**KS1 Warm up and lesson ideas. A picture containing drawing, food

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| **Activity**  **Warm Up ideas** | **Description** | **Fundamentals and movement skills** |
| **Follow the Leader** | Children move about the space under the direction of the teacher – run, jump, hop, skip etc building a movement vocabulary. Once this has been established children can create their own movement pattern and keeping in their own grid show a partner. Children can copy each other’s movement sequences progress to Mirroring each other’s movement sequences. | Agility  Balance  Coordination  Movement patterns  jumping |
| **Pirates-North, South, East and West** | Children move about their own zone moving in a specific way (hop, skip, jump) to a certain point on the grid/compass on command.  Look out to sea (balance on right leg, then left)  Climb the rigging (alternate steps on the spot lifting knees  high and moving the arms alternately as if climbing)  Scrub the decks – balance on all 4’s on the floor  Walk the plank – 5 small steps, then a jump landing  Man the Lifeboats. Sit in a straddle position and pretend to row. | Agility  Balance  Co ordination  Fundamental movement skills |
| **ISLANDS children moving about the zone** | Hoop/spot placed in the centre of the zone. Children moving around in their zone. responding to the teacher’s instructions:   1. Dolphins -skipping 2. Whales – large strides 3. Crabs – sidestep 4. Fish – jogging   When the teacher calls out **ISLANDS** children aim to stand inside a hoop/spot, next to their shoe/jumper etc. Activity can be repeated with the children holding different shapes whilst on or near the spot. | Agility  Movement patterns  Balance  Coordination  Stopping |
| **Motorway Madness** | Children move about their zone responding to instructions   1. Large Lorry – take large strides 2. Mini Mini – small steps 3. Roundabout – turn on the spot 4. Traffic lights – STOP 5. Bendy bus – jogging taking a curved pathway | Agility, Balance, Coordination.  Fundamental movement skills.  Running in different ways  Jumping, stopping |
| **Gears** | Different coloured cones are scattered around the playground, children are given a colour and follow the pathway of those cones. Under teacher direction – children stop and change the way children move from cone to cone e.g. walking, hopping, jumping | Running,  Hopping,  Jumping  Skipping  Changing direction |
| **Chalk Lines** | Draw or use lines with chalk in each zone.  Using the lines can you tight rope walk along it?  Jump over the line 2 feet to 2 feet, facing different directions; forwards, backwards, sideways.  Can you hop along the line, on one ..and the other foot. Take small steps along the line. How many can you do in 10secs? Can you beat your score?  Children draw their own line and create their own movement pattern. Opportunity for other children to try their movement pattern and evaluate each other’s. | Agility  Balance  Movement patterns  Jumping |
| **Star pattern** | Children start in the middle of the zone and run to each of the 4 corners coming back to the middle each time. Change ways of travelling e.g. side- step, skipping, backwards etc. Children can work co-operatively across zones by calling out directions and movement patterns to their partner. | Running in different directions  Changing direction |
| **Equipment Free circuit. (**This could be done in the whole playground or individual zones) | Each zone or area of the playground indicates an area where the children need to complete a physical activity e.g. Star Jumps, marching on the spot, speed bounce, side balance, spotty dogs, balance on one leg. Children complete activity for 30secs, rest then move around. Use additional playground markings e.g. hopscotch. Walls for wall sit etc. | Jumping and Stopping  Movement patterns  Balance and  General fitness |
| **Lesson ideas** | **Description** | **Teaching Points** |
| **Rolling in your zone** | In a zone roll the ball into a space, run ahead of the ball to collect it.  Children to set out a target/ cone/shoe/other suitable object in the middle of their grid. Aim and then roll the ball towards the target.  Start from different places and distances from the object within the grid. How many times can you hit the target?  Working across the 2 grids. Place the targets on the line between the two grids to make a ‘gate’.  Working in pairs children roll and stop the ball through the gate.  **Challenge:** How many gates can you go through in 1 min?  Move the cones closer together.  Stand further away from the gates.  **Challenge:** e.g. Roll the ball 3 times to each other through the cones then move the cones closer together. Repeat. How close can you get the cones together and be successful?  **Roll and Run Game**  Roll the ball to your partner through the gates 3 times. Run and swap ends touching the side of the grid with your foot before changing ends. Move cones closer together and repeat.  In pairs create a rolling game working cooperatively and observing social distancing. | **Stopping an object from rolling**  Move quickly and get your body ahead of the ball  Bend knees and your hands out- stretched ready  Place your hands behind the object to stop it.  Rolling  **key Teaching points:**  1**.** Opposite foot forward to throwing arm.  **2. Swing** arm back straight (this helps with direction) and then forward and release in front of body. Keep the arm close to the body  3.Follow through by pointing rolling arm towards target |
| **Throwing and catching in your zone.**  **Throwing/aiming at a target e.g. shoe/spot** | Throwing and catching challenges e.g. number of claps before catching. Beat your personal best.  Throwing and catching one hand, dominant and non-dominant hand.  How many throws and catches can you make in succession?  Throwing the ball in the air touching head then catching, increase body parts each time to include head, shoulders, knees and toes and other parts as you are able to.  Development: Partner in next zone to call out body part(s) you need to touch before catching.  Throwing/aiming at a target e.g. shoe/spot  Stand away from the spot and throw your object so it lands inside/on top of the spot.  Invent a scoring system  **Game and development.**  Throw and catch to yourself 3 times.  Throw your object into the spot.  Run to the spot pick up your object and back.  Select a scoring system for your game  Change the way you move to collect your object e.g. jump, hop, skip etc.  Create your own mini game. Show your game to someone in the grid next to you. | **Throwing**  **Underarm** Opposite foot forward.  Hold ball in one hand swing arm back.  Swing forward keeping arm straight and close to body  Release about waist height  Follow through and point to target  **Overarm**  Sideways on  Throwing arm back holding ball  Bring arm through leading with elbow  Transfer weight forward  Release ball at approx. 45 degrees  **Catching**  Watch the ball carefully  Getting your body behind /underneath the ball  Hand in the ready position -little fingers together other fingers outstretched |
| **kicking and stopping** | In pairs working across 2 zones -one ball between 2 children to kick in the same direction.  Children each to stand on a spot in the middle of the grid. Dribble ball to the edge of the grid and back to spot then kick the ball to their partner who stops the ball and repeats the sequence.  **Game development.**  A starts with the ball stands on their spot. A kicks the ball from a static position into B’s zone and then runs to the edge of the grid and back as many times as they can before B runs stops the ball and dribbles the ball back stopping it on their spot. SWAP  Children create their own game with their partner including dribbling and kicking. Children may work 1 v 1 cooperatively or competitively.  Demonstration of games with each other as appropriate. | Watch the ball  Head over the ball  Balanced position with non-kicking foot by the side of the ball.  Swing leg through and kick ball using the inside of the foot.  Stopping the ball.  Try and get your body behind the ball before stopping with the side/outside/sole of your foot. Explore different ways and in different situations. |