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## Learning Outcomes:
- Acquiring & Developing: moving fluently, changing direction & speed easily & avoiding collisions & developing spatial awareness
- Selecting & Applying: using different movements, speeds & pathways
- Selecting & Applying: recognising space in games & using it to their advantage
- Knowledge & Understanding: describing changes to their bodies when they exercise
- Evaluating & Improving: watching others, describing what they see & copying

## Vocabulary:
- Space
- Safe Stopping
- Awareness
- Pathways

## Warm up: TRAFFIC JAM
Define a space using lines on the playground or cones, which the children should keep within. Encourage children to move around the area looking for spaces as if avoiding traffic jams. Use gears to signify different speeds. Eg. 1st gear (walk), 2nd gear (fast walk), 3rd gear (jog). Encourage children to listen and to look for signals. Eg. Hold up a red cone to indicate stopping or a yellow cone to slow down or use hand signals to ask children to stop or slow down.

## Q & A. Discuss the effects of exercise.
- What can they hear? (breathing)
- What can they feel? (heart beating faster)
- What might they see? (rosy cheeks)
- What does their skin feel like to touch? (warm, sweaty)
- What temperature is their body? (warmer)

## Fundamental: STATIC BALANCE – One Leg (Card 1 – Yellow)
1.) Standing still 10 secs, build into warm-up when stopping for a red cone signal. Try increasing stop time to 30 secs and selecting different stood positions to stop in. (emphasise the need to be still)

## Skills Activity
Following on from the warm up activity introduce the following activities:
1. moving in different ways (big steps, small steps, side steps, backwards, skip, gallop, etc)
2. moving along different pathways (zig zag, curved, straight, etc)
3. moving and (on command) changing direction
4. moving and stopping (encourage children to stop as quickly as possible in response to a signal or instruction) This could be in the form of a game of statues

## Game/Group/Competitive Activity: RELAYS
Set up simple relays with teams of 4 or 5 children. Add obstacles such as a slalom of cones or spots to jump or hop across and hoops to climb through.

## Evaluation/Post Lesson Notes:
- **Equipment/Resources**
  - Cones, spots or markers
  - TOP PLAY Movement without a ball
  - TOP PLAY Movement………without a ball
### Learning Outcomes:
- Acquiring & Developing: moving fluently, changing direction & speed easily, avoiding collisions & developing spatial awareness
- Selecting and Applying: using different ways of moving, speeds & pathways
- Selecting & Applying: recognising space in their games & using it to their advantage
- Evaluating and Improving: watching others, describing what they see & copying others
- Knowledge & Understanding: describing changes to their bodies with exercise

### Vocabulary:
- Space
- Awareness
- Safe Stopping
- Dodging

### Warm up: TOUCH THE FLOOR
Define an area using the lines of the playground or cones.
- Children are instructed to keep within the area.
  - Starting with a comfortable walking pace children listen for the command “Touch the floor with your (hand, knee, tummy, elbow, etc)”
  - Repeat several times with children moving in different ways between each command.
  - Vary and increase the level of activity (eg. Easy walk, fast walk, jog, skip, run, galloping, side stepping, etc)

### Q & A. Discuss the effects of exercise.
Do some activities have a greater effect than others?
Which activities made the breathing faster or the heart beat quicker?

### Fundamental: STATIC BALANCE – seated (Card 2 – Yellow)
2a) 1 hand 2 feet down floor contact  
2b) 1 foot 2 hands  
2c) 1 foot 1 hand  
2d) 1 foot or 1 hand  
2e) No hands or feet 10 secs
Build into warm-up into touch the floor game.

### Skills Activity RABBITS (in pairs)
- In pairs each child has a bib or band, which they put in the back of their shorts to make a tail.
- In a space each pair stands face to face and without running away from their partner has to try to protect their tail whilst at the same time trying to grab their partners tail. Each time they win their opponents tail they get a point.
- They return the tail and continue.
- Play for a few minutes, then repeat.

**Q & A**

- How can you make it harder for you partner to get your tail?
- What sorts of movements are the best to use in a small space?

### Game/Group/Competitive Activity: “RUN, RABBIT, RUN!”
Set out randomly 10 – 15 hoops, spots or cone markers.
- Explain to the children that these are the rabbit holes and on command of “Run, Rabbit, Run” the children must get to the safety of a rabbit hole as quickly as possible. A maximum of 3 children are allowed to a rabbit hole. To make the game more competitive the teacher or children could take on the role of the wolf, from whom the children are safe until the teacher gives the command.

