

FUNDAMENTALS

PE RESOURCE

Locomotion

April 2022

Hand in hand we learn



This resource has been created using the *Developing Fundamental Movement Skills resources that were taken from Sport New Zealand*
<https://sportnz.org.nz/managing-sport/search-for-a-resource/guides/fundamental-movement-skills>

This resource groups skills and activities under three fundamental movement skill categories:

- Locomotor skills involve the body moving in any direction from one point to another. Locomotor skills in this resource include walking, running, dodging, jumping, hopping and skipping.
- Stability skills involve the body balancing either in one place (static) or while in motion (dynamic). Stability skills in this resource include landing, balance (static and dynamic) and rotation. (see separate gymnastics scheme of work for activities/lessons)
- Object control (Manipulative skills) involve handling and controlling objects with the hand, the foot or an implement (stick, bat or racquet). Manipulative skills in this resource include throwing and catching, striking with the hands, feet and an implement (e.g. kicking, volleying, batting and dribbling).
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Each movement skill is divided into three learning phases that progress from simple (discovering) through to more complex (consolidating). Each child will be at a different phase depending on their experience and prior learning. Activities in each phase provide a progressive sequence for learning. The three learning phases are characterised below.

- In the **discovering phase**, the child makes a concentrated effort to learn the movement. Activities for this stage enable children to explore and discover for themselves what is involved in performing a particular movement skill.
- In the **developing phase**, learners become more efficient and refined in their performance of the movement skill through repetition and practice in a variety of contexts.
- In the **consolidating phase**, children use more automatic movements than in the developing phase. They can apply movement skills in a variety of ways and combine other movements in more complex games and activities



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Locomotion Description and applying movement principles	Learning cues	Learning phases		
		Discovering	Developing	Consolidating
<p>Walking is the transfer of weight from one foot to the other while moving forwards or backwards. One foot is always in contact with the ground, and the arms swing freely in opposite directions. Walking is an important travelling locomotor skill and is used in everyday activities like walking to school, in sports (e.g. athletics and marching) and in play and dance activities. Balance: Walking is the continuous process of losing and recovering balance. The inner edges of the feet should move along a straight line to allow the centre of gravity to shift directly over the base of support.</p>	<ul style="list-style-type: none"> ✓ hold body straight, with good posture (walk tall) –keep head up, look straight ahead ✓ swing arms freely and naturally in opposition to feet ✓ point toes straight ahead use a heel–toe action take easy strides 	<p>Children exhibit the following characteristics of walking:</p> <ul style="list-style-type: none"> • the walking pattern is bouncy or jerky • arms swing excessively away from sides • feet are too close together • feet are too far apart • toes are turned in or turned out • head is too far forward. 	<p>Children discover how to walk efficiently and practise walking at various speeds and levels, in different directions, individually, in pairs and in groups.</p> <ul style="list-style-type: none"> • The walking pattern is less bouncy • arms swing in opposition to legs, with some stiffness stride is inconsistent • head is too far forward • body is not straight. 	<p>The focus for this phase is on walking to a rhythm, sustaining an efficient walking style and walking in a variety of contexts</p> <ul style="list-style-type: none"> • the walking pattern is smooth and easy • body is straight, with good posture • arms swing freely in a relaxed manner and in opposition to legs • toes point straight ahead and strides are easy.
<p>Direction of force: Direction of force is initiated from the back leg and should be directed forwards and upward through the centre of the body. If the direction is strictly vertical, the walk will be too bouncy and inefficient. If the direction is too horizontal, the walk will be more like a shuffle action.</p> <p>Absorption of force: Force should gradually be transferred from the heels through the ball of the foot towards the toes</p>				

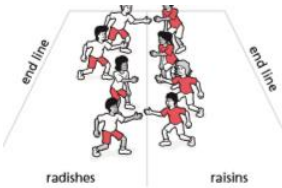
SPIRALS (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<u>Movement skills/concepts</u> Walking in different pathways, relationships (with others), walking at different speeds and levels.	Start with children and teacher all in a large circle, holding hands. The teacher: <ul style="list-style-type: none"> • drops the hand of a child on one side and begins walking inwards so that the circle gets smaller and a spiral is formed • on reaching the centre of the spiral, turns around and begins leading in the opposite direction out of the spiral between the lines of children • keeps walking until everyone is out of the spiral. 	<ul style="list-style-type: none"> ✓ keeping hands joined and not pulling steady, ✓ relaxed walk 	<ul style="list-style-type: none"> • What did you enjoy about walking in a spiral? • Did you change your way of walking when the circle got smaller?
			Variations to try: <ul style="list-style-type: none"> • Follow the leader: Spiral in and out without joining hands. • Add music: Spiral in and out while keeping in time with the rhythm
FOLLOW THE LEADER (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<u>Movement skills/concepts</u> Walking in groups (relationships), walking in different directions and at different levels, time and energy (softly/heavily) and using different body parts (body awareness).	Start with groups of 4, 1 child is the leader <ul style="list-style-type: none"> • The leader takes their group around a defined area on a walking journey. • to touch all four boundaries • forwards, backwards, sideways • along a line, in a curved/zigzag pathway low/tall on toes and then on heels, fast/slow for big steps and then small steps • with knees lifted high in front • with legs kicked out straight in front • on the spot • with arms pushed above head, out to sides, forwards Switch leaders after a set period.	<ul style="list-style-type: none"> ✓ relaxed, easy walking ✓ opposite arm and leg action 	<ul style="list-style-type: none"> • What are some of the different ways you could walk as part of the walking journey
			Variations <ul style="list-style-type: none"> • Increase number: Work in pairs or larger groups. • Modify activity: Walk together as a loose group, still following the leader.

