

UNIT TITLE: BALANCE

TEACHER: MISS JOYCE

SESSION TOPIC: SPATIAL AWARENESS

SESSION NUMBER: 1

LESSON OBJECTIVES:

I CAN FOLLOW INSTRUCTIONS FROM THE WORK-SHEET AND/ OR I CAN FOLLOW INSTRUCTIONS FROM A PARENT/ GUARDIAN

WARM UP:

OBJECTIVES:

- FOLLOWING INSTRUCTIONS
- USING THE SPACE I HAVE SAFELY AND EFFECTIVELY

QUESTIONS:

- WHAT CHANGES DO I FEEL HAPPENING TO MY BODY WHILST I WARM-UP?

LEARNER ACTIVITY:

1. JOGGING ON THE SPOT FOR 30 SECONDS
2. STAR-JUMPS ON THE SPOT FOR 30 SECONDS
3. PUNCHING THE AIR FOR 30 SECONDS
4. TUCK JUMPS FOR 30 SECONDS
5. SQUATS FOR 30 SECONDS
6. REST FOR 60 SECONDS

CAN WE NOW THINK OF A STRETCH FOR EACH PART OF OUR BODY?

- FOR EXAMPLE- TOUCHING OUR TOES AND REACHING TO THE SKY
- HOLD EACH STRETCH FOR 15 SECONDS

MAKE IT EASIER:

- REDUCE THE LENGTH OF TIME ON EACH ACTIVITY

MAKE IT HARDER:

- INCREASE THE LENGTH OF TIME ON EACH ACTIVITY

ACTIVITY 1: RABBITS

OBJECTIVES:

- I CAN FIND THE SPACE IN THE AREA WHILST ON THE MOVE

QUESTIONS:

- WHAT BODY PARTS HELP US JUMP FURTHER OR HIGHER?

LEARNER ACTIVITY:

1. USING HOOPS OR CUSHIONS, ALLOW THE CHILDREN TO PICK A RABBIT HOLE EACH, ASK THEM TO REMEMBER WHERE THEIR RABBIT HOLE IS AND WHO IS STANDING NEAR THEM.
2. ASK THE CHILDREN TO MOVE AROUND THE ROOM, AVOIDING EACH OTHER AND OTHER ITEMS
3. ON COMMAND: "GO HOME RABBITS" THE CHILDREN ARE TO RETURN TO THEIR RABBIT HOLE AND STAND AS TIGHT AND STILL AS POSSIBLE
4. REPEAT A FEW TIMES USING DIFFERENT MOVEMENT STYLES: WALK, JOG, JUMP, SKIP, HOP

MAKE IT EASIER:

- REDUCE THE LENGTH OF TIME ON EACH ACTIVITY
- ADAPT ACTIVITIES WHERE NEEDED

MAKE IT HARDER:

- INCREASE THE LENGTH OF TIME ON EACH ACTIVITY



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ACTIVITY 2: JUMPING COMPETITION

OBJECTIVES:

1. I CAN JUMP USING THE CORRECT TECHNIQUES

QUESTIONS:

1. WHY IS IT IMPORTANT TO LAND ON TWO FEET? THINK OF OUR SAFETY
2. WHY DO WE MARK OUR SCORE USING OUR HEEL FURTHEST BACK?
3. WHY CAN'T WE STEP FORWARD AFTER JUMPING?

LEARNER ACTIVITY:

THIS ACTIVITY CAN BE PLAYED ON YOUR OWN OR AGAINST OTHER PLAYERS. TO PLAY ALL YOU NEED IS A STARTING POINT AND A MARKER TO MEASURE THE DISTANCE OF YOUR JUMP.

