

	What?				How?	Next?
	Learning Intentions	Context	Enabling Success	The Challenge	Activities	Assessment/Evaluation
	What skills will the children learn?	What key knowledge and understanding will the children gain?	What language structures and functions am I going to use?	What questions am I going to ask?	What activities will enable effective learning of skills/knowledge and how will they be differentiated for different abilities and learning styles?	How will the children be able to reflect on and improve their work/learning? How will it inform future planning?
Lesson 1	LO: To safely perform basic travelling skills. (part 1)	To understand expectations in PE. To follow instructions To perform basic travelling skills	Space Safety Walk Hop Run Jog Direction Slowly Quickly	How can you move safely in the hall? How does your body feel before/after warm up? Why do we warm up? Why is it important?	Warm Up Tell children expectations of behaviour and safety. Tell children LO. Children find a space. Children must mime the following: getting out of bed, brushing teeth, washing face, get dressed, go downstairs, get breakfast, forgot book bag!, run upstairs, run to school. How does your body feel? Put your hand on your heart. The heart is pumping more quickly - blood around the body. We breathe faster to take more oxygen. Why do we warm up? Why important? Main Activity Using the space. Find a space not touching anyone, (pretend to be in a bubble) Move a round: Anyone too close/touches pops their bubble and does 5 jumps on the spot then continues in bubble. Change direction. Walk. Try other ways of moving using out feet. Hopping, skipping, running. Step down; adult support for gross motor skills and focus on demonstrating the correct movement. Step up; use of different speeds.	Cool Down Lie still and feel changes in the body. Children will have time to reflect on learning during cool down. They will also learn how to follow instructions in order to complete a task. This skill can then be used across the school day.

Lesson 2

LO: To safely perform basic travelling skills. (part 2)

To follow instructions

To perform basic travelling skills

To travel in different directions

Space

Safety

Walk

Hop

Run

Jog

Direction

Slowly

Quickly

How can you move **safely** in the hall?

How does your body feel before/after warm up?

Why do we warm up?

Why is it important?

Warm Up

Tell children expectations of behaviour and safety. Tell children LO. Children find a space. Play animal game; discuss noise expectation and focus on 'quiet feet'. For each animal praise body movements and exaggerations.

Main Activity

Using the space. Find a space not touching anyone, (pretend to be in a car using hoop. Explain that we are going to move in different directions - forwards, backwards and sideways. Discuss use of looking eyes. Chn need to be aware of space a

Step down; chn maintain a slower speed to ensure they are moving safely.

Step up; use of different movement, rather than walking.

Cool Down

Lie still and feel changes in the body.

Children will have time to reflect on learning during cool down.

Lesson 3

LO: To begin to handle equipment with control.

To show an awareness of immediate space around bodies

To use space to move safely around others

To begin to handle equipment with control.

Space

Safety

Walk

Hop

Run

Jog

Direction

Slowly

Quickly

Breathing

Oxygen

Share

Jump

Gently

Silently

Why do we warm up?

Why is it important?

How has exercise changed their body?

Are they tired?

Are they breaking quickly?

Are their hearts beating faster?

Warm Up

Tell children expectations of behaviour and safety. Tell children LO. Children find a space. Children must mime the following: getting out of bed, brushing teeth, washing face, get dressed, go downstairs, get breakfast, forgot book bag!, run upstairs, run to school.

How does your body feel? Put your hand on your heart. The heart is pumping more quickly - blood around the body. We breathe faster to take more oxygen. Why do we warm up? Why important?

Main Activity

Review different ways of moving from last week. Switch from moving forwards to backwards using hopping, skipping, and running. Be careful to avoid each other!

Ask children to collect a hoop and put it quietly on the floor in a space. Ask them to stand in it and bring it up over their heads, and the lowering it down as gently as possible without making a noise. Practice until perfect.

Play music - Shark Attack. Ask children to jog (discuss what jog is) around hall without touching hoops. STOP! Must jump into a hoop.

Begin to take hoops away (6 hoops) - children must share hoops. Replace the hoops. Tell children to travel differently around the hall What ways could they move? Hopping, skipping, running, side steps.

Warm down

Children to lie in a space and make a variety of faces (happy, sad,)

Pretend to fall asleep. Awake as though from a deep sleep and stretch slowly.