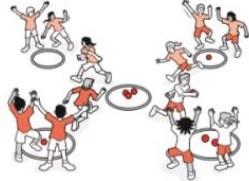
MEMORY CHALLENGE (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Walking, and space awareness.</p>	<p>In a large space, possible set up key marker/cone/obstacles around hall.</p> <p>Teacher gives children two, three or four walking activities to do, either in a set order or in any order. Children repeat instructions to a partner.</p> <p>e.g</p> <ul style="list-style-type: none"> Walk like a robot to touch wall 1, walk like a soldier to touch blue cone, walk backwards doing the moon walk to touch wall 3, and walk like a fashion model around the bench. 	<ul style="list-style-type: none"> ✓ creativity ✓ memory ✓ walking tall ✓ relaxed action ✓ heel-toe action 	<ul style="list-style-type: none"> What do you need to think about if you are walking like a robot or a model? Which way of walking did you enjoy the most? <p>Variations</p> <ul style="list-style-type: none"> Add equipment: For example, balance a beanbag on your head or dribble a soccer ball. Include relationships: Work in pairs or small groups, receiving extra instructions.
MOOD WALKING (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Creative walking, walking in different ways with expression (space and body awareness).</p>	<p>Use variety of mood music. Children in a large space. Ask children to walk to a variety of music, moving in the way it makes them feel, using arms and facial expressions to help.</p> <p>https://www.youtube.com/watch?v=VjPAWbk5jKc – eerie music</p> <p>https://www.youtube.com/watch?v=vEnW5_GTooI excitement</p> <p>www.youtube.com/watch?v=C66XCqWkhmw joy</p> <p>Ask children to walk like they are:</p> <ul style="list-style-type: none"> in a graveyard at night walking a dog wearing a tight clothes wearing wellies in thick mud moving along a narrow ledge happy, sad, excited, angry waiter carrying a tray of drinks someone who has won something 	<ul style="list-style-type: none"> ✓ enjoyment ✓ creativity ✓ walking to the feel of the music 	<ul style="list-style-type: none"> How can you show your feelings? Which walk did you enjoy the best? <p>Variations</p> <ul style="list-style-type: none"> Vary equipment: Use ribbons, scarves, poi or ribbon balls. Create a movement story: For example, base it on the storybook, We're Going on a Bear Hunt.

RHYTHM WALKING (Consolidation phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Walking to a changing rhythm and walking at different speeds.</p>	<p>A drum, music with various rhythms https://www.youtube.com/watch?v=85ZptB9kgaM</p> <p>Beat a rhythmical pattern on a drum, or play music.</p> <ul style="list-style-type: none"> Children walk in time to the beat. Beat with a strong beat followed by softer beats, e.g. 1 2 3 4, 1234. Add an emphasised arm action on the strong beat. Change speed on the soft beat <p>60BPM https://www.youtube.com/watch?v=Ihz1jZqz6uM</p> <p>100BPM https://www.youtube.com/watch?v=wLnY1Y8FmS4</p>	<ul style="list-style-type: none"> ✓ emphasis of arm action on the strong beat ✓ walking tall ✓ arms swinging freely ✓ heel-toe action 	<ul style="list-style-type: none"> Why is the heel-toe action important? Keeping in time to the rhythm can be tricky. What strategies help you walk to a rhythm? <p>Variations</p> <ul style="list-style-type: none"> Follow the leader: In small groups, a leader claps or beats the rhythm for others to follow. Create own sequence: Make a walking sequence of your own beat. Add claps or finger clicks
LINE WALKING (Consolidating phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Walking to different rhythms, walking on the spot, along a line, changing direction, and relationships (with others).</p>	<p>Children stand scattered along a line. Children walk on a line and change direction when they come to an intersection. When walking on a line they may meet up with someone coming towards them on the same line. If so, children walk on the spot and give partner a ‘high five’, turn and go back the way they came. Have different beats or rhythms to walk to.</p> <p>Radetzky march https://www.youtube.com/watch?v=eab_eFtTKFs grand operatic slow march https://www.youtube.com/watch?v=m_UmJY-cpis The Great Escape https://www.youtube.com/watch?v=MbsuAbTTsV8</p>	<ul style="list-style-type: none"> ✓ pivoting on ball of foot when turning ✓ head up ✓ walking tall ✓ swinging arms waist high 	<ul style="list-style-type: none"> To walk on a straight line, what do you need to do? How can you change direction smoothly <p>Variations</p> <ul style="list-style-type: none"> Follow the leader: In pairs, one person (the leader) calls out commands, e.g. ‘Quick march’ (step out), ‘Mark time’ (march on spot), ‘About turn’ (turn 180 degrees). Leaders are switched on ‘About turn’

