







What the children should know and remember (previous relevant learning):

Reception - Autumn Term Games Activities: To follow instructions. How to move and stop safely. How to cooperate, share and play alongside others. To follow rules. To develop basic handling skills. To learn how to throw at a target.

CURRICULUM PROGRESSION FOCUS
During this unit of work, children will learn:

 HANDS (DOING)	 HEAD (THINKING)	 HEART (FEELING / BEHAVIOUR)
<p>to experience a variety of travel actions such as walk, run, hop, skip, jump, turn and roll, developing ability to move, change direction, avoid others and stop body suddenly with some control.</p> <p>to experience handling & playing with a variety of different sized and shaped implements and equipment such as balls, beanbags, hoops, quoits and other basic equipment.</p> <p>to use & control increasing speed when chasing others and being chased in a game situation.</p> <p>to experience rolling, pushing, patting, throwing, catching, hitting and kicking with hands, feet and equipment.</p> <p>to carry an object on a bat/racket.</p> <p>to perform a range of travelling actions with and without equipment on own and with others in a variety of spaces.</p> <p>to catch an object with 2 hands.</p> <p>how to practise skipping with a rope.</p>	<p>to choose ways to make their bodies move at different speeds and stop with control.</p> <p>to decide on and choose ways to send and receive an implement / piece of equipment.</p> <p>to think about and decide what to do with their bodies to be able to stop without falling and losing balance.</p> <p>to understand how to complete a task / play a game and follow the rules / instructions correctly.</p> <p>to try to talk about why they decided to move / send an implement in a certain way.</p> <p>to take part in simple games with others.</p>	<p>to be safe at all times and follow instructions.</p> <p>how to work on their own whilst sharing space and equipment with others.</p> <p>to listen to others when they are talking and watch them if they are performing to the class.</p> <p>why we warm up at the start of a lesson and why we need to stay healthy.</p>

ASSESSMENT FOCUS:

 HANDS (DOING)	 HEAD (THINKING)	 HEART (FEELING / BEHAVIOUR)
<p>Continue to develop their movement, balancing & ball skills.</p> <p>Increasingly able to use sequences / patterns of movements.</p> <p>Confidently and safely use a range of large and small apparatus indoors, alone.</p> <p>Match physical skills to tasks.</p> <p>Revise / refine fundamental movement skills already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control.</p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Combine different movements with ease and fluency.</p>	<p>Understand a question or instruction that has two parts,</p> <p>Learn new vocabulary.</p> <p>Increasingly able to remember sequences / patterns of movements.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support overall health and wellbeing: regular physical activity,</p>

What the children will learn next (in next games unit of work) – Reception Summer Term Games Activities:

To practise throwing and catching skills. To practise using a racket in different activities. To experiment with how to make their body move faster. To explore different ways to jump. To take part in a variety of races.

Adaptive Teaching in Games Activities:

Adapting content of games lessons, whilst maintaining high expectations, gives children the opportunities to participate and meet those expectations. Each lesson focus can be adapted accordingly to suit the needs, learning styles, previous experience, and ability of individuals:

- Children will naturally self-adapt to the lesson focus when the tasks are purely physical and involving their body only.
- If using equipment is involved, then a wide variety of equipment should be available to scaffold tasks so that children can achieve at the level they are competent in and learn to master skills in a progressive way. Larger equipment (especially balls) is often easier to use at first and as children make progress, they can begin to use a range of smaller or different equipment as they improve their skills.
- Practise / playing areas can be minimised and extended to suit the challenge that the children can cope with and can be adjusted further to add future challenge as progress is made.
- The size of groups / teams can be adjusted accordingly to allow children to practise skills, progress and experience the objectives of the task objectives.
- Time spent on activities can be lengthened / shortened to allow children to make progress at a reduced or quicker pace.
- Children can work with partners of similar ability to allow them to experience success, or they can work with a more able partner to give them opportunities to 'see' and 'copy' skills / techniques / tactics executed at a higher level.
- Children can be challenged to work with partners who are at a lower level of attainment, to give them opportunities to lead with ideas for executing a practise effectively and tactical plans in mini game situations.
- The use of iPads to capture performances can aid children in visualising their execution of skills, tactical positioning, etc and give them opportunities to learn to describe their performance and talk through how they could improve further. Using children to demonstrate effective execution of skills is also an effective tool.