1. STATIONARY JUMP- WITH TWO FEET KEPT TOGETHER, JUMP AS FAR FORWARD AS POSSIBLE
2. STATIONARY HOP- JUMPING OFF ONE LEG JUMP AS FAR AS POSSIBLE, LANDING ON TWO FEET.
3. LONG JUMP- WITH A SMALL RUN UP, JUMP OFF ONE LEG AND LAND ON TWO FEET
4. HIGH JUMP- STANDING STATIONARY TEST HOW HIGH YOU CAN JUMP, CAN YOU REACH A CERTAIN HEIGHT ON THE WALL

MAKE IT EASIER:

1. PRACTICE EACH ACTIVITY BEFORE HAVING A COMPETITION

MAKE IT HARDER:

1. CHALLENGE YOURSELF TO BEAT YOUR PREVIOUS SCORE

COOL DOWN:

OBJECTIVES:

1. UNDERSTANDING THE IMPORTANCE OF COOLING DOWN

QUESTION:

1. WHY IS IT IMPORTANT TO COOL DOWN
2. WHAT IS A DYNAMIC STRETCH/ CAN WE NAME ONE

LEARNER ACTIVITY:

1. JOGGING ON THE SPOT FOR 60 SECONDS
2. SKIPPING ON THE SPOT FOR 60 SECONDS
3. WALKING ON THE SPOT FOR 60 SECONDS
4. CONTROL OUR BREATHING- DEEP BREATHE IN FOR 4 SECONDS, HOLD FOR 4 SECONDS, BREATHE OUT FOR 4 SECONDS (REPEAT 5 TIMES)

CAN WE NOW THINK OF A STRETCH FOR EACH PART OF OUR BODY WHILST WE MOVE?

- FOR EXAMPLE- WALKING LUNGES
- CARRY OUT EACH STRETCH FOR 15 SECONDS

MAKE IT EASIER:

1. CHANGE THE EXERCISE TO MAKE IT EASIER
2. ASK A PARENT/GUARDIAN TO HELP

MAKE IT HARDER:

SELF ASSESSMENT:

- WHAT DID YOU ENJOY?
- WHAT DID YOU FIND EASY/ HOW COULD YOU MAKE IT HARDER?
- WHAT DID YOU STRUGGLE WITH/ HOW COULD YOU PRACTICE TO IMPROVE?

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UNIT TITLE: BALANCE

TEACHER: MISS JOYCE

SESSION TOPIC: CONTROL

SESSION NUMBER: 2

LESSON OBJECTIVES:

I CAN REMAIN CALM AND CONTROLLED WHILST CARRYING OUT DIFFERENT BALANCES

WARM UP:

OBJECTIVES:

- FOLLOWING INSTRUCTIONS
- USING THE SPACE I HAVE SAFELY AND EFFECTIVELY

QUESTIONS:

- WHY IS IT IMPORTANT TO WARM-UP?

LEARNER ACTIVITY:

1. JOGGING ON THE SPOT FOR 30 SECONDS
2. STAR-JUMPS ON THE SPOT FOR 30 SECONDS
3. PUNCHING THE AIR FOR 30 SECONDS
4. TUCK JUMPS FOR 30 SECONDS
5. SQUATS FOR 30 SECONDS
6. REST FOR 60 SECONDS

CAN WE NOW THINK OF A STRETCH FOR EACH PART OF OUR BODY?

- FOR EXAMPLE- TOUCHING OUR TOES AND REACHING TO THE SKY
- HOLD EACH STRETCH FOR 15 SECONDS

MAKE IT EASIER:

- REDUCE THE LENGTH OF TIME ON EACH ACTIVITY

MAKE IT HARDER:

- INCREASE THE LENGTH OF TIME ON EACH ACTIVITY

ACTIVITY 1: MUSICAL STATUES

OBJECTIVES:

- I WILL STAY CONTROLLED IN MY MOVEMENTS BOTH STATIONARY AND ON THE MOVE

QUESTIONS:

- WHAT HELPS OUR BODY STAY BALANCED?

LEARNER ACTIVITY:

1. MOVE AROUND THE ROOM TO THE MUSIC, USING DIFFERENT MOVEMENT STYLES: WALK, JOG, RUN, JUMP, SKIP, HOP ETC.
2. ON PAUSING THE MUSIC, CHILDREN MUST FREEZE. AND THINK OF STATUE TO FREEZE LIKE FOR EXAMPLE A SUPER HERO OR A LETTER SHAPE.
3. DON'T MOVE UNTIL THE MUSIC STARTS TO PLAY AGAIN.

