

Prior Learning

Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.

Unit Focus

Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats.

We are learning...

1. to move beanbags and balls.
2. to move in different ways.
3. to jump on, off and over.
4. to perform circle dances.
5. to use strength to hold shapes.
6. to work in a team.

Key Questions

1. Why is it important to know when it's 'our go' when playing 'Rob the Nest'?
2. Why do we swing our arms when we jump?
3. Which of these games could you play with your friends?

Equipment

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

Vocabulary

Reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, softly, quietly, quickly, powerful, music, beat.

Concepts

Teaching young **children cooperation** skills means they can think about and balance their own needs and wants with another person's needs and wants. This helps them take part effectively in team games and problem-solving tasks.

Activity Example

Jumping for distance, speed and number of jumps. Group pupils into 2s or 3s with a mat. Starting on the floor, pupils must jump onto the mat using the first 3 jumps from the starter activity. Pupils should experiment to see which of the 3 allows them to jump the furthest, always starting on the floor and jumping onto the mat. Repeat the activity to see how many jumps they need to do to make it onto and off the mat on the other side.