**EASIER/HARDER**
- Allow players to have more than one tail (easier)
- Practise the skill in a game situation with teams (see Top Play card)
- Use a smaller/larger space
- Longer/shorter tails
- Use non-dominant hand to catch tails

### Cool Down: STRETCHING RABBITS
Collect equipment
- Children walk around the area until they find a space.
- Teacher leads children through 4 or 5 simple stretching exercises.
- Children stretch tall and wide and finish curled up small as if asleep inside a rabbit warren.

**EQUIPMENT/Resources**
- Cones
- Spot markers and/or hoops
- Bibs, bands, tags

### Evaluation/Post Lesson Notes:
- See appropriate stretches for Key Stage 1
### Year Group: 1  
### Activity: MOVEMENT WITH A BALL  
### Lesson No. 3

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#### Warm up: STICKY BALL

Each child has a medium or large ball to start the lesson. The aim is to prevent the ball from falling to the floor. In the starting position take the children through the following movements to familiarise themselves with the ball and to build muscle memory.

Resting the ball with two hands on their tummies as the starting position:
- roll the ball towards the knees, toes and back to the tummy
- roll the ball around the middle
- roll the ball to the chest, chin, top of head and back to the chest
- roll the ball from the chest along one arm and back along the other arm
- roll the ball around one thigh and around the other

**STICKY BALL ON THE MOVE**

Children carry the ball within a defined area always looking to change direction and move into spaces. Children carry the ball in different ways. For example:
- stroll through the park, carrying the ball in hands
- late for school walk, carrying the ball on their heads
- gentle jog, carrying the ball under their arm
- ask the children to move in different ways and carry the ball in different ways

**Fundamental:** Co-ordination – ball skills (Card 9 – Yellow)

9a) Rolling along floor around seated body 2 hands  
9b) Rolling along floor around seated body 1 hand  
9c) Rolling ball up and down and around body standing or seated 2 hands

Incorporated into warm-up and cool down as part of main lesson

#### Skills: STOP & GO

Children carry/move the ball around the area and on command “Stop the Ball” they must place the ball to the ground as quickly as possible still with their hand.

Variations & extensions of the activity might include:
- carrying the ball in different ways
- moving in different ways
- moving at different speeds
- moving the ball along the ground (rolling, dribbling or bouncing)
- stopping the ball with their feet
- stopping the ball with different parts of the body (knee, elbow, tummy, etc)
- ask children to come up with different ways of making the ball still without using hands

#### Game Activity: RELAY GAMES

Set up simple relay games, which involve carrying a ball. Set up teams of 4 or 6 children.

Child 1 runs through the course carrying the ball and returns to hand the ball to Child 2. A simple course might involve moving through a slalom of cones and keeping hold of the ball whilst climbing through a hoop.

#### Cool Down: STICKY BALL

Children find spaces and as a group go through simple stretches with the ball.

Encourage children to keep control of the ball
- Stretch tall and push the ball to the sky
- Sit and stretch by pushing ball towards the toes
- Stretch to the side with the ball
- Standing with feet wide apart stretch the ball through the legs

#### Evaluation/Post Lesson Notes:

- Carry the ball in different ways, using different movements

**Equipment/Resources**
Selection of medium/larger balls  
Cones  
Hoops  
TOP PLAY Movement with a ball.....Relay Games  
TOP PLAY Getting Used To a Ball

---

**STEP**  
Space, Task, Equipment, People
Year Group: 1  
Activity: SENDING SKILLS (Rolling)  
Lesson No. 4

Vocabulary:
- Accuracy
- Rolling
- Aiming
- Opposite Foot Forward
- Balance
- Pace of the Ball

Learning Outcomes:
- Acquiring & Developing: control & accuracy with the basic actions for rolling
- Selecting & Applying: understanding the concepts of aiming
- Selecting & Applying: recognising space in their games and using it to their advantage
- Knowledge & Understanding: discussing why it's important to exercise
- Evaluating & Improving: watching others, describing what they see & copying

Teaching Points/Class Management/Differentiation (STEP)
- If time permits the teacher/coach may want to set up stations for this lesson in advance. The warm up can then be carried out with children walking, marching or jogging on the spot. Alternatively children could set up stations or invent their own aiming stations using the equipment available.

Warm up: BEANS
The teacher explains or questions children for different types of movements to represent different beans. For example:
- Runner Beans – running on the spot as fast as you can
- Broad Beans – jumping jacks
- Frozen Beans – stand like statues
- String Beans – stand long and tall
- Jelly Beans – wobble like a jelly
- Jumping Beans – jumping up and down on the spot
- Baked Beans – curl up small on the floor
- Beans on Toast – lie wide and flat like a piece of toast
- French Bean – say “Bonjour!”

