

### Prior Learning

Explored balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.

### Unit Focus

Explore a variety of rolling, sliding etc. Jump using a variety of take-offs/landings; use hands and feet in different combinations. Participate in a variety of small group cooperative activities.

### We are learning...

1. to perform rolls.
2. to show some body control.
3. to perform different jumps.
4. to jump using apparatus.
5. to travel across apparatus.
6. to work as part of a team.

### Key Questions

1. What did your leg feel like when you pulled your toes towards you? Could you feel it stretch?
2. Can you name two types of jumps you learned today?
3. Why should we not have floppy arms and legs when jumping?

### Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, dice, music, and percussion instruments

### Vocabulary

Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low.

### Concepts

**ABC's – Agility, balance and coordination.** These are the foundations for all movement, and the proper development of each improves an individual's ability to run, jump, throw and catch and competently take part in a wide range of activities.

### Activity Example

**Dead bugs** – Pupils lie on their backs. Dead bugs develop core strength and flexibility. Ask children to:

- Raise right arm/left leg
- Raise left arm/right leg

NB: They may only place a limb on the floor when the teacher gives the command, e.g. 'left leg down'. This way, you can take the 'dead bugs' through harder or easier progressions.