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<p>Running is like walking except there is a period of suspension when both feet are off the ground at the same time. The skill of running includes jogging, sprinting, chasing, dodging and evading</p>	<ul style="list-style-type: none"> ✓ hold head up, look ahead ✓ lean body slightly forward ✓ lift knees ✓ bend arms at the elbows, swing arms backwards and forwards from shoulders 	<p>Activities in this phase involve children discovering different ways of running: in space, through different pathways and levels, and at varying speeds</p>	<p>Practising running efficiently, at different speeds and in varying directions is a focus for learning in this phase</p>	<p>Children at this level apply the skill of running in different contexts, including sustained running and sprint activities, evading opponents (e.g. in tag games) and running with others</p>
<p>Momentum: In running, the greater the force produced from the drive off the back leg, the greater the forward acceleration. That is, the more you push off the ground with your legs, the faster you will go.</p> <p>Direction of force: In running, the direction of force is achieved through a forwards lean of the body. Knees move forwards, and arms move forwards and back, to minimise any lateral movements of the body. That is, you lean your body in the direction of the run.</p> <p>Levers: If you shorten your lever arm, the movement will be faster. That is, bending your knees and elbows shortens the lever to increase running speed.</p>	<ul style="list-style-type: none"> ✓ land on heels ✓ push off with the balls of the feet ✓ as running speed is increased, body lean and arm action increases ✓ in a fast run, the balls of the feet contact the ground first 	<ul style="list-style-type: none"> • leg swing is limited, with a stiff, uneven stride • no obvious flight phase • arms are stiff and swing out from the body • legs and feet swing out from the body • running pattern features a wide base of support. 	<ul style="list-style-type: none"> • running stride is more even • a limited flight phase is evident • back leg extends to push off and give more momentum • arm swing increases and occurs closer to the body 	<ul style="list-style-type: none"> • stride is a good length, has an even rhythm and includes a definite flight phase • supporting leg extends fully • arms are bent and swing backwards and forwards in opposition to legs

RUNNING JOURNEY (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<u>Movement skills/concepts</u> Running, space awareness (directions and levels) and body awareness (time and energy).	Children spread out in a defined area. Who can run ...? (or Can you run ...?) <ul style="list-style-type: none"> • like a pixie/an elephant • very tall/very small • on/across the line • on your tiptoes/fl at-footed • at a high/low level • as fast/slowly/smoothly as you can • with jerky movements • forwards/backwards • all by yourself in your own space • as far as you can in front of/behind a partner • holding hands with a partner 	<ul style="list-style-type: none"> ✓ creativity ✓ having a go ✓ enjoyment 	<ul style="list-style-type: none"> • Which activity made you run lightly? • What did you do with your body so that you could run lightly? • In which activity did you run fast? • How did you run fast? <hr/> Variations <ul style="list-style-type: none"> • Add pathways: Run in different pathways or make shapes, (e.g. zigzag, circle, 'S' shape, straight line). • Add obstacles: Run over or under obstacles, (e.g. over a bench, under a tree, up a hill or down a hill).
FIREFIGHTER'S BUCKET (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<u>Movement skills/concepts</u> Sustained running and relationships (with others)	Set out cones, hoops, or lines to use as markers. <ul style="list-style-type: none"> • Player 1 takes Player 2's hand, runs with this player to the boundary line and leaves them there, then runs back to Player 3. • Player 1 now takes Player 3 over to the other side, and then Player 4, so that all team members are now on the opposite side to where they started. • Player 2 now takes each other player in turn back to the other side. • Repeat this sequence until all members have had a turn at being a firefighter. 	<ul style="list-style-type: none"> ✓ matching speed in pair ✓ light, continuous running 	<ul style="list-style-type: none"> • As the 'firefighter' how will you have enough energy to save the last person? • How will you look after the runners you are saving <hr/> Variations <ul style="list-style-type: none"> • Vary distance: Increase the running distance. • Vary equipment: Use a short rope instead of grasping hands,

VEHICLES (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Fast running and running in a circle.</p>	<p>Defined grass or hard area. Children sit in a large circle.</p> <p>Teacher gives each child in the circle a name of vehicle (e.g. tractor, bus, jeep, lorry, train). The teacher then calls out a vehicle and those children with that name race around the circle in a clockwise direction, back to their 'garages'. They are considered parked if they are standing facing into the circle.</p>	<ul style="list-style-type: none"> ✓ head up ✓ body leaning in slightly towards circle ✓ short arm action ✓ smooth, fast running 	<ul style="list-style-type: none"> • Who has the most powerful vehicle? • What about your engine? What makes a fast runner? <p>Variations</p> <ul style="list-style-type: none"> • Midnight: Call out a birthday month; the children with that birthday/number sprint around the circle, return to their start positions and then try to reach the centre of the circle first. • On the call of 'Midnight', all runners race off.
RADISHES AND RAISINS (Consolidation phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Quick starting, fast running and evading</p>	<p>Set an area that is marked out with two end lines 15 metres apart and a centre area 2 metres wide.</p>  <p>On a signal, each team moves towards the centre of the playing area until the two teams are about 2 metres apart.</p> <p>On the call of 'Radishes' or 'Raisins', the players on that team run to their end line and the other team chases them. Those tagged before they reach their end line must join the other team.</p> <p>The winner is the team with the most players at the end of the playing time.</p>	<ul style="list-style-type: none"> ✓ head up looking around ✓ explosive starts ✓ fast legs and arms ✓ high knees ✓ balls of the feet touching the ground 	<ul style="list-style-type: none"> • What can you do to make it difficult to be tagged? • What can you do to move quickly? <p>Variations</p> <ul style="list-style-type: none"> • Include other locomotor skills: For example, teams walk, hop or do an animal walk (e.g. crab walk). • Vary team names: For example, teams are 'Brooms' and 'Brushes', or 'Crows' and 'Cranes'.

