

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"> ■ to travel moving continuously from 'high to low, to high..' <p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ to explore ways of changing level whilst travelling ■ to choose ways of travelling 'high' and travelling 'low' ■ to link changes of level whilst travelling in a short 'sequence' <p>Improving and Evaluating</p> <ul style="list-style-type: none"> ■ to recognise, describe and copy simple ways of travelling and changes of level ■ to say whether it is easy or hard to change level using different travelling actions ■ to remember a short 'sequence' of movements <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> ■ the need to be aware of others when travelling in a space ■ that their bodies feel tired after prolonged exercise 	<p>Warm up</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To 'stretch' one arm into the air, then the other arm; 'stretch' one leg, then the other leg whilst standing; repeat lying ■ About 'high' and 'low' levels; talk to them about moving from 'high' to 'low' and 'low' to 'high' ■ To walk anywhere in the space and stop when requested <p>Repeat this jogging slowly and then running (not sprinting)</p> <p>Development</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To walk on tip toe around the space i.e. 'high' ■ To try and walk 'low' ■ To walk moving from 'high to low to high...' on a signal ■ To explore moving 'high to low to high' using other ways of travelling e.g. bouncing; hopping ■ To observe individuals and try to copy them ■ How easy or hard it is to change level using the different travelling actions <p>Composition</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ Link ways of travelling 'high' and ways of travelling 'low'; travel moving continuously from 'high to low to high...' ■ Are you going to use the same action 'high' and 'low' or change the action with the level? ■ Talk with the children about what 'sequence' means; about the beginning, middle and end ■ To practise, remember and repeat their 'sequence' e.g. 'high to low, to high, to low' ■ Can you show a change of speed? ■ To observe a partner and describe the ways of travelling they are performing at different levels ■ To perform a last 'perfect presentation' i.e. all starting together and holding a still position when finished until told to 'Rest' <p>Cool down and concluding activity</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To crouch down 'low' on their feet and slowly stretch upwards to 'high'; slowly move down to crouched position ■ Repeat three/four times ■ To tell you what they have been working on during this lesson ■ How their bodies feel after all the travelling 	<ul style="list-style-type: none"> ■ encourage them to 'stretch' slowly ■ ask them how their arms and legs feel when 'stretched' ■ encourage a full stretch e.g. fingers; toes ■ ask the children what they need to do to avoid collisions <ul style="list-style-type: none"> ■ write the ways of travelling on the blackboard ■ write 'high to low' and 'low to high' on the blackboard <ul style="list-style-type: none"> ■ the children can watch others demonstrating and describe out loud the ways of travelling and the levels as they are performed ■ use symbols on the blackboard to reinforce the 'sequence' of level changes ■ try to encourage a sense of 'presentation' <ul style="list-style-type: none"> ■ refer to the words written on the blackboard