

## Learning Intention: How can you travel in different ways?

Year 4

I can travel using my own ideas

I can travel across a mat with some fluency and control

I can travel with fluency, control and pointed toes and linking into my sequence

### EQUIPMENT:

Resource cards,  
spots,  
clocks (to go on  
the wall)

**Key Words:** Sashay, travelling, Fluency, elements

### Warm up: Jumps

Children to find a space and listen to the teacher's instructions. Children to hop, skip or jump around with pointed toes.

**Note:** Teacher to put out spots to use as visual for children to jump over

1. If teacher calls '**Leap**' children pretend they are jumping craters. Encourage children to jump over the 'spots' in different ways - e.g. two feet to two feet, one foot to the other (leap), one foot to two feet.
2. If teacher calls '**Straight Jump**' children perform a Straight Jump.
3. If teacher calls '**Star Jump**' children perform what they think is a Star Jump.
4. If teacher calls '**Tuck Jump**' children perform a Tuck Jump
4. TURN- Children to perform any turn they remember from Yr 3

Progress  
check of jumps

### Activity 1: Quick and strong as you can (recap no longer than 5 minutes)

Teacher to recap/teach shapes.

**Straight shape**

**Star shape**

**Tuck**

**Straddle shape**

**Dish shape**

**Arch shape**

**Squat shape**

**Pike shape**

**Front Support**

**Back Support**

**Japan.**

If children do not know shapes see  
Shapes resource card to learn them.

## Activity 2: Recap Jumps and turns

(5-10minutes)

Children to recap the jumps

This is a quick recap (10 minutes maximum)

1. Straight Jump
2. Star Jump
3. Tuck Jump
4. Straight Jump with a  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  and Full Turn

See video/ resource card.

**Note:** If the children have not learned these jumps before you may need to spend a lesson learning them (look at Yr 3 lesson).

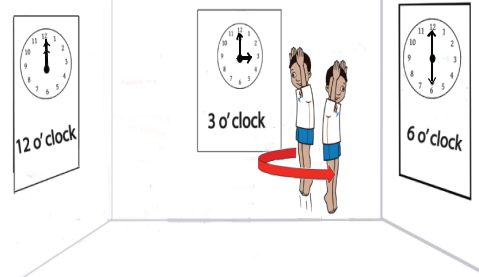
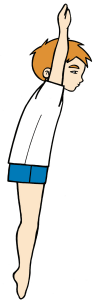
Tuck Jump



Star Jump



Straight Jump



## Activity 3: Travelling

1. Children in pairs to investigate different ways of travelling across their mat on their feet think about when doing this:
  - Good control
  - Pointed toes
  - **Fluency** - Q&A What does this mean?
2. Children to have a go at the following (see video):
  - Sashay forwards and sideways (see video)
  - Skip
  - Slide
  - Jump

### Challenge:

#### Make it harder:

- To perform the travelling moves with pointed toes and stretched out arms.
- Use your own travelling moves (from your gymnastics training).

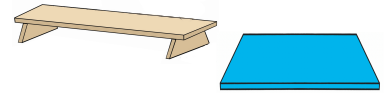
## Activity 4: Sequence Fun

**Key words:**  
Sequence,  
**Start, Middle, Finish.**

1. Children to make up a short sequence in fours.

Can they **link three shapes (from A1)** and **two jumps (from A2)** together and two of their own **elements**?

Can they do this on **apparatus** e.g. a bench and a mat?



Link **fluently** with travelling moves.

2. Children to perform to another group or the rest of the class.  
Children observing to give feedback on sequence.

Teacher to Q & A key points of Straight Jumps with turns.

**Make it easier:** Use their own travelling moves

**Make it harder:** Cat leap, Scissor kick

### Sequence

- ✓ Strong and controlled movements
- ✓ **Fluency** - when linking skills
- ✓ Strong Start and Finishing position

Cool Down: Repeat the warm up, this time walking around slowly with pointed toes.

Plenary: Ask the children which turn they liked doing best.  
Tell a partner what they thought was important when travelling in a sequence?