In a defined area children move in and out of spaces starting with a walk and gradually increasing the tempo to a jog and a run. On command children stop in a space to perform the appropriate exercise.

Q & A. Discuss why exercise is good for us.

Fundamental: CO-ORDINATION – with equipment
8a) One ball rolling large ball rebound to receive
8b) One ball rolling small ball increasing distance to 5m
Use as an initial introduction to skills section encourage skill development – stance etc

Skills Activity ROLLING STATIONS
Children are organised into small groups of 3 or 4. Each group is sent to one of the stations in the area. Using a variety of equipment set up 8 to 10 stations, half of these can be repeated so that each group of children rotate around 4 or 5 stations in a lesson. The stations could be arranged as follows:
1. Using two skipping ropes to create tramlines. Children aim to roll the ball between the tramlines without touching the ropes? Provide a stopper at the end (eg. a bench or wall)
2. Using two skipping ropes to create tramlines. Children aim to roll the ball between the tramlines without touching the ropes? Provide a stopper at the end (eg. a bench or wall)
3. Using hoops as targets. Can you roll the ball from a marker into a hoop? This activity encourages pace judgement of the ball.
4. Using coloured cones or skittles. Can you pick a colour and hit your chosen target? Encourages children to look at the target and adopt the correct stance.
5. Using a light, larger ball. Can you move the ball by aiming your small ball at the target. Encourages good body alignment and pace judgement of the ball.

Game/Group/Competitive Activity: ROLLING STATIONS
See skills activity. Make the skills stations more challenging by encouraging children to compete against themselves. Children claim one point each time they successfully complete the task. Which station can they win the most points at?

Cool Down:
Tidy the equipment away.
Take children through some simple stretches.
Q & A. Discuss the different activity stations. Which station did they find the most difficult and why? Recap the correct stance for rolling.

Equipment/Resources
- Tennis ball (or other small balls)
- Cones
- Skipping Ropes
- Large, light balls
- Skittles

TOP PLAY Sending Skills.......Rolling
TOP PLAY Sending Skills.......Aiming
TOP PLAY Aiming Games

Evaluation/Post Lesson Notes:

STEP Space, Task, Equipment, People
Learning Outcomes:
- Acquiring & Developing: control & accuracy with the basic actions for rolling
- Acquiring & Developing: understanding the concept of tracking & getting in line with a ball to receive it
- Selecting & Applying: understanding the concepts of aiming
- Selecting & Applying: recognising space in their games and using it to their advantage
- Knowledge & Understanding: discussing why it’s important to exercise
- Evaluating & Improving: watching others, describing what they see & copying

Vocabulary:
- Rolling
- Space
- Balance
- Opposite foot forward
- Tracking
- Aiming
- Pace of the Ball

Warm up: DISHES & DOMES (Volcanoes & Ice Creams)
20 to 30 cones are randomly scattered (2 to 4 metres apart) in a defined area. Half of the cones are turned the wrong way up (dishes). Half of the class are DISHES and have to turn over as many domes to make dishes as they can. Half of the class are DOMES and have to turn over as many dishes to make domes as they can. On command children must stop and put their hands in the air.

RULES OF THE GAME
- Half of the class are DISHES and have to turn over as many domes to make dishes as they can. Half of the class are DOMES and have to turn over as many dishes to make domes as they can.
- On command children must stop and put their hands in the air.
- One person at a time at a cone
- Children turn a cone over and move onto another cone
- Children must stop straight away on command

Skills Activity CONE TO CONE
All cones are now turned over to their proper position. Each child has a small ball and stands beside a cone of their choice. Children aim to send the ball to an adjacent cone. They get one point for every cone they hit. Each time they follow the ball to its target and from here to another target. How many cones can they strike in 1 minute?

TRACKING THE BALL
Children roll the ball into a space and follow and collect the ball, repeating several times. Roll the ball into a space and chase to get in front of the ball to allow it to roll through their legs
Roll the ball into a space and chase to get in front of the ball to face it and stop the ball.

GATEWAY
Rearrange cones so that pairs of cones of the same colour are positioned a metre apart to form a gateway. Children work together with a

1. Each pair selects a gateway and practises sending and receiving through a gateway
2. How many times can you pass the ball through the gateway in a minute?
3. Children move around the area making passes through the gateways.
4. How many gateways can you pass the ball through in 1 minute?
5. Can you improve this score?

Game/Group/Competitive Activity: SENDING RELAYS
Set up targets, one target for each team. In teams of 4 or 5 children line up one behind the other each taking turns to aim their ball into or past the game several times. After each game collect the balls/beanbags.

