

Lesson	Objective	Suggested Learning Activities	Assessment
<p>1.</p>	<p>Balance To demonstrate static balance using different body parts.</p> <p>To demonstrate dynamic balance when moving around.</p>	<p>Warm Up: Body Parts Jog around the room, when a body part is shouted you must balance with that body part on the floor. Ensure students are holding still and not moving. Encourage the use of other body parts to help balance.</p> <p>Activity 1: Stepping Stones Lay out spots, children to leap from spot to spot and hold a balance on each spot to move from one side to the other. Can you find the shortest route? Can you get across in 5 spots?</p> <p>Activity 2: Balance challenge Using balance boards/ wobble boards/ Swiss balls. Children will take it in turns to hold their balance for as long as possible. The rest of their team will throw different objects at them for them to catch (beanbags, balls, balloons). Swap roles in group.</p> <p>Activity 3: Stork Test Children to stand and balance for 30 seconds on 2 legs, 2 legs with eyes closed, 1 leg, 1 leg with eyes closed. Discuss what happens when you have eyes closed. Encourage using different ways to stay balanced, focusing on a spot, finger on ear, belly button, nose</p> <p>Cool Down Walking around room, dynamic stretches.</p>	<p>Can students demonstrate good balancing when moving from one place to another?</p> <p>Can students maintain their balance in challenging situations?</p> <p>Can students apply their balancing skills to a test situation with the stork test?</p>

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2.	<p>Co-ordination</p> <p>To demonstrate coordination of different body parts</p> <p>To demonstrate coordination when using equipment</p>	<p>Warm up: Messy Bedroom game Two equal teams, try to clear their side of the hall by throwing the 'mess' to the other team's side. Least amount of mess at end of game; wins.</p> <p>Activity 1: Hopscotch around the room Hop on one foot, out to two, hop onto other foot. Encourage starting slowly if struggling then gradually increasing the speed.</p> <p>Activity 2: Zig Zag Run Set out cones in a zig zag, children to dribble from cone to cone. Encourage stopping the ball dead at each spot then turning to begin. Progress to controlling the ball at the spot and doing a continuous dribble</p> <p>Activity 3: Treasure Chest Split into 4 groups each with a hoop, place balls in the middle in a coned area. One person from each group runs to the middle and collects a ball, dribbles the ball back to their hoop. Continue until all the balls are taken.</p> <p>Cool Down Dribble the ball around the room into a space. Walking and tidy up.</p>	<p>Can students demonstrate different ways of moving, then at speed?</p> <p>Can students navigate a running course with speed and control?</p> <p>Can students use different parts of their body to move a ball from one place to another under pressure?</p>

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<p>3.</p>	<p>Agility To demonstrate agility with control and speed</p>	<p>Warm Up- Touch the floor with... Move around the area jogging, skipping, jumping, hopping ect on 1 whistle touch the floor with left hand and continue, 2 whistles touch the floor with right hand</p> <p>Activity 1: Domes and dishes Set out cones, half the right way half the wrong way. Split group into 2 teams. One team are domes and have to turn all the cones the right way round, One team are dishes and have to turn all the cones the wrong way round.</p> <p>Activity 2: Agility Run Race Lay out cones for in & out running, sprint down in diagonal.</p> <p>Activity 3: Agility Run Race with Ball Using a ball to dribble in and out of the coned course.</p> <p>Cool Down Walking relays in teams.</p>	<p>Can students demonstrate how to change direction quickly when running?</p> <p>Can students use their agility to navigate a course with and without equipment?</p>

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<p>4.</p>	<p>Agility To demonstrate agility when performing different movements.</p> <p>To combine agility and coordination with control</p>	<p>Warm up- Toilet Tag When tagged make a toilet (one knee on the floor the other up, 1 hand in the air) To get free someone needs to sit on the toilet (bent knee) and flush the chain (pull down the elevated arm).</p> <p>Activity 1: Follow my leader In groups copy the action of the leader; jog, skip, and change directions. Swap so all members of group get to be leader. (Add in equipment – choice of ball/beanbag).</p> <p>Activity 2: In/out relay continuous relay moving in and out of cones to encourage quick change of direction. (Add equipment (hockey stick and ball) to improve use of co-ordination.)</p> <p>Activity 3: Bank Set out hoops in 3 rows. Each team has beanbags/tennis balls/quoits to throw one at a time. If it lands in a hoop they have to run behind the hoops to collect a cone. Which team can bank the most cones? Change conditions so different hoops/equipment equal different number of cones. Set targets for number of cones to collect.</p> <p>Cool Down Hop Scotch / Hopping/ Jogging.</p>	<p>Can students successfully navigate a range of pathways using their agility?</p> <p>Can students use their co-ordination skills to successfully manoeuvre equipment at speed?</p> <p>Can students demonstrate accuracy when trying to hit a target in a team game?</p>

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<p>5.</p>	<p>ABC Circuit To demonstrate agility, balance and coordination</p>	<p>Warm Up: Traffic Light Tag 2 bean bags (green, yellow, red) people with the beanbags are the taggers. When tagged you pass the beanbag on. If you're left with the beanbags at the end, have to do a forfeit eg star jumps, low to high jumps.</p> <p>Activity – A circuit of 4 activities will be set up (1 activity for each group)</p> <ol style="list-style-type: none"> 10 Cone Bowling - set out cones in a pyramid, children to roll ball towards cone and retrieve any cones that have been hit. Over/Under Relay - pass the ball over head, under legs, person at the back runs to the front. If rebound nets available when person gets to the front throw ball at net and catch it. Hockey Dribble Relay - split group in half, each half stands behind a cone. 1st person dribbles in and out of the cones up and down the course. Swap when back to the beginning. Standing Long Jump - set out long jump mat with measuring tape. Take it in turns to jump as far as possible, recording , or remembering, the distance you travelled. <p>Cool Down Follow the leader in teams. Change leader on the whistle or teacher command.</p>	<p>Can students demonstrate balance, agility and co-ordination in a fun and competitive situation?</p> <p>Can students use measuring and recording skills in order to run their own activities?</p>