







# Circuit Training: Ways to Travel









<p><b>Australian Curriculum:</b>          Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043).          Practise and apply movement concepts and strategies with and without equipment (ACPMP045).          Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047).</p>		
<p><b>Aim:</b>          To develop flexibility, strength, technique, control and balance in the context of travelling in different ways.          To travel in a variety of ways.</p>		
<p><b>Resources/Equipment:</b>          Lesson Pack          Access to a large space, cones, whistle, or other alternative such as a tambourine.</p>		
<p><b>Preparation:</b>          Lesson Pack, Warm-Up and Cool-Down Cards, Stretches Cards, Training Area Plan, Mini Circuit Area Plan, Circuit Training Scoresheet, Differentiated Non-Participation Sheet – as required, KWL Grid</p>		
<p><b>Success Criteria:</b>          I can step in different ways.          I can hop and jump in different ways.</p>	<p><b>Key Questions:</b>          Can you travel in different ways? Can you travel using a sidestep? Can you travel using a lunge? Can you travel using hopping and jumping?</p>	<p><b>Key Words:</b>          Travel, lunge, sidestep, skip, hop, jump, hopscotch, circuit.</p>

















<b>Prior Learning:</b>	Students to complete the KWL Grid to ascertain prior knowledge.
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## Let's Get Ready



	<b>What Is Circuit Training?</b> Slide 5: Before getting started, use the Lesson Presentation to introduce the unit and explain what circuit training is.	
	<b>Year 3 Circuits:</b> Slide 6: Explain the format and structure of the unit of work, referring to the Lesson Presentation.	
	<b>Scoring and Marking:</b> Slide 7: Using the information shown on the Lesson Presentation, explain that the children will give themselves a score for each exercise in the lesson and will try to improve on their score in the full circuit at the end of the unit.	

## Let's Get Moving

	<b>Warm-Up: Shadow Boxing:</b> Slide 9: Refer to the Warm-Up and Cool-Down Cards to introduce the children to this activity.	
	<b>Leg Stretches:</b> Slides 10 and 11: Refer to the Stretches Card for instructions on how to carry out the suggest stretches - 'Calf Stretch' and 'Quadriceps Stretch'.	
	<b>Travelling:</b> Slide 12: Explain that travelling means moving across the space and name some different ways of travelling, referring to the Lesson Presentation. Children travel across the space in their own way. Can you travel in different ways? Stop the children and explain that you will now look at the different travelling exercises they will learn for the mini circuit today.	
	<b>Stepping Squares:</b> Cones: Slide 13: Referring to the Lesson Presentation, show children the set-up of the Stepping Squares activity and explain the different methods of travel. Can you travel using a sidestep?	

	<p><b>Sidestep:</b> <i>Slide 14:</i> Referring to the <a href="#">Lesson Presentation</a>, explain to children how to perform the sidestep:</p> <p>Start with both feet together. Move your left foot out to the left. Bring your right foot to join your left foot. Continue like this to move in a sidestep.</p> <p>You can also sidestep to the right by moving your right foot out to the right and bringing you left foot to join your right foot.</p>	
	<p><b>Stepping Squares Training:</b> <b>Whistle:</b> <i>Slide 15:</i> Children take part in the training activity as described on the <a href="#">Lesson Presentation</a>. Children travel around the space by skipping. When you blow the whistle, they should travel on their tiptoes. Blow the whistle again to signal that they should travel using a sidestep. On the third whistle, children should travel by striding.</p>	
	<p><b>Lunges:</b> <b>Cones:</b> <i>Slides 16 and 17:</i> Explain how to lunge, referring to the information shown on the <a href="#">Lesson Presentation</a>.</p> <p>Start with your feet together. Step forwards with one leg. Touch the ground with your hand. Stand up straight, bringing your back leg in. Show children the set-up of the lunges circuits activity.</p>	
	<p><b>Hopscotch:</b> <b>Cones:</b> <i>Slides 18 and 19:</i> Explain how to hopscotch, referring to the information shown on the <a href="#">Lesson Presentation</a>:</p> <p>Start with your feet together. Hop forwards to land on one foot. Jump forwards to land on two feet. Hop forwards to land on the other foot. Jump forwards to land on two feet. Show children the set-up of the hopscotch circuits activity.</p>	
	<p><b>Lunges and Hopscotch Training:</b> <b>Cones:</b> <i>Slide 20:</i> Lay out cones as shown on the <a href="#">Training Area Plan</a>. Children travel between the cones alternating between using a lunging action and a hopscotch action to travel, as explained on the <a href="#">Lesson Presentation</a>. <i>Can you travel using a lunge? Can you travel using hopping and jumping?</i></p>	
	<p><b>Mini Circuits:</b> <b>Cones, whistle:</b> <i>Slide 21:</i> Lay out the mini circuit as shown on the <a href="#">Mini Circuit Area Plan</a>. You may wish to set up two mini circuits and have the children in smaller groups - half the class on one mini circuit and half the class on the other mini circuit. Split the children into three groups and assign each group to a station on the mini circuit. Explain that the groups will move round the mini circuit so they will all take part in all activities. Give children five - ten minutes to move around the circuit, blowing your whistle at set intervals so that groups know when to move to the next station. Children count how many times they perform each exercise and record their score on the <a href="#">Circuit Training Scoresheet</a>.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="244 1368 323 1447">  <p>Listen to and follow advice from their friends and teachers on how best to complete the exercises and how to improve their scores.</p> </div> <div data-bbox="815 1368 895 1447">  <p>Give advice to their friends on how best to complete the exercises and give tips on how their scores can be improved.</p> </div> </div>	
	<p><b>Cool-Down: Animal Shapes:</b> <i>Slide 22:</i> Refer to the <a href="#">Warm-Up and Cool-Down Cards</a> to introduce the children to this activity.</p>	




### Let's Review

	<p><b>Travelling Types:</b> <i>Slide 24:</i> Once back in the classroom, children look at the illustrations of different ways of travelling. Can children match the images with the travelling techniques?</p>	
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### Extra Time:

Practise the mini circuit activities over time so that the exercises remain familiar to the children and so that they gain confidence with each one.

## Assessment

<b>All</b> 	With support and encouragement, begin to travel using a sidestep action.	Children:
	Begin to travel in different ways.	Children:
<b>Most</b> 	Follow instructions to travel using a sidestep action.	Children:
	Travel in different ways.	Children:
<b>Some</b> 	Perform a sidestep and a lunge with control.	Children:
	Travel confidently in different ways, maintaining a good speed while doing so.	Children: