

Learning objective	Activities/Differentiation	Success Criteria	AfL Notes
<p>1a to explore basic skills, actions and ideas with increasing understanding.</p> <p>2a to explore how to choose and apply skills and actions in sequence and combinations.</p> <p>3b to observe, describe and copy what others have done.</p> <p>4a to know important it is to be active</p>	<p style="text-align: center;"><u>Lesson 1</u></p> <p><u>Warm up</u> Ice and Sun - Select 2 children as the ice and give them blue bands. Select another 2 children and give them yellow bands as the sun. 'Ice' children chase the rest of the class and when they are touched 'freeze' them. The children become defrosted when they are touched by the 'sun' children.</p> <p><u>Main</u> Explain that we are going to be using rackets today. Give each child a racket and ball (differentiate by giving LA chn beanbags to start with). Children to balance their beanbag or ball on their racket whilst holding the racket with 2 hands, 1 hand, palm up, palm down. Why is it important to balance the racket? Encourage the children to try different positions - standing on one leg, squatting, kneeling, walking forwards/backwards etc. Which position do you find the easiest/hardest? Several children can be chosen at the same time to demonstrate. Encourage chn to describe what they see. Can other chn copy what they see? Set up a selection of different activities</p> <ol style="list-style-type: none"> Hoop ball - chn will develop skills of over arm throwing, aiming and catching. Children to work in pairs throwing the ball with 2 hands from behind their head. Ball must bounce in the hoop to their partner. Bench ball tennis - the aim is to score points by throwing or hitting a ball over a net so that it bounces twice, with the first bounce in the court area. Organize the children to play 2 vs 2. Mark a small court area about 2 - 3m square with a bench in the middle as a net. Children to throw the ball underarm over the net. The player on the other side tries to catch the ball before it bounces twice, then sends it back again. Set challenges and target - how long can you make a rally? Can you beat your best score? <p><u>Cool down</u> Curl up - curl up small and tight and gradually tell the children to unstick themselves so that they are spread out on the floor. Talk to the children about how they can practice their games skills at playtimes with the playground games.</p>	<p>L2 Chn explore simple skills. Chn copy, remember, repeat and explore simple actions. Chn understand how to exercise safely.</p>	<p>Numeracy links Addition (points) Counting</p>

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Lesson Objective	Activities/Differentiation	Success criteria	Comment/Assessment
<p>7b develop the skills for simple net, striking, fielding ad invasion type games.</p> <p>3c use what they have learnt to improve the quality and control of their work.</p> <p>3a describe what they have done.</p>	<p style="text-align: center;"><u>Lesson 4</u></p> <p><u>Warm up</u> 'Tails' Two children to be 'on'. Give them braids so they can be easily recognised. Rest of class put a coloured braid in the back of their shorts like a tail. The two who are on must collect as many braids as they can in the short time this game should be played. Repeat as appropriate. Clearly mark out the activity area. Ensure children begin the game by finding a space. Encourage them to look for spaces to run into and to look for the chasers. Ask children how they think they will feel after they have played the game. After the game, encourage them to describe the changes to their heart rate.</p> <p><u>Main</u> Give children a racket and a small ball. How many consecutive hits can they make with the racket and ball? Set targets and challenges for all children. For example, <i>How many can you do? Can you beat your best score?</i> Children to progress to patting the ball on the racket, walk around the activity area. Some children might develop this to jogging. Encourage children to keep the ball close to the racket [don't hit it too hard or too high]. Ask children to Look up, and hit their ball into a space and run after it. Demonstrate good practice and ask the children to comment on each other's performances. Explain that your expectations are increasing each week. In all games, encourage children to keep the games going for longer and try to improve their accuracy. Repeat the four activity stations but introduce greater competition.</p> <ul style="list-style-type: none"> Hoop ball- Take a step back each time you send the ball into the hoop. Who can get furthest away from the hoop? Bench ball tennis Piggy in the middle - allow the 3 attackers to move anywhere in the designated area. Frog ball - Offer children different objects to send, e.g. small sponge balls, large sponge balls & bean bags. Ask them to decide which will give them the best advantage. 	<p>I can show a skill in controlling, sending and receiving a ball and other objects</p> <p>I can play simple games with a partner.</p> <p>I am beginning to demonstrate an understanding of simple tactics of playing games</p> <p>I understand more about how my body respond to exercise.</p>	