Game could be developed to include send/aim and track and collect ball bringing it back to the start.

Cool Down:
Tidy the equipment away Take the children through 4 or 5 simple stretches.
Q & A. Discuss why playing games is good for us?
Fun & Enjoyment Making friends, working together as a team Learning to play fair and by the rules

Evaluation/Post Lesson Notes:

STEP Space, Task, Equipment, People

Equipment/Resources:
- Tennis ball (or other small balls)
- Cones
- TOP PLAY Sending Skills — Rolling
- TOP PLAY Sending Skills — Aiming
## Learning Outcomes:
- **Acquiring & Developing:** show control & accuracy with the actions for underarm throwing
- **Selecting & Applying:** understanding the concept of getting to a good position for aiming
- **Knowledge & Understanding:** explaining why playing games is good for us
- **Evaluating & Improving:** watching others, describing what they see & copying

## Warm up: ANIMALS
In a defined area children are asked to move into spaces and on command interpret a range of animals. For example children could move in the following ways:
- **CATS** – moving on tiptoes as if moving stealthily/prowling
- **ELEPHANTS** – with giant steps
- **GIRAFFES** – walking tall with arms reaching into the sky
- **PENGUINS** – walking with feet together on their heels
- **SNAKES** – sliding along the ground
- **MONKEYS** – with swinging arms

## SHOULDER STABILITY EXERCISES
Exercise 1: Children lie on their stomachs and pull themselves like a snake along the ground without moving their legs.
Exercise 2: Children move around the space like a crab on their hands and feet.
Exercise 3: Children lie on their fronts and with their hands palm down by their shoulders & lift their upper body off the ground. Do five push ups. Encourage children keep their legs straight.

## MOBILITY EXERCISES
Each child has a beanbag.
- Pass the beanbag around the middle.
- Over the opposite shoulder to collect with the other hand.
- Through the legs.
- At arms length balance the beanbag on the back of the hand and move the arm (keeping it straight) across the front of the body and back. Do the same with both arms.

## Static Balance - Smaller base - On line with weight on balls of feet only , then low beam (Card 4 Yellow/Green) 4a) 2 feet facing forwards x 10 secs

## Skills Activity TARGET THROW
Children work in pairs. Each pair has one beanbag and at least three cones per person. Each child arranges their cones in a flower shape facing their partner. The two flower shapes should be about 2 metres apart.

Children stand behind their cones facing their partners. Children take turns to throw the beanbag underarm at one of the cones or petals of the flower. Each time they successfully get the beanbag to land on a cone they collect the cone and add it to their own flower.

- Encourage children to stand with their opposite foot forward to their natural throwing hand.
- The lead foot should point towards their target.
- The knees should be bent and the palm of the hand should be face upwards for the underarm throw.
- Encourage throwers to look at their target.

## Game/Group/Competitive Activity: AIMING RELAYS
- Link pairs together to make teams of 4 or 6 children.
- Bring all the cones together to make giant flowers (10/15 cones in size)
- Provide each child with a bean bag.
- Teams line up one behind a single cone placed 2 to 3 metres away from the flower.
- On command children take turn to aim their bean bag at a cone. If they hit a cone they run collect the cone and beanbag and place the cone on the starting cone and run to the back of the line.
- If they miss they run, collect the beanbag and return to the back of the line.
- The children continue to take turns until all of the cones have been collected.

*This is an opportunity to introduce the QCA Year 1 CORE TASK 1 (net-type activity)*

## Q & A. Discuss why playing games is good for us.

## Cool Down: LETTER STRETCHES
Tidy equipment away.
Children shape their bodies either standing or lying down into letters, eg. Y, T, V, P, X etc. Children could form simple words in small group of three or four by making themselves into a letter each

## Evaluation/Post Lesson Notes:
- **Equipment/Resources**
  - beanbags, cones
  - TOP PLAY Sending Skills………Throwing
  - TOP PLAY Sending skills………Aiming
### Year Group: 1  
**Activity:** RECEIVING (Catching)  
**Lesson No. 7**

#### Learning Outcomes:
- **Acquiring & Developing:** understanding the concept of getting in line with a ball to receive it  
- **Selecting & Applying:** using skills in different ways in different games  
- **Knowledge & Understanding:** describing changes to their bodies when they exercise  
- **Evaluating & Improving:** watching others & describing what they see & copying  

#### Warm up: COLOURS GAME
Randomly scatter a selection of coloured markers (spots or cones) in a defined area. Children find a space and begin to move in and out of the cones.

