Amber Valley

ssp

School Sport Partnership

Year 3

Think & Feel learning Ideas

THINK	These learning outcomes are examples that can be used within lessons when observing 'feel' learning, one outcome could be observed throughout a term!					
	Rules/Scoring	Understanding Movement and Skill	Effects of Exercise on the body	Healthy Eating	Muscles and Bones	Understanding Tactics
Reception	Can understand rules within an activity	Can identify the ABC's relating to movement	Can identify an effect of exercise on the body	Can identify that food gives us energy	Can identify that the body has different parts	Can play to win
Year 1	Can identify rules and scoring within an activity	Can identify the ABC's relating to a sporting movement	Can identify some effects of exercise on the body	Can identify that the more energy we use the more we have to replace	Can identify that the body has muscles/bones	Can identify the difference between participating and competing
Year 2	Can assist with scoring an activity	Can describe the ABC's relating to movement	Can identify why our bodies sweat and how this effects our need for water	Can identify that it is important to eat a balanced diet	Can identify large muscles/bones and small muscles/bones	Can identify different ways to improve the chances of winning in an activity
Year 3	Can assist with enforcing rules for an activity	Can describe the ABC's relating to sporting movement	Can describe what happens to our heart rate when exercising	Can identify that different foods affect us in different ways	Can identify the name of a muscle/bone in the body (e.g. rather than legs = quadriceps)	Can identify with what a tactic is
Year 4	Can score an activity	Can actively show an understanding of the ABC's	Can identify the role of the heart when exercising	Can identify that the more energy we consume, the more energy we have to use	Can identify that muscles and bones are used to help us move	Can identify a tactic for an individual activity
Year 5	Can enforce rules for an activity	Can identify the correct technique for a sporting movement	Can describe what happens to our heart rate when exercising and how this effects our pulse	Can identify the dangers of over consumption of certain foods and drinks (energy drinks)	Can identify the effect of exercise on muscles	Can identify a tactic for a team
Year 6	Can lead the scoring and officiating for an activity at the same time	Can prescribe another child with the correct technique for a sporting movement	Can identify the effect exercise has on our pulse rate and how this can be used to predict a level of fitness	Can identify the importance of certain foods to aid activity	Can describe how muscles get stronger	Can prescribe a tactic for an individual activity
Year 7	Can lead the scoring and officiating for a sports match at the same time	Can improve another child's performance by prescribing correct technique for a sporting movement	Can describe how the body changes during exercise	Can identify a healthy meal for an athlete and why?	Can describe the dangers to muscles of exercise if the body is not prepared properly	Can prescribe a tactic for a team activity

FEEL	These learning outcomes are examples that can be used within lessons when observing 'feel' learning, one outcome could be observed throughout a term!					
	Winning and Losing	Respect	Feel Good!	Sportsmanship	Being Active	Leadership
Reception	Can identify whether they have won or lost an activity	Can listen to instructions during an activity	Can identify that being active is fun	Can take part in an activity without falling out with other children	Can identify that being active is good for you	Can confidently take part in a led activity
Year 1	Can identify that trying to win is important	Can identify how to handle equipment during an activity	Can identify that being active can help to feel happy	Can take turns without any problems during an activity	Can identify the importance of being active	Can confidently assist with scoring an activity
Year 2	Can identify that it is good to win, but trying your best is more important	Can identify how to respect other children during an activity	Can identify positive feelings when taking part in activity	Can join teams without any problems during an activity	Can describe one reason why it is important to be active	Can confidently assist with scoring various activities
Year 3	Can adopt a positive attitude to winning	Can show care of towards equipment being used in an activity	Can show behaviour that helps to make activity fun	Can encourage other children during an activity	Can identify the dangers of being inactive	Can confidently lead the scoring of an activity
Year 4	Can adopt a positive attitude to losing	Can share ideas and listen to other children's ideas during an activity	Can show enthusiasm and a 'have a go' attitude to make activity fun	Can encourage other children during a competitive situation when losing	Can describe one danger of being inactive	Can confidently lead the scoring of various activities
Year 5	Can identify positive role models for winning and losing either teams or individuals	Can show respect for an opposing team or individual in a competitive activity	Can celebrate the achievements of themselves and others within an activity	Can congratulate the opposing team when defeated in an activity	Can describe why it is important to be active	Can confidently assist the leading of a warm-up activity
Year 6	Can Identify examples within an activity of positive reactions to both winning and losing	Can show a respectful manner towards all people when taking part in an activity	Can identify ways of including others in an activity	Can take the lead for a team in a competitive situation	Can describe dangers of being inactive	Can confidently lead a warm-up activity
Year 7	Can describe and acquire a positive attitude to both winning and losing in a sporting activity	Can show a respectful manner towards all people when taking part in a competitive activity	Can identify how sporting activity can be used to bring down social barriers	Can regularly show sportsmanship characteristics during competitive activity	Can prescribe activity to help an individual become more active	Can confidently assist the coaching of a small group activity

Athletics

Athletics DO	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Introduction	Running	Jumping	Throwing	Team Races	Match Up!
Reception	Identify children's current understanding of the topic	Demonstrate the difference between running and walking	Demonstrate the difference between jumping, hopping and skipping	Throw different sized objects for distance	Start and finish in a team race	Take part in an athletics event
Year 1	Identify children's current understanding of the topic	Demonstrate the difference between running, jogging and walking	Jump for distance and height	Throw different sized objects for distance and height	Take turns quickly in a team race	Take part effectively in an athletics event
Year 2	Identify children's current understanding of the topic	Run demonstrating acceleration and deceleration	Jump using arms and legs to give body swing	Throw an object with accuracy	Take turns swapping object in a team race	Compete (trying to win) in an athletics event
Year 3	Identify children's current understanding of the topic	Demonstrate effective running for a short race and long race, showing a difference between them	Jog into an effective jump	Throw an object for distance with accuracy	Take turns quickly swapping an object in a team race	Compete (trying to win) in various athletics events
Year 4	Identify children's current understanding of the topic	Run with a full stride to achieve maximum speed	Jog before hurdling over an object effectively	Throw an object for distance and height with accuracy	Take turns in a relay race by receiving an object from behind	Compete (trying to win) as part of a team
Year 5	Identify children's current understanding of the topic	Run a race showing an understanding of pacing the run	Run before hurdling over an object effectively	Throw an object using the whole body	Take turns in a relay race by receiving an object from behind whilst moving forwards	Compete and succeed in an athletics event (degree of success, noted by positioning in events against those of similar physical development)
Year 6	Identify children's current understanding of the topic	Start and finish a race with technique	Link hopping, skipping and jumping	Throw an object demonstrating a follow through technique	Take turns in a relay race by receiving an object from behind whilst running forwards	Compete and succeed in various athletics events (degree of success, noted by positioning in events against those of similar physical development)
Year 7	Identify children's current understanding of the topic	Compete and finish well in a race against children of the same age	Compete and finish well in a jump event against children of the same age	Compete and finish well in a throwing event against children of the same age	Compete and finish well in a relay race against children of the same age	Compete and succeed in various athletics event both as a team and individual (degree of success, noted by positioning in events against those of similar physical development)

DO	ATHLETICS	THINK	IF USING A HALF TERM LEARNING AREA DELETE BOLD AND INPUT HERE	FEEL	IF USING A HALF TERM LEARNING AREA DELETE BOLD AND INPUT HERE
Input + and – only. Example Jonny is emerging (J.S -)		Assessing for understanding if shown understanding input initials		Assessing for understanding if showing understanding input initials	
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Running		**Week 2:**		**Week 2:**	
Week 3: Jumping		**Week 3:**		**Week 3:**	
Week 4: Throwing		**Week 4:**		**Week 4:**	
Week 5: Team Races		**Week 5:**		**Week 5:**	
Week 6: Competition		**Week 6:**		**Week 6:**	

Week 1	Year three	Athletics	Introduction
Do	**= Expected:** Identify children's current understanding of the topic	**+ Exceeding:** Identify children's current understanding of the topic	**- Emerging:** Identify children's current understanding of the topic
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 30 line markers, 8 medium sized light medicine balls, 8 relay batons

WARM-UP
(Getting ready for the activity)

Running track:

Set up a circular track around the edge of the room, ask children to start to jog around the track in the same direction. Play some fun energetic music to motivate the children. Ask the children to continue to move in the same direction, but this time with numbers being called out to signal the children to perform (Pro) different actions whilst moving around the track.

No. 1 - Touch the ground both hands
No. 2 - Jump as high as you can
No. 3 - Change and run in the opposite direction
No. 4 - Sprint until the next number is called
No. 5 - Perform 5 star jumps on the spot

Ensure that half way through you ask the children to walk around the track performing dynamic stretches (stretches whilst moving) including leg kicks, lunges and making circles their arms.

TP: Keep at a pace that you can control when running around the track

TP: Ensure dynamic stretches are not rushed but controlled

Diff: If they are on a green and have to do 2 laps allow the game to continue so that they are not the focus and ask them if they want to do two or one lap or maybe even 3

MAIN
(Working towards competition)

Distance maker:

Ask the children to stand to the side of the area in lines of no more than 4 but ideally 2 children in each line. In front of each line of children, a line mat will be placed, this mat will act as a jumping line, from this line children will jump in the same direction out into the hall. Whilst the jumping child is performing the others in the group can move to a position that helps them to see where the child is landing. When the child lands their distance can be recorded with a spot mat, the colour of the spot mat can identify with that child so that it can be kept on the ground showing their furthest distance. The jumping children take it in turns until they have had 3 goes each then they swap with the other 2 children.

The children are then asked to use the line mat as a throwing line in which they have a (Pro) light medium sized ball to throw. The throwing children take it in turns until they have had 3 goes each to throw the object, whilst the others stand side on to the line of the throw to record the score using that child's coloured spot mat and collect the ball, then they swap roles.

Although all throws are thrown in the same direction it is important that recording children are kept clear of the path of the thrown object.

TP: When Throwing push forwards into the throw

TP: When jumping use your arms to swing forwards

Diff: Ask the exceeding children to spread the markers out further and the emerging to keep them close

COMPETITION
(Working against self or others)

Relay race:

The same groups of 4 children stay together and line up behind one another in the middle of the hall with a starter marker in front of them and a baton in the hand of the front runner. Another marker is placed 10ft in front of them. On command from the teacher the front person in each line must run out to the other marker, turn and run back past their group to the marker behind the group then pass their baton to the next runner who receives it from behind. Once finished the last runner must pass a marked finish line

TTP: How can you ensure that your runners have a better lane to run in? Stand out of the way TP: When passing the baton ensure you aim to put it into the hand of the other runner then get out of the way quickly for them to run

Diff: Exceeding groups can have the marker extended making their run longer and emerging shorter

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 2	Year three	Athletics	Running
Do	**= Expected:** Can demonstrate effective running for a short race and long race, showing a difference between them	**+ Exceeding:** Can run with a full stride to achieve maximum speed	**- Emerging:** Can run demonstrating acceleration and deceleration
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Motivating warm-up music, spot markers, 8 hoops, 30-40 PE objects,

WARM - UP
(Getting ready for the activity)

Track Run

(Pro) Mark our a large circle in the middle of the hall. The circle should leave a gap of 4ft between the edge of the hall and its parameter.

Children begin by jogging around the outside of the circle in the same direction Allow them to jog for a sustained period of time. Having music playing throughout the warm-up will help stimulate the children.

On command from the class leader children perform actions to numbers.

No.1 – touch the floor with your left hand
No.2 – touch the floor with your right hand
No.3 – change direction
No.4 – jump to the sky
No.5 – run your fastest

Every so often during the warm up ask the children to continue moving forwards but this time whilst performing dynamic stretches such as open gates, leg kicks, shoulder rolls.

TTP: When we are running for long periods of times if is important that we don't use up all of our energy early, but pace ourselves

Diff: Emerging children can use the centre of the circle to rest if needed

MAIN
(Working towards competition)

Treasure Island

(Pro) Put children into matched ability teams of 2-3. Each team has a hoop and is positioned in a space around the outside of the area facing the middle. Put 30 – 40 PE objects in two hoops in the middle (bean bags/cones/spots etc.). On 'GO' the first child from each team runs to the middle, takes one piece of treasure and returns it to their treasure chest, their hoop should be placed behind the group as to encourage the front person to look behind before setting off when the object is placed in the hoop.

Keep going until all of the treasure has gone then see who has the most. Ask the children to count their own treasure, you may wish to give different items a different score to encourage numeracy skills.

TP: Use your legs and arms in co-ordination to drive the body forwards

TP: Short quick steps to slow down (decelerate), big stride to accelerate

Diff: Exceeding children to start further back, emerging children start closer and can take 2 pieces of treasure

COMPETITION
(Working against self or others)

Colour track races

(Pro) Set out a large circular track with different coloured spots. The spots are placed in colour order allowing five different colours with 4ft between them. If the room allows, have two tracks, if not have one track with two groups. Children stand on a coloured spot around the circle and are ready to run. The teacher calls out a colour and all the children on that colour spot race against each other and run around the track then back to their starting spot, the first child back is the winner, this can be noted by the rest of the group putting their hands in the air.

TP: Arms should be moving to show hands going in a Hip to Lip motion

TP: Run with high knees for a longer stride as fast as possible!

TTP: How do I run differently for the long distance race compared to the short distance. Refer to pacing the run

Diff: Exceeding children to focus on they difference in their strides when starting (accelerating) and stopping (decelerating) in the races.

Put similar ability children on the same coloured spots.

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year three	Athletics	Jumping
Do	**= Expected:** Step into an effective jump	**+ Exceeding:** Step before hurdling over an object effectively	**- Emerging:** Jump using arms and legs to give body swing
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 30 spot mats, lines mats or skipping ropes to mark out x2 30ft long lines

WARM - UP
(Getting ready for the activity)

Dodge a frog

Spread out 25-30 spot mats in an area. Children begin by walking and then jogging around these, tell the children they must avoid the lily pads. If possible play some frog or fly related music in the background. The teacher will call out 'swarm of flies' which indicates that all must move quickly in different directions avoiding the lily pads and one another.

From this select 5-6 of the children to wear a bib and stand on one of the lily pads (tactics: spread out). These children become frogs and aim to tag the flies whilst not moving off of their lily pad (must be one foot on at all times). The rule for the other children is that they must always be moving and not touch any of the other flies.

When a child is tagged they must collect a bib then find a lily pad and join the frogs.

(Pro) Restart the game except this time allow the frogs to move between the lily pads by either hopping skipping or jumping , ensuring that they return to a lily pad before they can tag another child.

TP: When tagging it is important to propel your body in different directions but still keep your balance

TP: Try to propel your body to the other lily pads when jumping

TTP: How does propelling your body in different directions relate to jumping?

Diff: For emerging children give them a bigger spot, ask exceeding children to stand on the lily in a squat position

MAIN
(Working towards competition)

Jack in a box

Using the same area and the already set out spot mats ask children to begin by jogging around the room in different directions, once children have acquired awareness ask (Pro) 5 - 6 children to act as taggers indicated by wearing bibs. The taggers will try to tag as many children as possible. Once tagged the children must stay still on one of the spots with their arm in the air ready to receive a high 5, this position is called 'Jack in a box', explain to the children what a jack in the box does. The children that have not been tagged will high five those who have been tagged, freeing them to re-join the game. When children have been freed with a high 5 they must perform an explosive high jump creating the image of a jack in a box. Every so often swap the taggers.

