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**Learning Outcomes:**
- Acquiring & Developing: showing control & balance in basic movements
- Acquiring & Developing: showing spatial awareness & awareness of others in running, chasing & avoiding games
- Acquiring & Developing: making simple decisions about when & where to run
- Selecting & Applying: choosing & using different tactics & movements to suit different situations
- Knowledge & Understanding: understanding why it is important to warm up
- Evaluating & Improving: watching others, describing what they see & copying

**Vocabulary:**
- Awareness
- Control
- Balance
- Pathways
- Space

**Warm up: HOME JAMES**
Define a space using lines on the playground or cones. Randomly scatter cones of different colours within an area. Ensure at least one cone per child. Children stand by a cone, which is to become their base or home. On command children are encouraged to move around the area avoiding each other and the cones. On command “Home James” children return to their base as quickly as possible. Play the game several times. Each time asking the children to think of different ways of moving along the ground on their feet.

**Q & A. Understanding why it is important to warm up.**
To prepare our bodies for the activity. To raise the heart rate increasing blood flow around the body to the muscles. To prepare mentally for the activity. To prevent injury.

**Fundamental – Co-ordination – floor movement patterns (Card 10 – Green)**
10a) Side steps with 180 pivot
10b) Skip to 90 knees, opposite 90 elbow
10c) Hop-scotch

**Skills Activity: HOME JAMES – extension activity**
Continuing the warm up activity develop the following:
1. Moving along different pathways. Children select different ways of moving from one cone to another of the same colour as their base. On command “Home James” children return along the same pathway.
2. Moving along pathways exploring different ways of moving on one’s feet. Discuss which types of movements are easiest to control.
3. Moving along pathways of varying coloured cones.
4. Moving along pathways & shadowing a partner. In pairs starting at a base one child is the leader and the other shadows. Play the game as before, but this time the follower must stick close to the leader and on command of “Home James” the follower becomes the leader returning along the same pathway.

**Game/Group/Competitive Activity: RABBITS**
Each child has a bib or tag tuck into the back of their shorts to make a tail. Children start in a space within the area. Children must not move out of the area during the game. The object of the game is to acquire as many tails as possible without losing ones own tail, by dodging & side-stepping to avoid being caught.

**Q & A. Discuss the tactics of the game.**
How did you protect your tail? What was the best way to move?

**EASIER/HARDER**
- Easier – provide safe areas marked with cones for children to gather themselves and to secure tails
- Easier – give children more than one tail
- Harder – use a larger space or work in teams

**Cool Down:**
Collect in equipment. Children walk around the area first with small steps, then with bigger steps and giant steps. Teacher leads children through appropriate stretches.

**Evaluation/Post Lesson Notes :**
- Equipment/Resources
  - Cones or spot markers
  - Bibs or bands
  - TOP PLAY Movement Games.....Rabbits
  - TOP PLAY Movement with a Ball

**STEP** Space, Task, Equipment, People
<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Teaching Points/Class Management/Differentiation (STEP)</th>
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<tbody>
<tr>
<td>• Acquiring &amp; Developing: showing confidence in ball handling skills</td>
<td>• Encourage children to use their finger tips to move the ball</td>
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<tr>
<td>• Acquiring &amp; Developing: showing spatial awareness and awareness of others in running, chasing &amp; avoiding games</td>
<td>• Encourage children to control the ball at all times</td>
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<tr>
<td>• Acquiring &amp; Developing: making simple decisions about when and where to run</td>
<td>• SAFETY. Encourage children to keep their heads up</td>
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<td>• Selecting &amp; Applying: choosing &amp; using tactics to suit different situations</td>
<td>• Encourage children to move into spaces at all times</td>
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<td>• Evaluating &amp; Improving: watching others, describing what they see and copying</td>
<td>• Children may choose to stop the ball by sitting on it, balancing on the ball with their tummy, stopping it with their feet, etc.</td>
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<td>• Knowledge &amp; Understanding: describing how they feel after a warm up</td>
<td>Q &amp; A. Discuss how we might feel after exercise.</td>
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### Warm up: BALL FAMILIARISATION

- Ensure each child has a ball and is sitting in a space. Sitting with legs straight out in front of the body children sit with the ball in their lap.
- Roll ball towards their knees, ankles, toes and back again. Repeat.
- Pass the ball around their trunk.
- Can you stand up without taking your hands off the ball? Can you sit down without taking your hands off the ball?
- Can you stand without taking your hands off the ball or kneeling?
- From a standing position, holding the ball to the chest roll it towards the knees, ankles, toes, forwards along the ground without moving the feet or letting go.
- Roll the ball back to the chest along the length of the arm and then the other arm.
- Roll the ball onto the top of the head. Around the waist, etc. Repeat.

