




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




**Reception:** To follow instructions & rules. How to move and stop safely. How to cooperate, share and play alongside others. To develop basic handling skills. To develop skipping skills. To learn how to throw at a target. To develop handling skills using larger equipment. To practise ball handling skills with a partner. How to send a ball using feet. 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.

**CURRICULUM PROGRESSION FOCUS:**

**During this unit of work, children will learn:**

 <b>HANDS (DOING)</b>	 <b>HEAD (THINKING)</b>	 <b>HEART (FEELING / BEHAVIOUR)</b>
<p>To travel in different directions and at different speeds, controlling body when changing direction. How to jump in different ways. To practise throwing, rolling, delivering a variety of equipment accurately &amp; for distance using hands. How to skip with a rope. How to catch different equipment with some accuracy when still &amp; moving. How to handle equipment of different sizes. How to work with others to complete challenges.</p>	<p>To choose &amp; explore ways to send / strike different equipment using hands, feet and equipment. To think about moving into the right space when working with others to send and receive equipment using hands / feet. To think about how improvements can be made. How to perform best to complete a challenge quickly.</p>	<p>To be safe at all times and follow instructions. How to work on their own whilst sharing space with others. To listen to others when they are talking and watch them if they are performing to the class. Why we warm up at the start of a lesson and why we need to stay healthy. How to be more confident about their ability. To be determined to do their best. That it's OK to ask for help.</p>

**ASSESSMENT FOCUS:**

 <b>HANDS (DOING)</b>	 <b>HEAD (THINKING)</b>	 <b>HEART (FEELING / BEHAVIOUR)</b>
<p>Travel in different directions, changing direction with control. Practise throwing / hitting different objects accurately / for distance using hands. Practise catching when still and moving. Play in mini games.</p>	<p>Choose ways to send objects using hands. Can think about moving to a suitable space to send / receive an object. Can watch &amp; start to describe a performance.</p>	<p>Can work on own. Take turns and share. Follow game rules. Listen to others. Know why we warm up. Show determination. Ask for help if needed.</p>

**What the children will learn next (in next games unit of work) – Year 1 Spring Term Games Activities:**

To develop passing and receiving skills in different situations using hand and feet. To develop basic skills using a hockey stick and ball.

### **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	Learning Objective	Success Criteria (Differentiated)	Activities	Resources	Key Vocabulary Key Questions
1 - 2	To follow instructions. To move in different directions at various speeds and stop safely.	All – can take part in the activities. Most – follow and understand most instructions and show success in stopping, starting and changing direction at varying speeds. <b>Some –follow all instructions and can change direction consistently without losing balance. Can travel at a variety of speeds.</b>	<p><b>WARM-UP:</b> 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.</p> <p><b>MAIN CONTENT:</b></p> <ol style="list-style-type: none"> <li>1. Show me your best running around our space, on ‘STOP’ or whistle, find a big space on your own and make a big star shape to check you are not touching anyone else. Repeat several times.</li> <li>2. As 1. above, now find a space and make yourself tall and thin, like a pencil. Repeat.</li> <li>3. As above, now find a space and stand on tip toes to make yourself even taller. Who can freeze like a statue on their tiptoes? Repeat.</li> <li>4. As above, now find a space and stand on 1 foot. Who can be still? Repeat.</li> <li>5. All children to be in a limited space. Show them ready position on balls of feet. Teacher to stand on one side of area and point in different directions without speaking. Children must move in direction teacher points to, but must face teacher at all times so will travel forwards, backwards, sideways, diagonal etc. Teacher to change sides he / she stands on and repeat game.</li> <li>6. In partners. Children to play ‘<b>Follow the leader.</b>’ Child in front can travel using any action and in any direction, partner must copy staying close behind. Demo good ideas and repeat several times.</li> <li>7. Play ‘<b>Chase on the whistle.</b>’ – In same partners, 1 child in front jogs gently around floor space, with partner following close behind. On whistle, child in front changes speed to run quickly and change direction. Partner behind must try to catch partner. Repeat and allow children to change places.</li> <li>8. Now in groups of 4, replay ‘<b>Follow the leader</b>’ with a twist: Children to run in a line of 4, following the travelling actions and directions of the leader. On the whistle, child at the back runs quickly to the front of their line and becomes the new leader. (Teacher can leave different amounts of time between each blow of the whistle, but blow more often towards the end of the game as it is fun!)</li> </ol> <p><b>COOL DOWN:</b> Children to walk around floor space with a partner and discuss their favourite part of the lesson.</p> <p><i>Some children may benefit from working with a partner who can run / move at similar speeds to ensure that competitive situations are fair and balanced.</i></p> <p><b>Some children may benefit from working with a partner who can run / move at similar speeds to ensure that competitive situations are fair and balanced.</b></p>	Large space, free from obstacles / equipment.	<p>How many ways can you think of to travel? How do you make your body suddenly speed up?</p> <p>Vocab: walk, skip, run, travel, listen, quiet, partner, lead, follow, slow, fast, speed, forwards, backwards, sideways, direction.</p>

