



Lesson planner

Week	Equipment needed	Focus/	Syllabus content
1 and 2	Beanbags - one between two students Mats (or soft grass area)	Balance	<input checked="" type="checkbox"/> Non-locomotor - static balance on large body parts; turning <input checked="" type="checkbox"/> Locomotor - walking <input checked="" type="checkbox"/> Elements of movement - spatial awareness: focus, direction; relationships: partner
3 and 4	CD player and music of choice Mats (or soft grass area)	Balance	<input checked="" type="checkbox"/> Non- locomotor - static balance on large body parts; bending; twisting; curling; stretching <input checked="" type="checkbox"/> Locomotor – running; skipping; hopping <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, focus
5 and 6	Markers Class set of braids	Travelling	<input checked="" type="checkbox"/> Locomotor – walking; running; hopping; skipping; galloping; jumping; landing; travelling on different body parts <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, direction, levels <input checked="" type="checkbox"/> Composition - simple locomotor games
7 and 8	Mats (if lesson is on a hard surface) 4 markers	Jumping and landing	<input checked="" type="checkbox"/> Non- locomotor - bending <input checked="" type="checkbox"/> Locomotor - jumping/landing; two feet to two feet <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, focus, direction <input checked="" type="checkbox"/> Composition
9 and 10	CD player and music of choice 20 mats Optional: wedge mat	Rocking and rolling	<input checked="" type="checkbox"/> Non- locomotor - rocking <input checked="" type="checkbox"/> Locomotor - rolling: log roll, egg roll <input checked="" type="checkbox"/> Elements of movement - spatial awareness: focus, boundaries, direction <input checked="" type="checkbox"/> Composition - simple locomotor activities

Outcomes	Learning experience	Teaching notes and planned assessment
<p>GYES1.10 Performs basic movement patterns to show actions of the whole body.</p> <ul style="list-style-type: none"> <i>makes different shapes with the body while in contact with the ground</i> <p>ALES1.6 Develops a repertoire of physical activities in which they can participate.</p> <ul style="list-style-type: none"> <i>takes part in different types of physical activity e.g. games</i> <p>MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.</p> <ul style="list-style-type: none"> <i>maintains stillness and control of body when balancing</i> <p>INES1.3 Relates well to others in work and play situations.</p> <ul style="list-style-type: none"> <i>works happily with class peers</i> 	<p>Week 1 and 2 Getting started Play the game <i>Stuck in the mud</i>. Select two students to be the taggers. Students move randomly in the defined space. If tagged, students are stuck until another player crawls under their legs to release them.</p> <p>Developing body awareness and balance Discuss with students the different parts of the body they might use to balance on. On mats, students kneel with both knees to start. Get students to:</p> <ul style="list-style-type: none"> balance on one knee and one hand balance on one knee and one elbow balance on one knee and two fingers. <p>Ask students questions such as:</p> <ul style="list-style-type: none"> What is the easiest balance? What is the hardest balance? What other balance combinations can you think of? <p>Challenge students to balance on:</p> <ul style="list-style-type: none"> four body parts three body parts two body parts one body part. <p>Nominate a few students to demonstrate the balance they have created.</p> <p>In pairs, ask students to create and demonstrate their own balance. Their partner then has to copy it. Give the students opportunity to explore various balances on mats as well as the floor. Ask questions such as:</p> <ul style="list-style-type: none"> How many body parts were you balancing on? Why might some positions be easier than others? <p>Allocate a beanbag to one student in each pair. Ask one student to place the beanbag on their head and walk towards their partner. The stationary partner holds up a number of fingers. The other person calls out how many fingers are being shown. Swap roles several times.</p> <p>Students stand with one foot directly in front of the other (heel touching toes). Students walk a short distance maintaining flat feet. Change walking actions. Students walk on the balls of their feet, on their heels then flat footed. Ask questions like:</p> <ul style="list-style-type: none"> Which way of walking was easier? Why? What were some things that helped you keep your balance. Why was this the case? 	<p>The getting started activity is sufficient in preparing students in Early Stage 1 to be warmed-up ready for the lesson. It should involve 'huff and puff' activities (activities which raise the heart rate). Specific stretching is not necessary for ES1 students as they have good flexibility and agility to perform most tasks.</p> <p>Balance is an essential prerequisite of almost all movement skills. The ability to perform a stationary balance for a specific period of time has been linked to a reduced risk of suffering from falls. Encourage students to hold balances for three to five seconds for control.</p> <p>Safety consideration: Do not allow students to perform any balances that involve bearing weight on the head or neck e.g. headstands. This places too much pressure on the students neck.</p> <p>These activities provide opportunities for students to learn the specific components of the static balance. It is important to explicitly teach each of the components using the teaching cues identified below.</p> <p>This task focuses on the cues of standing up tall and looking at something in front of them (i.e. head stable, eyes focused forward and trunk stable and upright).</p> <p>This task focuses on the cues of standing with your foot flat on the ground.</p>

