

Year: 2	Lesson: 1/6	Time: 40 mins	No. of children: Any
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>* demonstrate understanding of pathways;</li> <li>* extend their jumping skills, showing improved quality and control;</li> <li>* explore apparatus using a range of actions.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>* I can move along straight and curved pathways;</li> <li>* I can control my body when I jump and land;</li> <li>* I can find different ways of moving on apparatus.</li> </ul> <p><b>Literacy:</b> Speak with clarity when commenting on others' performances; listen to instructions/suggestions by an adult, remember some specific points and identify what they have learned.</p> <p><b>Numeracy:</b> Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; know that a right angle represents a quarter turn.</p> <p><b>Resources:</b> A range of apparatus, mats, hoops and skipping ropes [to create pathways]. <u>Gymnastic Shapes</u> (to stimulate movement ideas) <u>FUN GYM GAMES</u> (offers description of movement activities)</p>			
<b>Teaching Activities</b>		<b>Teaching Points/Management &amp; Organisation</b>	
<p><b>Warm up [5 mins]</b></p> <p><b>1. Revise points of safety for gymnastics.</b></p> <p>a. Can be undertaken in the classroom as children are preparing for the lesson to save time in the hall.</p> <p><b>b. Key points</b> - use of space, following instructions, safe use of apparatus.</p> <p><b>2. Perform actions to different words</b></p> <p>a. All in own spaces.</p> <p>b. walk, jog, skip, hop, gallop, hopscotch, jump.</p>			

- c. Use **freeze** regularly.
- d. Stress safe use of space, looking then moving, avoiding others.
- e. Make it a fun warm up.
- f. Flexible use of knees and ankles in take-offs and landings of jumps.

#### **Floor work [10 mins]**

#### **3. Create jumping patterns that travel on different pathways.**

- a. Organise children in pairs or threes.
- b. Suggest zigzags, circles, curves, and straight line pathways.
- c. Can also use letters of alphabet or number patterns.

#### **4. Follow My Leader**

- a. Create a jumping sequence that has two pathways.
- b. Encourage contrasts of pathways e.g. angular and smooth.
- c. Effective use of ankles and knees needed.
- d. Practise and refine.

#### **5. Join with another pair**

- a. Observe their sequence, then describe the pathways used.
- b. Encourage use of relevant vocabulary.
- c. Swap.....

#### **Apparatus work [20 mins]**

#### **6. Apparatus out.**

- a. Teacher-directed safe movement of apparatus.
- b. Sharing responsibility - pupils can retain responsibility for the same piece of apparatus when getting it out and putting it away each week.

#### **7. Organise 5 groups.**

- a. Record and delegates groups to a specific action station to ensure systematic rotation and movement onto new apparatus.

**b.** Design apparatus to facilitate specific actions at each station - *jumping, rolling, balancing, weight on hands and climbing.*

**8. Explore a range of actions on each station.**

- a.** Encourage a variety of actions at each station and imaginative use of pathways.
- b.** Pathways can be - straight line, curve, circle, and zigzag.
- c.** Use the apparatus and the surrounding floor area.

**9. Using the apparatus stations.**

- a.** Spend 7 - 8 minutes at each station.
- b.** Use pupil demonstrations in-between to encourage discussion of actions and pathway ideas.
- c.** Help with skill technique as children explore actions.
- d.** Record of groups & stations visited needed - movement around all stations in one lesson is not appropriate.
- e.** Group names can be allocated and marked on apparatus chart /plan kept in the classroom - this can be recalled during changing time each week to save time in the lesson.

**10. Apparatus away.**

- a.** Systematic return of apparatus to storage areas so you can observe children's attention to safety.
- b.** Stress safe lifting and transportation etc.

**Cool down [5 mins]**

**11. Imagine there is paint on our feet.**

- a.** Jog an O, S, Z, L .....
- b.** Change to walking pace, decreasing speed and size of letters traced until everyone is moving slowly.
- c.** Attention on calm, rested bodies before returning to classroom.

**12. Praise good work** and reiterate the focus on pathway.