

# LESSON PLAN: PERSONALISED CHALLENGES: KEY STAGE 2: WEEK 1

**LESSON OBJECTIVES:** To manipulate a hoola hoop in different ways. To improve your co-ordination and your catching skills during each task. To take risks when appropriate.

## WARM UP (10/15 MINS) Can you spin it?

- Each pupil has their own hoola hoop. They start by releasing the hoop spinning it forwards, so it spins back to them.
- They spin the hoop so it spins in a circle whilst they run around it.
- Play for points, each time they spin the hoop and run a full lap around it they gain a point. More points given if they run around it twice (3 points?).
- Repeat to see if they can beat their previous score.
- Pupils play against someone else, facing them from two metres away. Each player takes turns to score as many points as they can.

## TASK ONE (15/20 MINS) Ball to hoop:

- Pupils now have a tennis ball and hoop each. They attempt to throw their ball into the hoop from two metres away and then catch it before it bounces twice.
- Can they now hold the ball and hoop in either hand, repeatedly throw ball through the hoop and then catch it with other hand whilst other hand catching the hoop.
- Can they throw it through the hoop and let the ball bounce before catching ball & hoop switching hands? Throw it further away to increase difficulty.
- Can they throw the ball over the hoop and then catch it and the hoop switching hands?
- Can they bounce the ball through the hoop repeatedly with both hands without catching it, switching hands the catch the hoop?

## TASK TWO (15/20 MINS) Wall to hoop:

- Pupils place their hoop on the floor one metre away from a wall or fence. Can they throw the ball against the wall/fence so that it bounces in the hoop before they catch it?
- Pupils play for points, 1 point if ball lands in the hoop, 2 points if it lands in the hoop and they catch it straight after, 3 points if it is a one-handed catch.
- Repeat to see if they can beat their previous score.

## EVALUATION (5/10 MINS)

Did they improve? how and when did you take risks?

## EQUIPMENT

- Hoola hoops
- Tennis balls
- Large balls (for less able)
- Wall or fence space

To view the lesson in full, click onto

[https://www.youtube.com/watch?v=ZBaMOVzQ3MY&list=PLo9xFK12ky2J0GMOWQhNqJ\\_D6\\_-hDPsMp&index=7](https://www.youtube.com/watch?v=ZBaMOVzQ3MY&list=PLo9xFK12ky2J0GMOWQhNqJ_D6_-hDPsMp&index=7)

## KEYWORDS/PHRASES

- Eyes on item/s
- Control
- Quickness
- Reactions
- Co-ordination
- Risk taking

## DIFFERENTIATION

### MORE ABLE

### LESS ABLE

Use smaller balls

Use large balls

Control & spin hoop with weak hand

Catch with both hands

**INCLUSION:** Use light balls or balls attached to string or a stick.



# LESSON PLAN: PERSONALISED CHALLENGES: KEY STAGE 2: WEEK 2

**LESSON OBJECTIVES:** To perform different balances and jumps with control. To copy partners actions. To create different ways of throwing and catching the ball. To compete against others.

## WARM UP (10/15 MINS) Shapes:

- Pupils stand in their own spaces next to a tennis ball that is on top of a cone and attempt to hold each of the following shapes for at least five seconds.
- Straight shape standing on tip toes.
- Star shape standing on one foot. Now try it on the other foot.
- Can you balance standing with one foot attached to the other knee?
- Seating tuck shape with at least one foot and both hands off the floor.
- Move the tennis ball between and around your legs while in a seated tuck shape.
- Front support position with one foot off the floor. Try a back-support position with only one foot touching the ground.

## TASK ONE UP (10/15 MINS) Bounce and copy;

- Pupils start by jumping over their cone sideways.
- Now they jump over their cone forwards and backwards.
- Can they jump and spin landing facing the opposite way?
- Can they hop over the cone?
- Can they create their own jumps over their cone?
- Pupils face a partner and play copycats. Each pupil takes turns to perform a jump over their cone that their partner must try and repeat/copy.
- Play for points, each time you successfully copy your partner you get 1 point, if you fail to copy your partner then they get the point.
- Switch partners and play the same game against someone else.

