counts of one, two, three, four or five, stop and balance on that number of body parts on the nearest mat (emphasise only two learners per mat). Repeat this activity but ask learners to change their speed as they move (e.g. slow crawl or slide, medium speed walk on balls of feet and fast gallop).  This activity can be extended by learners moving in pairs, side by side or one in front of the other. When you call out a number, they balance using that number of contact points between the two of them (e.g. two: learners balance side by side on one foot each).  With a partner on mats, learners explore using their partner as a stable piece of apparatus (e.g. partner on hands and knees), moving in and out of each other, under the body, through the arms and over the back. They try to find interesting balance shapes together and hold each of them for 3 seconds.  *Is it easier or harder to balance with a partner than by yourself?*  *What kinds of space did you use in this partner activity?* (directions: under and through; levels: low and medium)  Learners work in pairs and get small apparatus out (e.g. benches, box tops and low beams). Remind them of safety guidelines when lifting, carrying and placing these. Pairs explore balancing on small apparatus. They initially try to perform some of the floor balances they have already undertaken (e.g. front support, back support, feet balances and knee balances) on the apparatus. Challenge them to try balances with parts of their body on and off the apparatus (e.g. one foot on floor, one hand on bench, body pulls away from bench with extended and lifted leg and arm).  *What is different about using your partner as a piece of apparatus instead of gymnastics equipment?*  *How do we pull away from the body part we are balancing on – show me?*  Learners link together three or four of their balance ideas on the apparatus with travels (e.g. walking, skipping and hopping) that use different floor pathways (e.g. circular and zigzag). Ask them to show different dynamics. Remind them that dynamics are how they move, and these need to be clear. Model movements for them that show different dynamics.  *How can you move with different speeds?*  *Which directions did you take when you moved?*  *Did you perform movements at a low level? Medium level? High level?*  *Which dynamic is this?* (e.g. heavy, light and sudden)  Learners perform their apparatus sequences as a half-class demonstration. Observers give feedback to the performers on their use of space and dynamics.  **Resources:** gymnastic mats, benches, box tops and low beams. | Remind learners to keep well-spaced throughout all activities, lifting their heads up to keep aware of other learners and avoid collisions.  Observe how well learners work together in pairs. Listen to their discussions. Note their control and coordination, as well as their demonstration of different speeds and dynamics. Make personal notes to identify needs for improvement.  **Dynamics**: slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed.  **Space:** direction (backwards, forwards, side to side, zigzag, upwards, downwards and diagonally), levels (low, medium and high), floor and air pathways (curved, angular, zigzag, straight, twisting and turning), personal (close to body) and general space (far away in the larger movement space).  When using their partner as a piece of apparatus, ensure that learners place their weight gently on them and are aware of how to move their bodies to get through spaces safely. Model good examples.  Safety tips in apparatus work:   * Lift-carry-place correctly to designated areas. * Always bend knees when lifting and setting down apparatus. * Work together and communicate when carrying apparatus. * Listen to instructions.   Learners can use the two stars and a wish appreciation system to give each other feedback: two aspects they think were effective and why, alongside one pointer for improvement. This is an opportunity for you to understand how well learners understand dynamics and space in movement, and to pull out best examples for sharing. Try to create a sense of performance when learners perform their ideas as a half class. |

Unit 1.3 Suggested activities

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| Unit 1.3 Topic 3 Developing flight actions |
| Outline of topic: |
| This topic focuses on flight with take-offs from the feet. Learners will focus on straight, star and turning jumps. Opportunities for floor and apparatus work are regularly given. Learners will work individually and in pairs and small groups to improve their jumping and travelling movements. Their composition skills and appreciation skills will also be enhanced through the design and review of their own sequences. They will also learn to give constructive feedback to other learners. |
| Language: |
| * Nouns (sequence, action, movement, flight, landing, height, distance, shape, body tension, pair, partner, mat, apparatus, bench, box top and feedback). * Vocabulary related to body parts (arms, legs, knees, toes, ball of foot, heel and heart). * Vocabulary related to action (walking, running, skipping, galloping and jumping: star, straight and turning). * Vocabulary related to space (under, through, over, along and directions: sideways, backwards, forwards and zigzag). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123MW.04** Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control.  **123HB.01** Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing. | Ask learners to get the mats out safely, walk into a space and sit down in pairs.  Review the principles of flight with learners: flight is when the body moves unsupported through the air with take-offs from different body parts such as the feet (while unsupported by the floor, partner or apparatus). In this topic, the body parts from which the flight starts will be the feet. Revise the importance of safe landings through discussion and demonstration.  Learners try jumping from the floor with both one foot and two feet take-offs. They land on two feet. Remind them of how to land safely with bent knees.  Learners try jumping from the floor with different landings: one foot, the other foot and both feet. Remind them of how to land safely with bent knees. Ask them health-related questions:  *How does jumping make you feel in your body?*  *Does jumping need a lot of energy? Or do you find it is easy to do?*  *Why do you need to be active and do activities like gymnastics?*  Model how to jump for height and distance safely. Learners explore jumping for height and jumping for distance. For height, they pretend that they are trying to catch balloons and jump as high as they can from a standing position. For distance, they jump forwards, trying to jump across an imaginary puddle of water.  This activity can be extended by placing sticky floor spots or skipping ropes (end to end) in spaces and asking learners tp try to jump over these.  Ask learners to jump and travel in different directions: forwards, backwards, sideways and zigzag.  *Can you run forwards on your tiptoes and then jump sideways?*  *Can you walk backwards and then jump backwards?*  *Can you gallop sideways and then jump forwards or sideways?*  Altogether, learners stretch out on their mats and make log shapes with arms extending along the floor above the head and legs extended, toes pointed. They repeat this stretched floor shape but with legs and arms wide in a star shape. Check for quality and body tension.  Altogether, learners try making straight jumps and star jumps as you direct, taking off and landing with feet together.  In pairs, learners practise straight jumps and star jumps one after the other (canon), and then in unison (together).  Learners practise jumping and turning (quarter turn or half turn) as modelled and directed by you. Emphasise the need for body tension and use of the arm to swing upwards to turn the body in the air. If jumping is too difficult for them, learners can also perform quarter and half turns without jumps, by just shifting the position of their feet (to give them a sense of turning).  Learners work in pairs to explore ways in which they can join together two different jumps. They can use any of the jumps and travels that they have tried previously, or add new ones (e.g. travels: sliding on stomach across mat and crawling on hands and feet). As they work, ask learners health-related questions.  *Does your body feel warmer now?*  *Is your heart beating faster?*  *Are you breathing faster?*  *Can you describe one activity or movement that made you very warm?* (high intensity)  *Which movement did you find easy to do?*  *Were there any difficult activities for you? If so, why?*  Learners join with another pair and review each other’s work, giving each other a ‘star’ as feedback: one thing they did well (e.g. clear shapes in jumps) and a ‘wish’: something they can improve (e.g. land more softly by using the ball of the foot and then heels).  **Resources:** gymnastics mats, sticky floor spots and skipping ropes. | Safety in carrying mats: emphasise keeping thumbs on the top, one learner holding each end of the mat.  Remind learners to keep well-spaced throughout all activities, lifting their heads up to keep aware of other learners and avoid collisions.  Safe landings:   * Bend knees. * Make ball of the foot land first followed by the heel. * Stretch arms out to sides to help stability. * Lean torso slightly forwards from the hips (but not past the knees).   Intervene with teaching points for jumps as a whole class, or with individual or small groups of learners, as required.  Jump for distance teaching points:   * Bend ankles, knees and at hips. * Focus eyes forwards. * Swing arms behind body. * Straighten legs. * Make both feet leave the ground together. * Swing arms forwards and upwards. * Land on both feet at the same time. * Bend ankles, knees and at hips to absorb impact.   Continuous leap teaching points:   * Extend knees to take off. * Take off and land on balls and then heels of feet. * Bend knees slightly to absorb landing. * Lead with either leg. * Keep head and trunk stable. * Focus eyes forwards. * Stretch arm opposite leading leg forwards and upwards.   Jump for height teaching points   * Bend ankles, knees and at hips. * Keep head up and trunk upright. * Swing arms behind body. * Straighten legs in air. * Make both feet leave the ground together. * Swing arms forwards and upwards in time with leg actions. * Land on both feet at the same time. * Bend ankles, knees and at hips to absorb impact.   Four basic jumps:   * straight: jumping in a straight shape upwards with arms rising above head * tuck: drawing knees to chest and making hand cup under knees lightly * turn (quarter, half and full): rotating with arms raised * star: making a stretched, star shape.   Check jumping shapes for quality by asking learners to perform them in a stationary sitting or lying-down position (e.g. a tuck shape with knees pulled into chest and hands placed lightly on each knee). Pairs can check the quality of each other’s flight shapes and give tips to improve them (e.g. stretch fingers, make a tighter body shape and point toes). |
| **123UM.01** Describe own and others’ movements using simple activity-specific vocabulary.  **123MC.02** Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. | Learners get small apparatus out (mats, benches, box tops and low beams) in small groups of three or four. Ask learners to try and transfer to their apparatus some of the travels and jumps that they previously performed on mats and the floor. They experiment with different ways of travelling under, through and around their small apparatus using these and any other movement ideas.  *What kinds of travels did you do?* (e.g. sliding, crawling, hopping and skipping)  *What kinds of jumps did you do?*  *How good were your jumps? What can you improve?*  Learners find ways of getting off the apparatus using a straight or a star jump. They practise one of their jumps off apparatus several times to make sure that they can perform it to a high quality. They ask for feedback on their jump from another learner and try to make it better afterwards.  Learners work in their groups to develop a sequence of four or five actions (e.g. travels, balances and turns) with at least one jump. They work together to match the movements they perform, refining the timing together so that it is synchronised (in time with their partner, contrasting with or complementing each other). They develop different ways to use the apparatus and surrounding mats or floor (varying floor pathways and directions: zigzag, forwards, backwards, sideways, under, through, over and along).  In their groups, learners give a whole-class demonstration of their sequences with small apparatus. Give feedback to groups and the whole class. Ask groups to discuss their work and give each other feedback.  *How well did you share apparatus in your groups?*  *Which ideas did you like best in your sequences and why?*  *How did you find ideas to link your travels and jumps together?*  *How different was it jumping off a bench than jumping from the floor? Was it harder or easier?*  **Resources:** mats, benches, box tops and low beams. | Safety tips in apparatus work:   * Lift-carry-place correctly to designated areas. * Always bend knees when lifting and setting down apparatus. * Work together and communicate when carrying apparatus. * Listen to instructions.   Observe how well learners work on the apparatus. Listen to their discussions. Note their exploration skills and how they can describe movements. Make personal notes to identify needs for improvement. |

