



Year 4

Think & Feel learning
Ideas

	These learning outcomes are examples that can be used within lessons when observing ‘feel’ learning, one outcome could be observed throughout a term!					
THINK	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 four	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 short soft javelins, 8 relay batons, 8 bean bags, spot markers for the track			
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 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. (Pro) Once completed the initial warm-up ask children to run for a prolonged period without stopping 2-3minutes depending fitness ability TP: Keep at a pace that you can control when running around the track don't burn yourself out too early TP: Ensure dynamic stretches are not rushed but controlled throughout the movement Diff: Emerging children can take more rest stops, exceeding once warm are encouraged to go quicker 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) heavy 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 step and 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: (Pro) The same groups of 4 children stay together and line up behind one another at a point on the inside of a circular track, the same set up as in the warmup. Give the front person of each line a bean bag. On command from the teacher the front person in each line must step out into the track and run in a designated direction around the track before returning to the next child in their team, children are allowed to over take on the track when it is safe to do so. On return the next child will step out into the track and receive the bean bag from the front runner, this continues until all the team have been and then sit down. TTP: Does it matter which position each runner takes their run? TP: When passing the beanbag try to not take the time to turn around, face the same way and receive the beanbag from behind your body. Diff: Exceeding groups can use a running baton			
Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point			

Week 2	Year four	Athletics	Running
Do  = Expected: Can run with a full stride to achieve maximum speed	+ Exceeding: Can run a race showing an understanding of pacing the run		
Think  Check for understanding:	Feel  Check for understanding:		

Equipment: spot markers, 8 hoops, 30-40 PE objects,

WARM - UP

(Getting ready for the activity)

Cars and caravans

(Pro) Children begin by moving around the hall jogging in and out of one another. Playing music will help with motivation. Once children have increased their heart rates, perform some dynamic stretches such as open gates, leg kicks, shoulder rolls.

Children then work with a partner, the car is the leader and moves around the room whilst the caravan, their partner, has to follow where they go.

Call out 'LOOSE CARAVAN' and the car has five seconds to get away from the caravan, the caravan counts to 5 in their head then tries to catch up.

Call out 'STOP' and everyone has to freeze, if the caravan can touch the car without moving their feet they get a point, if they can't then the car gets the point. Play the game a few times and children keep swapping over.

TTP: Agility is being used when dodging the other children, balance is being used when reaching to try and touch the car when the teacher shouts 'STOP', co-ordination is used when we time our arms and legs to move together when running help the children to understand this

TP: Important to look forwards in the direction you are going

Diff: Change the amount of time when calling 'LOOSE CARAVAN' longer for emerging shorter for exceeding

MAIN

(Working towards competition)

Treasure Island

Put children into six matched ability teams. Each team has a hoop and is positioned in a space around the outside of the hall 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, tags the next child in their group and then joins the back of the line. Keep going until (Pro) the teacher calls 'pirate attack', this call allows for all the children to venture to the surrounding islands at any time and steal one piece of treasure at a time from the other islands. You cannot stop and defend your island. When stealing treasure children must go to a different islands each time. On 'STOP' the children must return back to their island and count their treasure, you may wish to allow certain points for certain treasure or at the counting stage take away points if your booty has certain items, this can be done to include 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

Set out a large circular track with different coloured spots. The spots are placed in colour order allowing five different colours to follow each other 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 back to their starting spot, the first child back is the winner. (Pro) Once children understand the layout and have ran one-lap races against children of the same colour cone, increase the distance to a two-lap race.

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.

Place similar ability children on the same coloured spots to make a fair race

Week 3	Year four	Athletics	Jumping
Do  = Expected: step before hurdling over an object effectively	+ Exceeding: run before hurdling over an object effectively	- Emerging: step into an effective jump	
Think  Check for understanding:	Feel  Check for understanding:		

Equipment: 30 spot mats, 8 line mats, 8 hurdles (able to make smaller or will need another 8 smaller hurdles, 40 P.E objects

WARM - UP

(Getting ready for the activity)

Colour spot Jump

Set out 30 - 40 spot mats in an area. To begin, ask the children to jog in and out of the spots without touching them or each other. Play jumping related music in the background. Then ask the children to move around the room striding over the spot mats as they go. Then tell the children that they must jog around the room until they see an empty spot and from the spot jump to another without landing in the area (Ensure they are careful not to jump into another child). Occasionally as the children to move around the spots performing dynamic stretches which include shoulder circles, leg raises, lunges, open gates etc. It is important that the children have chance to get there heart rates up and perform some stretches before they attempt the full jumps.

TP: Try to lead with your strongest foot when striding over the spots

TP: When jumping bend your legs, swing your arms and propel your body forwards

TTP: When you are striding over an objet what is the difference to jumping over and how can this be done in a way that makes you quicker then jumping?

Diff: For emerging children allow them to jump to a spot close by for exceeding encourage them to go for one further away

MAIN

(Working towards competition)

Jump practice

Ask the children to split up into groups of no more than four and give each group 1 line mat, 2 spot markers and 1 hurdle.

The children will set up in a space away from other children. To begin with the four children will assign 2 jumpers and 2 markers. Children will set out a line mat for the jump point and markers will each hold a spot mat. The first jumper will jog a few steps before performing a long jump from the jump point, one of the markers will mark the distance then the next jumper will jump in the same way with their jump being recorded. The jumpers will have 3 goes to try and beat their best distance then swap over with the markers. Once both groups have been the children will move onto a hurdle practice by placing one line mat down and the hurdle 5ft in front. Two children will take it in turns to hurdle over the hurdle whilst the other two observe from the sides of the hurdle and put the hurdle in place if moved. Once the hurdle children have had 3 goes they swap with the others.

TP: When performing the jumps use your movement forward to propel you even further – this can be down by finding the timing of your steps, however be sure not to cross the jump point before take off

TP: When hurdling try to kick the front foot over the hurdle before continuing to run at the other side

Diff: Emerging children can use a lower hurdle whilst exceeding can use two hurdles one 5ft after the other

COMPETITION

(Working against self or others)

Hurdles Hood

Set up 6-8 groups of children around the edge of the area. Each group will have a starter marker and stand behind one another. In the centre of the room place 30- 40 PE objects including bean bags, cones and bibs. On command from the teacher the first child must run out to the middle to collect one object and return to their teams area. When returning, once they have gone past the starter marker the next person can go. Once all the objects have gone the team with most wins. Repeat the same activity except this time place a hurdle 5ft in front of each group. On command to 'go' from the teacher the children must run out and go over the hurdle before picking up an object and returning back to their group. Children must not go over the hurdle on the return. Once all the objects have gone the team with the most wins.

