

KEY SKILLS				PE Competences	
Linguistic and audio-visual	X	Learning to learn		Personal development	
Artistic and cultural		Autonomy, initiative and decision taking		Healthy habits	
Information handling and digital competence		Knowledge of and interaction with the natural world	X	Communicative	
Mathematical		Social and civic	X	Social	X

AIMS: To learn the basics concepts related to physics that are involved in practising human figures

TEACHING OBJECTIVES		LEARNING OUTCOMES		COMMUNICATION	CULTURE
CONTENT	-To introduce the basic concepts of balance related to physics -To introduce the elements related to physics to take into account in a human figure in balance	CONTENT	-Students will properly match the concepts with their definitions. -Students will describe correctly the elements that affect a well balanced human figure.	Language of learning: Vocabulary of physics concepts as regards to balance Language for learning: Asking basic questions. Using comparatives and superlatives	-To be aware of the role of physics in the practice of physical activity and sports. -To notice that both boys and girls are able to perform well using good skills instead of pure strength
	COGNITION		-To show the different degrees of difficulty of different human figures		

ASSESSMENT CRITERIA: To identify the basic elements related to physics which affect balance in a human figure

1. Introduction to the unit. Students are introduced to the aims of this particular unit through an explanation in the classroom.
2. Watch Power Point with images of balance figures (rate them from 1 to 5 depending on difficulty) in a worksheet (group of 3)
3. Correction and connection to the next activity (why is it difficult?)
4. Match the definitions and drawings with the definition.
5. Correction with a Power Point showing the relationship between the concepts
6. Explanation of what we are going to do in the unit (supported with a Power Point presentation)

KEY SKILLS			
Linguistic and audio-visual	X	Learning to learn	
Artistic and cultural		Autonomy, initiative and decision taking	
Information handling and digital competence		Knowledge of and interaction with the natural world	X
Mathematical		Social and civic	X

PE Competences	
Personal development	X
Healthy habits	X
Communicative	
Social	X

AIMS: To experiment their balance in different situations either motionless or in motion.

TEACHING OBJECTIVES		LEARNING OUTCOMES		COMMUNICATION	CULTURE
CONTENT	<ul style="list-style-type: none"> -To introduce the vocabulary of the gym apparatus -To introduce the specialist vocabulary for the figures 	CONTENT	<ul style="list-style-type: none"> -Students will refer correctly to items in gym -Students will correctly describe the figures they make 	<p>Language of learning: Vocabulary of apparatus of the gym, sport clothes, accessories, parts of the body and body positions.</p> <p>Language for learning: Asking basic questions and giving instructions</p> <p>Language through learning: Language that comes out when practising</p>	<ul style="list-style-type: none"> -To realise through experimentation the difficulty of balance figures in any performance
COGNITION	<ul style="list-style-type: none"> -To remember and apply the instructions given -To practise different movements or displacements with little base of support -To practise different individual positions -To introduce helping strategies to assist peers 	COGNITION	<ul style="list-style-type: none"> -Students will complete a balance circuit without falling over -Students will manage to reach balance positions, mainly on their hands, with their partners' help -Students will help each other properly to avoid accidents and to make partners feel confident 		

