

Learning Goals and Points

Cognitive Skills



Developing my cognitive skills and knowledge so...

What

How

Emerging - I can understand and follow simple rules.

Listen carefully and follow the rules for each activity.

Expected - I can explain why someone is working or performing well.

Look at different parts of the body to help recognise similarities and differences.

Exceeding - I can explain what I am doing well and begun to identify areas for improvement.

Try to be specific about what others are doing well.

Dynamic Balance Dynamic Balance



Emerging

I can complete **some** Green challenges



Expected

I can complete **all** Green challenges



Exceeding

I can complete **some** Red challenges

Developing my dynamic balance on a line skills and knowledge so...

What

How

I can move smoothly and with minimum wobble.

Keep my head up and still.

I can maintain balance on the line with head up.

Keep my back straight and tummy tight.

I can move with opposite arm and leg moving forwards.

Swing my arms to help move and balance.

Equipment



You will need cones, markers, selection of balls, stop watches, lines, floor spots, benches, low beams, bean bags, hoops, pre-prepared 'Questions Carousel' cards.

WARM-UP

Race Walking

Explore The Track

1

Walk around the track and orientate yourself to the space and establish your direction of travel.

Racing Rules

2

You must stay close to the left of the track and overtake on the right of the track.

One Foot In Contact

3

Remember, in race walking one foot has always to be in contact with the floor/ground.

Find A Partner

4

Stand on the track with your partner on the outside of the track.

Run once round the track and then tag your partner.

Repeat multiple times to raise your pulse.

Athlete And Coach

5

In pairs, become an athlete and coach, swapping after each lap.

Coaches, you must find creative ways to motivate your cyclist.

Share and celebrate.

Switch Roles

6

Coaches, now start to feed in success criteria to your athlete, for example:

"Please watch and check you are using smooth, fluid movements and moving opposite arm and leg."

Continue To Switch

7

Try to keep opposite arm and leg movements.

See if you can do it moving backwards.

Up For The Challenge

8

Try 3 or 4 different movement patterns and keep accepting different levels of challenge.

Coaches, encourage your athlete to try new things and challenge themselves.

Personal Best

9

Athletes, choose a movement pattern to complete 2 circuits of the track and to set your Personal Best time.

Coaches, ensure the quality of movement remains consistent.

Review To Improve

10

Coaches, review and discuss with your athlete ways they can decrease their time.

Now get them to repeat the circuit and review their time.

Did they beat their Personal Best time?

Teach Others

11

Once you have established and recorded your own times, teach other pairs your movement patterns and challenge them to see if they can beat your time.

Move In Pairs

12

With your partner, come up with ways of attempting to move around the track as a pair. Share and explore different ideas, for example athletes moving in unison with each other.

Eyes Closed

13

Attempt the circuit with eyes closed (like a visually impaired Paralympian) with your partner facing forwards and directing you round the track.

Remember to swap roles.

Team Racing

14

Explore team racing with athletes staying close together and completing multiple circuits.

With A Ball

15

The athlete at the front must take a ball and, on the instruction "change", pass the ball to the new leader and drop back to the rear of the group.

What Happens Next?



SKILL

Dynamic Balance



Expected

I can complete **all** Green challenges

Skill Challenges

Maintaining balance on a line:

1. I can walk fluidly, lifting knees up to 90°.
2. I can walk fluidly, lifting heels up to bottom.

SKILL APPLICATION

Balance Circuit

How to play

Children work in pairs, taking turns to travel around a dynamic balance circuit made up of different levels of apparatus and other pieces of equipment.

Add other pieces of equipment/tasks to make the circuit more fun/challenging, for example, complete a 180° turn, step through a hoop, or transfer a beanbag from one side to the other without losing balance. Tasks that involve changing height/reaching away from the body will be particularly tricky!

When not their turn, children provide physical support for their partner, such as holding them or allowing them to lean on them. They should let them decide how much support they want.

Tricky



Perform the challenges walking fluidly

Perform the challenges with high knees

Perform the challenges with heels up

Move along a line

Move along a rope

Move with support from partner

Include tricky challenges with equipment

Trickier



Perform the challenges with high knees and arms driving

Perform the challenges with heels up and arms driving

Move from spot to spot

Move along a bench

Add trickier challenges with equipment

Trickiest



Perform the challenges lunge walking

Move along a low beam

Include trickiest challenges with equipment

REVIEW METHOD

Questions Carousel

How to play

Divide class into groups of 4-6, with each taking a red, amber and green review card. On one side of each they write a question:

Green – feelings about the lesson. For example:

- How did you feel when you were told the lesson focus or outcome?
- How did you feel when you did something well?
- How did you feel when you had to work with a different partner today?

Amber – positive aspects of the lesson. For example:

- What did you enjoy?
- What did you do well?
- What did you learn?
- How did you improve?

Red – identifying how to improve. For example:

- What could you have done better?
- What could you have changed?
- What would you do differently next time?

All the cards are placed face down and, within the groups, children choose a card and read out and answer the questions in front of their group.

For younger children, you could prepare questions in advance, read out or nominate a reader.