

# Year 1 - Fundamental Movement Skills

## Body Control - Lesson Plan

<b>Lesson Objective</b>	To confidently travel on their feet in different ways and recognise directions	<b>Lesson 1/6</b>
<b>Equipment Needed</b>	Cones, markers, hoops, bean bags.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Listen to instructions and engage themselves in activity and use space safely</li><li>• Understand the word space and understand basic ways to travel</li><li>• Find, walk and run-in space</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>		
<b>Key Questions</b>	How can we travel?	
<b>Warm Up</b>	<b>Remote Control:</b> Children move around the hall and are asked to listen to the calls of the 'Coaches Magic Remote Control'. STOP, PAUSE, PLAY, FAST FORWARD, REWIND, SLOW-MOTION.	
<b>Main Activity</b>	<b>Skill Acquisition:</b> Children are asked to find their own space within the hall and look at ways in which they can travel around the hall. Play a game of <b>Move Like A...</b> The movements are as follows ... <ul style="list-style-type: none"><li>• Car = Jogging around pretending to hold a steering wheel</li><li>• Plane = Jogging around with arms outstretched like wings</li><li>• Motorbike = Hopping on one foot</li><li>• Train = Find some friends and make a long train</li><li>• Submarine = Lying on the floor and shuffling staying very low</li></ul> <b>Main Activity:</b> Using movements from the warmup, children are asked to make small and large shapes using a variety of different body parts. Children should be able to change shape of the balance or movement under control. To practice this, children will be given a bean bag to balance on a variety of different body parts to help them keep control of the balance/movement.  <b>Coach Went To The Zoo:</b> Children move around hall, and when they hear "Coach went to the Zoo and saw a ....." They then move around the hall in the style of that animal. Movements include Walking, Running, Skipping, Hopping, Bounce.  <b>Roll To Win:</b> Children must try to get from one side of the hall to the other without the Farmer catching them. If they are caught, they then become the farmer also. Children are asked to jump, bounce, or hop around the hall, and use movements learnt/found in the lesson. Spread around the hall, are hoops 'rabbit holes' where the children can rest as they cross the hall, inside the rabbit holes they cannot be caught. Once all rabbits have been caught, game restarts with a new farmer.	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Movements:</b> Walk, run, skip, hop, bounce.	

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<b>Lesson Objective</b>	To change the way of travelling in a controlled manner and show an awareness of directions	<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Cones, markers, hoops, bean bags.	
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"><li>• Have control when changing direction</li><li>• Vary their movement whilst they are moving</li><li>• Confidently travel on their feet in different ways and recognise directions</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Can we change the shape and direction of how we travel.	
<b>Key Questions</b>	How do we move/change direction under control?	
<b>Warm Up</b>	<p><b>The Roundabout:</b></p> <p>Children sit in a circle and are numbered 1-6. Coach calls out a number and all children with the number must run all the around the circle return to their spot. <b>PROGRESSION:</b> Children lie face down on the floor so they have to jump to their feet when their number is called.</p>	
<b>Main Activity</b>	<p><b>North, South, East, West:</b></p> <p>Name the four sides of the area, North, South, East, West. When the Coach shouts that direction all the children must run to it, and back into the middle of the area. Change directions often, to encourage movement and change of speed and direction.</p> <p><b>Traffic Lights:</b></p> <p>Hand each child a cone (or something circle) and inform the children they are now holding a steering wheel. Coach holds up a red cone (red light) all the children must stop as fast as possible. Orange Cone (amber light) - children jog on the spot. Green Cone (green light) the children start to move around.</p> <p><b>PROGRESSION:</b></p> <ul style="list-style-type: none"><li>• Roundabout - Children use the hoops as roundabouts to run around</li><li>• Reverse - Children move backwards. Looking over their shoulder</li><li>• Motorway - Children speed up and run faster</li><li>• Speed Camera - Children slow down and move around by walking</li></ul> <p><b>Main Activity:</b></p> <p>Using previous weeks movements, children are asked to make small and large shapes using a variety of different body parts. Children should be able to change shape of the balance or movement under control. To practice this, children will be given a bean bag to balance on a variety of different body parts to help them keep control of the balance/movement.</p> <p><b>Don't Wake Up The Coach:</b></p> <p>Children stand at one side of the area as the coach stands/lies at the other end. When the coach is asleep, the children quickly and quietly try and walk up to the coach and take their treasure (cones). Once they pick up an object they run back to the start. If the coach wakes up, children must freeze and stand still. If they move, coach sends them back to the start.</p>	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Control</b> - Being able to change shapes whilst maintaining balance.	