TP: Push against the floor with the balls of your feet when jumping

TP: Bended knees create a spring effect

Diff: Emerging children can

COMPETITION
(Working against self or others)

River Jump

Set out two lines using line mats or skipping ropes through the middle of the playing area. The lines should be around 30ft long. The space between the two lines will start narrow at one end getting wider the further up the lines go. At its narrowest point the space will be 1ft and at its widest 4ft. The children will stand in pairs one behind the other at the edge of one of the lines which will be the designated jumping line. Explain to the children that they are on the rivers edge and they must get to the other side. **It is important that you explain to the children that they should never jump over a real river!** On the teachers command, the front children in the pairs will try to get to the other side of the river (Pro) by moving forwards with a step into a jump (not running) from the edge, the other child must check whether they made it and did not jump after the line, the child then returns and the other child will takes their turn . This continues with the children moving up and down the river to find their widest point on the river.

TP: Swing your arms forward when jumping to help further propel your body

Diff: Emerging children stay to the narrow part of the river or to avoid disappointment allow them to use a stepping stone to cross the wide parts (stepping stone is a spot marker, Exceeding children are encouraged to try the widest parts of the river

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 4	Year three	Athletics	Throwing
Do	**= Expected:** Throw for distance with accuracy	**+ Exceeding:** Throw different objects for distance and accuracy	**- Emerging:** Throw with accuracy
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 6-8 different shaped throwing objects, spot markers, 20 line mats, 30 light bean bags or similar object, 25 hoops, 25 bean bags, 3 bibs

WARM - UP
(Getting ready for the activity)

Hot Potatoes

Mark an area and ask the children to start by jogging in and out of each other inside the room. Play some motivational music in the background.

Eventually give out 6 - 8 different shaped objects and ask the children to now move around the room throwing the objects to one another. Encourage the children to throw the objects high and long when passing. Once children are showing a good understanding ask them to now spend only 3 seconds holding the ball before throwing to another person because they are carrying a hot potato.

TP: It is important that when we are throwing for accuracy we put the right amount of speed on the ball – not too fast and not too slow

TTP: The size and shape of an object changes the way we throw it, How so?

Diff: Allow emerging children to bounce the ball to another child. Encourage exceeding children to throw the ball far without a bounce

MAIN
(Working towards competition)

Piggy in the middle

Ask the children to go into groups of 3. Start by asking the 3 children to go into an area and spread out in triangular shape and throw a medium sized ball to each other. Each group will need a (Pro) medium sized ball and 2 line mats, then find a space in the area. The lines must be placed at least 10ft apart, two of the children will stand behind each of the lines facing each other, one child with a ball. The other child will stand in the middle of the two lines acting as the piggy, it is important that the piggy is aware that they cannot go past the lines in front of the other children. The children behind the lines will start to throw the ball to each other keeping it away from the piggy in the middle who will be trying to stop the flight of the ball. Allow piggy to be in the middle for no more than 1 minute or until they stop a ball going past in which case they swap with the child that threw the ball.

TP: When throwing the object look to where you want it to go, use your other arm to point you in the right direction

TP: The harder you swing your arm the further it will go

Diff: Emerging children when throwing are encouraged to stay close, exceeding children can move their lines further back to create a longer distance 10ft, 12ft

COMPETITION
(Working against self or others)

Hoop challenge

Children will go into groups of no more than four and will stand one behind the other in a line behind a line mat at one end of the area. Each group must have 3 bean bags or other light objects.

(Pro) 5ft in front of the group a hoop will be placed on the floor, another will be placed at 7ft and another at 9ft in front. On command from the teacher to 'go' the groups will race against each other to try and get a bean bag in each of the hoops.

The children will take it in turns to throw their bean bag out from the line mat. If it is successful they can leave the bean bag, if unsuccessful they must retrieve it. The goes must be taken in turns ,if the next person in line does not have a bean bag, one must be passed to the front. Once the teams have all their bean bags inside the 3 hoops they must sit down to show they have finished.

TP: Release the object at the right time

TP: Try to bend your legs and get side on as you throw as this will give you more distance

Diff: Emerging children can have the hoop brought closer and exceeding have it placed further away

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 5	Year three	Athletics	Team races
Do	**= Expected:** Can take turns quickly using an object in a team race	**+ Exceeding:** Can take turns in a relay race by swapping an object from behind	**- Emerging:** Can take turns using an object in a team race
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, line mats, (bean bags, cones, bibs), 30 bean bags or similar objects, 40 cones

WARM - UP
(Getting ready for the activity)

Pass it on

(Pro) Using spot markers place around 15 gates around the area, a gate is two spot markers side by side with a 1ft gap between.

Ask the children to start to move around the area in and out of the gates start by jogging, then running. Play some motivational music in the background. Ask the children to go into pairs. Begin by asking the children to perform as many high 5's as possible by going to a gate performing a high 5 then moving onto another.

Once understood, give each pair a bean bag, this time they must try to complete as many bean bag change overs as possible by passing the bean bag to one another through a gate. Encourage the children to go to a different gate each time.

TP: When passing the bean bag look up to where your partner is

TP: When you are receiving a bean bag get your hand out to receive early and to let your partner know you are ready

TTP: When you are passing an object in a team race is it better be already moving or stood still?

Diff: Encourage exceeding children pass the bean bag whilst moving, give emerging children more time to make the swap

MAIN
(Working towards competition)

Face to face

Ask the children to go into groups of 6-8. Then ask the children to split the groups into two, with one half of the groups placed at one side of the area behind one another and the other stood facing at the other end of the area (10-15ft away) behind one another. The aim of the game is that the front child in one of the groups has a bean bag and must run to the other half of their group and give the bean bag to the front child and then join the back of their line. The front person who has received the bean bag will then run towards the opposite line and repeat the same action. This continues until everyone has become familiar with the activity. (Pro) if time allows have the groups set off at the same time as a race to see which group can swap the bean bag to each person first.

TP: Pass the bean bag to where you would like it, soft into the hand

TP: When you are receiving the bean bag be already moving forwards.

Diff: Allow exceeding team to race but ensure emerging children have the chance to try without competition

COMPETITION
(Working against self or others)

Race to replace

Ask children to go into groups of no more than 3. Each group will stand in line behind a line marker at one end of the area. In front of each group a cone will be placed at 3ft and 7 more in front of this one every 3ft. The first 3 cones will all be red have a bean bag placed on top of it, the next 4 will be blue and without a bean bag. On command from the teacher to 'go' the front person from each group will run out and pick up one of the bean bags from a red cone and return back to the next child in the line and pass it on to them. This child must then run to one of the blue cones and place the bean bag on top and return back to high five the next child in the line who will pick up from a red and return to the next child who will put it down on a blue. This will continue until all four bean bags are on the blue cones and the last runner has returned over the starter marker.

TP: Communicate with one another to help one another know what to do in the race

TTP: If I am fast at running a short race what is the best pick up for me to do , the closest or the furthest within a short team race like this one?

Diff: Encourage exceeding children to go for the bean bag furthest and to drop off at the furthest point, leaving the emerging children with the shorter distances

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 6	Year three	Athletics	Competition
Do	**= Expected:** Can compete (trying to win) in various athletics events	**+ Exceeding:** Can compete (trying to win) as part of a team	**- Emerging:** Can compete (trying to win) in an athletics event
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, line mats, 8 medium sized balls (size 4 football or 1kg med ball), 8 bean bags, 8 measuring devices or cones to mark distance

WARM - UP
(Getting ready for the activity)

Cars

Ask the children to start to move around the area in and out of one another, start by walking, then jogging, then running. Play some motivational music in the background relating to cars or the road.

Then ask the children to run to the speed of a car and perform actions relating to the functions of a car.

10MPH – move very slowly
30MPH – jogging
50MPH – 3 quarter sprint pace
70MPH – national speed limit

Introduce the functions between the speeds

Brakes – STOP immediately
Indicator – move to the side quickly
Around the roundabout – turn and go the opposite way
Cars broken down – safely lie on your back on the floor
(Pro) **Traffic Jam** – children must find the class teacher and quickly perform a straight line behind them and honk their horns and shout ' get out of the road'

Diff: Encourage exceeding children to show a defining change of speed, allow emerging children time to adapt

COMPETITION
(Working against self or others)

Running: Mark out a large circular track with a distance of 3ft clear from the outer edge if inside a room. Set markers around the track 5ft apart. Ask children to stand in lines no more than 4 behind the markers, standing on the inside of the track. On the command from the teacher to 'go' the front person holding a bean bag in each group, will run around the track, overtaking when it is safe to do so. (Pro) When they return to their group the child next to run will step out onto the track and receive the bean bag. This will continue until the last runner has returned to their group and all the runners are sat down with their hands in the air. Teams with a odd number will need to have the front runner run again for the last leg. The teams finishing first will win the points

Diff: Give exceeding a rule that they must receive the bean bag from behind whereas emerging can receive it front ways

Jumping Staying in the same group of four, children will find a space taking a line mat, and a measuring device or cones to be set out to mark measured distances. Two of the children will stand behind the line mat and perform 1 jump each. The other two children will stand to the side and record where each of the jumpers have landed and give them a measurement from this. Once the jumpers have had their go they will swap over. (Pro) The jumps measurements should be recorded as whole numbers and will be added together, giving the team an overall score, the team can try and beat their overall score depending on time. The team with the best score gets the most points.

Diff: Allow emerging children have two attempts rather than 1 at a time and choose their best

Throwing Staying in the same group of four, children will find a space taking a line mat, measuring device or cones to be set out to mark measured distances and (Pro) a medium sized ball (size 4 football or 1kg med ball). Two of the children will stand behind the line mat and perform 1 throw each. The other two children will stand to the side and record where each of the throws have landed and give them a measurement from this. Once throwers have had their go they will swap over.

The throws measurements should be recorded as whole numbers and will be added together, giving the team an overall score, the team can try and beat their overall score depending on time. The team with the best score gets the most points

Diff: Allow emerging children to use a light medium sized ball

Final Score: The teams can then add up their points to find out who the overall team winners are

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Health Related Fitness (HRF) Dodgeball

HRF Dodge DO	Week 1 Introduction	Week 2 Speed – Anaerobic Fitness	Week 3 Strength	Week 4 Endurance/Aerobic	Week 5 Agility	Week 6 Match Up!
Reception	Understand the rules and game format specific to age group	Can run at full speed	Can keep their bodies from falling over when on the move	Can run showing endurance	Can show agility when moving in open space	Play an inter class competition to age specific games of dodgeball
Year 1	Understand the rules and game format specific to age group	Can run at full speed from a stationary position	Can show strength to keep their bodies from losing balance when picking up a ball	Can run showing endurance in a game of dodgeball	Can show agility in a crowded environment	Play an inter class competition to age specific games of dodgeball
Year 2	Understand the rules and game format specific to age group	Can run at full speed from a moving position	Can show strength to keep their bodies from losing balance when dodging a ball	Can show repeated efforts of endurance	Can show agility to retrieve a ball	Play an inter class competition to age specific games of dodgeball
Year 3	Understand the rules and game format specific to age group	Can run at full speed to obtain the ball at the start of a game of dodgeball	Can show strength to use a good shield to defend the ball	Can show aerobic endurance to keep retrieving a ball	Can show agility to dodge a ball	Play an inter class competition to age specific games of dodgeball
Year 4	Understand the rules and game format specific to age group	Can show different speeds in a game of dodgeball	Can show strength to pull a ball away from another player (grip and rip)	Can show aerobic endurance to keep playing in a game of dodgeball	Can show agility to link dodging and throwing a ball	Play an inter class competition to age specific games of dodgeball
Year 5	Understand the rules and game format specific to age group	Can demonstrate speed endurance	Can show strength to throw a fast straight ball over a short distance	Can play a game of dodgeball with no stoppages	Can show agility to link dodging with retrieving a ball	Play an inter class competition to age specific games of dodgeball
Year 6	Understand the rules and game format specific to age group	Can show speed endurance in a game of dodgeball	Can show strength to throw a fast straight ball over a long distance	Can show aerobic endurance by playing multiple games of dodgeball in a lesson	Can show agility to link dodging with retrieving and throwing a ball	Play an inter class competition to age specific games of dodgeball
Year 7	Understand the rules and game format specific to age group	Can show speed endurance in multiple back to back games of dodgeball	Can show strength to throw a fast straight ball in combination with dodging	Can show aerobic endurance through continuous high intensity activity over a period of 20 minutes	Can show agility to link dodging with retrieving and throwing a ball continuously in a game situation	Play an inter class competition to age specific games of dodgeball

Assessment Tracker Subject: HRF Dodgeball

	DO		THINK		FEEL
Do	Input + and – only = is assumed otherwise. Example Jonny is emerging (J.S -)	**Think**	Assessing for understanding if shown understanding input initials	**Feel**	Assessing for understanding if showing understanding input initials
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Speed – Anaerobic Fitness		**Week 2:**		**Week 2:**	
Week 3: Strength		**Week 3:**		**Week 3:**	
Week 4: Endurance/ Aerobic		**Week 4:**		**Week 4:**	
Week 5: Agility		**Week 5:**		**Week 5:**	
Week 6: Match Up!		**Week 6:**		**Week 6:**	

Week 1	Year three	Health Related Fitness Dodgeball	Speed
Do	**= Expected:** Understand the rules and game format specific to age group	**+ Exceeding:** Can run at full speed from a stationary position	**- Emerging:** Not Applicable at Reception
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers and line markers for courts, bibs for teams, 12 dodgeballs, cone markers for slalom

WARM - UP

(Getting ready for the activity)

Introducing fitness

Start the children off by asking them to move inside a marked circle jogging in and out of one another. Then move into the fitness challenges. The reason for this is to give them a low intensity start to the warm-up – 1 MINUTE.

Endurance – 4 MINUTES

Children run around a circular track. Mark out a large circle in the middle of the hall that children must run around for the duration of a song 2-3minutes long.

Agility – 3 MINUTES

Set up gateways around the room, with a partner, children must perform as many high fives as they possibly can within a set period of time, repeat to try and beat the high 5 score.

Strength – 2 MINUTES

Children must get into a plank position, face down lying on their belly, raise the body with forearms and toes with a straight back facing forwards, and hold for 10 seconds. Repeat as required.

Diff: Emerging children can use knees as well as toes.

Speed- 5MINS

Play a quick game of rock, paper, scissors. This is done by having children find a partner and stand face to face with them in the middle of the room. The partners will play rock paper scissors until one of them wins. The winner gets to run after their partner trying to tag them before their partner reaches a spot mat placed 7ft behind them.

TP: To make gains in our fitness we must push ourselves to work harder than our bodies are used to.

Diff: Encourage exceeding to work very hard, emerging should be allowed more time to rest

TTP: Can you name an area of fitness?

Competition stage on the next page

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

COMPETITION

(Working against self or others)

Dodgeball Game Set – Up:

The hall set up is done by marking two courts on each side of the hall as shown.
The children are split in half and go to one of the courts. Once at the courts they are split into 3 teams.
It is for the leader of the lesson to then decide how to show the group the set up and rules of a game, whether they show on one court so that all can see or have another class leader set up and show their half of children on the other side simultaneously.

