

OBJECTIVES

Children should learn:-

- to remember, repeat and link combinations of actions.
- to choose equipment suitable for the task or challenge.
- to describe what their bodies feel like during different activities.
- to watch, copy and describe what others have done.

UNIT FRAMEWORK

- (a) Travelling in different ways for whole body involvement and efficient mobilisation of joints.
- (b) Engaging in pulse-raising running and avoiding games to further develop spatial awareness and control when moving.
- (c) Further developing specific basic skills of:
 - running style
 - jumping techniques and combination of jumps together with a partner
 - pull throw - overarm throwing
 - pivot turn - changing direction
 - running in curving pathways
 - underarm throwing
 - push throw
- (j) Working co-operatively with a partner and problem-solving.
- (k) Exploring how different body positions and different types of equipment affect the success /effectiveness of an activity.
- (l) Working to the rules of a game or challenge.

YEAR 1 - UNIT 2

EXPECTED LEARNING OUTCOMES

By the end of this unit most children will be able to:-

- demonstrate basic jumps and make up simple combinations with a partner.
- move at different speeds and change direction with a pivot action.
- demonstrate the overarm throw and show increasing accuracy into targets.
- use skills to meet different challenges.
- describe what happens to their heart, breathing and temperature when they engage in different types of activity.
- explain what they have to do to perform better.



Warm-up



- (i) Move in and out of each other without bumping. On command can you stretch up high, arms above head and move “TALL” or bend down low and move “SMALL”.
(Call them alternately several times. Children look straight ahead.)



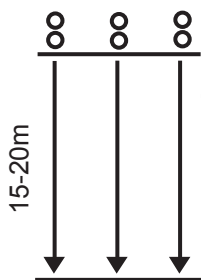
- (ii) Move about “WIDE” like a broad bean without bumping into anyone.
(Strong bodies – stretch wide and keep head up. Show demonstrations.)

- (iii) Move TALL, WIDE or SMALL in response to instructions.
(Call them out several times in random order.)

- (iv) **FREE AND CAUGHT – SMALL** – (Tag game in a restricted area.)
Two, three or four catchers wearing bibs/bands. The catchers attempt to “tag” all free runners. When runners get caught they crouch down to the ground. They can be released by a free runner crouching down briefly beside them.
(Change the taggers often probably about every minute.)



Skill Development – RUNNING STYLE



- (i) Identify a start line and mark out another line 20 metres away. Children stand in two’s one behind the other on the start line.

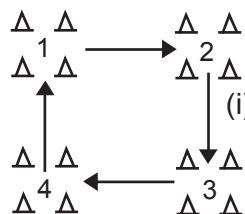
- (ii) On a “start” signal No.1 **walks** fast to cross the other line **with arms tightly by sides**, then stays there. On the next signal No.2 repeats the activity. Repeat the walking in the other direction but **swing your arms strongly**. Was there any difference? Which felt best? Practise with your partner and talk about it. Now try **skipping** with arms by sides and then swinging arms strongly. Which felt best and why?

- (iii) If swinging our arms makes the travelling easier, let’s try it with running. Take it in turns to **run** down your track with **knees high and strongly swinging arms**. (Encourage individuals and reinforce the teaching points. Show any good demonstrations.)

- (iv) Have one final sprint with the teacher starting it. No.1 first then No.2.

Challenge – ISLAND HOPPING ON A JET PLANE!

Add cones to make a 20 metre square with a small square in each corner.
(Use mats if they can be easily transported)



Divide the class into four groups - each group stands on its own island.

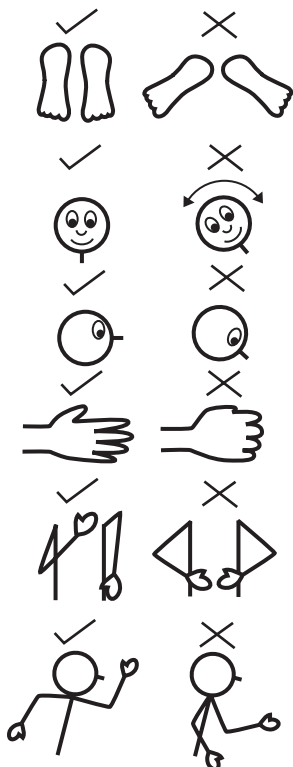
- (i) Remind children they move as a group and practise “island hopping” first. i.e. on a signal from the teacher, the group runs in a clockwise direction to the next island. (Four times to take them back to their own mat.)

- (ii) Number the groups one to four. No.1s and No.3s go on your signal and run all the way round the outside of the square, back to their own island again. Which group is back first? Same procedure with groups 2 and 4. Have one more race for each group.

Cool-Down Put equipment away. March around the play space, swinging your arms across your body (approximately 1 minute.)

RUNNING STYLE

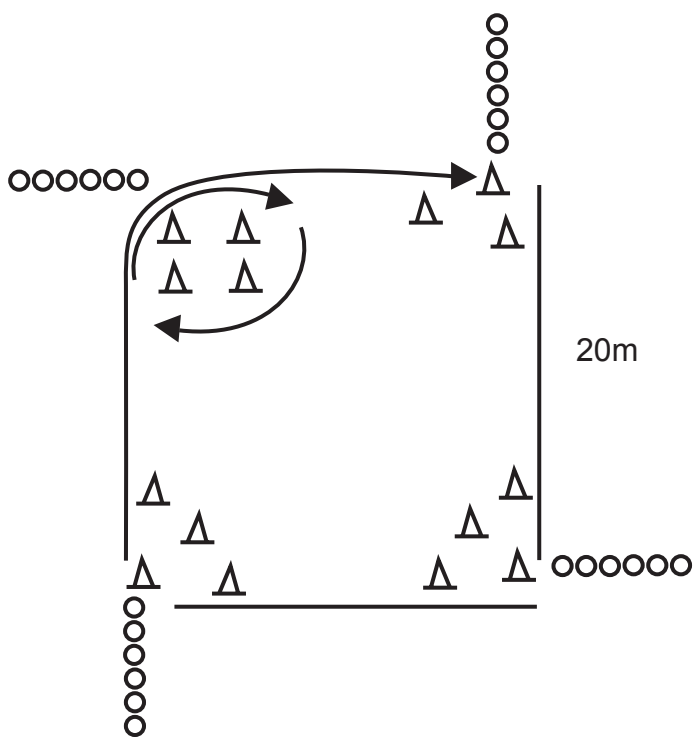
SKILL CARD



- Feet in line - **not** "10 to 2".
- Head in line with body - **not** held to one side or swaying from side-to-side.
- Head **up** looking ahead - **not** head forward and looking at the floor.
- Hands relaxed **not** fist clenched.
- Arms close to body not elbows wide and away from the body.
- Arms swinging high and 90° bend of elbow.

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SPACE TRAVEL



- Set out a square (*approx 20m each side*). Divide class into four groups, one at each corner.

(i) Line up to the corner cone. On a signal from the teacher, run once around your own circle (*earth!*) and then run in a line to 'land' on the next 'planet'. Do this three more times to land back to 'earth' again (*this begins to develop running in a curve.*)

(ii) If children can do this successfully, on a signal from the teacher, they run around their own 'earth' run to the next planet and run around it, then the next.... and so on until they reach their own 'earth'. Which group lands on 'earth' first?

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