Lesson 4

<p>LO: To recognise how bodies communicate feelings to each other. (Part 1).</p>	<p>To explore movement imaginatively to express emotion</p> <p>To recognise how our bodies communicate feelings to each other.</p>	<p>Emotion</p> <p>Feeling</p> <p>Position</p> <p>Safely</p> <p>Movement</p> <p>Safely</p> <p>Group</p> <p>Direction</p>	<p>How can their bodies show how they are feeling?</p> <p>How will they move their arms and legs to show this?</p>	<p>Warm Up</p> <p>Play Bubbles. Stay in the bubble and try hopping, skipping and running whilst using eyes to avoid each other. Expectation of quiet lips and quiet feet.</p> <p>Main Activity</p> <p>Demonstrate moving tiredly and surprised to the children. Make sure they are clear about what an emotion is. Make a mind map of different feelings and as we discuss them chn to make the faces to show that feeling - discuss that our bodies can also show these feelings, not just our faces! Children to move around hall using different emotions.</p> <p>Encourage children to think about their body positioning and movement for different feelings (eg tired...slow...happy...quickly...worried...cross...surprised) How would they move their arms and legs?</p> <p>Hold up emotion cards for different feelings and ask children to move accordingly. How can their bodies demonstrate how they are feeling? Split children into groups and distribute cards. Each group to perform to the rest of the class what is on the card. Others to guess. Discuss - how did we know? What were they doing? How were they moving?</p> <p>Step down; chn to focus on face first for the emotion, then how legs/arms might look.</p> <p>Step up; focus on full body, appropriate speed.</p>	<p>Warm Down</p> <p>Lie still in a space on the floor. Recognise and discuss the changes that happen to their bodies when active.</p> <p>Breathing, heartbeat. What happens as body cools down?</p>
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Lesson 5

<p>LO: To recognise how our bodies communicate feeling to others. (part 2)</p>	<p>To explore movement imaginatively to express emotion</p> <p>To recognise how our bodies communicate feelings to each other.</p>	<p>Emotion</p> <p>Feeling</p> <p>Position</p> <p>Safely</p> <p>Movement</p> <p>Safely</p> <p>Group</p> <p>Direction</p> <p>Travelling</p> <p>Partners</p> <p>Mirroring</p>	<p>How can you change your body to 'change' the emotion?</p> <p>How does your partner know what your emotion is?</p> <p>What did group X do well/how could they make it even better?</p>	<p>Warm Up - A walk in the park</p> <p>Children to 'walk around the park'. Play music. When the music stops, find someone to shake hands with. Children to hold hands. Continue walking around the park. Giant steps, tiptoes, fairy steps, marching, heavy feet, light.</p> <p>Discuss how children would travel if they were astonished, disappointed, excited? Children to move around hall. Find a partner; mix age groups. Partner to think of an emotion and to demonstrate it using body - partner to mirror and guess what the emotion is. Regroup as a class. Show children expression cards happy - sad. How could their body movement differ to show the change? Move individually around the hall. Combine two different movements. Teacher to call out eg worried to excited, sad to scared, scared to excited etc.</p> <p>Step up; transition between the two movements</p> <p>Step down; adult support as appropriate from teacher assessments.</p>	<p>Warm Down</p> <p>Get ready for bed mime - slow stretching then 'get to bed'. Whisper names for chn to go back to class to start getting changed.</p>
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Lesson 6

<p>LO: To recognise how our bodies communicate feeling in response to music</p>	<p>To explore movement imaginatively to express emotion</p> <p>To recognise how our bodies communicate feelings to each other.</p>	<p>Emotion</p> <p>Feeling</p> <p>Position</p> <p>Safely</p> <p>Movement</p> <p>Safely</p> <p>Group</p> <p>Direction</p> <p>Travelling</p> <p>Partners</p> <p>Mirroring</p>	<p>How can you change your body to 'change' the emotion?</p> <p>How does your partner know what your emotion is?</p> <p>What did group X do well/how could they make it even better?</p>	<p>Warm Up - Beans</p> <p>Discuss beans - use Y2 child to demonstrate to others the different movements that could be used.</p> <p>Recap on moving to show different feelings as past few weeks.</p> <p>Play a piece of (happy) music and ask chn to move to the music in a way they think feels right. Afterwards ask chn - is this happy music, or sad music? How did the chn move? Repeat again for (sad) music and have chn move again.</p> <p>Afterwards discuss the ways the chn moved for each part of the music types. Discuss that we are going to perform to each of the types of music and focus on how we can show the emotion clearly. Play music and discuss and demonstrate speed, body movement, facial expression etc.</p> <p>Step up; considering how smaller body parts will look.</p> <p>Step down; mirroring adult supported movements.</p>	<p>Warm Down</p> <p>Get ready for bed mime - slow stretching then 'get to bed'. Whisper names for chn to go back to class to start getting changed.</p>
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Lesson 7