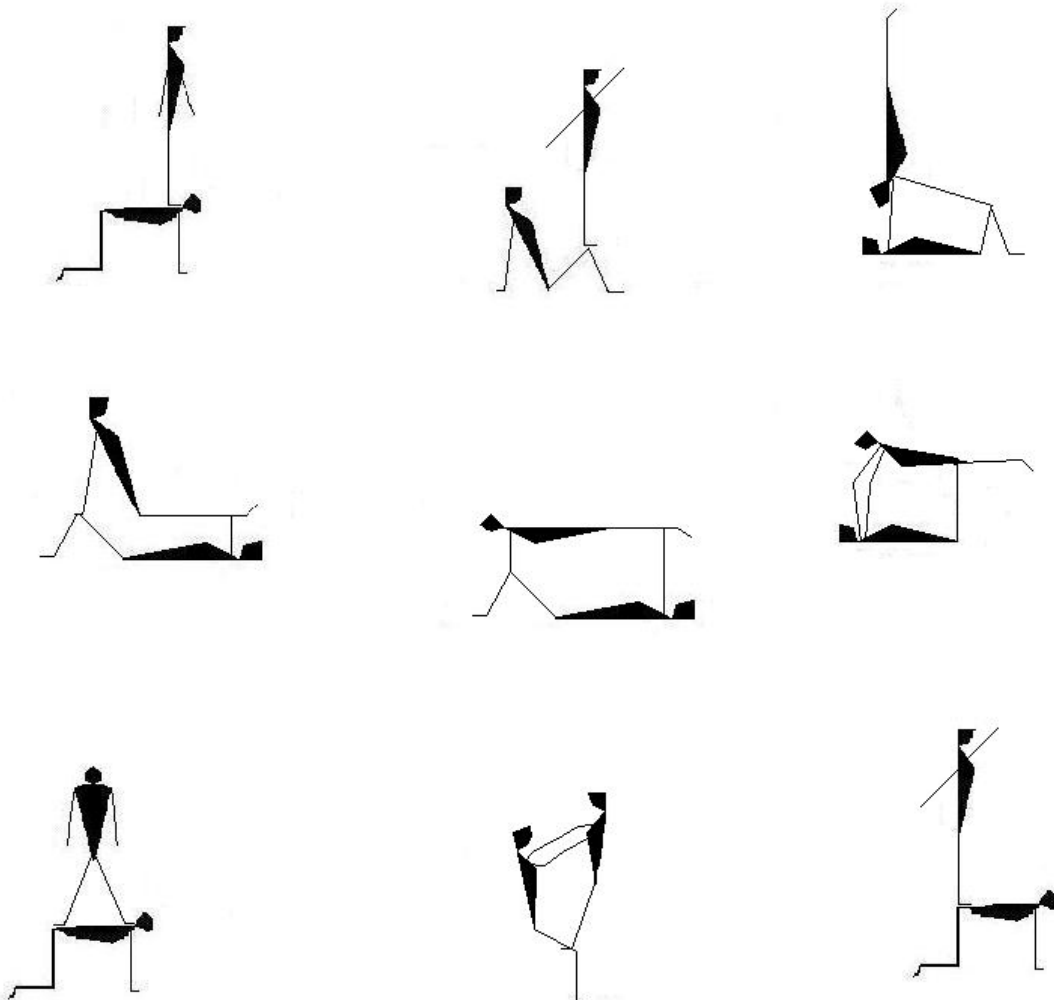
ASSESSMENT CRITERIA: To perform individual figures on the floor and movements with a small base of support without falling over

1. Introduction to the lesson and the name of apparatus, clothes and accessories in a poster
2. Warming up + stretching: Individually, students start running slowly around the gym while moving their arms. Next they continue running but backwards, sideways and combining different ways of moving. Then they make a circle in the middle of the gym and do the stretching exercises shown by the teacher
3. Relay game in groups of 3. Each group, placed at the end of the gym, has got a set of cards. In each card there is the name of a part of the body (TASK 3). Once the game starts, in turns students have to run to the other end of the gym, take a pen located on the floor and then write the name that appears on the card on the appropriate part of human figure stuck on the wall. The pen is used as a baton which is passed from one runner to the next one until the relay is finished.
4. Circuit activity. The whole group splits into 4 small groups, each in front of short a circuit consisting of different kinds of benches which are arranged in a straight line. One by one, students have to go from one end to the other trying to keep their balance:
 - Walking forward on the bench
 - Walking sideways on the bench
 - Walking backwards on the benchRepeat again but this time with the bench up side down (narrower bar)
5. Experimenting with 1 person figures in balance. In groups of 3, 1 of the students tries to reach various positions keeping his/her balance while the others help him/her when necessary.
6. In pairs (or threes) commanding different positions which the partner/s has/have to perform using a sheet of paper with the drawings and the description of the positions (see TASK 4). After looking at the different positions and how they are named on the blackboard, the students will start by calling the position that has to be performed by one of the other two members of the group.

