

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 1 (AGILITY)

LESSON OBJECTIVE: To change speed while moving. To learn different movement patterns while copying others.

WARM UP (10/15 MINS) Gears:

- Pupils start by walking freely around the space, avoiding others and changing direction. They then respond to various instructions that are introduced gradually, one by one in random order.
- 1st Gear=Walking
- 2nd Gear=Walking faster using your arms to move your legs quicker.
- 3rd Gear=Speed walking, pumping arms from back to front.

TASK ONE (15/20 MINS) Can you gallop?

- Ask the children to march slowly on the spot with you (i.e. high knees).
- Now ask the children to “take off” with each marching step (i.e. like a hop) and allow them to skip freely around the area into spaces and changing direction while avoiding the above obstacles.
- Can they skip with high knees?
- Can they raise their opposite arms and knees while they skip?
- Can they now turn their skip into a gallop? (Like skipping but lead leg stays at the front).
- On the call of ‘change’ go from skipping to galloping & vice versa.

TASK TWO (15/20 MINS) Follow the leader:

- Place the pupils in pairs with one standing in front of the other still using the above obstacle course. Tell the children that they are trains that are travelling down the train tracks by doing different movements.
- The leader must move around the activity area using different movement patterns that their partner must copy while following their leader (jumping, hopping skipping, side stepping, galloping etc). Pupils swap roles on the call of ‘change’ and carry on moving.
- Extend activity by calling out random movement patterns that you would like the pupils to complete.
- Place the pupils into groups of four and repeat the activity.

EVALUATION (5/10 MINS)

- Watch another person and perform their movement patterns and give them feedback on what you liked and what you would like them to try next time, swap so your partner watches you.

<https://activeforlife.com/resource/individual-lesson-plans>

<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

EQUIPMENT

No equipment required

KEYWORDS/PHRASES

- Head up
- Change direction
- Gallop
- Skip
- Bend knees
- Use arms to balance
- Copy
- Follow

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Move quicker using different movement patterns

Move slower

Try to side step or move sideways

Use more simple movement patterns

Move at different heights/levels

INCLUSION: Work with teaching assistant monitoring them. Choose one or two simple movements.

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 2 (AGILITY)

LESSON OBJECTIVE: To respond to verbal instructions while moving. To move in different ways using different parts of the body.

WARM UP (10/15 MINS) Gears:

- Pupils start by walking freely around the space, avoiding others and changing direction. They then respond to various instructions that are introduced gradually, one by one in random order.
- 1st gear=Walking
- 2nd gear=Walking faster using your arms to move your legs quicker.
- 3rd gear=Speed walking, pumping arms from back to front.
- 4th gear=Skipping.

TASK ONE (15/20 MINS) Head, shoulders, knees and toes:

- Ask the children to stand in a large circle with you. Each child should have some space to move.
- Sing the song “Head and shoulders, knees and toes” to the children and demonstrate the actions as they watch you.
- Ask the children to sing the song with you very slowly, touching each body part named.
- Continue singing the song, and make it playful each time by speeding up or slowing down the song, or changing your voices (deeper, higher, softer and louder).
- Older children can try this activity while moving around the activity space (e.g. walking).
- Can they play the game while skipping?

TASK TWO (15/20 MINS) Animals:

- Get the children to spread out around the area space. Ask the children to move to around the area the way that animal would move. Show the animal images for the children to copy at random. Animal suggestions:
- Horse – gallop, Bunny – 2-foot mini jumps, Kangaroo – tuck jumps, Crab – palms and heels, belly up, Dog – hands and knees, Bear – hands and feet (no knees), Chicken/Duck – knees bent, flap elbows, Monkey – knees bent, low arms, swaying, Frog – leap from hands and feet, Elephant – trunk swing, soft steps, Bird – arms flapping, Giraffe – on toes and stretching.

EVALUATION (5/10 MINS)

- Discuss with the person next to you the animal you found the most difficult to imitate and why.

<https://activeforlife.com/resource/individual-lesson-plans>

<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

EQUIPMENT

- Animal pictures

KEYWORDS/PHRASES

- Head up
- Ready position
- Bend knees
- Back straight
- Look for space
- Controlled movements

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Move quickly regardless of actions

Move slower when performing more difficult actions

Choose more animals

Pick the easier animal movements to copy

Make your animal move in different ways

INCLUSION: Work with teaching assistant monitoring them.

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 3 (AGILITY)

LESSON OBJECTIVE: To move through different speeds. To travel around in different ways while avoiding others.

