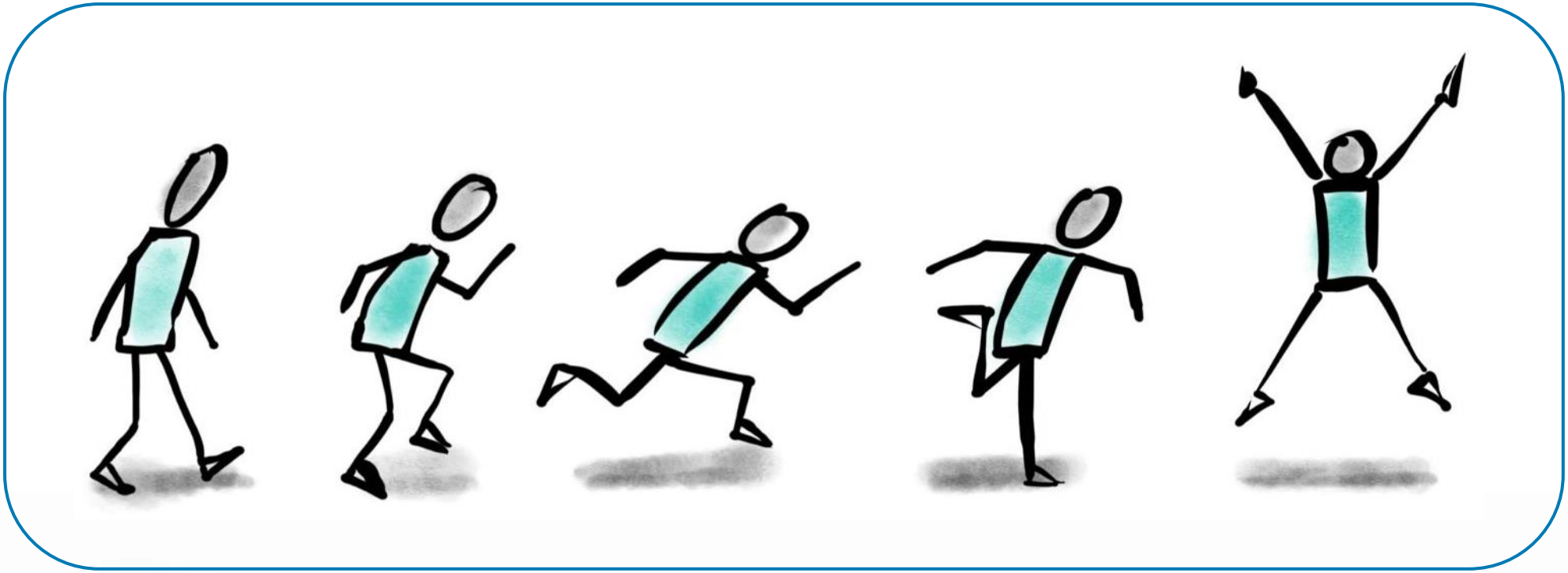


how to play:

- Ask pupils to stand in a space where they can see you.
- Pupils move around the area, the teacher calls out different ways to move; jogging, skipping, high knees, side stepping.
- Encourage pupils to keep their head up and look for spaces.

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.

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how to play:

- Ask the children to find a space to work in.
- Ask the children to perform a small jump in their space and land with the following technique:
  - Land with feet together
  - Land on the balls of the feet
  - Head facing forwards
  - Knees slightly bent
  - Back straight
  - Arms straight in front of body
  - Hold the landing position
- Ask the children to keep practicing their landing technique.



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key skills activity // routine

how to play:

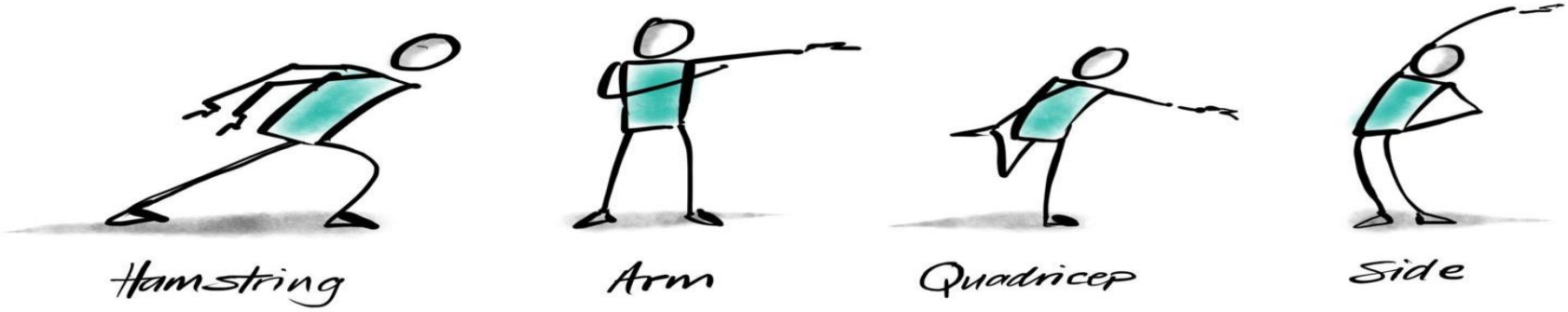
- Each child requires a space to work in on their own.
- Ask the children to create a sequence with the following elements:
  - A starting shape
  - 5 elements (e.g. balance, jump, shape, travel, balance)
  - A finishing shape
- Link these to make a short movement phase which they can remember and perform.
- Make sure the children know where they are going to start and finish their sequence.
- Give the children time to develop and practice their sequence.
- Choose pupils to demonstrate their routine to the class.



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cool down // static stretches



how to play:

- Ask pupils to stand in a space where they can see you.
- Perform a stretch for pupils to copy, ask them if they know which muscle or part of the body they are stretching.
- Ask pupils to think about the parts of their body they have been using in the lesson and allow them to demonstrate stretches they can perform.

plenary:

- What is gymnastics?

  An activity that involves linking together different actions, such as balances, shapes and travelling actions to create a sequence.

- What skills do you use when performing the task?

  Encourage the children to think of what they did to complete the task(s).

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