

Year: 2	Lesson: 2/6	Time: 40 mins	No. of children: Any
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> * demonstrate understanding of direction and pathways; * extend their rolling skills, showing improved quality and control; * link jumps and rolls into short sequences. <p>Success Criteria:</p> <ul style="list-style-type: none"> * I can move along straight and curved pathways; * I can move forwards, backwards and sideways; * I can perform good rolls and jumps. <p>Literacy: 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; listen to each other's views and preferences.</p> <p>Numeracy: Recognise and use whole, half and quarter turns, both clockwise and anticlockwise in performances; know that a right angle represents a quarter turn.</p> <p>Resources: As Lesson 1, plus videos - Log Rolling & Teddy Bear Roll. Activity card - Simple Balances.</p>			
Teaching Activities		Teaching Points/Management & Organisation	
<p>Warm up [5 mins]</p> <p>1. Use the <i>Pathway</i> travelling game used lesson 1 to remind children of jumping and pattern variations.</p> <ol style="list-style-type: none"> a. Recap on use of knees and ankles in jumping, variety of jumps - skips, hops, hopscotch, leaps, and patterns. b. Encourage safe use of space – planning ahead and being aware of others. <p>Floor work [10 mins]</p> <p>2. Mats out</p> <ol style="list-style-type: none"> a. Follow your school's policy on safe movement and placement of mats. 			

b. Allow access to mats from 3 or 4 areas to avoid queuing.

3. Explore rolling in different directions - forwards, backwards and sideways.

a. Observe for variation on rolls in different directions.

b. Choose some for demonstration to generate ideas. **View:** [Log Rolling](#) & [Teddy Bear Roll](#)

c. Practise and refine a range of rolling movements.

4. Directed sequence.

a. With 2 feet together, jump a small circle on the floor in front of your mat then link with a sideways or forward roll.

b. Organise children for efficient sharing of mats - when one is moving from jump to roll, the next can begin the jumping pattern.

c. Show them how to link smoothly between jumps and roll so that movements flow together.

d. Encourage a clear beginning, middle and end.

e. Hold a still shape at the end for a count of 3 – 4.

f. Practise and improve.

5. Demonstrations

a. Share quality work and interesting movement ideas.

b. Half the class perform, others observe. Swap.

c. Observers to comment on effectiveness of linking movements - use words such as smooth and flowing

Apparatus work [20 mins]

6. Apparatus out - as Lesson 1.

a. Groups begin at the next station from where they ended in Lesson 1.

b. Check record and delegate groups to correct station to ensure they systematically move onto new apparatus.

c. Explore and extend action focus at each station - rolling; jumping; balancing; weight on hands and climbing.

7. Focusing on direction.

a. On each station, encourage children to practise the relevant skills.

b. Include imaginative use of direction. For example, climb up / down / across/ around / through / in front of/ behind.....

c. Use of the floor around the apparatus as part of the apparatus.

8. Rotate groups, sharing good examples to extend ideas on variations and quality.

Cool down [5 mins]

9. Practise a balance on one leg. (Refer to Simple Balances)

a. Try balancing on both legs.

b. Step into the balance - forwards, backwards, sideways and diagonally.

c. Show a position of stillness - ask them to look at one spot and press the foot into the floor evenly.

d. Stretch your body when holding the balance - point toes and show good body tension.

10. Discuss the focus on direction and new skills achieved today.

a. Lesson 3 will focus on balancing skills.

PE Primary - Sample