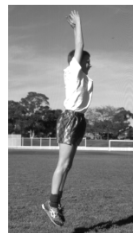
Outcomes	Learning experience	Teaching notes and planned assessment
	<p>Finishing off Play <i>What's the time Mr/Mrs Wolf</i>. One student is selected to be the wolf. The wolf stands with their back to the rest of the group. The group calls out "What's the time Mr/Mrs Wolf?" The wolf responds with a time and the students have to move forward that number of steps/hops/skips towards the wolf. When the wolf turns around, the children have to freeze practising their balancing skills. When the wolf calls "lunch time", he or she chases the rest of the group trying to tag another student. The tagged student becomes the wolf.</p>	<p>Where possible, the finishing activity should revise the skills learnt in the lesson in a fun setting.</p> <p>It is important for lessons to involve elements of vigorous activity so heart rate is sufficiently raised.</p> <p>An alternate finishing activity which includes more vigorous activity is a game of <i>Shadow chase</i>. In pairs, students have to try and stand on their partner's shadow as many times as they can, whilst their partner tries to do the same.</p>
<p>GYES1.10 Performs basic movement patterns to show actions of the whole body.</p> <ul style="list-style-type: none"> <i>makes different shapes with their body</i> <p>ALES1.6 Develops a repertoire of physical activities in which they can participate.</p> <ul style="list-style-type: none"> <i>takes part in different types of physical activity</i> <p>MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.</p> <ul style="list-style-type: none"> <i>maintains balance with eyes focussed forward</i> 	<p>Week 3 and 4 Getting started Play the game <i>Shapes</i>. Students move randomly in the designated space to music. When 'jump' is called, students jump in the air making different movements with their body e.g. clapping in the air, star jumps, leap etc. The game can be varied by asking students to move using specific locomotor movements such as skipping, side galloping, running etc.</p> <p>Revise previous lesson about balancing. Ask questions like:</p> <ul style="list-style-type: none"> Why is important to learn to balance? When do we need to balance? (examples include when playing games, when on a balance beam, using playground equipment) <p>Developing the static balance Introduce and demonstrate the skill components of the static balance (refer to <i>Get skilled: Get active</i>, page 18). Demonstrate to students what a static balance looks like. If confident, demonstrate this yourself, or get a student to demonstrate so you can highlight key teaching cues (listed on page 19 of <i>Get Skilled: Get Active</i>). Explain the specific elements of a static balance (you are not expecting them to remember them).</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Skill components:</p> <ol style="list-style-type: none"> Support leg still, foot flat on the ground. Non-support leg bent, not touching the support leg. Head stable, eyes focused forward. Trunk stable and upright. No excessive arm movements. 	<p>Balance is an essential prerequisite of almost all movement skills. The ability to perform a stationary balance for a specific period of time has been linked to a reduced risk of suffering from falls. Encourage students to hold balances for three to five seconds for control.</p> <p>Research indicates that accurate, quality verbal cues and the use of visual demonstrations together seem to produce better performance gains of skill development compared to students without verbal cues.</p> <p>The focus in ES1 should be on the introductory components of the static balance:</p> <ul style="list-style-type: none"> non support leg bent, not touching the support leg head stable, eyes focused forward trunk stable and upright <p>The easiest way for the teacher to observe a class of students performing a static balance is to get them to line up.</p> <p>As the students are performing this activity take an opportunity to observe what components the students have learnt and the components that need further practice.</p>