Unit 1.3 Suggested activities

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| Unit 1.3 Topic 4 Sequence work on apparatus |
| Outline of topic: |
| In this final topic, learners mostly work together in pairs to review and link a range of balance, flight and rotation actions. They will practise these on the floor and on apparatus. The final sequence that learners compose in pairs requires variation in dynamics and space, and so will enhance learners’ creative skills. Learners will review and evaluate their own and others’ performances at regular intervals. |
| Language: |
| * Nouns (sequence, feedback and safety). * Vocabulary related to action (sliding, hopping, running, walking on tiptoes, balance, rotation, rocking, tuck, log and dish rolls, flight, straight, hop and turning jumps). * Vocabulary related to dynamics (fast, slow and sudden). * Vocabulary related to space (levels: low, medium and high; floor pathways: circles, lines and zigzag; directions: up, down, backwards and forwards). * Vocabulary related to equipment (mats, bench, box, ropes, table, stool, buck, wall bars and climbing frame). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123UM.03** Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges.    **123MC.01** Explore a variety of movements and movement patterns that begin to demonstrate creativity.  **123TP.02** Know their roles and start to recognise others’ roles in a range of simple individual and small team/group contexts.  **123TP.06** Listen to others and respond appropriately in a range of movement tasks and challenges. | Explain to learners that in this final topic of the unit, they will be using large apparatus (e.g. boxes, wall bars, climbing frame, tables, stools and bucks) to extend their skills and understanding of rotation, balance and flight – the focus of the three previous topics  Remind learners of health and safety when working with apparatus.  *How can you make your movements safe on the floor and on apparatus?*  *Why can you need to share apparatus safely when working in groups?*  Learners move about the space in any way they like (e.g. sliding, hopping, jumping, running and walking on tiptoes). When you call out a body part, they quickly touch the floor with that body part and then carry on moving as before. They repeat this activity but instead hold a balance for 3 seconds on the body part(s) that you say.  Learners move about the space in any way they like. When a body shape is called (e.g. circle, square and line), they quickly make that shape with a part or the whole of their body and then carry on moving as before.  This activity can be extended by making a shape with a partner instead of individually.  Teach learners how to do different bunny hops, according to learners’ needs:   * on a mat * along the floor in a line * along a bench * from the top of a bench to the left side, then back on, then to the right side and back on * from side to side over a bench (therefore taking more weight on the hands and shoulders).   Ask learners to give each other feedback on their bunny hops.  Learners set up apparatus in groups of four (two pairs sharing each set of apparatus): two mats, one bench and one box (three or four layers depending on skills), or a table, stool or buck, climbing frames, wall bars and ropes.  Remind learners of the rotation, balance and flight actions that they explored in previous topics in this unit through discussion and modelling.  These actions might include:   * rocking movements (from different body parts) * tuck, log and dish rolls * balances on different body parts * front and back support * balance shapes in pairs * straight, star and turning jump.   Ask them to perform some of these actions on mats, reminding them of the importance of quality and safety  Ask learners to work in pairs to transfer some of these ideas and actions, plus a bunny hop, to their apparatus. They take it in turns to lead and follow, playing a game called ‘follow the leader’.  *Why do we need to listen to our partner well when we work with them?*  *Who led their partner well?*  *Did you prefer leading or following? Why?*  In pairs, learners link together five or six different ways to travel, jump, balance and rotate (roll and turn) on their apparatus. They explore ways to do this by going through, around, under and over each other and the apparatus. Ask learners to make their movements more creative by varying space (e.g. levels, directions and floor pathways) and dynamics (e.g. fast, slow and sudden).  Groups show their work to each other as a half class. Each half of the class gives feedback on the types of movements they saw and which ideas they found to be creative.  *How creative were the sequences you looked at?*  *Which movements did you like best? Can you describe them?*  *Which jumps did you see?*  *Which rolls or turns did you see?*  *Which balances did you see?*  *How well did you work today with your partner?*  *When did you need to listen well during this activity?*  **Resources:** mats, benches, boxes, wall bars or climbing frame, tables or stools or bucks, ropes, music and digital device. | Safety tips in apparatus work:   * Lift-carry-place correctly to designated areas. * Always bend knees when lifting and setting down apparatus. * Work together and communicate when carrying apparatus. * Ensure there is enough space between apparatus, walls and other pieces of equipment so there are clear lines of access and space for exits from unexpected movements. * Work together and communicate when carrying apparatus. * Listen to instructions.   Remind learners to always bend their knees before and after any jumps that they perform.  Bunny hop: ask learners to raise their bottoms up like a rabbit jumping from its back legs. They take their weight on their hands (develops strength in upper body and is preparation for weight bearing in such skills as handstands and handstands). They can do this on the spot by rocking forwards onto their hands and lifting their feet off the ground. Develop this to travelling on apparatus as appropriate.  When learners are playing follow the leader, remind them not to copy things that their partner does if they cannot do them. They can perform an alternative instead. Try to match learners in terms of their gymnastic skill.  **Space:** direction (backwards, forwards, side to side, zigzag, upwards, downwards and diagonally), levels (low, medium and high), floor and air pathways (curved, angular, zigzag, straight, twisting and turning), personal (close to body) and general space (far away in the larger movement space).  **Dynamics:** slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed.  Observe how well learners work on different parts of the apparatus. Notice who leads and who follows (their roles), and how creative they are. Make personal notes on these learning objectives to identify needs for improvement. |

# Unit 1.4 My body, my health

| Unit 1.4 My body, my health |
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| Outline of unit: |
| In this unit, learners will be guided to understand the importance of being physically active and how this affects their body. They will also learn about diet and how what they eat can affect their health. They will regularly experience and discuss bodily changes that occur during different types of physical activity. They will learn about fitness components (strength, speed, stamina and flexibility) by engaging in a broad range of warm-up and cool-down activities, obstacle courses and relays. |
| Knowledge, understanding and skills progression: |
| Learners will have developed their understanding of fitness and health during previous physical education units in this scheme of work and perhaps in home or extra-curricular activities. They should know that being physically active is good for them and they will enhance this knowledge in this unit by engaging in physical activities and reflecting on food choices. One of the key focal points of the unit will be for the learners to experience how the body changes during and after physical activity. |

| Learning objectives covered in Unit 1.4 and topic summary: | | 1.4 Topic 1  Ways to be active and healthy | 1.4 Topic 2  Effects of physical activity | 1.4 Topic 3  Obstacle courses | 1.4 Topic 4  Relays |
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| **123MW.04** | Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. |  |  | ✓ |  |
| **123MC.02** | Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. |  |  | ✓ |  |
| **123TP.01** | Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others. |  |  |  | ✓ |
| **123TP.02** | Know their roles and start to recognise others’ roles in a range of simple individual and small team/group contexts. |  |  |  | ✓ |
| **123HB.01** | Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing. | ✓ | ✓ |  |  |
| **123HB.02** | Identify and name which body parts are being used during physical activity and why these are important. |  | ✓ |  |  |
| **123HB.03** | Identify the required level of intensity during a range of simple physical activities and begin to work towards achieving this. | ✓ |  |  | ✓ |
| **123HB.05** | Understand the importance of warming up and cooling down the body when participating in physical activity. |  | ✓ |  |  |
| **123HB.06** | Understand some components of a healthy diet. | ✓ |  |  |  |
| **123TR.02** | Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. |  |  | ✓ |  |