TP: With your back leg it is important you raise is high and to the side

TP: It is important that you keep your upper body facing forwards

Diff: Emerging children Can have a lowered hurdle, exceeding children can be asked to hurdle of the return

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

WARM-UP
(Getting ready for the activity)

(Pro) 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. Ask 4-6 of the children to wear a bib and give them the task of trying to catch the balls- mid air, this is done to encourage children to throw with greater accuracy over a longer distance.

TP: When throwing we should always look to where we are throwing

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 direction of an object changes the way we throw it. How so?

Diff: Allow emerging children to be given more time on the ball and exceeding to throw immediately

MAIN
(Working towards competition)

Ask the children to go into groups of 5. Start by asking the 5 children to go into an area and spread out and throw a medium sized ball to each other. Each group will need a medium sized ball and 3 line mats, then find a space in the area. The lines must be placed at least 10ft apart, three of the children will stand behind each of the lines facing each other, one child with a ball. The other children will stand in the middle of the three lines acting as the piggy's, it is important that the piggy's are 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's in the middle who will be trying to stop the flight of the ball. Allow the piggy's 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 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

(Working against self or others)

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 medium sized balls (Footballs) (Pro) 5ft in front of the group a large spot 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 their balls to bounce first time on each of the spots.

The children will take it in turns to throw their ball out from the line mat. If it is successful they must retrieve the ball and the group then aim for the other mats, if unsuccessful they must retrieve it and continue. The goes must be taken in turns , Once the teams have hit a ball on first bounce on each of the 3 spots 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: Encourage emerging children to aim for the closest spots, whereas for the exceeding the spots furthest away

Pro: How this has progressed from previous year group

TP: Teaching Point Diff: Differentiation

TTP: Tactical Teaching Point

Week 5	Year four	Athletics	Team races
Do  = Expected: Can take turns in a relay race by receiving an object from behind			
Think  Check for understanding:	Feel  Check for understanding:		

Equipment: spot markers, line mats, (bean bags, cones, bibs), 15 bean bags or similar objects, 40 cones, 6-12 hurdles

WARM - UP

(Getting ready for the activity)

Pass it on

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.

(Pro) Once understood introduce a rule that the person receiving must be stood facing away from their partner heading towards another gate before receiving.

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

TP: When you are receiving a bean bag from behind you face the way you are going but hold your arm out behind you

Diff: Encourage exceeding children pass the bean bag from behind , allow emerging children to carry on receiving from the front

MAIN

(Working towards competition)

Its behind you!

(Pro) Ask the children to go into groups of no more than 4. For each group place a spot marker at each end of the area, with a starter line or ideally a gym mat in the middle of the 2 markers. Children must stand in line behind the starter marker/on the gym mat in the middle. The front person from each of the groups will be holding a bean bag and run to the marker at one end, turn and go to the marker at the other end then come back to the middle and swap the bean bag so the next person can repeat the same action.

If time allows set the groups a challenge to see how many change overs they can do in an allocated time.

TP: When you are approaching to pass the bean bag, call out so that the receiver knows you are coming.

TP: When you are receiving the bean bag hold your arm out at the back and look down your shoulder

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

COMPETITION

(Working against self or others)

Hurdle relay

(Pro) Ask children to stay in the same groups as the last activity. Ensure that the lay out is the same for the groups as the last activity but ensuring that the groups are set up in a lane format to allow for a race. From the starter line the front person will head out as before passing the bean bag on to the next runner, until the last runner who will be expected to finish the race by passing over the starter line after completing their run up and down the track. Set up the children for another race except this time place small hurdles between the starter marker and the first spot marker..

TP: Place the bean bag down into the open palm of the receiver

TP: start to move forward just before you receive

TTP: Why does a moving start help you run quicker?

Diff: Encourage exceeding children to be moving before they receive, however allow emerging to receive from a stop start

Pro: How this has progressed from previous year group

TP: Teaching Point

Diff: Differentiation

TTP: Tactical Teaching Point

Week 6	Year four	Athletics	Competition
Do 	= Expected: Can compete (trying to win) as part of a team	+ Exceeding: Can compete and succeed in an athletics event (degree of success, noted by positioning in events against those of similar physical development)	- Emerging: Can compete (trying to win) in various athletics events
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: spot markers, line mats, 8 short foam javelins , 8 relay batons, 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 relay baton 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 baton from behind. This will continue until the last runner has stepped over level with their starter marker. 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: Expect exceeding to receive the baton from behind, important to allow emerging time to develop

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. **(Pro)** A few steps can be taken before the jump. 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. The jump 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 and measuring device or cones to be set out to mark measured distances and **(Pro)** a short foam javelin. 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 throw 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 medium sized ball for a push throw and exceeding a long foam javelin

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

Health Related Fitness (HRF)
Dodgeball

HRF Dodge DO	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Introduction	Speed – Anaerobic Fitness	Strength	Endurance/Aerobic	Agility	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 four	Health Related Fitness Dodgeball	Speed
Do 	= Expected: Understand the rules and game format specific to age group	+ Exceeding: Understand the rules and game format specific to age group	- Emerging: Understand the rules and game format specific to age group
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)

Fitness Introduction

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 – 5 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 3-4 minutes long.

Agility – 3 MINUTES

Run to the side, select names for the 4 sides of the hall for example you could use countries, ask the children to name the countries. When you call out that country they run to that side. Call the countries out close together to encourage the children to make a change of direction quickly.

Strength – 2 MINUTES

Children get into a plank position, face down lying on belly raise the body with forearms and toes with a straight back facing forwards, and hold for 15 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. Start the players by having them play rock, paper, scissors on their knees and then sat, in order to produce a greater need for an explosive movement.

TP: When performing the activities try to sustain your activity level so that your body can improve its fitness.

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

TTP: Can you name some areas of fitness?

