

LESSON PLAN: **INFANT AGILITY:** YEAR 2: WEEK 4

LEARNING OBJECTIVE: Understand the technique to jump effectively.

WARM UP (10 MINS)

Musical Statues: Students start by moving around in a number of ways within a marked out area. Once students are warm the teacher can add the musical statue element of the game. The last person to stop still is out.

MAIN LESSON (20 MINS)

The teacher sets up the following obstacle courses:

- 1 x bench & small table top
- 1 x bench & a medium table top
- 1 x bench & a large table top

Split the class into 3 groups and line each group up behind one of the obstacle courses. Pupils have several goes at each course, one at a time and then swap round. Ensure the pupils toes are over the edge of the table top before they jump and they bend their knees to land.

Develop: The teacher could ask pupils to jump in different ways off the apparatus. Eg. Star, Pike, Straddle, Tuck or Straight.

GAMES/COMPETITION (15 MINS)

Crocodile Game : The teacher lines the students up behind a marker. The teacher and another pupil/teaching assistant move a large skipping rope gently. Students must, one at a time, jump over the skipping rope, using the jumping and landing skills and then go to the back of the Que.

EQUIPMENT

- Music and speakers
- Benches
- Table Tops
- Cones
- Skipping Rope

KEYWORDS

- Bend knees
- Toes over edge

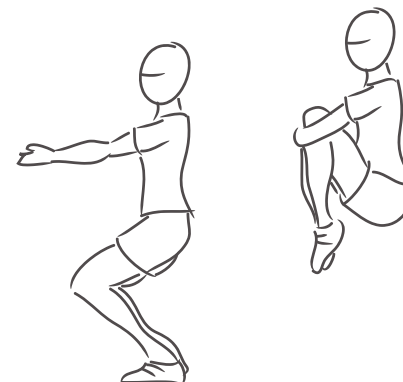
DIFFERENTIATION

LESS ABLE

- Add an easier apparatus for students to travel across.
- Vary the height of skipping rope for the Crocodile Game.

MORE ABLE

- Students must travel with a quoit to incorporate balancing.
- Add more apparatus .
- Students must jump in the skipping rope and complete one rotation during the crocodile game.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	4	Can they jump and land safely using a large piece of apparatus?
	3	Can they jump and land safely using a smaller piece of apparatus?
	2	Can they jump with help, but to a low ability?
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	tarts communicating with a partner.
Show & Link	4	Can they link the skills : jumping off apparatus and landing safely?
	3	Can they show and link: jumping and landing safely?
	2	Show how to jump.
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.