

Class:	Term: Autumn 2	W/C: 12/11/18	Teacher(s): Mrs Cairns	SKIPSEA PRIMARY SCHOOL
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Objective	Input	Group activity	Cool down / Assessment
<p>Week 1</p> <p>WALT: Balance on different body parts to make bridges.</p>	<p>Starter Cones and dishes warm up. Chn to play in two teams, chn to turn the dishes into cones and cones into dishes. Chn to compete within a two minute time limit.</p> <p>Main Ask children what we mean by balance? What makes a good balance?</p> <p>Children work in pairs to create some balances. Some demonstrate to the rest of the group - discuss good points (extension and body tension).</p>	<p>Activity 1</p> <p>Chn to move around the floor and then listen to teacher instructions, e.g. produce a balance that has one foot and one hand on the floor, one facing the floor etc. (choose chn to demonstrate).</p> <p>Activity 2</p> <p>When confident with different balances:</p> <p>Chn to travel across the hall as close as possible to the floor. When asked to stop and push a bridge shape on the floor. Show and demonstrate a WAGOLL.</p> <p>Activity 3 - only if time:</p> <p>Using apparatus, chn to travel under a piece of apparatus and then move on. When you come to a clear piece of apparatus make a bridge shape. Mini plenaries to discuss balances and bridge. Discuss the need for good body tension and extension.</p>	<p>Cool down</p> <p>Chn to jog around and stop when teacher shouts 'freeze'. They are then told to make a shape (round, spikey, thin shape, small etc) and hold it for 5 seconds. Repeat a few times, chn slow down to walking for last few times.</p> <p>Assessment</p>
<p>Week 2</p> <p>WALT: Make bridges to show different relationships to the floor and apparatus.</p>	<p>Starter Four corners Bean bag. In teams children to compete against each other to collect as many bean bags for their team under a time limit. Able children to lead stretches in small groups.</p>	<ol style="list-style-type: none"> 1. Produce low and high bridges 2. Produce low and high bridges on apparatus. 3. Within their group, each child to perform a sequence that includes a clear beginning, high bridge, roll, low bridge, and a clear end. 	<p>Cool down</p> <p>Play a game called commando. Children in groups of three. They all lay down one in front of each other making a kind of bridge. The person at the back goes and joins the front and lays down. They keep doing this to 'travel' across the hall. First group across</p>

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	<p>Main Recap last lessons work, chn to travel low across the floor, when signaled chn to push up into a bridge shape. Discuss what a low bridge would look like. Demonstrate using one foot and one knee WAGOLL.</p> <p>Activity 1 Set out the apparatus (benches etc). Teach the children to move from the floor to apparatus, and to move safely from apparatus to the floor.</p> <p>Activity 2 Look at how a roll can then turn into a bridge. Get talented child to demonstrate and remind children of safety.</p> <p>Activity 3 Mini plenaries to discuss balances. Discuss the need for good body tension and extension.</p>		<p>wins.</p> <p>Assessment</p>
<p>Week 3</p> <p>WALT: Work cooperatively with a partner to create a sequence.</p>	<p>Starter Play a game of beans.</p> <p>Split children into groups and get 1 from each group to lead the stretches.</p> <p>Main Discuss with chn that we can travel whilst in a bridge position – get a child to demonstrate. All children to have a go at this using one of the previous bridges.</p>	<p>Ask the chn to make a bridge position on their hands and feet and front facing the floor. Keep their hands and feet still and begin to walk with their legs. Reverse the task. Try maintaining bridge using motions such as walking, sliding or jumping.</p> <p>Practise sequences from last lesson. Incorporate travelling in a bridge to a piece of apparatus. Demonstrations of WAGOLLS. The children to use an ipad to record sequences and combinations</p>	<p>Cool down Play a game of beans again, slow running down to jogging then walking then crawling.</p> <p>Assessment</p>

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		of actions.	
Week 4 WALT: Move into and out of bridges with a jump.	Starter A game of fruit salad. Children to lead the stretches. Main Explain that children are now going to start using apparatus more and will be involving them in sequences. Demonstrate this using one of the MA children.	Show chn a WAGOLL of jumping off a piece of apparatus safely. Using apparatus chn to select a jump and then sink down slowly and with control into a bridge. Chn to show WAGOLLS evaluate and discuss the quality of slowly moving into a bridge. Using sequences from last lesson: Can you add a jump and sink into a bridge shape? Use apparatus to practise their new sequences, Show and evaluate WAGOLLS.	Cool down Play a game of fruit salad again. Children to run, then jog, then walk, then crawl. Assessment
Week 5 WALT: Make bridges in contact with a partner.	Starter Cones and dishes warm up. Chn to play in two teams, chn to turn the dishes into cones and cones into dishes. Chn to compete within a two minute time limit. Children to lead the stretches. Main Explain that the children will now start to use bridges in partners and link them into sequences. 2 children to demonstrate – discuss how they can move – different sorts of rolls and jumps.	Follow my leader. Chn to mirror partner's actions. Chn to carry out wide and narrow movements and shapes. Practise and experiment on mats. In partners chn to pick two shapes and link them together with a roll. Chn to travel in and out of the apparatus. Chn to use the apparatus to make a matching bridge with their partner. Look at WAGOLLS and evaluate the bridges: are they narrow/wide, high/low? Chn to carry out a sequence that has one narrow and one wide bridge and join them together by rolling. Video a good WAGOLL using the ipad.	Cool down Jogging round the room listen for instructions from teacher (low bridge, high bridge). Assessment
Week 6	Starter	Practise sequence from last lesson, and then ask	Cool down

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WALT: Work cooperatively with a partner to create a sequence.

Play mirror game – 1 child is 'real' other is the reflection. Child 1 performs a balance and child 2 has to mirror it. Repeat a few times and swap roles.

Main

Review and evaluate the WAGOLL from last lesson. Discuss the need for good shape. Discuss what makes a good sequence. There should be some travelling, jumping, turning and balancing.

the chn to include a Jump into it.

Children to stop and evaluate each other's sequences and improve them.

Children to 'static stretch' with the teacher leading the stretches – focus on stretches to do with different parts of the body.

Assessment