

# ithink Medium Term Plan: Ages 4-5

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Warm Up</b>	Play the audio track and encourage children to dance using their own dinosaur moves and ideas (running, walking, stomping, flying, fast, slow) Encourage the children to use lots of travelling moves.	Play the audio track and encourage children to dance using their own dinosaur moves and extra ideas (running, walking, stomping, flying, fast, slow) Encourage the children to use lots of travelling moves and jumping moves.	Play the audio track and encourage children to dance using their own dinosaur moves and extra ideas. Ask the children how they can improve their movements Encourage the children to use lots of travelling moves, jumping moves and different levels.	Play the audio track and encourage children to dance using their own moves and ideas to the Dinosaur music. In this lesson encourage the children to use lots of travelling moves, jumping moves, turning moves and different levels.	Play the audio track and encourage children to dance using their own moves and ideas to the Dinosaur music, remembering the moves from last lesson. In this lesson encourage the children to use lots of travelling moves, jumping moves, turning moves and different levels and balances.	Play the audio track and encourage children to dance using their own moves and ideas to the Dinosaur music, remembering the moves from last lesson. In this lesson encourage the children to use lots of travelling moves, jumping moves, turning moves and different levels and balances.
<b>Activity</b>	<b>Getting used to a ball</b> Move the ball around their body, roll the ball up one leg and down the other, roll the ball up their back, pick the ball up off the ground with different parts of their bodies, balance ball or bean bags on different parts of their bodies, sit on the floor and steer the ball around their body on the floor, flip the bean bag from their feet and try to catch it.	<b>Under and Over</b> Children in groups of 6-8, in a line all facing the same direction. The child at the front has a dinosaur egg (ball), passes it over their head, then the next child receives it and passes it under their legs. When the last child has the ball they run to the front of the line and the game begins again.	<b>Hula Hoop</b> Body parts hula - hula using different body parts: rotate the hoop around their arm, foot, leg etc.	<b>Exploring dribbling</b> Children dribble round with their football. Repeat keeping the ball closer to them. Repeat and encourage the children to look up to avoid any collisions with other children.	<b>Dinosaur egg balance</b> Balance a dinosaur egg (beanbag) on some sort of bat. Walk around the designated space, ensuring not to bump into others and not dropping their beanbags or foam balls. <b>Traffic lights</b> - Continue as above but the teacher to hold up three different coloured cones (traffic lights) to encourage the children to look up whilst balancing their beanbag or ball. (Green - jog, amber - walk and red - stop).	<b>Assessment</b> See lesson page and Assessment Snapshot for details.
<b>Skill</b>	<b>Moving with a ball</b> Carry with two hands, then one hand then under arm, going in and out of cones carrying ball, using feet and using bats/sticks. Move the ball and follow, then progress to a closer control of the ball.	<b>Dinosaur tunnels</b> Children create a tunnel with their legs and roll or pass the ball all the way down the tunnel. Use different kinds of balls, tennis, rugby, football etc.	<b>Hula hoop</b> Try to hula hoop around their waist (having one foot in front of the other and rock backwards and forwards). <b>iThink</b> - what is the easiest body part to hula around?	<b>Traffic light dribbling</b> Green cone = move with the ball. Yellow/orange cone = small taps with the ball Red = stop. 1 - calling out the colours 2 - watching for cone to change.	Refer to dinosaur slide. <b>Move the object down the Brontosaurus' body</b> Without using hands the children should pass the beanbag to the next child's bat. Teams compete against each other.	Assessment Continued

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