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	<p>Ask students to perform a static balance, swapping legs so they experience balancing on both legs. Once students have practised the static balance, shrink the base of support so that they are balancing on the ball of their foot or heel. Ask students:</p> <ul style="list-style-type: none"> - Was it harder to balance on the ball of your foot? - Why do you think it was harder? <p>Ask students to move vigorously around the designated area demonstrating a nominated locomotor movement e.g. running, skipping, hopping until the teacher signals them to freeze (see teachers note). On this signal, students are to perform a static balance. On the next signal, students can move again. Encourage the children to swap legs to hop and balance on. Following this activity, ask questions like:</p> <ul style="list-style-type: none"> - Do you have a specific leg you prefer to balance and hop on? - Why do you think this is the case? <p>Teaching and practising the balance</p> <p>Ask students to demonstrate different shapes that they can make with their bodies e.g. circle, star, square, triangle. Ask questions such as:</p> <ul style="list-style-type: none"> - Can you make the same shape in a different way balancing on different body parts? How? - Can you show me how to change from one shape to another? - Would it be easier or harder to perform these shapes with a partner? Why? <p>Finishing off</p> <p>Play the game <i>Statues</i>. Ask students to move around the designated area using locomotor movements such as skipping, hopping, running. On the signal, students move quickly to a mat. Call a number of body parts to balance on. Students hold the balance for three to five seconds.</p>	<p>It is important to emphasise the need for students to move around the space with their eyes focused forward so that they don't collide with other students. This will help develop student's spatial awareness as well as develop that component of the static balance.</p>
<p>GYES1.10 Performs basic movement patterns to show actions of the whole body.</p> <ul style="list-style-type: none"> • <i>explores movement patterns when travelling</i> • <i>experiments with different ways of transferring weight from one body part to another</i> <p>ALES1.6 Develops a repertoire of physical activities in which they can</p>	<p>Week 5 and 6 Getting started</p> <p>Play the game <i>Tail tag</i>. Ask students to tuck a braid tail into a pocket or into the side of their uniform. Students chase each other around the designated area trying to collect as many tails as possible. If a student has their tail stolen, they keep playing to try and steal another person's tail.</p> <p>Developing patterns of movement - travelling</p> <p>Organise students into two lines at one end of the designated playing area. Students will explore patterns of movement and the skills of travel by moving in different ways</p>	<p>This lesson focuses on step patterns and travelling on different body parts.</p>

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<p>participate.</p> <ul style="list-style-type: none"> describes how physical activity affects the body <p>MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.</p> <ul style="list-style-type: none"> walks, runs, slides, hops at different speeds 	<p>across the designated area using the following:</p> <ul style="list-style-type: none"> walking forwards walking backwards (ensure students don't run) long wide walks like a giant walking in a zig zag pattern on tip toes two feet jumping (small jumps with feet together and arms by side) two feet springing like a kangaroo one leg hopping, changing legs regularly. <p>Organise students into a circle. It may help to use an area that is already marked out. In the circle, ask all students to move in the same direction. Call out a change of direction and different speeds of moving e.g. walking, jogging, running, sprinting. Repeat the activity using other locomotor movements such as skip, hop and jump jump, and walk. Allow students to create their own ways of travelling around the circle.</p> <p>Travelling on different body parts</p> <p>Organise students in two horizontal lines at one end of the designated playing area. Students make their way from one end of the designated area to the other using the following movements:</p> <ul style="list-style-type: none"> crawling running skipping galloping jumping. <p>Ask students question such as:</p> <ul style="list-style-type: none"> Which was the easiest way to move? Which was the hardest way to move? Why do you think this? How did these activities make your body feel? <p>Finishing off</p> <ul style="list-style-type: none"> Play <i>Follow the leader tag</i>. One student is designated the leader and given a braid to wear. The leader chooses a method of moving such as running, hopping, skipping, galloping etc. This movement is adopted by the free players. When a free player is tagged, a new method of travelling is introduced. 	<p>Assessment strategy</p> <p>The teacher:</p> <ul style="list-style-type: none"> observes basic locomotor movement patterns <p>Assessment criteria</p> <p>The student:</p> <ul style="list-style-type: none"> demonstrates different ways of travelling coordinates movement of body different parts <p>These criteria relate to outcome GYES1.10, MOES1.4</p>