Competition stage on the next page



Week 1	Year four	Health Related Fitness Dodgeball	Introduce the game
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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's group 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 it 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 3 minutes 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 four	Health Related Fitness Dodgeball	Speed
Do 	= Expected: Can show different speeds in a game of dodgeball	+ Exceeding: Can demonstrate speed endurance	- Emerging: Can run at full speed to obtain the ball at the start of a game of dodgeball
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: spot markers, cones, 4x benches, 6 dodgeballs

WARM - UP

(Getting ready for the activity)

Dodgeball shuttles

(Pro) In pairs, the children line up, one behind the other, along a line marked out at the end of the hall. From this line, another is marked 5ft in front, then another at 10ft then 15ft, then 20ft. These distances are dependant on hall size. The 20ft markings should be to the end of the hall. Each marked line should have its own distinctive colour e.g. 5ft is red. To warm the children up steadily, ask them to jog the distances together at their own pace returning to the start line every time. Once children are ready, the leader calls a colour, the first child of the pair completes a sprint as fast as possible to that colour then returns to high five the second child who completes the same run (repeat over 30-60 seconds). Ask the children to complete up to 6 runs in total.

TP: It is important that you listen to the call, then react quickly.

Diff: Allow exceeding children the chance to complete more than 6 runs.

MAIN

(Working towards competition)

Bench ball rescue –

(Pro) Set up two courts of equal space (refer to court diagram for KS2) and create 2 teams of equal amount of children to go onto each court. Once on court, split the children into three equal teams of between 4-6. Place a bench at the back of each court.

The game begins very similar to a full game of dodgeball with 3 balls placed in the center of the court. The game follows the same rules as the official game of dodgeball for year 4 with one major difference: if a player is hit below the neck by the ball then rather than go out at the side, they go out on the bench on the opposing team's side of the court. During the game if a player on the bench catches a ball thrown by a teammate the player who caught it returns to their half of the court and are back in the game.

TP: If you make the catch on the bench ensure you return as quick as possible back into the game.

TP: Ensure we are showing different speeds to suit different situations.

TP: When we are running at full speed it is important that we can stay low in case we need to change direction quickly

Diff: If children are exceeding allow for the whole team who are out on the bench to come back into the game if a player makes a catch from the bench. That way there will be much more running at speed.

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 4 full game rules.

TP: Encourage children to show repeated moments of high speed throughout the game, inform them that this is speed endurance.

TTP: When is a good time during a game to take a momentary rest? When is it not dangerous to do so! When we have the balls.

Diff: Ensure teams are of equal ability

Week 3	Year four	Health Related Fitness Dodgeball	Strength
Do 	= Expected: Can show strength to pull a ball away from another player (grip and rip)	+ Exceeding: Can show strength to throw a fast straight ball over a short distance	- Emerging: Can show strength to use a good shield to defend the ball
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: spot markers, enough random sized balls for 1 between 2, 6 dodgeballs

WARM - UP

(Getting ready for the activity)

Number Strength: with partner and ball

Begin warm up with a low intensity jog around the hall followed by some simple dynamic stretching lasting together lasting no more than 5 minutes. (Pro) Ask children to find a space inside the hall and find a partner of similar strength .

With 1 ball between 2 children, children perform different strength challenges with their partner.

Activity 1: Pass it on side to side

Children stand back to back and on command, pass the ball to each other. The ball is passed and received to the side of the body, which requires the ball to move around the pair in a circular motion.

Activity 2 : Ball Balance

Children stand facing one another with the ball held up by one child and the other holding the opposite side of the ball. On command, one child aims to knock the other off balance while both are still holding the ball. Swap roles after a set time.

Activity 3: Against the ball

Children stand facing one another with the ball held up by one child and the other holding the opposite side of the ball. On command try to push the ball towards their partner why the other tries to push it against their partner

The aim is to knock the other off balance

Create a high intensity environment. If possible, 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 a heavier ball for exceeding and lighter ball for emerging.

MAIN

(Working towards competition)

Snatch 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 two teams. Teams position themselves with their back to their starting line. Partner up with a person on the opposite team. Place enough balls in the deadball zone for each pair (the ball does not have to be an official dodgeball). On command, players leave their starting line and run towards the deadball zone aiming to snatch the ball before their partner on the opposing team does. The winner is the one who gains possession of the ball first. The players who win the ball first, then put it back down and all players return to the start line to repeat. If a snatch occurs the player who has full possession of the ball from the snatch wins. If a player steps in the dead ball zone to retrieve the ball their attempt does not count and the other player gets the point.

TP: If both players have the ball you must attempt to pull it away from the other player using strength. Try to use all your power to win the snatch.

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 having as frequent playing time as possible without exceeding 6v6 on each court.

TP: Aim to throw with as much power as possible – step into the throw.

TTP: What must we be wary of when being involved in a snatch? – not to be pulled into the deadball zone.

Week 4	Year four	Health Related Fitness Dodgeball	Endurance/Aerobic
Do	 = Expected: Can show aerobic endurance to keep playing in a game of dodgeball	+ Exceeding: Can play a game of dodgeball without stopping	- Emerging: Can show aerobic endurance to keep retrieving a ball
Think	 Check for understanding:	Feel  Check for understanding:	

Equipment: cones, spot markers, 8 dodgeballs

WARM - UP

(Getting ready for the activity)

Bouncing Bomb:

The whole class moves around the playing area, give out six dodgeballs. Children with a ball have to (Pro) throw it to try and hit another child to tag them. For the tag to count it must hit the child in direct flight (not bouncing) below the waist. If successful then the child that got hit with the ball is now the tagger. Anyone can be tagged with the ball but if the ball is in your hands you only have five seconds to try and tag someone else. If you miss when trying to tag you must collect the ball wherever it goes.

TP: Change speed to avoid being tagged but keep constantly moving.

Diff: Add extra balls in for the exceeding groups.

MAIN

(Working towards competition)

Body part dodgeball:

Set up games of dodgeball and follow the official rules (refer to week 1 game format for year 4). 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. (Pro) If a child catches the ball they get a body part back to increase the potential to stay in the game and to make the game more physically demanding.

TP: Aerobic endurance relies on us to keep going even when we feel tired. Don't let your performance drop by allowing the effects of being tired kick in!

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 four game format).

The only rule changes are if a player is out they must run up and down one edge of the court until a teammate catches a ball to get them back into the game. If a successful catch is made, any teammates that are out are now allowed back in.