WARM UP (10/15 MINS) Gears:

- Pupils start by walking freely around the space, avoiding others and changing direction. They then respond to various instructions that are introduced gradually, one by one in random order.
- 1st gear=Walking
- 2nd gear=Walking faster using your arms to move your legs quicker.
- 3rd gear=Speed walking, pumping arms from back to front.
- 4th gear=Skipping.
- 5th gear= Galloping.

TASK ONE (15/20 MINS) Simon says:

- Explain that you will say “Simon says...” or your name followed by “...says...” and that if you do not say your name or “Simon says...” before a command, the children should continue as they were. Suggestions for commands:
- Jump on the spot, hop on the spot on one foot, march like a soldier on the spot (knees up) walk around slowly, follow the leader while walking quickly, jump around on two feet, hop around on one foot, skip around, walk like a crab, walk like a duck, leap like a frog and roll like a log.

TASK TWO (15/20 MINS) Shark attack:

- Place several hoops, benches and small flat mats around the activity space and explain that the mats are islands.
- Explain that the space between and around the islands is “water” and the water is full of sharks.
- When you call out a movement pattern (see task 1), the children must move through the “water” between the islands (mats) using that locomotion skill.
- When you call “shark attack!” children must jump onto an island to be safe.
- **Children are only allowed to “share” their island with two others.**
- Can they travel from island to island without touching the water?

EVALUATION (5/10 MINS)

- Discuss with another person the best way to avoid the shark attack and find space.

<https://activeforlife.com/resource/individual-lesson-plans>

<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

EQUIPMENT

- Flat mats
- Hoops
- Cones
- Benches

KEYWORDS/PHRASES

- Head up
- Bend knees
- Ready position
- Look for space
- Avoid
- Change direction

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Use several movement patterns

Use simple movement patterns

Travel from one piece of apparatus to the next

Move slowly when avoiding others

Travel sideways

INCLUSION: Work with teaching assistant monitoring them. Choose slow and easy movement patterns.

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 4 (BALANCE)

LESSON OBJECTIVE: To complete different balances and actions. To learn different balancing techniques.

WARM UP (10/15 MINS) River bank:

- Create a straight line on the floor using cones, skipping ropes or/and existing floor markings.
- One side of the line is the “river”, and the other side is the river “bank”.
- All the children start on the “bank” side of the line with the leader.
- When the leader says “river”, everyone jumps two-footed to the other side.
- When the leader says “bank”, everyone jumps two-footed back again.
- Continue like this for a short while, then mix up the instructions by saying “bank” when the children are already on the bank, and river when the children are already on the river.

TASK ONE (15/20 MINS) Simon says (balance):

- Ask the children to follow your instructions and imitate you. Explain that you will say “Simon says...” or your name followed by “...says...” Explain that if you do not say your name or “Simon says...” before a command, the children should remain still. If a child moves when you have not said your name or “Simon says...” the child must quickly sit down and stand up. (They do this instead of being eliminated.)
- Demonstrate and hold each pose so the children can watch and imitate you:
 - »» Reach up high, Make a wide star (legs wide, arms wide), Make a narrow star (legs together, arms wide), Touch the ground, Stand on one foot, then grab and lift your other foot, Squat down like a frog, Sit up on your knees like a puppy, hands in front, Sit down with knees up, then drop your knees wide, feet together (butterfly), Sit in butterfly position, and then try to touch your nose to your toes, Lay down in Superman pose (lay on your belly, reach arms forwards, reach legs, backwards, and then lift head, arms, and legs off the ground just a little bit).
- Add other poses you know, or invent new ones.

TASK TWO (15/20 MINS) Balance tag:

- Ask the children to spread out around the activity space. Explain that the group is playing tag and choose one pupil to wear a bib and be “it”.
- Explain that children can make themselves “safe” by freezing in a balance pose whenever the “it” person gets close to tagging them.
- Name the balance pose and demonstrate it before you play each round, change the balance poses for each round.
- If children are tagged before freezing, they must hop on one foot 5 times to re-join the game.
- Change/add more taggers to make the game more difficult.

EVALUATION (5/10 MINS)

- Discuss how you maintained your hopping and balances using the rest of your body.