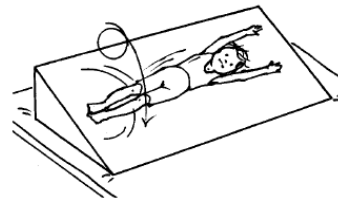
Outcomes	Learning experience	Teaching notes and planned assessment
<p>GYES1.10 Performs basic movement patterns to show actions of the whole body.</p> <ul style="list-style-type: none"> identifies ways in which their body can move demonstrates <p>ALES1.6 Develops a repertoire of physical activities in which they can participate.</p> <ul style="list-style-type: none"> participates in different games and activities <p>MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.</p> <ul style="list-style-type: none"> jumps and lands using one foot or two feet 	<p>Week 7 and 8 Getting started Play the game <i>Fishing</i>. In a large space, six students are selected to form a circle (the net) by holding hands. The rest of the students (the fish) move randomly about the playing space. The net moves around and tries to tag or snare the fish. If a fish is tagged or snared, this player joins the net, thus making the net larger. This game is a version of 'chain tag'.</p> <p>Exploring different jumping skills In a large playing space, ask students to find their own space, ensuring there is enough room between them. On instruction, students perform the following:</p> <ul style="list-style-type: none"> try and jump into the air without bending knees to take off stand with legs wide apart and jump into the air stand naturally and jump up and down with hands tight by their sides use arms to help jump as high as possible <p>Question students on what happens for each technique and why. Questions might include:</p> <ul style="list-style-type: none"> Which jump was the easiest to perform? How do your arms help you jump? Why do you have to bend your knees? <p>Ask students to perform the following different jumps.</p> <ul style="list-style-type: none"> using two feet jump towards the teacher jumping backwards jumping to the left and to the right small jumps with hands by your side big jumps over the puddle (hoop, marker, skipping rope) in front of you using your arms <p>Explain to students they have been practicing jumps by taking off from two feet and landing on two feet. Get students to practise other basic jumps including:</p> <p>Take off Land on</p> <ul style="list-style-type: none"> two feet – one foot one foot – two feet one foot – same foot one foot – other foot <p>Question students about the jumping action of a frog. Ask about the other body parts involved in this type of a jump. Divide the class into two horizontal lines and position them at one end of the designated playing area. The students experiment with the jumping action of a frog moving towards the other end of the playing area one row at a time.</p>	<p>The skills of jumping and landing are related to a wide range of gymnastic activities as well as many sports, games and physical activities such as netball, football, newcombe ball, and dancing.</p> <p>Encourage students to try and improve their own jump and not to compare with the people they are jumping with.</p> <p>It is recommended you use mats for this activity if the lesson is taking place on a hard surface.</p>

