

Resources:

Tambourine, Apparatus

Objectives:

Main Focus: Linking shapes slowly and smoothly from apparatus to floor

WALT – We are learning to travel and hold position using the floor and apparatus in wide, narrow and curled shapes by changing our bodies

WILF – What I’m looking for is you for to stretch or tuck in different parts of your body to make shapes and to travel in and out of them, on and off the apparatus

TIB – This is because you are linking the way you travel on the apparatus and onto the floor.

Year 1

Lesson 6

Activities	Coaching Points
<p>Warm Up: Active – Travelling in general space Stop/Start (tambourine) Pupils begin by travelling slowly around the space without bumping into anyone or touching the apparatus. Use a general stop command for pupils to freeze. Gradually increase speed through warm up with pupils finishing with a steady run. Variation:</p> <ul style="list-style-type: none"> Change direction, level, pathways, method of travel 	<p>Time Different speed Stop/Go Quickly/Slowly Space Introduction to General space Personal space Spatial relationships</p>
<p>Activity 1: Exploring the apparatus Explore and stretch (tambourine) Using the apparatus pupils explore different method of travel. Using the command signal pupil preform a curled shape and hold that position of 5 seconds. Variation:</p> <ul style="list-style-type: none"> Add additional shapes including wide and stretched and long and narrow shapes Alternate between shapes 	<p>Methods of Travelling Under Over Along Through Around</p>
<p>Activity 2: Traveling between apparatus Floor travel (tambourine) Whilst pupils are exploring the different parts of the apparatus ask them to think about how they travel between the apparatus. Identify examples of pupils showing long, thin shapes, curled shapes and wide, stretched shapes between apparatus. Can pupils alternate between different types of travel? Highlight a number of pupils who are demonstrating these methods and travel and use a star and a wish to point out good practice.</p>	<p>Long, thin shapes (narrow) Extend limbs, fingers and toes Keeping body parts tight to body Tension in muscles Wide, stretched shapes Extend limbs away from body Stretch fingers and toes Tension in muscles Curled shape Body tightly together Pull in small body parts Curve spine Tuck in head</p>
<p>Q. Whilst travelling what also can you change about your method of travel across the floor?</p>	

<p>Activity 3: linking flow Holding and exiting a piece of apparatus (tambourine) Pupils should travel in and out of the apparatus in different ways using different methods of travel. Encourage them upon signal to hold a position showing a narrow, wide or curled shapes and then slowly and smoothly travel in that type of shape down to the floor into another shape on the floor.</p>	<p>Transferring Smooth link from apparatus to floor and visa versa</p>
<p>Q. How can you move smoothly down to the floor?</p>	
<p>Cool down: Shapes on apparatus High stretched position into low stretched position. Pupils begin by travelling around and on the apparatus, upon command pupils freeze in either high narrow/high wide position on or near to a piece of apparatus, holding that shape for 5 seconds before slowly changing to a low curled position using the apparatus/floor and holding for 5 seconds and then making their way to the floor and continuing.</p>	
<p>Success Criteria (I can...)</p> <ol style="list-style-type: none"> 1. Hold for 5 seconds a long, narrow shape, a wide, stretched shape on a tight, curled shape on a piece of apparatus. 2. Travel in a long, narrow shape, a wide, stretched shape on a tight, curled shape when travelling on the floor between the apparatus. 3. Hold a shape on the apparatus for 5 seconds and then slowly and smoothly travel to the floor to make a different shape. 	<p>Main Coaching Points Switching between long, thin shapes and wide, stretched shapes and curled tucked shapes Travelling slowly and smoothly from one hold to another</p>
<p>Evaluation</p>	<p>Points for next lesson</p>