KEY SKILLS				PE Competences	
Linguistic and audio-visual	X	Learning to learn	X	Personal development	X
Artistic and cultural	X	Autonomy, initiative and decision taking	X	Healthy habits	X
Information handling and digital competence		Knowledge of and interaction with the natural world	X	Communicative	
Mathematical		Social and civic	X	Social	X

AIMS: To experiment and improve their balance in human figures consisting of 2 persons					
TEACHING OBJECTIVES		LEARNING OUTCOMES		COMMUNICATION	CULTURE
COGNITION	-To give the basic tools to explain the process to build a human figure -Explain the steps to build each figure -To favour situations where risks can be controlled as much as possible	CONTENT	-Students will correctly describe the figures they make -Students will follow the instructions given by either the teacher or their partners -Students will help each other properly to avoid accidents and to make partners feel confident	Language of learning: Vocabulary of apparatus of the gym, parts of the body and body positions. Language for learning: Asking basic questions and giving instructions Describing the sequence of steps when building a figure Language through learning: Language that comes out when practising	-To realise through experimentation the difficulty of balance figures in any performance -To value the aesthetics of a figure in any performance
	-To practise different figures in pairs		COGNITION		
ASSESSMENT CRITERIA: To perform 3 persons figures following all the safety measures given					

1. Introduction to the lesson and to the safety measures to take into account when performing human figures using a poster on the blackboard
2. Warming up + stretching. In groups of three arranged in a big circle and with a mat for each group, they will start running slowly holding the mat above their heads in a clockwise direction. When the teacher says "change!", all the groups must turn in an anticlockwise direction again and again until the teacher says "home!". At this point all the groups must come back to the place they were at the very beginning of the game. All the members of the group must be standing on the mat. The aim of the game is trying not to be the last to do that task. It is also possible to vary the way of carrying the mat as well as the way of staying on the mat (laid down, crouched down...).
3. Introducing language to follow and give instructions to build a figure.
4. Performing 2 person figures (groups of 3). Before practising each figure, all the groups will gather near the blackboard to see the example led by the teacher. In the group, 2 members perform the figure while the third helps his/her partners and tells them what to do. After that they change roles so that the three of them play the role of assistant.



5. Description of one of the figures performed using a substitution table. The students have to make sentences describing one of the figures performed in a worksheet.

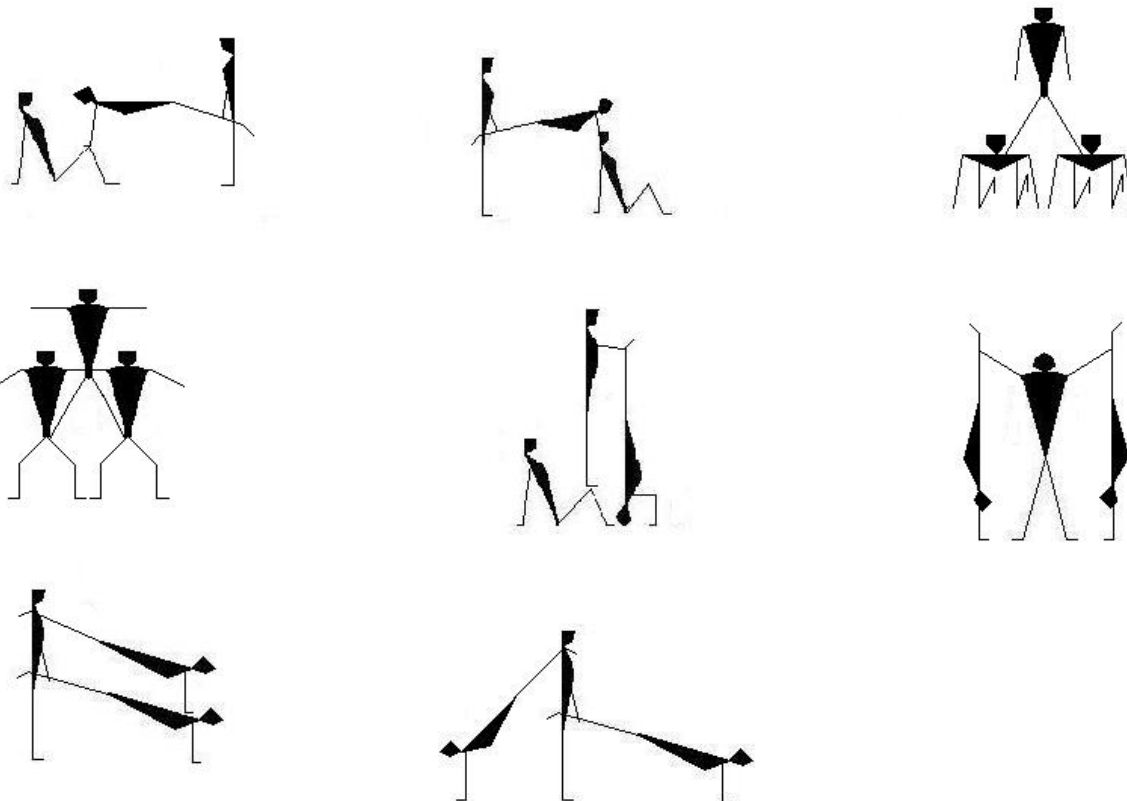
KEY SKILLS				PE Competences	
Linguistic and audio-visual	X	Learning to learn	X	Personal development	X
Artistic and cultural	X	Autonomy, initiative and decision taking	X	Healthy habits	X
Information handling and digital competence		Knowledge of and interaction with the natural world	X	Communicative	
Mathematical		Social and civic	X	Social	X