Lesson No/ Week	Learning Objective	Success Criteria (Differentiated)	Activities	Resources	Key Vocabulary Key Questions	Cross Curricular Links Key skills
1 - 2	To develop handling skills of larger equipment.	<p>All – can understand how to use 2 hands to keep some control of a ball. Most – can practise different basic ball handling skills. Some – shows confidence when handling a ball with 1 and 2 hands.</p>	<p>(For activities in pairs, have 1 child named ‘Bob’ and other child named ‘Kevin.’ These can be names instead of partner 1 and partner 2) WARM-UP: Children to pretend to be driving their car. (Use hands to ‘hold’ a steering wheel.) Walk around space without bumping into anyone else. On ‘STOP’ or whistle, children to stop as soon as possible and stand still. Repeat and change travelling action to skipping, jogging, then running. Now add a quoit for each pupil to hold in front of body like a steering wheel. On ‘STOP’ or whistle, children to hold ball in different directions (e.g. above head, behind back, in one hand, on floor etc.) MAIN CONTENT: 1. In pairs, 1 large ball per pair. Child with ball holds ball against their tummy then rolls ball around their waist using hands, then passes ball to partner who performs task. Repeat. 2. As 1. above, now partner 1 rolls ball around waist as many times as possible. On whistle or ‘CHANGE’ pass ball quickly to partner 2 who must repeat task until whistle blows or ‘CHANGE’ is called again. Repeat several times. 3. ‘Chase the dog’ – In pairs, 1 large ball & 1 large cone between 2. Both children to stand by their cone. Partner 1 holds ball. On whistle or ‘go’ partner 1 to roll ball gently forwards. Partner 2 runs to retrieve ball and runs with ball in hands to return it to partner 1. Repeat 3 times, then swap over so partner 2 now starts with ball. 4. In partners, one large ball and 2 cones per pair. Place cones approx. 2-3 metres apart. Child 1 has ball and has to bounce ball on ground by cone 1 counting number of bounces whilst partner walks, skips or runs from cone 1 around cone 2 and back to partner. Child 1 tells partner how many bounces they did. Then staff to ask children to swap over. Repeat, swapping any pairings around as appropriate. 3. As for 1. above, but this time, instead of bouncing ball on floor, children must throw ball in air in front of self and catch it with 2 hands. (Go over teaching points for catching.) Children to count catches and compare with partner. Repeat. COOL DOWN: as for warm-up. 1 quoit per pupil.</p>	<p>Large space, free from obstacles / equipment. Quoits (enough for 1 each) Large balls (enough for 1 ball between 2)</p>	<p>How can you make sure you do not drop the ball? What do you have to do to catch the ball? Vocab: walk, skip, run, listen, ball, throw, roll, hold, partner, share.</p>	<p>LA U SC SA M&H</p>
3 - 4	To practise ball handling skills with a partner.	<p>All – can take part in some activities with a partner, taking turns. Most – can practise basic ball handling skills</p>	<p>WARM-UP: ‘Space Eater’ Children to travel around a space using walking, skipping, side stepping, jogging etc. They must not touch anyone. Keep making space smaller. If a child touches another child they must stand still and put hands up in air for someone else to high 5 them to free them. See how small the space can be made. Praise children who are careful and do not touch anyone else. MAIN CONTENT: 1. In pairs, 1 large ball between 2. Walk around space with a partner, side by side. Children to keep passing ball to each other whilst counting out loud together. (Do not</p>	<p>Large playing area. Hoops, large balls, cones.</p>	<p>What did you do to make sure you did not drop the ball? How can you get the ball to</p>	<p>LA U SC SA M&H MFB</p>