Unit 1.4 Suggested activities

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| Unit 1.4 Topic 1 Ways to be active and healthy |
| Outline of topic: |
| In this topic, learners extend their understanding of different types of physical activity. They also learn how what they eat can affect their health and that some foods are ‘sometimes foods’ and other foods are ‘everyday foods’. They also learn about the importance of being physically active every day. They engage in individual and collaborative tasks that involve these key aspects, through discussion and physical activity. |
| Language: |
| * Nouns (intensity, heart rate, breathing rate, temperature, beats, food, water, health, vitamins, minerals, sweets, cakes, biscuits and food groups: vegetables, fruits, protein, grains and dairy). * Vocabulary related to action (sliding, stepping, skipping, turning, running, sway, swing, hopping, jumping, climbing and crawling). * Vocabulary related to body parts (heart, arms, hands, elbows, legs, feet and hips). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123HB.01** Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing.  **123HB.03** Identify the required level of intensity during a range of simple physical activities and begin to work towards achieving this. | Explain that this unit is about health and how the body is affected by certain factors such as physical activity levels and what we eat. Discuss how a person can be active in different ways (e.g. walking, cycling, swimming and dancing), which supports their general health and wellbeing. This topic focuses on different ways of being physically active and includes learning about diet and how food can be organised into ‘sometimes’ food and ‘everyday’ food.  Ask learners to place their hand on their heart and tell you what they feel. Ask them how cool or warm their forehead feels and to notice their current breathing rate. Tell them that you will doing these kinds of body checks after they have undertaken different types of activity to see how the body changes. Some activities are low, medium or high intensity – this means that different activities make our bodies work in different ways (easy to hard). Tell them that engaging in physical activity makes their body stronger and may also make them feel happier.  Each learner collects a hoop and places it on the floor in a space. Ask them to travel in the following directions in relation to the hoop, using a variety of actions (e.g. sliding, stepping, skipping and turning):   * around their own hoop * around someone else’s hoop * far away from the hoop * close to the hoop.   Explain that this activity helps them to develop a healthy heart because they are being active at a medium (moderate) level or a high (vigorous) level of intensity. Ask learners to place their hand on their heart and tell you what they feel.  *Is your heart beating faster, slower or the same as before the activity?*  Ask learners to imagine they are painting circles with a paintbrush held at the end of a body part; these circles can be small or of medium size. They make circles with different body parts (e.g. arms, hands, elbows, legs, feet and hips). They can try this standing up or lying down.  *How big is your circle?*  *Does your body feel warner now?*  *Was this an easy activity or a hard one for your body?*  *Which body part were you using?*  Sing a popular rhyme a few times with learners (e.g. Hickory, Dickory, Dock). Add movements to the verse and ask all learners to repeat them with you, while singing or saying the words.  Ask learners to work in pairs and design a journey to an imaginary strange place. They discuss what they might find along the journey and when they arrive (e.g. quicksand, a swamp, trees, caves, tunnels, bridges, holes and spiders’ webs). They pretend that they are travelling there together, exploring different movement ideas (e.g. sliding, turning, hopping, jumping, climbing and crawling). Play atmospheric music to support their journeys (e.g. scary, fast or rhythmical music). Make sure learners are able to repeat their journey and try it out several times until they are familiar with it. Ask learners to share with their partner how the journey made them feel in their body (e.g. my heart rate changed, stretched my body and relaxed me).  *Did your journey work your body very hard sometimes?*  *Did your journey have any relaxing moments when your body slowed down?*  *Did you enjoy this activity?*  Direct learners to travel about the space using hops, runs, skipping or any other actions they prefer. When you call out ‘wide’, they need to balance on one foot with outstretched arms (‘aeroplane wings’). When you call out ‘long’, they hold a long, thin balance on two feet (on their tiptoes) with arms stretched up together towards the ceiling. When you call out ‘small’, they curl up small into a ball and balance on their bottoms (with their feet raised off the floor, holding onto bent knees).  This task can be extended by changing the commands: you could say ‘storks’ instead of ‘wide’, ‘giraffes’ instead of ‘long’, and ‘ostrich egg’ instead of ‘small’.  Direct learners to play a game called ‘mousetrap’. Divide them into groups of approximately 10. Five of the learners from the group stand in a circle holding hands and raising them in a ‘mousetrap’ shape. The other five learners are the mice and they travel underneath learners’ arms and across the circle, or in and out of the raised arms in snake-like patterns. When you call out ‘mousetrap’, the learners who form the circle lower their arms and try to trap a mouse in their circle. If they are successful, the mouse becomes part of the trap. Each learner has three attempts to be a mouse and remain free. They then swap roles and become the mousetrap.  Learners play a game called ‘Martians’. Ask all learners to stand at one end of the movement space on the home line. The rest of the space is marked out into four or five horizontal lines (about 2 metres wide) with markers or cones that create zones for the Martians. Tell one learner to become a Martian and stand in the centre of the space in their designated zone. The other learners (who are the ‘space travellers’) need to run across the space (‘outer space’) as quickly as possible without being tagged by the Martian to land on the opposite side (the ‘moon’). The Martian is only allowed to side gallop to the right or left of their zone as the space travellers run past them. When a space traveller is tagged, they become a Martian and occupy a different 2-metre zone from the original Martian. When all the zones are occupied, the Martians can work in small groups within their zones until all they have caught all the space travellers.  This activity can be extended: when a learner is tagged, the Martian who tagged them could be freed to join the space travellers. You could ask the space travellers to perform side gallops when crossing outer space instead of running.  Ask learners to find a space and begin dancing to the fast music. After they have danced for 3–4 minutes, stop the music and have them feel what has happened to their body: their heart rate, breathing rate and temperature. Repeat this activity with slow music and ask learners to slow their movements down to match the music. They discuss with a partner the bodily differences they felt and whether the different music made them feel different.  *What bodily changes did you notice in the different activities?* (e.g. panting after running or skipping, warming up, sweating and heart beating faster)  **Resources:** hoops, cones, markers, music and digital playing device. | Remind learners to keep well-spaced throughout all activities, lifting their heads up to keep aware of other learners and avoid collisions.  Recommended physical activity levels for learners are 60 minutes per day of moderate- to vigorous-intensity activity in small amounts throughout the day.  Ensure that learners work safely and advise them regularly about health and safety issues as they arise.  Learners can show you how fast their heart is beating at regular intervals during and after each physical activity (by putting their left hand up in air and opening and closing it to reflect their heart rate , which they gauge by placing their right hand on their heart: left side of chest).  *Hickory Dickory Dock* (learners sway body and swing arms like a pendulum),  *The mouse ran up the clock* (learners run on the spot or rung with quick, little steps like a mouse about the space),  *The clock struck one* (learners raise arms to show shape of a number one),  *The mouse ran down* (learners repeat running as before),  *Hickory Dickory Dock*  (learners repeat body swaying and arm swinging as before).  Side gallop teaching points:   * Keep gallop rhythmical and relaxed. * Move side, together, side, together (or step, close, step, close). * Keep feet facing forwards (not in direction of travel). * Bent knees slightly, with weight on forefeet (balls of feet). * Travel in both directions. * Keep trunk, head and eyes facing forwards. * Move a rms to help action. |
| **123HB.06** Understand some components of a healthy diet. | Talk about the importance of eating well, and the need to drink water when exercising as the body sweats (in order to cool down) and needs to replace the fluid lost. Through question and answer, guide learners to understand the five important food groups. Discuss how we need to eat some foods (e.g. vegetables and grains) every day to keep us healthy and we should eat some foods (e.g. sweets, cakes and biscuits) only sometimes.  *Do you think that you eat each of the five food groups each day?*  *Which of the other foods do you eat that are ‘sometimes food’ and how much of these do you eat?* (e.g. ice cream, sweets, meat pies and sausages)  *Why are fruits and vegetables important for our health and energy levels?* (e.g. full of vitamins, minerals and fibre, and they help to keep us well)  Place pictures of fruits (e.g. apple, banana, pear and pineapple) on the walls of the movement space. Ensure there are several of each fruit so that learners do not all head for the same one. Ask learners to do some of the following travels:   * run to the pineapple * crawl to the banana * travel to the apple on tiptoe * move with jumps to the pear * hop to the pineapple * walk backwards to the banana * slide to the apple * gallop to the pear.   This activity can be extended by replacing the fruits with vegetables. Learners can also make up their own travels to the food pictures.  Divide learners into groups of two to four and ask them to stand near one of the fruit pictures placed on the wall. They will now be that fruit group (e.g. the apple group). Call out the names of two fruits (e.g. pear and apple) and the groups change places with each other. The game continues like this until you call ‘fruit salad’ and then learners find a space on the floor and make a shape like their fruit. Ask learners to listen to their bodies: heart rate, breathing rate and temperature, and notice any changes after the activity.  Ask learners to move about the space and when you call out a ‘sometimes’ food (e.g. sweets, cakes and biscuits) they need to move more slowly, and when you call out an ‘everyday’ food they can run, jump, hop or gallop. Ask some of the learners to be the leader rather than you, calling out the ‘sometimes’ or ‘everyday’ food that they choose.  **Resources:** pictures of fruit and vegetables, sticky tape to attach fruit and vegetable pictures to wall, pictures of food, or internet and digital device. | You can supply pictures of food for learners, or view internet pictures on a digital device.  Learners should enjoy a wide variety of nutritious foods from these five  food groups every day:   * vegetables: vegetables of different types and colours, and legumes/beans * fruits: ideally fresh, but also canned, frozen or dried; fruit juice also counting as part of the fruit group * grains: wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley * protein: lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans * dairy: milk, yoghurt, cheese and/or their alternatives (reduced fat milks are not suitable for children under the age of 2 years).   They should drink plenty of water throughout the day also.  Remind learners to keep well-spaced throughout all activities, lifting their heads up to keep aware of other learners and avoid collisions. |

Unit 1.4 Suggested activities

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| Unit 1.4 Topic 2 Effects of physical activity |
| Outline of topic: |
| In this topic, learners will discuss and experience a range of warm-up and cool-down activities. They will follow and lead related movement ideas as individuals and in groups. They will be guided to understand what different intensity levels are (high or vigorous, moderate and low). They will reflect regularly and discuss changes that occur in their body as they undertake activities of different intensity. |
| Language: |
| * Nouns (circle and rhyme). * Fitness and health specific vocabulary (intensity: high or vigorous, moderate and low; heart rate, breathing rate, health, sweating, panting, body temperature, dynamic stretch and muscles). * Vocabulary related to body parts (heart, lungs, knees, feet, legs, arms, bottom, toes, ankles, hands and forearms). * Vocabulary related to action (warm up, cool down, running, stretching, rotating, swinging and walk). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123HB.02** Identify and name which body parts are being used during physical activity and why these are important.  **123HB.05** Understand the importance of warming up and cooling down the body when participating in physical activity.  **123HB.01** Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing. | Explain to learners that this topic focuses on how physical activity affects them in different ways (e.g. makes their heart and lungs stronger, makes their muscles stronger and makes them more flexible).  Through questioning, ask learners to reflect on how active they are:  *How much time are you physically active each day?*  *When do you think you are the most active during the day?*  Discuss the importance of warming up the body before exercise. Emphasise the need to have activities that work the heart and lungs, as well as mobility and stretching exercises in a warm up. This means they will breathe more quickly, their heart rate will go up and their body will feel looser and warm.  Learners practise running in different ways, e.g. silly runs, backward runs, fast runs, slow runs and runs with knees high or big, floppy arms. Learners try out different ideas and then share these with a partner who copies their movements. Ask learners to show you how fast their heart is beating after these activities. Ask them to tell you which body parts they used in each run that they completed.  Learners play a game called ‘horses’. Nominate two players to be taggers (horses). They wear a coloured sash or bib and stand in the centre of the movement space. All the other learners spread out in the movement space. Place four hoops at the four corners of the movement space, which are safety zones. Learners can stay 10 seconds in a safety zone. Only one learner is allowed in a hoop at a time. When you call out ‘go’, the horses chase learners and try to tag someone (touch them on their back). If successful, they change roles and the new skunk wears the coloured sash or bib. The new horse must run to the centre and call out ‘new horse!’ before chasing the others.  *What types of activities improve the health of our hearts and lungs?* (e.g. running and skipping)  *How do we know if an activity helps make our heart healthy?* (e.g. heart rate and breathing rate increases; body temperature increases and we sweat)  Learners play a game called ‘open-shut them’, using the following rhyme:  *Open, shut them,*  *Open, shut them,*  *Give a little clap,*  *Open, shut them,*  *Open, shut them,*  *Lay them in your lap*  Say the rhyme a few times with learners and then ask them to add the following actions with the hands and body:   * open: learners stretch hands out and extend legs in a star shape * shut: learners keep feet together and hands by the side of the body or squat with feet together and hands on head.   Repeat this activity but ask learners to make up their own actions to the rhyme.  Explain what dynamic stretches are (stretches that are performed while moving and are not held still like static stretches). Demonstrate and then let learners practise the following dynamic stretches:   * stretching up arms towards sky to catch a cloud * shaking all over like a dog coming out of water * lying on back in a star shape and moving arms up and down at the same time as legs move out and in (angel in the snow) * sitting on the floor supporting weight on hands, lifting one leg up and painting circles in the air with pointed toes then changing legs * sitting with bottoms of feet stuck together and knees apart, holding ankles with hands and move the knees slowly up and down like butterfly wings.   *Which body parts have you used today?*  *Did your heart beat faster in these activities? Which ones?*  *Did you breathe faster in these activities? Which ones?*  *How do these warm-up exercises make you feel?* (e.g. happy, full of energy and tired)  *Does your body feel warmer now?*  Review the importance of a cool down and what it entails through a question-and-answer session. In a cool down, heart rates need to lower and stretching exercises are important. Stretches can be dynamic (rotating, swinging and generally moving) or static (held still for 6–10 seconds).  *Can you say why it is important to cool down after physical activity?* (e.g. calms me down, and slows my heart and my breathing)  Ask learners to take a walk through an imaginary forest, listening to all the birds and sounds in the trees. They sit on the floor and create a rainstorm (coming and then leaving), using fingers and hands to tap the floor, beating fast when the rain is intense and more slowly when the rain gets lighter and stops.  Learners on hands and knees perform the back and chest stretch (cat stretch), making an angry cat (back raised) and a happy cat (stomach pushed to floor to make back arch).  Learners try out different animal walks at a slow pace:   * Cat: they walk on hands and feet. * Seal: they move along using forearms and dragging their feet behind them * Baby brown bear: in a sitting position, they move forwards and backwards by extending legs and bending them again (bottom shuffle).   Learners make up their own animal walk. They share this with a partner and learn their partner’s animal walk.  In pairs, learners discuss how the warm-up and cool-down activities made their bodies feel.  *Did you notice what happened to your body in any of the activities you did with your partner?*  *How did the warm-up or cool-down activities make your body feel?*  **Resources:** hoops and coloured sashes or bibs. | Remind learners to keep well-spaced throughout all activities, lifting their heads up to keep aware of other learners and avoid collisions.  Learners can show you how fast their heart is beating at regular intervals during and after each physical activity (by putting their left hand up in air and opening and closing it to reflect their heart rate, which they gauge by placing their right hand on their heart: left side of chest).  Observe learners’ knowledge of body parts and their understanding of warming up and cooling down across each activity. Listen also to their responses to health-based questions. Take personal notes to identify needs for improvement. |