On command “blue cone” children move as quickly as possible to stand at a marker of that colour. Start the warm up game gradually beginning with a walk, fast walk, jog, skip, run, etc.

**MOBILITY EXERCISES**
Go through the previous lessons mobility exercises, but this time using a larger ball.

| Fundamental – Co-ordination – floor movement patterns (Card 10 – Yellow) |
|-----------------------------|-----------------------------|
| 1a) Side-steps              | 10c) Hopping                |
| 1b) Galloping               | 10d) Skipping               |

#### Skills Activity: BOUNCE & CATCH
Individually with a large ball each (the ball should have some bounce)

1. Standing on the spot, drop and catch. Ask children to try dropping the ball from low, from high and from the waist. What is the best height from which to drop the ball to make it easy to receive the ball?
2. How many bounces can you make in 30 seconds? Try again. Can you improve?
3. On the move. Drop and catch as you walk around the space. Give visual stopping signals to encourage children to keep their heads up when moving around the area.
4. Using hoops or spot markers children move around the space carrying their ball and each time they pass a free hoop or spot marker they must bounce the ball.
5. How many hoops or spots can they score in 1 minute?
6. Repeat steps 2, 3, 4 & 5 with a partner

**Q & A.**
With a partner talk about where is the best place to bounce the ball. Closest to the sender with the ball, closer to the middle or closer to the person waiting to receive the ball?

#### Teaching Points/Class Management/Differentiation (STEP)
- Encourage children to move into spaces and to keep their heads up  
- Encourage children to scan for colours  

**RULES OF THE GAME**
- Place a limit of 3 to 4 children to a marker  
- The last child to arrive at a marker after that number has been reached must keep looking for another cone  
- Children stand beside or place their toes on the marker

**Skills Activity:**
- Encourage children to adopt the “ready” position with feet apart, knees bent & hands ready to receive the ball  
- Encourage children to drop the ball from waist height  
- Encourage children to cup hands & cushion the ball  
- Encourage children to watch the flight of the ball

**EASIER/HARDER**
- Use softer/larger balls to make it easier.  
- Use smaller/harder balls to make it more difficult  
- Allow more able children to bounce the ball like a basketball when moving through the area

**Game/Group/Competitive Activity:** RELAYS
Set up simple relays games, which involve bouncing and catching the ball.  
For example children carry or bounce the ball through a slalom of cones to a hoop or spot marker where they must make three bounces before returning with the ball to the next person in their team.

#### Cool Down: SEASHORE STRETCHES
Tidy the equipment away. Children walk around the area looking for spaces and on command they find a space and make a shape. Children make shapes of things we might find on the seashore. For example.

- Stretch wide and flat like a big scallop shell
- Curl up small like a tiny shell
- Make a twisted shape like a piece of drift wood
- Make a really straight shape like a razor shell
- Make a shape like a wave or a ripple of water
- Make a shape like a pebble

**Evaluation/Post Lesson Notes :**

**Equipment/Resources**
- Hoops
- Cones
- Spot Markers
- Large Balls (that bounce)

**TOP PLAY Receiving skills……..Catching**

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**Vocabulary:**
- Sending
- Receiving
- Bouncing

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**STEP** Space, Task, Equipment,
**Year Group: 1**

**Activity: NET TYPE ACTIVITY**

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### Learning Outcomes:
- **Acquiring & Developing:** move fluently, changing speed & direction easily avoiding collisions
- **Selecting & Applying:** using skills in different ways in different games
- **Knowledge & Understanding:** explaining why exercise is good for us
- **Evaluating & Improving:** watching others, describing what they see & copying

### Vocabulary:
- Sending
- Receiving
- Bouncing
- Scanning

### Warm up: TOUCH DOWN

In a defined area randomly scatter a number of cones. There should be more cones than there are children.

1. Children move around the space starting with a walk, each time they pass a cone they must bend down to touch the cone.
2. Encourage children to use both hands, alternating from one to the other.
3. Increase the pace to a jog and then a run.
4. How many cones can you touch in 30 seconds?

Each child collects a ball and places it on a cone. There should be a number of empty cones.

5. Children move around the area dodging and side stepping & avoiding the cones
6. On passing a cone with a ball, children bend down to pick up the ball and move it to another cone. Move to another ball and do the same.
7. How many balls can they move in 30 seconds?

