

Resources:
 Spots, blindfolds

Year 1

Lesson 1

Objectives:

M.T. – Spatial Awareness

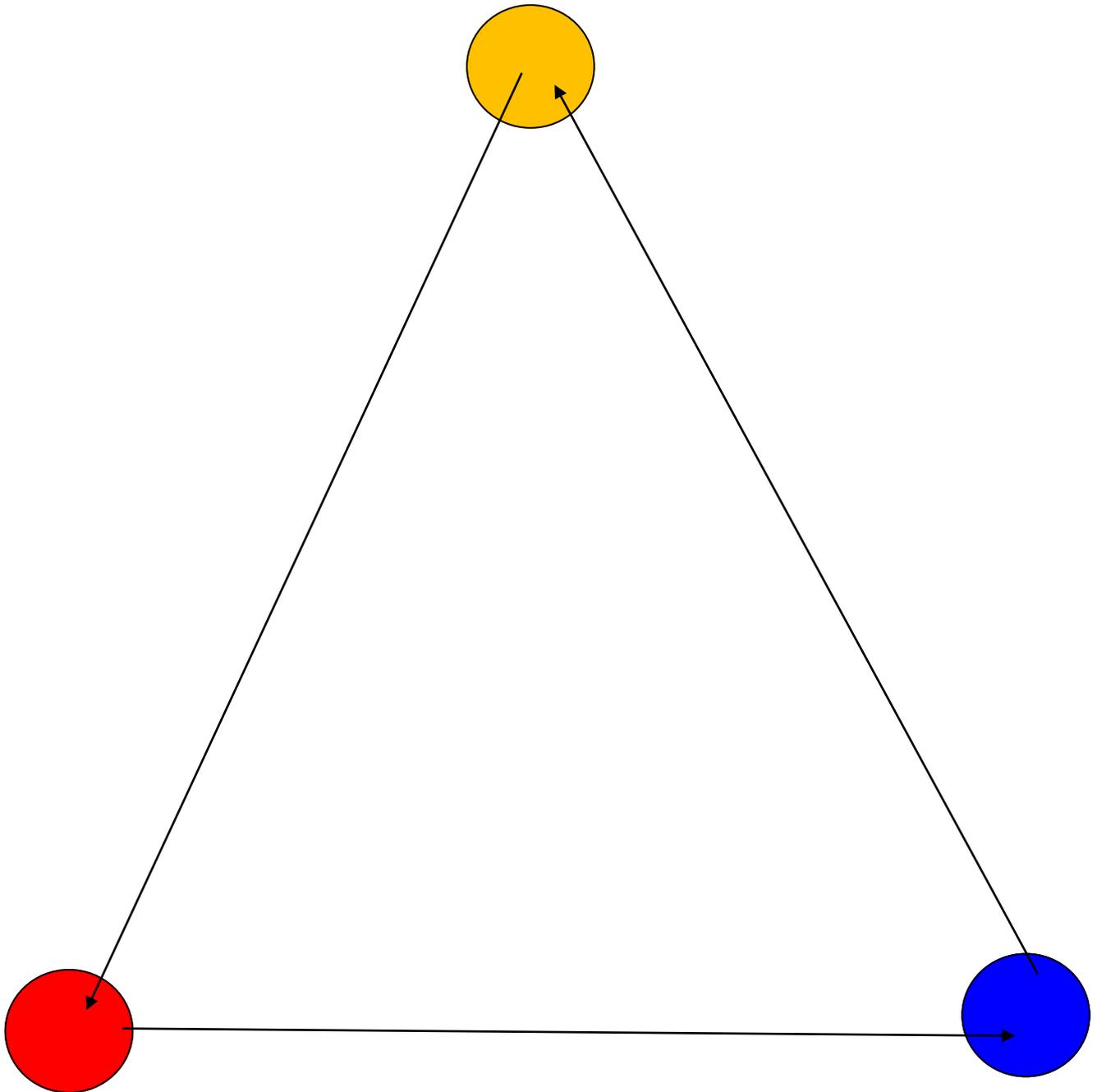
WALT – We are learning to remember a movement pattern whilst using the space around us to not bump into anybody else.