Unit 1.4 Suggested activities

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| Unit 1.4 Topic 3 Obstacle courses |
| Outline of topic: |
| In this topic, learners will work in groups to undertake an obstacle course that develops fitness and basic movement skills. They will review the four components of fitness (speed, strength, stamina and flexibility) and explore different types of movement that develop these. They will also design an obstacle course for themselves and for others. |
| Language: |
| * Nouns (obstacle course, strength, stamina, flexibility, speed, feedback, safety and rules). * Vocabulary related to action (travel, jump, log roll, tuck roll, jump, climb, hopping, skipping, galloping, sliding, bottom shuffle, walking, skip, throw, catch, spin and dribble). * Vocabulary related to equipment (hoops, sticky spots, chalk, benches, gymnastic box tops, gymnastic mats, climbing frames, wall bars, skipping ropes, balls, posts, cones, plastic sticks and hurdles). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123MC.02** Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment.  **123MW.04** Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control.  **123TR.02** Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. | Explain to learners that this topic focuses on obstacle courses and how these can help to develop their general health and fitness. Talk about the four different components of fitness and model some examples:   * strength * stamina * flexibility * speed.   Explain what a skill is, i.e. being good at moving or doing an action of some kind that is often needed in physical activities (e.g. climbing, beam walking and jumping for distance).  Explain to learners that they will be working on a number of different obstacle courses in order to give them ideas on how to make their own obstacle course. Work through each obstacle station and explain it carefully, emphasising teaching points where needed, rules and safety procedures.  Obstacle station 1 (strength and stamina): make several sets of sticky spot ‘ladders’ for small groups of three or four learners. These involve one row of four sticky spots with each sticky spot touching the one(s) next to it. Add another row of four sticky spots beside these, so that the two rows touch in the middle. You end up with two rows of four each, beside and touching each other. Learners move from one sticky spot to the other, using only one foot to land on each sticky spot. They repeat this activity using their hands and feet in any way they like to travel up the ladder (using at least one hand).  *Can you use one foot only at a time to travel up the ladder?*  *Can you use hands and feet to travel up the ladder?*  Obstacle station 2 (strength and stamina): place four to five benches or gymnastic box tops in a row, with approximately 3 metres between each one. Learners jump using two feet onto each bench, off the bench onto the floor and then onto the next bench until they reach the end. Repeat this activity with learners going under the first bench, jumping onto the second bench, etc.  Obstacle station 3 (strength, stamina, flexibility and speed): place several rows of gymnastics mats lengthways. Learners may travel across the mats doing log rolls, tuck rolls or jumping for distance, or using locomotor skills such as hopping, skipping or galloping.  Obstacle station 4 (strength and stamina): set up climbing frames or wall bars and ask learners to climb up and down these. It is not a race and they should focus on climbing safely and carefully.  Obstacle station 5 (stamina): give learners skipping ropes and ask them to skip with it on the spot or swing the rope backwards and forwards and jump over it as they do.  Obstacle station 6 (speed): set up low hurdles for learners (plastic hurdles or cones with plastic sticks across them). Learners run and jump over these (landing first on one foot and then on the other).  Obstacle station 7 (strength and stamina): learners travel along benches in any way they like (e.g. sliding, bottom shuffles and walking on balls of feet).  Obstacle station 8 (speed and stamina): learners hand or foot dribble a plastic ball, weaving in and out of a line of posts or cones.  Obstacle station 9 (flexibility and stamina): learners play with a hoop. Encourage them to skip with it, throw and catch it, try to spin it around their waists or just pass their body slowly through it, by bringing it over their heads and then stepping into it and repeating this.  Obstacle station 10 (strength, stamina, flexibility and speed): free choice. Learners choose any of the available equipment (e.g. hoop, ball, cone and mat) in this zone and practise something they enjoy doing.  Divide learners up onto each obstacle station and give them a certain amount of time (e.g. 2 minutes). They move onto the next obstacle station after this.  *Which obstacle station was your favourite and why?*  *Was there an obstacle station that required speed? Strength? Flexibility? stamina? A specific skill such as hopping?*  *What were some of the safety things you needed to remember in the obstacle course?*  *What other rules were there in the obstacle course?*  *How well did you work today?*  *What do you need to improve?* (skill and fitness)  Give learners some time to create a simple obstacle course of their own in small groups of three or four. They need to have two to three different stations that develop different things (e.g. a skill and a fitness component). They work through the obstacle course together and then share their course with another group of learners who have a go on it too. They give each other feedback on the obstacle courses they have created: two things they enjoyed (two stars) and one thing that could be improved (a wish).  **Resources:** hoops, sticky spots, chalk, benches, gymnastic box tops, gymnastic mats, climbing frames or wall bars, skipping ropes, plastic balls, posts, low plastic hurdles or cones and plastic sticks. | Remind learners of basic health and safety before each activity, e.g. bending knees in take-off and landing of a jump, keeping well-spaced and being aware of other learners at all times.  You can make chalk ‘ladders’ instead of sticky spot ladders if sticky spots are not available.  Climb teaching points:   * Step feet onto alternate rungs. * Keep one foot and one hand in contact with apparatus (e.g. wall bar and climbing frame) at all times. * Climb up and down. * Climb fluidly without pauses. * Use alternate hand action to match feet. * Use strong hand grip.   Line or beam walk teaching points   * Use a stepping action, i.e. alternate feet. * Walk fluidly without pauses. * Keep both feet on the beam or line with toes facing forwards. * Keep head and trunk stable and facing forwards. * Use arms when necessary to maintain balance (these can counterbalance any sway).   Jump for distance teaching points   * Bend ankles, knees and at hips. * Focus eyes forwards. * Swing arms behind body. * Straighten legs. * Make both feet leave the ground together. * Swing arms forwards and upwards. * Land on both feet at the same time. * Bend ankles, knees and at hips to absorb impact.   Tuck roll: start on knees in a tucked shape and roll sideways carefully onto back and then back onto knees again. Remain in a tight ball shape at all times.  Log roll: roll sideways in a straight shape from front to back to front again.  Emphasise that the obstacle course is not a race and that each station develops a range of fitness components and basic movement skills. Review these after each station through questioning and modelling.  Observe how well learners explore apparatus and equipment, and how they interact with the obstacle course and other learners across each activity. Note their movement competence and confidence. Take personal notes to identify needs for improvement. |