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<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

EQUIPMENT

- Skipping ropes or cones
- Bibs

KEYWORDS/PHRASES

- Head up
- Eyes focused on something in the room
- Land on balls of feet
- Arms stretched to support balance
- Bend knees

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Choose more complex actions

Choose simple balances

Travel without stopping for longer

Travel for less time

Balance in a still position for longer

Balance for less time

INCLUSION: Work with teaching assistant monitoring them. Use the wall or someone else to support balance.

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 5 (BALANCE)

LESSON OBJECTIVE: To create different balancing shapes. To balance for longer periods with control.

WARM UP (10/15 MINS) Copy Cats:

- Copy-cats: follow partner on the same pathway replicating actions made by partner - touch floor, clap hands, jump up, skip, make a star, sit down, balance on bottom, make a bridge.
- Change over and repeat.
- On the call of 'change' switch positions and carry on moving/copy your leader.

TASK ONE (15/20 MINS) Simon Says:

- Explain that you will say "Simon says..." or your name followed by "...says..." and that if you do not say your name or "Simon says..." before a command, the children should continue as they were. Suggestions for commands:
- Reach up high, make a wide star (legs wide, arms wide), make a narrow star (legs together, arms wide), touch the ground, stand on one foot, then grab and lift your other foot, squat down like a frog, sit up on your knees like a puppy, hands in front, sit down with knees up, then drop your knees wide, feet together (butterfly) sit in butterfly position, and then try to touch your nose to your toes, lay down in Superman pose (lay on your belly, reach arms forwards, reach legs backwards, and then lift head, arms, and legs off the ground just a little bit).

TASK TWO (15/20 MINS) One-foot potato:

- Ask the children to spread out around the area. Choose 1 or 2 children to be "it". Each tagger carries a beanbag.
- Explain to the children that they will be playing "one-foot hot potato". Everyone must hop on one foot while the children who are "it" have a bean bag (hot potato) and must try to tag others while also hopping.
- When a child is tagged, they are given the bean bag from the person who was "it" and they become "it".
- Change and add more taggers to make the game harder, get them to hop on the other foot or skip if they struggle to hop for long periods

EVALUATION (5/10 MINS)

- Split the pupils into pairs and get them to take turns to watch their partner balance before given feedback and what their partner did well and what aspects they can improve.

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EQUIPMENT

- Beanbags

KEYWORDS/PHRASES

- Head up
- Copy
- Listen
- Use arms to balance
- Evade
- Control

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Balance for longer periods

Choose easier balances

Choose more complex balancing shapes

Choose simple shapes

Hop on weaker foot

Skip instead of hop

INCLUSION: Use the wall or someone else to support balance.

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 6 (BALANCE)

LESSON OBJECTIVE: To balance on and across different obstacles. To throw a beanbag into a target while balancing.

WARM UP (10/15 MINS) High 5's:

- Pupils skip and side step around the space following the below instructions when they are called out;
- High 5=high 5 someone else's hand
- Low 5=Crouch down and low 5 someone's hand
- Floor 5=Crouch down and touch the floor.
- Wall 5=Touch the wall
- Shoulder 5=Touch someone else's shoulder

TASK ONE (15/20 MINS) Walk the tightrope:

- Each skipping ropes, cones, flat mats and existing floor markings to create several "tightrope" pathways
- (Straight or otherwise).
- Ask the children to travel around along one pathway to the next in the following ways;
- Walk heel-to-toe (raise arms for balance) walk sideways without crossing over your legs (side shuffle) walk sideways by crossing over your legs (carioca) hop on one foot (use one-foot one-way, other foot other way) jump on two feet, baby crawl on hands and knees and bear crawl on hands and feet.

TASK TWO (15/20 MINS) Feed the shark:

- Place pupils into groups of four, give each group five beanbags. Set up eight stations using a bench or skipping ropes as a low beam or bench for children to walk across the "water" (turn some benches upside down).
- Place a bucket or hoop on the floor at one end of bench. This is the "shark".
- The pupils take turns in their groups to walk along their bridge and attempt to feed the shark by throwing a beanbag into the hoop/bucket that is 2/3 feet away from the end.
- After throwing their food to the shark, each child returns to the start of bridge and the next child goes.
- Explain that the goal is to get as many pieces of food into the shark's mouth as possible before time runs out. Depending on the number of children in your group, give the children 2-3 minutes per round before they try a different bridge.

EVALUATION (5/10 MINS)

- How did you maintain your balance along the bridge?

