



<b>School</b>	
<b>Key Stage</b>	KS1 Yr1+2
<b>Class Size</b>	20
<b>Topic and brief history of what class have already covered.</b>	Students have worked on catching and throwing skills during the first half term.
<b>Focus</b>	<p>The Class teacher would like focus on developing their confidence in the delivery of multi skills sessions.</p> <p>They require support in planning and developing progression through a series of lessons including the use of games which cover the skills.</p>

LESSON	1	2	3
OBJECTIVES	<p>Demonstrate listening skills</p> <p>Describe how we move.</p> <p>To perform different movement skills</p>	<p>Develop coordination skills through different movements.</p>	<p>Discover the quickest movement when zig zagging.</p> <p>Evade opponents.</p>
Outcomes	<p>Students should understand the different parts of the body used to perform, jump, run, hop.</p> <p>To be able to demonstrate various movements through a circuit.</p> <p>Apply the movements in a competitive environment.</p> <p>Evaluate their own and others performance.</p>	<p>Students should understand the different parts of the body used to move quickly.</p> <p>Demonstrate good use of toes, low body whilst touching different cones.</p> <p>Apply the movements in a competitive environment.</p> <p>Evaluate their own and others performance.</p>	<p>Students should understand which hand should touch which cone.</p> <p>To be able to demonstrate the correct hand to the correct cone.</p> <p>Apply the movements in a competitive environment.</p> <p>Evaluate their own and others performance.</p>

ACTIVITY

- Scarecrow tig- Use different movements during the different rounds- Jump, Hop, skip, run, sidesteps
- Multi skill circuit working on various movements- focus on toes, knees and arms: Bounding, leaping, jumping, hop scotch, side steps, running.
- Cats and Mice- Run from one side to the other avoiding the cat grabbing your tail. focus on quick feet, toes arms and knees.

- Scarecrow- using various movements from previous week.
- Pattern touch-
  1. Different colour cones- students split into even teams. Each student must touch the colour cone called by the member of staff.
  2. Bean bags (under the cones) match the correct colour cone.
  3. Steal bean bags from other teams.
- Cats and Mice

- Ant tag- using various movements developed from week 1 + week 2.
- Zig zag- Students working on side movements.
  1. Ensure students have marker on hands to match the colour cones.
  2. Students to move up the course left to right touching the cones. No real instruction on how to do it.
  3. Discussion on how to improve- moving sideways, right hand on the right cone, left on the left cone, use the colour and hands to match cones.
  4. Team races including bean bags.
  5. Paired mouse trap using the channels and touching the cones. Swap roles after completion of the game.
- Tree tag- moving from one side to the other. If tug student becomes a tree and can't move. Their job is to tag students as they come past.

LESSON	4	5	6
OBJECTIVES	Use different patterns to move through the ladders.	Develop movements through speed	Move with different sports equipment.
Outcomes	<p>Students should understand the how to move through the ladders.</p> <p>To be able to demonstrate different movements through the ladders.</p> <p>Apply the movements in a controlled manner ensuring good footwork in each space.</p> <p>Evaluate their own and others performance.</p>	<p>Students should understand how to perform various movement sequences.</p> <p>To be able to demonstrate various movements through a circuit.</p> <p>Apply the movements in a competitive environment.</p> <p>Evaluate their own and others performance.</p>	<p>Students should understand how to move using different equipment.</p> <p>Demonstrate various moving through the circuit with different equipment through a circuit.</p> <p>Apply the movements in a competitive environment.</p> <p>Evaluate their own and others performance.</p>
ACTIVITY	<ul style="list-style-type: none"> <li>• Cops and robbers- Using movements we have developed in previous sessions.</li> <li>• Using the ladders: go over safety talk and how to use them.</li> <li>• Demonstrate first sequence, 1 foot in each square. How can we make this harder/ easier? Ask students to watch different body parts when demoing and question them on what they saw.</li> </ul>	<ul style="list-style-type: none"> <li>• Prison Break- safe houses placed around the jail.</li> <li>• Movement circuit- <ol style="list-style-type: none"> <li>1. In out of the cones following a snake pattern.</li> <li>2. Zig Zag touching the different coloured cones: red yellow, red yellow</li> <li>3. Running through the ladders</li> <li>4. Jumping between hoops (2 footed) increasing the distance between each hoop.</li> </ol> </li> </ul>	<p>Prison Break</p> <ul style="list-style-type: none"> <li>• Rugby ball running from one side to another.</li> <li>• Football Slalom.</li> <li>• Hockey Slalom</li> <li>• Basketball score (encourage jump)</li> <li>• Space invaders – Dodge ball game run from safe zone to safe zone. Hit by the ball once they have to hop or</li> </ul>

	<ul style="list-style-type: none"> <li>• Demo 2<sup>nd</sup> sequence: 2 feet in each square. Give students option of doing 1<sup>st</sup> or 2<sup>nd</sup>.</li> <li>• Ask students to develop their own sequence and demo to the rest of the class.</li> <li>• Pirates treasure: Four ladders lead to a stash of coins (cones). Students race down the ladders collect a coin and take it back down the ladder to their base.</li> </ul>	<ol style="list-style-type: none"> <li>5. Jumping over hurdles</li> <li>6. Hopping</li> <li>7. Bear Crawl matching correct foot and hand to markers.</li> </ol> <ul style="list-style-type: none"> <li>• Space invaders – Dodge ball game run from safe zone to safe zone. When a student is hit by the ball they must hop or jump across. Hit a second time they must crawl. Hit a third time join the side and throw the ball.</li> </ul>	<p>jump across. Hit a second time must crawl. Hit a third time join the side and throw the ball.</p>
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Differentiation:	Questioning, by task, size of area, use of equipment, leadership roles.
Assessment:	See assessment criteria.