Unit 1.4 Suggested activities

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| Unit 1.4 Topic 4 Relays |
| Outline of topic: |
| In this topic, learners work in groups to undertake a variety of relays that develop their fitness and basic movement skills. They experience a range of roles such as follower, leader, observer, creator and supporter. They consider the intensity of the relays they have engaged in, reflecting on how their bodies have been affected (e.g. heart rate, breathing rate and body temperature). They also design a relay for themselves and engage in other learners’ relays. |
| Language: |
| * Nouns (relay, health, fitness, skill, equipment and feedback). * Vocabulary related to action (run, jump, pass, bounce, dance, hop and balance on one foot). * Vocabulary related to equipment (beanbags, hoops, cones, markers, skipping ropes, lengths of elastic, balls and bibs or sashes). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123TP.01** Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others.  **123HB.03** Identify the required level of intensity during a range of simple physical activities and begin to work towards achieving this.  **123TP.02** Know their roles and start to recognise others’ roles in a range of simple individual and small team/group contexts. | Explain to learners that this topic focuses on relays and say how these can help to develop their general health and fitness. Explain that a relay involves working in groups and taking it in turns to perform a certain skill or activity.  In groups of three or four, learners play a relay game called ‘run and drop’. Place a hoop at about 10 metres from each team. Give each team one beanbag. The first learner carries the beanbag forwards and drops it into the hoop. The next learner runs to the hoop and brings the beanbag back. The relay finishes after the learners as a team have dropped and collected the beanbag five times.  Each group of three or four learners makes an imaginary river with two long skipping ropes or lengths of elastic. They take it in turns to jump across the river and then run back beside the river to the start.  Learners work in groups of three or four with five or six skipping ropes which they place about half a metre apart. They line up at the start and take it in turns to run over the ropes taking only one step in between each one (returning to their team via the clear space at the end the ropes, not returning via the ropes again). After each learner has had a turn, the last learner selects one of the ropes in the middle and moves it to the end, thus increasing the difficulty. They repeat the activity making the gaps between the ropes increase and having to work harder to run over the ropes.  Divide the class into six teams, with each team making a line facing inwards to form spokes on a wheel. The learner at the front of each line places a cone down at their feet (each team’s cone should be 1–2 metres from the team next to them). These act as the hub of the wheel. The player that placed the cone also starts with a large ball. On your signal, each team has to pass the ball to the end of the line: over the head, under and through legs, over the head, under and through legs and so on. When the ball reaches the last learner in the line, they run in an anticlockwise direction around the other teams and back to the front of their line. Once at the front, this learner passes the ball in the same way: over, under, over, under and so on. Each team member must remember to shuffle down one place and this continues until each player has run six to eight times (depending on your team size). While waiting their turn to run, learners can bounce or run on the spot. Alternatively, you could divide learners into smaller teams of three to increase the intensity of this activity.  Divide the class into six teams, with each team standing in a circle that you have made from markers. Place a large cone towards the centre of the movement space, about 5 metres away from them. Encourage each learner in the circle to move on the spot (e.g. dance, bounce, hop and balance on one foot) as they are waiting for their turn (play music to motivate them). Give them each a coloured sash or bib to wear. On your call, the first player in each group starts to run in and out of their circle of learners (weaving in front of one learner and behind the next).After they get back to their starting position, they run out to their team cone in the centre and place their sash or bib over it before running back to their original position. Once the first runner is back the next player starts. This continues until all learners have finished. The first team to have all learners complete the task is the winner (if there are uneven teams, give each team a set number of goes, e.g. five or six).  *How tiring are the relays?* (moderate or vigorous intensity)  *Are you feeling warm now? Are you sweating now?*  *Are you breathing faster than at the start?*  *How fast is your heart beating now?*  *Who was good at running or other travels you did in the relays?*  ***I****s it easier for you to run, hop, skip or jump?*  *Why do you need to do activities regularly that make your heart and lungs*  *work hard?*  *Can you do more relay activities like this at home?*  In groups of four, learners make up their own relay with a range of equipment (e.g. hoops, beanbags, cones, markers, lengths of elastic and balls). Their relay can have a story to it, e.g. making a journey across a desert or mountains. They try out their relay as a group.  Choose a few of the relay designs for the whole class to perform. Learners give feedback to the relay creators: two stars (two things they liked and why) and a wish (one thing they think could be improved).  *Did you enjoy the relay activities in this topic? Why or why not?*  *What kinds of roles did you take on in the relays in this topic?* (e.g. leader, follower, observer, creator and supporter)  **Resources:** beanbags, hoops, cones, markers, skipping ropes or lengths of elastic, large balls, coloured bibs or sashes, music and playing device. | Ask learners to do short relays with several repetitions rather than longer ones followed by lengthy periods of inactivity. While learners are waiting their turn in a relay, they might practise their beanbag throwing and catching or spin a hoop around their waists to keep active.  The river relay gives an opportunity to watch their jumping skills. Advise learners to swing arms forwards and upwards as they take off in order for their jump to improve. Always emphasise safe take-offs and landings with bent knees.  Jump for distance teaching points:   * Bend ankles, knees and at hips. * Focus eyes forward. * Swing arms behind body. * Straighten legs. * Make both feet leave the ground together. * Swing arms forwards and upwards. * Land on both feet at the same time. * Bend ankles, knees and at hips to absorb impact.   This is an opportunity to observe learners’ motivation in their groups (involvement), as well as the different roles that learners take on (e.g. follower and leader). Check also their understanding of the varying intensity levels of the relays through general questioning at regular intervals. Make personal notes to identify needs for improvement. |

# Unit 1.5 Play-based games

| Unit 1.5 Play-based games |
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| Outline of unit: |
| In this unit, the emphasis is on play-based games. Through play-based experiences, individually and in groups, learners will participate in and create games and activities for themselves and others. In particular, they will be guided to develop their aiming skills, and their sending and receiving skills. They will also play and create games with a range of resources, including junk equipment. Learners’ knowledge and understanding of roles, rules and safety in games will be promoted. They will be supported to foster their social skills on a regular basis through team play. |
| Knowledge, understanding and skills progression: |
| This unit is designed to develop learners’ understanding of play in more structured games within the school context. They will usually have practical understanding of play in the home and community environments, and may be used to learner-centred activities. Previous play-based learning and experiences will be revised and broadened through the various games-focused learning activities in this unit in individual and group-based tasks. |

| Learning objectives covered in Unit 1.5 and topic summary: | | 1.5 Topic 1  Aiming skills | 1.5 Topic 2  Sending and receiving | 1.5 Topic 3  Games with equipment | 1.5 Topic 4  Creating games |
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| **123MW.01** | Practise and refine basic movement skills. |  | ✓ |  |  |
| **123MW.04** | Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. | ✓ |  |  |  |
| **123UM.03** | Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. |  |  |  | ✓ |
| **123MC.01** | Explore a variety of movements and movement patterns that begin to demonstrate creativity. |  |  |  | ✓ |
| **123MC.02** | Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. |  |  | ✓ |  |
| **123MC.03** | Respond to given and selected tasks and challenges in a range of movement contexts. |  |  |  | ✓ |
| **123TP.01** | Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others. |  |  | ✓ |  |
| **123TP.02** | Know their roles and start to recognise others’ roles in a range of simple individual and small team/group contexts. |  | ✓ |  |  |
| **123TP.05** | Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement. |  | ✓ |  |  |
| **123TP.06** | Listen to others and respond appropriately in a range of movement tasks and challenges. |  |  |  | ✓ |
| **123TR.01** | Show increasing ability to share space and equipment, to take turns and to cooperate with others. |  | ✓ |  |  |
| **123TR.02** | Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. |  |  | ✓ |  |
| **123TR.03** | Demonstrate collaboration and begin to understand what fair play is in team/group physical activities. | ✓ |  |  |  |
| **123TR.04** | Understand when and how to engage the help of others during group movement tasks. | ✓ |  |  |  |
| **123TR.05** | Give supportive feedback in partner/small group activities. Show appreciation of and respect for contributions and motivation to improve. |  |  | ✓ |  |

Unit 1.5 Suggested activities

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| Unit 1.5 Topic 1 Aiming skills |
| Outline of topic: |
| This topic is based on improving aiming through a range of activities and challenges. Learners work individually, in pairs and in groups to practise their aiming skills. There is a particular focus on the underhand throw and rolling. They use a variety of equipment, familiarising themselves with different types and sizes of throwing objects. They regularly review the skills that they have used, and they reflect on their understanding of fair play and how they can ask for help during games. |
| Language: |
| * Nouns (target, games, rules, goal, points, object and opponent). * Vocabulary related to action (aim, throw, roll, hit, retrieve, swing, release, kick, strike and score). * Vocabulary related to equipment (paper, sticky tape, pens, cones, markers, beanbags, plastic cups, balls, bottles, skittles, bats and rackets). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123MW.04** Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control.  **123TR.04** Understand when and how to engage the help of others during group movement tasks. | Explain that this topic focuses on aiming skills. Aiming skills involve trying to hit a target, e.g. throwing a beanbag into a hoop or at a target on a wall. Show and explain examples of these.  Learners draw large snowmen on sheets of flipchart paper and stick these to a wall. Make a start line with cones or markers about 3 metres from the wall. Learners make three or four ‘snowballs’ for themselves by scrunching up sheets of paper or paper bags and taping them into a ball, or use bean bags instead. Ask learners to throw the snowballs at the snowmen to see if they can hit different parts of them. Draw smaller targets on the sheet or ask learners to aim for the snowman’s buttons. If they are successful in hitting a snowman’s buttons, they can move further back and try aiming again. Model throwing the snowballs at the snowmen using an underhand throw when support is needed.  Place a series of three plastic cups in a pyramid shape on a bench or table. Ask learners to work in pairs and stand on either side of the stacked objects. Give each pair three small rubber balls or beanbags. Ask learners to throw at the target to see how many cups they can knock over. The learner on the opposite side to the thrower retrieves the three balls or beanbags and then has a turn at throwing at the target. Ask learners to stand further away from the targets to extend their aiming skills.  Set up sets of five plastic cups or empty plastic bottles (skittles) on the floor, preferably with a wall behind them. Make a starting line by placing cones or markers five steps back from the skittles. Ask learners to find a partner and give each pair several small, rubber balls (or tennis balls). One will start as the ball roller while the other helps to reset the skittles when they are knocked over. Demonstrate and emphasise stepping, bending down low, swinging arm backwards to forwards (close to body) and releasing the ball gently so it does not bounce. Ask learners to roll the ball towards the skittles from the starting line, aiming to knock over as many skittles as possible. They have three turns each before swapping places.  Draw three bullseyes (groups of three concentric circles) on the ground in several different areas in the movement space. Learners make groups of three or four and have five beanbags each. From a cone starting line about 3 metres away from the bullseye they aim towards the target. They score five points for a bullseye (inner circle), three points for the middle circle and one point for the biggest circle. Points are scored depending on where the beanbag stops in the target area. Learners note whether their score improves from throw to throw. You may wish to set a target score, such as 10 or more, for the five rounds.  This activity can be extended by making a bullseye target on the wall. Learners can try to kick (a foam ball) or strike a ball (with a plastic bat or racket), as well as throw a ball towards the target.  *What kind of throw is best for aiming?* (underhand throw)  *Which foot do we place forwards when we throw or roll the ball?* (opposite foot to throwing arm)  *How good was your aim? Did it improve after practice?*  *How can you make your aiming better?*  *What help did you need in these activities? How did you get this?*    **Resources:** flipchart paper, sticky tape, marker pens, cones or markers, beanbags, plastic cups, small rubber balls, empty plastic bottles or skittles, plastic bats or rackets, tennis balls, foam ball and bench or table. | Underhand throw teaching points:   * Stand face on to direction of throw. * Keep head and trunk stable and eyes focused on target area. * Hold ball in front of body. * Step forwards with opposite foot to throwing arm. * Swing throwing arm backwards and follow through forwards to release ball. * Time the release well (between knee and waist level). * Follow through with straight arm.   This is an opportunity to observe learners’ movement competence and confidence. Note also how they seek help from you and others. Make personal notes to identify needs for improvement. |
| **123TR.03** Demonstrate collaboration and begin to understand what fair play is in team/group physical activities. | In this game, learners play in groups of four, with two pairs playing against each other. Each pair stands opposite their partner in a square formation, about 4 metres apart. In the middle of the square is a target (a large cone or a large heavy ball). Each learner has four beanbags. Each pair works together to outscore their opponents by accurately throwing beanbags close to the target, displacing opponents’ beanbags to try and deny them access to the target. Each learner takes it in turn to throw one beanbag at a time towards the target until all learners have had two turns. Collect the beanbags and replay the game three times, with each player taking a turn to play first. Award points to each team based on the four beanbags that finish closest to the target: four, three, two or one points depending on position.  Divide learners into teams of four: one team of four plays another team of four  (one team wears coloured sashes or bibs). Place a skittle (or plastic bottle) in a goal circle at each end of the playing area. Nobody can enter the goal circle. One team (attackers) starts with possession of a small, rubber ball at the centre of the movement space. Attackers move the ball around by passing without running and must score from outside the goal circle by throwing or rolling the ball towards the skittle and knocking it down. Rules:   * Only underhand throws are permitted. * No contact is allowed. * Once a goal is scored, the ball is returned to centre and the non-scoring team begins the game.   *Where can you move to score a point quickly?* (a space)  *Where can you go to try and get the ball?* (go between players making passes: intercept)  *What position do you need to be in to stop a goal?* (on edge of goal circle)  Learners divide into teams of four or five and play a target game that requires them to throw a ball to hit a large moving target. One player in the team is designated as the roller who calls out ‘go’ and rolls a large ball in front of the other players. Each player has four or five tennis balls and stands on a cone line about 3 metres away from the rolling target. When the large ball is rolled past them, learners try to hit it with their tennis balls (one throw at a time). They score a point each time they are successful. Individuals or teams can count their points. They can keep score on paper. Change the roller every 3–4 minutes.  *Did you play the games fairly?*  *Did you follow the rules in the games?*  *Why are rules needed in games?*  *How well did you work together in your teams? What can your team do better?*  **Resources:** beanbags, cones or markers, large heavy balls (e.g. medicine ball), skittle or plastic bottle, coloured sashes or bibs, small rubber balls, tennis balls, large balls, paper and pens. | Observe which types of throws each learner uses and intervene to help support their throwing and aiming skills as required.  This is an opportunity to observe learners’ collaborative skills and their understanding of fair play. Make personal notes to identify needs for improvement. |

