

LEARNING THEME

agility

balance

coordination



PURPOSE

The 'agility, balance, coordination' learning theme gives children in Key Stage One an opportunity to develop key fundamental movement skills. This is delivered through a carousel of activities each week which pupils complete within the lesson.

An early introduction to the fundamentals of movement and fundamental movement skills will help support children's participation in physical activity as they grow older. The lessons have connecting activities that cover more than one area of fundamental movement to enable mastery.

KEY SUCCESS CRITERIA

Agility

Balance

Coordination



I can change direction quickly with control	I can balance on different body parts on the floor and on equipment	I can use different body parts at the same time
I can move quickly but safely around obstacles	I can show dynamic balance when moving	I can show control when working with different objects
I can support others by following rules	I can collaborate with and compete against others	I can be respectful and encouraging to others

Activation Base Connection School

CURRICULUM LINKS

Athletics

'participate in fun activities and physical challenges enabling them to begin to learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment'

BEYOND THE PHYSICAL

Keep in mind which Beyond the Physical characteristics make you successful in the activities and more importantly why?

Beyond the Physical Characteristics in P.E.

Be Passionate

Be Courageous

Be Thoughtful

Be Collaborative

Be Explorative

Be Cooperative

Be Ambitious

Be Resilient

Be Motivated

Be Connected

Be Curious

Be Inspirational

Be Creative

Be Respectful

Be Adventurous

Which of these Beyond the Physical Characteristics are you using, or have you used in your lesson today?

agility




move



solve



connect

I can change direction quickly with control

I can move quickly but safely around obstacles

I can support others by following rules

SUGGESTED EQUIPMENT

Variety of objects to catch / carry / bounce / dribble – beanbags, quoits, suitable balls, scarves
Cones / Spots
Ropes / Chalk / Line markers

BASE

In groups of around 4 – 6, the children are to complete the agility circuit as outlined on the next page. Use the circuit sheets to give pupils a visual of the games they are working on. Allow children to have a suitable length of time on each station before moving around. You don't have to complete every station in one week. This format will enable pupils to understand other social concepts such as leadership, independence and fairness as well as developing their physical fundamental movement skills.

MANAGING DIFFERENCE

SPACE

Consider the size of each station, if space allows you can create duplicate stations to maximise physically active learning time further

TASK

Allow children to complete the tasks using different locomotion movements such as side-stepping, hopping or moving backwards

EQUIPMENT

Children can use an object such as a ball to carry, bounce or dribble whilst completing the tasks at each station

PEOPLE

Children in each group could have designated roles and responsibilities or provide additional challenges to stretch the more able

CONNECT

How can you support and challenge the people working in your group?
Were you able to show good leadership qualities at each station?

SCHOOL

Think about times when you might use agility in a sporting context, for example to beat an opponent in rugby or basketball or other physical activities such as rock scrambling.

agility




move



solve



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SUGGESTED EQUIPMENT

Variety of objects to catch / carry / bounce / dribble – beanbags, quoits, suitable balls, scarves
Cones / Spots
Ropes / Chalk / Line markers

Stop the drop

Using a bib, scarf, balloon or ball and working in pairs one person drops or throws the object for their partner to react and catch before it bounces. Encourage pupils to be on their toes with eyes up (ready position)

Make a number

Taking it in turns pupil's complete the figure of 8 run in the quickest time possible. An object could also be introduced to carry, bounce or dribble. Pupil's can then adjust the course to create a new number

3 in a row

Working in 2 teams and using bean bags each team runs out to an area marked as noughts and crosses and aims to get three of their color in a row. They can only place one object each time. This works on acceleration and deceleration.

Whacky weave

Individually or across two stations (races) pupil's complete the weave. Encourage them to push off their out foot when turning and keep their head up. You could introduce an object during lesson

Star run

Individually pupils to create a star shape with their run. Encourage pupils to move forward and backwards only eg forwards to the point of the star, backwards to the middle.

Move like a crab

Individually pupils are challenged to move the ball from one cone to the cone on the other side. This encourage lateral movement. Encourage pupils to move across sideways like a crab.

