

Year 2, Unit 1

Lesson 1 – Travelling

WALT: find ways of travelling safely and to demonstrate quality of movement as an individual and also with a partner (leaps).

Warm Up

Pulse raiser: Going to the Seaside.

By Car: Children get into the car, shut the door and put their seatbelt on, turn the key and walk around the hall using their hands to steer. Quicken to a jog; make a beeping sound as they approach other pupils.

By Train: Pupils get onto the train and start walking around the hall, arms are moved in a circular motion to imitate the wheels, as they approach other children; toot their horn and walk in the opposite direction.

By Airplane: Pupils get into the plane and put their seatbelt on, walk around the hall as if taxiing to the runway, with the arms out to the side; quicken to a jog on take-off, children move around the hall during the flight, with arms extended, being aware of their own and other children's space.

Muscle activation: Stretch it out.

When we arrive at our destination, we need to stretch out our bodies after such a long journey, stretch high, stretch from side to side, forward and back, circle the hip, stretch out wide and touch the toes.

Skill development

Activity 1: Introduce the 2 – 1 leap (**Scissone**);

Standing with the feet in a 'T' shape (ballet 3rd position), perform a jump using the same arm movement as a 2 - foot to 2 - foot jump, landing on one foot with the other leg extended to the rear in an arabesque shape.

Children should be encouraged travel out of the leap, swing the raised leg forwards and step out of the leap. Choose children to demonstrate their leaps and encourage discussion on good quality of movement.

Activity 2. Introduce the '**Cat Leap**', a jump from one foot, to the other foot, in a tucked shape (similar to running with high knees).

This leap may be performed forwards, sideways and backwards. Step into and out of the leap.

Children take it in turns to demonstrate their leap to a partner, Children to give feedback on what they have seen.

Choose children to demonstrate their leap to the class

Activity 3. Introduce the '**Scissor Leap**', a similar leap to the cat leap, but with straight legs.

This leap may also be performed forwards, sideways and backwards. Step into and out of the leap.

Children take it in turns to demonstrate their leap to a partner, Children to give feedback on what they have seen.

Choose children to demonstrate their leap to the class.

Activity 4. Introduce the '**Stag Leap**'

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	<ul style="list-style-type: none">• Swing one leg, whilst jumping and landing on one foot, with the swinging leg lifted and held to the front.• Bend the raise leg to touch the knee of the support leg• Drop onto the bent leg and throw the support leg to the rear to land in an Arabesque position. <p>Children to walk through the sequence of movement, swing – bend – drop. Encourage children who are comfortable, to perform the sequence of movement with a jump, from one foot to the other.</p>
Sequence Development	Challenge the children to connect two leaps, each leap should be linked by stepping. Children to demonstrate their sequence of leaps to a partner.
Performance	Children to choose one of the sequences, teach it to their partner and perform together. Choose children to demonstrate to the class.
Cool Down	Going home. Children travel around the hall using the different modes of transport that got them to the seaside, by airplane, by train and by car, gradually slowing down until they arrive home

Lesson 2 - Rolling	
WALT: perform a teddy bear roll and develop performing the roll as an individual, with a partner and in a small group.	
Warm Up	<p>Pulse raiser: Going to the farm. Children travel around the hall using different modes of transport to get them from home, to the farm; teacher calls out the methods of travel e.g. by car, by tractor, by horse etc.</p> <p>Muscle activation: The bean game: Children to travel around the hall in different directions and pathways, teacher to call out different beans, String bean – stretch up tall, Broad bean – stretch out wide, Chilly bean – rub their arms, Jumping bean – jumping on the spot, Runner bean – running on the spot, Baked bean – crouch down small, Baked bean on toast – Lay on their backs in a star shape.</p>
<p>Skill development</p> <p>Ensure rolls are practised on a mat with children sharing a mat with a partner. Opportunities to pair children of different abilities and to give children coaching</p>	<p>Choose a child to demonstrate the Teddy Bear roll, using numbers 1 – 4 to deliver the skill: Sitting in a Straddle shape, the first movement (1) is sideways, which finishes resting on one shoulder, with the opposite leg raised in the air. Movement should then be onto the back (2), opposite side (3) and finally to sit (4) finishing 180 degrees from the starting position. Emphasise to the class, the importance of numbers 1 and 3, these are sideways movement, the shoulder must touch the floor.</p> <p>Activity 2. Children take it in to practice the roll with a partner, discuss the quality of movement. Model to the class how to provide constructive feedback. After each roll the child will receive feedback from their partner on what they liked about the roll and how it might be improved</p> <p>Activity 3. Demonstrate to the class how the teddy bear roll can be performed back to back with a partner, perform two teddy bear rolls and finish back to back. Select children to demonstrate how their partner can mirror their rolls, this is performed with both children facing each other and in opposite directions (one to the right and the other to the left)</p> <p>Activity 5. Model to the class how the teddy bear roll can be performed in groups of 3 or 4, Children need to ensure that there is a small gap between each other.</p>
Sequence Development	<p>Children to work in pairs to create a short sequence.</p> <p>Explore ways to travel towards and travel away from the teddy bear roll, using the travelling activity worked in the previous session, emphasising that all travelling actions must be performed on the hall floor and not on mats</p>
Performance	Chooses children to demonstrate throughout the lesson.
Cool Down	Going home: Children travel around the hall using the different modes of transport that got them to the farm, by horse, by tractor and by car, gradually slowing down until they arrive home.

