

Resources:

Blackboard and chalk (or similar); pictures of tunnels and bridges

Lesson 10**Year 3**

Learning Objectives	Suggested Series of Activities - BRIDGES	Points to Note
<p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> ■ to 'move under' and 'over' a partner ■ to travel on 'curved pathways' <p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ to explore ways of 'moving under' and 'over' a partner ■ to select and link travelling 'curved pathway' with 'moving under' and 'over' a partner <p>Improving and Evaluating</p> <ul style="list-style-type: none"> ■ to observe and describe what others are doing ■ to assess others work using simple and specific criteria ■ to know what they need to practise and identify any improvements <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> ■ that different activities tire different muscles 	<p>Warm up</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To slowly stretch and to shake their hands ■ To sit down and slowly stretch and then shake their feet ■ To stand up and slowly stretch and then shake all over ■ To travel in different ways on a 'curved pathway' <p>Development</p> <p>Talk with the children about bridges and how they travel under and over different bridges. Show them pictures of bridges.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To explore ways of making high bridges with their bodies Is the bridge 'facing upward' or 'downward'? ■ To observe others and describe how they make their bridges – the body parts they have on the floor and the shape of their bodies ■ In pairs, to explore ways of 'moving under' a partner's bridge Are you moving 'facing upward' or 'downward'? ■ To make low bridges for their partner to 'move over' ■ To explore sounds to accompany the 'moving under' and 'over' 	<ul style="list-style-type: none"> ■ highlight the 'tension' in the stretch and the 'relaxation' in the shake ■ draw a curved pathway on the blackboard <ul style="list-style-type: none"> ■ reinforce all the safety points relating to working with a partner ■ partners could slide, crawl, roll 'under' the bridge ■ partners could jump, hop skip or step 'over' the bridge
	<p>Composition</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ In pairs, to create a dance in which they 'move over' and 'under' each other Can they include 'curved pathways' in their dance ■ To assess the 'variation' in their dance and improve the composition as a result of their assessments ■ To observe another couple and assess if they show changes of speed and shape ■ To practise and refine their dance using voice accompaniment ■ If they think they have improved ■ To perform a last 'perfect presentation' i.e. still starting position, all starting together and, when finished, remaining still until told to 'Rest' 	<ul style="list-style-type: none"> ■ give visual and verbal prompts, as necessary, to encourage a diversity of bridge shapes and travelling actions ■ encourage an expressive quality in the dance e.g. is it easy or hard to 'move under' the bridge; are they happy to come out from under the bridge
	<p>Cool down and concluding activity</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To run gently on a 'curved pathway'; repeat jogging, then walking ■ What they thought they improved on this lesson 	<ul style="list-style-type: none"> ■ ask the children which parts of their body are most tired and why