TP: When we are running showing aerobic endurance it is important that we pace ourselves. Trying hard is important as is going fast, but make sure you have the endurance to go to the end. Use the phrase 'marathon not a sprint'.

Diff: Give emerging players a distance target rather than allowing them to keep going right up until someone catches.

Week 5	Year four	Health Related Fitness Dodgeball	Agility
Do	 = Expected: Can show agility to link dodging and throwing a ball	+ Exceeding: Can show agility to link dodging with retrieving a ball	- Emerging: Can show agility to dodge a ball
Think	 Check for understanding:	Feel  Check for understanding:	

Equipment: cones, spot markers, 8 dodgeballs

WARM - UP

(Getting ready for the activity)

Short shuttle runs:

(Pro) Ask children to stand in pairs behind a marked line at the end of the hall. Create 3 coloured lines ahead of the starting line: a blue line 2ft away, a yellow line 4ft away and a red line 6ft away. When the teacher calls out a colour, the runners must complete the shuttle run and then swap with their partner. If 'blue' is called the children run to the blue marker and back again. If 'yellow' is called the children run to the yellow marker and back again twice. If 'red' is called, the children run to the red marker and back again three times.

TP: When turning, make sure the turns are short and sharp, ensure your body is balanced to shift the weight to the other direction.

Diff: Add extra runs for exceeding/less for emerging.

MAIN

(Working towards competition)

Circle Dodgeball:

(Pro) Ask the children get into groups of 8-10. They must make a circle with 1 child standing in the middle. Each group has one ball that is used to try and hit the player in the middle below the waist. Give each child a chance to go in the middle for 30 seconds to see if they can last the time without being hit. As the children develop understanding of the game add another player into the middle, then eventually another ball into the circle. If children can catch the ball in the middle they can throw at anyone on the outside below the waist then swap with that person.

TP: Stay on your toes whilst moving to avoid being hit but also to be ready to catch the ball. It is important that we have a good balanced base to move in any direction.

Diff: Emerging children when in the middle can have the circle made bigger to give them more chance of not being hit, exceeding children can have the circle made smaller making it harder.

TTP: When we are throwing a dodgeball but also avoiding being hit we have to decide what direction of movement will be best for both actions.

COMPETITION

(Working against self or others)

Dr. Dodgeball:

(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 4 game format). The only rule changes are that before the game starts one player on each team is designated as Dr. Dodgeball. During the game if Dr. Dodgeball is hit it causes the game to end with the team that hit the player winning the game. Dr. Dodgeball is not recognized by the other team, it is kept secret who the player is. Other players must move quickly to protect Dr. Dodgeball, Dr. Dodgeball can also get players back in the game by touching them before they go off to stand at the side. The secret is to keep Dr. Dodgeball unknown so they don't get hit.

TP: Stay balanced when changing direction, keep your body low ready to make that next move.

Diff: If groups are unable to keep Dr. dodgeball a secret allow the game to continue if the Dr is hit, but he must leave the court. The Dr being hit would still leave a team at a disadvantage because they would have no one to bring players back into the game by simply touching them.

Week 6	Year four	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 move 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 the 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 body. **Crawl-** children perform commando/bear/inchworm crawls. **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 5 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 the team with the most amount of players left at the end of 3 minutes is the winning team. Rotate the teams around so that 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: What are your strengths and weaknesses and the other teams'? For example you may aim for the legs to avoid throwing the ball above waist height at someone you know is good at catching on the other team

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.

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 four	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, x10 handball sized balls, 8 tall cones for goals, gym mats			

WARM – UP

(Getting ready for the activity)

Stuck in the mud

The class are moving around the hall. Give 4-6 children a ball and ask them to travel around the area with the ball in their hands (**Pro**) bouncing every couple of steps. Children with the ball must pass within 5 seconds to a class mate. (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)

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 two areas will be for two 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. Each game should last no longer than 2 minutes to ensure everyone is involved as much as possible. (**Pro**) Once the children show an understanding allow them to also bounce the ball as the take their one step.

TP: Ask children to score the activity

TP: How should we react to losing?

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:

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. 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.

(**Pro**) The children can dribble the ball whilst it is in their hand.

Play 2 minute games to make sure children get lots of goes and play both of the above games. Children not playing are to identify rules required for the games.

TP: Ask children to score the activity **TP:** How should we react to losing?

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

Week 2	Year four	Invasion Games - Basketball	Dribbling
Do 	= Expected: Dribble in different way changing speed and direction with control	+ Exceeding: Dribble in different ways linking with passing and moving	- Emerging: Dribble in different ways changing speed
Think 	Check for understanding:	Feel 	Check for understanding:
Equipment: enough balls for 1 each (different sizes ideal) spot mats, bibs			

WARM – UP

(Getting ready for the activity)

I know my ABC's:

Ask children on command to show (in relation to invasion games) an action that relates to one of the ABC's (it may be more than one in action) ask them to explain what it is and what makes it part of the ABC's of movement.

A – agility B – Balance C – Co-ordination

Gateway dribble

(Pro) Scatter markers around the room to set up lots of gateways, half of the class have a ball and dribble around in hands, touching the different markers with their free hand without stopping the dribble. Once they have touched a marker they stand still and pass to another child who is without a ball.

- Apply basic traveling rule loosely

TP: Head up to see where you are going

TP: Children to show the ABC's in action

Diff: Make the playing area smaller or larger

MAIN

(Working towards competition)

Paint the floor: Basketball

(Pro) Children each have a ball each in a space facing the teacher and practice individual dribbling skills with their hands from a stationary position.

Right hand to left hand, low to high, standing to sitting and around the body etc.

Build this in to being on the move and playing a game of paint the floor. Children must imagine their ball is a tin of paint and they need to paint as much of the floor as possible in 30 seconds by bouncing their ball all over the all as much as then can. Children to count how many bounces they do. Basketball double dribble rule applies.

(Pro) Children work in matched ability pairs with a ball between two and paint the floor as above, following each other round. Swap over after 30 seconds and children then add their total number of bounces together over 1 minute.

TP: Dribble in front and to the side of the body when moving at speed, head up

TP: Dribble with the fingertips (dirty fingers clean palms), knee's bent

Diff: Exceeding children to change the type of dribble they are doing (high/low/left hand/right hand etc.)