### STOP THE BALL

- In a defined area children carry the ball with two hands and on command of “Stop the Ball” they place the ball on the ground and hold it still.
- Increase the level of activity from walking to jogging, skipping, running, hopping, etc.
- Move to stopping the ball without using the hands. How many different and unusual ways can they find?

### Fundamental – Counter Balance with a Partner (Card 7 – Green)

#### Standing and leaning back

1. Two hands (holding wrists) long base for feet.

### Skills Activity STOP & SWAP

1. Children move around the area looking for spaces and on command “Stop & Swap” they place their ball to the ground, make it still and move on to find another ball. Once they have found another ball they pick it up and continue to move in the same way.
2. Extend the activity by dividing the area into two halves. Half the class move with their ball in one half and the other group in the other half. On command children stop the ball in their half and move to the other half to collect a different ball. They then continue to move with the ball in their new area.
3. Extend the activity further by dividing the area into quarters with equal numbers in each. This time children must stop the ball in their quarter and move to collect a ball in any other area. The number of balls and players in each area should remain the same.
4. Extend the activity further still, so that children have to protect their ball from others whilst carrying it in their area. Children aim to get a touch of someone else’s ball without losing possession of their own. This may involve shielding the ball from others and dodging. On command of “Stop & Swap” the children continue as before.

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

- Set up simple relay games using cones & hoops.
- Children run through the obstacle course carrying the ball and returning to the beginning to pass the ball to the next child and so on.
- An sample obstacle course might include carrying the ball through a slalom of cones, then zig-zagging around cones and then stepping through a hoop without letting go of the ball and running straight back down the side to return the ball to the next child.

### Cool Down:

- Tidy equipment away.
- Teacher leads children through 4 or 5 appropriate stretches.

### Equipment/Resources

- Cones
- Hoops
- Selection of medium/large sized ball
- TOP PLAY Movement ……. with a Ball
- TOP PLAY Movement with a ball ……. Relay Games
- TOP PLAY Getting Used to a Ball

**STEP** Space, Task, Equipment, People
Year Group: 2  
Activity: MOVEMENT WITH A BALL  
Lesson No. 3

Learning Outcomes:
- Acquiring & Developing: showing control in moving with a ball in a variety of ways
- Acquiring & Developing: showing spatial awareness and awareness of others
- Selecting & Applying: choosing and using tactics to suit different situations
- Knowledge & Understanding: explaining what happens to our bodies with exercise
- Evaluating & Improving: watching others, describing what they see & copying

Vocabulary:
Gateways  
Control  
Dribbling  
Rolling

Warm up: GATEWAYS
In a defined area set up a number of gateways using pairs of cones about 1 metre apart of the same colour. Children start by standing in a space & on command they move around the area moving through empty gateways. If a gateway is busy they should look for another gateway. Start at a walking pace gradually increasing the level of activity. How many gateways can they move through in 1 minute? Explore different ways of moving through the gateways. Eg. sidestepping, skipping, galloping

CIRCLES
Take children through some simple mobility exercises. Make circles with thumbs, wrists, arms, hips, ankles

Q & A.
Discussing how the heart functions & what happens to our heart when we exercise.

Fundamental – Static Balance One leg standing (Card 1 – Green)
1a) Standing Still Eyes-closed 30 secs
1b) 90 squat x 5
1c) Ankle extension x 5

Skills Activity GATEWAYS - Extension
Mark out boxes or place hoops in the four corners of the area to hold sets of equipment.
Area 1: footballs (dribbling)
Area 2: rackets & bean bags or tennis balls. (balancing/flippping/bouncing a beanbag/ball)
Area 3: balls (bouncing & catching or bouncing like a basketball).
Area 4: unihoc sticks and beanbags or airflow balls.
(An alternative station might be tennis balls for rolling)

Divide the group into four. Each group collects a set of equipment Children move through the gateways at a pace at which they can keep control of the ball. How many gateways can you move through in? Can you improve this score?
Use visual signals eg. a RED CONE or hand signal for stopping to encourage children to keep their heads up whilst moving through the gateways.
On command children return equipment to base and move to another base to collect different equipment and continue the activity.

Game/Group/Competitive Activity: TREASURE CHEST
Remove the cones from the area and in the centre of the space using hoops or cones mark out an area to store all of the equipment. Children return the equipment to the central area. This is the treasure chest.
In their four groups children stand at the corners of the area and on command one child from each team runs to the treasure chest collects an item of equipment and returns it to their team in the appropriate manner (eg. dribbling a football, balancing a ball on a racket. On returning it to their team’s store the next person in the team does the same.