MAKE IT EASIER:

- CARRY OUT ACTIVITIES ON THE SPOT DEPENDANT ON SPACE AVAILABLE

MAKE IT HARDER:

INCREASE THE LENGTH OF TIME ON EACH ROUND I.E. 30 SECONDS RUNNING WITH 2 PAUSES FOR 5 SECONDS



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ACTIVITY 2: SEQUENCE OF STATUES

OBJECTIVES:

1. I CAN STAY BALANCED WITHIN A SEQUENCE OF MOVEMENTS

QUESTIONS:

1. WHAT IS A SEQUENCE OF MOVEMENTS?

LEARNER ACTIVITY:

1. ASK THE CHILDREN TO SELECT THEIR FAVOURITE WAY OF MAKING EACH OF THE 3 STATUES, AND LINK THEM TOGETHER INTO A SEQUENCE,
2. THINK OF WAYS WE CAN MOVE FROM ONE STATUE INTO THE NEXT
3. REMEMBERING AND REPEATING IT EXACTLY. A DEMONSTRATION MAYBE REQUIRED FROM AN ADULT
4. HOLD STATUES FOR 3 SECONDS OR LONGER IF POSSIBLE.
5. ALLOW THE CHILDREN TIME TO PRACTISE
6. FINISH WITH A PERFORMANCE

MAKE IT EASIER:

- USE STATUES WITH AT LEAST TWO BODY PARTS TOUCHING THE FLOOR

MAKE IT HARDER:

- ADD IN MORE THAN THREE STATUES
- THINK OF STATUES THAT CHALLENGE YOUR BALANCE FURTHER

COOL DOWN:

OBJECTIVES:

1. UNDERSTANDING THE IMPORTANCE OF COOLING DOWN

QUESTION:

1. WHY IS IT IMPORTANT TO COOL DOWN
2. WHAT IS A DYNAMIC STRETCH/ CAN WE NAME ONE

LEARNER ACTIVITY:

1. JOGGING ON THE SPOT FOR 60 SECONDS
2. SKIPPING ON THE SPOT FOR 60 SECONDS
3. WALKING ON THE SPOT FOR 60 SECONDS
4. CONTROL OUR BREATHING- DEEP BREATHE IN FOR 4 SECONDS, HOLD FOR 4 SECONDS, BREATHE OUT FOR 4 SECONDS (REPEAT 5 TIMES)

CAN WE NOW THINK OF A STRETCH FOR EACH PART OF OUR BODY WHILST WE MOVE?

- FOR EXAMPLE- WALKING LUNGES
- CARRY OUT EACH STRETCH FOR 15 SECONDS

MAKE IT EASIER:

1. CHANGE THE EXERCISE TO MAKE IT EASIER
2. ASK A PARENT/GUARDIAN TO HELP

MAKE IT HARDER:

SELF ASSESSMENT:

- WHAT DID YOU ENJOY?
- WHAT DID YOU FIND EASY/ HOW COULD YOU MAKE IT HARDER?
- WHAT DID YOU STRUGGLE WITH/ HOW COULD YOU PRACTICE TO IMPROVE?

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UNIT TITLE: BALANCE

TEACHER: MISS JOYCE

SESSION TOPIC: BASIC TO ADVANCED

SESSION NUMBER: 3

BALANCES USING PATCHES AND POINTS

LESSON OBJECTIVES:

- 1.1 CAN CARRY OUT A BALANCE USING BOTH PATCHES AND POINTS
- 2.1 CAN CREATE A SEQUENCE OF MOVEMENTS

WARM UP:

OBJECTIVES:

- FOLLOWING INSTRUCTIONS
- USING THE SPACE I HAVE SAFELY AND EFFECTIVELY

QUESTIONS:

- WHICH ENERGY SYSTEM IS WORKING?