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<b>Lesson Objective</b>	To demonstrate different ways of travelling fast and slow using different movements	<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Mats, benches, hoops, cones, markers.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Vary speed of movements under control</li><li>• Use fundamental shapes</li><li>• Move using a variety of different ways (walk, run, hop, skip, bounce, slide, crawl)</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
<b>Key Questions</b>	What is speed?	
<b>Warm Up</b>	<b>Sharks &amp; Minnows:</b> <p>Two children are asked to be 'sharks' and the rest of the children are 'minnows'. If a shark catches a minnow, they join them as a shark. Mats are placed around the hall for the minnows to rest on. Only three minnows allowed per mate.</p>	
<b>Main Activity</b>	<b>Traffic Lights:</b> <p>Hand each child a cone (or something circle) and inform the children they are now holding a steering wheel. Coach holds up a red cone (red light) all the children must stop as fast as possible. Orange Cone (amber light) – children jog on the spot. Green Cone (green light) the children start to move around.</p> <p><b>PROGRESSION:</b></p> <ul style="list-style-type: none"><li>• Roundabout – Children use the hoops as roundabouts to run around</li><li>• Reverse – Children move backwards. Looking over their shoulder</li><li>• Motorway – Children speed up and run faster</li><li>• Speed Camera – Children slow down and move around by walking</li></ul> <p><b>Spot:</b><p>Children move around the hall looking to touch as many spots as they can in 20 seconds. Encourage the children to go to the open 'spots' and to always be looking around for the open space. Give the children challenges, who can touch the most spots in the 20 seconds, who can touch every spot in the hall in 20 seconds. <b>PROGRESSION:</b> Group children in 2's. They will now be asked to mirror/follow their partner around the hall at the same time touching the spots. This should get the children to look up and be aware of what is around them and where their partner is. Keep changing the player who is the leader.</p></p> <p><b>Don't Wake Up The Coach:</b><p>Children stand at one side of the area as the coach stands/lies at the other end. When the coach is asleep, the children quickly and quietly try and walk up to the coach and take their treasure (cones). Once they pick up an object they run back to the start. If the coach wakes up, children must freeze and stand still. If they move, coach sends them back to the start.</p></p>	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Speed</b> – The ability to move all or parts of the body as quickly as possible.	

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<b>Lesson Objective</b>	To demonstrate different ways of travelling using small and large body parts; making wide, thin, tall, and curled body shapes	<b>Lesson 4/6</b>
<b>Equipment Needed</b>	Bean bags, hoops, mats.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Show a variety of shapes whilst being under control</li><li>• Move using small and large body parts safely</li><li>• Walk, stride, bounce and hop on feet or hands and feet and slide on different body parts</li><li>• Travel in different ways (stepping – Straight and bent leg) (leaping – Scissor and cat)</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Vary the shape and direction of the movement.	
<b>Key Questions</b>	What parts of the body can we travel on?	
<b>Warm Up</b>	<b>Bean Game:</b> <p>Children move around and wait for the shout of Runner Bean/Jumping Bean/Chile Bean/Jellybean/String Bean/Broad Bean/baked bean/beans on toast/baby bean/butter bean. Here they move around in a specific way depending on what is called by teacher. Jumping Bean = Children Jump Around.</p>	
<b>Main Activity</b>	<b>Body Parts:</b> <p>Children are asked to make small and large shapes using a variety of different body parts. Children should be able to change shape of the balance or movement under control. Dribble around the area keeping the ball close to them. Shout out different body parts, head, foot, belly... children must put they body part on the ball without using their hands. The first person to put the correct body part on the ball will win a point. To practice this, children will be given a bean bag to balance on a variety of different body parts to help them keep control of the balance/movement.</p> <b>Balance Bean:</b> <p>Set out some obstacles around your playing area and give each child a bean bag, to start with the children must balance the bean bag on the top of their hand – palm facing down. The children start negotiating the obstacles walking slowly (1st gear) and keeping the bean bag balanced on their hand. To encourage the children to move quicker call out higher gears – this tests their balance further. If children find balancing the bean bag on their hand &gt; progress to bean bag on shoulder &gt; progress to the bean bag balanced on the head!</p> <b>Bean Bag Tag:</b> <p>Group move around the hall in specific ways (jump, hop, skip). Two children are the taggers, and their aim is to freeze each child in the class. If caught, the children must hold a balance on the spot.</p>	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Large Body Parts:</b> Back, Bottom, Stomach <b>Small Body Parts:</b> Hands and Feet	

