

|  | <b>Lesson 1</b><br>Baseline Assess                                                                                                                                                                                    | <b>Lesson 2</b><br>Controlling Equipment                                                                                                                                                                              | <b>Lesson 3</b><br>Movement & Direction                                                                                                                                                                                 | <b>Lesson 4</b><br>Control & Balance                                                                                                                                                                  | <b>Lesson 5</b><br>Control & Balance                                                                                                                                                                                | <b>Lesson 6</b><br>End of Term Assess                                                                                                                                                                  |
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| <b>Warm Up</b>                                                                   | <b>Indoors:</b> Play fitness video<br><b>Then: Bull in the Ring 5</b> players stand in a circle with 1 player in middle. Challenge is for player in middle to intercept passes being made by those on the outer ring. | <b>Indoors:</b> Play fitness video<br><b>Then: Bull in the Ring</b> As lesson 1 but decrease the size of the circle to increase challenge. Emphasis on ball skills to improve passing, fake passing, quicker passing. | <b>Indoors:</b> Play fitness video<br><b>Then: Bull in the Ring</b> As lesson 2 but vary the ball size being used; for example, a smaller ball becomes harder to intercept. Then add more interceptors to up challenge. | <b>Indoors:</b> Play dance video<br><b>Then: Traffic Jam</b> This activity gets your children moving in and out of each other at different speeds and movements, finding the available space.         | <b>Indoors:</b> Play dance video<br><b>Then: Traffic Jam 2</b> As lesson 1 but include these steps: Walk slowly, Stop, Speed Walk, Jogging, Dodge, Gallop, Balloon Control, Gear Change, Position Change.           | <b>Indoors:</b> Play dance video<br><b>Then: Traffic Jam Build Up</b> As previous lessons but teacher will begin the movement of people from one spot to another, until all are exchanging places.     |
| <b>Activity</b>                                                                  | <b>Baseline Assess – Slalom</b><br>Set up a circuit of 4 slalom relay lines, place different equipment at each line e.g., Basketball – Bounce, Rugby – Carry, Football – Dribble, Hockey – Dribble.                   | <b>Ball Dribbling</b><br>This activity follows on from the last activity and develops confidence in dribbling and passing the ball but using the feet instead of hands.                                               | <b>Swap Shop</b> Children choose a ball and move around the area (filled with cones) while passing the ball around their waist. On "Swap", the children swap equipment and keep moving around the area.                 | <b>Dribble Ball Bridge</b> Three player game. One player uses a hockey stick and ball and dribbles through a short slalom course before hitting under a bridge made by the two other players' bodies. | <b>Roll Ball – Hockey Sticks</b><br>2 team game. 3 children per team. Playing with three mini goals on each end. Children roll the ball using hockey sticks with the aim of rolling in to one of the three targets. | <b>End of Term Assess – Slalom</b><br>Set up a circuit of 4 slalom relay lines, place different equipment at each line e.g., Basketball – Bounce, Rugby – Carry, Football – Dribble, Hockey – Dribble. |
| <b>Skill</b>                                                                     | <b>Use Assessment Snapshot</b><br>Continue assessment. See lesson page and Assessment Snapshot for details. This activity assesses the children's footwork, balance and PB motivation.                                | <b>Dribble Turns</b> Watch movie for technique for Stop-Turn with your children. The children will be in pairs opposite each other, with one cone placed centrally for them to run towards.                           | <b>Drag Back</b><br>Watch video explaining how to do the Drag Back. Set up as previous session 'ipracticse: Lesson 2: Dribble Turns'.                                                                                   | <b>Core Strength &amp; Balance</b><br>Maintaining balance in either 'Spider' or 'Crab' position and complete a series of ever-more challenging tasks.                                                 | <b>Core Strength &amp; Balance 2</b><br>Maintaining balance in either 'Spider' or 'Crab' position and complete a series of ever-more challenging tasks.                                                             | <b>Use Assessment Snapshot</b><br>Continue assessment. See lesson page and Assessment Snapshot for details. This activity assesses the children's footwork, balance and PB motivation.                 |
| <b>Activity with Skill</b>                                                       | <b>Kingball</b> Mark out two rectangles that are facing. Position a team of 4-6 players in each square. Score points by throwing the ball and having it land in their opponent's square.                              | <b>Kingball 2</b><br>Players to use skill from previous activity to try and catch a thrown ball. If a player catches on one leg, that piece of equipment goes into that team's score pot.                             | <b>Kingball 3</b> Three teams - Place a 3rd team in the central zone. If the team in the central zone intercept a shot, they swap places with the shooting team that intercepted it from.                               | <b>Minesweeper</b> Split into teams of 5 players. Each has a base around the perimeter of your play zone. The central area is littered with cones (the mines). Players choose a skill to perform.     | <b>Minesweeper</b> Children must discuss what they genuinely think their strongest and weakest skill is out of the 5. Children must then complete the course doing their identified weakest skill.                  | <b>Minesweeper</b> Competition Time. Players choose a skill for each round (they must choose a different skill for each round). Give them time to discuss the order that they will go in.              |
| <b>Review / Assess</b>                                                           | <b>Snapshot Assessment Sheet</b><br>Use the assessment snapshot form to complete a baseline of where you think your children are at this point in their learning.                                                     | <b>Head, Hands, Heart</b><br>Encourage children to review their learning based on their thinking, their skills and their character – so in essence, their Head, Hands and Heart.                                      | <b>Head, Hands, Heart</b><br>Encourage children to review their learning based on their thinking, their skills and their character – so in essence, their Head, Hands and Heart.                                        | <b>Then &amp; Now</b> This beginning & end-of-lesson assessment measures confidence before and after a task. Children stand beside the colour that best matches their feelings and confidence.        | <b>Then &amp; Now</b> This beginning & end-of-lesson assessment measures confidence before and after a task. Children stand beside the colour that best matches their feelings and confidence.                      | <b>Snapshot Assessment Sheet</b><br>Use the assessment snapshot form to complete a baseline of where you think your children are at this point in their learning.                                      |