## TASK TWO (15/20 MINS) Escape:

- Pupils now create as many ways they can to throw and catch their tennis ball, choosing ways to make catch the ball harder.
- Can they touch a body part after throwing the ball before they catch it?
- Can they touch the floor before they catch the ball? Can they touch the floor more than once?
- Can they complete a spin before they catch the ball? Can they spin & then clap their hands before they catch the ball?
- Can they do any of the above with a one-handed catch only? Can they catch the ball with their weaker hand?
- Pupils once again find a partner and now take turns to try and copy their partners throw & catch technique. If they manage to copy their partner, they get a point, if they do not their partner receives the point instead.
- Switch partners and play the same game against someone else.

## EVALUATION (5/10 MINS)

What happened to your performance as you played the game more? Did you manage to

## EQUIPMENT

- Tennis balls
- Cones

To view the lesson in full, click onto

<https://www.youtube.com/watch?v=qd0yMNMYP8>

## KEYWORDS/PHRASES

- Balance
- Stillness
- Control
- Concentration
- Co-ordination
- Footwork
- Eye contact with ball
- Hands ready

## DIFFERENTIATION

### MORE ABLE

### LESS ABLE

Jump over higher cones

Use larger balls

Use one hand, weaker hand catches

Jump over lines instead of cones

Start with a 5-point reduction during task 2

Start with a 5-point head start during task 2

**INCLUSION:** Use light balls or balls attached to string or a stick.



# LESSON PLAN: PERSONALISED CHALLENGES: KEY STAGE 2: WEEK 3

**LESSON OBJECTIVES:** To jump in and over targets and obstacles with control. To improve on your jumping distance. To complete at least two different jumps together.

## WARM UP (10/15 MINS) Hoop bounce:

- Each pupil has their own hoop. They start by bouncing in and out of the hoop keeping both feet together.
- Can they now jump over the hoop from side to side? Can they do it jumping forwards and backwards?
- Can they jump over the hoop with only one foot?
- Can they complete a half tun jump while remaining inside the hoop?

## TASK ONE (15/20 MINS) Travel hoop:

- Each pupil now throws their hoop into a space and attempts to land inside it.
- Can they land in the hoop with only one foot?
- Each pupil now stands inside their hoop at one end of the playground.
- They throw the hoop forward and jump into it and continue to do this until they reach the other side. Pupils cannot move outside of the hoop.
- Pupils repeat the task to see if they can do it in less jumps.

## TASK TWO (15/20 MINS) Jump for distance:

- Pupils work in pairs, each pupil has their own cone plus a start cone for each pair that is on the floor.
- Start with them jumping 2 feet to 2 feet (one jumps whilst the other observes).
- Jumping for distance – jump as far forward as they can from the start cone. Partner (or they) mark the landing using their cone and placing it at the back of the foot that is closest to the start line. Their individual cone is only moved if they improve on their own jumping distance.
- Pupils now try and put two different jumps together (the hop and the step). Again, mark the distance.
- Can they now put three jumps together (the hop, step and jump)?

## EVALUATION (5/10 MINS)

- How did you manage to improve your jumping distance? How did you manage to keep your balance and control?

## EQUIPMENT

- Cones
- Hoops

To view the lesson in full, click onto

[https://www.youtube.com/watch?v=BWdfYZGMU8Y&list=PLo9xFK12ky2J0GMOWQhNqJ\\_D6\\_-hDPsMp](https://www.youtube.com/watch?v=BWdfYZGMU8Y&list=PLo9xFK12ky2J0GMOWQhNqJ_D6_-hDPsMp)

## KEYWORDS/PHRASES

- Head straight
- Swing arms from back to front
- Bend knees
- Jump forward
- Gain height
- Balance

## DIFFERENTIATION

### MORE ABLE

### LESS ABLE

Throw hoops further away

Throw hoop closer to you

Land on weaker foot

Land on both feet

Complete hop, step and jump

Complete two jumps

**INCLUSION:** Jump into close targets, work on balance first



# LESSON PLAN: PERSONALISED CHALLENGES: KEY STAGE 2: WEEK 4

**LESSON OBJECTIVES: To create and copy actions. To react to visual cues while changing direction. To copy and compete against others.**

## WARM UP (10/15 MINS) Take turns:

- Working in pairs, pupils take turns to copy their partners actions that they perform on the spot.
- Can you mirror your partner moving at the same time as they do?
- As above but the pupils take turns to mirror their partner who moves from side to side.
- Can you keep up with your partner as they change direction?