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EQUIPMENT

- Skipping ropes
- Hoops/Buckets
- Benches
- Flat mats
- Cones
- Bean Bags

KEYWORDS/PHRASES

- Head up
- Use arms to support
- Move on tip toes
- Control
- Aim
- Follow through

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Choose more difficult travelling methods

Choose simple travelling methods

Travel on the underside of the bench

Travel on the upper side of the bench

Throw from further away

Throw from closer distances

INCLUSION: Use the wall or someone else to support balance.

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 7 (CO-ORDINATION)

LESSON OBJECTIVE: To roll a ball to a partner. To roll the ball consistently between a target from different distances.

WARM UP (10/15 MINS) Hot dog tag:

- Choose 3-4 children to be “it”. When the music begins I want you to run around the activity space trying not to get “tagged”.
- Children who are tagged become “hot dogs” by lying down with arms at their sides. Tagged children can be free again if two other children make a “bun” by lying down on either side of them. All three children can then get up and continue playing.
- Leader can suggest different locomotor ways to move around activity space (run, hop, gallop, and skip). Switch who is “it” after 1 or 2 minutes.
- To keep the game moving, “hot dogs” can roll to other “hot dogs” to get free.

TASK ONE (15/20 MINS) Roll the magic ball:

- Scatter several cones around the area and give each child a large ball. Each child sits in front of a cone.
- Sit down with a ball and show the children how to explore rolling the ball on the ground around their own bodies—left to right, right to left, front and back.
- Ask the children to explore rolling their own ball around themselves.
- The pupils now roll the ball along the floor while walking, avoiding others and going around the cones that are spread around the floor.
- How many cones can they get around in one minute? Repeat and try and beat your previous score.

TASK TWO (15/20 MINS) Roll to a partner:

- Place children in pairs and have them sit on the floor about four steps apart. Each group has a large ball.
- Show the children how they can roll their ball along the floor to their partner who must stop the ball using both hands.
- Ask the child to spread their legs apart while seated and roll one ball back and forth with their partner aiming for the gap between their partner’s legs.
- Can you throw the ball so that it bounces along the floor to your partner instead of rolling it?
- Can you roll or bounce the ball along the floor while standing up?

EVALUATION (5/10 MINS)

- How did you manage to roll the ball towards your targets?

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<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

EQUIPMENT

- Softballs
- Footballs
- Cones (to mark area if outside)

KEYWORDS/PHRASES

- Head up
- Use arms to push ball
- Move on tip toes
- Hands ready
- Aim
- Follow through
- Roll

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Sit further away when rolling to a partner or target

Sit closer when rolling to a partner or target

Bounce the ball across to your partner

Aim for a larger target

Roll the ball with weaker hand

Roll ball with both hands

INCLUSION: Sit one step away from target. Use large, inflated balls.

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 8 (CO-ORDINATION)

LESSON OBJECTIVE: To control a balloon. To catch a bouncing ball. To throw underarm into a target from different distances.

WARM UP (10/15 MINS) Balloon keep ball:

- Each child has an inflated balloon, demonstrate how to keep it up by striking it lightly with your fingertips, the palms of your hands, and the backs of your hands.
- Ask the children spread out so that each child has some space.
- Give each child an inflated balloon, and then ask them to keep their balloons up.
- After they have played for 1-2 minutes using their hands, ask the children to explore different ways of keeping their balloons up—with elbows, with head, with shoulders.

TASK ONE (15/20 MINS) Drop, bounce and catch:

- Each child now holds a ball in front of them and drops the ball on the floor and then attempts to catch it while standing still.
- Can they drop and catch their ball while on the move?
- Can they drop, clap their hands and then catch their ball before it bounces more than once?
- Can you clap your hands more than once before catching the ball?
- Can you catch it with only one hand?

TASK TWO (15/20 MINS) Through the tunnel:

- Ask one of the children to help you demonstrate how to roll a ball.
- Stand about 3 metres away from the child and ask the child to stand with legs apart. Using an appropriate size ball (ideally low-bounce), demonstrate how to roll the ball underarm towards your partner:
 - »» Look at your partner.
 - »» Bring your arm with the ball back slowly “like an elephant trunk”.
 - »» Step forward (opposite foot to throwing arm) as you roll your ball.
 - »» Let go of your ball close to the ground.
 - »» Try to roll your ball between the legs of your partner!
- Now divide the children into pairs and give each pair a ball. Each pair stand four steps away opposite their partner and take turns to roll the ball through their partner’s legs (leg should be shoulder width apart).
- Increase the distance or make the gap between your legs small to make the task more difficult.

EVALUATION (5/10 MINS)

- How did you improve your accuracy when throwing the beanbag?