	<u>Cool down</u> Melting Snowmen' Children imagine they are snowmen. Ask them to slowly thaw in the sunshine and end up as a pool of water on the floor. Encourage slow, deliberate and exaggerated movements.		
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7a To travel with, send and receive a ball and other equipment in different ways.	<p style="text-align: center;"><u>Lesson 5</u></p> <p><u>Warm up</u> 'Mirror Game' In twos. Face your partner about two steps apart. Decide who is going to be the 'real' person and who is the 'reflection.' The real person does some actions and the reflection must copy the action exactly. Help children to understand the importance of preparing safely and carefully, and teach them activities to help them prepare. <u>Why is it important to be aware of your surroundings?</u> Insist on safe, responsible actions and the need to take responsibility for each other's safety.</p> <p><u>Main</u> All children to collect a racket and a small ball. Children to walk around the area patting the ball on the racket. Increase to jogging around the room, ensuring the children check for spaces. Progress to working with a partner. Introduce the 'shake hands grip' on the racket. Ask the children to shake hands with their partner then do the same with the racket. Children to put their rackets next to each other and roll the ball from one racket to another. Progress to tapping the ball from one racket to the other one. Increase the distance as the children improve. Set challenges for the children, e.g. <u>can the set up a rally and hit it to each other 5 times without it bouncing on the floor?</u></p> <p><u>Cool down</u> 'Just Relax' Children to lie on their backs, or fronts, and stretch until all their muscles are tense. Then slowly relax. Complete 4 Yoga poses from previous learning.</p>	<p>I can show a skill in controlling, sending and receiving a ball and other objects</p> <p>I can play simple games with a partner.</p> <p>I am beginning to demonstrate an understanding of simple tactics of playing games</p> <p>I understand more about how my body respond to exercise.</p>	

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<p>7b develop these skills for simple net, striking, fielding and invasion type games.</p> <p>4a How important it is to be active.</p> <p>4b to recognise and describe how their bodies feel during different activities.</p>	<p style="text-align: center;"><u>Lesson 6</u></p> <p><u>Warm up</u> SAQ - Children to choose their favourite warm up. <i>Why is it a good warm up?</i> <i>What does it do to your body?</i></p> <p><u>Main</u> As lesson 5 - all children to have a racket and a small ball. The children to revise the 'shake hands grip'. In pairs ask the children to develop a rally. Set challenges, e.g. how many times can they do it? Set up four stations and progress to modifying the games for some children. Hoop ball- For example: When sending, some children might find a smaller hoop more challenging; vary the size and distance of the target. Bench ball tennis - Introduce rackets. Each pair should have one player with a racket and one without. Players who do not have a racket 'feed' a ball to their partners, who then try to hit it over the net into their opponents' court. Piggy in the middle - They could use a smaller ball, to make throwing and catching more difficult. Some other children could use rolling and stopping skills, instead of throwing and catching and/or use a beanbag instead of a ball Frog ball - In this lesson some children could strike an object bowled to them. Encourage batters to aim the object into a space. <i>Are the fielders attempting to deny spaces to the batter?</i></p> <p><u>Cool down</u> Children to select their favourite cool down. General class agreement. Complete 4 Yoga poses from previous learning. Stretches cool down <i>Why is it important to warm up and cool down?</i></p>	<p>I can show a skill in controlling, sending and receiving a ball and other objects</p> <p>I can play simple games with a partner.</p> <p>I am beginning to demonstrate an understanding of simple tactics of playing games</p> <p>I understand more about how my body respond to exercise.</p>	

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