## TASK ONE (15/20 MINS) Colours:

- Each pair has at least 3-4 different coloured cones spread across the floor between them and their partner.
- Each pupil again takes turns to be the leader or follower and move side to side in a front support position.
- The leader moves sides touching the cones for their partner to copy and attempt to move in line with their partner and touch each cone roughly at the same time as their leader. Regularly swap roles.
- Using the cones from the previous task each pupil now also has an additional cone five steps behind them with a tennis ball on top of it.
- The leader and follower now move sideways on their feet touching random cones until the leader turns around to run around the cone behind them and get back and stand in the ready position before their follower does.
- Get them to change partners and play against someone else.

## TASK TWO (15/20 MINS) Copy me:

- Using a tennis each, pupils take turns to try and copy their partners throwing and catching action.
- Play for points, each time you successfully copy your partner you get 1 point, if you fail to copy your partner then they get the point.
- Get them to change partners and play against someone else.

## EVALUATION (5/10 MINS)

What helped you to keep up with your partners movements? What aspects & tasks did you find the most difficult to imitate?

## EQUIPMENT

- Tennis balls
- Cones

To view the lesson in full, click onto

[https://www.youtube.com/watch?v=Xdr9aGgyv18&list=PLo9xFK12ky2J0GMOWQhNqJ\\_D6\\_-hDPsMp&index=11](https://www.youtube.com/watch?v=Xdr9aGgyv18&list=PLo9xFK12ky2J0GMOWQhNqJ_D6_-hDPsMp&index=11)

## KEYWORDS/PHRASES

- Head Up
- Copy
- Control
- React
- Change direction
- Creative
- Hands ready
- Ready position

## DIFFERENTIATION

### MORE ABLE

### LESS ABLE

Compete against others of a similar level of ability

Compete against others of a similar level of ability

Use four cones during task one

Use only two/three cones during task one

Use two tennis balls during task two

Use large balls during task two

**INCLUSION:** Use slower, more simple movements to copy (work with TA)



# LESSON PLAN: PERSONALISED CHALLENGES: KEY STAGE 2: WEEK 5

**LESSON OBJECTIVES:** To be competent at controlling the ball using your feet. To keep the ball close to your feet from a short distance. To compete successfully against others.

## WARM UP (10/15 MINS) Through the gates:

- Place several cones around the space in shapes of three four cones leaving gaps in these clusters for people to travel through.
- Each pupil starts by jogging to then side stepping through each cluster trying not to touch the cones.
- Can they now sidestep to and through the cones?
- Can they sidestep forwards to the cones and sidestep backwards through the cones?

## TASK ONE (15/20 MINS) Me and my ball:

- Each pupil now has a ball. They start by pushing the ball from side to side between their feet using the inside of each foot.
- Can they now touch the top of the ball with both feet using just the bottom of each foot?
- Can they step around their ball using both feet without touching it?
- Can they drop the ball and then step around it with both feet?
- Can they throw the ball up and then control it before it touches the floor? Try it with your weak foot.

## TASK TWO (15/20 MINS) Flick ball/through the gates:

- Pupils now place the ball between their feet and attempt to jump and flick the ball upwards before trying to catch it.
- Play for points. Each time they catch the ball after only one bounce they get one point, they get two points if it does not bounce at all. Repeat the challenge to see if they can beat their previous score.
- Pupils now play against their partner taking turns to try and outscore each other. Award three points if they catch the ball one handed without it bouncing.
- Get the pupils to compete against someone else every few minutes.
- Pupils now dribble with the ball through the mazes with each pupil competing against a partner. Each pupil gets a point each time they dribble through a maze without touching a cone. Pupils should check their partners score at the end of each round to determine the winner.