WILF – What I am looking for is for you to keep your head up looking for spaces, changing directions and trusting somebody else to guide you.

TIB – This is because when you are playing invasion games you need to move into a space away from others.

Activities	Coaching Points
<p>Warm Up: Walking like ... Pupils walk around the space with their heads up looking for the spaces. Explore different ways of walking like e.g. huge, fat giant, a dancing princess, a marching soldier, a shy fox, a haggard old witch, elephant through mud, flamingo in the river, a mouse scurrying for cheese etc.</p> <p>Variation</p> <ul style="list-style-type: none"> • Change type of footwork pattern e.g. sideways, chasse, crossovers etc. <p>Progression</p> <ul style="list-style-type: none"> • Quickly changing between character • Children develop their own 	<p>Maintain straight body position Heads up Moving for the spaces</p>
<p>Skills development 1: Frozen statues (spots) Each pupil finds a spot and stands like a statue on it. The wizard, upon their command 'change' allows the pupils to become unfrozen and should focus on a spot making their way towards it. If their spot is taken need to find a spare spot. Encourage pupils to increase distance to spot.</p> <p>Variations</p> <ul style="list-style-type: none"> • Introduce a freeze with pupils making their ways towards the spot must freeze upon the wizards command before been allowed to continue. • Change type of method of travel. • Travelling like different types of animals <p>Progression</p> <ul style="list-style-type: none"> • Teacher included to one pupils does not have a spot each time and they become the wizard or witch controlling the statues 	<p>Heads up Maintain straight body positions Changing speed and direction to avoid others</p>

<p>Skills development 2: Shape making (spots, blindfolds) Using the spots pupil focus on two other spots, apart from their own, to travel to making a triangular floor pattern. Pupils should begin by walking and creating a triangle shape by counting the spots.</p> <p>Variations</p> <ul style="list-style-type: none"> • Increase/decrease size of triangle • Type of travel between each spot • Different levels <p>Progression</p> <ul style="list-style-type: none"> • Challenge pupils to change their shape to include squares, rectangles, pentagons and hexagons • Guide a partner around their pattern 	<p>Turn head as coming towards to spot and change direction on the spot</p>
<p>How can you remember your journey?</p>	
<p>Challenge: Shape leader (spots, blindfolds) With a partner and using a blindfold or with eyes closed. The front pupil (wizard/witch) is the leader and the rear pupil (apprentice), with their hand on their shoulder is the follower. Leader guide the follower around their triangle swapping roles each time the reach the final spot.</p> <p>Variation</p> <ul style="list-style-type: none"> • Change the type of shape and the follower must guess the shape. <p>Progression</p> <ul style="list-style-type: none"> • Leader whispers different types of movement at each of the spots that the follower must perform. 	<p>Building a bond of trust Pupil begin lead must always stay in contact with their leader</p>
<p>Can you remember the journey of your partner? How does it make you feel when you move with a blindfold on?</p>	
<p>Cool down: Stepping over the mess (spots) After a busy at work the wizard/witch comes back to find the place a mess with spots (holes) all over the place. The apprentice must guide their blindfolded wizard/witch around the messy workshop without the stepping on any of the spots using their communication skills.</p> <p>Variations</p> <ul style="list-style-type: none"> • Wizard/witch has to be guided to step over the spots and if so then teacher/helper with pick them up by magic 	<p>Giving clear instructions Moving slowly so not bumping into others</p>
<p>Success Criteria: I can:</p> <ol style="list-style-type: none"> 1. Walk in different ways changing direction and speed to allow bumping into other. (Physical) 2. Trust a partner to lead me through a movement pattern/sequence (Social) 3. Create a movement pattern/sequence using different types of travel between each spot (Creative) 	<p>Main Coaching Points Different types of travel Trusting partner Giving clear instructions</p>
<p>Lesson Evaluation</p>	<p>Points for next lesson</p>



Triangle