LEARNER ACTIVITY:

1. JOGGING ON THE SPOT FOR 30 SECONDS
2. STAR-JUMPS ON THE SPOT FOR 30 SECONDS
3. PUNCHING THE AIR FOR 30 SECONDS
4. TUCK JUMPS FOR 30 SECONDS
5. SQUATS FOR 30 SECONDS
6. REST FOR 60 SECONDS

CAN WE NOW THINK OF A STRETCH FOR EACH PART OF OUR BODY?

- FOR EXAMPLE- TOUCHING OUR TOES AND REACHING TO THE SKY
- HOLD EACH STRETCH FOR 15 SECONDS

MAKE IT EASIER:

- REDUCE THE LENGTH OF TIME ON EACH ACTIVITY

MAKE IT HARDER:

- INCREASE THE LENGTH OF TIME ON EACH ACTIVITY

ACTIVITY 1: DICE GAME

OBJECTIVES:

- I CAN USE MY IMAGINATION TO THINK OF DIFFERENT WAYS TO BALANCE

QUESTIONS:

- WHAT BODY PARTS HELP US STAY BALANCED

LEARNER ACTIVITY:

1. USING A LARGE FOAM DICE, AN ADULT WILL ROLL THE FIRST TIME. ADULT TO CALL OUT THE NUMBER SHOWN.
2. CHILDREN HAVE 30 SECONDS TO COME UP WITH THE BEST BALANCE USING THAT NUMBER OF BODY PARTS. TEACHER TO JUDGE THE MOST IMAGINATIVE OR WELL PERFORMED BALANCE. THE WINNER CAN THEN ROLL THE DICE, REPEAT THIS A FEW TIMES.
3. IMAGINATIVE OR WELL PERFORMED BALANCE. THE WINNER CAN THEN ROLL THE DICE, REPEAT THIS A FEW TIMES.
4. CARRY OUT THIS ACTIVITY USING A SOFT FLOOR

MAKE IT EASIER:

- USE MORE BODY PARTS IF NEEDED

MAKE IT HARDER:

- INCREASE THE LENGTH OF TIME ON EACH BALANCE HOLD



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ACTIVITY 2: PATCHES AND POINTS

OBJECTIVES:

1. EXPLORING DIFFERENT WAYS TO BALANCE

QUESTIONS:

1. DISCUSS WITH THE CHILDREN PATCHES AND POINTS OF THE BODY?
PATCHES: ARE LARGE PARTS OF THE BODY: BACK, STOMACH, BOTTOM AND SHOULDERS
POINTS: ARE SMALL PARTS OF THE BODY: FEET, KNEES, HANDS, AND ELBOWS

LEARNER ACTIVITY:

1. ASK THE CHILDREN TO SELECT 6 BALANCES, USING DIFFERENT BODY PARTS (PATCHES AND POINTS),
2. LINK TOGETHER INTO A SEQUENCE.
3. CAN THEY REMEMBER AND REPEAT.

MAKE IT EASIER:

- ADAPT ACTIVITIES WHERE NEEDED
- GET IN TOUCH, WE WILL ADVISE YOU

MAKE IT HARDER:

- PAIR UP WITH A PARTNER- EXPLORE COUNTER BALANCE AND COUNTER TENSION (RESEARCH IF NEEDED)

COOL DOWN:

OBJECTIVES:

1. UNDERSTANDING THE IMPORTANCE OF COOLING DOWN

QUESTION:

1. WHY IS IT IMPORTANT TO COOL DOWN
2. WHAT IS A DYNAMIC STRETCH/ CAN WE NAME ONE

LEARNER ACTIVITY:

1. JOGGING ON THE SPOT FOR 60 SECONDS
2. SKIPPING ON THE SPOT FOR 60 SECONDS
3. WALKING ON THE SPOT FOR 60 SECONDS
4. CONTROL OUR BREATHING- DEEP BREATHE IN FOR 4 SECONDS, HOLD FOR 4 SECONDS, BREATHE OUT FOR 4 SECONDS (REPEAT 5 TIMES)

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