ROB THE NEST (Consolidation phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Quick starts, running for speed and quick turning</p>	<p>Set up balls/beanbags and hoops.</p>  <p>Balls begin in a hoop (nest) in the centre and each team stands by another hoop.</p> <ul style="list-style-type: none"> • 1 player at a time from each of the team collect eggs from the centre and place them in their nest • When the centre is empty, they may take the eggs from any other nest. • No interference from other players is allowed; one point is deducted for interference. • Only one egg may be carried at a time. T • The number of eggs in the nest at the end of the allocated time is the score for that team. 	<ul style="list-style-type: none"> ✓ steady running ✓ fair play 	<ul style="list-style-type: none"> • Which group will you take the eggs from once the centre is empty? • What are examples of unfair/fair play? <p>Variations</p> <p>Modify rules:</p> <ul style="list-style-type: none"> • To involve more children, decrease the size of the groups, add more balls.
BUMP (Consolidating phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p>Fast running and evading a chaser.</p>	<p>Set up a defined area.</p> <p>Groups of at least six or eight: there is one runner and one tagger, and the others link arms in pairs, spread out and stand still.</p> <ul style="list-style-type: none"> • The tagger tries to catch the runner. • To escape, the runner can link onto any pair, 'bumping off' the person on the other end, who then becomes the new runner. • If the runner is tagged by the chaser, these two change roles. 	<ul style="list-style-type: none"> ✓ frequent bumps ✓ head up, looking around ✓ balance 	<ul style="list-style-type: none"> • Runners: How could you use the position of the stationary pairs to your advantage? • When will you use the 'bumping off' strategy? <p>Variations</p> <ul style="list-style-type: none"> • Increase numbers: Have more runners and taggers. • Modify rules: The partners in each pair stand one in front of the other and the runner jumps in front to escape. The back person then becomes the runner.

Locomotion Description and applying movement principles	Learning cues	Learning phases		
		Discovering	Developing	Consolidating
<p>Dodging involves quick, deceptive changes in direction to evade, chase or flee from an opponent. When dodging, knees are bent and the body shifts rapidly in a sideways direction.</p> <p>Balance: Centre of gravity is low and close to the base of support. This is achieved by bending the knees for better balance. Dodging occurs as the body shifts rapidly to one side.</p> <p>Application of force: To gain maximum force, knees need to be bent, with a low body position so that extension of the powerful muscles in the legs can be directed through the body in a sideways direction.</p>	<p>Dodging</p> <ul style="list-style-type: none"> ✓ head up ✓ low body position ✓ plant one foot and quickly change direction (plant and go) ✓ step/lean one way, go the other (fake) ✓ move quickly ✓ bend knees to stop <p>Chasing</p> <ul style="list-style-type: none"> ✓ watching the hips of the runner in front to anticipate what their next move will be 	<p>Activities in this phase focus on children enjoying discovering dodging through different pathways, levels and speeds, and with others.</p> <ul style="list-style-type: none"> • movements are stiff and segmented • knee bend is minimal and weight is on one foot only • feet often cross • no deception or fake is evident. 	<p>Children practise dodging skills and evading an opponent in simple tag games.</p> <ul style="list-style-type: none"> • movement is increasingly coordinated and there is some deception • children tend to dodge in one particular direction • upright stance is less frequent and feet occasionally cross • there is a little spring in the plant and go. 	<p>Children at this phase consistently apply dodging skills and other fundamental skills in a variety of contexts in a changing and dynamic environment. Activities presented include the use of strategy to solve problems in different scenarios</p> <ul style="list-style-type: none"> • knees are bent and body leans forward • movements in all directions are smooth, quick and coordinated • children fake with their head and shoulders.

DODGEMS (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<u>Movement skills/concepts</u> Dodging, swerving, evading, changing direction and moving in general space.	Each group of 4/5 is in a marked square (5 x 5 metres); each player has a ball/quoit/frisbee. <ul style="list-style-type: none"> • Each player holds their ball/quoit/frisbee in front like a steering wheel, and walks around without touching the other players (dodgems) in the square. • Keep moving for 1 minute. • Repeat activity increasing the speed – skipping, jogging and running. 	<ul style="list-style-type: none"> ✓ head up ✓ quick moves ✓ safe traffic ✓ plant and go 	<ul style="list-style-type: none"> • How does your body swerve to avoid another ‘dodgem’? • Why is it important to have your head up? Variations <ul style="list-style-type: none"> • Add obstacles: Include other obstacles (e.g. cones) to evade. • Create pathways: Set-up a pathway of cones for the dodgems to move in and out of and around.
OCTOPUS (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<u>Movement skills/concepts</u> Dodging to avoid stationary taggers, changing direction and speed.	<ul style="list-style-type: none"> • Bases (hoops). • Defined area with a starting line and hoops scattered an arm’s length apart on the ground. • Two teams of approximately 5/10 on each • The objective is for the dodgers to cross the area without being touched by any of the taggers. • The taggers must keep both feet on the base. Reverse roles. 	<ul style="list-style-type: none"> ✓ knees bent, ✓ staying low ✓ plant and go ✓ looking ahead ✓ faking ✓ quick moves 	<ul style="list-style-type: none"> • Dodgers: How can you avoid being tagged? • Taggers: What can you do to tag the dodgers? Variations <ul style="list-style-type: none"> • Vary locomotor skill: Walk, skip, gallop or leap. • Hospital tag: When a dodger is touched, they pretend they are stung and lose the ability to use that body part. For example, if touched on the leg, the dodger tries to cross the area by hopping. • Tagger challenge: Instead of tagging anywhere on the body, the taggers have to tag the left knee of the dodgers with their right hand.