3 - 4	To experiment with different ways of jumping. To develop skipping techniques.	All – can perform more than one type of jump Most – are able to practise skipping and show some improvement. <b>Some – are starting to skip competently.</b>	<p><b>WARM-UP: ‘In the pool.’</b> -Children to travel around space. On commands, children perform different swimming actions whilst still travelling:</p> <p><b>‘Front crawl’</b> – Lifting arms over head as if swimming front crawl stroke.</p> <p><b>‘Back stroke’</b> – Circle straight arms backwards by ears.</p> <p><b>‘Doggy paddle’</b> – cycling action with hands held in front of chest.</p> <p><b>‘Dive in’</b> – children hold hands together in front of body, run and jump to land on 2 feet as if diving in.</p> <p><b>MAIN CONTENT:</b></p> <ol style="list-style-type: none"> <li>1. Play <b>‘Chase on the whistle.’</b> – In same partners, 1 child in front jogs gently around floor space, with partner following close behind. On whistle, child in front changes speed to run quickly and change direction. Partner behind must try to catch partner. Repeat and allow children to change places.</li> <li>2. 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 floor space. 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.</li> <li>3. 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.)</li> <li>4. 1 skipping rope for every child. Spread out over space, ask children to practise skipping, holding rope in both hands and swinging it over their heads. Challenge children to jump with 2 feet together. (Be aware some children may only be able to step over rope.) On whistle, count down out loud from 10 to zero and see if children can keep skipping in some way whilst you count. (Share skipping ropes, if not enough for 1 each.)</li> <li>5. 1 rope for every child, challenge children to skip whilst travelling. (Some will run, gallop, walk, any action is fine.) Ask them to imagine they have paint on their feet and get them to spell out their name in giant letters on the playground whilst skipping. (Less able may only be able to skip in straight line.)</li> </ol> <p><b>COOL DOWN:</b> Play <b>‘In the pool’</b> as in warm up, but only allow children to walk.</p> <p><b><i>Some children may benefit from using a hoop to practise skipping skills at first, before progressing to a rope. They may find it easier to walk forwards as they try to skip when they first use a rope.</i></b></p> <p><b><i>Some children can be challenged to skip backwards or attempt double time skipping.</i></b></p>	Large space, free from obstacles / equipment. Skipping ropes.	<p>What different ways did you find to jump over the ropes? Was it easy to skip with the rope?</p> <p>Vocab: jump, hop, land, bend, over, skipping rope, skip.</p>
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5 - 6	To practise handling skills to develop throwing and catching.	<p>All – understand how to throw an object to a partner and can attempt it using one or two hands.</p> <p>Most – can release an object from 1 or 2 hands and show improvements in catching skills.</p> <p>Some – can accurately pass an object on most occasions.</p>	<p><b>WARM-UP: 'Chilli bean game'</b> – Children to travel around space. On each command, pupils to perform action:</p> <p><b>'Chilli bean'</b> – Stand on spot, wrap arms around body &amp; shiver.</p> <p><b>'Broad bean'</b> – Stand wide in a star shape.</p> <p><b>'String bean'</b> – Stand tall and thin on tiptoes, arms held up straight.</p> <p><b>'Jelly bean'</b> – Shake your whole body whilst staying on the spot.</p> <p><b>'French bean'</b> – Place one hand in front of body, other hand on hip and shout 'Ooo la la!'</p> <p><b>MAIN CONTENT:</b></p> <ol style="list-style-type: none"> <li>1 bean bag per child. In a specific playing space, get children to walk around throwing and catching a bean bag. Encourage catching with 2 hands and snatching bean bag into chest. Challenge children to travel sideways, forwards, backwards and diagonally when throwing and catching.</li> <li>1 bean bag per child. Each child to stand in a space. Challenge first child to catch and throw bean bag a certain number of times. (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.) Alter each challenge to change difficulty – standing on 1 leg, with eyes closed, whilst turning around on spot, etc.</li> <li>In partners, 1 bean bag per pair. Children to stand approx. 