

# Monday 8<sup>th</sup> February

## Physical Development (PE)

Theme: Pets

Learning objective:

To copy and create short sequences linking actions together

### Success criteria

- Travel over, around and along apparatus
- Use rolls, balances, jumps and shapes

This lesson **does not** need to be printed and can be completed as a family!

Equipment: something to jump from (not too high eg footstool), hoop if you have one, marker cones or pieces of paper/cushions to jump over.

**Safety-** ensure you have a safe space. Move any furniture out of the way. Today we are learning to put a sequence of actions together so a clear carpeted area would be safest for jumps, rolls and balances.

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## Warm up and introduction

### Pets:

Talk about the different pets people may have, identifying the different animals such as dogs, cats, rabbits, horses and snakes. Ask your child to travel around the space using the following travelling actions. When you say 'Perfect Pet' your child should move to the hoop/rug and place one foot inside it.

- Cats: travel on hands and knees
- Horses: gallop
- Rabbits: jump
- Snakes: slither on tummy or back
- Dogs: travel on hands and feet



Look for space as you travel and change direction to avoid others.

Stop in a balanced position before putting one foot in the hoop.

- A. Teach three linked actions e.g travel like a horse galloping around the hoop, rabbit jumping in and out of the hoop, dog climbing through the hoop. (Adapt to the equipment you have) Can they copy your sequence?

Encourage clear, quality movements.

Make this harder by allowing the children to link their own methods of travelling around, over and through the hoop.

- B. You choose the first action for your child to copy and then change over. Can they think of a way to travel around their hoop? Can they think of a way to travel through the hoop? Can they think of a way to travel over the hoop? Can they balance in the hoop?

C.

**Shapes**

- Tuck**
  - Knees together
  - Back straight
  - Roll shoulders down away from ears
- Straddle**
  - Arms and legs extended
  - Arms stay shoulder height in line with legs
- Front Support**
  - Shoulders over hands
  - Head looks straight down
  - Body stays in a straight line
- Back Support**
  - Hips lifted
  - Hands face feet
  - Toes aim to touch the ground

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Hold balance for 5 seconds and squeeze your muscles to help you stay still.

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## Skill Development

### The pets are home alone:

Place marker cones around the area as well as the hoops. Ask the children to imagine they are pets who have been left home alone.

**1.** Ask your child to move around the space as a pet of their choice. When they get to a cone, they must jump over it. When they get to a hoop, they must travel around it. You could use pieces of paper or cushions on the floor for this if you don't have cones and hoops.

Encourage the children to travel on different body parts e.g stomach, hands and feet etc.

**2.** This time ask them to balance in a hoop and hop over a cone.

Encourage the children to use different travelling movements each time. Hold each balance for 5 seconds.

Encourage the children to balance on different body parts.

Make this harder by asking the children to hop backwards or sideways.

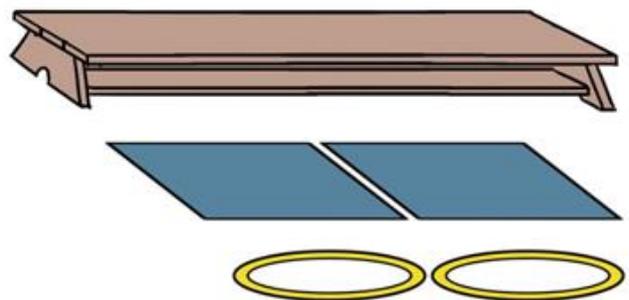
Using apparatus:

Set out the apparatus as shown using a step or footstool, carpet and hoop. (The picture is as we would set it up at school for more than one child.)

**A** Show your child a short sequence to copy:

- Straight jump off the bench
- Barrel roll along the mat
- Gallop around the hoop like a horse
- Balance in the hoop

Ask them to copy the sequence.



**B** Explore ideas for different pet animal travelling actions they could do around, over or through the hoop. Allow them time to try to create their own short sequence to include a jump, roll, animal travel and balance.

Hold balances and shapes for 5 seconds. Squeeze your muscles to help you to stay controlled.

Make this easier by asking the children to just change the travelling action. Make this harder by asking the children to link more actions together or asking them to include a change of direction or level.

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## Plenary (approx. 5 minutes)

Ask your child how many actions they had in their sequence. Can they count them? Did they use different body parts to travel on?

Parent note: children included four actions. One jump, one roll, one travel and one balance.

Can they share their favourite balance and why it is their favourite?