TIG SCARECROW (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Dodging to avoid a moving chaser, moving in general space, changing direction and speed.</p>	<p>Need bans/bibs. Children are spread out in a defined area.</p> <ul style="list-style-type: none"> • 2/3 children are taggers (each with a band/bib), the other children are the fleers. • The taggers run after the fleers. If tagged, a fleer stands still with arms out. • Waits for someone to free them by going under their arms. • Nobody may tag a fleer who is giving freeing a scarecrow. 	<ul style="list-style-type: none"> ✓ quick moves ✓ plant and go ✓ watching hips 	<ul style="list-style-type: none"> • Taggers: How can you work together to catch the fleers? • Fleers: What can you do to avoid being tagged? <p>Variations</p> <ul style="list-style-type: none"> • Vary the method of freezing and unfreezing: For example, fleers are frozen and unfrozen by being tagged on an identified body part (e.g. right shoulder). •
FOX AND GEESE (Consolidation phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Dodging, swerving, evading and relationships (with others).</p>	<p>Groups of 4/5: one is the fox and the others are the geese standing in a line, with each player holding onto the waist of the player in front.</p> <p>The fox tries to tag the last goose in the line. The geese move around to avoid the fox and keep their last goose safe. A goose takes the place of the fox if they:</p> <ul style="list-style-type: none"> • break the line by letting go • are tagged as the last goose in the line 	<ul style="list-style-type: none"> ✓ working as a team 	<ul style="list-style-type: none"> • Geese: How can you work together to protect the goose at the back? • Fox: How will you get around to tag the goose at the back? <p>Variations</p> <ul style="list-style-type: none"> • Modify for a large group: Two or three children are foxes and the remainder of the class are in linked lines of 4 or 5 geese each. Foxes may move around the area, trying to tag the last goose in any line.

PIRATE TREASURE (Consolidation phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Dodging, defending, attacking and space awareness.</p>	<ul style="list-style-type: none"> • Hoop in the centre with a beanbag (treasure) inside it. • groups of 5: one pirate and 4 sailors. • The pirate’s task is to protect their treasure from the sailors. • The sailors have 2 minutes to steal the treasure (beanbag) and take it outside the square without being touched by the pirate. • If a sailor is touched while carrying the treasure, that sailor must return to the outside of the square and try again. • The pirate cannot go inside the hoop. • Change roles and repeat 	<ul style="list-style-type: none"> ✓ Pirate: watching hips ✓ Sailors: quick moves, faking, plant and go 	<ul style="list-style-type: none"> • Sailors: How can you work together to steal the treasure? • Pirate: There is only one of you and four sailors. What strategies can you use to keep an eye on the sailors? <p>Variations</p> <ul style="list-style-type: none"> • Vary number of pirates: Include another pirate to defend the treasure. • Include another treasure site: In a group of 8, two pirates defend their treasure in two different hoops.
<p><u>SNATCH THE FLAG</u> (Consolidating phase)</p>	<p>Activity</p>	<p>Teacher to look out for:</p>	<p>Teacher ask questions:</p>
<p><u>Movement skills/concepts</u></p> <p>Dodging, chasing, evading and space awareness</p>	<ul style="list-style-type: none"> • Groups of 6: players each have a fl ag/band/scarf attached to their waist and are spread out • The task is for children to take as many flags/bands/scarves as they can from other players while protecting their own. • When a flag/band/scarf is snatched, it is attached to the body. • A point is received for every flag taken before time is called. 	<ul style="list-style-type: none"> ✓ faking ✓ plant and go ✓ quick moves ✓ watching hips 	<ul style="list-style-type: none"> • How can you protect your own fl ag? • What strategies can you use to take flags off other players? <p>Variations</p> <ul style="list-style-type: none"> • Vary object: Use clothes pegs and attach to clothing. • Vary number and area: Increase the number of children playing and increase the size of the area.