2 metres apart. Practise throwing and catching bean bag using 1 and 2 hands. Add challenges such as standing on one leg, first pair to 10 passes, etc,</li> <li>As for 3. above, now after child has passed the bean bag to their partner, they must run to a space. Partner must catch bean bag then look up to see where to return it to. Repeat with both children moving into a space after they have thrown the bean bag. Demo good examples and remind children not to run too far away from each other.</li> <li>In partners, 1 bean bag per pair. Stand next to each other. 1 child throws the bean bag forwards as far as possible to land on floor, other child runs to pick up bean bag quickly and carries it back to partner to stand together again. Have 5 turns each then swap over. Discuss with children how to throw underarm and over arm for distance.</li> <li>As 5. above. Now child who runs to pick up bean bag must throw bean bag back to partner. (Don't let children run back with bean bag when they have picked it up this time, they must throw it from where it landed. They can take a few steps in if they feel it is too far, but do challenge them to try.)</li> </ol> <p><b>COOL DOWN:</b> Each child with a bean bag, walk around space practising throwing and catching bean bag to self. Be careful not to bump into other children.</p> <p><b><i>Some children may find it easier to practise throwing and catching on the spot for a longer period before moving around. They may need to maintain a shorter distance between partners when throwing and catching the beanbag. They may find it more accurate to use an underarm throw.</i></b></p> <p><b><i>Some children can be challenged to throw the beanbag over longer distances without it touching the floor. They can be timed to see how many throws and catches they can perform in a set time.</i></b></p>	Large, clear space, bean bags.	<p>How can you throw your bean bag?</p> <p>Why should you not move too far away from your partner?</p> <p>How can you throw your bean bag really far?</p> <p>Vocab: throw, catch, one hand, 2 hands, snatch, aim, move, long, far.</p>
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7 - 8	To develop handling skills when working in a variety of ways with equipment of different sizes.	<p>All – find some success handling equipment of different sizes. Most – are developing ability to transfer skills when working with equipment of varying sizes to improve skills further.</p> <p>Some – can transfer handling skills from one piece of equipment to another with some degree of success.</p>	<p><b>WARM-UP: ‘Traffic lights’</b> – Children to travel around space. On commands perform different actions: <b>‘RED’</b> – stop. <b>‘AMBER’</b> – skip. <b>‘GREEN’</b> – jog. <b>‘ROUNDAABOUT’</b> – jog in a small circle. <b>‘SPEED BUMP’</b> – jump in air. <b>‘ZEBRA CROSSING’</b> – travel lifting knees up high.</p> <p><b>MAIN CONTENT:</b></p> <ol style="list-style-type: none"> <li>Place hoops on floor in playing area. Tell children hoops are puddles. Children travel around space, avoiding puddles. On whistle, children to jump into a puddle, being careful not to bump into others. Repeat.</li> <li>In partners, 1 hoop and 2 cones per pair. <b>‘Walk the dog.’</b> Get children to name their ‘dog’ (hoop) and challenge them to roll their hoop and walk beside it between their 2 cones placed 5 metres apart. Get them to use one hand to keep the hoop rolling. Swap over.</li> <li>In partners, 1 hoop per pair, Challenge children to swing hoop gently up in front of them with 1 hand and catch it with 2 hands. Practise then have a mini competition, seeing who can be the first child to complete 5 or 10 throws and catches. Take turns.</li> <li>In partners, 1 hoop per pair. Children to roll their hoop to their partner. Challenge to see how far apart they can stand before it becomes too difficult. Demo good examples.</li> <li>Play <b>‘Chase the dog’</b> – partners stand side by side. 1 child rolls hoop as far as possible in front of them, partner can move as soon as hoop is released and must run to chase and catch ‘dog’ (hoop) and bring it back home to partner. Have 5 turns each then swap over. Demo good examples of long throws / rolls and discuss techniques used.</li> <li>In partners, 1 quoit per pair. Challenge pupils to roll quoit to each other. Ask children to describe if it is easier or harder than with the hoop. Challenge – first pair to 5 rolls to each other.