### Shoulder Stability Exercises – see lesson 6

#### Q & A. Explaining why exercise is good for us.

Why is it important for us to exercise our arms and shoulders. What sort of things we do we use our arms and shoulders for? (eg. Lifting, carrying things, writing, feeding ourselves, washing ourselves, playing games, etc)

### Fundamentals – Agility - Reaction/response to ball drop (Card 12 – Yellow)

- **12a)** Feeder with 1 size 5 ball Catching ball after 2 bounces when partner drops from shoulder height 1m
- **12b)** As above 2m
- **12c)** As above 3m

### Skills Activity: BALANCING & CARRYING

- **7.** Holding the racket. Shaking hands with the racket with a nice firm grip
- **8.** Racket drop. Balance the racket on its head and let go. Try to catch the racket by the handle before it drops to the ground. Can you let go, clap once and catch the racket.
- **9.** Beanbag balance. Moving in and out of the cones can you walk, jog, skip, run and keep the beanbag on the racket.
- **10.** Musical Statues with racket and beanbag. When the music stops or the teacher stops or signals children must freeze.
- **11.** Pancake Toss. Standing in a space can you flip the beanbag onto the racket. Start low to begin with and try flipping it higher.
- **12.** Repeat the activities using a ball instead of beanbag.
- **13.** Racket sandwiches – with a partner children sandwich a ball between two rackets.

### Game/Group/Competitive Activity: RACKET RELAYS

Set up simple relays games, which involve balancing beanbags on rackets through basic obstacle courses. Challenge teams to complete the relay without the beanbag touching the ground.

In pairs have simple racket sandwich races to a cone and back.

### Cool Down:

- **Tidy the equipment away**
- **Simple shoulder stability exercises**
- **4 or 5 simple stretches.**

#### Q & A.

When should we cool down and why?

### Evaluation/Post Lesson Notes:

- **Equipment/Resources**
  - Bats
  - Rackets
  - Beanbags
  - Cones
  - Tennis balls

- **TOP PLAY Receiving skills........controlling**
- **TOP PLAY Movement with a ball........Relay Games**

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**STEP** Space, Task, Equipment, People
### Learning Outcomes:
- **Acquiring & Developing**: showing control & accuracy in throwing and aiming
- **Selecting & Applying**: understanding the concepts of aiming into space
- **Selecting & Applying**: changing & using skills in different ways to try to win points
- **Selecting & Applying**: planning where to stand to make it difficult for their opponents
- **Knowledge & Understanding**: discussing why playing games is good for us
- **Evaluating & Improving**: watching others, describing what they see & copying

### Vocabulary:
- **Warm up**: YOU TO ME, ME TO YOU
  - In pairs, children stand facing each other, about 2 to 3 metres apart. One beanbag between two.
  - Child A carries the beanbag in their hands & skips around Child B & back to their starting position from where they throw the beanbag underarm to their partner. Child B now skips around Child A and returns to their position from where they throw the beanbag back to Child A. Repeat the activity several times, changing the direction they move so as not to get dizzy.

### Teaching Points/Class Management/Differentiation
- Add variety to the activity by getting children to carry the beanbag in different ways
- Add variety to the activity by getting the children to move in different ways
- Encourage children to stand at the back of the court
- Encourage children to be in a ready position and to move their feet towards the ball
- Encourage children to try aiming for different spaces, sometimes close to the net, sometimes further back, etc.

### Warm up: YOU TO ME, ME TO YOU
- **Fundamentals – Counter Balance using a partner (Card 7 – Yellow)**
  - 7a) Seated leaning apart then leaning together. 2 hands then 1 hand
  - 7b) Seated Rocking forwards and backwards, side to side

### MOBILITY WORK
- Side to side/under over with bean bag – also use fundamental section below

### Vocabulary:
- **Skills Activity**: AIMING into and DEFENDING a SPACE
  - In pairs, children collect 4 cones, 1 tennis ball and a skipping rope.
  - Using the 4 cones to mark the corners of a rectangle each pair makes a mini court using the skipping rope to mark the centre line of the court (which should be approximately 2 x 4 metres).
  - Using an underarm throw to send the ball into the other half of the court. Children try send the ball into a space so that it makes it difficult for their opponent. The opponent has to move to try to catch the ball before it bounces twice. Children should try to catch the ball by moving their feet towards the ball.

### Game/Group/Competitive Activity: COURT GAME
- Children score points each time the ball lands in their opponents half of the court and their opponent fails to catch the ball.

### Evaluation/Post Lesson Notes:
- **Equipment/Resources**
  - Cones & Spot Markers
  - Skipping Ropes
  - Balls (tennis balls, foam balls, larger balls, beanbags)
  - Beanbags

- **TOP PLAY Sending & Receiving Games………1 v 1**
### Year Group: 1  
**Activity:** SENDING SKILLS (Striking)  
**Lesson No.: 10**

#### Learning Outcomes:
- **Acquiring & developing:** showing control & accuracy with the basic actions for striking a ball and kicking
- **Selecting & Applying:** understanding the concepts of aiming and hitting into space
- **Knowledge & Understanding:** explaining why playing games is good for us
- **Evaluating & Improving:** watching others, describing what they see and copying.