COMPETITION

(Working against self or others)

Reach the other side:

(Pro) Working in the same pairs children must dribble and pass their ball from one end of the room to the other. Divide the class in two so that half of the class are watching to ensure enough space for the activity.

Add in two defenders to try and steal the ball, children who don't make it to the other side have to go back to the start and join the next half of the class. Basketball double dribble and traveling rules apply.

TP: Small touches for control, head up, eye contact ready for the pass

TP: Show the video relating to Paralympic and Olympic games and ask if they can see any of the values in the other children

Diff: Add more defenders

Week 3	Year four	Invasion Games – Basketball	Passing
Do	 = Expected: Pass in different ways whilst moving	+ Exceeding: : Pass in the best way linking with dribbling and moving	- Emerging: Pass in different ways over different distances with 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) Frost and Sunshine: (Pro) Select 3 children who act as the freeze monsters, their job is to attempt to tag as many children as possible in the given time. Once children are tagged they must freeze in a basketball passing balance (chance for you to see what children already know about different passes) and wait to be melted. Hand out 3-4 balls, which when passed on, can ‘melt’ the ‘frozen’ children. Once melted the children can be tagged again so must resume running. The freeze monsters cannot tag a person holding the sunshine. TP: What types of passes do we already know for different invasion games 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 basketball passes through the gateway. Every time a child passes through the gateway with accuracy they must take a step back. Children then score in as many different gateways as possible. (Pro) Select two children with bibs as defenders who have to move around and stand in children's gateways trying to intercept the ball to get a point. TP: Batman hands (refer to info)-try to catch with both hands in basketball TTP: How does our ready position change when a receiving on the move, compared with receiving when static? Diff: Exceeding children to try and link dribbling, passing and receiving, emerging children focus on receiving. COMPETITION (Working against self or others) Hoop ball: (Pro) In small teams (4v4) set up games of hoop ball. Set up two courts with 3 hoops at each end (for safety use large spot mats on floor). Teams try to pass to a player inside one of the hoops to gain a point. Players can only stand in a hoop for 3 seconds. Defending players can not hit away from a player when dribbling 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. Basketball double dribble and traveling rules apply. TP: To ensure the other team don't get to a pass, pass quickly Diff: Exceeding children can be asked to score in only one of the hoops Emerging can bounce pass the ball into the hoop to score as well			
Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point			

Week 4	Year four	Invasion Games – Basketball	Receiving
Do 	= Expected: Receive a ball whilst moving	+ Exceeding: Receive a ball linking with passing and moving	- Emerging: Receive a ball at different speeds
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) Tag Ball: (Pro) Split children into groups of 6 and give each group an area in the hall (size of area depends on hall size). 3 of the children wear a bib. The team in possession of the ball must try to work together to tag a child on the opposite team with the ball, by touching them with the ball whilst it is still in their hand. A point is scored for each tag and then the teams swap the ball over. Basketball double dribble and traveling rules apply. TP: Good balance when receiving the ball ready to pass or move again Diff: Exceeding groups are only allowed to tag one certain player (change frequently to give all players a turn) MAIN (Working towards competition) Keep Ball: (Pro) Divide children into groups of 3. In these groups, children set up an area (size depending on hall space) and play a 2v1 possession game. The two children have to try and keep the ball away from the one defender who tries to intercept the ball. The defender swaps with who passed the ball every time they intercept a pass. The defender can only move sideways not forwards or backwards. Basketball double dribble and traveling rules apply. TP: Hands ready to show where you want to receive the ball, step or jump into that position when receiving (jump stop/step stop). Where possible use both hands- Batman hands (refer to info) TP: Good balance when receiving Diff: Exceeding children are allowed to take a dribble. Emerging children the defender has to stand still to try and intercept the pass COMPETITION (Working against self or others) Hoop ball: (Pro) In small teams (4v4) set up games of hoop ball. Set up two courts with 3 hoops at each end of the court (for safety use large spot mats on floor). Teams have to pass to a player inside one of the hoops to score a point. Players can only remain inside the hoops for 3 seconds. Defending players can not hit away from a player when dribbling 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. Basketball double dribble and traveling rules apply. TP: Jump to the ball where possible landing in strong position TTP: Do you know your next move? You should! Diff: Exceeding children can be asked to score in only one of the hoops Emerging can bounce pass the ball into the hoop to score as well			
Progress: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point			

Week 5	Year four	Invasion Games – Basketball	Shooting
Do 	= Expected: Can shoot whilst moving	+ Exceeding: Can shoot linking with moving and passing or dribbling	- Emerging: Can shoot linking with moving, passing and dribbling
Think 	Check for understanding:	Feel 	Check for understanding:
Equipment: 15 lightweight basketballs, bibs, spot mats, dome cones. 15 size 5 basketballs, hoops			
WARM – UP (Getting ready for the activity) Shoot to score: (Pro) Split the class in half, one half of the class has enough basketballs for 1 between 2. The other half spread out around the room stood as tall as possible with arms out high and in front of their bodies (not above their heads). On the word go the children with a basketball continuously dribble around the room trying to score a basket by shooting the ball into the hands of the other children. The children that are stood cannot move their hands to greet the ball. Children that do not start with a ball, pair up with someone who has, taking it in turns to shoot. Play for a while then swap over. Encourage children to shoot quickly TP: Balance, try to keep your balance when shooting MAIN (Working towards competition) Target practice: (Pro) Place children into 3's with 1 ball and a hoop to share. Children take it in turns to shoot at the hoop, with one child retrieving the ball, whilst the other partner holds the hoop high and to the side, (if this is uncomfortable ask the child to stand tall and catch the ball). The child shooting takes 3 shots then they swap around. (Pro) Same as the above activity, but now, the shooting player moves to different hoops around the room with their ball to shoot a basket. The retrieving players remain by their hoops and retrieve the balls for the shooters. Swap the hoop holders, ball retrievers and shooters every 1-2 minutes. Encourage children to try lay –up shots as well. Basketball double dribble and traveling rules apply. TP: Loop the ball into the hoop not a chest shot but a shot coming from above your body TP: Eyes – Look to where you are shooting TTP: When dribbling into a shot is it best to always stop to shoot, or can you move and shoot? Move and shoot Diff: Emerging-stand closer in, Exceeding-further away COMPETITION (Working against self or others) Hoop Match x 3: (Pro) In small teams (4v4) Set up two courts with 3 hoops being held up at each end of the court by the other children who are not in play (if this is uncomfortable ask the child to stand tall and catch the ball). Players in possession of the ball try to score a basket in any of the 3 baskets placed at the oppositions end of the court. Players in possession of the ball can dribble the ball or pass to team mates. Defending players can not hit the ball 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. Basketball double dribble and traveling rules apply. TP: Follow through the shot straight arms and knees Diff: Children to challenge themselves by shooting using a lay-up shot TTP: When is the best time to use a lay-up shot			
Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point			

