

Year: 1	Lesson: 2/6	Time: 40 – 45 mins	No. of children: Any
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>* plan, perform and repeat a series of movement patterns along a selected pathway;</li> <li>* send a ball accurately at a target;</li> <li>* perform successfully with a partner.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>* I can plan, perform and repeat my movements along a selected pathway;</li> <li>* I can throw a ball/beanbag accurately;</li> <li>* I can play cooperatively with my partner.</li> </ul> <p><b>Literacy:</b> Describe how they play games in an audible voice; listen with sustained concentration; listen to and follow instructions accurately, asking for help and clarification if necessary; ask and answer questions, make relevant contributions, offer suggestions and take turns.</p> <p><b>Numeracy:</b> Relate addition to counting on; recognise that addition can be done in any order; use practical methods to support the addition of a one-digit number to a one-digit or two-digit number; count reliably at least 20 objects; estimate a number of objects that can be checked by counting; understand subtraction as ‘take away’ and find a ‘difference’ by counting up.</p> <p><b>Resources:</b> A range of balls, beanbags, quoits, cones [markers]. Games card -<u>Sending and Receiving</u></p>			
<b>Teaching Activities</b>		<b>Teaching Points/Management &amp; Organisation</b>	
<p><b>Warm up [5 mins]</b></p> <p><b>1. Stuck in the Mud</b></p> <ol style="list-style-type: none"> <li>a. Provide a variety of large balls.</li> <li>b. Each child carries a ball - encourage them to move it around body or from hand to hand.</li> <li>c. Use 2 or 3 taggers.</li> </ol>			

- d. When tagged stand still holding ball.
- e. To be released must swap their ball with another child's.
- f. Play the game for no longer than 1 minute.

#### **Skill Focus [10 mins]**

**2.** Perform and repeat a travelling sequence whilst controlling a large ball.

- a. Teach your sequence to a partner, giving simple explanations of pathway e.g. bounce ball to red cone, carry ball to yellow cone.
- b. Follow partner's pathway.

**3. Set up about 40 cones**, randomly but equidistant in a large area.

- a. Individually plan and follow a series of progressively different pathways, e.g. 4, 5, 6, 7 cones, selecting different methods of control with a variety of balls.
- b. Use changes in pace and direction at each cone visited.
- c. Movement continuously, planning whilst moving - safe movement, watching others etc.

#### **Games Playing [15 –20 mins]**

##### **4. Sending and Receiving**

#### **Cool down [5 mins]**

##### **5. Traffic Police**

- a. Non-verbally direct a variety of movements, including stretching and balancing.
- b. Talk about how running around causes changes to the body e.g. breathing, temperature, heart rate, sweating.