Dodgeball KS2

Set up: Teams of 6 v 6
Start: The 3 balls are placed in the dead ball zone and players start from the starting line on their side. Three players are selected as runners, these 3 players on the referees command run in on the word dodgeball when the referee starts the game with the call of 3-2-1 – dodgeball.
If a player retrieves a ball from the middle they must throw to another teammate before the first throw can be made.
Boundaries: Do not cross the lines which mark the dead ball zone, you can only step out of the court to collect a ball, once you step off to get a ball you cannot be hit nor can you throw at others until you are back on court.
Score: If the ball hits a child below the neck from a direct throw, the player who is hit goes out at the side of the court. If a player catches a ball from an opponent's direct throw (no bounces). The player who threw the ball is out and the player who caught the ball allows one of their team mates who has gone out at the side back into the game.
Rules: If a player tries to catch a ball directly but fails this is classed as a hit and the player is out.
If a player has a ball in their hands they can use it to shield themselves from another ball hitting them.
If a shielding ball is dropped whilst being used as a shield the player is out.
Not at any point can a player have more than one ball in their hands.
Players who were out but come back in to the game because of a teammate catching a ball must come back in the order they went out (first out, first in)
Duration: The game runs for 3minutes or until every player on a team is out.
If a game finishes after running out of time, add the players up who are still on court to find a winner. If it's an equal number let them run into a sudden death game, get 1 player out your team wins!

Teaching point: The aim of the session is for children to understand the game. A benefit of this game is its high intensity nature, games should stretch children physically.
TTP: Help children to understand that the teams that keep moving are those that do best. A moving target is a harder target to hit!
Diff: The game is adapted at this age to ensure those that fear a ball being thrown at them are not put off!

Week 2	Year three	Health Related Fitness Dodgeball	Speed
Do	**= Expected:** Can run at full speed to obtain the ball at the start of a game of dodgeball	**+ Exceeding:** Can show different speeds in a game of dodgeball	**- Emerging:** Can run at full speed from a moving position
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 6 dodgeballs, spot markers, 60 P.E objects (cones, small balls, bibs etc.)

WARM - UP

(Getting ready for the activity)

Seaweed run across –

(Pro) Set up two courts of equal space (same as the diagram courts) and create 2 teams of equal amounts of children to go onto each court.

Children are asked to line up at one end of the hall on a marked line. In the middle of the room are three children, each holding a dodgeball. On command from the leader, the children try to run as fast as possible from one end of the hall to a line marked at the other. Once the command to 'go' has been given, the children in the middle of the room can throw their ball at the children running across at any time until they reach the other end. The children with the balls are not allowed to move with balls at anytime once the leader has given the command to go. They can only retrieve once everyone has reached the line at other end of the hall, unless they did not have a throw at the start of the run, in this case a child can run to retrieve a thrown ball: but can only throw from where they picked up. If a child is hit below the waist with a ball they must then join the children in the middle. Only 3 balls will be involved in the game at any time. The winning players are those who are still running across at the end. The children running across can be termed 'fish' and those in the middle 'seaweed'.

TP: Find a space to run into.

TTP: What's easier to hit a slow moving target or a fast moving target?

MAIN

(Working towards competition)

Dodgeball Powerball –

Keep the court set up the same as the previous activity. Once on court, split the children into three equal teams of between 4-6. Ask two of the teams to stand at either ends of the court. Place a bucket inside the dead-ball zone with 30 P.E objects (bean bags, spots, cones, bibs) inside the bucket. (One bucket per court). The third team who are not taking part, now take position on the edge of both sides of the court with 4 balls between them. When the leader calls 'go', half of the children on each of the teams runs from the starter line towards the bucket aiming to retrieve one item to take back to their team. On return, they high five the next person to go. Whilst the children are running towards the bucket, the team on the outside attempt to throw in from the edges of the court to hit players below the waist. If a child is hit below the waist by a ball from the edge and the ball hits them directly or from one bounce, they cannot collect an item but must go back and high 5 the next child. (Pro) This child also misses their next go, causing another on the team to run twice.

TP: Use your arms and legs by pushing them fast to generate explosive power.

TP: Listen for the command to go to make sure you make a good start.

Diff: If emerging allow the child to be hit once before the consequence is applied.

COMPETITION

(Working against self or others)

Dodgeball – Full game with rulings 6v6

(Pro) Keep the court set up the same, try to utilise the two courts by having 3 teams to a court. Have the team that is spare on each court refereeing and facilitating the game taking place. For full rule information refer to Week 1 Year 3 full game rules.

TP: It is important to get a firm grip on the ball when picking up to make sure that it is not snatched away by an opposing player.

TTP: Some players can be quicker than others as a team who should we allow to do the running?

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year three	Health Related Fitness Dodgeball	Strength
Do	**= Expected:** Can show strength to use a good shield to defend the ball	**+ Exceeding:** Can show strength to pull a ball away from another player (grip and rip)	**- Emerging:** Can show strength to keep their bodies from losing balance when dodging a ball
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Spot markers, enough random sized balls for 1 each, 6 dodgeballs

WARM - UP
(Getting ready for the activity)

Number Strength: with ball

(Pro) Ask children to find a space inside the hall holding a ball and on the command 'go' begin to jog with the ball firmly held in their hands. On numbered commands children perform different strength challenges.

Number 1: Try to sit on your ball using only one hand to support your weight not touching the floor with your feet.

Number 2: Perform 10 pushes out from the body with the ball from their chest.

Number 3: perform 7 crunches with the ball in their hands (exceeding hold the ball above their head).

Number 4: perform 7 squats with the ball held with straight arms out in front of you.

Create a high intensity environment. If possible, try to play fun music and encourage maximum effort at all times.

TP: Try to use your whole body to perform strength requiring activities. More muscles = more strength.

Diff: Allow emerging to perform at a lesser intensity: change the numbers of actions required. Also allow a heavier ball depending on ability.

MAIN
(Working towards competition)

Shield ball –

(Pro) The hall is split into two, with a court either side. The class is divided into two groups- a group to each court. The class leader for that court splits the group into 3 teams. One team is resting. On one half of the court, each player has a ball in their hand which they use as a shield and are not allowed to throw. On the other side of the court the opposing team have 3 dodgeballs and aim to hit the players on the other half who have shields. If a player on the shielding team is hit, the opposing team get one point. If the ball is thrown back by the shielding team and hits the opposing team player directly below the neck, the opposing team player goes off court for 10 seconds and their team loses 2 points.

If at any time the shielding team drop a ball the opposing team gain 1 point to their total. Play for 3 minutes then change teams.

TP: Keep a firm grip on the ball using your upper limb muscles. When shielding, push the ball out against the other ball.

Diff: Exceeding to have a heavier shielding ball whilst emerging have a lighter ball.

COMPETITION
(Working against self or others)

Dodgeball – Full game with rulings 6v6

(Pro) On the two courts already set up the children on each court (stay in their chosen teams).

Separate the groups of children to 3 teams per court, this may require some children to play more often to ensure teams are kept 6v6.

Game description with rules and format can be found in Week 1 planning.

Ensure children are playing as frequently as possible without exceeding 6v6 on each court.

TP: Stay strong when attempting to snatch the ball at the start from the dead ball zone. Use strength to snatch it away from your opponent.

TTP: Is it an advantage to always have a shield to hand? No because you need to throw the ball to get the other team out.

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 4	Year three	Health Related Fitness Dodgeball	Endurance/Aerobic
Do	**= Expected:** Can show aerobic endurance to keep retrieving a ball	**+ Exceeding:** Can show aerobic endurance to keep playing in a game of dodgeball	**- Emerging:** Can show repeated efforts of endurance
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: cones, spot markers, 8 dodgeballs			

WARM - UP

(Getting ready for the activity)

Roller ball:

(Pro) The whole class moves around the playing area. Give out six dodgeballs, children with a ball have to roll it to try and hit another child below the waist to tag them. If successful then the child that got hit with the ball becomes the tagger. Anyone can be tagged with the ball but if the ball is in your hands you only have five seconds to roll to tag someone else.

TP: Change speed to avoid being tagged, keep moving, moving targets are harder to hit.

Diff: Add extra balls in for the exceeding groups.

MAIN

(Working towards competition)

Body part dodgeball:

(Pro) Set up games of dodgeball and follow the official rules (refer to week 1 game format for year 3). Set up two parallel courts if the space allows. Add the following rules: each child has to be hit on both their legs and arms/hands before they are out. If a child gets hit in the arm/leg they cannot use that arm/leg for the rest of the game. If both legs get hit the player can carry on but cannot move, if both arms are hit a player can carry on but cannot throw the ball back, if they catch a ball or retrieve it they must give it to a teammate to throw. This keeps players active in the game for longer bringing out the aerobic component of the game. Be particularly strict on the start so that the children have to keep retrieving the ball if a foul is made.

TP: For endurance to be developed, it is important that we move for long periods of time, even when it can be difficult to find the energy to carry on moving and picking up the ball.

Diff: Emerging children have to be hit only on two body parts before they are out to allow for more rest

COMPETITION

(Working against self or others)

Marathon ball:

(Pro) Keep the same set up and teams. Run games of dodgeball to the official rules in teams of 6v6 if possible (refer to week 1 for year three game format). The only rule change is that if a successful catch is made, any teammates that are out can all come back into the game.

Try to be particularly strict on the start so that the children have to keep retrieving the ball if a foul is made.

TP: Push yourself to keep going and use your energy throughout the game and remember a moving object is a harder object to hit.

Diff: Limit the number of players allowed back in the game.

TTP: If I am trying to keep going for a long period of time should I use up all my energy really quickly at the start of an exercise?

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 5	Year three	Health Related Fitness Dodgeball	Agility
Do	**= Expected:** Can show agility to dodge a ball	**+ Exceeding:** Can show agility to link dodging and throwing a ball	**- Emerging:** Can show agility to retrieve a ball
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: cones, spot markers, 8 dodgeballs			

WARM - UP
(Getting ready for the activity)

Road runner:
(Pro) Children line up at one end of the hall in pairs, one behind the other. On command from the leader, the first of the two children in the line run across to the other end of the hall. Before they make the run the class leader places 8-10 large spot mats on the floor. When the children run it is important that they try to avoid these mats, if they run over one of these mats they do not get a point for getting to the other side. Once they have completed the run the next group of children try to get across. Repeat again except this time mark out two narrow channels at either side of the hall (throwing areas). The teacher and a leader stand in the channels and roll the balls in, to try and hit the runners. If hit, they cannot gain a point.
TP: Be ready to change direction to avoid being hit, high/low as well as left and right.
Diff: Add extra balls in for the exceeding groups.

MAIN
(Working towards competition)

Slalom bullet dodger :
(Pro) Set up games of dodgeball and follow the official rules (refer to week 1 game format for Year 3). Set up two parallel courts if the space allows. Add the following rules: each child that is hit by the ball must run through the deadball zone in the middle from one designated end to the other without being hit before they can then enter the game. If the players are hit they must run the deadball zone again. Inside the deadball zone are 6 evenly spaced out cones/spots that the children must run around in a slalom before entering back into the game.
TP: Children must be on the balls of their feet when going around the slalom and stay low, this makes them quicker when changing direction.
Diff: Emerging children can run straight through the deadball zone without being hit.
TTP: Anticipate when the ball will be thrown when running through the deadball zone.

COMPETITION
(Working against self or others)

Double trouble:
Set up a dodgeball game specific to age group (refer to Year 3 game rules and format from week 1). Set up two courts to keep all children active if possible.
Change the court layout so that there is a channel at either end of the courts about 1m wide . (Pro) 3 players from each team stand in the opposite channel, behind the other team. Players in the channel can receive the ball from their teammates and hit their opponents from behind to get them out.
TP: Eyes everywhere so you can be ready to change direction before the ball is thrown.
Diff: If team is emerging allow only 1 or 2 players to stand in the channel behind that team.
TTP: How and where can I stand so I can see players behind and players in front? Side on with a good base ready to dodge is an option.

Progress: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 6	Year three	Health Related Fitness Dodgeball	Match up!
Do	**= Expected:** Play an inter-class competition to age specific games of dodgeball	**+ Exceeding:** Play an inter-class competition to age specific games of dodgeball	**- Emerging:** Play an inter-class competition to age specific games of dodgeball
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: Spot markers, cones, 6 dodgeballs			

WARM - UP

(Getting ready for the activity)

Fitness challenge:

(Pro) Set up a circular track. Children enter the room and start moving around in different ways to get their body moving, then introduce the following challenges:

Speed: In pairs give children a marker each. Children line up along the end of the hall, call out "GO" and the first child runs as fast as possible with their marker. After 10 seconds call 'STOP' and children must stop and put their marker down where they have finished. Swap over and their partner must try and beat their marker. Keep changing over so children have a few turns each.

Agility: Set up slaloms using markers and children must run through as many as possible in a minute. Repeat this to see if they can beat their score.

Strength challenges: Children work individually and perform: ***squat holds***- at the bottom position encourage children to go as low as possible as long as their feet are flat, their chest is up and their back is straight. ***Straight arm plank***- children perform the plank but with straight arms like the start of a press up and call out different body parts to touch with their hands/feet whilst keeping control of their bodies: ***Crawl***- children commando/crab crawl around the room: ***Toe touches***- Children balance on one leg and bend down to touch their foot with both hands then stand up again keeping their balance with their back straight and feet flat. Perform each challenge for 30 seconds as a circuit 3 times through.

Endurance: Children run around a circular track for 3 minutes without stopping.

TP: Children can explain the difference between the four components of fitness.

COMPETITION

(Working against self or others)

Match– Up:

Mark out two courts on each side of the hall.

The children are split in half and go to one of the courts. Once at the courts they are split into 2 mixed ability teams of equal numbers.

Apply the same rules as Week 1 if a child is hit with a ball below the shoulder they are out. The team with the most amount of players left at the end of 3 minutes is the winning team. Rotate the teams around so all teams play each other and keep a record of the results to make it a class competition. Children who are out or waiting can assist with scoring the competition.

TP: What fitness components do you want to improve and how could this help in dodgeball?

TP: Use agility to dodge the ball, strength when throwing, speed when running to the middle and endurance to keep going when you are tired!

TTP: A tactic is a plan made to gain an advantage over the other team which incorporates your teams/opponents' strengths and weaknesses and may change throughout the game.

Diff: Mixed ability teams are used.

Cool down:

Play the Miles Per Hour game where children run in and out of one another within an area according to the decreasing commands of the teacher: 60 MPH: run as fast as you can descending to 10 MPH: walking.

