

Resources:

Blackboard and chalk (or similar); apparatus suitable for marching along and around e.g. benches, benches inclined on trestles, mats, hoops etc.; pictures of soldiers and armies; music CD track 14

Lesson 9**Year 2**

Learning Objectives	Suggested Series of Activities - MARCHING ARMY	Points to Note
<p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> ■ to 'march' negotiating apparatus ■ to combine contrasting actions 	<p>Warm up</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To stretch one arm, then the other, one leg, then the other; to repeat the 'sequence' three more times ■ In pairs, To 'march' 'alongside' (side by side) each other; repeat jogging Are you 'alongside' your partner each time I call 'Stop'? ■ In pairs, to skip 'leading and following'; reverse roles 	<ul style="list-style-type: none"> ■ encourage a full stretch; talk to the children about tension and the line of the stretch i.e. no bends
<p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ to select and link ways of negotiating apparatus ■ to link contrasting actions in response to a narrative stimulus <p>Improving and Evaluating</p> <ul style="list-style-type: none"> ■ to observe others and describe what they see ■ to make simple judgements on others' work <p>K and U of Fitness and Health</p>	<p>Development</p> <p>Revise with the children how to lift, move and place apparatus.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To place the apparatus randomly about the space Talk with the children about what they need to do to share apparatus safely with others ■ To 'march' about the space, negotiating the apparatus as they come to it i.e. travelling along, over, around ■ To imagine they are carrying spears, shields etc. 	<ul style="list-style-type: none"> ■ reinforce all safety points in relation to handling apparatus ■ encourage the children to march on the spot when their access to a piece of apparatus is blocked by another
<ul style="list-style-type: none"> ■ to collect, transport and place apparatus safely ■ to apply safety principles when working with others on apparatus 	<p>Composition</p> <p>Talk with the children about armies marching across mountains and plains. Show them pictures of soldiers and armies on the move.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To create a dance in which they 'march' across different terrain, gradually becoming very tired and sinking to the floor to rest; after a short stillness, they resume their 'marching' Talk with them about how the dance might end ■ To observe others and describe what they are doing Do they look as if they are getting tired? ■ 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"> ■ gradually lowering the volume of the music will suggest increasing weariness; increasing the volume will suggest waking up
	<p>Cool down and concluding activity</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To return the pieces of apparatus to their original place ■ To hold hands with a partner and jog around the room weaving in and out of other pairs; repeat walking ■ To retain the contact and make large, slow, circular gestures with the arms 	<ul style="list-style-type: none"> ■ reinforce all safety points with regard to handling and carrying apparatus ■ back in the classroom, the children could write a description of their dance