

Learning Objectives	Suggested Series of Activities - PATTERNS	Points to Note
<p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> ■ to walk, jog, run, hop and bounce ■ to combine travelling actions in simple repeatable patterns <p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ to select, order and perform different ways of travelling in a simple repeatable pattern <p>Improving and Evaluating</p> <ul style="list-style-type: none"> ■ to know and recognise different ways of travelling ■ to describe what they and others are doing <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> ■ to associate tiredness with energetic activity 	<p>Warm up</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To stretch different body parts as far away from each other as possible e.g. feet and hands; nose and fingers; to move in slowly to a 'small' (tucked) shape in between the stretches ■ To name different ways of travelling and then perform them using all the available space; write the examples on the blackboard 	<ul style="list-style-type: none"> ■ encourage them to stretch slowly and on feet, knees and seat ■ if necessary, prompt full use of space by calling out 'wall', 'corner', 'across the space' etc.
	<p>Development</p> <p>Talk with the children about patterns. With the children, create a simple pattern of travelling actions e.g. three hops, three steps, three hops etc.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To practice the pattern ■ To accompany themselves by reciting the names of the travelling actions they are using e.g. hop, hop, hop, step, step, step 	<ul style="list-style-type: none"> ■ refer to the words on the blackboard ■ write or draw the pattern on the blackboard ■ encourage the children to 'sing' the accompaniment
	<p>Composition</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To create their own pattern e.g. <ul style="list-style-type: none"> • to retain the three hops but replace the steps with another action • to retain the repeating three pattern but choose two other travelling actions • to bounce and jog but decide themselves how many times they will perform each ■ To accompany themselves by reciting the names of the travelling actions they are using ■ To observe another child and describe (accompany) their actions ■ To perform a last 'perfect presentation' i.e. still starting position, all starting together and, when finished, remaining still until they are told to 'Rest' 	<ul style="list-style-type: none"> ■ the degree of independence afford the children in the decisions they make will depend very much on their level of maturity and understanding ■ observers could be asked to count the number of actions they observe
	<p>Cool down and concluding activity</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ From standing, slowly to make themselves as long (tall) as possible and then as small (short) as possible; repeat this three or four times ■ If they feel tired. If their legs feel tired. Why do they feel tired? 	