Unit 1.5 Suggested activities

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| Unit 1.5 Topic 2 Sending and receiving |
| Outline of topic: |
| This topic is based on sending and receiving skills; specifically, throwing, catching and kicking skills. Learners work in groups to practise their sending and receiving within a range of games activities. During their activities, they regularly review their object-based skills, considering how these can be improved. They also reflect on the roles they have adopted and how well they cooperate with other learners. |
| Language: |
| * Nouns (games, feedback, score, points and body parts: arms, hands, feet and chest). * Vocabulary related to action (run, underhand throw, overhand throw, swing, rolling, passing, chest pass, bounce pass, catching, kicking, intercept and retrieve). * Vocabulary related to equipment (team colours: sashes or bibs; foam balls, beanbags, balls, cones, markers, shuttlecocks, foam javelins, airflow balls and hoops). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **123MW.01** Practise and refine basic movement skills.  **123TP.05** Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement. | Explain that this topic focuses on sending and receiving skills. Show and explain examples of these (e.g. rolling, kicking or throwing a ball to a partner).  Learners play a bee game. Set up groups of three learners with a clear throwing line and three hoops, each filled with approximately 10 beanbags. On your starting signal, each learner (‘bee’) runs and picks up as many beanbags (‘pollen’) as they can and returns to their throwing line. Ensure you clear all the beanbags from the hoops before the throwing competition begins. Ask learners to underhand throw their beanbags (pollen) back into the hoops (‘beehives’), where the pollen can be made into ‘honey’. Give this activity a time limit of 3–5 minutes. Learners try to throw all their beanbags into the hoop. If a beanbag bounces in the hoop and then falls outside it, it still counts as a successful throw. If learners execute unsuccessful throws, they can run to pick up the stray beanbags and try again from the throwing line.  *How can you improve your underhand throw?*  *What do you need to do before you release the beanbag?* (swing your arm backwards)  In pairs, learners practise rolling and passing a large ball to each other in any way they choose. Ask them to try standing close to each other and then a little further away to see how that affects their skills. Draw out examples of good passes being used (e.g. chest pass and bounce pass) and support learners with teaching points as required.  *Can you pass the ball using a bounce to a partner?*  *Can you catch the ball in your hands only?*  *How can you catch better?*  *Where do you need to aim when making a chest pass?* (from your chest to your partner’s chest)  Organise learners into teams of three and ask them to stand in a line with Learner 1 holding a small ball. Learner 1 should be approximately 5 metres away from Learner 2, who should be approximately 10 metres away from Learner 3. Learner 1 should roll the ball to Learner 2. Learner 2 receives the ball, picks it up and immediately turns to throw it (overhand) as far as they can. Learner 3 runs to retrieve the ball and then rolls it back to Learner 1. Learners swap roles when each learner has had three goes in their current position. Direct learners to stand further apart if they are more proficient throwers. As this is a fairly static activity for the thrower, ask them to throw and then run around a cone and back to their original position before the ball that they have thrown is retrieved. Encourage learners to give each other supportive feedback on their rolling and throwing skills.  This task can be extended by asking learners to throw a range of objects such as shuttlecocks, foam javelins and airflow balls. Have them investigate which ones travelled the furthest and consider why. Learner 1 could measure the throws with the different objects or help to retrieve the thrown object.  *Can you stand sideways to the direction of your overhand throw?*  *Did you have your opposite foot in front of your throwing arm?*  *How are you gripping the ball?*  *Can you make a downwards and backwards swing of the arm before you let the ball go?*  *Do you need to practise your overhand throw more to make it better? If so, when will you?*  **Resources:** hoops, beanbags, small balls, large balls, cones, shuttlecocks, foam javelins and airflow balls. | Ensure learners are well-spaced in each activity. Remind them to be aware of other learners at all times.  Underhand throw teaching points:   * Stand face on to direction of throw. * Keep head and trunk stable and eyes focused on target area. * Hold ball in front of body. * Step forwards with opposite foot to throwing arm. * Swing throwing arm backwards and follow through forwards to release ball. * Time the release well (between knee and waist level). * Follow through with straight arm.   Catching teaching points:   * Move feet to place body in line with ball. * Focus eyes on ball. * Reach hands out to meet ball. * Adjust hands to path and size of ball. * Keep fingers soft and slightly cupped. * Catch ball in hands only. * Time hand and finger closure well. * Bend elbows to absorb impact.   Chest pass teaching points:   * Stand face on to direction of throw. * Focus eyes on target. * Spread fingers around ball, thumbs behind ball. * Keep elbows down. * Follow through with arms and fingers, palms turned out.   Overhand throw teaching points:   * Stand side on to direction of throw. * Grip ball with thumb and two fingers (not fourth and fifth finger or the palm): ‘bunny ears grip’. * Move throwing arm in a downwards and backwards arc. * Step opposite foot to throwing arm forwards. * Rotate hips then shoulders forwards. * Bend elbow as throwing arm moves behind head. * Let forearm and hand lag behind upper arm. * Follow through with throwing arm across body.   The overhand throw is a highly complex movement skill that needs a great deal of practice in games-like activities at this age. Beginner throwers only need to learn some of the basic teaching points such as the first four of this list in the preparation phase of the throw. |
| **123TP.02** Know their roles and start to recognise others’ roles in a range of simple individual and small team/group contexts.  **123TR.01** Show increasing ability to share space and equipment, to take turns and to cooperate with others. | Divide the class into groups of six. Two learners are the defenders and four are the attackers. Give the defenders coloured sashes or bibs. Ask learners to spread out randomly within a square marked by cones. Explain that the aim of the game is to use the chest pass to keep the (large) ball away from the two defenders. The learner with the ball is not allowed to travel with it and has to pass it within 3 seconds. Other learners move anywhere in the space. The defenders may intercept passes and knock the ball away but not touch the player with the ball. The score is determined by the number of successful chest passes made in succession by one team. The players can call out the number of completed passes to add to the excitement.  *How did your team play together?*  *How can we receive the ball more easily?* (run into a space)  Divide the class into teams of four or five and organise each team to play against another. Call the opposing teams A and B. Set up several large circles with cones or markers and send two teams to one of these circles. Explain that Group A are the kickers who stay in the middle of the circle. Group B are the rollers and retrievers who stand outside the circle. Direct each learner from Group B to roll a foam ball towards the middle of the circle. Group A stop (trap) any of the oncoming balls with their feet and then pass them back outside the circle (not too hard) to their partner. Ask Group B to retrieve the balls, return to their positions on the outside of the circle and keep the game going. Swap Groups A and B over after 1–2 minutes.  Divide the class into groups of three. Give each group one football, a hoop and a cone. Explain that Learner 1 is the kicker. Learners 2 and 3 are the fielders. Ask Learner 1 (the kicker) to stand beside the home base (the hoop), with the football. Place a cone opposite them (6–8 metres away) for them to run around. Learner 1 kicks the football and then runs around the cone and back to home base as many times as they can before the fielders retrieve the ball and return it to home base. Once the ball is placed in the home base hoop, Learner 1 has to stop running. For each full run around the cone and back to home base, Learner 1 receives a point. Give them five attempts to kick the ball to try and achieve the maximum amount of points. Learners swap roles after every five kicks.  *What roles did you have in these activities?* (e.g. attacker, defender, leader and fielder)  *When did you take turns in these activities?*  *How can we improve our game playing time with other learners?* (e.g. listen better and support each other)  **Resources:** coloured sashes or bibs, cones or markers, large balls, junior-size footballs, hoops and foam balls. | Ensure learners are well-spaced in each activity. Remind them to be aware of other learners at all times.  To ensure that all attacking players regularly touch the ball, emphasise that players may not pass the ball back to the player from whom they have received a pass. Passes could also alternate boy to girl.  Kick the ball with the side of the foot for accuracy and short distances. Kick the ball with the top of the foot (laces) for distance or power.  Kick teaching points:   * Plant support leg (non-kicking foot) to side of ball. * Bend knee of kicking leg. * Focus eyes on ball. * Raise arms slightly like airplane wings for balance. * Contact ball with inside of foot (not toes) to pass. * Follow through with kicking leg towards target area.     Observe learners’ understanding of their roles in different contexts. Notice how well they cooperate and share space and equipment. Make personal notes to identify needs for improvement. |

