

LESSON PLAN: **INFANT AGILITY:** YEAR 2: WEEK 3

LEARNING OBJECTIVE: Learn and understand different ways to balance.

WARM UP (10 MINS)

Sticky Toffee: Students move around a marked out area. Two students are nominated as the “taggers”. When those students tag other people in the group, students must stop and stand in a star shape. The only way those people can be freed are via another member of the group who is not tagged running under their arms. Swap the “taggers” over.

LESSON (20 MINUTES)

The teacher splits the class into equal groups and sets up a variety of different obstacle courses, which could include hoops, benches and skipping ropes. Place a group at the start of a different obstacle course. One person at a time, the students must travel across the obstacle course trying to hold their balance. Once students have completed the course, they wait for the other groups to finish and then move onto the next obstacle course.

GAME/COMPETITION (15 MINS)

Musical Statues : The teacher plays some music and commands the pupils to move around in a number of ways. When the music stops, students must freeze and hold a still balance. The last pupil to freeze is out.

EQUIPMENT

- Quoits
- Music and speakers
- Cones
- Skipping Ropes
- Benches

KEYWORDS

- Balance
- Still
- Focus
- Arms

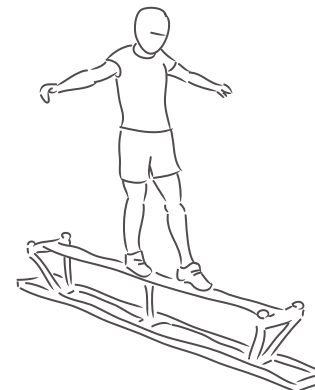
DIFFERENTIATION

LESS ABLE

- Students can choose to travel through the obstacle course using a partner to help them balance.

MORE ABLE

- Students balance a quoit as they travel through the obstacle course.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	4	Can they balance over a number of obstacles?
	3	Can they balance over a couple of obstacles?
	2	Can they show understanding of what balancing is, but unable to hold a balance.
Tactics, Rules & Teamwork	4	Works with their partner and demonstrates knowledge and the understanding of tasks.
	3	Can work with a partner and understand the directions.
	2	Starts communicating with a partner.
Show & Link	4	Can they link the skills : travelling and balancing over a number of obstacles with ease?
	3	Can they show and link: balancing over some of the obstacles?
	2	Show how to balance on a bench.
Describe Ways to Improve	4	Are able to describe and improve performance.
	3	Are able to describe performance.
	2	Are able to see difference in performance against a simple model.
Fitness & Health	4	Shows a solid understanding of why physical activity has health benefits.
	3	Has some knowledge of why physical activity has health benefits.
	2	Has little knowledge of why physical activity has health benefits.