AIMS: To experiment and improve their balance in human figures consisting of 3 persons / To explore the different possibilities to create new figures

TEACHING OBJECTIVES		LEARNING OUTCOMES		COMMUNICATION	CULTURE
CONTENT	-Explain the steps to build each figure -To favour situations where risks can be controlled as much as possible	CONTENT	-Students will follow the instructions given by either the teacher or their partners -Students will help each other properly to avoid accidents and to make partners feel confident	Language of learning: Vocabulary of apparatus of the gym, parts of the body and body positions. Language for learning: Asking basic questions and giving instructions Language for discussing Describing the sequence of steps when building a figure Language through learning: Language that comes out when practising	-To realise through experimentation the difficulty of balance figures in any performance -To value the aesthetics of a figure in any performance
COGNITION	-To practise different figures consisting of three persons -Create a figure consisting of three persons	COGNITION	-Students will apply basic safety rules when making figures -Students will adapt the positions practised in previous lessons -Students will contrast their skills with how demanding the figure is -Students will discuss and choose the figure to perform		

ASSESSMENT CRITERIA: To perform 3 persons figures following all the safety measures given / To design collectively a figure consisting of 3 persons

1. Introduction to the lesson: the teacher reminds the students what they did in the previous lesson and what they are going to do in the current lesson.
2. Warming up + stretching: Individually, students start running slowly around the gym while moving their arms. Next they continue running but backwards, sideways and combining different ways of moving. Then they make a circle in the middle of the gym and do the stretching exercises shown by the teacher
3. "You are it" with wheelbarrows. In a small part of the gym (no more than 10m x 10 m) a pair of students is designated as "it", and that pair run around and try to touch someone else. If they succeed, the pair they touch is now "it" and tries to chase anyone else. Every pair must move in a wheelbarrow position, that is one does a wheelbarrow and the other one holds him/her by the ankles. Roles will be changed very often.
4. Performing 3 person figures (groups of 5). Before practising each figure, all the groups will gather near the blackboard to see the example led by the teacher. In the group, 3 members perform the figure while the other 2 help their partners and tell them what to do. After that, they change roles so that the five of them at least play once the role of assistant.



5. Designing a 3 person figure (groups of 5). Each group must invent a new figure based on the ones they have just done before or on the two persons figures they did in lesson 3. They have to try whether it works or not because they will have to build it in front of the rest of class next day.
6. Description of the figure created using a substitution table. The students have to make sentences describing the figure in a worksheet.

