

**Resources:**

Blackboard and chalk (or similar); ropes (or chalked or painted lines on the floor) TOP cards; Travelling - On, off, over, under

**Lesson 9****Year 1**

Learning Objectives	Suggested Series of Activities	Points to Note
<p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> <li>■ to balance and travel using the same combination of body parts</li> <li>■ to combine balancing with travelling on the same combination of body parts</li> </ul> <p>Selecting and Applying</p> <ul style="list-style-type: none"> <li>■ to explore the different body parts on which they can both balance and travel</li> <li>■ to link balancing and travelling on the same combination of body parts with travelling 'along' and 'over and along' ropes</li> </ul> <p>Improving and Evaluating</p> <ul style="list-style-type: none"> <li>■ to copy others</li> <li>■ to name the body parts they and others are using</li> </ul> <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> <li>■ to collect, transport, place and return ropes safely</li> <li>■ to recognise the effects of exercise on their bodies</li> </ul>	<p><b>Warm up</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To stand and slowly stretch their whole body and then 'relax'</li> <li>Repeat this kneeling, sitting and lying</li> <li>■ To bounce on the spot; then travelling</li> <li>How their bodies feel</li> </ul>	<ul style="list-style-type: none"> <li>■ use patterns of stretches</li> <li>■ the children can recite the pattern as they perform it</li> </ul>
	<p><b>Development</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To balance on two feet, then travel on two feet; balance on seat, then travel on seat; balance on two hands and one foot, then travel on two hands and one foot</li> <li>Talk with the children about body parts they can balance AND travel on</li> <li>■ To show you some of their ideas</li> <li>■ To copy examples</li> </ul>	<ul style="list-style-type: none"> <li>■ the children can name the body parts as they use them</li> <li>■ words or symbols to describe the body parts can be written on the blackboard</li> </ul>
	<p><b>Composition</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To collect a rope, carry it and lay it out lengthways in a space</li> <li>■ To select a balance and perform it at one end of their rope; travel 'along' their rope using the same body parts; show the same balance at the end of their rope</li> <li>If they can travel 'along' and repeatedly 'across' the rope at the same time</li> <li>■ To observe individuals and name the body parts they are using</li> <li>■ To practise, remember and repeat their 'pattern'</li> <li>■ To identify the 'beginning', 'middle' and 'end' of the 'pattern'</li> <li>■ 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'</li> </ul>	<ul style="list-style-type: none"> <li>■ use a simple diagram on the blackboard to illustrate the pattern</li> <li>■ ask individual children to describe what they are doing</li> <li>■ the children could select a different size or shaped balance to end their 'pattern' but it must use the same body parts as the first balance and the travelling action</li> </ul>
	<p><b>Cool down and concluding activity</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To return one rope each to their original position</li> <li>■ To lie on their backs and stretch their hands and feet in the air, and then relax</li> <li>Repeat this three or four times</li> <li>■ To tell you which body parts they used in their 'pattern' and how these body parts are feeling</li> </ul>	<ul style="list-style-type: none"> <li>■ highlight the link between the body parts used and their relative tiredness</li> </ul>