

Moving

Aim of session: Developing skipping, walking, running, and jumping skills and following rules.

Lesson information

Duration: 45 minutes

Age range: 6-7 years

No. of players: Varies

Session plan number: 1

Assessment area colour codes:

Physical literacy; Cognitive Thinking; Wellness; Engagement.

Primary learning outcome:

Developing skipping, walking, running, and jumping skills.

Secondary learning outcome:

Following the rules of the game.

Keywords:

Cooperation.

Resources:

+ Hoops, balls, beanbags, music.

1 Warm up activity

🕒 10 mins

Key questions

Toilet Tag - Choose two children to be on as the 'taggers'. If a child gets tagged then they become a 'toilet'. They rest on one knee with one arm out as the 'flush'.

To be released, another child has to flush the tagged child arms to join in again. Ensure the 'taggers' are regularly switched.

2 Main activity

🕒 30 mins

Key questions

Cooperative Musical hoops – In pairs the children should stand in one hoop with the hoop at waist height. Each pair skips around the play space to music staying in the hoop whilst moving in the same direction and at the same pace. When the music stops the children should drop their hoop and, as a pair, go and find another hoop to get into. Encourage the children move cooperatively and make space to share the hoop.

Musical Hoops – All of the hoops should now be placed on the floor. The children should move around the hoops in varying different forms of travel (hopping, skipping, running, jumping). Avoid stepping on the hoop in case it slides away. When the music stops the children have to find a hoop to stand in. Each time the teacher should take away one hoop. The children need to work together to fit as many people into each hoop as they can.

Heads and bums tag – Half of the children are on the 'heads' team and have to run around with one hand on their head. The other half of the group are on the 'bums' team and have to run around with one hand on their bottom. If a 'head' player is tagged by a 'bums' player then the 'heads' player must now turn into a 'bums' player and vice versa.

Encourage the children to work together as a team, use fast running, use 'plant and go' dodging and 'fake' dodging.

Can you show different kinds of skipping, walking, running, jumping, and dodging skills?

3 Main activity (continued)

Key questions

Fish Gobbler – Spread the children out in the defined playing space. One volunteer becomes the 'fish gobbler'.

The 'fish gobbler' calls out actions including:

- 'Ship' – Pointing in one direction and all of the children have to run to that side of the playing space.
- 'Shore' – Pointing in another direction and the children have to run to that side of the playing space.
- 'Sardines' – Everyone runs to the middle to make the tightest group possible.
- 'Crabs' – Children pair up and back, to back with their partners, bend over and reach under their legs to hold hands.
- 'Fisherman all' – Children sit on someone's knee.
- 'Fish Gobbler' – Children drop to the floor on their stomachs and link arms, legs and bodies together. The 'fish gobbler' moves around to check that all children are linked together – if anyone is not, they link arms with the fish gobbler.

The game ends when all children are linked to the 'fish gobbler' or if the teacher is ready to move onto another game.

Encourage the children to: have quick reactions, work together, keep their heads up.

Treasure Chest – In the centre of the playing space place a hoop with lots of 'treasure' in it (balls, beanbags etc.) Divide the class into small groups of approx. 5 children. Give each group a hoop that they can place at the outside of the playing space and act as their 'base'. The children should leave their 'base' one at a time. Their aim is to pick up equipment/treasure from the central hoop and bring it back to their base. They can only take one piece of equipment at a time.

When the children have played the game once, reverse the game so that they have to empty their 'base' into the central hoop.

Add in some variations on the rules: run on the way there and hop on the way back etc.

Can you understand and follow the rules of the game?

Assessment area colour codes:
Physical literacy; Cognitive Thinking; Wellness; Engagement.

4 Cool down

 5 mins

Key questions

Coming to the end of the session:

Children to tidy away their spots.

The group should sit in a circle and relax. Ask them to put their hands on their hearts and feel their heart beat slow down as they are resting.

Teacher notes and review