**EVALUATION (5/10 MINS)** What is success? Did you improve your skills as the lesson went on?

## EQUIPMENT

- Footballs
- Cones

To view the lesson in full, click onto

[https://www.youtube.com/watch?v=7TFCfyBXjeE&list=PLo9xFK12ky2J0GMO\\_WQhNqJ\\_D6\\_-hDPsMp&index=1](https://www.youtube.com/watch?v=7TFCfyBXjeE&list=PLo9xFK12ky2J0GMO_WQhNqJ_D6_-hDPsMp&index=1)

## KEYWORDS/PHRASES

- Eyes on ball
- Agility
- Reactions
- Soft touches
- Close control
- Keep low

## DIFFERENTIATION

### MORE ABLE

Use smaller balls

Dribble with their weaker foot

Start with a point reduction during task 2

### LESS ABLE

Use larger balls

Dribble whilst walking instead of jogging

Start with a 5-point head start during task 2

**INCLUSION:** Use light balls or balls attached to string or a stick.



# LESSON PLAN: PERSONALISED CHALLENGES: KEY STAGE 2: WEEK 6

**LESSON OBJECTIVES:** To show good balance and control of their body. To keep the tennis ball under control in different ways. To hit the ball repeatedly against the floor and wall.

## WARM UP (10/15 MINS) Shapes:

- Pupils stand in their own spaces next to a tennis ball on top of a cone and attempt to hold each of the following shapes for at least five seconds.
- Stork/T shape (arms stretched either side, one foot on knee). Now attach the other foot to the other knee.
- Star shape standing on one foot. Now try it on the other foot.
- Seating tuck shape with both feet off the floor.
- Move the tennis between and around one leg while in a seated tuck shape. Then try the same thing around the other leg.
- Front support position with one hand off the floor. Try a back-support position with only one foot touching the ground.
- Find a partner. Play copycats taking turns to copy your partners balance/actions.

## TASK ONE (15/20 MINS) Hit your ball:

- Each pupil has a ball and a racket. They start by hitting the ball downwards onto the ground while walking around a cone.
- Pupils now stand still trying to hit the ball onto the ground repeatedly before catching it.
- The now attempt to hit the ball downwards a number up at a time before catching it. For instance, 1 hit & catch, 2 hits & catch, 3 hits & catch and so on...
- Pupils now hit the ball upwards repeatedly before catching it.
- Repeat the above numbers up game with the pupils hitting the ball upwards instead.
- Pupils move onto hitting the ball upwards while moving around their cone.

## TASK TWO (15/20 MINS) Off the wall:

- Each pupil has a tennis ball and stands facing a wall from at least one metre away. Can they catch the ball with one hand after it bounces off the floor?
- Can they now catch the ball after it hits the wall without it bouncing? Can they catch it with only one hand?
- Can they through and catch with alternate hands?
- Re-introduce the racket to see if the pupils can now hit the ball onto the wall repeatedly without it bouncing.
- Can they now hit the ball repeatedly with the racket after it bounces once off the floor?
- Play the numbers game, 1 hit & catch, 2 hits & catch, 3 hits & catch & so on...

## EVALUATION (5/10 MINS)

How did you manage to create a rhythm when you tried to control the number of times that you hit the ball?

## EQUIPMENT

- Tennis balls
- Tennis rackets
- Cones

To view the lesson in full, click onto [https://www.youtube.com/watch?v=YTnUso0z4PY&list=PLo9xFK12ky2J0GMOWQhNqJ\\_D6\\_-hDPsMp&index=5](https://www.youtube.com/watch?v=YTnUso0z4PY&list=PLo9xFK12ky2J0GMOWQhNqJ_D6_-hDPsMp&index=5)

## KEYWORDS/PHRASES

- Balance
- Control
- Feet together
- Eyes on ball
- Soft touches
- Contact with middle of racket
- Ready position
- Rhythm

## DIFFERENTIATION

### MORE ABLE

### LESS ABLE

Use both hands to control the racket

Use larger ball

Catch and hit the ball of the wall with weaker hand only

Stand closer to the wall/fence

Hit the ball off the wall/fence repeatedly at least 8 times

Set lower targets

Set a target of at least up to 10 in a row for the number's games

**INCLUSION:** Use light balls or balls attached to string or a stick.