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Basketball

Assessment Tracker Subject: Basketball

	DO		THINK		FEEL
Do	Input + and – only = is assumed otherwise. Example Jonny is emerging (J.S -)	**Think**	Assessing for understanding if shown understanding input initials	**Feel**	Assessing for understanding if showing understanding input initials
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Dribbling		**Week 2:**		**Week 2:**	
Week 3: Passing		**Week 3:**		**Week 3:**	
Week 4: Receiving		**Week 4:**		**Week 4:**	
Week 5: Shooting		**Week 5:**		**Week 5:**	
Week 6: Match Up!		**Week 6:**		**Week 6:**	

Invasion DO	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Introduction	Dribbling	Passing	Receiving	Shooting	Match Up!
Reception	Identify children's current understanding of the topic	Dribble in different ways	Pass in different ways	Receive a ball in different ways against body	Shoot in different ways	Actively take part in an invasion game
Year 1	Identify children's current understanding of the topic	Dribble in different ways with control	Pass in different ways with accuracy	Receive a ball in different ways away from the body	Shoot in different ways with accuracy	Compete (trying to win) in an invasion game
Year 2	Identify children's current understanding of the topic	Dribble in different ways using left and right hands/feet	Pass in different ways with speed and accuracy	Receive a ball from different heights and distances	Shoot in different ways over different distances	Compete showing effective ball control without pressure in an invasion game
Year 3	Identify children's current understanding of the topic	Dribble in different ways changing speed	Pass in different ways over different distances with accuracy	Receive a ball at different speeds	Shoot in different ways at different speeds	Compete showing effective ball control under pressure in an invasion game
Year 4	Take notes on current general ability of children to aid planning	Dribble in different ways changing speed and direction with control	Pass in different ways whilst moving	Receive a ball whilst moving	Shoot whilst moving	Compete making correct decisions in the invasion game
Year 5	Take notes on current general ability of children to aid planning	Dribble in different ways linking with passing and moving	Pass in the best way linking with dribbling and moving	Receive a ball linking with passing and moving	Shoot linking with moving and passing or dribbling	Compete and succeed individually in an invasion game (degree of success, noted by moments noticed within the invasion game environment)
Year 6	Take notes on current general ability of children to aid planning	Dribble in different ways with control under pressure	Pass in the best way with speed and accuracy under pressure	Receive a ball under pressure linking with other skills	Shoot in different ways under pressure linking with other skills	Compete and succeed individually and as a team player in an invasion game (degree of success, noted by moments noticed within the invasion game environment)
Year 7	Take notes on current general ability of children to aid planning	Dribble to gain an advantage in a game situation	Pass to gain an advantage in a game situation	Receive a ball linking with other skills to gain an advantage in a game situation	Shoot to gain an advantage in a game situation	Compete and succeed individually and as a team player in an invasion game - against similar ability (degree of success, noted by moments noticed within the invasion game environment)

Week 1	Year three	Invasion Games - Basketball	Introduction
Do	**= Expected:** Identify children's current understanding of the topic	**+ Exceeding:** Identify children's current understanding of the topic	**- Emerging:** Identify children's current understanding of the topic
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot mats, 10 handball sized balls, 8 tall cones for goals

WARM – UP
(Getting ready for the activity)

Stuck in the mud:
Ask the children to begin by moving around the hall. Give 4-6 children a ball and ask them to travel around the area with the ball in their hands, passing the ball to a class mate after 3 seconds. (Exploring the different types of dribbles and passes they can do with the ball). Choose 2 taggers who try and tag all children except children with a ball. If children are tagged they are stuck in the mud and can only be freed if a ball is passed to them and they receive it with control. Once received the child will then travel and find another to free from the mud.

TP: When you want a ball how can you get another players attention – call out, eye contact, hand signals, be in a good position (ready to receive)

Diff: Change the number of balls to make the game easier or more challenging

MAIN
(Working towards competition)

Adapted handball:
Split the class into teams of 4. Set up two areas (if there is space) within the room approximately 15ft by 8 ft. The areas will be for parallel games of 4v4 handball. At either end of each court mark a small goal with cones. Mark an area 3ft x 3ft in front of the goal to act as an area that no one can go into whilst the game is in progress. The game has no goalkeepers. The rules are that once a player has received a ball they cannot move forward more than one step (similar to netball). To score they have to throw the ball through the oppositions goal. To gain possession, the defending team can intercept a pass but not hit out of the opposition's hands. No defending player is allowed to stand in front of another with raised arms. If the ball goes out at the side it is thrown in by the opposing team. Each game should last no longer than 2 minutes to ensure everyone is involved as much as possible. Teams watching to peer-assess to provide feedback and have mini team talks.

TP: Spread into positions that are useful to the child with the ball TP: Try not to crowd the player with the ball

TTP: When I have the ball should I hold onto it or pass on quickly? Pass on quickly before your players are marked

Diff: Ensure that teams are equally split ability wise to get the best out of each child

COMPETITION
(Working against self or others)

Mat ball:
Using the same court set up scatter 3-4 gym mats around each court. Two teams per court are playing against each other. The aim of the game is to score a point by passing the ball to a team mate who is stood on a gym mat. The child can only stand on the gym mat for 3 seconds before having to move off. Only one child per mat at a time. The child with the ball cannot move, only pass the ball (like in netball). The rest of the team should be moving around trying to receive the ball or trying to find a free mat in order to receive the ball. Each game should last no longer than 2 minutes to ensure everyone is involved as much as possible.

TP: When passing a ball, pass into the space the player is moving into

TP: When receiving receive with open hand to get full control of the ball

Diff: Ensure that teams are equally split ability wise to get the best out of each child

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 2	Year three	Invasion Games - Basketball	Dribbling
Do	**= Expected:** Dribble in different ways changing speed	**+ Exceeding:** Dribble in different ways changing speed and direction with control	**- Emerging:** Dribble using left and right hands/feet
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: enough balls for 1 each (different sizes ideal) spot mats, bibs, bean bags

WARM – UP
(Getting ready for the activity)

Colour sides:
Set up a line of cones/markers on each side of the playing area a different colour each side. All children have a ball and dribble around the area in different ways. Call out a colour and all players must dribble to the correct coloured line whilst trying to keep control of their ball. Play this a few times challenging children to change the type of dribble they perform. (Pro) Select 2-3 children to wear bibs and once you call the colour out, they have to try and knock away the other children's ball before they reach the coloured markers.
TP: Head up to see where you are going TP: Relate agility to movement for invasion games
Diff: Add more or less children with bibs

MAIN
(Working towards competition)

Trucks and trailers:
(Pro) Scatter cones/markers around the area to dribble around. In pairs of matched ability, split the children in to trucks and trailers. The truck (leader) walks around the area in different ways *without the ball* whilst the trailer has to stay as close to the truck as possible whilst dribbling their ball in different ways. On the command "trailers loose" those without the ball try their best to get away from those with the ball. On the command to "stop" children can judge how close they stayed to their partners.
TP: Dribble in front and to the side of the body when moving at speed, head up
Diff: Challenge the exceeding children to try and tag their partner to get a point

COMPETITION
(Working against self or others)

Rob the nest:
Put children (magpies) into teams of 4-5. Each team has a hoop (nest) around the edge of the room that they must stand behind. The hoop is equal distance away from a large hoop (mark with spots if needed) in the middle of the room, containing a pile of bean bags/cones/bibs. On the command "go magpies" one child from each team dribbles their teams ball to the middle hoop, collects an object and dribbles their ball back then the next child does the same. Continue until all the objects in the middle are gone and children then count the number of objects they've stolen.
(Pro) Choose 2-3 defenders to wear bibs and try to score points by tapping other children's ball away from them when they are dribbling.
TP: Small touches for control, head up, change speed and direction to avoid others
TP: Show the Olympic values and ask children to discuss what they understand them to mean
Diff: Move the start position and change the number of taggers

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year three	Invasion Games – Basketball	Passing
Do	**= Expected:** Pass in different ways over different distances with accuracy	**+ Exceeding:** Pass in different ways whilst moving	**- Emerging:** Pass in different ways with speed and accuracy
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 15 size 5 basketballs, bibs, spot mats, dome cones, large spot mats , 12 x large spot mats

WARM – UP
(Getting ready for the activity)

Stuck in the mud:
Select two children to wear bibs and be taggers, other children have to avoid being tagged. (Pro) Hand out five balls to children. Taggers cannot tag children who are holding a ball. Once tagged children stand still and have to receive a pass to move again. Link to frost and sunshine.
TP: Eyes on the target
TP: Communicate the pass
Diff: Change the number of balls in the game

MAIN
(Working towards competition)

Gateway pass:
Set up lots of gateways with pairs of markers. In matched ability pairs children stand one either side of the gateway and pass the ball to each other in different ways through the gateway, once they have been to one gateway they move to another. (Pro) Call out different types of invasion games (i.e. football/hand ball, hockey/rugby, basketball) once called, children must pass and receive like that specific invasion game. (Pro) Each time the children successfully pass the ball through a gate and move on, the must move slightly further apart from each other.
TTP: When we receive must we always stop the ball to then pass on again? We could choose a 1 touch pass so the defender doesn't get it.
Diff: Exceeding abilities to compete scoring in as many gateways as possible in the time limit

COMPETITION
(Working against self or others)

End zone ball:
(Pro) In small teams (3v3) set up games of End Zone Ball. If space allows have two courts set out, each with an **end zone** shown by a line of spots sectioning off 3ft of each end of the court. The aim of the game is to pass the ball into the opposite end zone and for it to be received under control by a team mate. If the ball is not receive under control the score does not count. Players can only remain in the end zone for 3 seconds.
If you have the ball you can not move with it (like netball). Defending players can not hit away from a player when dribbling, but can intercept a pass.
Play two minute games so everyone gets lots of goes.
Teams watching to peer-assess to provide feedback and have mini team talks.
TP: Pass high/low with speed and aim for the target (the other child, into an attacking space)
Diff: Space the exceeding children out further and the emerging children closer together

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 4	Year three	Invasion Games – Basketball	Receiving
Do	**= Expected:** Receive a ball at different speeds	**+ Exceeding:** Receive a ball whilst moving	**- Emerging:** Receive a ball from different heights and distances
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: 15 mixed sized balls, bibs, spot mats			

WARM – UP
(Getting ready for the activity)

Frost and Sunshine:

Select 3 children to act as the freeze monsters. Their job is to tag as many children as possible in a given time. Once children are tagged they must freeze in a basketball receiving balance (opportunity for you to see what children already know about how to receive) and wait to be melted. Give out 3-4 balls to act as sunshine, which melt the frozen children who receive it. The freeze monsters cannot tag a person holding the sunshine.

TP: How can we show and tell that we are ready? Show (body facing the ball), eyes looking, hands ready to present a target. Tell- call out for the ball.

MAIN
(Working towards competition)

Pass in time:

Split the class into teams of six. For each team, set out two markers opposite each other and 5 meters apart. Three children from each team stand behind each marker. On "go" children have to pass to their team mate on the opposite marker then run and join that line and the game keeps going with teams scoring as many passes as possible in two minutes. Have a team talk after two minutes to see how they could pass differently to beat their previous score then have a go a beating the score.

Set up gateways using two cones to improve the accuracy of the children's passes. They get a point every time it going through the gate and is received by the opposite team mate.

Make the passes more specific to a game introduce a shadow player who must be 1 metre away. They cannot touch the ball but they can make it harder for the team to move freely.

TTP: change the distance of the markers to encourage different throws, how do we throw differently for varying distances?

Diff: Emerging don't have a shadow player

COMPETITION
(Working against self or others)

End zone ball:

Put children into teams of 3-4. If space allows have two courts set out, each with an **end zone** shown by a line of spots sectioning off 3ft of each end of the court. The aim of the game is to pass the ball into the opposite end zone and for it to be received under control by a team mate. If the ball is not receive under control the score does not count. Players can only remain in the end zone for 3 seconds. If you have the ball you can not move with it (like netball). Defending players can not hit away from a player when dribbling, but can intercept a pass.

Play two minute games so everyone gets lots of goes.

Teams watching to peer-assess to provide feedback and have mini team talks.

As well as scoring in the end zone, allow a point to be scored every time 4 consecutive passes are made.

TTP: Move into the correct position to receive and meet the ball in that position, think of the next pass before catching the ball

Diff: Exceeding children to step towards the ball to receive, emerging children to have a larger end zone

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 5	Year three	Invasion Games – Basketball	Shooting
Do	**= Expected:** Can shoot in different ways at different speeds	**+ Exceeding:** Can shoot whilst moving	**- Emerging:** Can shoot in different ways over different distances
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 15 mixed sized balls, bibs, spot, hoops mats, dome cones. 15 balloons, 6 hockey sticks

WARM – UP
(Getting ready for the activity)

Goal Celebration:
Children begin by jogging around the room in and out of the space around each other. Play some motivational music in the back ground. 15 balloons or really light balls are placed around the room and on command of the teacher children must shoot as if shooting at a target when the teacher calls out a sport. Call out either football, basketball, hockey, netball or handball. Once they have shot they do not retrieve the ball/balloon as other children will still be trying to shoot them. Once they have had their shot they have 3 seconds to celebrate. Encourage the children to get excited about scoring and creative in the way that they celebrate the goal being scored. (Pro) Ask half the class to wear a bib. These children on the command 'block' try to block the shot this is done by catching the balloon before it hits the floor.
TP: Children to recognise the importance of shooting away from danger

MAIN
(Working towards competition)

Shooting challenge:
Set up 6 shooting stations around the room. They can be in a football style, hoops with cones inside, a basketball hoop, fairground coconut target, hockey style (with a stick), handball. Use different equipment to set up different shooting challenges. Place children into 6 mixed ability groups that each start on a station. (Pro) Children take it in turns taking up different roles, 1 child goalkeeper (to block shots) 1 child defender (can steal the ball) 3 children (attackers).
TP: Keep your balance when shooting, try to point your body to the direction you are shooting.
Diff: Children to challenge themselves by shooting from further away from the target
TTP: Is it always the best option to shoot when in attack or sometimes is it better to pass?

COMPETITION
(Working against self or others)

Target ball:
In small teams (4v4) Set up two courts with a target at each end of the court. Teams aim to score in the opposite goal by throwing, hitting or kicking the ball into the goal. Players in possession of the ball cannot move with the ball.
Defending players can not hit away from a player when they have the ball but can intercept a pass.
Play two minute games so everyone gets to participate.
Teams watching to peer-assess to provide feedback and have mini team talks.
TP: Shoot away from danger making hard for a blocking player (e.g. if blocking player is in middle of target shoot at the side)
Diff: Children to challenge themselves by shooting with speed so it's more difficult to intercept
TTP: How can we get into positions to help us score and how can we let our team mates know that we are getting into those positions (show and tell)?

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 6	Year three	Invasion Games – Basketball	Match Up!
Do	**= Expected:** Compete showing effective ball control under pressure in an invasion game	**+ Exceeding:** Compete showing effective ball control from a player linking with moving, passing and dribbling	**- Emerging:** Compete showing effective ball control from another player
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Spots for markers, 15 balls, 10 mats, bibs for teams, 12 hoops

WARM – UP
(Getting ready for the activity)

Ball steal:
Hand out 10-15 balls and assign two children to be the interceptors. Children cannot run with the ball but can dribble and pass to other team mates. They are trying to avoid the defenders from intercepting the ball. Defenders can intercept the ball if it is dropped or if a child loses control of it. They can also intercept a pass. If they steal a ball they put it into hoop at the end of the hall and carry on to see how many they can steal in two minutes.

