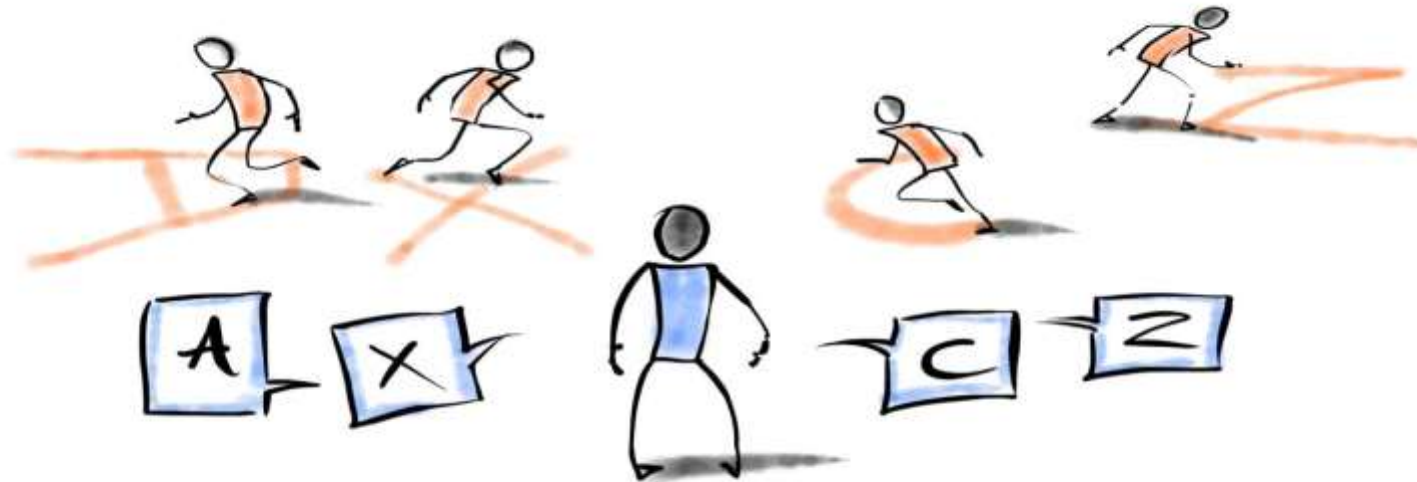




how to play:

- Tell each child to find a space of their own.
- Call out a letter of the alphabet.
- Children then need move whilst drawing out the shape of the letter on the floor.

Progression: introduce key words for the children to spell out.

how to set up:

- Pupils need to be inside a large area, in a safe space.
- Each child requires a marker spot and a space to work in.

equipment:

- Marker spots.

how to play:

- Ask the children to perform different actions on the spot.
- Examples of actions are:
 - Balance on the spot - stand on 1 foot
 - March on the spot
 - Jog on the spot
 - Jump on the spot
 - Sprint on the spot
 - Balance in different ways - bend and stretch the body in different directions
- Keep varying the actions and balances the children have to perform on the marker spot.

Progression: ask the children if they can create their own spot balance.



how to set up:

- Pupils need to be inside a large area, in a safe space.
- Each child works on their own.



equipment:

- Gymnastic Mats.
- Gymnastic Equipment/ Apparatus.

how to play:

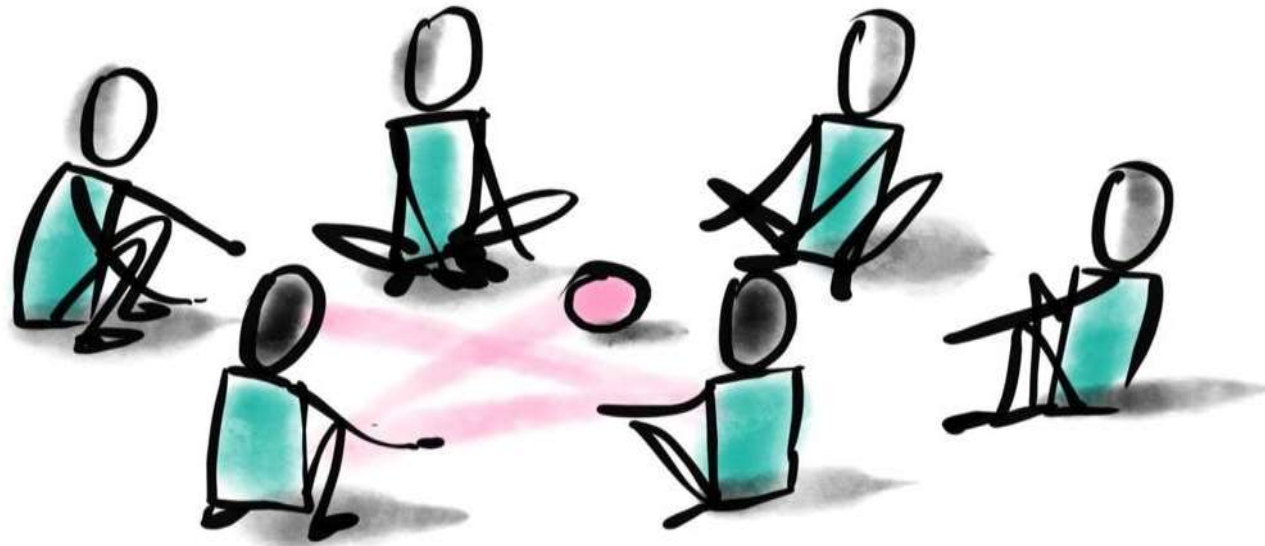
- Ask the children to create a simple sequence on the floor and using mats with the following elements:
 - A Start position
 - Up to 4 elements e.g. Balance, roll, jump, body shape
 - A Finish position
- Give the children time to develop and practice their sequence - encourage a smooth transition between shapes and actions.
- Once they have developed their sequence, they should transfer it to a combination of floor, mats and apparatus e.g. move from the floor to finish on apparatus or move from apparatus to finish on the floor.
- Children should work in pairs to combine their sequence and perform their new, longer sequence, as a pair.

Adaptations and variations:

- Vary the places in which they perform movements or actions, e.g. through, across, along, between, around large or small apparatus or mats.
- Use lower, separate apparatus and link fewer actions in the sequence - this will make the task easier.
- Use higher, linked apparatus and link more actions in the sequence - this will make the task harder.
- Perform the sequence using different apparatus.

This is a summary of a full plan available at www.PEplanning.org.uk.

Please consider individual pupil requirements and carry out a risk assessment of facilities and equipment before your lesson.



how to play:

- Split the class into groups of 6.
- Give each group a ball and ask them to form a small circle.
- Each child should sit on the floor facing the centre of the circle.
- Ask the children to roll the ball around the group passing it to everyone in the group.
- Once they have completed 10 passes the children should stop the activity.

This is a summary of a full plan available at www.PEplanning.org.uk.

Please consider individual pupil requirements and carry out a risk assessment of facilities and equipment before your lesson.