agility



I can change direction quickly with control

I can move quickly but safely around obstacles

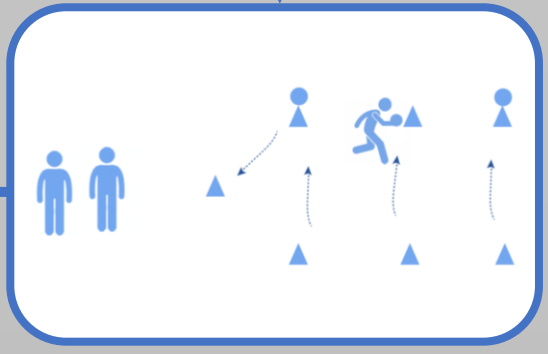
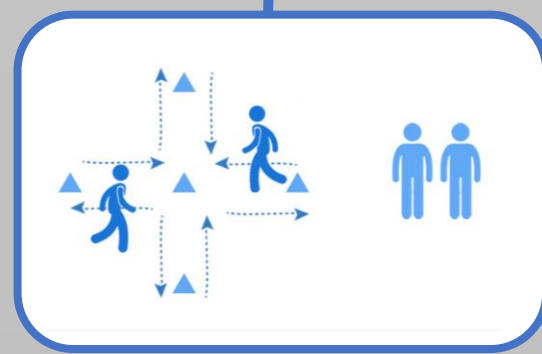
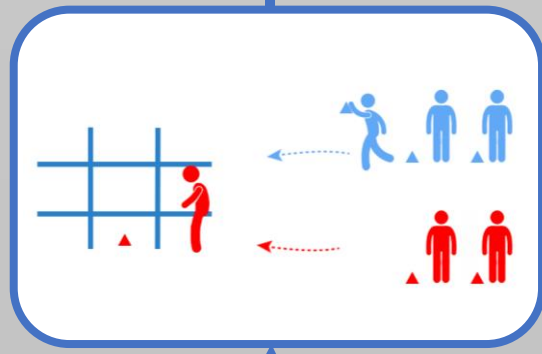
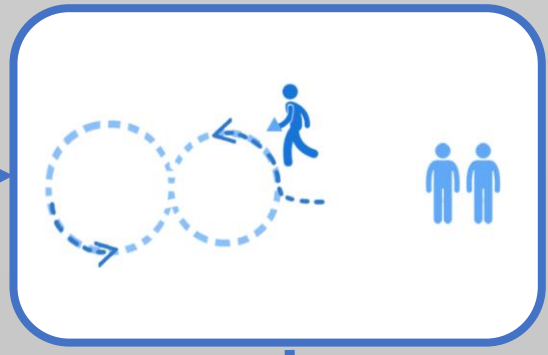
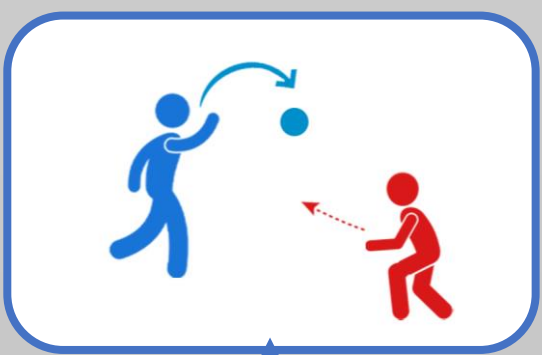
I can support others by following rules

SUGGESTED EQUIPMENT

Variety of objects to catch / carry / bounce / dribble – beanbags, quoits, suitable balls, scarves

Cones / Spots

Ropes / Chalk / Line markers



balance



move

I can balance on different body parts on the floor and on equipment



solve

I can show dynamic balance when moving



connect

I can collaborate with and compete against others

SUGGESTED EQUIPMENT

Hoops
Cones / Spots
Suitable Hurdle objects
Bibs / Ropes / Noodles
Benches
Other items to develop balance such as wobble cushions

BASE

In groups of around 4 – 6, the children are to complete the balance circuit as outlined on the next page. Use the circuit sheets to give pupils a visual of the games they are working on. Allow children to have a suitable length of time on each station before moving around. You don't have to complete every station in one week. This format will enable pupils to understand other social concepts such as leadership, independence and fairness as well as developing their physical fundamental movement skills.

MANAGING DIFFERENCE

SPACE

Consider the size of each station, if space allows you can create duplicate stations to maximise physically active learning time further

TASK

Create a points system for the activities and challenge students to score as many points as they can. Can students design their own station?

EQUIPMENT

Children can include pieces of equipment in their balancing either to hold or to balance on

PEOPLE

Children in each group could have designated roles and responsibilities or provide additional challenges to stretch the more able

CONNECT

Enable pupils to think about what makes good balance. Use of arms, looking up, eyes forward plus lots of practice! What is different between static balances and dynamic balances?

SCHOOL

Think about which activity you found the most difficult and why? What could you do differently next time or what could you and your group do to support each other?

balance



move



solve



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I can balance on different body parts on the floor and on equipment

I can show dynamic balance when moving

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SUGGESTED EQUIPMENT

Variety of objects to catch / carry / bounce / dribble – beanbags, quoits, suitable balls, scarves
Cones / Spots
Ropes / Chalk / Line markers

Cross the river

Using spots pupil's work in pairs across an allocated space. One person balance on a spot while their partner throws down the next spot for them to balance on until they cross the allocated area.