Lesson 3 – Balancing

WALT: Perform balances using small parts of the body including arabesque and the stork stand.

<p>Warm Up</p>	<p>Pulse raiser: Musical statues. Children travel around the hall, in different directions and a variety of pathways, when the music stops, children must stop and stand like a statue, when the music starts again the children travel around the hall again. Discuss stillness</p> <p>Muscle activation: Crazy Statue. Standing like a statue, start to relax the various body parts, one at a time, arms, legs and body. Once relaxed, starting with the arms, moving through to the legs and the whole body, shake each body part, starting slowly and gradually getting faster.</p>
<p>Skill development</p> <p>Children to work in pairs throughout.</p> <p>Use of mats to practise balances on.</p>	<p>Discuss 'balance' and Identify the 5 small body parts that the children can balance on; hands, feet, knees, elbows and head</p> <p>Create 5 balances on any small body parts, these can be on 1, 2, 3 or 4 points, choose children to demonstrate the variety of balances and discuss what makes the balance look good?</p> <p>Activity 1. In pairs, children take it in turns, to show their balances to their partner. After each balance, partners feedback, on what they liked about the balance and how it might be improved. Think about leg design and how this can impact on the balance.</p> <p>Activity 3. Introduce the Arabesque and the Stork stand;</p> <p>Stork stand- standing on one leg, the other bent with the foot resting just above the knee of the support leg, arms extended to the side</p> <p>Arabesque - Standing with legs together, arms extended out to the side, raise one leg to the rear, without leaning forwards. Relax and perform the same activity, but this time, lift the extended leg higher, whilst at the same time lower the chest.</p>
<p>Sequence Development</p>	<p>Challenge children to create a short sequence, by travelling towards and travelling away from their chosen balance, using leaps from the previous lesson along with prior knowledge of stepping from year one, select children to demonstrate good practice.</p>
<p>Performance</p>	<p>Children to observe their partners sequence and give feedback, challenge children to copy their partners sequence and perform it in unison. Perform the sequence to another pair.</p>
<p>Cool Down</p>	<p>Calming Statue. Children vigorously shake their body including arms and legs, slowly calming the movement until it stops moving and becomes a statue.</p>

Lesson 4 – Jumping

WALT: develop the understanding of jumps with shape on the floor.

Warm Up

Both the warm up and cool down activities are competitive and co-operation games designed to improve core, shoulder and arm strength, while having fun at the same time

Pulse raiser and muscle activation: Swap and change.

With one large or two small parachutes, children equally spaced around the edge, shake the parachute. Lift it high and drop it low. Number children equally and in opposites, e.g. children facing each other, should have the same number. As the parachute is lifted high, teacher shouts a number; the two children should swap places under the parachute before it is drawn down.

Skill development

Re-visit Jump from 2 feet to 2 feet and reviewing the key teaching points with the class, choose children to model the movements:

- With feet together, circle the arm, sideways, backwards and downwards as the children bend their knees,
- Circle the arms, forwards and upwards as the children straighten their legs
- Lift off their heel, then their toes we have flight
- Landing on the balls of the feet, followed by the heels, feet placed shoulder with apart and slightly turned out
- Bend the knees in the direction of the toes, back is flat, head looking forwards and arms drawn down to absorb the landing.

Children to demonstrate their jump to a partner.

Activity 2. Challenge children to perform the 2 – foot, to 2 - foot jump from a step, 1 – 2 – 2,

- Reach forward as you step
- Circle the arms sideways and backward as you jump to land on two feet.
- Circle arms forward and upwards as you jump from two feet to two feet.

Allow children time to practice, spots may be used to aid understanding

Activity 3.