#### Vocabulary:
- Striking
- Kicking

#### Warm up: BALLOONS
Each child is given a balloon. The aim of the game is to keep the balloon from falling to the floor during the warm up.
1. Start by rolling the balloon around the body
2. Carrying the balloon in different ways. Underarm, on top of their heads, between their legs. Balancing the balloon on their heads, noses.
3. Moving around the room keeping their balloons in the air
4. Keeping their balloon in the air whilst at the same time trying to strike other balls to the ground
5. In pairs with one balloon between two. Striking the balloons backwards and forwards.

#### Teaching Points/Class Management/Differentiation (STEP)
- Teacher/coach will need to inflate balloons before the lesson.
- If time permits the teacher/coach may want to set up stations for this lesson in advance.
- Alternatively children could set up the stations themselves after the warm up.
- **SAFETY.** Encourage children to keep their heads up

#### Fundamentals – Co-ordination with equipment (Card 8)
- 8a) One ball rolling large ball rebound to receive
- 8b) One ball rolling small ball increasing distance to 5m
- 8c) One large ball catch off wall with 2 hands

#### Skills Activity STRIKING & KICKING STATIONS
Children are organised into small groups of three or four. Each group is sent to one of the stations. Set up 8 to 10 stations. Half of these can be repeated so that each group rotates around 4 or 5 stations in one lesson. Set up the following stations.
1. **Kicking** – using a bench on its side or a wall children kick a large ball to the target and try to make it rebound.
2. **Kicking** – make a mini goal and create penalty spots using markers. Children take turns to take penalties from their chosen spot
3. **Striking** – using a bat (eg. rounders bat) and a ball resting on a tee or a cone strike a small ball into a space
4. **Striking** – using a bat or a racket strike a small soft/sponge ball or table tennis ball into a net, space or wall from a drop feed
5. **Striking** – using a small cricket bat strike a small ball or bean bag along the ground into a space from a roll or underarm bounce pass feed by a partner

- **SAFETY.** Strike balls in the same direction or from the centre into the corners
- Encourage children to hold the racket with a firm “shaking hands” grip
- Encourage children to make some space between their body and the ball
- Encourage children to keep their eye on the ball

**EASIER/HARDER**
- Stand closer/ further away
- Use a softer/harder ball
- Use a larger/smaller ball
- Use wider bats or rackets to make easier

#### Game/Group/Competitive Activity:
See skills activity. Make skills more competitive by encouraging children to compete against themselves. Children claim one point each time they make a successful strike or kick. Which station can they win the most points at?

#### Cool Down:
Tidy equipment away.
Take children through simple LETTER STRETCHES

#### Equipment/Resources
- Balloons
- Selection of balls
- Tees or cones
- Rounders bats, rackets, table tennis bats
- Benches
- Cones

