Physical Education
MANIPULATION & COORDINATION
YR

Unit Focus:
Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.

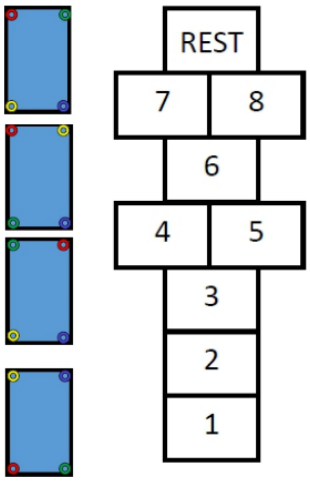
Prior Learning:
- Participated in a variety of agility-based activities.
- Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.

Concepts:
- Bilateral coordination refers to the ability to coordinate both sides of the body at the same time or with alternating movements, in a controlled and organised manner; for example, passing a ball from one hand to another or balancing a bean bag on one hand while rolling a ball along the floor with the other.

Activity example: Whack a mole
- Pupils sit on their knees in the centre of the mat and the teacher calls out a colour.
- The pupil must locate that colour quickly and tap the cone with their hand, call 2 or 3 colours before swapping with player 2.
- Try 'tricking the pupils' by calling the colours quickly once they have got used to the game

Key Vocabulary/Skills:

Co-ordinate limbs to carry out defined movements and actions.	Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes.
Reproduce movements with a ball bilaterally.	
Make contact with a ball using feet and legs.	
Practice hop, step and jump sequences.	
Send and stop objects using hands and feet.	



Inspiring Individuals

Frank Wykoff (1909-1980)

Shelly-Ann Fraser-Pryce (1986 - present)

Equipment
Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

Key Questions
1. Which objects could you send with most accuracy?
2. What did you find challenging about hopscotch?
3. What do we need to do to roll accurately?