		<p>with some success. Some – show improved large ball control.</p>	<p>throw ball.) On whistle or ‘STOP’ pairs to stand still and ask how high they counted to. Repeat. 2. In pairs, 1 large ball & 2 cones between 2. Children to set up cones 2m apart. Each child in pair to stand by a cone. Use 2 hands to roll ball to partner. Encourage hands held out towards incoming ball, fingers spread to receive. Give time to practise. Challenge: First pair to complete 10 rolls. Encourage children to count out loud & hold ball in air and shout when finished. Repeat challenge a few times. 3. As for 2. above. ‘Roll and move.’ Now without cones. Partner 1 to look where partner 2 is and roll ball to them. Partner 1 must then move to a space so that when partner 2 receives ball, they must look up to find partner 1 before rolling ball back to them. Keep repeating. 4. As for 1. above. Now children to be slightly apart whilst walking. Children to gently throw ball to each other whilst slowly travelling. Discuss hands out towards ball and fingers spread & keeping ball at waist / chest height when throwing. (Teacher to demo with an able pupil.) Children to practise and count passes. (If ball touches floor, start counting again.) Then on whistle or ‘STOP’ ask pairs how high they counted. 5. In pairs, 1 large ball, 1 hoop and 2 cones between 2. Each child stands by a cone with hoop between each pair. Children to bounce pass ball to their partner by bouncing it in hoop. (Children are aiming for ball to reach partner after just one bounce but some may bounce more than once.) Discuss holding ball in 2 hands, pushing from chest towards hoop with fingers spread around ball. Look at reaching hands towards ball to receive with fingers spread and bring ball into chest to catch. Practise then challenge, first pair to 5 / 10 passes. 6. As for 5. above. Now after 4 passes, child receiving ball on pass 4 (children will need to count aloud) places it on cone then both partners must run to swap places. Repeat. (May need demonstrating first!) COOL DOWN: Children to walk around together passing ball between them.</p>		<p>your partner quickly? Vocab: walk, pass, catch, throw, roll, travel, listen, count, talk, move, look, find partner, share.</p>	
5 - 6	To practise ball handling and co-operation skills in a small group.	<p>All – are able to work with some members of the class to practise skills. Most – can co-operate with others and practise basic handling skills in larger group situations. Some – can begin to show basic</p>	<p>WARM-UP: ‘Sticky Toffee.’ - In playing space, 1 child to be the ‘toffee.’ Child must walk and try to tag others. When another child is tagged they become stuck to the ‘sticky toffee’ and must hold hands and now try to tag others together without releasing hands. When 4 children are holding hands as the ‘sticky toffee’ they must divide into 2 pairs and continue tagging. Continue until last free child is left. Repeat with skipping and running. MAIN CONTENT: 1. ‘Ball rescue’ – In 4’s, stand side by side between 2 hoops. In one hoop are 2 large balls and 2 small balls. ○ ○ Child nearest to balls picks up 1 ball and children pass it along line until 4th child receives it and places it into next hoop. Once bean bag is in 2nd hoop, child 1 can pick up the next bean bag from 1st hoop. Repeat until all bean bags have been moved. Look at techniques used by children and discuss. Repeat, making sure all children get a turn in each position in the line. Challenge – which team is first to finish rescuing all balls.</p>	Large, clear space. Hoops, cones, large balls, small balls.	<p>What different ways did you use to get the ball to other people in your group? Did you work quickly together as a team? Vocab: group, listen, team, talk, catch, throw, push,</p>	MFB MR SC SA U MH LA