The winning team is the one with the most treasure.

RULES
- Only one child from each team may move at a time. The next player goes when the previous player returns to the team base
- Encourage fair play
- Encourage children to bring the treasure back in the appropriate way
- Make the game harder by placing obstacle in the pathway of each team. Eg. a slalom of cones
- For class management purposes reverse the game by returning equipment to the treasure chest. First team to empty their store is the winning team.

Cool Down:
Tidy equipment away. Children find spaces and as a group go through or simple stretches.

Evaluation/Post Lesson Notes:

Equipment/Resources
- Large balls
- Small balls
- Rackets
- Unihoc sticks
- Beanbags
- Cones
- Hoops
- TOP PLAY Movement .........with a ball

STEPS Space, Task, Equipment, People
Learning Outcomes:
- Acquiring & Developing: performing rolling and gathering skills with confidence
- Acquiring & Developing: making simple decisions about when and where to run
- Selecting & Applying: choosing tactics to suit different situations
- Selecting & Applying: reacting to situations in ways that help their partners
- Knowledge & Understanding: understanding & anticipating how their bodies will feel after exercise and being able to describe changes to their heart rate
- Evaluating & Improving: recognising & describing what is successful & copying
- Evaluating & Improving: using ideas & information acquired to improve their skills

Vocabulary:
- Sending
- Receiving
- Space
- Tracking – getting in line with the ball

Warm up: CONE TO CONE
Cones are randomly scattered 2 to 4 metres apart within a defined area. Use 20 to 30 (8 or so of each colour) Each child has a small ball and stands beside a cone of their choice. This cone is their home base. Children roll their ball from cone to cone (keeping to the same colour as their home base). On command children return to their base.

Take children through one ball familiarisation/mobility exercise. Repeat 3 or 4 times. Each time returning to home base to carry out a different mobility exercise. Children could come up with their own choice of mobilising activity.

Skills Activity CONE TO CONE
Extend the warm up activity encouraging children to get to their target cone before the ball. On release of the ball children should move quickly to position themselves in the pathway between the ball and the target cone, facing the target cone and letting the ball roll through their legs to meet its target. After a few attempts children aim to position themselves between the ball and its target this time facing the ball to stop it.

WORKING IN PAIRS
Child A stands by a cone and rolls the ball to child B who stands by an adjacent cone. On releasing the ball Child A moves to a cone adjacent to Child B and receives the ball from B who moves to a different adjacent cone. The pairs aim to move across the area. As the children become familiar with the activity add challenges.

Eg. How many passes can you make in 1 minute?
Eg. Can you get from one side of the area to the other in 1 minute?

TWO by TWO
Sending & Receiving Relays. Teams of 8 (4 pairs). Pairs line up facing each other behind two rows of markers set out in a zig zag. Pair 1 start with the ball and pass the ball up the zig zag, when they reach the end the person holding the ball sends it down the middle to Pair 2 who start moving up the zig zag passing the ball from cone to cone. Pair 1 now join the back of the line.

Game/Group/Competitive Activity: ROLLERBALL RELAY
Set up a simple shuttle relays with teams of approximately four children. The distance between each end should be about 5 to 10 metres. Number children 1 to 4 with 1 and 3 stood at one end and 2 and 4 at the other.

Child number 1 starts with the ball and rolls it to child number 2. On release of the ball they follow it to the other side and join the back of the line (standing behind Child No. 4). On receiving the ball Child No. 2 sends the ball back to Child No. 3 and follows the ball to join the other side.
The game ends when each child has returned to their original starting position (ie. Having rolled the ball twice each). Repeat the games several times.

Cool Down:
Children put equipment away.
Children find spaces and as a group go through or simple stretches.

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

Equipment/Resources:
- Cones
- Small balls
- TOP PLAY Sending & Receiving ..........On the Move
- TOP PLAY Sending & Receiving .......... Rollerball

STEP Space, Task, Equipment, People
### Learning Outcomes:
- **Acquiring & Developing:** performing a range of rolling & gathering skills with control
- **Acquiring & Developing:** making simple decisions about when & where to run
- **Selecting & Applying:** choosing & using tactics to suit different situations
- **Selecting & Applying:** knowing how to score & keep the rules of the games
- **Knowledge & Understanding:** understanding changes to heart rates when exercising
- **Evaluating & Improving:** recognising what is successful & copying
- **Evaluating & Improving:** using ideas and information acquired to improve their skills

### Vocabulary:
- Acquiring & Developing:
  - perform a range of rolling & gathering skills with control
  - make simple decisions about when & where to run
- Selecting & Applying:
  - choose & use tactics to suit different situations
  - know how to score & keep the rules of the games
- Knowledge & Understanding:
  - understand changes to heart rates when exercising
- Evaluating & Improving:
  - recognise what is successful & copying
  - use ideas and information acquired to improve their skills

### Warm up: FOLLOW MY LEADER
Set up pairs of cones of the same colour. Organise children into pairs at the beginning of the lesson.

