

Resources:

Blackboard and chalk (or similar) ; pencils and paper;
Resources Gym 14; 15; 16; 17; 18; 28 and 29; TOP cards;
Balance - small body parts; Take off, Jump & Land - shapes in the air

Lessons 3 & 4**Year 6**

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 perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes ■ to combine actions showing contrasting body shape <p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ to explore, select and link actions showing contrasting body shape ■ to adapt a sequence to working with a partner small group <p>Improving and Evaluating</p> <ul style="list-style-type: none"> ■ to observe and copy ideas ■ to assess others' work using simple and specific criteria (and suggest improvements) ■ to record their own work (and that of others) <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> ■ to select appropriate activities for warming up specific parts of the body ■ to identify different types of joint 	<p>Warm up</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To choose and perform their own stretches for identified body parts e.g. feet; thighs ■ To choose their own pulse-raising activity ■ To suggest mobility exercises for identified joints e.g. shoulders; ankles; perform selected examples 	<ul style="list-style-type: none"> ■ reinforce that the warm up should be gradual and why ■ ask the children what sort of joints they are mobilising i.e. ball and socket; hinge
	<p>Development</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To stand on two feet and show you what they think is a 'symmetrical' body shape; an 'asymmetrical' body shape Talk to the children about 'symmetry' and 'asymmetry' (Resource Gym 28) ■ To explore 'symmetrical' and 'asymmetrical' shapes in different balances ■ To perform a 'symmetrical, jump e.g. star jump If they can show an 'asymmetrical' shape in the air ■ What other actions can be performed both 'symmetrically' and 'asymmetrically' (see Resource Gym 28) ■ To observe and copy some of the ideas 	<ul style="list-style-type: none"> ■ write key words on the blackboard ■ it may be necessary to ask the all the children to perform a series of very specific balances and actions to reinforce the concept of 'symmetry' and 'asymmetry' before asking them to explore ideas on their own
	<p>Composition</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To link six to ten different actions; half with a 'symmetrical' body shape and half with an 'asymmetrical' body shape To consider the order in which they will perform the different shapes ■ To practise and refine their sequence ■ To work with a partner or in groups of 3-4 and adapt their individual sequences to make a partner/group sequence What formation will they start in; what pathways will they take; in what formation will they finish (see Resource Gym 29) ■ To record their formations and floor patterns ■ To perform their sequence for the whole group ■ To observe and assess the sequences; to explain their judgements and suggest improvements OR to record the formations and floor patterns they see 	<ul style="list-style-type: none"> ■ encourage the children to include a diversity of actions in their sequence ■ shorten or simplify the sequence task for those children who might find it too long or complex ■ remind the children of the different relationships and floor patterns (see Resources Gym 14; 15; 16; 17 and 18)
	<p>Cool down and concluding activity</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To hop, then jog, then walk and then walk very slowly ■ To breathe deeply several times 	<ul style="list-style-type: none"> ■ making the breathing audible will help children to control the breathing action