

## Resources

Whiteboard (or similar);  
Resource Athletics 1; Resource Athletics 7

## Lesson 1

## Unit 1

Learning Objectives	Suggested Series of Activities - PATTERNS OF TRAVELLING ACTIONS	Points to Note
<p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> <li>■ to walk, hop and bounce at different speeds</li> </ul> <p>Selecting and Applying</p> <ul style="list-style-type: none"> <li>■ to choose and perform a simple pattern of travelling actions</li> <li>■ to add a travelling action of their own</li> </ul> <p>Improving and Evaluating</p> <ul style="list-style-type: none"> <li>■ to assess their own and other's work using a specific criterion</li> <li>■ to use their observations to help them improve</li> </ul> <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> <li>■ that vigorous activity affects the breathing rate and body temperature</li> <li>■ that prolonged physical activity results in feeling tired</li> </ul>	<p><b>Warm up</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To put the palms of their hands together and stretch in different directions e.g. high; throw the legs; to the right</li> <li>■ To walk, jog, hop and bounce two feet to two feet Do their bodies feel different now than they did at the start of the lesson?</li> <li>■ To make large circular movements with the arms above the head; in front; to the side etc.</li> </ul> <p><b>Development</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To walk, keeping the body upright and swinging their arms</li> <li>■ To walk as fast as they can Do you go faster if you take long strides or shorter steps?</li> <li>■ To observe whether or not a partner uses a vigorous pumping action of the arms to help them walk more quickly. Is their body upright?</li> <li>■ To hop keeping the body upright and using their arms to help them maintain balance</li> <li>■ To hop across a space as fast as they can</li> <li>■ To observe others and identify what they need to do to hop with speed</li> <li>■ Repeat with bouncing</li> </ul> <p><b>Event</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To choose and perform a simple pattern of actions (see Resource Athletics 1) very slowly, then at a moderate speed, then as fast as they can</li> <li>■ To observe a partner and give a running commentary on the actions their partner performs</li> <li>■ To add one more travelling action to their pattern e.g. skip, jog, sprint</li> <li>■ To perform their pattern very slowly and then as fast as they can</li> </ul> <p><b>Cool down and concluding activity</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To crouch down and slowly stretch upwards to balance on two feet; slowly move down to crouched position</li> <li>■ To slowly circle their ankles several times</li> <li>■ To gently stroke each leg upwards towards the heart several times; to shake the legs gently</li> <li>■ Which part of their body feels most tired i.e. the legs Why is this?</li> </ul>	<ul style="list-style-type: none"> <li>■ encourage the children to gradually make the travelling faster and more vigorous</li> <li>■ talk to the children about increased breathing rate and body temperature</li> </ul> <ul style="list-style-type: none"> <li>■ emphasise the need to keep the body upright and balanced when moving at speed</li> <li>■ give the children time to practise and refine the walking, hopping and bouncing actions</li> <li>■ write the key words on the whiteboard</li> </ul> <ul style="list-style-type: none"> <li>■ draw the patterns on the whiteboard</li> <li>■ explain to the children that should be a marked difference between the different speeds</li> </ul> <ul style="list-style-type: none"> <li>■ ask the children to breathe in on the stretch and breathe out as they lower</li> <li>■ the children could record their times on a block graph back in the classroom (see Resource Athletics 7)</li> </ul>