</li> <li>In partners, 1 quoit per pair. Children to throw quoit with 1 hand and catch it with 2 hands at first, progressing to catching with 1 hand if able. Mini challenge of 1<sup>st</sup> pair to 5 or 10 passes.</li> <li>In partners, 1 quoit per pair. Children to jog around playing space side by side at first, passing quoit to each other. Every time whistle is blown, pairs must move slightly further apart but still keep jogging together and passing quoit. Demo good examples and repeat from side by side again. (Make sure playing area is very large so there are no collisions with other pairs.)</li> </ol> <p><b>COOL DOWN:</b> In partners with 1 quoit, jog, then walk around playground, both with 1 hand holding quoit.</p> <p><i>Some children may find it beneficial to have further practise with the hoop before moving onto the quoit. They may need to remain stationary when passing the quoit between partners. They may need to maintain closer distances when rolling their hoop to their partner to ensure success.</i></p> <p><i>Some children will be able to move on to using quoit more quickly and will need less practise with the hoop. They can be challenged to increase the distance between partners when passing the quoit.</i></p>	Large, clear space. Hoops, quoits.	<p>How did you get your hoop to roll along the ground? Is it easier to use the hoop or the quoit? Why?</p> <p>Vocab: throw, catch, roll, chase, grab, hands, look, partner, share, hoop, quoit.</p>
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<p>9 - 10</p>	<p>To improve ball handling skills. To practising basic sending and receiving skills.</p>	<p>All – can attempt to throw and catch a ball with some success. Most – show an improvement in basic sending and receiving skills when working with a partner. <i>Some – are becoming more accurate when sending a ball.</i></p>	<p><b>WARM-UP: 'Sun and Ice.'</b> – 2 children have an 'ice pack' (bean bag) each. They move around playing area and try to 'freeze' other children by touching them with the 'ice pack.' When 'frozen' a child must stand still in a pencil shape with arms straight up. 3 other children have a 'sunshine hoop' (hoop.) They place hoop over 'frozen' children and lower it to floor to 'melt' ice. Child can then step out of hoop and continue playing game. Progress from walking to skipping, then jogging in playing area, swapping children with bean bags and hoops.</p> <p><b>MAIN CONTENT:</b></p> <ol style="list-style-type: none"> <li>1. In pairs, 1 large ball per pair. Child with ball holds ball against their tummy then rolls ball around their waist using 2 hands, then passes ball to partner who performs task. Repeat.</li> <li>2. In partners, one large ball and 2 cones per pair. Place cones approx. ● ● 3 metres apart. Child 1 has ball and has to bounce ball on ground by cone 1 counting number of bounces whilst partner runs from cone 1 around cone 2 and back to partner. Child 1 tells partner how many bounces they did and then they swap over and compare who did the most bounces when both have had a turn. Repeat, swapping any pairings around as appropriate.</li> <li>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.</li> <li>4. In partners, 1 large ball and 1 hoop between pair. Children are to stand either side of hoop and bounce ball into hoop for their partner to catch. (Give a demo first with an able child.) Children to put their hoop in a space and practise. Do challenges when children ready, such as first pair to 5 passes etc. Demo any good performances.</li> <li>5. In partners, 1 large ball per pair. 1 child throws ball to their partner using a 2 handed chest pass. (Demo to class.) Partner catches ball then rolls it back to thrower. After 5 attempts, swap roles.</li> <li>6. In partner's, 1 large ball per pair. Children to chest pass to each other. Give time to practise then challenges such as 1<sup>st</sup> to 5 passes, 10 passes etc.</li> <li>7. In partners, 1 large ball per pair. Chest passes as above. Now, when child 1 has passed ball they must move into a space. Partner catches ball then must look up for child 1 to return pass and move into a space too. (Go over importance of not moving too far away as pass will be difficult to do well.) Practise time, then challenges.</li> </ol> <p><b>COOL DOWN:</b> Walk around with partner, side by side staying close, passing ball to each other whilst talking about how to chest pass.