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	<p>Developing correct jumping and landing techniques for the vertical jump Demonstrate a vertical jump to the students and outline the following key components.</p> <ol style="list-style-type: none"> 1. Eyes focused forward or upward throughout the jump 2. Crouch with knees bent and arms behind the body 3. Forceful forward and upward swing of the arms 4. Legs straighten in the air 5. Lands on balls of the feet and bends knees to absorb landing 6. Controlled landing with no more than one step in any direction (in motor bike position). <p>Teaching cues to use when students are learning to jump include:</p> <ul style="list-style-type: none"> - look up - focus your eyes on where you want to go - get ready to explode up high,; get ready for take off - swing your arms back and up - straighten your legs in the air - bend your knees when landing - balance yourself when landing - land with your feet a shoulder width apart <p>Introduce, demonstrate and explain the <i>motor bike landing</i> to students. Ask students to explore the actions of a motorbike landing Use the following cues:</p> <ul style="list-style-type: none"> - pretend you are sitting on a motorbike - arms should be out straight as if holding onto the handle bars - legs should be bent, back straight <p>Ask students why it is important to bend your knees when you land from a jump. (So that shock can be absorbed safely and you don't hurt yourself) Initially have students jump and land on the floor, from the floor. Instruct students to land with their feet close together and then try with their feet shoulder width apart. Ask questions like:</p> <ul style="list-style-type: none"> - Which landing was easier? - Why is it harder to land and balance if your feet are too close together? - Why should you bend your knees when you land? <p>In their own space, ask students to perform five vertical jumps from the floor, landing in a motorbike position. Ask students to count how many times they land without having to take any steps.</p>	<p>Refer to <i>Get skilled: Get active</i> page 22 for teaching cues and specific information about the vertical jump.</p> <p>The focus in ES1 should be on the introductory components of the vertical jump:</p> <ul style="list-style-type: none"> - eyes focused forward or upward throughout the jump - crouch with knees bent and arms behind the body <p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> • observes the student's jumping and landing during games and activities <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> • looks forward or upward when jumping • crouches down with arms behind the body <p>These criteria relate to outcome GYES1.10, MOES1.4</p> <p>Students in Early Stage 1 do not need to spring from a height. Start any jumping and landing activities onto the floor from the floor so students are aware of correct techniques before jumping from a height (no higher than knee height). Landing with feet the width of the shoulders apart as a wide base of support enhances stability on landing.</p> <p>This activity provides teachers with the opportunity to observe the skills the students have learnt and the skills that need further practice.</p>



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	<p>Reinforce that landings should be held for a count of five. Remind students that the motorbike landing should be used for all landing actions. Get students to reinforce all cues as a wrap up to the lesson.</p> <p>Finishing off Play the game <i>Hot coals</i>. Ask the students to move around in a designated area using a nominated locomotor movement. When they hear the call of “hot coals”, students have to move around the area springing as if the floor is very hot. On the call of “normal”, students move around the area using the nominated locomotor movement. Change the locomotor movements often e.g. skip, hop, side gallop, walk, run. As a variation to the game, call out animal names.</p>	
<p>GYES1.10 Performs basic movement patterns to show actions of the whole body.</p> <ul style="list-style-type: none"> identifies and demonstrates ways in which their body can travel and form shapes makes different shapes with body while in contact with the ground shows a number of different ways to move to express an idea <p>ALES1.6 Develops a repertoire of physical activities in which they can participate.</p> <ul style="list-style-type: none"> takes part in different types of physical activity <p>MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.</p> <ul style="list-style-type: none"> stretches and curls body at a low level 	<p>Week 9 and 10 Getting started Play the game <i>Animal round-up</i>. Students move around the designated space, running, skipping, hopping etc. When one of the following calls is made, students hold that shape until told to stop.</p> <ul style="list-style-type: none"> ‘Dead ant’- students lie on their back, kick legs and wave arms in the air. ‘Dinosaur’- students make the shape of any dinosaur and walk around the room. ‘Dog’- students are on hands and knees. ‘Angry cat’- students are on their hands and knees and arch back toward the ceiling. <p>Developing rocking and rolling techniques Ask students to identify different ways they can move from one place to another e.g. walking, running, rolling, crawling. Explain students that they will be learning how to roll safely, from one place to another. The types of rolls they will be practising are the log roll and the egg roll.</p> <p><i>Before students can perform and practise a roll successfully, they must be able to demonstrate tight body control.</i></p> <p>Students spread out along three lines on mats so they are standing facing the teacher. Ensure there is adequate room between students. On the teachers call, students demonstrate the following movements.</p> <ul style="list-style-type: none"> loose neck and arms loose legs loose body tight upright body loose body while laying on the floor tight body while laying on the floor. <p>Reinforce to students that a tight controlled body is essential to perform rolls safely.</p> <p>While lying on the floor, ask students to make the shape of a log (or pencil) with their body. Select any students who perform the correct body position for the log roll to demonstrate to</p>	<p>Rolling is an important skill for students to develop in order to gain a sense of spatial awareness and body control.</p> <p>Organise students in lines so there is adequate space between them to roll from side to side</p> <p>It is preferable to use a student for the</p>