Time machine

Working in pairs one person starts stood inside a hoop. The other person lifts the hoop up and places it in a space for their partner to jump into and balance before repeating

Alligator line

Using a route with varied equipment such as throw down line markers, benches and/or tape create a route for pupils to work across. They must avoid falling into the alligators water. This will work on static balance. Focus pupil's being upright and looking forward.

Kangaroo bounce

Using a hoop (jump in and out) three cones (jump side to side over) and a hurdle (jump over) pupil's work on their active balance. They can count how many they can do in a given time (working in pairs)

Tug of war

Using a foam noodle, bib and hands this is a pulling game that works on active balance. Working on a mat pupils pull against the object or each other to counter-balance.

Twister

Using a range of different coloured spots, play a game of twister. Challenge pupils to balance on different points of their body. Can pupils move their body part from one spot to another without losing balance?

balance



move



solve



connect

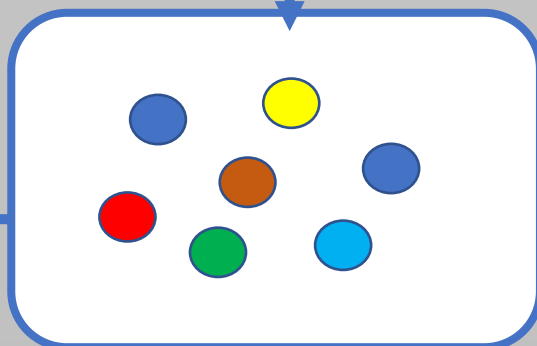
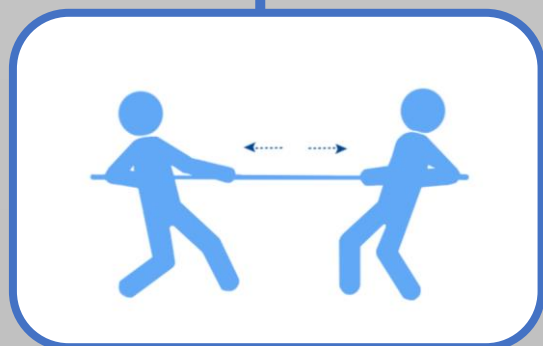
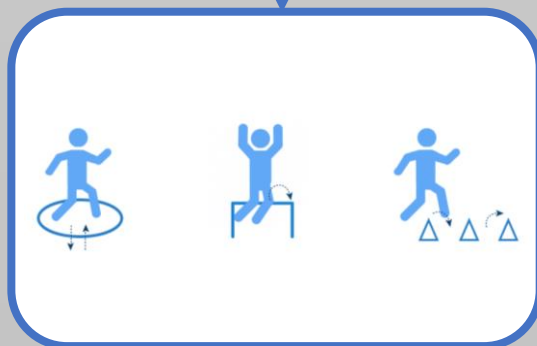
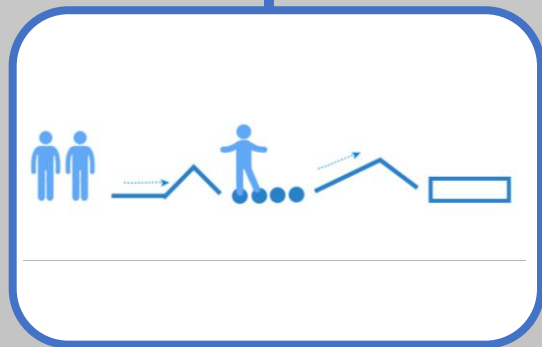
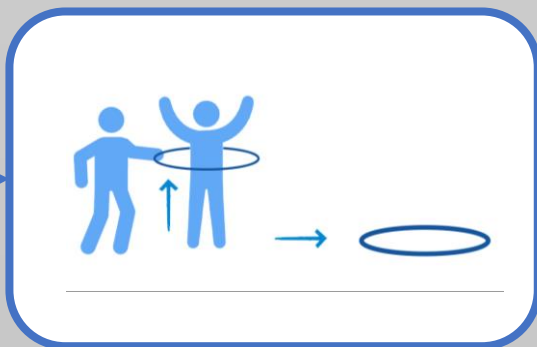
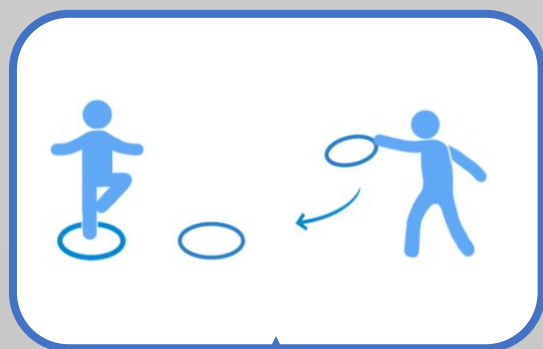
I can balance on different body parts on the floor and on equipment

