

Year 2 - Fundamental Movement Skills

Body Control - Lesson Plan

MOVING
EDSTART

Lesson Objective	To confidently travel in controlled manner on their feet in different ways and recognise directions	Lesson 1/6
Equipment Needed	Cones, markers, hoops, bean bags.	
Success Criteria	Children can: <ul style="list-style-type: none">• Listen to instructions and engage themselves in activity and use space safely• Understand the word space• Have control when moving at speed and changing directions• Find, walk and run-in space	
Adapted Learning (Differentiation) (Challenge)	Group by ability, children can work at their own level.	
Key Questions	How can we travel?	
Warm Up	Remote Control: 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.	
Main Activity	Skill Acquisition: 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 Move Like A... The movements are as follows ... <ul style="list-style-type: none">• Car = Jogging around pretending to hold a steering wheel• Plane = Jogging around with arms outstretched like wings• Motorbike = Hopping on one foot• Train = Find some friends and make a long train• Submarine = Lying on the floor and shuffling staying very low Coach Went To The Zoo: 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. Farmers & Rabbits: 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.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Movements: Walk, run, skip, hop, bounce.	

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Lesson Objective	To demonstrate different ways of travelling fast and slow using different movements	Lesson 2/6
Equipment Needed	Cones, markers, hoops, bean bags.	
Success Criteria	Children can: <ul style="list-style-type: none">• Vary speed of movements under control• Change the way they are travelling in a controlled manner• Move using a variety of different ways (walk, run, hop, skip, bounce, slide, crawl)	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions	How do we travel?	
Warm Up	Can You?: Coach asks several questions. Can you hold yourself on two hands and two feet? Can you stand on one foot? Can you lie on your back and hold feet in the air?	
Main Activity	<p>Traffic Lights: 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>PROGRESSION:</p> <ul style="list-style-type: none">• Roundabout – Children use the hoops as roundabouts to run around• Reverse – Children move backwards. Looking over their shoulder• Motorway – Children speed up and run faster• Speed Camera – Children slow down and move around by walking <p>Touch Twister: Set out four different coloured flat markers on the ground. Children work in 2's. One child stands in the middle of the four cones, the other child calls out a limb and then a colour, in response the children must touch that cone with that body part.</p> <p>Don't Wake Up The Coach: 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>	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Movements: Walk, run, skip, hop, bounce.	

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Lesson Objective	To demonstrate different ways of travelling using small and large body parts; making wide, thin, tall, and curled body shapes	Lesson 3/6
Equipment Needed	Mats, benched, hoops, SAQ ladders, cones, markers.	
Success Criteria	Children can: <ul style="list-style-type: none">• Variety of shapes whilst being under control• Move using small and large body parts safely• Walk, stride, bounce and hop on feet or hands and feet and slide on different body parts	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions	What body parts can we balance on?	
Warm Up	North, South, East, West: 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.	
Main Activity	<p>Crab Tig: Pick four players to be the 'tiggers'. All players over around in the 'crab' position. 'Tiggers' must tig the rest of the class. If caught, that player becomes as 'tigger'.</p> <p>Ways Of Travelling: Children are asked to find their own space within the hall and look at ways in which they can travel around the hall. Can children walk, run, skip, bounce and jump around the hall finding new spaces. Ask them to use both large and small body parts.</p> <p>In groups of four ask the child to line up in single file and travel across the mats/benches in their area. Children have the options of using both small and large body parts, changing the shape of the movement.</p> <p>Children are asked to find new ways to travel, encourage them, to find the answers.</p> <p>Snakes & Ladders: Lay out 10-12 skipping ropes & 6-7 SAQ Ladders on the floor in the hall. Refer to the ropes as 'snakes' and SAQ Ladders as 'ladders' Pupils must walk along the ropes without stepping on the floor and hop through the ladders PROGRESSION: Add hoops around the hall and ask children to hold a balance inside.</p>	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Large Body Parts: Back, Bottom, Stomach Small Body Parts: Hands and Feet	

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Lesson Objective	To know the differences between a leap and a jump and are able to land safely Lesson 4/6
Equipment Needed	Mats, benches, hoops, cones, markers.
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• Safely jump, hop, leap and bounce from one position to another• Jump from one foot to two feet and from one foot to the other foot and understand how to land safely• Twist from two feet to two feet under control
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.
Key Questions	What is a jump? What is a leap?
Warm Up	<p>Stopscotch:</p> <p>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 1 leg or stood on two feet.</p>
Main Activity	<p>Spots:</p> <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. 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.</p> <p>Skill Acquisition:</p> <p>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.</p> <p>Short Routine:</p> <p>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.</p> <p>Bean Bag Tag:</p> <p>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.</p>
Cooldown	Recap and discuss Success Criteria.
Key Technical Points	<p>Jumps: Are performed from two feet to two feet.</p> <p>Leaps: Are from two feet landing on one foot. Shapes can vary in flight when leaping.</p>

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Lesson Objective	To move around and link together a wide variety of movements under control	Lesson 5/6
Equipment Needed	Mats.	
Success Criteria	Children can: <ul style="list-style-type: none">Move, hop, run, and bounce around under controlTravel using large and small body parts safelyLink gymnastics skills effectively	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions	How can we create a routine?	
Main Activity	<p>Sequences/Routines: 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 & 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>Shapes: Straight, Tucked, Star. Large Body Parts: Back, Bottom, Stomach. Small Body Parts: Hands and Feet.</p> <p>Points To Remember:</p> <ul style="list-style-type: none">Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balanceControl – Children must enter and exit balances with controlHold each balance for 3-4 seconds	
Cooldown	Question and answer with the class.	
Key Technical Points	<p>Routine: 6-action sequence: Travel – Balance – Roll – Balance – Travel.</p>	

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Lesson Objective	To link together 4–5 basic moves in a short sequence	Lesson 6/6
Equipment Needed	Mats.	
Success Criteria	Children can: <ul style="list-style-type: none">• Talk about what they are doing and use the correct vocabulary• Create and perform gymnastic routines (4/5 elements)• Show what they have remembered throughout the term and can show this through a short routine/sequence	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions	How can we create a routine?	
Warm Up	Coach Says: 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.	
Main Activity	Sequences/Routines: 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. 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). Children are now asked to put together a short routine of 4–5 moves with a partner containing balances (point & patch) and rolls with jumps, leaps, and twist to link them all together. 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. Sequences/Routines: Children take it in turns, to show their sequence to their partner. Children will receive feedback, on what was good about the sequence and how it might be improved. Shapes: Straight, Tucked, Star. Large Body Parts: Back, Bottom, Stomach. Small Body Parts: Hands and Feet. Points To Remember: <ul style="list-style-type: none">• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance• Control – Children must enter and exit balances with control• Hold each balance for 3-4 seconds	
Cooldown	Get the children to demonstrate their favourite roll. Question and answer with the class.	
Key Technical Points	Routine: 6-action sequence: Travel – Balance – Roll – Balance – Travel.	