TP: When stealing ensure that you are looking for the right time to attempt – link to co-ordination

TP: Keep a wide stance with bent legs, keep strong – link to balance

TTP: How can you force a player to make a mistake? get in close and shadow

MAIN
(Working towards competition)

Mat catch:
Split the children up into teams of 4. Set up 4 small mats in each playing area (use spots to make 3-4 similar sized areas if mats are not available). The game will work similar to a mini basketball game with teams trying to keep possession and score. The major difference will be that to score, the children have to pass the ball to one of their team mates who is stood on a mat; they can do this on any of the 4 mats.

Only one child per team can stand on a mat at once and can only remain there for three seconds at a time. Once scored, the other team start with the ball from that mat to try and score on any of the other mats.

TP: Be ready to retreat and stretch out for high passes

Diff: Play 5v5 for exceeding children, add more mats for emerging children

TTP: When you steal a ball what is your next move – be ready to go with it!

COMPETITION
(Working against self or others)

Hoop ball x 3:
Keep the children in the groups of 4.
If space allows have two courts set out, each with three hoops at each end. The aim of the game is similar to a mini basketball game, the only difference is that there are hoops instead of baskets. The aim is for the teams to bounce the ball into one of their hoops to score a point. Teams watching to peer-assess, provide feedback and have mini team talks.

TP: Shadow the players' movements ready to steal at any clear chance

TTP: Sometimes when catching the ball from the air it works better to catch the passing team by surprise, look for these opportunities

Diff: Exceeding children have less hoops to score in and can play 5v5, emerging children have more hoops to score in and do not have to dribble

Progress: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Cricket

Cricket DO	Week 1 Introduction	Week 2 Fielding Part 1 – Intercepting	Week 3 Fielding Part 2 – Returning the ball	Week 4 Batting	Week 5 Bowling	Week 6 Match up!
Year 2	Observe current understanding and introduce a striking and fielding game	Can intercept a moving ball from the floor with 1 hand whilst they are stationary	Can perform a stationary under arm throw with accuracy	Can strike a bouncing ball towards a target	Can under arm bowl a ball with accuracy most of the time	Play a striking and fielding match appropriate to the children's ability
Year 3	Observe current understanding and introduce a cricket game	Can intercept a moving ball from the floor with 2 hands whilst they are moving in different directions towards the ball	Can perform a moving pick up into a underarm throw	Can strike a ball that has been drop fed towards a target	Can over arm bowl a ball from a stationary position	Play a cricket match appropriate to the children's ability
Year 4	Observe current understanding and introduce a cricket game	Can intercept a moving ball from the floor with 1 hand whilst moving in different directions towards the ball	Can perform a stationary overarm throw with accuracy	Can strike a ball that has been bowled	Can over arm bowl a ball from a stationary position towards a target	Play a cricket match appropriate to the children's ability
Year 5	Observe current understanding and introduce a cricket game	Can intercept a bouncing ball with 2 hands whilst moving in different directions towards the ball	Can perform a moving pick up into an overarm throw	Can strike a ball that has been bowled towards a target	Can over arm bowl a ball with a short approach	Play a cricket match appropriate to the children's ability
Year 6	Observe current understanding and introduce a cricket game	Can intercept an aerial ball with 2 hands whilst stationary	Can select the appropriate method of returning the ball (overarm/underarm/rolling)	Can strike a ball that has been bowled in different directions	Can over arm bowl a ball with a short approach with accuracy	Play a cricket match appropriate to the children's ability
Year 7	Observe current understanding and introduce a cricket game	Can intercept an aerial ball with 2 hands whilst moving in different directions towards the ball	Can select and perform the appropriate method of returning the ball (overarm/underarm/rolling)	Can strike a ball that has been bowled in different directions selecting the best direction to hit the ball	Can over arm bowl a ball with an approach with accuracy and select the best place to pitch the ball	Play a cricket match appropriate to the children's ability

Assessment Tracker Subject: Cricket

	DO		THINK		FEEL
Do	Input + and – only = is assumed otherwise. Example Jonny is emerging (J.S -)	**Think**	Assessing for understanding if shown understanding input initials	**Feel**	Assessing for understanding if showing understanding input initials
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Fielding part 1 – Intercepting		**Week 2:**		**Week 2:**	
Week 3:Fielding part 2 - return		**Week 3:**		**Week 3:**	
Week 4: Batting		**Week 4:**		**Week 4:**	
Week 5: Bowling		**Week 5:**		**Week 5:**	
Week 6: Match Up		**Week 6:**		**Week 6:**	

Week 1	Year three	Cricket	Introduction
Do	**= Expected:** Observe current understanding and introduce an age appropriate cricket game	**+ Exceeding:** Observe current understanding and introduce an age appropriate cricket game	**- Emerging:** Observe current understanding and introduce an age appropriate cricket game
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: cone markers, spot markers, line markers, 10 bats/rackets, 15 tennis balls, 8 medium soft balls

WARM - UP
(Getting ready for the activity)

Rollerball

Mark out 3 pitches as if playing 6 aside football. Ask children to jog in and out of one another in the areas performing cricket like movements. Play some motivational music in the background. At various points in the warm up ask children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.

Split children into mixed ability teams of 4-6 V 4-6, give one team on each pitch bibs. Ask each group to go to a pitch and mark out a goal at each end made up of two cones 2m apart.

Use a mini football/dodgeball or similar object and children try and roll the ball through the other teams goal. Children cannot run with the ball and the ball cannot be stolen from them but it can be intercepted.

TP: Introduce what movements and actions are required for a cricket game and encourage children to display these in the game

Diff: Have smaller teams for the emerging children and make the goals smaller for exceeding children

MAIN
(Working towards competition)

Runs Vs Catches

Put children into teams of approximately 6 and give each team a ball, two bats, two markers and a batting tee. Set the markers up 10 yards apart with the batting tee and ball on one marker which the batter stands behind. Another child stands with a bat on the opposite marker to the other batter. The other children are the fielders and spread themselves out not getting too close to the hitting batsman. The batter hits the ball off the tee and scores as many runs as possible by swapping ends with the other batter. The fielders have to retrieve the ball and perform ten catches between each other to stop the batters running, calling stop when they have completed the ten catches. Batters have a turn each then swap over so everyone has a go. Ensure that all batters are hitting the ball in the same direction for safety.

TP: Fielders spread out and be ready to move to the ball

TP: Two hands on the bat, favourite hand at the bottom when holding it

Diff: Emerging children can hit a larger soft ball and exceeding children have to run further and if the fielders drop the ball they go back to zero

COMPETITION
(Working against self or others)

The Lords game

Split children into 8-12 with a team 4-6 batters and 4-6 fielding. Batters stand in front of a set of wickets, two markers are set up 10-15 yards apart 15 yards in front of the batter. Fielders stand between the markers and a wicket keeper who is stood 5 yards behind the batter. One of the fielding team bowls the ball from 10 yards back and the batter hits the ball. If the ball goes between the two markers the batter gets a run but can also get a bonus run if they run to the first marker and back which is 5 yards in front of them, before the ball gets back to the bowler. If the ball is bowled as a 'no ball' or 'wide' the batter can hit a ball from a batting tee placed 2yds to the side from the batter. Batters have maximum of 5 turns if not already out. Once all batters have been, the teams swap to find a winner. The batting team lose a run if they are out by being caught, bowled or if they hit their own wicket. If they do not get back to the stumps before the fielders returns the ball to the bowler when attempting a bonus run then the bonus run does not count.

TP: Aim for the ball to bounce once and aim for the wickets when bowling (more than once is a no ball)

Diff: For emerging children the ball can be drop fed from the side of the batter or hit from a tee

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 2	Year three	Cricket	Fielding Part 1 – Intercepting
Do	**= Expected:** Can intercept a moving ball from the floor with 2 hands whilst moving in different directions towards the ball	**+ Exceeding:** Can intercept a moving ball from the floor with 1 hand whilst moving in different directions towards the ball	**- Emerging:** Can intercept a moving ball from the floor with 1 hand when stationary
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 20 small balls, line markers, spot mats, 8 bats/rackets, 8 batting tees, 8 larger soft balls,

WARM - UP
(Getting ready for the activity)

Tidy your bedroom

Split the class into two teams of equal number. Set out a large square with a line through the middle, ask one team to stand in one side of the square and the other team in the other side. Hand out 10 balls for each of the teams. On command from the teacher the children roll their ball out from their side of the square into the other side trying to get the ball to stay in the other side (roll gently). Players must intercept the balls coming into their half by using two hands and returning them with a roll into the other half. It is important that children do not cross the centre line. On command from the teacher all players must freeze whilst the teacher counts the balls in each half. The team with the least amount wins. If a ball goes out of the half into no mans land children can retrieve it. Ideally played with surrounding walls, if unavailable use benches to create a barrier

TP: Bend your knees to get low to the ball

TP: React quickly and stay low

Diff: Encourage emerging to stay close to the centre line and exceeding to go for the long balls

MAIN
(Working towards competition)

Record the run

Children get into groups of 3 with 3 cones and a ball. Two of the children stand facing each other 10yds apart marked with a cone at each end, one child with a ball the other without. The third child stands holding a cone to the side.

The player with the ball rolls the ball to the player opposite who, once the ball has left the players hands runs forward to intercept. At the point that the ball is intercepted, the third player marks the spot with a cone. The player can try and beat this distance over 3 attempts with each attempt being marked (the ball needs to be rolled at roughly the same speed each time). The players then swap roles to try and beat each others highest score (players may wish to use extra cones to mark their highest scores). The highest score is the one closest to the bowler when received. Progress to one handed pick up

TP: Point fingers down towards the floor

TP: Make soft hands to cup the ball

TP: Move towards the ball

Diff: Encourage exceeding players to intercept a fast rolled ball coming at them from different directions, for emerging players encourage a rolling ball

COMPETITION
(Working against self or others)

Mini cricket

In teams of 5 make a diamond shape by placing a spot on each of the 4 corners which are approximately 10 yards apart from each other. The bowler will stand at the top spot on the diamond, the backstop (they could also become a fielder until game progresses to bowler rolling or bowling the ball at the batsman) at the opposite end and the batter will stand on a further spot in the middle of the diamond. The two fielders stand behind the bowler to try and get the ball when the batter hits it and return it to the bowler. The batter starts with a ball on the batting tee and once all players are in position the batter hits the ball out into the field.

When they hit the ball they run to either spot to the side of them and then back to the middle. The fielders aim to retrieve the ball and place it on the bowler's cone (the bowler can help) before the batter gets back to the batting spot. Swap turns each go so children get lots of turns. Ensure that all groups strike the ball in the same direction for safety.

TP: Lunge towards the ball

TP: Place your foot behind your hands incase it gets past (if possible)

TP: React to how and where the ball is moving

TTP: When we are intercepting it is important we know what is happening in the game – fielders must communicate

Diff: Allow emerging children to use a larger soft ball

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year three	Cricket	Fielding Part 2 – Returning the ball
Do	**= Expected:** Can perform a moving pick up into an underarm throw	**+ Exceeding:** Can perform a stationary overarm throw with accuracy	**- Emerging:** Can perform a stationary under arm throw with accuracy
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, 10 tennis balls, 8 tennis rackets, 8 cricket bats, 4 batting tees

WARM - UP

(Getting ready for the activity)

Tri Throw

Ask children to go into groups of 3. The children mark out a box 3ft x 3ft using four markers, then mark another box 10yds away the same size.

Behind one of the boxes 2 of the children line up and the front child has a ball. The other child goes behind the opposite box. On command from the teacher the front child with the ball rolls the ball to the child opposite trying to get the ball into the box, this child then runs to the opposite box and takes the place of the other child who in turn enters the box to greet the ball, picks it up and throws underarm trying to land the ball in the opposite box. This child then runs to the opposite box and takes the place of the other child. This continues to create a non stop loop. Refer to diagram A.

TP: Bend your knees to ensure you are well balanced and low to the floor

TP: Ensure once intercepted you create one uninterrupted movement

TP: Step forward with opposite foot

Diff: Allow emerging players to stand ready in the box

MAIN

(Working towards competition)

Out at the point

Ask the children to go into groups of 4. Place a marker where one child stands as the batter with a racket. 5yds directly in front a hoop is placed on the floor where the bowler stands with a ball. Another hoop is placed 10yds directly in front of the batter and another 15yds in front of the batter on the floor. The two remaining players take up fielding positions on both sides of the batter. The ball is rolled to the batter by the bowler, the batter must aim to hit the ball out and run level with one of the hoops, if the batter gets to the first hoop before the fielding team including the bowler gets the ball in the hoop the batter gets 1 point, 2 points for the further hoop and 3 for the furthest. The fielding team can only get the batter out by throwing the ball into the hoop the batter is aiming to get level with. Once the batter has been the players swap positions. Refer to diagram B

TP: Arm stays straight to the side of the body

TP: find the right release point, always on the upward motion

Diff: If emerging increase the distance of the batting point scoring zones. Exceeding use a cricket bat

COMPETITION

(Working against self or others)

Mini cricket

In teams of 5 make a diamond shape placing a spot on each of the 4 corners which are approximately 10 yards apart from each other. The bowler will stand at the top spot on the diamond, the backstop at the opposite end and the batter will stand on a further spot in the middle of the diamond. The two fielders stand behind the bowler to try and get the ball when the batter hits it and return it to the bowler by throwing the ball underarm. The bowler rolls the ball towards the batter who tries to hit the ball with a racquet, if they hit the ball they run to either spot to the side of them and then back to the middle. The fielders aim to retrieve the ball and underarm throw it back to the bowler who must get the ball down on the bowlers spot before the batter gets back to the batting spot. Swap turns each go so children get lots of turns. Ensure that all groups strike the ball in the same direction for safety.

TP: Opposite arm is the aiming arm and points to where you want the ball to go

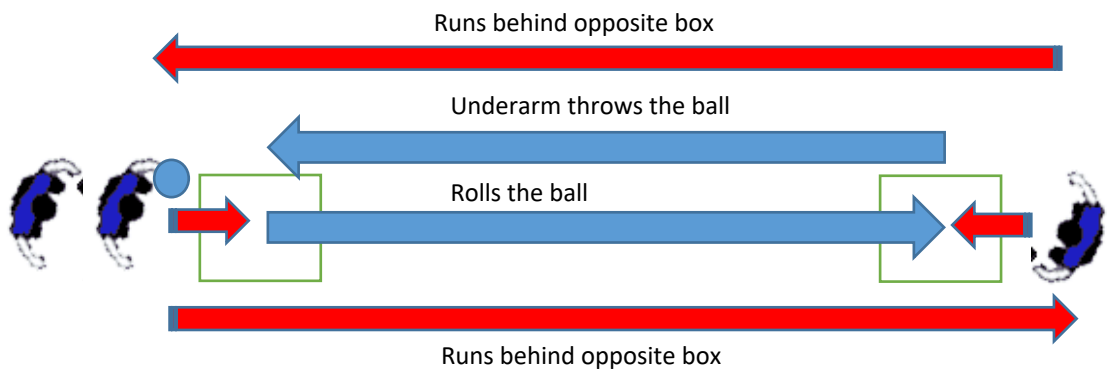
TP: Try to get the right amount of speed needed for the distance

TTP: If we are returning the ball to get a player out should we do it slow or quick?