TOP PLAY Sending skills …Striking
TOP PLAY Sending & Receiving Games…..Quash
TOP PLAY Sending Skills……Kicking
<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Acquiring &amp; Developing: showing control &amp; accuracy with the basic actions for aiming &amp; striking &amp; understanding the concept of tracking and getting in line with the ball to receive it</td>
<td>Striking</td>
</tr>
<tr>
<td>▪ Selecting &amp; Applying: understand the concepts of aiming &amp; hitting into space</td>
<td>Space</td>
</tr>
<tr>
<td>▪ Knowledge &amp; Understanding: explaining why playing games is good for us</td>
<td>Tracking</td>
</tr>
<tr>
<td>▪ Evaluating &amp; Improving: watching others, describing what they see and copying</td>
<td>Getting in line with the ball</td>
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<thead>
<tr>
<th>Warm up: TREASURE CHEST</th>
<th>Teaching Points/Class Management/Differentiation (STEP)</th>
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<tbody>
<tr>
<td>Randomly scatter cones of four different colours within a defined area. Place bean bags or balls on top of the cones. In each corner of the area place a coloured hoop (a different coloured hoop for each team). Children are divided into four groups and are seated in their corner. The game begins with children moving (gradually increase level of activity from a walk to a run) in and out of the cones within the area, on command children start to bring back to the hoop as many bean bags or balls as they can. They can only carry one ball or beanbag at a time. When all the beanbags or balls have been collected children can count their score to see which team has the most. Ask children to return the balls/beanbags to the cones and repeat the game. Play the game three or four times.</td>
<td>▪ Encourage children to keep their heads up</td>
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<tr>
<td></td>
<td>▪ Encourage children to place the balls/beanbags in the hoops Only balls/beanbags in the hoop will be counted</td>
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<td></td>
<td>▪ Encourage children to work together as a team</td>
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<thead>
<tr>
<th>Fundamental – Agility Ball chasing</th>
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<tbody>
<tr>
<td>11a) Self feed or competent partner size 4 or 5 rolling</td>
</tr>
<tr>
<td>11b) To finish collecting ball facing opposite direction</td>
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<thead>
<tr>
<th>Skills/Game Activity</th>
<th>STRIKING GAME</th>
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<tbody>
<tr>
<td>In pairs or small groups set up a simple striking &amp; fielding game making best use of the space available to you.</td>
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</tr>
<tr>
<td>In pairs. One child is the striker and stand beside a hoop or marker A The fielder stands a few metres away facing the striker. The striker tries to hit the ball with a bat from the tee in front of them and on making contact with the ball counts how many times they can run to marker B and back before the fielder is able to collect the ball and get back to the hoop.</td>
<td></td>
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<tr>
<td></td>
<td>▪ Encourage children to keep their eye on the ball</td>
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<td></td>
<td>▪ Encourage fielders to track and get their body behind the ball</td>
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<tr>
<td></td>
<td>▪ Encourage fielders to try to intercept the ball by catching it</td>
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<th>EASIER/HARDER</th>
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<tr>
<td>▪ Vary the balls and the striking implements to make it easier harder</td>
</tr>
<tr>
<td>▪ Use smaller/larger areas</td>
</tr>
<tr>
<td>▪ Increase number of players to 3 or to have more fielders</td>
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<tr>
<td>▪ To make it harder have a bowler to feed a gentle underarm throw to the striker</td>
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<tr>
<td>▪ Make the distance for the striker to run shorter or longer</td>
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</tbody>
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| * This is an opportunity to introduce the QCA Year 1 CORE TASK 3 Striking & Fielding |

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<tr>
<td>Tidy equipment away.</td>
</tr>
<tr>
<td>Take children through simple stretches</td>
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<td>▪ See appropriate stretches for Key Stage 1</td>
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<th>Evaluation/Post Lesson Notes:</th>
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<tr>
<td>TOP PLAY Sending &amp; receiving Games .....scoring points</td>
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</table>
### Learning Outcomes:
- **Acquiring & Developing**: changing speed & direction easily
- **Selecting & Applying**: using skills in different ways in different games
- **Knowledge & Understanding**: explaining why playing games is good for us
- **Evaluating & Improving**: watching others, describing what they see & copying

### Warm up:
**DISHES & DOMES**
See Lesson no. 5 for details on warm up activity.

### REACTION GAMES
Children sit or lie on the floor and on command “Stand Up” children must get to their feet as quickly as possible. Repeat several times with children starting from a different position each time. Eg. lying on their front, lying on their back, kneeling, etc.
Extend the reaction game so that children have to stand up and run and turn over a cone and return to their space.

### Fundamental – Dynamic Agility – Jump to Balance (Card 6 – Yellow)
6a) 2-2 forwards, backwards side to side in Rhythm

### Skills /Games Activity: MULTI-SKILLS CAROUSEL
Children are organised into small groups of three or four at each station. Set up eight to ten stations. Half of the stations can be repeated so that each group rotates around 4 or 5 stations in one lesson. Set up the following stations or variations on these:

1. **Slalom** – using 5/6 cones about a metre apart set up a small course, with a line or a rope at the end of the course. Children take turns to carry a foam rugby ball through the slalom and touch down at the end of the slalom line.
2. **Hop Scotch** – set up a simple hop scotch grid or similar grid (using ropes, hoops cones or spot markers if there are no line markings) Children take turns to throw the bean bag to a target and hop to collect the beanbag
3. **Throw & Catch** – using a bench and/or a balance beam or wobble disc. One child balances on the apparatus in a ready to catch position, whilst the other child feeds them a gentle underarm throw. 5 goes and swap around.
4. **Obstacle Course** – set up a mini course. This might include jumping a small hurdle, climbing through a hoop, walking along a bench, etc.

### Cool Down:
Tidy equipment away.
Take children through 4 or 5 simple stretches.

### Evaluation/Post Lesson Notes:
- See appropriate stretches for Key Stage 1

### Equipment/Resources
- Hoops, Beanbags, Balls
- Cones
- Ropes
- Benches