

Component 6:

We should know:

Children will then perform suitable travelling actions in flexible and direct pathways when using apparatus. Children will develop their own sequence that lasts at least 3 minutes.

What we will know after this sequence:

- Pupils will use jumping movements to change pathways e.g. turning or rolling.
- Children will perform to the class and be given constructive criticism from their peers.

Vocabulary:

Jump, landing, pathways, turns, roll, link, control.

SEN:

Work in mixed ability groups so there are less cue cards, support with timing.



Component 4:

We should know:

How to adapt the shapes they have already made onto the apparatus. To pick the appropriate balance for the apparatus used.

What we will know after this sequence:

- How to explore direct and flexible pathways.
- To travel forwards using one method and backwards using a different method of travel.

Vocabulary:

Direct, flexible, pathway, travelling, levels, control

How will this feed into my next learning:

Children will then perform suitable travelling actions in flexible and direct pathways when using apparatus.

SEN:

Put together some pathways for children to follow, cue cards for actions.



Component 5:

We should know:

How to explore direct and flexible pathways. To travel forwards using one method and backwards using a different method of travel.

What we will know after this sequence:

- Children will then perform suitable travelling actions in flexible and direct pathways when using apparatus.
- Children will develop their own sequence that lasts at least 3 minutes.

Vocabulary:

Direct, flexible, pathway, travelling, over, under, along

How will this feed into my next learning:

Pupils will move on to using jumping movements to change pathways.

SEN:

Work in pairs so there are less actions and support with timing

Component 3:

We should know:

How to select relevant shapes and link these together to perform in a sequence.

To ensure all limbs are fully stretched when performing certain shapes.

What we will know after this sequence:

- How to adapt the shapes they have already made onto the apparatus.
- To pick the appropriate balance for the apparatus used.

Vocabulary:

Levels, apparatus, sequence, adapt, quality, fluidity

How will this feed into my next learning:

Children will then move on to explore direct and flexible pathways.

SEN:

Copy simple balances, prompts to remember shapes.



Component 2:

We should know:

To explore different body shapes on different levels. To select shapes to perform in a floor sequence To hold shapes for at least 3 seconds in a balance.

What we will know after this sequence:

- How to select relevant shapes and link these together to perform in a sequence.
- To ensure all limbs are fully stretched when performing certain shapes.

Vocabulary:

Straight, tuck, straddle, pike, dish, arch, level, sequence

How will this feed into my next learning:

Children will adapt the shapes they have created to be used on apparatus.

SEN:

To stretch limbs as fully stretched as they can, use a peer to support with balance.



Component 1:

We should know:

That the body can be positioned at different levels. The names of the different body parts.

What we will know after this sequence:

- To explore different body shapes on different levels.
- To select shapes to perform in a floor sequence.
- To hold shapes for at least 3 seconds in a balance.

Vocabulary:

Straight, tuck, straddle, pike, dish, arch, level

How will this feed into my next learning?

Children will then move on to linking these shapes together to form a sequence.

SEN:

Children to hold the shapes for as long as they are able to balance.