At a walking pace in pairs (one behind the other) children follow their partner through a pathway of gateways. Each pair may choose their own path. On command “Change” the follower now becomes the leader. Gradually increase the pace of the activity to include jogging, skipping, sidestepping, etc.

Allow children to come up with different ways of moving around the room. Allow pairs to join together to make groups of 4 and continue the activity.

#### Fundamental - Static Balance Floor work Front Support/Back Support (Card 3 – Green)
3a) Placing cone on back with one hand take off with other
3b) As above with back support knees bent

#### Skills Activity ROLLING
1. Each child has a small ball. Children roll their ball through a gateway and track and follow to collect their ball. On collecting the ball they start to look for another gateway and continue. How many gateways can they roll their ball through in 1 minute? Only one ball is allowed through a gateway at time. Repeat several times.
2. In pairs with one ball between two, children work together to pass the ball through gateways. Now, however, the child with the ball may not move with the ball and so they must pass the ball to each other moving through the gateways and spaces between the gateways. How many different gateways can they move through in? Repeat several times.
3. In threes with two balls between them. On player stands in the middle and the other two either side. The player in the middle turns to face one of the others ready to receive the ball and return it to them, they then turn to face the other player ready to receive and return the ball. Have several goes and swap around.
4. In three with one ball between them. One player in the middle and the other two either side. The player in the middle has to try to intercept the ball whilst they other two aim to send it to each other. Swap around after several goes.

#### Game/Group/Competitive Activity: 3 v 1 ROLLERBALL
3 v 3
In an area about 12 x 6 metres mark a centre line. Mark two goals at each end of the pitch. Each team of 3 stays in their own half. Players pass to each other in their own half and shoot by rolling the ball from their half to the opposite goal.

**Wet Weather/small space**
Human Bowling – Team in grid in the middle are the pins they must avoid the balls being bowled (rolled by the team on the outside of the grid who are the bowlers they must bowl from the markers you set from outside the grid (alley))

#### Cool Down: LETTER STRETCHES
Tidy equipment away.
Children make shapes of letters. Eg. L, K, C, T
Children could form simple words in groups of three or four

### Teaching Points/Class Management/Differentiation (STEP)
- **SAFETY:** Encourage children to keep their heads up
- Encourage children to look to move towards empty gateways
- **Easier/Harder**
  - Make gateways smaller/larger
  - reduce the time that the sender can keep hold of the ball
  - give more space between the gateways
  - Make one team into 6 and the others into 3
  - Make the game harder by having longer gateways

### Equipment/Resources
- Small balls (eg. tennis balls)
- Cones
- TOP PLAY Sending & Receiving………..Rollerball
- TOP PLAY Sending & Receiving Games………..3 v 3
Learning Outcomes:
- Acquiring & Developing: performing a range of throwing & catching skills with control
- Acquiring & Developing: making simple decisions about when & where to run
- Selecting & Applying: choosing & using tactics to suit different situations
- Selecting & Applying: knowing how to score & keep the rules of the game
- Knowledge & Understanding: anticipating what they will feel like after playing games
- Evaluating & Improving: recognising & describing what is successful & copying
- Evaluating & Improving: using ideas & information acquired to improve their skills

Vocabulary:
- Throwing
- Catching
- Sending
- Receiving

Warm up: YOU TO ME, ME TO YOU
In pairs children stand facing each other, about 2 to 3 metres apart. One large ball between two. Child A carries the ball in their hands and skips around Child B and back to their starting position from where they roll the ball along the ground to Child B who now does the same, returning the ball to Child A. Repeat several times. Move from rolling the ball to an underarm throw and catch. Gradually increase the speed, encouraging children to run and get back to their position as quickly as possible.

MOBILISATION with BALL
Back to back with both hands on the ball, without moving their feet children twist from the waist to pass the ball from side to side. Repeat several times, changing direction.

Back to back children perform under/over exercise passing the ball between their legs to their partner or over their heads to their partner.