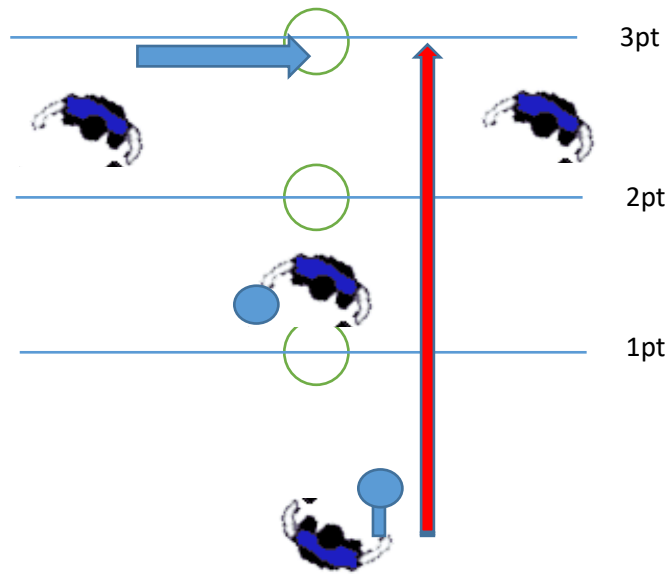
Diff: Allow exceeding groups to bowl the ball in underarm and encourage overarm throws when fielding

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

A.


Runs behind opposite box
Underarm throws the ball
Rolls the ball
Runs behind opposite box

B.


3pt
2pt
1pt

Week 4	Year three	Cricket	Striking the ball
Do	**= Expected:** Can strike a ball that has been drop fed towards a target	**+ Exceeding:** Can strike a ball that has been bowled	**- Emerging:** Can strike a bouncing ball towards a target
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 10 tennis balls, 8 batting tees, 8 bats, cones, 8 sets of stumps, spot mats

WARM - UP
(Getting ready for the activity)

Circle race

Hand out 8-10 balls and children begin by moving inside a grid in different ways whilst rolling, throwing and catching the balls to each other. Play some motivational music in the background. Perform some dynamic stretches such as shoulder rolls, arm circles, open gates, lunges.

Then children go into teams of approximately six with a ball per team and make a circle. One child is the nominated runner and has to run around the circle back to their place in the circle before the ball gets passed the whole way around the circle. The ball must be rolled or bounced to each other when passing it around the circle. Swap over so everybody gets a go at racing around the circle.

TP: Hands ready, eyes on the ball

TP: Body control and balance when running around the circle

Diff: Exceeding children can make their circle bigger to make it harder for the runner or must clap before catching the ball to make it harder for catchers. Emerging children make the circle smaller to make it easier for the runners and roll the ball to each other to make it easier for the catchers

MAIN
(Working towards competition)

3 strikes

In small teams (4-6) children have a batting tee, bat, three balls and two cones per group. One child from each team is the batter and stands on a line/marker with their team mates stood between their two cones that are 10 yards apart and 10-15 yards away ready to field the ball. The batter hits the first ball off the tee, the second ball is drop fed at arms length away from the side of the batter by one of the fielders and the third ball can be hit from the tee or drop fed the batter decides. For each ball that goes between the markers past the fielders the batter gets a point. Swap over every three goes.

TP: Place the bat on the floor with the flat side on the ground, make two vertical V shapes with your thumb and index finger of your hands with your favorite hand at the top and pick the bat up from the floor for the correct grip

TP: Side on to the fielders, knees bent, good balance

Diff: Emerging children hit the ball from the tee and exceeding children move the cones the fielders are between close together

COMPETITION
(Working against self or others)

Diamond cricket

Split the class in half and set up two pitches using a diamond shape with 4 sets of stumps as **per the diagram** with a batter stood ready to hit the ball in front of each set of stumps and a bowler in the middle of the diamond (the class leader is the bowler). Four of the fielders act as wicket keepers and stand 5 steps behind a set of stumps each and the remaining children are fielders and can choose where they field as long as it's not inside the diamond. The teacher bowls the ball under arm at any of the batters and the batter tries to hit the ball. To score a run all of the batters must move around at the same time anti-clockwise to the next set of stumps without overtaking each other like rounders. Batters can run if they hit or miss the ball and can be bowled/caught/hit wickets or run out and lose 5 runs from their score but keep batting. Fielders can field the ball and throw it back to the bowler who can bowl as soon as they have the ball or can attempt to run one of the batters out. Give each group of 4 batting, 2 minutes per team then swap over so everyone gets a go.

TP: Communicate when you want to run

TP: Head level eyes on the ball when batting

Diff: For exceeding children they can decide to have an over arm bowl and score double if they score a run from it

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 5	Year three	Cricket	Bowling
Do	**= Expected:** Can underarm bowl a ball whilst moving forwards	**+ Exceeding:** Can underarm arm bowl with speed whilst moving forwards	**- Emerging:** Can underarm bowl a ball from a stationary position
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 8 rackets, 8 mini bats, 15 small balls, 8 medium sized balls, spot mats, cones, 8 sets of stumps

WARM - UP
(Getting ready for the activity)

Bowler circle

Ask half the children to stand making a large circle around the room, 3m in front of each child place a marker . The other half of the children are asked to stand in the middle of the circle with a ball, mark out a small square in the middle where the children must start. On command from the teacher the children in the middle go out to one of the markers placed in front of the other children. Just before they they get to the marker they can underarm bowl their ball to the child on the outside, whilst still moving. Once the child on the outside receives the ball, they can roll the ball back to the middle player who must go back through the middle and then find another cone and repeat the action. Play some motivational music in the background and occasionally ask children to perform some dynamic stretches including shoulder rolls, circle arms, lunges, open gates.

TP: Hold the ball in your stronger hand spider up – fingers pointing up when ball is in hand

TP: Look to your target

TTP: Not too hard, not too slow

Diff: Emerging children can remain stationary on the inside of the circle or roll the ball. Exceeding children are encouraged to bowl on the move, time them and keep score

MAIN
(Working towards competition)

3 bowlers 1 batter

Ask the children to go into teams of 4, each team will need a bat, 1 cone, 3 balls and 1 set of wickets. 1 child will act as the batter stood in front of a set of wickets, the other children will stand in line behind a cone marked 10ft in front of the batter. Each player behind the marked cone is a bowler and will have a ball each. The first person in the line will bowl their ball at the batter aiming for the set of wickets, the batter will try to defend the wickets. Whether the batter hits the ball or not the bowler must retrieve their ball. Whilst the bowler is retrieving the ball the next bowler will repeat the action. This will continue until everyone has had 2 bowls then the teams will swap the batter. Please ensure that the batters know to only defend the wickets and to not hit the ball too far.

TP: step forwards when bowling

TP: spread your legs one foot in front of the other body slightly to the side

TP: swing your arm from the back of your body to the front

Diff: Emerging children use a larger ball and can get closer, exceeding children further away with a small ball

COMPETITION
(Working against self or others)

Diamond cricket

Split the class in half and set up two pitches using a diamond shape with 4 sets of stumps; with a batter stood ready to hit the ball in front of each set of stumps and a bowler in the middle of the diamond (the coach/teacher is the bowler). Four of the fielders act as wicket keepers and stand 5 steps behind a set of stumps each and the remaining children are fielders and can choose where they field as long as it is not inside the diamond. The teacher bowls the ball under arm at any of the batters and the batter tries to hit the ball. To score a run all of the batters must move around at the same time anti-clockwise to the next set of stumps without overtaking each other like rounders. Batters can run if they hit or miss the ball and can be bowled/caught/hit wickets or run out and lose 5 runs from their score but keep batting. When a batter is out the next one comes in. Fielders can field the ball and throw it back to the bowler who can bowl as soon as they have the ball or can attempt to run one of the batters out. Give each group of 4 batting 2 minutes per team then swap over so everyone gets a go.

TP: Release at the right time

TP: Point your non throwing hand in the direction you want the ball to go then swap your hands

Diff: Allow emerging children to bowl closer and exceeding further away

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 6	Year three	Cricket	Match Up
Do	**= Expected:** Play a striking and fielding match appropriate to the children's age	**+ Exceeding:** Play a cricket match appropriate to the children's age	**- Emerging:** Play a cricket match appropriate to the children's age
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 10 small balls, spot markers, 8 sets of stumps, 4 kwick cricket balls, 4 bats

WARM - UP
(Getting ready for the activity)

Numbers throw

(Pro) Mark out an area, randomly hand out 6-10 small balls and have children moving in and out of one another in side the area. Play some motivational music in the background and occasionally throughout the warm-up ask children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates. Then split the class in half, give each team a ball and number the children. The ball must then be thrown underarm to each team member in numerical order and when the highest number catches the ball the team sits down. The first team sat down is the winning team. Play the game again but this time children perform high catches and must not be standing still. The high catch should be about a foot above the child's head height.

TP:

Diff: Challenge the exceeding children to start further away when throwing and catching and emerging children can stand closer together

COMPETITION
(Working against self or others)

Kwik cricket match

(Pro) Split children into teams of 8 with one team batting and the other team fielding. Set up the wickets 16 yards apart, fielding team have a wicket keeper stood 5 yards behind the batter, a bowler and the other children spread out and field. The batting team bat in pairs for two overs (12 balls) then swap with another pair. Batters count their runs, a boundary can also be marked out so batters can score a 4 or 6. If batters are out they lose 5 runs and swap ends. Batters also swap ends at the end of each over. The bowler always bowls from the same end and bowls 6 balls then everyone in the fielding team moves around a space so everyone gets a turn at each position. If the bowler bowls a wide or a no ball the batter can hit a ball from a batting tee placed 2yds away. The batting team start with 200 runs and team with the highest score at the end of the game wins. Batters can be caught/bowled/run out/stumped/hit wicket.

TP:

TTP:

Diff: For emerging children the ball can be drop fed from the side of the batter or hit from a tee

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Full Kwik Cricket rules

- ***Pitch:*** Two sets of wickets, 16 yards apart, boundaries – maximum of 35 metres apart but can be reduced to accommodate more matches.
- ***Teams:*** Each team comprises of 8 players, 10 maximum per squad.
- ***The Start:*** The two teams toss a coin to decide which team has the choice of either batting or fielding first.
- ***The Game:*** Throughout the Tournament each game shall consist of one innings per team, each innings to be 8 overs long.
- ***Batting & Scoring:*** The batting side shall be divided into pairs, each pair batting for 2 overs, with a new pair starting at the end of the second, fourth and sixth overs and each team starts batting with a score of 200 runs. Each time a batter is out, 5 runs are deducted and the other batter of the pair faces the next ball.
- A batter may be out bowled, caught, run out, stumped, hit wicket, there is no LBW law unless the batter deliberately blocks the ball with a leg or foot.
- Runs will be scored in the normal way, 2 runs will be awarded to the batting team for each wide ball and no-ball bowled, but no extra ball will be allocated except in the final over of each innings when, in addition to the 2 runs, an extra ball will be bowled.
- At the end of the first 2 overs, the first pair of batters retires and is replaced by the second pair until all 4 pairs have batted for 2 overs each then the second team then bats for its 8 overs
- ***Bowling and Fielding:*** Each player on the fielding side must bowl 1 over and bowling will take place from one end only. Overarm bowling should be encouraged once children can bowl under arm with accuracy.
- Players on the fielding side DO NOT need to rotate fielding positions in competition.
- With the exception of the wicketkeeper no fielder may field within 10 yards of the wicket.
- A fielder may move into the restricted area to field a ball provided he/she was outside the area when the shot was made.
- ***The Result:*** The team with the higher score wins. In the event of a tie the team taking more wickets will be the winner. If it is still equal, each player bowls 1 ball at the wickets (no batter), with the team scoring the higher number of strikes the winner.

Tennis

Tennis DO	Week 1	Week 2	Week 3	Week 4	Week 5
	Introduction	Hit	Return	Serving	Match Up!
Year 2	Identify children's current understanding of the topic	Can hit a ball with hands accurately along the floor to another child	Can return a ball accurately hitting with hands along the floor (without stopping the ball)	Can accurately throw a ball overarm with a bounce to another child	Play a net/wall match appropriate to the child's age
Year 3	Identify children's current understanding of the topic	Can hit a ball with a racket accurately along the floor to another child	Can return a ball with a racket accurately along the floor to another child	Can serve a ball with a racket accurately along the floor to another child	Play a net/wall match appropriate to the child's age
Year 4	Identify children's current understanding of the topic	Can hit a ball with a racket accurately with a bounce to another child	Can return a ball with a racket from a bounce accurately to another child with a bounce	Can serve a ball underarm with a racket accurately with a bounce to another child	Play a tennis match appropriate to the child's age
Year 5	Identify children's current understanding of the topic	Can hit a ball accurately with a racket over a net to another child	Can return a ball with a racket accurately over a net to another child	Can serve a ball underarm accurately with a racket over a net to another child	Play a tennis match appropriate to the child's age
Year 6	Identify children's current understanding of the topic	Can hit a ball accurately with a racket over a net to score in a match	Can return a ball accurately over a net to score in a match	Can serve a ball underarm accurately with a racket over a net to score in a match	Play a tennis match appropriate to the child's age
Year 7	Identify children's current understanding of the topic	Can hit a ball accurately using both sides of a racket to score in match	Can return a ball accurately using both sides of a racket to score in match	Can serve a ball overarm with a racket over a net to score in a match	Play a tennis match appropriate to the child's age

Assessment Tracker Subject: Tennis

	DO		THINK		FEEL
Do	Input + and – only = is assumed otherwise. Example Jonny is emerging (J.S -)	**Think**	Assessing for understanding if shown understanding input initials	**Feel**	Assessing for understanding if showing understanding input initials
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Hit		**Week 2:**		**Week 2:**	
Week 3: Return		**Week 3:**		**Week 3:**	
Week 4: Serving		**Week 4:**		**Week 4:**	
Week 5: Match Up		**Week 6:**		**Week 6:**	

Week 1	Year three	Tennis	Introduction
Do	**= Expected:** Identify children's current understanding of the topic	**+ Exceeding:** Identify children's current understanding of the topic	**- Emerging:** Identify children's current understanding of the topic
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, 30 rackets, 30 tennis balls, 30 tall cones, line mats

WARM - UP
(Getting ready for the activity)

Bee catcher:

(Pro) Mark an area and place 15 gates in the form of two spot markers of same colour 1ft apart inside the area. Ask the children to spread out in a hall sized area holding a racquet. On command from the teacher children move in and out of the gates inside the area ensuring that they keep the racquet held with the face showing.

Play some bee related music in the background. Ask the children to pretend that the racquet is a bee keeper's net that they can now use to catch bees. They move the racquet in various directions to catch the bees, high in the air, low to the ground, or even catching a bee that flies towards them at waist height. Children can only catch the bees at the gates and must be aware of one another avoiding making contact with bodies or rackets.

Give children the chance to try different ways of moving the racquet.

TP: Do we hit the bees hard or try to catch them softly – softly for the push effect like when hitting the ball

TP: Encourage children to reach the racquet out for the bee and change the direction of the racquet as they can catch the bee from both sides

Diff: Encourage exceeding to define the movements of the bee catching, allow emerging time to develop

MAIN
(Working towards competition)

Goal Ball: Rackets

(Pro) Ask children to go into pairs taking 2 dome cones, 2 line mats, 2 tall cones, 1 tennis racket and and 1 tennis ball with them. Demonstrate to the group how to set up.

