

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 hop on right and left foot ■ to hop slowly ■ to demonstrate a 'big' shape on feet, knees and seat showing stillness and muscular tension ■ to combine slow hopping, stillness (big shape) and running <p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ to make a choice re. changing from one way of travelling to another ■ to make a choice between balancing on feet, knees or seat <p>Improving and Evaluating</p> <ul style="list-style-type: none"> ■ to recognise and describe simple ways of travelling and positions on feet, knees and seat ■ to remember a short sequence of movements <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> ■ that the breathing rate increases when they are active 	<p>Warm up</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To put their hand on their chest and feel the speed of their breathing ■ To point and stretch towards different features in the room e.g. a particular window, light fitting, corner with different parts of the body e.g. finger, toe, nose, ear: <ul style="list-style-type: none"> • whilst standing • then sitting • then kneeling ■ To walk 'along' walls; 'across' the hall Repeat this jogging slowly and then running (not sprinting) ■ To put their hand on their chest and feel the speed of their breathing. Is it faster now than earlier? 	<ul style="list-style-type: none"> ■ encourage them to stretch: <ul style="list-style-type: none"> • slowly • as far as possible without falling over ■ the children can say out loud space and action words as they perform them
	<p>Development</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To hop on the spot, then travelling ■ To change from hopping to running on a signal ■ To travel, choosing themselves when to change from hopping to running, and running to hopping ■ To try hopping very slowly, and link this with the faster 'run'; to describe what they are doing as they perform ■ To show 'big' shapes when standing, kneeling and sitting; demonstrate muscular tension (no floppy bits) and stillness 	<ul style="list-style-type: none"> ■ encourage hopping on right and left foot, with high knee lift and straight back ■ the children can count the number of hops and practise patterns e.g. run two hops-run ■ write 'hop', 'run' and 'big' on the blackboard
	<p>Composition</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To hop slowly, stop and then run ■ To choose a big shape when they stop on either feet, knees or seat ■ To experiment with a 'star' body shape whilst standing, kneeling and sitting ■ To hop slowly, make their 'big' shape on feet, knees OR seat and then run; to practise and remember the same pattern of travel and position ■ To perform a last 'perfect presentation' i.e. all starting together and, when finished, standing still until everyone else has finished their run and they are told to 'Rest' 	<ul style="list-style-type: none"> ■ the children can watch others demonstrating and describe out loud what they see ■ it may help if you call out when the children are to change from hopping, to stopping, to showing a big shape, to running
	<p>Cool down and concluding activity</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To hop on the spot on one and then the other leg; to walk 'along walls' and across the space ■ To tell you the shape they have been exploring and the new way of travelling they have performed 	<ul style="list-style-type: none"> ■ reduce the level of activity gradually ■ refer to the words written on the blackboard