Fundamental – Co-ordination with equipment with a partner (Card 8 – Green)
- 8a) Catch Tennis Ball with same hand of one bounce 3-5m
- 8b) As above without bounce
- 8c) All above with catch with opposite hand
- 8d) Striking soft size 4 or 5 ball along ground x 5 rally

Skills Activity THROW & CATCH
1. In pairs – try a low throw, a medium throw, a high throw
2. In pairs – working together how many passes can you make in 1 minute? Can you improve your score? Encourage children to think how they might do this?
3. In fours – children are numbered 1 to 4. Each group of four marks out a square (approx 4 x 4 metres) with cone in each corner. Each child stands in a corner of the square and they pass the ball around the square order
4. In fours – add two balls to the group so that 1 and 3 start with the ball and pass around the group. As soon as the children have passed the ball to the number above them they must be ready to turn and receive from the number below them.
5. In fours – allow children to move around within their square, except for the person with the ball who must continue to pass the ball in number order
6. In fours – children pass in any order they like

Game/Group/Competitive Activity: 3 v 1
Add two or three hoops or spot markers along two or three sides of the square. One child is the defender and must try to intercept the ball from the other three children. The other three must pass the ball at least once each when they may try to aim a ball into a hoop and score a point. Change the defender every few minutes.

Wet weather/small space
Team Dodgeball – Aim – ball must be passed to each member of your team before it can aimed at a members legs of the other team to score a point each team has one ball at a time – introduce new rules if caught then team gets an extra point – if hit player must sit out etc

Cool Down:
Take children through 4 or 5 simple stretches

Q & A:
Discuss other times & places we can exercise & different sorts of exercise we might do.
Eg. At playtime. Walking/Cycling to school. In the garden. In the park.

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

Equipment/Resources
Small balls (eg. tennis ball)
Cones
TOP PLAY Sending & Receiving Games……1,2,3,4
### Learning Outcomes:
- **Acquiring & Developing:** performing kicking skills with control
- **Selecting & Applying:** choosing & using tactics to suit different situations
- **Knowledge & Understanding:** describing changes to their heart rates with exercise
- **Evaluating & Improving:** recognising & describing what is successful & copying
- **Evaluating & Improving:** using ideas & information acquired to improve their skills

### Vocabulary:
- Control
- Kicking

### Warm up: BOMBS
Each child with a large ball. Children make their balls still on the ground and individually move around the area, taking great care not to disturb any of the balls (bombs). On command or signal “RED ALERT” children return to their ball placing a foot on the ball. Repeat the game several times asking children to move in a variety of ways starting with walking and gradually increasing the tempo to include jogging, running, sidestepping, skipping.

Extend the warm up to include dribbling a ball around an area and command stopping the ball with their foot.

### Fundamentals – Static balance – small base (Card 4 – Green)
- **4a)** Receiving small force various angles
- **4b)** Alternative feet pick up x 5
- **4c)** Alternate knee raise x 5
- **4d)** Catching a large ball at chest and throwing back

### Skills Activity:
#### SENDING & RECEIVING (Kicking)
In pairs children find a space standing about 2 or 3 metres apart. Children strike the ball with their foot sending it to their partner who gets in line with the ball to stop it. On receiving the ball children should place their foot on the ball to make it still before returning it to their partner.

Set challenges. Eg. How many passes can you make in 1 minute.

#### SENDING & RECEIVING (on the move)
See Lesson 3 (without cones)
Child A passes the ball to Child B who stops and controls the ball. On release of the ball Child A moves position (but keeping roughly the same distance apart) ready to receive a pass from B.

After practising the skill of sending & receiving on the move set challenges.

- Encourage children to point their shoulder towards their partner when sending the ball.
- Left footed kickers should line their right shoulder with the target and vice versa for right footed kickers.
- Encourage children to strike the ball using the inside of their foot.

### Game/Group/Competitive Activity: STRIKING RELAYS
Organise children into teams of approximately 4 or 5, each child with a ball.
Using a simple there and back relay. Children line up one behind the other facing a goal or a target (eg. bench). Place a marker 3 or 4 metres in front of the goal.

Children may choose to carry or dribble the ball to the cone from where they aim to strike the ball into the goal. Repeat the game several times.

Winning team is the team with the most goals to finish first.