Finding a space the partners will stand facing each other about 8ft apart, each with a line mat at their feet. The 2 tall cones will be placed in the middle of the two partners with a gap of 2ft between them. The aim of the game is for the partners to work together to try and score as many goals as possible by hitting the ball with their racket through the tall cones along the ground. To begin with allow the children to stop the ball with the face of the racket before hitting it back, but then encourage them to return it without stopping the ball. It is important that when they are returning immediately they are aware they can start to move off of the line mat to get better positions. Allow them time to develop then put the partners under a time allocation in which they have to score as many goals as they can in the allowed time.

TP: Look at the target you are aiming for

TP: Brush the cheek of the racket along the floor

Diff: Make the goal ball bigger for emerging children. For exceeding children increase their distance away from the target

COMPETITION
(Working against self or others)

Floor rally:

(Pro) Keeping with the same partner and layout from the last activity children will now join with another pair. The partners will stand facing each other 10ft away, with a goal 3ft wide in the middle. Each player will begin with a line mat in front of them marking the 5ft away from the goal. The partners on one side of the goal will start with the ball. The aim is for the partners to continually hit the ball to each other using their racket along the floor through the goal. Each time the ball goes through the goal the whole team scores 1pnt. If the ball gets hit but does not make it through the goal, or gets hit out of range so that the other side cannot return it with one hit, the team start back at zero and take their score before the foul. Teams will record their highest total score, the team with the highest score at the end wins.

TP: Make the hit at the right time

TP: Get the right speed on the ball not too hard not too soft

Diff: Allow exceeding to use a tennis ball and racket rather than the medium sized ball, Allow emerging to take more than one hit to get the ball through the goal

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 2	Year three	Tennis	Hit
Do	**= Expected:** Can hit a ball with a racket accurately along the floor to another child	**+ Exceeding:** Can hit a ball with a racket accurately with a bounce to another child	**- Emerging:** Can hit a ball with hands accurately along the floor to another child
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, 30 rackets, 30 tennis balls, 30 tall cones, line mats

WARM - UP
(Getting ready for the activity)

Floor control

(Pro) Mark out an area with gates randomly placed inside of it. Gates are in the form of two spot mats of the same colour 1ft apart. Ask the children to start moving in and out of the gates like tennis players (refer to teaching point below). Have them quickly changing direction at each gate. Play some motivational music in the background. Then give each child a tennis racket and a ball. They must use the racket to move the ball around the area in and out of the gates. When the ball goes too far they must try and stop it by placing the racket on top of the ball aiming for the nose to hit the ball and stop it dead. When they are moving the ball they must try and hit it away from their bodies rather than dribbling like a hockey player.

TP: Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet.

TP: Brush the cheek of the racket against the floor when hitting the ball.

Diff: Allow emerging children to use a bigger ball and exceeding can perform it under time pressure

MAIN
(Working towards competition)

Through the gates

Children go into pairs with a tennis ball. Mark out 15 gates inside the area. Gates are two spot markers of the same colour 1ft apart.

Each pair of children stand either side of the gate 4ft away (Pro) hitting the ball back and forth through the gate with their rackets.

Once children have understood and have had time to practice set them the challenge to go to a different gate each time. In this case the child with the ball travelling with the ball at the racket and the child without will communicate to each other to go to a gate, once there the child with the ball will hit the ball through the gate, to their partner, both will then move to a different gate and repeat the action.

If time allows ask children to race against the clock it to through many gates as possible.

TP: When hitting try to stand side ways on to allow your arm to pass through the front of your body

TP: Keep a locked wrist

Diff: Allow emerging children time to develop into moving. Towards the end let exceeding children try carry the ball in their hands and hit the ball from a drop feed with a bounce

COMPETITION
(Working against self or others)

Floor tennis match

(Pro) Keeping with the same partner from the last activity. Children will now find a space taking two tall cones and set out a goal 3ft wide. Starting from their line mat 5ft from the goal the child starting with the ball will serve the ball with their racket from the floor for the other child to return. Once returned the partners are then playing for points against each other. To score, after the return the child receiving must hit the ball through the goal causing the other player to make a foul. A foul is made when a player is unable to return the ball in one shot, unable to return the ball through the goal or return causing the ball to go off the ground. Ensure players are aware that they must start from the line mats but can move forwards once the game is served. Keep score changing the server for every point.

TP: Make the hit at the right time

TTP: When in a game is it better to hit the ball to the opponent or away from them?

Diff: Allow exceeding to stand further back for the serve, Allow emerging to take more than one hit to get the ball through the goal

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year three	Tennis	Return
Do	**= Expected:** Can return a ball with a racket accurately along the floor to another child	**+ Exceeding:** Can return a ball with a racket from a bounce accurately to another child with a bounce	**- Emerging:** Can return a ball accurately hitting with hands or a racket along the floor (without stopping the ball)
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Equipment: Cones, spots, soft tennis balls, bean bags, racquets

WARM - UP
(Getting ready for the activity)

Partner mirror:
Mark out an area ask the children to find a partner and start moving around the area with their partners close by. Play some motivational music in the background. Have children perform some dynamic stretches every so often, such as shoulder rolls, circle arms, lunges, open gates. With their partners ask children to select who will be the leader. The leader must now move around the area performing tennis like movements which must be copied by their partner who is traveling close by. The types of movements can include a forehand shot, back hand shot, serve, smash. Introduce the movements to help the children gather an understanding. Ask players to swap occasionally through out.

TP: Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet

Diff: Challenge children to change speed and direction to make it more difficult for their partner and play shots with both hands

MAIN
(Working towards competition)

Rally 1-2-3: Rackets
Children go into pairs and have a racquet each and ball between them, standing facing their partners a couple of meters away with two cones in the middle to act as a mini goal. Children push the ball along the floor to each other through the goal and try and hit it back without stopping the ball first. Once children get a rally of 1 they pick the ball up and try and get a rally of 2. If they achieve this they try for a rally of 3 and keep going. Encourage using both sides of the racquet. If time allows have the partners join another pair and make a bigger goal and pass the ball through the goal as a four.

TP: Hold the racket with a v shape to the side of the hand keeping a open face

TP: Lock your wrist on contact

TP: Brush the cheek of the racket against the floor

Diff: Allow emerging children time to develop into using the racket by giving them a medium sized ball to hit with their hands.

Allow exceeding to hit the ball on a bounce return rally

COMPETITION
(Working against self or others)

Floor Tennis Match :
Keeping with the same partner from the last activity. Children will now find a space taking two tall cones and set out a goal 3ft wide. Starting from their line mat 5ft from the goal the child starting with the ball will serve the ball with their racket from the floor for the other child to return. Once returned the partners are then playing for points against each other. To score, after the return the child receiving must hit the ball through the goal causing the other player to make a foul. A foul is made when a player is unable to return the ball in one shot, unable to return the ball through the goal or return causing the ball to go off the ground. Ensure players are aware that they must start from the line mats but can move forwards once the game is served. Keep score changing the server for every point.

TP: If possible, when returning stand slightly sideways on allow your hit to follow through the front of your body

TP: Keep your head up before you return the ball ensuring you are aware of where your opponent is positioned

TTP: Is it better to hit the ball at your opponent or away from them?

Diff: Allow emerging children to use a medium sized ball using their hands to hit the ball along the ground. Exceeding children can hit the ball from a bounce provided the bounce happens before the service line

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 4	Year three	Tennis	Serve
Do	**= Expected:** Can serve a ball with a racket accurately along the floor to another child	**+ Exceeding:** Can serve a ball underarm with a racket accurately with a bounce to another child	**- Emerging:** Can accurately throw a ball overarm with a bounce to another child
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Cones, spots, soft tennis balls, bean bags, racquets

WARM - UP
(Getting ready for the activity)

Ball swap

Scatter cones in the playing area and give each child a ball. Children start by moving sideways dodging in and out of the cones. On "go" children have to put their ball on any cone and pick up another ball and keep performing this as many times as possible in two minutes. Give children a couple of goes at this and see if they can beat their previous score.

TP: Get low to the ground, knees bent with your head up looking where you are going to move to next

Diff: Give exceeding children two balls to perform the task with

MAIN
(Working towards competition)

Target server

Children work in pairs and have a ball between them and racquet each with a net in the middle of them. The child who isn't serving makes a box using four markers as a target and their partner serves the ball over the net using the using the over arm throw/catapult serve/contact point serve and their partner tries to catch the ball against their racquet after is has bounced. If it lands in the target zone children get a point. They have three goes each before swapping over.

TP: Nike tick position and side on for the over arm throw

TP: Catapult serve-hold the ball on the racquet at head height and catapult it in a rainbow shape

TP: Contact point serve-racquet held over head, ball thrown up underarm and hit the ball stopping at point of contact

Diff: Children work to their own ability and progress through to the contact point serve. Emerging children make a bigger target and exceeding children make a smaller target

COMPETITION
(Working against self or others)

Serve and return

Same set up as the previous game but the other child can return the ball to start a rally but the serve must go over the net using the over arm throw, catapult serve or contact point serve. Children get a point for each shot they perform as a rally and get a bonus point if the serve hits the target.

TP: Side-on, point the front arm up

TP: High 5 the sky with the catapult serve and do not follow through

Diff: Child perform the most appropriate serve dependant on their ability

Progress: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 5	Year three	Tennis	Match up!
Do	**= Expected:** Play an age appropriate tennis match	**+ Exceeding:** Play an age appropriate tennis match	**- Emerging:** Play an age appropriate tennis match
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: Cones, spots, variety of tennis balls, racquets			

WARM - UP
(Getting ready for the activity)

Team ball swap 1

Each child has a ball and must move in the area and swap their ball at the same time as another team mate when the teacher calls "swap". Give children different challenges whilst moving with the ball: bounce and catch, one hand to the other hand throws, rolling the ball, moving it around their body. See who can come up with creative ways to swap their ball.

TP: Eyes on the ball when catching, communicate

Diff: Give exceeding children two balls to perform the task with

CO-OPERATION
(Working with others)

Tap up tennis

Children work with a partner with a racquet each and a ball between them. Mark out a small box 2 feet by 2 feet with four markers. Children stand facing each other on opposite sides of the box and take it in turns to take a shot to see how many they can get. The ball must bounce in the square each time and children only get one shot each or the game restarts. See how many children can score as a team.

TP: Bend knees and get under the ball to hit it up

Diff: Allow two bounces and make the box bigger for emerging children, make the box smaller for exceeding children. Or give exceeding children the less bouncy balls and emerging children the balls that bounce more

COMPETITION
(Working against self or others)

Competition

In pairs children play a game of tennis with two markers in the middle of them to act like a goal. The game starts with a serve but if the ball doesn't go through the goals or a child takes two shots then the other player wins the point. Introduce tennis scoring-15/30/40 then game. Play two minute games then children play someone else who will challenge their ability. See if children can watch another pair play and be confident enough to keep score then swap over.

TP: Racquet cheek to the floor, push the ball up

TTP: A tactic is a plan made to gain an advantage over the other team which incorporates your teams/opponent's strengths and weaknesses and may change throughout the game. For example it may be best to hit the ball away from where your opponent is standing to make it more difficult for them if they are not quick on their feet

Diff: Emerging children can play floor tennis, add a mini net for exceeding children to hit the ball over

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Tag Rugby

Tag Rugby DO	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Introduction	**Passing**	**Receiving**	**Evasive running**	**Defending skills**	**Match up!**
Year 3	Introduce the game and observe current understanding	Can hold a rugby ball effectively when passing	Can receive a rugby ball effectively (able to catch)	Can perform a side step to evade an object	Can touch tag another player	Can play a tag rugby match appropriate to children's ability
Year 4	Introduce the game and observe current understanding	Can hold a rugby ball effectively whilst passing accurately	Can receive a rugby ball effectively showing control (able to catch ready for the next move)	Can perform a side step to evade a moving defender	Can steal another players tag effectively	Can play a tag rugby match appropriate to children's ability
Year 5	Introduce the game and observe current understanding	Can hold a rugby ball effectively whilst passing accurately over a long distance	Can receive the ball effectively showing control over different distances	Can show agility to evade more than one defender	Can steal another players tag effectively in a game situation	Can play a tag rugby match appropriate to children's ability
Year 6	Introduce the game and observe current understanding	Can hold a rugby ball effectively whilst passing accurately on the move	Can receive the ball effectively with control over different distances whilst moving	Can show agility to evade more than one defender whilst changing speed and direction	Can effectively defend as part of a team	Can play a tag rugby match appropriate to children's ability
Year 7	Introduce the game and observe current understanding	Can hold a rugby ball effectively whilst passing accurately on the move and at the same time adopting a tactic to gain an advantage	Can receive the ball effectively with control over different distances whilst moving and linking with passing	Can show agility to evade more than one defender changing speed and direction whilst linking with passing	Can adopt a team tactic in order to defend effectively in a game situation	Can play a tag rugby match appropriate to children's ability

Assessment Tracker Subject: Tag Rugby

	DO		THINK		FEEL
Do	Input + and – only = is assumed otherwise. Example Jonny is emerging (J.S -)	**Think**	Assessing for understanding if shown understanding input initials	**Feel**	Assessing for understanding if showing understanding input initials
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Passing		**Week 2:**		**Week 2:**	
Week 3: Receiving		**Week 3:**		**Week 3:**	
Week 4: Evasive Running		**Week 4:**		**Week 4:**	
Week 5: Defending Skills		**Week 5:**		**Week 5:**	
Week 6: Match Up!		**Week 6:**		**Week 6:**	

Week 1	Year three	Invasion games Tag Rugby	Introduction
Do	**= Expected:** Introduce the game and observe current understanding	**+ Exceeding:** Introduce the game and observe current understanding	**- Emerging:** Introduce the game and observe current understanding
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Cones, rugby balls, bibs, tags

WARM - UP
(Getting ready for the activity)

Tiggy scarecrow

Children begin by moving around inside a grid in different directions, call out different skills for children to perform – score a try/pass/catch/kick etc. Play some motivational music in the background.

Then ask children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.

Next choose two children to hold a ball and try and tag the other children. Taggers must hold the ball in two hands at all times and must tag the other children with the ball in their hands they cannot throw the ball. Once tagged, children stand with their arms out to the side and a team mate must run under their arms to free them. Swap the taggers around and play the game a few times to observe how children carry the ball.

TP: Mucky fingers clean palms-grip the ball with the fingers not the palm of the hand

TP: try not to hold the ball by the ears

Diff: Add more taggers to make the game more difficult or have fewer taggers to make it easier

MAIN
(Working towards competition)

Team try scoring

Put children into matched ability teams of 6-8 and give each team one ball. On "go" the children must pass the ball to each one of their team mates and once they have done this they put the ball down on the floor and shout "try". The first team to do this wins. Play the game a few times to observe children's passing and receiving skills and to get all players involved, ensure a different team member scores the try each time.

TP: No diving when scoring a try-the ball must be placed under control on the floor with one or two hands on the ball

Diff: Challenge exceeding children to move when passing, receiving and when waiting, emerging children can perform the task stationary

COMPETITION
(Working against self or others)

Any direction tag rugby

In the same teams as before children play a game of tag rugby.