		<p>leadership skills when working with a number of different peers.</p>	<p>2. 'Ball rescue' – as 1. above, spread children slightly apart so that they now have to perform a short throw of the ball to pass it to next child in line. Children can turn to face person they are throwing to. (Recap on throwing & catching techniques.)</p> <p>3. 'Ball & hoop relay' – In 4's, 2 large balls, 2 cones & 2 hoops per group. Each group of 4 to stand behind a line with 2 large balls besides them balanced on 2 cones., 2 hoops spread out in front of each group from starting line.</p> <p>On whistle or 'GO!' 1st child in group to pick up 1 ball and run to place it in first hoop, then return to pick up 2nd ball and run to place it in 2nd hoop. Then 1st child returns to 'tag' 2nd child. 2nd child runs to first hoop to retrieve ball and place it back on starting cone, then runs to 2nd hoop to retrieve 2nd ball and bring it back to its starting cone. Repeat with child 3 & 4. Challenge – which team is first to finish. Repeat.</p> <p>5. '1 – 4' – In groups of 4 with 1 large ball per group. Children to stand in a square each child numbered 1, 2, 3, 4. Ask children to roll the ball from child 1 through to child 4, then back from child 4 to child 1. (Get children to count out loud 1 - 4, then 4 – 1.) Demo good examples and recap teaching points. (Can get more able to make square bigger.) Now ask pupils to repeat, but bounce pass, so that ball bounces before it reaches next player. Repeat with asking children to throw ball so that it does not touch floor. (Less able may not be ready to do this yet.) Add mini challenges such as 'Who can be first group to pass 1 – 4 and 4 – 1?'</p> <p>COOL DOWN: 'Follow the leader' – in pairs, child 1 travels using a chosen action and child 2 must copy and follow. Swap over.</p>		<p>bounce, run, fast, count.</p>	
7 - 8	<p>To practise using feet to control and send a ball.</p>	<p>All – can make some attempt to push a ball forward using one foot.</p> <p>Most – are able to practise travelling forwards with a ball at their feet, making attempts to control ball.</p> <p>Some – can change directions and speeds when travelling with a ball and can sometimes try to</p>	<p>WARM-UP: 'Cone Cops' - Choose 1 child to be the first 'cone cop.' He / she must wear a cone on their head. They must try to tag other children in a specified area. When a child is tagged, they must get a cone from the side of the playing area and place it on their head. They then become a 'cone cop' and can tag others. Keep playing until there is the winning child left without a cone. Start with everyone walking and repeat with skipping, running.</p> <p>MAIN CONTENT:</p> <p>1. 1 ball per child. Children to try to travel around space dribbling ball, keeping it close to their feet. (Give demonstration and stress no one must kick ball ahead of them.) On whistle or 'stop' children must stop ball by placing 1 foot on ball and freezing. Repeat and add Challenge: (get children to pretend ball has been dipped in paint.) Who can spell out name with ball in large letters whilst dribbling?)</p> <p>2. In pairs, 1 large ball per pair. Child 1 to dribble ball around space, child 2 to follow behind. On whistle or 'change' child 2 to step in front of child 1 and start dribbling ball. Repeat.</p> <p>3. As 2. above, child 1 is in front again, but without ball. Child 2 has ball and is behind child 1. Child 2 must follow wherever child 1 travels, dribbling ball. (Ensure child 1 does not go off ahead too quickly.) On whistle or 'stop' child 2 stops ball and turns around to start travelling without ball, child 1 also turns around and starts dribbling ball, following child 2. Repeat.</p>	<p>Large, clear space.</p> <p>Cones, footballs, skipping ropes</p>	<p>What is the best way to kick a ball?</p> <p>How did you manage to dribble a ball?</p> <p>Vocab: feet, dribble, kick, stop, control, aim, look.</p>	<p>MR</p> <p>SC SA</p> <p>U</p> <p>MH</p> <p>S</p>

		<p>use less dominant foot.</p>	<p>3. In pairs, 1 large ball and 2 cones. Place 2 cones about 1 metre apart. Children must try to use feet to pass ball through cones to partner. (Demo how to use inside of foot, not toes to pass ball gently. Show pupils also how to stop ball with foot, but some may use hands to stop ball at first.) Cones can be moved closer together or further apart as appropriate to ability. Challenge – 1st pair to 5 passes through cones.</p> <p>4. ‘Dribble and leave’ – In pairs, 1 large ball, 1 cone & 1 skipping rope per pair. Children to stand by cone. Child 1 to dribble ball to skipping rope laid in a circle shape approx. 2-3 metres away. Child 1 leaves ball in rope circle then runs back to tag child 2. Child 2 runs to rope circle then dribbles ball back to child 1. Repeat.</p> <p>5. ‘Dribble and pass.’ – As 4. above, but now child 1 dribbles ball to rope circle then turns and kicks ball gently so ball goes back to child 2. Child 2 then repeats same drill. (Go over passing technique and demonstrate first.) Get children to demonstrate goos examples and repeat.</p> <p>COOL DOWN: Walk around space, on whistle, sprint on spot, on 2nd whistle continue walking again. Repeat.</p>			
9 - 10	To explore a variety of travelling actions.	<p>All – are able to participate in different activities requiring jumping / travelling actions.</p> <p>Most – can practise different ways to jump.</p> <p>Some – are able to hop with control and confidence.</p>	<p>WARM-UP: ‘Follow the Leader’ - Children to walk in a line of 4, following the travelling actions and directions of the leader. On the whistle, child at the back walks quickly to the front of their line and becomes the new leader. Repeat, challenging the children to find different ways to travel.</p> <p>MAIN CONTENT:</p> <p>1. ‘Chase the snake’ – In pairs, 1 skipping rope per pair. Child 1 is the ‘shaker’ and holds 1 end of skipping rope, leaving other end to touch floor. On whistle or ‘GO!’ child 1 moves around space shaking rope along floor and child 2 e ‘catcher’) tries to step on the rope to catch the ‘snake.’ If snake is caught then swap over roles. (Teacher can also stop game to get children to swap roles.) Repeat.</p> <p>2. ‘Jump in the puddles’ – Hoops on floor around playing space. Children jog around area making sure not to touch hoops, or bump into others. On whistle, 2 footed jump in and out of nearest hoop then carry on jogging. (Get children to make a ‘splash’ noise!) Repeat, then on whistle, hop on 1 foot in and out of hoop.</p> <p>3. 1 skipping rope each. Each child in a big space on their own, lay rope down on floor in a straight line. Children travel around the entire area. Every time they come to a skipping rope, they must experiment with a way to jump over it. Challenge children to come up with as many different ways as they can. Stop and demo good examples. Repeat game and challenge children to jump and land in different ways such as 1 foot to 2 feet etc. Challenge more able to hop over ropes.</p> <p>4. Each child to stand by a skipping rope each laid on floor in a straight line. Challenge children to be the first to jump 10 times either side of the rope with 2 feet together. Get children to count out loud and ask them to shout out something silly when they are finished. (E.g. Olé, bananas, sausages, bingo, etc.) Now make challenge harder by asking pupils to hop on one foot over the rope 10 times. (Can increase / decrease challenge number as appropriate) Get children to discuss which was easier / more difficult.)</p>	Large, clear space. Skipping ropes, hoops	<p>How did you travel over the skipping ropes? Which way of travelling is easier / more difficult? Why?</p> <p>Vocab: rope, jump, skip, hop, travel, over, land.</p>	SC SA U MH LA