Locomotion Description and applying movement principles	Learning cues	Learning phases		
		Discovering	Developing	Consolidating
<p>Jumping is the transfer of weight from one or both feet to both feet. A jump can be divided into three parts: take-off, flight and landing. Landing safely is an important skill to focus on when learning to jump, leap or hop.</p> <p>Jumping for distance (or horizontal jumping) is important in sports (e.g. athletics, long and triple jump) and in other games and activities (e.g. elastics).</p> <p>Jumping for height (or vertical jumping) is used in many sports (e.g. high jump, basketball rebound, rugby line-out, vaulting in gymnastics) and in many playground games and activities (e.g. using a skipping rope).</p> <p>Application of force: To gain optimum height or distance, the movement needs to be smooth and synchronised. Therefore, to achieve the desired height or distance children need to apply the legs, body and arms sequentially (sum of forces). In other words, you jump for distance or height by pushing off with your toes, feet, knees and hips, and forcefully swinging your arms upwards and forwards (distance).</p>	<p>Jumping for distance</p> <ul style="list-style-type: none"> ✓ bend knees – crouch position swing arms back, then quickly forwards ✓ explode forwards from crouch position ✓ push off from toes – toes are the last body part to leave the ground ✓ land with heels first and knees bent to absorb the shock <p>Jumping for height</p> <ul style="list-style-type: none"> ✓ bend knees – crouch position ‘explode’ upwards ✓ swing your arms upwards quickly ✓ stretch, reach, and focus on target ✓ land with knees bent to absorb the shock 	<p>Children discover for themselves many different ways and qualities of jumping</p> <p>Jumping for distance</p> <ul style="list-style-type: none"> • limited arm action • arms are ‘wild’ in flight in an attempt to maintain balance • leg flexion in crouch position is inconsistent • difficulty in using legs and feet at take-off • they fall backwards consistently in landing <p>Jumping for height</p> <ul style="list-style-type: none"> • preparatory crouch is inconsistent • body, leg and feet extension at take-off is poor • head lift is minimal • arms are poorly coordinated with leg and trunk action • little height is achieved 	<p>Children develop their jumping skills by practising jumping for height and distance, jumping to a rhythm and jumping over ropes and obstacles.</p> <p>Jumping for distance</p> <ul style="list-style-type: none"> • arm action initiates jumping action • leg flexion in crouch position is more consistent • arms move to side during flight to maintain balance extension of legs and feet at take-off is more consistent <p>Jumping for height</p> <ul style="list-style-type: none"> • knees bend slightly with exaggerated forward lean children take off with two feet the body does not extend fully during flight • arms aid flight, but not forcefully • there is some forward movement on landing 	<p>Children consistently display the skills of jumping, and apply these in varying contexts and with others.</p> <p>Jumping for distance</p> <ul style="list-style-type: none"> • arms swing back behind the body in preparation preparatory crouch position is deeper and more consistent arms swing forward with force during take-off, reaching up high • ankles, knees and feet extend fully at take-off • body leans forward at landing <p>Jumping for height</p> <ul style="list-style-type: none"> • knees are bent at least 90 degrees in preparatory crouch feet and legs are extended in full and fast • upward arm lift is coordinated with leg action • head is lifted and focused on target • body is fully extended landing is controlled and close to take-off point

CAN YOU JUMP FAR? (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Jumping for distance, in varying directions and levels, creative ways and with others.</p>	<p>Who can jump ...? (or Can you jump ...?)</p> <ul style="list-style-type: none"> • as quietly/loudly as possible • forwards/backwards • from a small crouch • very fast/slow • in a straight line • like a giant/frog • making a circle • with a partner • with legs and arms stiff • keeping your arms out from your side • with your legs apart • and land with your feet apart 	<ul style="list-style-type: none"> ✓ enjoyment ✓ head up 	<ul style="list-style-type: none"> • Which ways of jumping felt easy to you? • Why do you think this was? • Which ways of jumping did you find difficult? Why? • What do you need to do to land safely? <p>Variations</p> <ul style="list-style-type: none"> • Add stationary objects: Can you jump ... over a box, across a rope, through a hoop? • Combine actions: Can you jump quietly while making an 'O' shape? Jump your own height: • Measure your height on the ground using a marker. Try jumping in different ways to reach your height.
CAN YOU JUMP UP? (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Jumping for height, in different levels and directions, and in personal and general space.</p>	<ul style="list-style-type: none"> • Can you jump up ...? • as high/low as you can • from a crouched position • and land lightly/heavily and on same/different spot • without using your arms • as quickly as you can • and keep your head down and remain stiff • being as relaxed as you can and • land slightly forward • like a rocket and land in your own space 	<ul style="list-style-type: none"> ✓ creativity ✓ enjoyment ✓ landing safely 	<ul style="list-style-type: none"> • Which jumps made you feel like you were jumping high? • Which jumps made it difficult for you to jump high? Why was this? <p>Variations</p> <ul style="list-style-type: none"> • Introduce a target: For example, children jump up to a sticker on the wall, or to touch a hanging ball, streamers or balloons. • Combine actions: Jump up and ... shoot a basket, hop over a rope, turn in the air.

STANDING HORIZONTAL JUMP (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Jumping for distance, landing and body awareness.</p>	<p>With ropes</p> <ul style="list-style-type: none"> • Standing at one end of the rope, which is laid out straight in front of them, the child has their feet on either side of the rope. • Now, can you ...? jump as far as you can, taking off with two feet and landing on two feet jump the full length of your rope jump further <p>With mats</p> <ul style="list-style-type: none"> • Standing at the end of a mat, children jump as far as they can towards the end of the mat. • Use tape on mat to show jump • Jump again and try to jump a little further on each attempt. 	<ul style="list-style-type: none"> ✓ crouching – bending knees, to prepare for take-off ✓ swinging arms back and forwards to initiate jump ✓ extension of legs and feet at take-off ✓ maintaining balance on landing 	<ul style="list-style-type: none"> • How can you jump far? • How do you maintain balance when you land? <p>Variations</p> <ul style="list-style-type: none"> • Extend ‘jumping over’ skills: Jump over low obstacles, (e.g. ropes, beanbags, bases, hoops). • Extend ‘jumping on’ skills: Jump onto low obstacles, (e.g. bench, low box/vault top or solid box).