KEY SKILLS				PE Competences	
Linguistic and audio-visual	X	Learning to learn	X	Personal development	X
Artistic and cultural	X	Autonomy, initiative and decision taking	X	Healthy habits	X
Information handling and digital competence		Knowledge of and interaction with the natural world	X	Communicative	
Mathematical		Social and civic	X	Social	X

AIMS: To get feedback of the performance from teacher and peers / To show the work designed through a performance

TEACHING OBJECTIVES		LEARNING OUTCOMES		COMMUNICATION	CULTURE
CONTENT	-To carry out a performance with the figure designed -To make an assessment based on different aspects of a figure	CONTENT	-Students will follow all the steps planned in the correct order to build the figures -Students will try to use English to give the instructions when necessary	Language of learning: Vocabulary of apparatus of the gym, parts of the body and body positions. Language for learning: Asking basic questions and giving instructions Using past tenses and sentences showing result and opposition Language through learning: Language that comes out when practising	-To realise through experimentation the difficulty of balance figures in any performance -To value the aesthetics of a figure
COGNITION	-To assess peers performance -To give feedback of the performance	COGNITION	-Students will assess the pros and cons of the figure -Students will compare what they see in the figure performed with the right model		

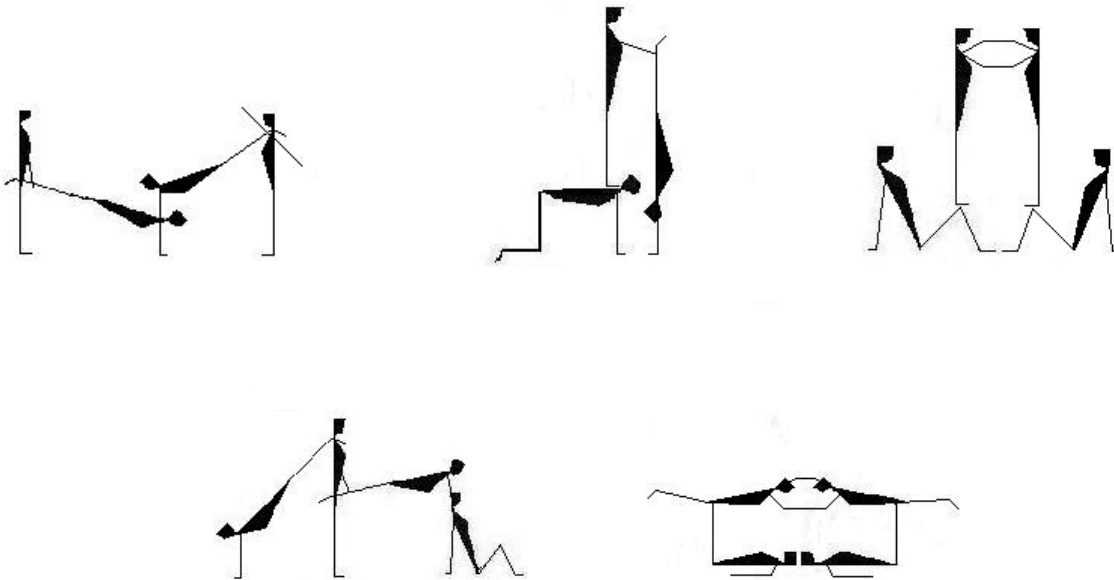
ASSESSMENT CRITERIA: To assess peers performance through an assessment report / To perform the figures designed following the safety measures at any time

1. Introduction to the lesson: the teacher reminds the students what they did in the previous lesson and what they are going to do in the current lesson.
2. Warming up + stretching: Individually, students start running slowly around the gym while moving their arms. Next they continue running but backwards, sideways and combining different ways of moving. Then they make a circle in the middle of the gym and do the stretching exercises shown by the teacher.
3. Strength competition. In pairs and side by side, students have to push or pull their opponent for 10 seconds trying to take him/her to the end of the gym (10 meters approximately) as shown in the drawing.
 - Grabbing each other by the wrists (pulling). Idem one wrist.
 - Grabbing each other by the shoulders (pushing)
 - One grabs the other by the waist (pulling)
 - One pushes the other with his/her hands on his/her opponent's upper back.
4. 3 person figures performance in front of the class. Each group, in turns, will show the rest of the class the figure designed in the previous lesson. Before starting the performance they have 5-10 minutes to practise. During the performance, the rest of the groups will be filling in a chart with those aspects they have liked most.
5. Write a short report about something that they have liked and disliked about the other groups performances.
6. Performing other 3 person figures (groups of 5) that have not been done, as in lesson 4.