Re-visit shapes, choose children to model a stretch, star and tuck shape in a standing position, discuss the quality of each shape and allow time for children to show their shapes to a partner and for the partner to give feedback

Activity 4.

Children to perform the 1 - 2 – 2, foot jump and introduce a stretched, star and tuck shape between the 2 – 2 foot jump.

Children take it in turns to demonstrate their jumps with shapes to a partner, who gives feedback on what they have seen.

The class should be given time to practice the various jumps with shape with the emphasis on landing with stillness.

Sequence Development

Challenge children to connect 2 or 3 consecutive jumps, with different shapes e.g. step, stretch, star and tuck.

Performance	<p>Children to perform and observe partners / groups jumps throughout the lesson and to give feedback to their partner's balances.</p> <p>What have they done well? What could be improved?</p>
Cool Down	<p>The Mushroom.</p> <p>With the parachutes used for the warm up, children equally spaced around the edge, Children lift up the parachute and the lower again, on the second lift, circle the parachute over the shoulders and lay down on their front, with only the head inside the parachute, discuss the session with the group before the parachute deflates.</p>

Lesson 5 – Sequencing

WALT: Create a sequence on the floor. To perform a 3 – 5 action sequence on the floor which incorporates skills learned within the unit.

Warm Up	<p>Pulse raiser: Body parts. Children to travel around the hall in different directions and different pathways, teacher calls out the names of different body parts, right arm, left shoulder, bottom etc, children must place that body part on the floor and carry on travelling around the hall</p> <p>Muscle activation: Seated stretch. Sitting with legs out stretch and with pointed toes, lean forward as far as possible ensuring the legs are always straight, hold this position and pull the toes back, the stretch should be felt along the full length of the underside of the legs, repeat this with straddle legs. Whilst in a straddle sit, touch the toes with the opposite hand, repeat on the other side, place one hand on the floor by the hip and push of the floor extending the free arm up high and to the rear.</p>
Skill development	Revisit skills learned throughout the unit – stepping and leaping, small body part balances and jumps.
Sequence Development	<p>Challenge children to create a short sequence on floor, children to travel (stepping and/or leaping), perform an arabesque balance and travel away from the balance.</p> <p>Chose children to demonstrate their sequence and discuss quality of movement along with creative movement of the stepping and/or leaping</p> <p>Deepening: Challenge children to add a jump to the start and finish of their sequence. Children take it in turns to demonstrate their sequence to a partner, who gives feedback on what they have seen.</p>
Performance	Children take it in turns to demonstrate their sequence to a partner, who gives feedback on what they have seen.
Cool Down	<p>Shake it out. In pairs, one partner laying relaxed on the floor, the other takes a hand and shakes the arm gently, followed by the other arm. Take a foot and shake the leg, followed by the other leg. Swap places.</p>

Lesson 6 – Sequencing on apparatus

WALT: Create a sequence on apparatus.

To work with a partner to create a sequence that can be performed on a bench.

Warm Up	<p>Pulse raiser: Sailor over board. Identify the 4 sides of the hall with the points of a ship; Bow (front), Stern (back), Port (left) and Starboard (right), when the side is called, children must travel to that side of the hall. Boom coming over (lay flat on the floor), Climb the rigging (pretend to climb the rigging) and Sailor over board (touch a partner's shoulder).</p> <p>Muscle activation: Row the lifeboat. With a partner, both sit in straddle facing each other, one with the feet on the inside of the other. Partners pretend to row a boat, gently rocking their partner backward and forward & side to side. Stretching the hamstrings shoulders and lower back, partners swap position of their feet.</p>
Skill development	<p>Re-visit the sequence created in the previous lesson. Children take it in turns to demonstrate their sequence to a partner, who gives feedback on what they have seen. May need time to re-develop from previous week.</p>
Sequence Development	<p>Working with their partner children to select one of the sequences that they would like to perform together (side by side) in unison. Time should be allocated for children to practice.</p> <p>Deepening: Introduce a bench, challenge children to work together and explore skills and activities from within their sequence that can be performed on the bench, it may be a jump, shape, animal travel, or a combination of these actions.</p>
Performance	<p>Working together, challenge children to perform with their partner and incorporate the bench within the sequence.</p> <p>Chose children to demonstrate their sequence</p>
Cool Down	<p>Cool down: Sleeping Captain. Children travel around the hall, gradually getting slower and slower, quieter and quieter, making sure not to wake the captain until they eventually stop, laying down on the floor, the children must pretend that they are sleeping and must not move, if they move, they must go and get changed.</p>