CROSSING THE STREAM (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Jumping, leaping, running and space awareness.</p>	<p>Ropes are positioned in two lines to represent a stream/river.</p> <ul style="list-style-type: none"> • Include both narrow and wider parts of the stream so the children can succeed. • In a wide part of the stream, position the base/disc as a boulder or stepping stone. • Children work individually. • Children stand on one side of the stream (behind the rope/line) and try to jump over the stream to land dry on the other side. If they fall in, they must return to where they started. • Children can use the boulder to cross the stream without getting wet. 	<ul style="list-style-type: none"> ✓ arms swinging upward and forward ✓ pushing off with toes of the take-off foot or feet ✓ landing softly – bent knee 	<ul style="list-style-type: none"> • How did you get across the wider parts of the stream? • Which way of jumping gave you the most distance? <p>Variations</p> <ul style="list-style-type: none"> • Add creative themes

JUMP ROPE (Consolidation phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Jumping rhythmically, springing and relationships (with others)</p>	<p>Children spread out with one rope each. Can you ...?</p> <ul style="list-style-type: none"> • jump your rope moving forwards • turn the rope backwards and try jumping it • jump with different types of jumps – two feet to two feet, one foot to the other foot, two feet to one foot, etc. • running steps with knees up, heels up or hopping on alternate feet • jump the rope facing a partner, beside a partner, one following the other • jump the rope with a partner – using one rope together, complete the activities as above, turning the rope forward and backwards 	<ul style="list-style-type: none"> ✓ heads up ✓ small springy jumps ✓ quiet landings ✓ horseshoe shape with rope ✓ ropes correct length – stand on the rope and hold arms straight out and at waist level, adjust rope and grip at this length 	<ul style="list-style-type: none"> • What type of landings are you using here? • What are some of the different ways you can jump the rope? • What do you think is the secret to jumping the rope so you can keep going? • How will you and your partner work together when jumping the rope? <p>Variations</p> <ul style="list-style-type: none"> • Vary jumps: For example, jump criss-cross and skier. • Create jump routines: For example, jump on two feet, heel-toe tap and criss-cross. • Add music: Jump to music for timing and interest.
<p>PARTNER JUMP (Consolidating phase)</p>	<p>Activity</p>	<p>Teacher to look out for:</p>	<p>Teacher ask questions:</p>
<p><u>Movement skills/concepts</u></p> <p>Jumping off obstacles, landing, relationships (with others) and space and body awareness.</p>	<p>Need benches/vaulting boxes, landing mats and children in pairs facing each other.</p> <ul style="list-style-type: none"> • The leader demonstrates a type of jump. Partners then face each other and jump at the same time: <p>-First mirroring the leader exactly – which means copying their partner’s movement as if looking in the mirror..</p> <p>-Then matching the leader exactly — which means children do the same thing with the same body part at the same time.</p> <ul style="list-style-type: none"> • Switch the leader after three turns. • Examples of jumps that can be demonstrated are: star jump, tuck or ‘C’ shape, pike or ‘L’ shape, straddle or ‘V’ shape. 	<ul style="list-style-type: none"> ✓ keeping head up – for balance ✓ swinging arms ✓ soft landings, bent knees 	<ul style="list-style-type: none"> • Which jump by your partner was the easiest/hardest to copy? Why? • What can you do to ‘stick’ your landing? <p>Variations</p> <ul style="list-style-type: none"> • Which jump by your partner was the easiest/hardest to copy? Why? • What can you do to ‘stick’ your landing?

Locomotion Description and applying movement principles	Learning cues	Learning phases		
		Discovering	Developing	Consolidating
<p>Hopping is a springing action that involves taking off from one foot and landing on that same foot. It involves dynamic balance, with the non-hopping side adding counterbalance and force to assist with the continuous forwards and upwards movement</p>	<ul style="list-style-type: none"> ✓ swing both arms back, then vigorously forward and upward ✓ push off from toes in take-off ✓ land on toes, then ball of foot, bending knee to absorb shock 	<p>In this phase children enjoy being creative with hopping and discovering the different qualities of hopping</p> <ul style="list-style-type: none"> • body is upright very little height or distance is achieved in the hop children lose balance easily – they can do only one or two hops 	<p>Children develop hopping techniques through practising the skill of hopping in games and activities</p> <ul style="list-style-type: none"> • children lean slightly forwards • arms move forwards and backwards vigorously • knees flex in landing • balance is poorly controlled. 	<p>Applying the skill of hopping to a variety of contexts is the focus of this phase.</p> <ul style="list-style-type: none"> • non-hopping leg is used to support the take-off and momentum of the hop • body leans forwards over the hopping foot • arms are coordinated with take-off, moving forwards and upwards • hopping action is continuous and rhythmical.
<p>Balance: The body is balanced when the centre of gravity is over the base of support. The base of support is the hopping foot and, to achieve balance, the body leans towards the hopping foot while the non-hopping side provides the counterbalance and the arms assist.</p>				
<p>Force: To achieve height or distance in the hop, a summation of force is required. This is achieved by extending the ankles, legs and arms forwards and upwards together.</p>				

ENJOYING HOPPING (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Hopping through different pathways, levels and qualities (e.g. fast, soft), and relationships (with equipment and partner).</p>	<p>Can you hop ...?</p> <ul style="list-style-type: none"> • on the spot, • forwards/backwards/sideways • and turn in the air • and turn in the air making a quarter turn/half turn/full turn • as quietly/noisily/quickly/slowly • as you can as softly/hard as you can three times on your right/left foot • alternating hard and soft landings • over the rope, into the hoop, onto the disc, around the cones • as high as you can, with little low hops, at a medium height • as far as you can for distance without using your arms, using only one arm, using your opposite hopping foot • alternating feet every eight/four/two beats • with partners at the same time/moving forward holding hands/facing each other 	<ul style="list-style-type: none"> ✓ enjoyment ✓ landing safely, with the knee bent on hopping foot ✓ using arms to balance 	<ul style="list-style-type: none"> • Which is the easiest: hopping on the spot or for distance? Why is this? • Why do some of you hop better on one leg than the other? Which is your preferred leg? • What did it feel like not using your arms? How do you use your arms for hopping on the spot compared to hopping for distance? <p>Variations</p> <ul style="list-style-type: none"> • Hopping tug of war: In pairs, children hold one of partner's hands and hold their non-hopping leg with their other hand, they then try to pull each other off balance (no rough play). • Follow the leader: In small groups, one person leads the group, one behind the other, on a hopping journey over, on and through obstacles.