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<b>Lesson Objective</b>	To know, understand and show how to jump, land and sink down and add turning jumps e.g., ¼, ½	<b>Lesson 5/6</b>
<b>Equipment Needed</b>	Mats, benches, hoops, cones, markers.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Safely jump, hop, and bounce from one position to another.</li><li>• Jump from one foot to two feet and from one foot to the other foot and understand how to land safely</li><li>• Twist from two feet to two feet under control</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
<b>Key Questions</b>	What is a jump? What is a leap?	
<b>Warm Up</b>	<b>Stopscootch:</b> Lay out as many hopscotch lines as you can fit in the playing area. For this activity the children enjoy playing hopscotch. When the coach shouts 'Stop' the child on the hopscotch must stop straight away either balancing on one leg or stood on two feet.	
<b>Main Activity</b>	<b>Spots:</b> Children move around the hall looking to touch as many spots as they can in 20 seconds. Encourage the children to go to the open 'spots' and to always be looking around for the open space. Give the children challenges, who can touch the most spots in the 20 seconds, who can touch every spot in the hall in 20 seconds. PROGRESSION: Group children in 2's. They will now be asked to mirror/follow their partner around the hall at the same time touching the spots. This should get the children to look up and be aware of what is around them and where their partner is. Keep changing the player who is the leader.  <b>Skill Acquisition:</b> Children take it in turns to do the jumps and leaps, with their partner watching and giving them advice, and seeing if they are under control and have good body tension. More abled children will be able to show different shapes when leaping and have pointed toes and fingers. Shapes include: - straight, tucked, star.  <b>Short Routine:</b> Children partner up on the mats and take turns jumping and twisting. Children must be able to land a jump under control and successfully before they move on to the twist.  <b>Jumping Over The Waves:</b> Demonstrate how the children could jump over a wave from two feet to two feet, explore other ways that the children may jump over the waves, different shapes, or different foot patterns Shapes: Straight, star and tucked Foot pattern: 1 foot to 2 feet, 2 feet to 1 foot, 1 foot to 1 foot (hopping) and 1 foot to the other.	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Jumps</b> – Are performed from two feet to two feet.	

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<b>Lesson Objective</b>	To move around and link together a wide variety of movements under control	<b>Lesson 6/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Move, hop, run, and bounce around under control</li><li>• Link gymnastics skills effectively and create and perform gymnastic routines (4/5 elements)</li><li>• Travel using large and small body parts safely</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	More abled children will be creating different shapes within their routine.	
<b>Key Questions</b>	How can we create a routine?	
<b>Warm Up</b>	<b>Coach Says:</b> <p>Warm Up moving around mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stretching as a group starting from low working way up then body. Children to follow the teacher instructions whilst travelling across the floor. Actions to be carried out, jump, reach high and low and bridge.</p>	
<b>Main Activity</b>	<b>Sequences/Routines:</b> <p>Children to choose two balances and one roll from the Unit of Work, two travelling skills, travel away from the balance using one of the travelling or jumps.</p> <p>PROGRESSION: Challenge children to add a jump to the beginning and end of the sequence, a balance and two additional travel actions must be used to link the jumps to the balances, to create a 5-action sequence (Jump /Twist – Travel – Balance – Roll – Balance – Travel – Jump /Twist).</p> <p>Children are now asked to put together a short routine of 4-5 moves with a partner containing balances (point &amp; patch) and rolls with jumps, leaps, and twist to link them all together.</p> <p>When performing in the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p> <p><b>Shapes:</b> Straight, Tucked, Star.</p> <p><b>Large Body Parts:</b> Back, Bottom, Stomach.</p> <p><b>Small Body Parts:</b> Hands and Feet.</p> <p><b>Points To Remember:</b></p> <ul style="list-style-type: none"><li>• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance</li><li>• Control – Children must enter and exit balances with control</li><li>• Hold each balance for 3-4 seconds</li></ul>	
<b>Cooldown</b>	Recap Unit of Work.	
<b>Key Technical Points</b>	<b>Routine:</b> <p>4-action sequence: Travel – Balance – Roll – Balance.</p>	