

Resources:

Tambourine, apparatus

Objectives: I can

Select two balances and link them together showing control of balance and movement.

Identify which body parts when travelling produce a bouncing movement and which produce a smooth movement.

Year 1

Lesson 4

Activities	Coaching Points
<p>Warm Up: Active – Travelling changing direction</p> <ul style="list-style-type: none"> Travelling lightly in and out of each other and apparatus using general space on balls of feet using signal to indicate when to stop. Travelling lightly in and out of each other changing direction – forwards, backwards and sideways Travel by bouncing on two feet and one foot in and out of others changing direction using stop signal. 	<p>Ask children what happens when your body does exercise Increase heart rate and blood flow to muscles</p> <p>Weight Using light feet</p>
<p>Activity 1: Active – Travelling on different body parts</p> <ul style="list-style-type: none"> Explore apparatus through travelling Can you travel using each of the apparatus travel words? Ask pupils to think about the different body parts they are travelling on. Are they using a bouncing movement or a smooth movement? 	<p>Travelling on apparatus Under, over, around, along & through</p>
<p>Activity 2: Active – Travelling and balancing</p> <ul style="list-style-type: none"> Travelling using apparatus words, upon signal pupils hold a balance with hand or foot on nearest piece of apparatus. Move pupils towards independent balances without the signal. Hold balance for a count of 3 seconds. 	<p>Balance Base of support Tense muscles Extend none weight bearing limbs</p>
<p>Activity 3: Active – Movement in and out of balances</p> <ul style="list-style-type: none"> Travelling using apparatus words, upon signal pupils hold a balance on points against or on the nearest piece of apparatus. Ask pupils to move into another balance on the floor. Ask pupils to find a way of smoothly and slowly turning and rolling out of the balance into another on the floor. 	<p>Linking Balance Hold balance for count of 3 Movement in and out should be slow and smooth</p> <p>Turning Turn, spin, twist</p> <p>Rolling Log, curled, dish, stretched and curled</p>
<p>Cool Up: Calm – Balancing</p> <ul style="list-style-type: none"> Pupils travel slowly, upon signal hold a balance on four points of contact on or against a piece of apparatus and slowly and smoothly remove one point and still hold the balance. 	