

Up my Street

Year 1

Subject Focus: Number

1,2,3 Numeracy

★ Gymnastics

Objectives Pupils will learn to:

- visualise and name common 2-D shapes and describe their features
 - make whole, half and quarter turns
 - visualise and use everyday language to describe the position of objects and direction and distance.
- ★ perform basic gymnastic actions, including travelling, jumping and stay still when required
 - ★ manage the space safely, showing good awareness of each other, mats and apparatus
 - ★ make up and perform simple movement phrases in response to simple tasks
 - ★ link and repeat basic gymnastic actions
 - ★ perform movement phrases with control and accuracy.

Activity

- Ask the children to take a sheet of newspaper, a spot or a carpet square and place it in a space and sit on it.
- Tell the children that the newspapers etc. are houses and they are super heroes that are powerful enough to jump over the houses.
- Ask the children to try to jump over their house. Emphasise safe landings and swinging arms and bent knees to get high jumps.
- Ask the children to try different take-offs and different landings, i.e. 2-2, 1-2, 1- same, 1- other, 1-1 feet.
- Ask the children to jump forwards and backwards over their house then sideways onto and off and around.
- Ask the children to look around them at the other houses in their street and neighbourhood. Tell the children they are going to travel to a neighbour's house, jump over it and then travel in a different way back to their house and balance on top of it!
- This time the children are to take a longer trip around their neighbourhood and keep travelling and jumping until teacher shouts 'home' when they will travel home and balance on top of their house. Ask the children to travel in different ways and directions.
- Teach the children how to do a quarter-turn, half-turn and whole turn jump to change the direction in which they are travelling in.
- This time when they go on their trip they will balance on the top of each house for five seconds before moving on. Ask the children to think of different shapes and see if they can use pointed corners and straight shapes like those in squares, rectangles and triangles or curved or round shapes like circles or spheres to create their balances. This can be teacher led e.g. make a straight shape this time.