LONG HOPPING RELAY (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Hopping for distance, static and dynamic balance, and landing safely.</p>	<p>Need cones and teams of equal numbers. Lined up behind a starting line, with one cone per team.</p> <ul style="list-style-type: none"> • The first person in each team stands on the starting line and hops as far as they can. • A cone is placed where they first contact the ground with their hopping foot. • The second person then takes off from the cone and hops as far as they can, and the cone is moved to where the second person landed. • The relay continues until everyone in the team has had a go. • The winning team is the team that has hopped the furthest. 	<ul style="list-style-type: none"> ✓ taking off while swinging arms forwards and upwards ✓ using the non-hopping leg to give momentum to hop ✓ landing safely 	<ul style="list-style-type: none"> • How will you achieve the maximum possible distance in your hop? • How will you land safely? <hr/> <p>Variations</p> <ul style="list-style-type: none"> • Hopping for speed: The first team finished with the coolest pose wins

Locomotion Description and applying movement principles	Learning cues	Learning phases		
		Discovering	Developing	Consolidating
<p>Skipping is a combination of a long step and a hop (step–hop), first on one foot and then on the other, and has an uneven rhythm.</p>	<ul style="list-style-type: none"> ✓ step forward and hop on the same foot ✓ repeat with the other foot ✓ lift knee sharply upward 	<p>Learning in this phase focuses on discovering different ways of skipping, having fun and being creative when skipping</p> <ul style="list-style-type: none"> • a step–hop action is evident, though it tends to a double hop or double step • arms are not coordinated • skipping appears uncoordinated. 	<p>Skipping to a rhythm, sustained skipping and skipping to evade an opponent are skipping skills developed in this phase</p> <ul style="list-style-type: none"> • step–hop is more coordinated • arms move rhythmically to assist in overall coordination • landing is flat-footed 	<p>Applying skipping patterns to different rhythms in various contexts is the focus of learning in this phase</p> <ul style="list-style-type: none"> • step–hop pattern is smooth and coordinated • arms are used in the hopping action and are coordinated throughout the action • children land on their toes.
<p>Balance: Skipping involves shifting weight from one foot to the other with a narrow base of support. Therefore arms should extend to help maintain balance.</p> <p>Force: Force should be applied upwards for the hop action to allow the opposite leg to swing forward freely.</p>				

LETS TRY SKIPPING (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Exploring skipping through different pathways and levels, skipping to a rhythm, and relationships (with others).</p>	<p>Need ropes, hoops, cones and balls</p> <p>Can you skip ...?</p> <ul style="list-style-type: none"> • like a giant, a fairy, a clown, a toy soldier • making yourself very small and gradually getting taller • being as tall as you can • forwards/sideways/backwards • happily/angrily/sadly, • quickly/slowly, at varying speeds • in a straight line, in a curved pathway, in a circle, in a figure of 8 • as fast or as slowly as you can, downhill or uphill • without using your arms – now swing your arms outwards, inwards and diagonally • to the beat of the drum or to music • without touching any lines on the floor, or cracks on the concrete • and see how many skips it takes for you to get from ‘here’ to ‘there’ • with a partner – going backwards while your partner goes forwards, holding hands so you both skip around on the spot 	<ul style="list-style-type: none"> ✓ fun ✓ creativity ✓ children coming up with their own ideas 	<ul style="list-style-type: none"> • What did you enjoy the most about skipping? • How did you and your partner skip together? <p>Variations</p> <ul style="list-style-type: none"> • What are some other ways you can skip? • Follow the leader: One child is the leader who the others follow on a skipping journey around the area.

<p>FROST AND THAW (Developing phase)</p>	<p>Activity</p>	<p>Teacher to look out for:</p>	<p>Teacher ask questions:</p>
<p><u>Movement skills/concepts</u></p> <p>Movement skills/concepts Skipping and space awareness (direction and personal space).</p>	<p>Set-up Bibs or bands of two different colours.</p> <p>Children are spread out in a defined grass or hard surface area. Among them are one or more Frost players and the same number of ‘Thaw’ players, with the two roles identified by the colour of their bib/band.</p> <p>Activity Frost tries to tag the other players. Tagged players must freeze on the spot. Thaw can tag these players to free them so that they can re-join the game. All movement is skipping.</p>	<ul style="list-style-type: none"> ✓ light, ✓ long skipping arms ✓ swinging freely 	<ul style="list-style-type: none"> • You need to be able to skip fast and change direction quickly in this game. • How will you change your skipping action? • How will you evade the taggers? <p>Variations</p> <ul style="list-style-type: none"> • Modify rules: Frozen players hold a static balance (e.g. scale) or a front support. • Allow anyone to thaw frozen players.