Week 6	Year four	Invasion Games – Basketball	Match Up!
Do 	= Expected: Compete making correct decisions in the invasion game	+ Exceeding: Compete making correct decisions resulting in success in the invasion game	- Emerging: Compete making some correct decisions in the invasion game
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 as interceptors. Children cannot run with the ball but can dribble and pass to other team mates. They try to avoid the defenders from intercepting the ball. (Pro) Children have 5 seconds to pass the ball when they have it. Defenders can steal the ball if it is dropped, if a child loses control of it or during 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. Basketball double dribble and traveling rules apply. TP: Look for the opportunity to steal TP: Approach quickly closing down the options for the player with the ball TTP: What are we defending in a game – a goal – pass – run/dribble MAIN (Working towards competition) Hoop pass 2v1 Split the children into groups of 3. Give each group a ball and a hoop. The group will find a space in the hall and play a 2 v 1 game of hoop ball. The game has two attackers trying to bounce the ball in the hoop with one defender trying to prevent them from doing so. If the defender wins the ball, the player they stole the ball from becomes the defender and the defender becomes the attacker. Ask children to swap roles to ensure they all have the opportunity to be the defender. Basketball double dribble and traveling rules apply TP: Defenders try to anticipate the pass to intercept the ball. TP: Defender needs to ensure they have the balance to create an attack once they win the ball. TTP: If we are defending against two players is our best position shadowing just one of the players. Can we find a position which allows us to steal and block a pass and an attempt at the basket COMPETITION (Working against self or others) Hoop ball x 2: Split the children into groups of 4. If space allows have two courts set out, each with (Pro) two 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; ensure no children stand in any hoops at any time. Teams watching to peer-assess, provide feedback and have mini team talks. Basketball double dribble and traveling rules apply TP: defenders to shadow the players with the ball leading them away from danger areas. Stand cutting off potentially dangerous avenues. TTP: How can I stop the attacker catching the ball without fouling them? Time the jump! (link to co-ordination) Diff: Play 5v5 for exceeding children and 3v3 for emerging children			
Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point			

Cricket

Cricket DO	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Introduction	Fielding Part 1 – Intercepting	Fielding Part 2 – Returning the ball	Batting	Bowling	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 four	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, 6 sets of stumps

WARM - UP

(Getting ready for the activity)

Rollerball 2

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. (Pro) Ask each group to go to a pitch and mark out a goal at each end made up of a set of stumps as a goal. Use a small ball and children have to roll the ball so it hits the other team's stumps to win a point. Children cannot run with the ball and the ball cannot be stolen from then but it can be intercepted. **TP: Introduce what movements and actions are required for a striking and fielding game and encourage children to display these in the game**

TP: Quick decision making with the ball

Diff: Have smaller teams for the emerging children and have only one stump as a target 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. (Pro) Set the markers up 12 yards apart with the batting tee and ball on one marker which the batter stands behind. Another batter stands behind the opposite marker. 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 themselves to stop the batters running calling out stop when 10 are completed. If the fielding team drop the ball they go back to zero. Batters have a maximum of 5 turns each unless out 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 the catches have to be above head height

COMPETITION

(Working against self or others)

The Lords game

Split children into 8-12 with a team 4-6 batters 4-6 fielding. Batters stand in front of a set of wickets and two markers which are set up 10-15 yards apart 15 yards in front of the batter. Fielders stand between the markers and a wicket keeper 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 from the batter. Batters take a turn then swap with the next person, 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 out, bowled out or if they hit their own wicket. If they do not get back to the stumps before the fielders return the ball to the ball 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

Week 2	Year four	Cricket	Fielding Part 1 – Intercepting
Do 	= Expected: Can intercept a moving ball from the floor with 1 hand whilst moving in different directions towards the ball	+ Exceeding: Can intercept a bouncing ball with 2 hands whilst moving in different directions towards the ball	- Emerging: Can intercept a moving ball from the floor with 2 hands whilst moving in different directions towards the ball
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 intercepting them with (Pro) one hand 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 of balls in their half 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: Emerging players can spend a little time on using both hands to intercept

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. (Pro) the player can use only one hand to intercept. At the point that the ball has been 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 players then swap roles to try and beat each others highest score (players may wish to use extra cones to mark their highest scores). Progress to the ball bouncing a couple of times

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)

The Lords game

(Pro) Split children into groups of 8-12 with a team 4-6 batters and 4-6 fielding.

The Batter stands in front of a set of wickets and two markers are set up 10-15 yards apart 15 yards in front of the batter with the fielders standing between the markers. A wicket keeper also stands 5 yards behind the batter. One of the fielding team bowls (underarm progressing to over arm) 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 a marker placed 5yds in front of them and back to swap before a bowl is played again. If they are not back in time the bonus run does not count. The batting players can also lose a run for being caught or hitting their own wickets.

Batters get one go, once they have all been once they add their score and swap over to field.

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: 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 3	Year four	Cricket	Fielding Part 2 – Returning the ball
Do 	= Expected: Can perform a stationary overarm throw with accuracy	+ Exceeding: Can perform a moving pick up into an overarm throw	- Emerging: Can perform a moving pick up into an underarm throw
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 behind the box opposite taking the place of the other child who in turn enters the box to greet the ball pick up into a stationary position and throws overarm trying to land the ball in the opposite box. This child then runs behind the box opposite taking the place of the third child who enters the box to greet the ball and rolls it to the opposite box then runs behind that box. This continues to create a non stop loop. Refer to diagram A.