KEY SKILLS				PE Competences	
Linguistic and audio-visual	X	Learning to learn	X	Personal development	X
Artistic and cultural	X	Autonomy, initiative and decision taking	X	Healthy habits	X
Information handling and digital competence		Knowledge of and interaction with the natural world	X	Communicative	
Mathematical		Social and civic	X	Social	X

AIMS: To experiment and improve their balance in human figures consisting of 4 persons /					
TEACHING OBJECTIVES		LEARNING OUTCOMES		COMMUNICATION	CULTURE
CONTENT	-Explain the steps to build each figure -To favour situations where risks can be controlled as much as possible	CONTENT	-Students will follow the instructions given by either the teacher or their partners -Students will help each other properly to avoid accidents and to make partners feel confident	Language of learning: Vocabulary of apparatus of the gym, parts of the body and body positions. Language for learning: Asking basic questions and giving instructions Language through learning: Language that comes out when practising	-To realise through experimentation the difficulty of balance figures in any performance -To value the aesthetics of a figure in any performance
	-To practise different figures consisting of three persons		-Students will apply basic safety rules when making figures -Students will adapt the positions practised in previous lessons -Students will contrast their skills with how demanding the figure is -Students will discuss and choose the figure to perform		
ASSESSMENT CRITERIA: To perform 3 persons figures following all the safety measures given					

1. Introduction to the lesson: the teacher reminds the students what they did in the previous lesson and what they are going to do in the current lesson.
2. Warming up + stretching: Individually, students start running slowly around the gym while moving their arms. Next they continue running but backwards, sideways and combining different ways moving. Then they set on a circle in the middle of the gym and do the stretching exercises shown by the teacher.
3. "You are it" giving a piggy back. In a small part of the gym (no more than 10m x 10 m) a pair of students is designated as "it", and that pair runs around and tries to touch someone else. If they succeed, the pair they touch is now "it" and tries to chase anyone else. Every pair must move giving a piggy back.
4. Perform 4 person figures (groups of 6). Before practising each figure, all the groups will gather near the blackboard to see the example led by the teacher. In the group, 4 members perform the figure while the other 2 help their partners and tell them what to do. After that, they change roles so that the five of them play at least once the role of assistant.



COMPETENCES			
Linguistic and audio-visual	X	Learning to learn	X
Artistic and cultural	X	Autonomy, initiative and decision taking	X
Information handling and digital competence		Knowledge of and interaction with the natural world	X
Mathematical		Social and civic	X

PE Competences	
Personal development	X
Healthy habits	X
Communicative	
Social	X

AIMS: To experiment and improve their balance in human figures consisting of 4 persons / To explore the different possibilities to create new figures

TEACHING OBJECTIVES		LEARNING OUTCOMES		COMMUNICATION	CULTURE
CONTENT	-Explain the steps to build each figure -To favour situations where risks can be controlled as much as possible	CONTENT	-Students will follow the instructions given by either the teacher or their partners -Students will help each other properly to avoid accidents and to make partners feel confident	Language of learning: Vocabulary of apparatus of the gym, parts of the body and body positions. Language for learning: Asking basic questions and giving instructions Language for discussing Describing the sequence of steps when building a figure Language through learning: Language that comes out when practising	-To realise through experimentation the difficulty of balance figures in any performance -To value the aesthetics of a figure in any performance
COGNITION	-To practise different figures consisting of four persons -Create 4 figures consisting of five persons	COGNITION	-Students will apply basic safety rules when making figures -Students will adapt the positions practised in previous lessons -Students will contrast their skills with how demanding the figure is -Students will discuss and choose the figures to perform		

ASSESSMENT CRITERIA: To perform 4 persons figures following all the safety measures given / To design collectively 4 figures consisting of 5 persons

1. Introduction to the lesson: the teacher reminds the students what they did in the previous lesson and what they are going to do in the current lesson.
2. Warming up + stretching: Individually, students start running slowly around the gym while moving their arms. Next they continue running but backwards, sideways and combining different ways of moving. Then they make a circle in the middle of the gym and do the stretching exercises shown by the teacher.
3. "Carry your partner". In threes, placed on one side of the gym, students have to carry one member of the group to the other side of the gym (10-15 meters) in different ways: grabbed by the arms and legs, on their shoulders, in a "chair", etc.
4. Perform 4 person figures (groups of 6). The groups perform a few more figures to complete the different possibilities existing with 4 persons.
5. Explanation of the assessment performance. Students are told to make groups of seven and to design 4 human figures to be performed in front of the rest of the class in the last session of the unit.
6. Design and practice the 5 person figures. Once the groups are made, students take some mats and start designing and putting into practice their figures.