Unit 1.5 Suggested activities

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| Unit 1.5 Topic 3 Games with equipment |
| Outline of topic: |
| This topic is based on games with equipment, giving learners opportunities to play in a range of modified games and activities that focus on developing certain skills. Learners also develop their social skills, alongside their understanding of rules and how to play games safely. Learners reflect regularly on the games they play, giving each other supportive feedback. |
| Language: |
| * Nouns (games, team, rules, feedback, equipment and point). * Vocabulary related to action (foot dribble, hand dribble, pass, score, throw, underhand throw, catch, bounce pass, chest pass, tag, trap and kick). * Vocabulary related to equipment (cones, markers, beanbags, sashes, bibs, balls and playing cards). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **123MC.02** Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment.  **123TR.02** Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. | Explain that this topic focuses on games that use equipment (e.g. balls and beanbags).  Organise learners into pairs. Mark out two lines (e.g. floor markings or markers) which partners stand on, facing each other. Give each pair a beanbag. When the music starts, learners throw their beanbag underhand to each other. When the music stops, everyone ‘freezes’ and stops throwing. All learners with a beanbag in their hand must do five throws and catches to themselves. Repeat the activity a few times.  Give learners five points and a ‘tail’ (coloured sash or bib) each, which they tuck into their waistbands. Learners run about the space, keeping well-spaced. When you call out ‘stop’, they stop running and see if they can reach a tail of another learner. If they can, the learner whose tail is touched loses a point. Give a foam ball to each learner, which they can hand or foot dribble. Repeat the ‘stop’ signal at varying intervals.  *Who managed to keep all their points and never have their tail touched?*  *Why is it important to keep well-spaced in games?*  *What should you remember when dribbling a ball in the space with other learners?* (keep head up, know where other learners are and avoid them)  Learners play a game called ‘chicken tag’ as a whole class. All learners run about the movement space. Three learners are taggers who represent farmers. The farmers tag the ‘chickens’ (the rest of the learners) by touching them on the back. When tagged, the chickens have to freeze (stand still in place), begin flapping their arms and make chicken noises. Three other learners run about the movement space holding foam balls. They run to the tagged chickens and unfreeze them by passing the foam ball for them to catch (they can have as many goes at catching as they like). Change the roles in this activity after 3–4 minutes.  *Could you add another rule to this game and play it again?*  *Who managed to never be tagged?*  *Who managed to catch a foam ball the first time they received it?*  Organise learners into pairs with four small rubber balls per team of two. They set up markers as individual ‘gates’ for their team (3 metres away from the team’s throwing line) and their aim is to roll the ball through their own gate and hit a wall (10 metres away). On the signal, one learner from each team rolls a ball through their gate to the wall beyond. The first ball that passes through the gate and reaches the wall wins the point for that round. Each learner in the team has three attempts. The team with the most points wins.  This activity can be extended by using different types of balls in varying sizes and shapes. Vary the distance to the wall. Vary the position and width of the gates.  *What rules can you remember in any of the games you have played?*  *How did you move safely about the space in the games you played?*  **Resources:** markers, beanbags, music, digital playing device, coloured sashes or bibs, foam balls and range of balls (basketballs, footballs and golf balls). | Ensure learners are well-spaced in each activity. Remind them to be aware of other learners at all times and keep their heads up.  Underhand throw teaching points:   * Stand face on to direction of throw. * Keep head and trunk stable and eyes focused on target area. * Hold ball in front of body. * Step forwards with opposite foot to throwing arm. * Swing throwing arm backwards and follow through forwards to release ball. * Time the release well (between knee and waist level). * Follow through with straight arm.   Catching teaching points:   * Move feet to place body in line with ball. * Focus eyes on ball. * Reach hands out to meet ball. * Adjust hands to path and size of ball. * Keep fingers soft and slightly cupped. * Catch ball in hands only. * Time hand and finger closure well. * Bend elbows to absorb impact.   Observe learners’ exploratory and interactive skills, and their use of equipment. Note also how well they respect safety rules. Make personal notes to identify needs for improvement. |
| **123TP.01** Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others.  **123TR.05** Give supportive feedback in partner/small group activities. Show appreciation of and respect for contributions and motivation to improve. | Place cones all around the movement space (enough for one for each learner). Learners foot dribble a foam ball in and out of the cones in the space without letting it touch any other learner or cone. When you call out ‘cone’, they dribble their ball to the nearest cone and stand still with their ball trapped under one foot. Repeat this activity with a hand dribble and when you call out ‘cone’, learners run to the nearest cone and throw and catch the ball to themselves there.  Learners play a card game. Arrange learners in pairs around the space. Each pair has a foam ball. Place a deck of playing cards in the centre of the movement space, with cards face down and spread out. The first learner in each pair passes (kicks) the ball to their partner and runs to retrieve a card from the deck. The pair then complete the number of passes (kicks) represented by the number on the card. The second learner in the pair then takes that card back and runs to the deck of cards to retrieve another card, and the game continues for a set amount of time. The King, Queen and Jack cards can signify 10 kicks, the Ace can signify one kick and the Joker can signify a lap running around the movement space.  This activity can be extended by changing the type of object used for passing and the skill (e.g. throwing and catching with a rugby ball) or changing the type of pass that is required (bounce pass, chest pass, overhead and underhand pass).  *How well did you and your partner play this game?*  *What skill can you improve in your passing?*  Learners play a game of tag. Organise learners into pairs. Give each pair one beanbag and ask them to find a space. Learners walk or jog around the area passing the beanbag to their partner. When you call ‘tag’, learners holding the beanbag chase their partner trying to tag them with it (touch them on their back). Once they have tagged their partner, learners resume passing until you call ‘tag’ again.  *How well did your partner pass the beanbag to you?*  *How can you or your partner improve your passes?*  Learners play a dragon game. Establish a movement space for each game. Divide the class into teams of three or four and send two teams to play against one another in a designated movement space. One team are the ‘dragon catchers’ and their aim is to pass a large ball between each other and try to tag the opposition (the ‘dragons’), by touching them on the back with the ball as they are moving about the space. No travelling with the ball is allowed, only passing. If dragons are tagged, they become dragon catchers. When all the dragons have been caught, the teams swap roles. This game can also be played with uneven team sizes.  This game can be extended by increasing the number of dragon catchers, which speeds up the game and makes it harder for dragons. You can also vary the type and size of the ball, the type of pass and the size of the movement space, or add in safe zones (where dragons can get a rest for 5 seconds).  Ask learners to talk in pairs about what they can improve in their games playing and how they will aim to do this in future activities that they undertake. They each think of one thing they can work on (a goal) and share this with another pair.  **Resources:** cones, foam balls, range of balls, beanbags and playing cards. | Ensure learners are well-spaced in each activity. Remind them to be aware of other learners at all times and keep their heads up.  Encourage supportive feedback throughout these activities as this is one of the learning objectives.  Observe learners’ involvement levels and how they share space in each activity. Make personal notes to identify needs for improvement.  Foot dribble teaching points:   * Keep ball close to feet. * Dribble with inside and outside of foot. * Move ball from one foot to the other with light taps. * Maintain even balance. * Lift head to look around. * Move arms to help action.   Hand dribble teaching points:   * Bend knees, legs comfortably spaced apart. * Lean trunk slightly forwards. * Use spread fingertips to control ball. * Bounce ball to hip height. * Dribble with either hand. * Bounce ball in front and slightly to side of body. |

Unit 1.5 Suggested activities

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| Unit 1.5 Topic 4 Creating games |
| Outline of topic: |
| This topic is based on creative games making, giving learners opportunities to design small-sided games that interest them. There is a particular focus on developing learners’ creativity and giving others constructive feedback. In groups, learners create their own rules, safety procedures and scoring methods for their games. Learners reflect on their own and others’ games, stating things they liked and suggesting things that might be improved. |
| Language: |
| * Nouns (games, equipment, rules, scoring system and safety). * Vocabulary related to action (share, play, create and explain). * Vocabulary related to equipment (junk equipment, newspaper, cardboard boxes, cardboard tubes, masking tape, chiffon scarves, balls, hoops, beanbags, cones and skipping ropes). * Vocabulary related to reflection, review and discussion. |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **123MC.01** Explore a variety of movements and movement patterns that begin to demonstrate creativity.  **123TP.06** Listen to others and respond appropriately in a range of movement tasks and challenges.  **123MC.03** Respond to given and selected tasks and challenges in a range of movement contexts.  **123UM.03** Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. | Explain that this topic focuses on the creation of games by learners. They will create games in small groups, share them with others and also teach each other their games.  Give learners a range of used materials (e.g. newspaper, cardboard boxes, cardboard tubes and masking tape) to choose from. Working in groups of four, they create a ‘new’ game with the following:   * two or three rules * a scoring system * safety awareness.   Learners share their game with another group, explaining it and letting them play it. Groups give each other feedback: two stars (two things they liked) and one wish (one thing they can improve).  *What is the aim of your game?*  *How do you score points or goals?*  *What are the rules?*  *How creative is your game?*  *What do you like about your game?*  *What would you like to change in your game?*  *When did you listen to others in this game?*  *How important are listening skills when you work with other learners?*  In pairs, learners create a ‘new’ game that they have not yet played in this unit with any equipment they like (e.g. chiffon scarves, balls, hoops, beanbags, cones and skipping ropes). This game will be played in larger groups as they will be joining another pair to play it (two players versus two and three versus one). They need to ensure that their game has clear rules, safety guidelines and a scoring system. Learners share their game with another pair and they play it together as two players versus two and three versus one. Pairs give each other constructive feedback on the levels of creativity in the games. They also suggest one thing that might be improved (e.g. rule and size or placement of goals) in their own game and that of the other pair.  *How creative is your game?*  *Who created the ideas for your game?*  *How well did you listen to your partner and the other pair when you created and played your games together?*  *How well have you created and played your own and others’ games in this topic?*  **Resources:** junk equipment (e.g. newspaper, cardboard boxes, cardboard tubes and masking tape), chiffon scarves, balls, hoops, beanbags, cones and skipping ropes. | Review each game for safety before it is played, discussing all issues with learners.  Observe learners working in their groups on a regular basis, making personal notes on their skills in creating games ideas, listening to others and responding appropriately to others and the activities. Review also how well they evaluate the games that they create and play. Use these personal notes to identify needs for improvement. |

# Sample lesson 1 Unit 1.1 Topic 1 How can I travel?

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| CLASS: | |
| DATE: | |
| **Learning objectives** | **123MW.02** Perform movement skills with increasing proficiency and use them sequentially.  **123MW.03** Move with control and coordination, using space in different ways and moving with different speeds and dynamics. |
| **Lesson focus /**  **success criteria** | Learners will explore different ways of travelling (locomotor skills) from one area of the movement space to another. They will move like characters and events in certain myths and legends. They will learn to vary their movements in terms of space and speed. |
| **Prior knowledge / Previous learning** | Learners will have experienced different types of travelling as individuals and in groups in their home and in play or extra-curricular activities. They will have a basic understanding of what travelling is and be able to name and perform various travels (e.g. run, walk on tiptoes, hop and gallop). |