</p> <p><i>Some children may benefit from using larger, lighter balls (such as the pink volleyballs). They may need help with bouncing the ball on the ground and may need physical support or visual demonstrations to ensure they do not 'slap' the ball. A larger area than a hoop can be marked out with cones to ensure success with bouncing the ball to a partner. The distance between them can be adjusted accordingly and they may benefit from not moving into a space at first. Working with a more able partner for some of the tasks may be of benefit.</i></p> <p><i>Some children can be challenged by being timed when bouncing the ball individually. They could use a smaller hoop to bounce the ball in and increase the distance between them and their partner to increase difficulty of the task. They can attempt to pass and catch a smaller ball.</i></p>	<p>Large, clear space, cones, large balls, hoops.</p>	<p>Did you beat your partner? Is it easier to bounce ball or throw it?</p> <p>Vocab: throw, catch, chest pass, look, partner, hoop, roll, pass.</p>
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<p>11-12</p>	<p>To be able to work with others in competitive and non-competitive situations.</p>	<p>All – are able to work with some members of the class to practise skills.          Most – can co-operate with others and try to be competitive in certain practises.          Some – can show basic leadership skills when working with a number of different peers.</p>	<p><b>WARM-UP: 'Sticky Toffee.'</b> - 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.</p> <p><b>MAIN CONTENT –</b></p> <ol style="list-style-type: none"> <li><b>'Bean bag rescue'</b> – In 4's, stand side by side between 2 hoops. In one hoop are 4 bean bags. ○ ○ Child nearest to bean bags picks up 1 bean bag and children pass it along line until 4<sup>th</sup> child receives it and places it into next hoop. Once bean bag is in 2<sup>nd</sup> hoop, child 1 can pick up the next bean bag from 1<sup>st</sup> 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.</li> <li><b>'Ball rescue'</b> – In 8's set up as above for 1. This time 4 large balls are in 1 hoop instead of beanbags. Play game as same for 'Bean bag rescue' but with balls. Have 1 go then get children to stand slightly further apart to force them to throw ball rather than pass it. Show good examples. Move children around each position.</li> <li><b>'Team Dodgeball'</b> – In 8's as above, 1 large ball per group. Children to stand in a circle with 1 child in the middle. Children to roll ball at person in middle. If they hit the feet of the middle child, swap over middle child. Play, then stop and discuss how middle child needs to be on balls of feet ready to dodge and move away from ball and how others need to look carefully to aim correctly at middle child. Play again, make sure everyone has a turn in the middle.</li> <li><b>'1 – 4'</b> – 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 chest pass the ball from child 1 through to child 4, then back from child 4 to child 1. Demo good examples and give teaching points. (Can get more able to make square bigger.) Now ask pupils to repeat, but bounce passes, so that ball bounces once before it reaches next player. Add mini challenges such as 'Who can be first group to pass 1 – 4 and 4 – 1?'</li> <li><b>'Piggies in the middle.'</b> – In groups of 4, 1 large ball per group. In each group children to pair off into 2 'teams.' Team 1 to start with ball and must try to pass ball 3 times to each other to score 1 point. (They can move feet when holding ball.) If they do this they give ball to other team to try the same. When 1 team are passing ball, the 2 children in other team must try to intercept passes. (Make sure <b>no</b> physical contact between children.) Teacher must give a demo of this game using 3 more able children. Demo good examples and give teaching points. Encourage children to use chest and bounce passes.</li> </ol> <p><b>COOL DOWN</b> – Follow the leader in 4's, gentle travelling around space. Swap leader.</p>	<p>Large, clear space.          Hoops,          bean bags,          large balls,</p>	<p>How did you work together to get bean bags and balls across the line?          How did you get the ball to your partner when other players were in the way?          Did you manage to stop the other team passing to each other?          How?</p> <p>Vocab: throw, aim, look, partner, group share, together, team, against, points, defend.</p>
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