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	<p>the rest of the class.</p> <p>Use the following key teaching cues:</p> <ul style="list-style-type: none"> - lie on your back on the floor - arms stretched tight above your head, next to your ears - legs together ankles touching. <p>Ask all students to demonstrate this correct body position. Explain to students that if they keep their body straight and tight they will be able to roll along the mat.</p> <p>Students perform a log roll to their left so that they all roll in the same direction. Have students try and roll back to their right where they started. Reinforce to students they need to roll their entire body at the same time.</p> <p>Variation: A wedged mat can be used to help students perform rolls. A wedged mat is another mat rolled or folded under the end of a mat can make a wedged mat. If students are having difficulty rolling.</p> <p>Extension: Have those students who have mastered the body position and roll technique perform multiple log rolls along two connecting mats.</p> <p>Once students have had adequate practice of the log roll, inform them they are going on to practise another rolling technique called the egg roll.</p> <p>On the mats, ask the students to make an egg shape with their bodies. Choose a student who is performing the closest body position for an egg roll to demonstrate to the rest of the class.</p> <p>Use the following teaching points while the student demonstrates.</p> <ul style="list-style-type: none"> - tuck chin into chest (emphasise this point so students are aware it is important to look after their neck) - pull arms and legs into body - grasp your legs near your knees - roll side ways, like an egg. <p>Students take turns performing egg rolls in the nominated direction on the mats.</p> <p>Variation: A wedged mat can be used to help students perform rolls.</p> <p>Extension: Have those students who have mastered the body position and roll technique perform multiple egg rolls along two connecting mats.</p> <p>Following the activity, ask questions like:</p> <ul style="list-style-type: none"> - How do you move your body differently for each roll? - How does your body shape change? - Does this make it easier or harder to roll? 	<p>demonstration of these activities so the teacher can explain specific teaching cues. An older student may be able to assist.</p> <p>If there is not enough room between students, have every second student stand up off the mat and turn to observe the person who was next to them perform a log roll.</p> <p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> • observes the student's rolling technique <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> • performs a log roll with a tight body • performs an egg roll with a tight "egg" shape <p>These criteria relate to outcome GYES1.10, MOES1.4</p> <p>If there is not enough room between students, have every second student stand up off the mat and turn to observe the person who was next to them perform an egg roll.</p>



Outcomes	Learning experience	Teaching notes and planned assessment
	<p>- Which roll is easier, the log or egg roll? Why?</p> <p>Finishing off Play a game of <i>Rock and roll islands</i>. Scatter 15 mats throughout the designated area. When the music is played, students move about the mats performing the nominated locomotor skill e.g. skipping, hopping, jumping. Students are to pretend they are at sea and are moving about some islands. When the music stops students have to try and move onto the closest island (mat) before anybody else. There can only be one person on an island at a time. Those students who are on a mat have to perform either a log roll or an egg roll. Those students who aren't on a mat have to hold a static balance on one foot for 5 seconds so they are not eaten by a shark.</p>	<p>This activity reinforces the skills of the rolls practised in this lesson and the static balance taught in the previous lesson.</p>