KEY SKILLS				PE Competences	
Linguistic and audio-visual	X	Learning to learn	X	Personal development	X
Artistic and cultural	X	Autonomy, initiative and decision taking	X	Healthy habits	X
Information handling and digital competence		Knowledge of and interaction with the natural world	X	Communicative	
Mathematical		Social and civic	X	Social	X

AIMS: To experiment and improve their balance in human figures consisting of 4 persons / To explore the different possibilities to create new figures

TEACHING OBJECTIVES		LEARNING OUTCOMES		COMMUNICATION	CULTURE
CONTENT	-Explain the steps to build each figure -To favour situations where risks can be controlled as much as possible	CONTENT	-Students will follow the instructions given by either the teacher or their partners -Students will help each other properly to avoid accidents and to make partners feel confident	Language of learning: Vocabulary of apparatus of the gym, parts of the body and body positions. Language for learning: Asking basic questions and giving instructions Language for discussing Describing the sequence of steps when building a figure Language through learning: Language that comes out when practising	-To realise through experimentation the difficulty of balance figures in any performance -To value the aesthetics of a figure in any performance
COGNITION	-To practise different figures consisting of four persons -Create 4 figures consisting of five persons	COGNITION	-Students will apply basic safety rules when making figures -Students will adapt the positions practised in previous lessons -Students will contrast their skills with how demanding the figure is -Students will discuss and choose the figures to perform		

ASSESSMENT CRITERIA: To perform 4 persons figures following all the safety measures given / To design collectively 4 figures consisting of 5 persons

1. Introduction to the lesson: the teacher reminds the students what they did in the previous lesson and what they are going to do in the current lesson.
2. Warming up + stretching: Individually, students start running slowly around the gym while moving their arms. Next they continue running but backwards, sideways and combining different ways of moving. Then they make a circle in the middle of the gym and do the stretching exercises shown by the teacher.
3. "Carry your partner...on a mat". In groups of 6, placed on one side of the gym, students have to carry one member of the group to the other side of the gym (10-15 meters) on a mat which should never be in contact with the floor until students have finished carrying their partner.
4. Design and practice the 5 person figures. Students continue designing and putting into practice their figures as in the last lesson.

KEY SKILLS				PE Competences	
Linguistic and audio-visual	X	Learning to learn	X	Personal development	X
Artistic and cultural	X	Autonomy, initiative and decision taking	X	Healthy habits	X
Information handling and digital competence		Knowledge of and interaction with the natural world	X	Communicative	
Mathematical		Social and civic	X	Social	X

AIMS: To experiment and improve their balance in human figures consisting of 5 persons / To explore the different possibilities to create new figures

TEACHING OBJECTIVES		LEARNING OUTCOMES		COMMUNICATION	CULTURE
CONTENT	-Explain the steps to build each figure -To favour situations where risks can be controlled as much as possible	CONTENT	-Students will follow the instructions given by either the teacher or their partners -Students will help each other properly to avoid accidents and to make partners feel confident	Language of learning: Vocabulary of apparatus of the gym, parts of the body and body positions. Language for learning: Asking basic questions and giving instructions Language for discussing Describing the sequence of steps when building a figure Language through learning: Language that comes out when practising	-To realise through experimentation the difficulty of balance figures in any performance -To value the aesthetics of a figure in any performance
COGNITION	-To practise different figures consisting of 5 persons -Create 4 figures consisting of five persons	COGNITION	-Students will apply basic safety rules when making figures -Students will adapt the positions practised in previous lessons -Students will contrast their skills with how demanding the figure is -Students will discuss and choose the figures to perform		

ASSESSMENT CRITERIA: To design and practise collectively 4 figures consisting of 5 persons