### Cool Down:
- Put equipment away.
- 4 or 5 simple stretches
- **Q & A.**
- Explaining when & why we should cool down & how we should feel afterwards

### Evaluation/Post Lesson Notes:
- **Equipment/Resources**
  - Large/medium balls
  - Cones
- **TOP PLAY** Movement with a ball
- **TOP PLAY** Sending Skills........Kicking
### Learning Outcomes:
- **Acquiring & Developing:** a range of throwing skills with control
- **Selecting & Applying:** choosing and using tactics to suit different situations
- **Knowledge & Understanding:** understanding changes to heart rates when exercising
- **Evaluating & Improving:** recognising & describing what is successful & copying
- **Evaluating & Improving:** using ideas & information acquired to improve their own skills

### Vocabulary:
- Sending & Receiving
- Aiming
- Underarm throwing
- Overarm throwing

### Warm up: CLOCK WARM UP
Using 12 cones to indicate each number on the clock set up circles approximately 10–15 metres in diameter. Depending upon the space available and the class size set up two or three smaller clocks or one large clock with 2 or 3 children at each number.
Each child stands at a point on the clock.
Children walk or march on the spot to indicate time is always moving. On command of a number the children at the number must run around the outside of the circle returning back to their number and touch a cone and run back.
Commands could vary (hopping, skipping, bunny hops, etc.). Stop the clock to take children through simple mobility exercises such as shoulder shrugs, arm circles, hip circles, etc.

### Fundamentals - Dynamic Balance Along line and low beam (Card 5 – Green)
5a) Knees up walking
5b) Heels up walking
Also make sure this is down on the line slowly and controlled

### Skills Activity UNDERARM/OVERARM
Children remain at their clock stations and the teacher/coach adds 4 or 5 hoops or targets in the centre of the clock.
If space permits practise overarm throwing for distance by getting the children to throw with their back to the centre and throw out of the circle.
Overarm throwing
Around the clock aiming game
Throwing for distance/throwing for accuracy

### Game/Group/Competitive Activity: GOLF
Set out simple targets such as hoops or spots in a defined area. Approximately 10 to 15 targets with 2 or three children starting at each target. If starting at Target no. 1 children aim for target No. 2 and count how many goes it takes for them to get the ball or bean bag to hit the target. Each time they throw from where the ball/beanbag first landed. Once they have achieved this they move onto the next target.
Overarm throwing
For the longer targets encourage children to use the overarm throw
For closer targets encourage children to throw underarm

### Cool Down:
Children walk the golf course and perform simple stretches at every other target on the course.

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

### Teaching Points/Class Management/Differentiation (STEP)
- This lesson works best on a grass area if available, but can be adapted for hard court areas or indoor space where the throwing of bean bags or soft balls may be more appropriate
- Alternatively a focus on underarm throwing only
- Encourage good listening skills when waiting for their number to be called up

### Equipment/Resources
- Cones
- Beanbags
- Tennis balls
- Cones
- Hoops
- TOP PLAY Aiming Games……Golf
### Learning Outcomes:
- **Acquiring & Developing:** performing a range of racket & ball handling skills with control
- **Selecting & Applying:** choosing & using tactics to suit different situations
- **Knowledge & Understanding:** anticipating what they will feel like after exercise
- **Evaluating & Improving:** recognising & describing what is successful & copying

### Vocabulary:
- Control

### Warm up: TOUCH DOWN
Randomly scatter 20 - 40 cones in an area. Children move in and out of the cones bending down to touch the cones as they pass them. Start at a walking pace gradually increasing the tempo. Challenge children to see how many cones they can touch in 20 seconds.

Children collect tennis balls and place these on top of the cones. There must be more cones than there are balls. Each time they pass a cone with a ball on it they must pick up the ball and move it to an empty cone and then look for another ball to move.

How many balls can they move in 20 seconds. Can they improve this score?

### Fundamental - Dynamic Balance to Agility - Jump to balance (Card6 – Green)
- 6a) 2-2 quarter turns (both directions)
- 6b) 2 to 1 on line with freeze

### Teaching Points/Class Management/Differentiation (STEP)
- Encourage children to keep their heads up
- Encourage children to bend their knees to touch the cones or pick up balls
- Encourage children to scan for cones
- Encourage children to dodge and side step

### Skills Activity NET & WALL STATIONS
Set up a 10 or 12 stations. Half of these can be repeated so that children rotate around 5 or 6 stations during the lesson.

