

Introduction	Main Activities	Plenary
<p>LO: To Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small-team activities</p> <p><u>Warm up</u></p> <p>Chn to play 'Amazon'</p> <p>Chn travel around the hall finding spaces and avoiding mats.</p> <p>Teacher shouts:</p> <p>Amazon - Chn rush onto/off a mat Grubs up - Chn to find follow their partner onto a mat Hunter is coming - Chn to curl into a ball on a mat</p>	<p><u>Skills development</u></p> <p><u>Floorwork- 20 mins</u></p> <ul style="list-style-type: none"> <li>□ Organise the children into small groups and give each group a different shape, for example, group 1—thin, group 2—small, group 3—round, group 4—wide, etc. Children to see how many different shapes they can make in two minutes with the style you have given them.</li> <li>□ Rotate groups with different shapes to try. Children to perform.</li> <li>□ Individually, children to put together a sequence of three or four shapes that they like. Children to perform their sequences. Other children to peer assess.</li> </ul> <p><u>Extension- 10-15mins</u></p> <ul style="list-style-type: none"> <li>□ In pairs, children to create a sequence of three or four different shapes. Children to explore mirroring, contrasting shapes and moving in unison and canon.</li> <li>□ Children to perform their sequences. Other children to peer assess.</li> </ul>	<p><u>Cool down</u></p> <p>Slow Mo 'Amazon' Chn to play game and gradually decrease pace as Mr Chapman uses his remote control watch!</p>
<p>LO: To Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small-team activities</p> <p><u>Warm up</u></p> <p>Chn to play 'Amazon'</p> <p>Chn travel around the hall finding spaces and</p>	<p><u>Warm up - 5-10 mins</u></p> <ul style="list-style-type: none"> <li>□ Invite children to choose warm up activity from list displayed on PE notice board. Repeat game.</li> </ul> <p><u>Floorwork- 25 mins</u></p> <ul style="list-style-type: none"> <li>□ In small groups; give each group the number of body parts you would like them to explore balancing on. Children to use their imagination and try balancing not just on hands and feet, but also on their knees, bottom, elbows etc.</li> </ul>	<p>Slow Mo 'Amazon' Chn to play game and gradually decrease pace as Mr Chapman uses his remote control watch!</p>

<p>avoiding mats.</p> <p>Teacher shouts:</p> <p>Amazon - Chn rush onto/off a mat</p> <p>Grubs up - Chn to find follow their partner onto a mat</p> <p>Hunter is coming - Chn to curl into a ball on a mat</p>	<ul style="list-style-type: none"> <li>□ Remind them of the warm-up when they created different balances on your command. In small groups, give the children a couple of minutes to see how many different balances they can make with the different number of body parts you have given them.</li> </ul> <p><u>Extension- 10-15 mins</u></p> <ul style="list-style-type: none"> <li>□ Individually, children to create a short sequence that includes two different shapes (see lesson 1) and two varying balances.</li> <li>□ In pairs, children to combine their sequences. Children to explore linking the movements together. Can they travel on a different level?</li> <li>□ Children to perform their sequences. Other children to peer assess.</li> </ul>	
<p>LO: To Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small-team activities</p> <p><u>Warm up</u></p> <p>'Number game' Mr Chapman shouts a number (e.g 2)... chn to get into 2's on mats.</p> <p>Repeat with trickier numbers until ending with number of chn present eg 20.</p>	<p><u>Floorwork</u></p> <ul style="list-style-type: none"> <li>□ Discuss methods of travelling used. Children to demonstrate.</li> <li>□ In groups of four, children to take turns travelling across the mat, finding different ways in which to do so. Ask them to find three different ways of travelling at low, medium and high levels.</li> <li>□ Children to perform their work. Other children to peer assess.</li> <li>□ Children to combine three different ways of travelling with three different shapes or balances. Children to use different methods of travel between each corner of the mat. At each corner of the mat they should perform a shape or balance before using their next method of travel.</li> <li>□ Children to perform their sequences. Other children to peer assess.</li> </ul> <p><u>Extension- 10-20mins</u></p> <ul style="list-style-type: none"> <li>□ Children to create a short sequence on their own, taking it in turns to practise on the mat. It should include two different shapes, two balances and two methods of travel.</li> <li>□ In pairs, children to combine their sequences so that they start and finish together. Encourage them to combine contrasting elements, for example, moving from a high shape to a low method of travel.</li> </ul>	<p><u>Cool Down</u></p> <p>'Number game' Mr Chapman shouts a number (e.g 2)... chn to get into 2's on mats.</p> <p>Repeat with trickier numbers until ending with number of chn present eg 20.</p>

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<p>Play = Go  Fast Forward = Double Speed  Rewind = Going Backwards  Slow Motion = Half Speed  Volume up - Arms up  Volume down - arms down  Change channel - change direction.  Mute = Lie on floor  Unmute = Up to your feet  Menu - Stretch body out wide  DVD - Spin!</p>		<p>Change channel - change direction.  Mute = Lie on floor  Unmute = Up to your feet  Menu - Stretch body out wide  DVD - Spin!</p>
<p>LO: To Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small-team activities</p> <p><u>Warm up</u></p> <p>Find space! (To reinforce fielding skills) Chn to compete to see who is in the most space!</p> <p>Rules:</p> <p>.Always got to be moving you cant stand still!</p> <p>.If you see someone in lots of space you can take their space by standing next to them!</p> <p>Winner is the person in the most space when I blow my whistle!</p> <p>3 rounds</p>	<p><u>Skills Development</u></p> <p><u>Apparatus- 25 mins</u></p> <ul style="list-style-type: none"> <li>□ In pairs, revisit finding three low ways, three medium ways and three high ways of travelling across the apparatus. Rotate groups frequently. Invite performers (different from last week) for class to evaluate. Emphasise quality movement.</li> <li>□ Challenge children to choreograph a different sequence that combines three different ways of travelling with three different shapes of balances as they go across the mats, bench or table. Children to explore mirroring, contrasting shapes and moving in unison and canon.</li> </ul>	<p><u>Cool down</u></p> <p>Find space! (To reinforce fielding skills) Chn to compete to see who is in the most space!</p> <p>Rules:</p> <p>.Always got to be moving you cant stand still!</p> <p>.If you see someone in lots of space you can take their space by standing next to them!</p> <p>Winner is the person in the most space when I blow my whistle!</p> <p>3 rounds!</p>