1. Introduction to the lesson: the teacher reminds the students what they did in the previous lesson and what they are going to do in the current lesson.
2. Warming up + stretching: Individually, students start running slowly around the gym while moving their arms. Next they continue running but backwards, sideways and combining different ways moving. Then they make a circle in the middle of the gym and do the stretching exercises shown by the teacher.
3. Relay game with the mat in groups of 6. Each group, placed at one end of the gym, has got a mat. In pairs, they have to cross the gym as fast as possible holding the mat over their heads. Once they have touched the wall at the other end of the gym they come back and pass the mat to the next pair in their group as if it was a baton and so on until the 3 pairs have finished the relay. Repeat the relay but now carrying the mat by holding it under their arms.
4. Design and practice the 5 person figures. Students continue designing and putting into practice their figures as in the last lesson.
5. Description each of the 4 figures created using a substitution table. The students have to make sentences describing the figure in a worksheet.

COMPETENCES				PE Competences	
Linguistic and audio-visual	X	Learning to learn	X	Personal development	X
Artistic and cultural	X	Autonomy, initiative and decision taking	X	Healthy habits	X
Information handling and digital competence		Knowledge of and interaction with the natural world	X	Communicative	X
Mathematical		Social and civic	X	Social	X

AIMS: To get feedback of the performance from teacher and peers / To show the work designed through a performance

TEACHING OBJECTIVES		LEARNING OUTCOMES		COMMUNICATION	CULTURE
CONTENT	-To carry out a performance with the figures designed -To follow the assessment criteria established in a previous lesson	CONTENT	-Students will follow all the steps planned in the correct order to build the figures -Students will try to use English to give the instructions when necessary	Language of learning: Vocabulary of apparatus of the gym, parts of the body and body positions. Language for learning: Asking basic questions and giving instructions Language through learning: Language that comes out when practising	-To realise through experimentation the difficulty of balance figures in any show performance -To value the aesthetics of a figure
COGNITION	-To assess peers performance -To give feedback of the performance	COGNITION	-Students will fairly mark the performance of the other groups -Students will compare what they see in the figures performed with the right model		

ASSESSMENT CRITERIA: To assess peers performance through an assessment grid / To perform the figures designed following the safety measures at any time

1. Introduction to the lesson: the teacher reminds the students what they did in the previous lesson and what they are going to do in the current lesson.
2. Warming up + stretching: Individually, students start running slowly around the gym while moving their arms. Next they continue running but backwards, sideways and combining different ways moving. Then they set on a circle in the middle of the gym and do the stretching exercises shown by the teacher.
3. Prepare the exhibition (groups of 7). Students practise one last time each of the figures. They should be reminded that each figure will be performed twice so that the two assistants in the first try can perform the figure in the second try.
4. Perform the 5 person figures previously designed and practised. The group which has to perform its 4 figures stays in the middle of the gym with the mats needed while the rest of the students move apart and sit down on the benches to do a peer assessment. The groups will take it in turns to do their performance. The teacher will take pictures and record all the performances.

COMPETENCES				PE Competences	
Linguistic and audio-visual	X	Learning to learn		Personal development	
Artistic and cultural	X	Autonomy, initiative and decision taking	X	Healthy habits	
Information handling and digital competence		Knowledge of and interaction with the natural world		Communicative	
Mathematical		Social and civic	X	Social	X

AIMS: To be aware of the own group performance and receive feedback from peers and teacher/ To evaluate the use of English in PE classes

TEACHING OBJECTIVES		LEARNING OUTCOMES		COMMUNICATION	CULTURE
CONTENT	-To give feedback of the performance from peers and teacher -To follow the assessment criteria established in previous lessons	CONTENT	-Students will try to use English to discuss their self-assessment	Language of learning: Vocabulary of apparatus of the gym, parts of the body, body positions, figures aspects and assessing. Language for learning: Asking basic questions, discussing and using past tenses. Language through learning: Language that comes out when practising	-To be aware of how difficult it is assessing -To value the aesthetics of a figure
COGNITION	-To assess their own performance -To reflect on the main issues of using English in PE classes	COGNITION	-Students will fairly mark their own performance -Students will compare what they see in the video recording with the right model		

ASSESSMENT CRITERIA: To self-assess the own group performance through an assessment grid

1. Introduction to the lesson: the teacher reminds the students what they did in the previous lesson and what they are going to do in the current lesson.
2. Watch the video tape with the performances recorded in the last class and make the self assessment.
3. Make an evaluation of the unit