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EQUIPMENT

- Balloons
- Soft balls
- Tennis balls
- Large balls

KEYWORDS/PHRASES

- Hands ready
- Control
- Eyes on item
- Aim
- Bend knees
- Follow through
- Point hand towards target

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Throw from further away

Throw from closer distance

Catch with one hand

Catch larger ball

Catch with weaker hand

Catch with two hands

INCLUSION: Use Larger balls. Roll from a step away.

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 9 (CO-ORDINATION)

LESSON OBJECTIVE: To throw and catch a balloon. To catch a variety of objects. To hit a target.

WARM UP (10/15 MINS) Balloon catch:

- Show the children different ways to throw and strike an inflated balloon and then catch it: Toss your balloon upwards in front of your face or chest, and then catch it in your hands as it comes down (hands shaped like a bowl).
- Strike your balloon lightly upwards with your fingertips, putting it above your head, and then catch it in your hands as it comes down.
- Ask the children spread out so they have space (safety).
- Give each child an inflated balloon, and then ask them to play catch with their own balloon (throwing it, striking it, etc.)

TASK ONE (15/20 MINS) Hoop to hoop:

- Place hula hoops on the floor around activity space (one hula hoop per child).
- Place a foam ball, bean bag, tennis ball, balloon, badminton bird (shuttlecock, large doughnut (quoit), etc. in each hoop.
- Ask each child to find a hoop, pick up **ONE** object, and practice throwing and catching it by themselves.
- After one minute, ask the children to put their object back in the hoop and ask them to move to a new hoop, pick up the new object, and practice throwing and catching by themselves again.
- Continue until each child has had the opportunity to practice catching at least 5-6 different objects.
- Repeat and ask the pupils if they can catch with only one hand.
- Can they catch it with their weaker hand?

TASK TWO (15/20 MINS) Beanbag bowls:

- Divide the group into pairs and give every child one bean bag. Ask all the children to stand next to their partner.
- Taking it in turns, one pupil throws the beanbag along the floor (not too far away) and their partner attempts to hit the other beanbag with their own.
- Pupils can keep score to see how many times they can hit their partner's beanbag.
- Can you make it harder by throwing the beanbag slight further away to make it harder to hit?

EVALUATION (5/10 MINS)

- How did you maintain your accuracy when trying to hit a target?

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EQUIPMENT

- Hula hoops
- Bean Bags
- Softballs
- Footballs
- Large balls
- Tennis balls
- Shuttlecocks
- Quoits
- Balloons

KEYWORDS/PHRASES

- Head up
- Hands ready
- Bend knees
- Eyes on item
- Fingers spread
- Follow through

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Catch with one hand

Catch with two hands

Catch with weaker hand

Catch larger, lighter objects

Move while throwing and catching

Stand still while throwing and catching

INCLUSION: Use a larger inflated ball.

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 10 (GAME-BASED)

LESSON OBJECTIVE: To control a ball with hands. To catch a moving ball. To throw the ball towards a target.

WARM UP (10/15 MINS) 5 a day:

- Each pupil has a ball each and performs the following five challenges;
- Sitting and passing the ball around their waist.
- Sitting with their legs up and passing the ball around them.
- Standing and balancing on one leg, pass the ball around their head.
- Standing with legs apart, pass the ball around your legs in a figure-of-eight path.
- Standing in the ready position, drop the ball and clap your hands before you catch it.

TASK ONE (15/20 MINS) Catch the egg:

- Each pupil has a tennis or soft ball. They start by stand still in the 'ready' position and dropping their ball and trying to catch it after it bounces.
- Can you walk slowly while dropping and catching the ball at the same time?
- Can you drop, clap your hands and then catch their ball before it bounces more than once?
- Can you catch the ball with only one hand?
- Can you catch it with your weaker hand?

TASK TWO (15/20 MINS) Feed the dog:

- Working in pairs, each group have two rackets and a ball.
- Pupils stand four steps away from their partner and take turns to throw the ball onto their partner's racket. The other partner must stop the ball using their racket before their partner attempts to do the same.
- Pupils score every time the ball lands straight onto their partner's racket. Players must remember their individual score before trying to beat it the next round.
- Can you stand further away?
- Can you throw with your weaker hand?

EVALUATION (5/10 MINS)

- How did you maintain control of the ball? Did you move fast or slow and why?