Rules:

-The ball can be passed in any direction

-Defenders can only tag the child holding the ball

-Once tagged the defender shouts "TAG" and the attacker has 3 seconds to pass the ball, the defender then gives the tag back and carries on

-The ball must be placed under control over the try line to score

-No physical contact is allowed

The game starts and restarts from the middle of the pitch and one point is awarded for a try. Don't give the children too many rules at first, let them play then gradually add more rules in.

TTP: When your team has possession of the ball which way is best to be heading? Over the try line.

Diff: Emerging children can play the game without running with the ball and the ball can only be intercepted by the defenders. For exceeding children the ball must be passed backwards if you are tagged

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 2	Year three	Invasion games Tag Rugby	Passing
Do	**= Expected:** Can hold a rugby ball effectively when passing	**+ Exceeding:** Can hold a rugby ball effectively whilst passing accurately	**- Emerging:** Not Applicable
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: Cones, rugby balls, bibs, tags			

WARM - UP
(Getting ready for the activity)

Toilet tag

Children begin by moving around inside a grid in different directions to different numbers: 1=jump and turn 2=sprint 3=score a try. Play some motivational music in the background.

Then ask children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.

Show children how to hold the ball correctly. Choose two children to be taggers and with a ball each they must hold the ball in two hands at all times and tag the other children- they cannot throw the ball. Once tagged, children squat down with one arm out in front of them and hold this position until another child comes and gently pushes their arm down to flush the toilet and free them. Swap the taggers around and play the game a few times.

TP: Mucky fingers clean palms-grip the ball with the fingers not the palm of the hand

TP: Firm grip on the ball with both hands

Diff: Add more taggers to make the game more difficult or have fewer taggers to make it easier

MAIN
(Working towards competition)

Numbers passing

Children work with a partner with a ball between them in the grid marked out from the warm up and practice the swing pass to each other in the grid. Encourage children to move and pass the ball to each other. Call out different numbers and children must get the correct amount of passes then score a try by placing the ball on the floor. Add two defenders into the game who can intercept the ball when it is being passed to get a point.

TP: Point the top of the ball down to 6 o'clock and scoop the ice cream swinging the ball across your body

Diff: Exceeding children to speed up their passes to increase the intensity, emerging children can perform the task stationary then walking

COMPETITION
(Working against self or others)

Keep ball 3v1

Put children into teams of 4 and mark out a grid for each team. The ball can be passed in any direction but children cannot run with the ball. Play 3v1 with one defender. The aim is for the team with the ball to get 5 passes then put the ball on the floor for a try and a point. The defender can intercept the ball.

One point is awarded for a try. Don't give the children too many rules at first, let them play then gradually add more rules in.

To progress the game add in that a try is worth 5 points and if the referee sees good technique when passing the ball and accuracy then the team gets an extra point.

TP: Two hands on the ball

TP: Fingers follow through and point to the target when you pass the ball

TTP: Do we always need to be looking to make a pass? No often we need to run to the try line with no thought of passing

Diff: For emerging children have more attackers, exceeding children play 2v2

Progress: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year three	Invasion games Tag Rugby	Receiving
Do	**= Expected:** Can receive a rugby ball effectively (able to catch)	**+ Exceeding:** Can receive a rugby ball effectively showing control (able to catch ready for the next move)	**- Emerging:** Not applicable
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: Cones, rugby balls, bibs, tags			

WARM - UP
(Getting ready for the activity)

Ball skills 1

Mark out an area and ask children to begin by jogging in and out of each other inside the area performing different movements required for rugby (dodging/passing/jumping etc.). Play some motivational music in the background. Then ask the children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.

Once children are warm for activity, hand out enough rugby balls for half of the class. Children have five seconds to perform a skill with the ball (move it around their body/through the legs/throw and catch it etc.) before passing it to a team mate who will catch it and do the same.

Finish with children in pairs, facing each other on all fours. One child leads by moving from side to side and their partner has to copy. Swap over after a few goes.

TP: Keep your eyes on the ball

TP: Two handed catch

Diff: Add more balls in to make the game more challenging

MAIN
(Working towards competition)

Relays

In teams of 3, each team starts behind a cone with a ball per team. Mark out to cones for each team 10m apart. The first player runs with the ball and places it on the first cone 10m away, carries on running to the end, turns and runs back picking the ball up on the way and passing it to the next player. Once all 3 have been and the last player runs to the back of the line and sits down with the ball the team has finished the relay. First team to finish are the winners.

TP: 'W' hands out in front of your body

TP: Catch the ball in front of you

Diff: The winning team starts from further back each time

COMPETITION
(Working against self or others)

Keep ball 4v2

Ask children to go into teams of no more than 6 and mark out enough grids for teams to play 4v2 keep ball. The ball can be passed in any direction but children cannot run with the ball. The aim is for the team with the ball to get 5 passes then put the ball on the floor for a try and a point. The defending team can intercept the ball.

One point is awarded for a try. Don't give the children too many rules at first, let them play then gradually add more rules in. Once children are comfortable allow the defending team to tag the ball carrier, thus encouraging a quick pass. This time a try is worth 5 points and if the referee sees a player with their hands ready and receiving the ball in front of their body they get a bonus point.

TP: Open your body up to show you are ready to receive the ball

TTP: Where is it best to move when you don't have the ball? Into a space within passing range

Diff: For emerging children have more attackers , exceeding children play 3v3

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 4	Year three	Invasion games Tag Rugby	Evasive running
Do	**= Expected:** Can perform a side step to evade an object	**+ Exceeding:** Can perform a side step to evade a moving defender	**- Emerging:** Not applicable
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Cones, rugby balls, bibs, tags

WARM - UP
(Getting ready for the activity)

Gears

Children have tag belts on to practise avoiding the tag being taken and in pairs with a ball between two, the leader dodges in and out of the other children with the ball and their partner follows closely behind. Call out the following numbers which children must perform to understand change of speed:
1.fast walking, 2. jogging, 3.running,
4. sprinting.
Children keep passing the ball to each other so the leader keeps changing over. Finish by adding number 5 in which means the child at the back has to try and tag the leader. Play some car related music in the background.
At various points in the warm up ask children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.
TP: 2 handed carry with the ball
TP: Short quick steps when changing from a high gear to a low gear to stop quickly
Diff: expect quick changes of speed from exceeding

MAIN
(Working towards competition)

Cats and dogs

Mark out three lines 10m apart. In pairs without a ball all children stand side by side either side of the middle line. One side of the line are cats and the other side are dogs. If cats are called then they have to make it to the line closest to them 10m away without a tag being taken by the other team, and the dogs do the same if they are called out.
Vary the start position, children can go back to back, sitting down, lying on their tummy/back etc.
TP: Get low and take a fast first step
Diff: Make an additional line closer and further away to challenge the emerging and exceeding children

1v1 try scoring

Children work in groups of 3 with a ball between them. Use the lines from the previous game. The ball carrier starts on the first line and the defender starts on the middle line facing the ball carrier. The ball carrier runs forwards and tries to dodge past the defender in the middle without their tag being taken to score a try past the end line. The defender cannot move their feet initially they can only tag with their arms. The third player is the mini coach watching for good footwork and movement and then they swap over.
TP: 2 handed carry with the ball
TP: Get low when you change direction for more speed and power
Diff: The defender can move sideways or in any direction for the exceeding children and use a cone to dodge around for emerging children initially

COMPETITION
(Working against self or others)

4v2 try scoring

Put children into matched ability teams of 6 with two defenders wearing bibs. Using the lines already set up the attackers start on the first line, defenders on the middle line and the try line is the third line. Attackers try and get past the defenders in the middle without the ball carrier being tagged to score a try and can pass the ball in any direction. Defenders cannot move their feet initially. Keep swapping the defenders over. Finish with a game of 3v3.
TP: Get low when changing direction to dodge the defender
TP: 2 handed carry
Diff: Defenders can move in any direction for exceeding children, defenders cannot move their feet for emerging children

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 5	Year three	Invasion games Tag Rugby	Defending Skills
Do	**= Expected:** Can touch tag another player	**+ Exceeding:** Can steal another player's tag effectively	**- Emerging: N/A**
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: Cones, rugby balls, bibs, tags			

WARM - UP
(Getting ready for the activity)

King of the ring

Give out eight rugby balls. Children all have a tag belt with two tags attached to them, one on each hip and start by moving inside a grid passing a ball to each other. Play some motivational music in the background. When children are indicating that they are warm ask them to perform some dynamic stretches which include open the gates, lunges, arm circles, shoulder rolls.

Put the balls outside the grid and choose two children to wear bibs and be the taggers. Taggers try and take the other children's tags, when both tags have been taken from children then they become a tagger too. The last player left is the winner. Finish with children in pairs facing each other trying to take each others tag but they must always face each other to get them used to being close to an attacker when defending.

TP: Get low and close when trying to take a tag from another player

Diff: Regress the game by playing without tags being taken so they are performing a touch tag instead

MAIN
(Working towards competition)

Eggs in the nest

Split children into 5 mixed ability teams, each team stands in a corner of the grid with the fifth team in the middle. Put all the rugby balls in the middle and each team has a mini box as their 'nest'. One player from each team runs to the middle nest to take a ball and return it to their team's nest then tags the next player. Keep going until all the eggs are gone. The fifth team are allowed to tag the other children, if tagged they shout "TAG", return the tag and the child that has been tagged joins the back of their team's line and must put the egg back if they were tagged whilst holding one. Play a few times swapping the tagging team over.

TP: Get low with your knees bent ready to move fast to take a tag

Diff: Have more defenders to make the game easier for them or have fewer to make it harder for defenders and move the winning team's nest back each time

COMPETITION
(Working against self or others)

3v3 any direction tag rugby

Put children into matched ability teams of 3 and set up enough grids to play 3v3 games. Children can run with the ball and the defending team can tag the ball carrier. If tagged, the tagger shouts "TAG" and the attacker has 5 seconds to pass the ball then the defender returns the tag. Each time a player is tagged make sure that the defending team are all 5 yards away from the attacker and are all in front of the ball carrier. If the defending team tag the attackers 5 times then the defending team restart the game with the ball. Emphasize no contact only tags can be touched.

TP: Get low when changing direction to dodge the defender

TP: Two handed carry with the ball

TTP: Is it best to run after the attacker or wait for them to come towards you? Wait for them and move sideways to try and make it difficult to get past you

Diff: Play touch tag for emerging children where the tags are not taken and the first pass must be backwards after a tag for exceeding children

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Tag Rugby Rules

Tags

Tag belt to be worn by every player who will be playing Tag Rugby
The belt should be worn around the waist, over any other clothing, Any baggy clothing should be inside the Tag Belt
2 tags must be worn and attached by Velcro to each hip on the Tag Belt
Tags must hang from the tag belt. (Not rolled over, Tucked in or wrapped round the Tag Belt)

Rules

The team in possession will have the ball for 6 Tags, unless a mistake is made (See infringements section for mistakes)
A try is scored in the normal way (by placing the ball down on the ground over the try line)
Players diving over the try line to score a try will be penalised and the try will not be given.
Only the player in possession can be tagged
A 'Tag' is where the player in possession has their tag removed by a player from the opposing side
The person in possession is not allowed to fend/guard or shield their tags from a member of the opposition.
The referee will implement a 5 – 7 metre rule (which will be the space between the 'play the ball' and the defensive line.
There will be no kicks in Tag Rugby, this will include any conversion attempts
The games will be started and restarted with a 'play the ball'

Tagging

When a defender removes an opponent's tag, he or she should stand still place the tag in the air and shout 'TAG' for the referee and opponents to hear.
The attacker should then return to where they were 'tagged' and restart the game by passing the ball backwards
Immediately after the 'play the ball' the attacker must retrieve their tag
The defender must then retreat to the referee before being able to become active again within the game.

Infringements / mistakes

All infringements will result in a 'play the ball' for the opposition, the infringements may include,
'Forward Pass' – where the ball is passed and travels in a forward motion.
'In Touch' – where a player may run over the touch line, the ball may be passed or dropped over the touch line.
'Defending a Tag' – Where the attacker fends/blocks or covers a tag to prevent a tag being made.
'Diving to score' – If a player dives over the try line in the act of scoring, the try will not count and a turnover to the other team will occur.
'Knock on' – Where the ball is dropped by a player and it travels in a forward motion.

Week 6	Year three	Invasion games Tag Rugby	Match Up!
Do	**= Expected:** Can play a tag rugby match appropriate to children's age	**+ Exceeding:** Can play a tag rugby match appropriate to children's age	**- Emerging: N/A**
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Cones, rugby balls, bibs, tags

WARM - UP
(Getting ready for the activity)

Tiggy bridge

Hand out 6-8 rugby balls. Children all have their tag belts and tags on and begin working in pairs moving inside the grid dodging around passing the ball between them. Play some motivational music in the background. When children are indicating that they are warm ask them to perform some dynamic stretches which include open the gates, lunges, arm circles, shoulder rolls.

Put the balls away and choose two children to wear bibs and be taggers who must try and take a tag off the other children. If they do they shout "tag", hold it up in the air, give it back to the child then try and tag someone else. The child that has been tagged goes into a press up position with their hands and feet on the floor, arms and legs straight and their body high up in the air. Another child must crawl under their body to free them. Children must not put their hand on their tags or cover them up to avoid being tagged.

TP: Strong body position-core strength

TP: Short quick steps when changing direction to be quick

Diff: Add more taggers to make it harder for the other children or less to make it easier for them

MAIN
(Working towards competition)

3 pass end ball

Set up enough grids for children to play games of end ball 6v6 with matched ability teams. One player from each team is the scorer and stands behind their team's try line. They must stay behind the try line and cannot come onto the pitch and must catch the ball without it touching the floor and place it down to score a try.

The ball can be passed in any direction and children can run with the ball but must make 3 passes without dropping the ball before passing it to their scorer to get a try. Defenders can only intercept the ball. If the ball is dropped then the defending team restart the game with the ball and become the attackers. Keep swapping the scorer for each team and encourage children to pass the ball backwards.

TP: 2 handed carry with the ball

TP: Scoop the ice cream and pass across your body

Diff: The ball carrier cannot run with the ball for emerging children if they are struggling and at least one pass must be backwards for the exceeding children before scoring

COMPETITION
(Working against self or others)

Match up! 6v6

In the teams from the previous game play a match of tag rugby. If the ball carrier is tagged the tagger shouts "tag" then gives them their tag back and the tagged child has 3 seconds to pass the ball but it must go backwards before retrieving their tag.

No physical contact is allowed. Try to encourage the ball carrier to be positive and run forwards towards the try line and always be in front of the rest of their team to encourage the backwards pass. Keep score and give the team time out halfway through to discuss tactics, to peer and self assess then swap ends.

TP: Stay behind the ball carrier when attacking

TP: Positive running with the ball even if you get tagged so you move closer to the try line

TTP: Think about your next move when moving to receive the ball so you can pass the ball quickly to make it harder for the defending team

Diff: The ball must be passed backwards for exceeding children and emerging children can play any direction tag rugby

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Tag Rugby Rules

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2 tags must be worn and attached by Velcro to each hip on the Tag Belt
Tags must hang from the tag belt. (Not rolled over, Tucked in or wrapped round the Tag Belt)

Rules

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When a defender removes an opponent's tag, he or she should stand still place the tag in the air and shout 'TAG' for the referee and opponents to hear.
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