			<p>5. 'Dodge the holes' - Now each child to make their rope into a circle shape on ground. Explain that each circle is a hole which must be avoided. Children to travel around the space and must jump over 'holes' using 1 or 2 footed jumps. Repeat, asking pupils to demonstrate good examples of jumping over. Challenge - On whistle or 'GO!' children must try to jump over 10 holes as quickly as possible. Ask them to shout '10!' when finished. Repeat.</p> <p>COOL DOWN: Replay follow the leader from warm-up.</p>			
11-12	To develop skipping skills with and without a rope.	<p>All – are able to practise basic handling skills with a skipping rope. Most – show some progression in their ability to work with a skipping rope. Some – will show some advanced skipping skills.</p>	<p>WARM-UP: 'WARM-UP: 'Chilli bean game' – Children to travel around space. On each command, pupils to perform action: 'Chilli bean' – Stand on spot, wrap arms around body & shiver. 'String bean' – Stand wide in a star shape. 'String bean' – Stand tall and thin on tiptoes, arms held up straight. 'Jelly bean' – Shake your whole body whilst staying on the spot. 'French bean' – Place one hand in front of body and the other hand on hip and shout 'Ooo la la!'</p> <p>MAIN CONTENT:</p> <p>1. 'Steal the cones' – In pairs, 1 cone each., child 1 named 'Bob' and child 2 named 'Kevin.' All 'Bobs' to stand on side of space in a line with cone at their feet and all 'Kevins' to stand on opposite side of space in a line with their cones also on floor at their feet. (Count number of cones on each side to record number and check game starts equally.) On whistle or 'GO!' children must leave cones on their line and skip to opposite line to try to steal a cone and take it back to their line. (Ensure each child knows they can only take 1 cone at a time and must skip.) After a minute or 2, on whistle or 'STOP!' children must stop playing and return to starting place. Teacher to count cones and see whether 'Bob' or 'Kevin' have won, Put cones back into starting places and repeat.</p> <p>2. 'Ride the horse' - In pairs, 2 skipping ropes per pair. Child 1 to hold end of each rope in each hand, child 2 to stand behind child 1 and hold other ends of each rope then child 2 moves back until ropes are taut. On whistle or 'GO!' children start skipping with child 1 leading and child 2 following, keeping ropes taut. (This will need demonstrating by teacher with an able child.) On whistle or 'CHANGE!' children must turn around so that child 2 is now leading the skipping and child 1 is following. Repeat.</p> <p>3. 'Draw a circle' - 1 rope per child. Hold rope in one hand and walk around large space. Children to swing rope at side with one hand to turn the rope in a circle in air. Encourage children to try with non-dominant hand too. Demo good skills by children. Repeat, getting children to speed up by skipping, hopping, running etc.</p> <p>3. 1 rope per child. Encourage children to move around space and try to skip freely. Give demonstration first to show children how to throw rope overhead then step over it. (Some children will only be able to stay on spot.) Children can have some time to practise. Encourage children to increase travelling speeds and directions if able.</p> <p>COOL DOWN: Replay 'Chilli-Bean game' from warm-up.</p>	Large, clear space. Skipping ropes, cones.	<p>How did you get your skipping rope to turn in a circle? How did you travel with your skipping rope?</p> <p>Vocab: rope, skip, turn, circle, partner.</p>	MR SC SA U MH LA