TP: Aim with the other hand

TP: Release at the right point to suit the throw – elbow above shoulders

Diff: Allow emerging players to stand ready in the box

MAIN

(Working towards competition)

Box and out

Ask the children to go into groups of 4. Set out two of the children to stand facing one another 20yds apart and mark with cones, then mark a 5ft x 5ft square in the middle of the two cones, one child will start with a ball and both taking it in turns try to land the ball inside the box from their marker. The other two children will mark out the same distance at the side and beginning at one of the ends one of the children will set off running towards the marker 20yds away and back then the other child will set off and perform the run. This will continue with the running children keeping their score whilst the other two players try to land the ball in the square 4 times. Once the throwing players have landed all 4 times the runners' score is taken and they swap over.

TP: drive hips round to use body to generate more power

TP: Step through with back foot, same side as ball holding side

Diff: For emerging children decrease the distance or number of times landed for exceeding children increase the distance or the times landed

COMPETITION

(Working against self or others)

The Lords game

Split children into groups of 8-12 with a team 4-6 batters and 4-6 fielding.

The Batter stands in front of a set of wickets and two markers are set up 10-15 yards apart 15 yards in front of the batter with the fielders standing between the markers. A wicket keeper also stands 5 yards behind the batter. One of the fielding team bowls the ball underarm from 10 yards back and the batter hits the ball. If the fielding team bowls a wide or no ball, the batter gets to hit a ball off a batting tee that is placed ready near the batter. If the ball goes between the two markers the batter gets a run but can also get a bonus run if they run to a marker placed 5yds in front of them and back to before the ball is with the bowler. If they are not back in time the bonus run does not count. The batting players can also lose a run for being caught or hitting their own wickets.

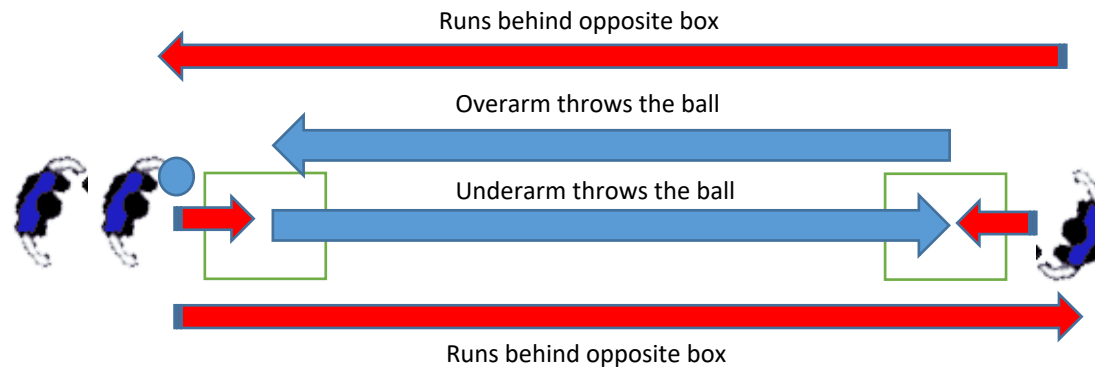
Batters get one go, once they have all been once they add their score and swap over to field.

TP: Follow through extending into a straight arm

TTP: If the distance to the target is too far we can look to pass the ball to a closer fielder

Diff: Emerging children can use a racquet, exceeding a bat.

A.



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

Equipment: 10 tennis balls, 8 batting tees, 16 bats, cones, 8 sets of stumps, spot mats

WARM - UP

(Getting ready for the activity)

Circle clap and catch 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 around the circle. (Pro) The ball must be bounced or thrown without a bounce to each other when passing it around the circle and children must clap before they catch the ball. Swap over so everybody gets a go at racing around the circle. Add in two dynamic stretches.

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 throw the ball without bouncing 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, two spots, 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. A fielder underarm bowls the ball ensuring it bounces to the batter for them to hit for the first ball. For the second ball the batter hits it off the tee and the fielder bowls the third ball and each ball that goes between the markers past the fielders the batter gets a point. Swap over every three goes. Place a spot where the batters back foot is and a step in front of their front foot so when they hit the ball off the tee they have to step onto the spot in front of them the hit the ball off the tee.

TP: Pick the bat up from the floor with the flat side down making a V shape with the thumb and index finger for the correct grip

TP: Side on to the fielders, step and strike

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

COMPETITION

(Working against self or others)

Diamond cricket

(Pro) Split the class in half and set up two pitches with 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. 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 in the diamond. The bowler bowls it 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 (as in 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 and swap the bowler each time.

TP: Communicate when you want to run

TP: Head level eyes on the ball when batting

TTP: Where is it best to hit the ball? In the spaces

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

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

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

WARM - UP

(Getting ready for the activity)

Bowler triangle

(Pro) Ask children to go into groups of 6 and mark out a triangle with two long sides 10ft long and a small side 5ft long using cones to mark the corners, ask 2 children to stand behind one another on each marker. In the middle of the two long sides place a wicket with just 1 stump. Give a ball to the front person on one of the markers. This person must roll the ball aiming to hit the wicket in the middle of the long edge. The ball will very likely miss but follow a direction to the child on the next marker. The child who rolled the ball must now run to the marker that the ball has arrived at. The child who receives the ball must now roll the ball to the next child on the marker 5ft away and then follow the ball to that marker. The child who receives then rolls along the long edge at the other wicket and this continues until everyone has been. If children are able to complete the triangle accurately rolling allow them to do it bowling under arm. 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

Diff: Exceeding children can make the sides of the triangle longer, emerging children can use a larger ball or more stumps in the wicket

MAIN

(Working towards competition)

French cricket

(Pro) Children go into groups of 10. The children make a large circle by standing no more than 2ft apart. One of the children stands in the centre of the circle with a bat. They are not allowed to move their feet (keep their feet in same position)

The aim of the game is for the other 9 children to work together using 1 ball to hit the batters legs below the knee (use a soft ball).

The batter must try their best to stop them by protecting their legs with the bat, they must ensure that they DO NOT move their feet.

The ball must bounce before it hits the batter's legs for it to count.

Once the children have gathered an understanding allow them to use 2 balls. Keep changing the batter every minute.

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 can have a larger object to aim for, exceeding children must stand further away from the batter

COMPETITION

(Working against self or others)

Diamond cricket

(Pro) Split the class in half and set up two pitches with 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. 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 in the diamond. The bowler bowls it 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 in rounder's). 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 and swap the bowler each time.

