

	Lesson 1 Baseline Assessment	Lesson 2 Passing & Moving	Lesson 3 Passing & Moving	Lesson 4 Strength & Balance	Lesson 5 Seated Balance	Lesson 6 End of Term Assess
Warm Up	Indoors: Play dance video Then: Plunder Each team stands on their island to begin with, once the whistle is blown, the team players need to go to another island, get a ball and dribble it back.	Indoors: Play dance video Then: Plunder 2 Adaptation of game from lesson 1, but uses 'Royal Plunderers' to remove balls and collect in a central island 'treasure chest' that can't be stolen from.	Indoors: Play dance video Then: Plunder 3 Teams should discuss and vote upon one potential new rule to add to the game - with the remit to make it either more accessible or more challenging. They should then try the game with the rule.	Indoors: Play dance video Then: Making Shapes Travelling around using a range of body parts. When the music stops, ask children to perform either a patch or point balance. Use music link.	Indoors: Play dance video Then Patch & Point Reinforce 'what is a balance' (still and steady position for 5 seconds) and recap on the 5 body parts which can be used in a patch balance.	Indoors: Play dance video Then Patch & Point Reinforce 'what is a balance' (still and steady position for 5 seconds) and recap on the 5 body parts which can be used in a patch balance.
Activity	Baseline Assessment – Around the Worlds Find as many different routes as possible to pass a ball in, out and around the body. Start sitting down, then standing still then on the move.	Pass & Duck On whistle, player passes to first player in the line. Player passes back to leader and ducks down. Leader repeats with 2 nd , 3 rd , 4 th players etc until all are sat, and moves to the back.	Pass & Move Relay Teams of 4-6 kids dribble through a zigzag course using different types of balls, passing to next player. Children can use hands/feet to pass. Add new challenges after each round to keep the game exciting and imaginative.	Cross the Line Children take it in turns to throw beanbags at a ball in the middle of a square playing zone and attempt to move the target ball over the opposite team's line.	Human Bicycle Sitting down and facing a partner, lift the feet, place them against their partners and try to get a balanced cycling motion going without tipping over or needing to put hands down.	Baseline Assessment – Around the Worlds Find as many different routes as possible to pass a ball in, out and around the body. Start sitting down, then standing still then on the move.
Skill	Use Assessment Snapshot Continue assessment. See lesson page and Assessment Snapshot for details. This activity assesses the children's footwork, balance and PB motivation.	2v2 Players 1 and 2 start on the base line of a marked-out area, they try to pass to each other to score by placing the ball over the line at the other end. Players 3 and 4 try to intercept.	Tunnel Ball Children placed in teams and in a line, making a "tunnel" with all of their legs. The person at the end of the line rolls the ball with the aim of getting it through the tunnel of legs to collect.	Holding Form Work through the 4 levels of core strength and balance while exchanging objects across the body and performing a range of seated balances.	Object Passing Sitting on the floor and passing a piece of equipment from a zone on one side of their body (an object in a hoop or on a spot marker) to another zone. Solo and partner activities.	Use Assessment Snapshot Continue assessment. See lesson page and Assessment Snapshot for details. This activity assesses the children's footwork, balance and PB motivation.
Activity with Skill	SPUD Throw the ball into the air while shouting out one of the student's numbers. The student whose number has been called gets the ball and shouts "SPUD". The other children then freeze in place.	SPUD When they hear "SPUD", the student with the ball takes 4 steps, spelling "S", "P", "U", "D" with each step towards any student. They throw the ball at a student, trying to hit below the waist.	SPUD The frozen student can't move their feet, but may try to catch the ball or evade with their upper body. If the student is hit with the ball, they get a letter (i.e. "S". If they catch it or the thrower misses, the thrower gets a letter. Repeat until 'SPUD'.	Seated Volleyball Initial gameplay should revolve around children achieving a personal best rally score of hitting an inflatable beachball back and forth over a central divide (bench).	Seated Volleyball Start by playing for the longest team rally. Then, explore different ways to pass to a teammate and send the ball over the net using hands, initially with the aim of keep rallies going.	Seated Volleyball Remind children of Level 1, and briefly play a few games of level 2. Then, encourage children to play competitively against the players on the other side of the bench.
Review / Assess	Snapshot Assessment Sheet Use the assessment snapshot form to complete a baseline of where you think your children are at this point in their learning	Peer Observation Cards Use download. Child observes another to provide feedback, support and advice. Inspire children to interact with someone different than their usual go-to.	Peer Observation Cards Use download. Child observes another to provide feedback, support and advice. Inspire children to interact with someone different than their usual go-to.	2 Stars, 1 Wish Promote self or peer-evaluation depending on what you want the children to work on. Children to think of 2 positive things and one improvement.	2 Stars, 1 Wish Promote self or peer-evaluation depending on what you want the children to work on. Children to think of 2 positive things and one improvement.	Snapshot Assessment Sheet Use the assessment snapshot form to complete a baseline of where you think your children are at this point in their learning