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EQUIPMENT

- Soft balls
- Tennis balls
- Large balls
- Tennis rackets

KEYWORDS/PHRASES

- Eyes on ball
- Hands ready
- Bend knees
- Control
- Aim
- Follow through

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Move while throwing and catching

Catch with two hands

Catch with one hand

Stand still while throwing and catching

Aim from further away

Aim from closer distance

INCLUSION: Use larger balls, aim for targets that are one step away.

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 11 (GAME-BASED)

LESSON OBJECTIVE: To balance a ball using a racket. To pass the ball onto a target.

WARM UP (10/15 MINS) 5 a day:

- Each pupil has a ball each and performs the following five challenges;
- Sitting and passing the ball around their waist.
- Sitting with their legs up and passing the ball around them.
- Standing and balancing on one leg, pass the ball around their head.
- Standing with legs apart, pass the ball around your legs in a figure-of-eight path.
- Standing in the ready position, drop the ball and clap your hands before you catch it.

TASK ONE (15/20 MINS) Balance the egg:

- Each pupil has a tennis racket and a small or large ball. Set up several gates
- Can you balance the ball on your racket while walking slowly?
- Can you walk between gates while balancing the ball on your racket?
- Can you place your ball on the ground using only your racket before collecting another one? Hands can be used when necessary.
- Count how many gates you can walk through while balancing the ball in one minute. Repeat and try and beat our previous score.

TASK TWO (15/20 MINS) Feed the dog:

- Working in pairs, each group have two rackets and a ball or beanbag.
- Pupils stand four steps away from their partner and take turns to throw the ball or beanbag onto their partner's racket. The other partner must catch it/stop the ball from rolling away before they attempt to do the same.
- Pupils score every time the item lands straight onto their partner's racket with bouncing.
- Can you stand further away?
- Can you throw with your weaker hand?

EVALUATION (5/10 MINS)

- How did you catch the item onto your racket? How did you work best as a team?

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EQUIPMENT

- Large balls
- Tennis balls
- Tennis rackets
- Beanbags
- Cones

KEYWORDS/PHRASES

- Head up
- Focus
- Aim
- Contact
- Follow through

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Move quicker while balancing the egg

Move slower or stand still while balancing the egg

Pass through a smaller target

Pass through a bigger target

Pass over longer distances

Pass from closer distances

INCLUSION: Pass a large ball along and against a bench or wall.

LESSON PLAN: MULTI SKILLS: RECEPTION: WEEK 12 (GAME-BASED)

LESSON OBJECTIVE: To control the ball between obstacles. To roll the ball with accuracy to a partner.

WARM UP (10/15 MINS) Freeze tag:

- Tell the children that they are only permitted to move when the music is playing (you stop and start the music as needed).
- Whenever you tag a child, the child must freeze in a balance pose.
- Every minute, stop the music and show the children a new balance for that new round of play (e.g. wide star stance with legs and arms spread wide, tall tree stance with legs together and arms above head with hands clasped, etc.).
- Frozen children can re-join the game if another child taps them on the shoulder. Remind children to keep their heads up when running.

TASK ONE (15/20 MINS) Walk the dog:

- One racket and tennis ball each, walk the dog by hitting your ball softly along the floor while walking, keeping it close to your racket.
- Repeat again but with cones scattered around the area that they need to weave in and out of.
- Challenge – How many gates can you go through in a set time? Repeat and try and beat your previous score.
- Can you do it with your weaker hand?

TASK TWO (15/20 MINS) Rolling rally:

- Working in pairs, each group have two rackets and a ball.
- Pupils stand four steps away from their partner and take turns to hit the ball across the floor to their partner who has to stop the ball with their hands or racket before hitting it back.
- Can you only use your racket to stop the ball?
- Can you hit the ball to your partner without stopping it first?
- Can you hit the ball between two cones (gate) to your partner?
- Make the gap smaller between the cones to make it harder.

EVALUATION (5/10 MINS)

- How did you improve your accuracy while rolling the ball? How did you make it more challenging and why?

<https://activeforlife.com/resource/individual-lesson-plans>

<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

EQUIPMENT

- Music
- Tennis balls
- Tennis rackets
- Cones
- Large balls (if required)

KEYWORDS/PHRASES

- Head up
- Agility
- Soft touches
- Control
- Aim
- Push
- Follow through
- Stop

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Hit ball from further away

Hit ball from closer distances

Use weaker hand

Use larger ball

Jog while moving with the ball and racket

Walk slowly through the obstacles

INCLUSION: Use large, light balls.