I can show dynamic balance when moving

I can collaborate with and compete against others

SUGGESTED EQUIPMENT

Variety of objects to catch / carry / bounce / dribble – beanbags, quoits, suitable balls, scarves
Cones / Spots
Ropes / Chalk / Line markers



coordination



move



solve



connect

I can use different body parts at the same time

I can show control when working with different objects

I can be respectful and encouraging to others

SUGGESTED EQUIPMENT

Suitable throwing objects – beanbags / quoits / small balls / scarves
Cones / Spots
Bibs / Ropes / Noodles
Other items to develop agility and balance for additional stations

BASE

In groups of around 4 – 6, the children are to complete the coordination circuit as outlined on the next page. Use the circuit sheets to give pupils a visual of the games they are working on. Allow children to have a suitable length of time on each station before moving around. You don't have to complete every station in one week. This format will enable pupils to understand other social concepts such as leadership, independence and fairness as well as developing their physical fundamental movement skills.

MANAGING DIFFERENCE

SPACE

Consider the size of each station, if space allows you can create duplicate stations to maximise physically active learning time further

TASK

Create a points system for the activities and challenge students to score as many points as they can. Can students design their own station?

EQUIPMENT

Children can explore using a variety of equipment at the stations

PEOPLE

Children in each group could have designated roles and responsibilities or provide additional challenges to stretch the more able

CONNECT

Identify a station or a part of a station you found challenging. How did you overcome this challenge? Did other people within your group support and encourage you to achieve?

SCHOOL

Suggest someone else in your group who you think has worked really hard to try and improve their coordination skills.

coordination



I can use different body parts at the same time

I can show control when working with different objects

I can be respectful and encouraging to others

SUGGESTED EQUIPMENT

Suitable throwing objects – beanbags / quoits / small balls / scarves
Cones / Spots
Bibs / Ropes / Noodles
Other items to develop agility and balance for additional stations

Select one station from 'Balance' and add an object to bring out increased coordination.

Select one station from 'Agility' and add an object to bring out increased coordination.

Bib juggle
Using 1, 2 then 3 bibs pupils throw the bibs into the air and aim to catch them before they hit the floor. This can progress into a juggling type action.

Bean bag catch

Using a tennis racket and a bean bag pupil's aim to push the bean bag into the air and catch back on their racket. They could throw the object themselves or use a ball rather than bean bag. This can be done as an individual or pair.

Hopscotch

Using throw down spots or hoops create a hopscotch style route where pupils have to use one and two footed landings in combination.

Hand tennis

Pupils play this game in pairs using a soft ball or balloon. They hold hands to create a net and aim to hit the object to the other side (over their arms). This should be done cooperatively.

coordination



move



solve



connect

I can use different body parts at the same time

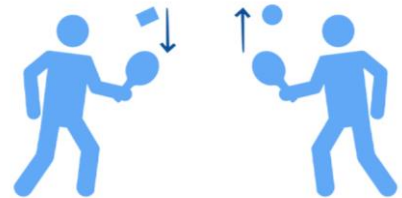
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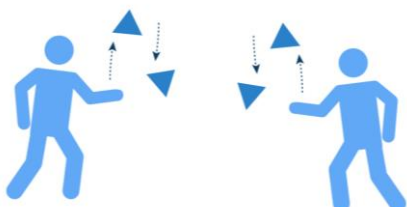
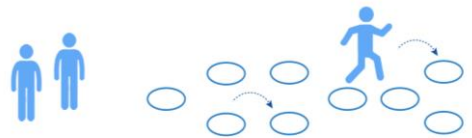
SUGGESTED EQUIPMENT

Suitable throwing objects – beanbags / quoits / small balls / scarves
Cones / Spots
Bibs / Ropes / Noodles
Other items to develop agility and balance for additional stations

Select one station from 'Balance' and add an object to bring out increased coordination



Select one station from 'Agility' and add an object to bring out increased coordination



THEME ASSESSMENT

agility

balance

coordination



- ✓ I can change direction quickly with control
- ✓ I can balance on different body parts on the floor and on equipment
- ✓ I can use different body parts at the same time

Evolve

Embed

Excel



- ✓ I can move quickly but safely around obstacles
- ✓ I can show dynamic balance when moving
- ✓ I can show control when working with different objects

Evolve

Embed

Excel



- ✓ I can support others by following rules
- ✓ I can collaborate with and compete against others
- ✓ I can be respectful and encouraging to others

Evolve

Embed

Excel



- ✓ What is important to you as a school?
- ✓ E.g. Teamwork / Resilience / Attendance at after school / Respect for each other