<p>LO: To understand how different parts of the body are able to move</p>	<p>To understand how different parts of the body are able to move</p> <p>To understand how important it is to be active.</p>	<p>Different parts of the body.</p> <p>Obstacles</p> <p>Exercise</p> <p>Active</p> <p>Bend</p> <p>Twist</p> <p>Shake</p> <p>Nod</p> <p>Resting</p> <p>Moving</p>	<p>How long do they last for? What does exercise do?</p> <p>Ask children if they think any part of their body has not been exercised. How does it feel? (stiff/supple)</p> <p>Introduce muscles. What would happen if they didn't exercise?</p> <p>What is this body part called?</p>	<p>Warm Up - Remote Control Children walk around the hall. Choose different way of moving: play, stop, fast forward, rewind (looking carefully behind when moving backwards)</p> <p>Main Activity Name parts of the body to be exercised instead of specifying movements. (Enable the children's movement responses to be more open ended. e.g. tongue move s side to side)</p> <p>Encourage children to think from head to toe. What is that body part called? How does it move? What are the limitations...can it twist? Bend? Nod? Shake? Discuss bones/joint movement.</p> <p>Split class into 2 teams. One team to be resting their bodies (become obstacles) The other children to move around the space around them. Play combination of SLOW and FAST music. When music stops body part is called out. Whole class have to think of a way of moving a particular part of their body on the spot each time (including resting team) When music starts, resting children back to being obstacles. Swap teams.</p> <p>Compare differences in body between resting and moving</p>	<p>Talk about effects exercise has on the body. How long do they last for? What does exercise do?</p> <p>Ask children if they think any part of their body has not been exercised. How does it feel? (stiff/supple)</p>
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Lesson 8

<p>LO: To understand how we use our body to travel</p>	<p>To understand how we use our body to travel</p> <p>To perform basic skills in travelling using different parts of the body.</p> <p>To develop an awareness of different body parts and how they can be used differently.</p>	<p>Corners</p> <p>Side</p> <p>Middle</p> <p>Travel</p> <p>Touch</p> <p>Obstacles</p> <p>Exercise</p> <p>Active</p> <p>Bend</p> <p>Twist</p> <p>Shake</p> <p>Nod</p> <p>Resting</p> <p>Moving</p>	<p>How many body parts are you using when travelling?</p> <p>Which is the easiest - why do you think so?</p> <p>How does your body feel after using all your body parts?</p>	<p>Warm Up</p> <p>Use the space in the hall. Traffic light game. Have you visited all the places in the hall? Corners/sides/middle? Focus on finding empty spaces and moving into them.</p> <p>Main Activity</p> <p>Stand in a space. Use hands to touch whichever body part stated. Go for a walk. On signal (tambourine) stop and wave at teacher. One hand, then both hands.</p> <p>Run into a space. Then on signal (sitting down slowly)...wave one foot, wave other, progress to.....2 feet..... feet and hands.</p> <p>Walk on one foot (hopping) then two feet, Can you walk on hands and feet together (lift bottom high)?</p> <p>Go for walk on hands and feet. On signal, stop with different body part on floor. 1 part, 2 parts, 3 parts.</p> <p>Travel on different parts of body, 1 part, 2 parts, and 3 parts?</p> <p>In partners decide favourite way of travelling. Demonstrate to rest of class. How many body parts are they using?</p> <p>Step up; more than one way of travelling with specific parts and balancing</p> <p>Step down; adult support to balance, number support as appropriate.</p>	<p>Warm Down</p> <p>Stretch body and cool down. CLASSICAL MUSIC. Make body into shapes. Pointy shape (long, tall, stretching high) wide shape (using arms and legs) low shape, small shape and finally flat shape lying down in a space. Feel and recognise changes as body cools down.</p>
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