**Stations as below:**
1. **Quash.** Rebound a small ball off a bench or wall
2. **CONE FLIP.** One cone per child. Can you flip the cone over by aiming a tennis ball to land on it. How many times can you do this?
3. **Ball Drop – with a partner.** One person holds a ball in each hand facing their partner who stands about a metre apart. Child A drops just one ball from their hand and Child B has to react as quickly as possible and try to catch the ball
4. **Ball balance through a slalom course**
5. **Pop Corn.** In pairs or threes. Each child with a racket. One ball between the pair. A lets ball roll of the racket and B has to scoop ball up after one bounce
6. **Racket sandwiches - in pairs through a mini course**

- Catch after one bounce/two bounce, etc

### Cool Down:
PUTTING EQUIPMENT AWAY FOLLOWED BY SIMPLE STRETCHES

**Q & A.**
Use cool down to discuss what they have done and seen

**See appropriate stretches for Key Stage 1**

### Evaluation/Post Lesson Notes:
- **Equipment/Resources**
  - Cones
  - Rackets/Bats
  - Bean Bags/Balls (small)
  - TOP PLAY Movement with a ball.....Relay Games
  - TOP PLAY Sending Skills.....Striking
  - TOP PLAY Sending & Receiving games......Quash

**STEP** Space, Task, Equipment, People
### Learning Outcomes:
- **Acquiring & Developing:** sending & receiving a ball with a racket with control
- **Acquiring & Developing:** making simple decisions about when and where to run
- **Selecting & Applying:** choosing & using tactics to suit different situations
- **Selecting & Applying:** reacting to situations in ways that make it difficult for opponents
- **Selecting & Applying:** knowing how to score and keep to the rules of the game
- **Knowledge & Understanding:** anticipating what they will feel like after exercise
- **Evaluating & Improving:** recognising & describing what is successful & copying
- **Evaluating & Improving:** using ideas & information acquired to improve their own skills

### Vocabulary:
- **Warm up:** BALL & RACKET
  MOBILISATION with a racket. Pass it around the middle, under the leg over the shoulder, etc.
  Ball warm up. Each child with a ball and racket. Children move around the area walking first and then jogging (keeping control of the ball so that it stay so the racket. On command children stop still.
  Half of the class put balls away. Each tikme they pass someone without a ball they must give them their ball rolling it from one racket head to another, taking care for the ball not to hit the floor. Keep moving in and out of spaces all of the time

### Skills Activity:
**RACKET FEED**
Set up mini courts using 4 cones to mark the corners of the court and a rope, bench mini-net to mark out a centre line or net. Courts should be about 5 x 3 metres. Each pair has one racket and one ball. The child without the racket aims to give a controlled underarm feed into the other side of the court. The ball should bounce once and Child B aims to return the ball with a gentle strike to the other side. Child A aims to catch the ball after one bounce. Children have 10 goes each and then swap around.
Challenge how long can they keep a rally going before they miss a ball.

### Teaching Points/Class Management/Differentiation (STEP)
- Ensure correct grip. Lie the racket on the ground. Make a V shape between thumb and first finger. Place the V half way down the racket handle almost the top edge of the grip. Right handed players should align the V shape along the left hand edge of the racket handle, whilst left handed players should align the V with the right hand edge.
- Encourage a controlled and gentle underarm through to the partner
- Encourage children to take their time and to watch the ball before striking
- Encourage children to adopt the correct grip

### Game/Group/Competitive Activity:
**WIMBLEDON**
With a ball only and no rackets play simple 1 v 1 games.
Child A has 5 goes starting with the ball and then swaps over.
The aim of the game is to get your ball to bounce once in the opponents half of the court without the opponent catching it. If they succeed they win a point. If the opponent catches the ball then they aim to do the same until the ball goes out of the court or it bounces twice.

### Cool Down:
Putting equipment away.
Children find spaces and as a group go through or simple stretches.

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

### Equipment/Resources
- Rackets/bats
- Soft balls
- Tennis balls
- Cones
- Ropes
- Nets

### TOP PLAY Sending & Receiving Games………1 v 1
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**Warm up:** TRAINS
Organise the class into groups of 4 or 5. Children make a train. On command the leader or engine driver moves around a defined area with the other carriages following behind.

Start the activity at walking pace and on command the children increase the speed or change the movements (eg. skipping, side stepping, hopping, etc.)

Extend the activity by getting the children to change leaders. On command of “Change” the engine driver goes to the back of the line and the second carriage now becomes the leader.

Vary/extend the activity further by getting the lead carriage to carry a beanbag and on command the leader drops the beanbag and as the train runs over it the last child in the train picks it up and then runs to the front of the train. Repeat several times.

This gathering & collecting of the beanbag on the move introduces gathering skills into the warm up in preparation for fielding activities.