**Plan**

| **Lesson** | **Planned activities** | **Notes** |
| --- | --- | --- |
| **Introduction** | Introduce the learning objectives. They may need to be explained in simpler terms that all Stage 1 learners will understand. Explain that the lesson helps to develop learners’ movement skills such as hopping, galloping and running. It also helps them to develop their understanding of moving well at different speeds and in different spaces. Direct examples of the learning objective can be given from this lesson as it progresses.  Explain to learners that the main theme of this unit of work is myths and legends. Explain what myths and legends are. This topic will involve different ways of travelling from one area of the movement space to another, like characters and events in certain myths and legends. Explain that the one character can travel anywhere in the world by flying.  Ask learners to walk slowly about the movement space on their tiptoes and, on the bang of the drum, to make a wide shape on a high level, pretending they have wings to fly. Repeat this activity, asking learners to change the levels on which they make their wide, wing shapes (to medium and low).  Ask learners to slither like a snake on the floor) and see how slowly they can move while doing this, and then speed up their movements with the faster beat of the drum. | Large, clear space, drum and beater. Downloaded pictures of your chosen myth and share pictures and words with learners.  Remind learners to be well-spaced and keep their heads up to avoid collisions.  Work on the quality of learners’ movements, reminding them to extend through to their fingertips and make sure that their bodies are tense in their wing shapes. |
| **Main activities** | Learners perform a variety of locomotor skills using different directions to make floor patterns (e.g. walking on tiptoes in circular pathways and hopping on zigzag floor pathways). Ask them to imagine they are travelling in the sky like the character in the myth, jumping from cloud to cloud and turning when the wind blows.  *How can you jump from cloud to cloud?*  *What do we need to remember when you and in jumps?*  *What sorts of movements can you do on zigzag pathways?*  Learners move freely about the space at a medium speed and when you give a signal, they ‘freeze’ and hold a shape that they think would be a strong one. Encourage learners to make shapes on different levels (high, medium and low), emphasising different body parts (e.g. hands, arms, legs, back and head). Ask learners to repeat the travels, moving in slower or faster ways.  In pairs, learners link together three or four travel and stop actions to make a short sequence, pretending they are travelling across the sky, water and earth. When they stop for a rest, they take a strong and still position (‘freeze’) using different body parts and levels, as practised before. Review teaching points for a gallop with individuals, small groups or the whole group (as required).  *How would you move if you were travelling across earth? Across water? Across sky?*  *What still shape can you make on a low level?*  *How can you make your shape on a medium or high level?*  *Which body parts are you using in your chosen still shapes?*  *How can you make your travels vary in speed?*  *How can you improve your gallop?*  Learners perform their pair sequences as a half class. Give learners feedback on their skills and the variation they achieved in terms of space and speed. | Large, clear space, music, digital playing device, drum and beater.  Remind learners to be well-spaced and keep their heads up to avoid collisions.  Remind learners to bend their knees for take-off and landing in all jumps.  Observe learners’ skill in performing locomotor skills, and varying space and speed. Take personal notes to identify needs for improvement.  Gallop teaching points:   * Keep gallop rhythmical and relaxed. * Keep feet facing forwards (not in direction of travel); movement is forwards and upwards. * Bend knees slightly, with weight on forefeet (balls of feet). * Lead with either leg. * Keep trunk, head and eyes facing forwards. * Move arms to help action (forward drive). |
| **End/Close/ Reflection/ Summary** | Learners run about the movement space on their tiptoes, pretending that they are flying, with their arms spread out like wings. They slow down to a walking speed and pretend that they are being pushed backwards by the wind. They stand on the spot in a space and twist their arms from side to side as in a gentle breeze. They sit down slowly on an imaginary cloud and take a rest in a curled-up ball. They slowly roll to one side, come up to a sitting position and stretch upwards to touch the clouds with one arm and then the next.  Sitting down in the same pairs as for the dance sequence work, learners discuss how well they achieved the learning objectives (to develop their skill in moving well at different speeds and in different spaces).  *How well did you dance today?* (e.g. stretched wings and clear body shapes on different levels)  *Are there any skills you need to improve?* (e.g. gallop, travelling and stopping)  *What are some of the ways we can change space and speed? Did you manage to do this in your sequences?* | Large, clear space, music, digital playing device.  Remind learners to be well-spaced and keep their heads up to avoid collisions.  Listen to pair conversations and make personal notes on their achievement of the lesson’s learning objectives. |

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| **Reflection Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson.** |
| *Were the learning objectives and lesson focus realistic? What did the learners learn today? What was the learning atmosphere like? What changes did I make from my plan and why?*  *If I taught this lesson again, what would I change?*  *What two things went really well (consider both teaching and learning)?*  *What two things would have improved the lesson (consider both teaching and learning)?*  *What have I learned from this lesson about the class or individuals that will inform my next lesson?* |
| **Next steps**  **What will I teach next, based on learners’ understanding of this lesson?** |

# Sample lesson 2 Unit 1.2 Topic 2 Using apparatus and equipment

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| CLASS: | |
| DATE: | |
| **Learning objectives** | **123TR.01** Show increasing ability to share space and equipment, to take turns and to cooperate with others. |
| **Lesson focus /**  **success criteria** | Learners develop understanding of how to share space and equipment, and how to work together in small and larger groups. |
| **Prior knowledge / Previous learning** | Learners will have experienced sharing space and equipment, as individuals and in groups, at home and in play activities outside school. They will also have a basic understanding of how to move safely in different ways about the space. |

**Plan**

| **Lesson** | **Planned activities** | **Notes** |
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| **Introduction** | Introduce the learning objective. It may need to be explained in simple terms that all Stage 1 learners will understand. Explain that the lesson helps them to learn how to share space as they move and also how to share equipment such as hoops or skipping ropes. They will also learn how to work well with other learners. You can give direct examples of the learning objective from this lesson as it progresses.  Explain that this lesson is part of the ‘Time for an adventure’ unit. It includes a variety of games and activities that are designed to be fun and develop group connections.  Learners play a game called ‘touch and come back’ to warm up. Locate distinctive and safe targets, e.g. lines on the ground, shapes and colours on the floor, a fence, cones or markers. Say ‘Touch an orange cone and come back here’, ‘Touch a white line on the ground and come back here’, etc.  Ask learners to pretend they are robots and copy exactly what you do (in silence): stretch up high, stretch arms out wide, walk like a robot with stiff arms, lean forwards and flop their head down as if their battery has run out. | Large, clear space, cones or markers.  Remind learners to be well-spaced and keep their heads and eyes up to avoid collisions.  Begin with targets that are nearer to you first in the ‘touch and come back’ game. Then, progressively go on to targets further away. Vary the distance, intensity and locomotor skill (e.g. walk, slow jog and gallop). |
| **Main activities** | Ask learners to stand on the edge of a large circle of cones or markers. This is the ‘beach’ area. Fill the circle with skipping ropes that form smaller circles in the general space (make these with skipping ropes that are placed end to end, or chalk if these are unavailable). These rope circles are the ‘islands’ in the middle of the ‘sea’. Each learner works out how they will cross to the opposite side of the sea by jumping from two feet to two feet in any number of rope circles. As soon as the learner reaches the other side of the sea and lands on the beach, they are safe. You can tell them to return via a different. Repeat this activity but allow hops and jumps from and to one or two feet.  This activity can be extended by asking learners to work in pairs and create their own jumping and hopping game with any small equipment (e.g. ropes, cones, pieces of elastic and plastic sticks). They can share this with another pair and receive feedback on their game design. If there is enough time, learners can try out each other’s games too.  *How well did you share the space with other learners?*  *Did you wait your turn patiently when you needed to?*  Show learners pictures of toys: robots, teddy bears, rocking horses and a Jack in the Box. Tie a number of balloons securely at different heights to an object such as a netball post or a roof girder. Ask learners to move around the space in the different ways that the toys move, e.g. robots (stiff angular moves), teddy bears (soft, round shapes), rocking horses (rocking from one body part to another). When you say ‘Jack in the Box’, learners run to the nearest balloon and jump as high as they can to see if they can touch or hit it.  This activity can be extended by asking learners to touch every balloon in the space within a given time limit.  *How can you jump higher?* (e.g. arms swing forwards and upwards as we take off from the floor)  *Which was your favourite activity today and why?*  *How well did you play the activities?*  *Did you share the space safely with other learners?*  *What are some of the safety rules you learned or practised today?*  *How can you work well with other learners?* (e.g. listen well and share ideas) | Large, clear space, skipping ropes or chalk, cones or markers, pieces of elastic, balloons, string, netball posts or roof girders, plastic sticks, pictures of toys: robots, teddy bears, rocking horses, Jack in the Box (a toy consisting of a box containing a figure on a spring which pops up when the lid is opened).  Do not allow learners to jump in and out of hoops as these can be unsafe for young learners. Use skipping ropes instead.  Remind learners to be well-spaced and keep their heads and eyes up to avoid collisions, and to always bend their knees before and after a jump.   * Review the jump for distance skill (as required) with individuals, small groups, or the whole class. Jump for distance teaching points: * Bend ankles, knees and at hips. * Focus eyes forwards. * Swing arms behind body. * Straighten legs. * Make both feet leave the ground together. * Swing arms forwards and upwards. * Land on both feet at the same time. * Bend ankles, knees and at hips to absorb impact. |
| **End/Close/ Reflection/ Summary** | Make a big circle and hold hands together as a whole class. Pass an electrical current around the circle by waving one arm up and down, then getting each learner to copy it one after the other and pass it round the circle. Ask learners what other movements could make a wave as a group (e.g. raising arms up one at a time and dropping head down to knees one at a time). Try their ideas out as a whole class.  In pairs, learners review the learning objective and activities in this lesson. Learners discuss what they have learned about moving in large spaces, how well they have worked with the equipment, and also, how well they worked in their pairs and as a whole class. | Observe learners’ circle ideas and listen to pairs discussing the lesson. Make personal notes to identify needs for improvement. |

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| **Reflection Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson.** |
| *Were the learning objectives and lesson focus realistic? What did the learners learn today? What was the learning atmosphere like? What changes did I make from my plan and why?*  *If I taught this lesson again, what would I change?*  *What two things went really well (consider both teaching and learning)?*  *What two things would have improved the lesson (consider both teaching and learning)?*  *What have I learned from this lesson about the class or individuals that will inform my next lesson?* |
| **Next steps**  **What will I teach next, based on learners’ understanding of this lesson?** |

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