Prior Learning

Organised and matched items, images, colours and symbols. Worked with a partner to listen and share ideas & questions. Collect, distinguish and differentiate colours and create a shape as a team.

Unit Focus

Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex tasks.

We are learning...

1. to follow a trail with a partner.
2. to play parachute games.
3. to make jumping patterns.
4. to create movement patterns.
5. to lead a partner in tapping patterns.
6. to navigate obstacles.

Key Questions

1. In the scarf game, as this is a cooperative game (meaning you are working together), how do you make it easier for your partner to catch? (throw higher)
2. What skills did you use in the obstacle course?

Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music, skipping rope, scarfs, throw-down lines and spots, pieces of material.

Vocabulary

Switch, agility, den, hop, step, grip, trails, over, under, through, around.

Concepts

Repetition is a key **learning** aid because it helps transition a skill from the conscious to the subconscious. Through **repetition**, a skill is practised and rehearsed over time and gradually becomes easier.

Activity Example

Place obstacles around the playing area. For example, cones, benches (to go over), hoops etc. Put children into groups of 4 or 5 – each group is a caterpillar. Children should hold onto the waist of the person in front of them. The caterpillars must make their way safely around the room navigating through, around, over and under the obstacles without breaking the caterpillar. Change the head of the caterpillar regularly so all children can be the leader. **Extension:** More children make up the caterpillar.