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**Skills Activity: FIELDING SKILLS (In pairs)**
Set out two or 3 rows of cones (approximately 10 metres apart) Organise children into pairs (A & B). Child A stands beside a cone with Child B standing facing their partner with 3 to 5 metres between them. Practise each of the activities for several minutes using a small ball (eg. tennis)

1. Children A & B roll the ball to each other, aiming to stop the ball using a long barrier
2. Child A throws the ball (underarm) to Child B who receives and rolls it back to Child A. Child A aims to stop the ball using a long barrier and then throws it back to Child B. Repeat several times and swap around
3. Children A & B send & receive the ball using underarm throwing & catching skills
4. Child B stands behind Child A, who stands with wide legs. Child B rolls the ball through their partner’s legs whilst Child A stands ready to run and track the ball as soon as they see it. Child A gathers the ball and returns it with an underarm throw to their partner. Then they swap and Child A rolls the ball through B’s legs
5. Child A throws the ball to Child B who is aimed to catch or gather the ball and aims to hit the cone. Repeat several times.

Add challenges such as how many passes can you make in 30 seconds.

How far apart can you stand to throw and catch before you drop the ball?

Q & A

Discuss why it is important to get their bodies behind the ball when fielding or gathering the ball.

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**Game/Group/Competitive Activity: STRIKING & FIELDING GAME**
Set up simple 3 v 1 Striking & Fielding Games using a mini rounders pitch.

Use 3 cones to mark the bases and a hoop close to the tee.

Using a tee and a hoop one child is the striker and stands in the hoop next to the tee & aims to hit the ball as far as they can and then run around the 3 bases (cones) back to the hoop before the ball is placed or aimed into the hoop.

Take turns to change the fielders and striker around.

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**Cool Down:**
4 or 5 simple stretches

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**Evaluation/Post Lesson Notes:**

**Equipment/Resources**
- Tennis ball (or other small balls)
- Cones
- Hoops
- Beanbags
- Tee
- Rounders bat or other bat

**TOP PLAY Sending & Receiving Games…..Scoring points**

**Teaching Points/Class Management/Differentiation (STEP)**
- Encourage leaders to move their trains into spaces
- Encourage children to keep their heads up
- Encourage children to bend from the knees

**EASIER/HARDER**
- Closer together/further apart
- Beanbag or large ball/ small faster balls
- Make activities harder with “Hot potato”. Children can only hold the ball or beanbag for 1 or 2 seconds.
- Make the target larger (eg. a hoop) or smaller

**STEP**
Space, Task, Equipment, People
### Year Group: 2  Lesson No. 12

#### Activity: STRIKING & FIELDING (Striking)

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#### 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 (these are dishes)

Half of the class are DISHES and must turn over as many domes to make dishes as possible

On command children must put their hands in the air and return top their starting base on the sides of the area. The winning team is the one with the most cones at the end of the game.

#### Vocabulary:

- Striking
- Aiming

#### Teaching Points/Class Management/Differentiation (STEP)

- **SAFETY.** Emphasise the importance of keeping their heads up when playing the game

- **RULES OF THE GAME**
  - Players must move to a different cone each time – no guarding
  - One person at a cone at a time
  - Children must stop straight away on command
  - Cones must be put down in the same place

#### Skills Activity  STRIKING SKILLS

In groups of 3 or 4 each group has a ball, a tee, and a striker implement.

Each station could have different striking implements and different balls.

1. In groups one child is the striker, one a backstop/wicket keeper and the others are fielders. The striker aims to hit the ball from a tee into the area in front of them. The others practise their fielding skills. Give each child four or five goes and then rotate the striker.
2. Children aim to strike the ball from a gentle underarm feed. Use a cone or a spot marker and have one child bowling. The bowler should aim to make the ball bounce in front of the striker.
3. Children aim to strike the ball from an underarm feed with no bounce
4. Children rotate around striking activities to experience a range of striking & fielding implements.

#### Game/Group/Competitive Activity: MINI CRICKET

Set up simple striking & fielding games using 5 v 1

1 Child is the Striker
1 Child is a Bowler
1 Child is Wicket Keeper
The others are fielders

The striker aims to hit the ball as far as they can and whether they hit the ball or not they must run to a cone and back twice before the fielders can return the ball to the bowler

#### Evaluation/Post Lesson Notes:

- **Equipment/Resources**
  - Cones
  - Rackets/Bats
  - Bean Bags/Balls (small)

- **TOP PLAY Sending Skills…… Striking**
- **TOP PLAY Sending & Receiving Games…… 1, 2, 3, 4**
- **TOP PLAY Sending & Receiving Games…… Scoring Points**

#### STEP

- Space, Task, Equipment, People