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 four	Cricket	Match Up
Do 	= Expected: Play a cricket 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)		COMPETITION (Working against self or others)	
Numbers throw 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. (Pro) Play the game again but this time add two balls into the game, the second ball starts at a random number and the first ball starts at one. To win, the first ball must reach the highest number and the second ball must reach the number below what it started on. Encourage children to vary the height of the throw. Diff: Challenge the exceeding children to start further away when throwing and catching and emerging children can stand closer together		Kwick cricket match 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. 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 four	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:

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. (Pro) Now the teacher calls out the position of the bee referring to those practiced already, and in calling the position the children must react with their racket to the position when at a gate.

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 bounce

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

(Pro) Finding a space the partners will stand facing each other about 10ft 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 3ft 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 with a bounce to their partners. 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: Keep a locked wrist when hitting through the ball

TP: Aim to hit the ball with the nose of the racket

TP: Get the right amount of power soft enough for a bounce and hard enough to reach your partner

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:

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. (Pro) Allow teams the chance to perform the rallies by the hitting the ball with a bounce. If the rally breaks down but can be salvaged by hitting a rolling ball allow it to continue

TP: Make the hit at the right time

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 four	Tennis	Hit
Do 	= Expected: Can hit a ball with a racket accurately with a bounce to another child	+ Exceeding: Can hit a ball accurately with a racket over a net to another child	- Emerging: Can hit a ball with a racket 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)

Bounce control

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.

(Pro) Then give each child a tennis ball. They must continually bounce the ball around the room in and out of the gates. Try and drop and bounce the ball in different ways. 1 hand drop 2 hand catch, left hand drop left hand catch etc.

Then give each child a racket and ask them to perform various 4 actions with the ball and racket whilst on the move.

1. Bounce with hand then catch with hand onto racket
2. Bounce the ball from the racket then catch with hand onto the racket
3. Bounce the ball on the racket continually
4. Bounce the ball onto the floor from the racket continually

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

TP: Try to hit the ball with the nose of the racket

Diff: Allow emerging children to continue with actions they can do, encourage exceeding to make the actions quick

MAIN

(Working towards competition)

Bouncy ball

(Pro) Children go into pairs with a tennis ball and racket and four line mats.

On finding a space the children mark out a square using the four markers. 2ft by 2ft. Standing to the edge of the side of the square the child starting with a drop bounce and directs the ball upwards with the face of the racket. The ball will be hit into the air with the aim for it to bounce in the marked area. If the ball doesn't land in the area the child must stop and start again with a drop feed. The aim is to continue shots into the marked area without the self rally breaking down. If children are unable to keep a rally going inside the box allow them to throw the ball up to bounce in the square whilst the partner catches it and repeats

TP: Hold the racquet sideways then shake hands with the racquet with your favorite hand to grip it

TP: The shot is hit upwards from low to high

TP: Keep a locked wrist

Diff: Emerging children can make the area bigger exceeding children smaller

COMPETITION

(Working against self or others)

Bounce rally

(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 a drop feed for the other child to return. The partners will then score a rally. A point is scored every time the ball is hit back to their partner going through the tall cones. The partners only get one hit to return the ball.

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, what about in a rally?

Diff: Allow exceeding to stand further back for the serve and use a net, Allow emerging to take the shots on the floor

Pro: How this has progressed from previous year group

TP: Teaching Point Diff: Differentiation

TTP: Tactical Teaching Point

Week 3	Year four	Tennis	Return
Do 	= Expected: Can return a ball with a racket from a bounce accurately to another child with a bounce	+ Exceeding: Can return a ball with a racket accurately over a net to another child	- Emerging: Can return a ball with a racket 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)

Group mirror:

(Pro) Mark out an area ask the children to go into a group of 4 and start moving around the area with their group following each other. 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. Within their groups 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 group 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 bounce

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.

(Pro) Once children have an understanding of the rally allow them to bounce pass the ball to each other through the gates

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: Hit the ball with the centre of the racket when areal

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: Bounce

(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 4ft wide. Starting from their line mat 5ft from the goal the child starting with the ball will serve the ball with their racket with a underarm serve with a bounce. 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 the ball over the service line without a bounce before. 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

TP: Hit the ball with the right amount of power

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

Diff: Allow emerging children to hit the ball along the ground. Exceeding children can hit the ball from a bounce provided the bounce happens before the service line

Week 4	Year four	Tennis	Serve
Do  = Expected: Can serve a ball underarm with a racket accurately with a bounce to another child	+ Exceeding: Can serve a ball underarm accurately with a racket over a net 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 whilst moving their ball in different ways (around their body/from one hand to the other etc.). 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. Then children count their score and see if they can score the same using their non favourite hand to swap the balls over.

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 two perform the task with

MAIN

(Working towards competition)

Target serve

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 places their racquet on the floor as a target and their partner serves the ball over the net using the using the over arm throw/catapult serve/contact point serve. If children hit the target they get a point and keep taking it in turns.

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

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 if, when they serve they hit their partner’s marker and also get a point if they win the rally. See who gets the highest score.

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

Week 5	Year four	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, objects to use as nets

WARM - UP

(Getting ready for the activity)

Team ball swap 2

Each child has a ball and racquet 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: balance it on different parts of the racquet face, dribble it like hockey, bounce the ball up or down. Children must use their racquet to hit the ball to their team mate when swapping their ball over. See if children can come up with creative ways to swap their ball over.

TP: One hand on the racquet, eyes on the target

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

CO-OPERATION

(Working with others)

Tap up tennis competition

Children work with a partner with a racquet each and a ball between them and 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. A child wins a point if their partner cannot return the ball, if the ball does not bounce in the square or if two shots are taken.

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

TP: Use forehand and backhand

TTP: Where is best to try and get the ball to land in the box? Far away from the opposition so it is harder for them to return the ball

Diff: Allow two bounces and make the box bigger for emerging children, make the box smaller for exceeding children

COMPETITION

(Working against self or others)

Competition

In pairs children play a game of tennis with markers between them to act as a net. The game starts with a serve but if the ball doesn't go over the net or a child takes two shots or fails to return the ball 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. Challenge children to be confident enough to score for another team then swap over.

TP: Racquet cheek to the floor, push the ball up in a rainbow shape

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

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 four	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/jump to catch the ball 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 (Pro) a team mate must run under their legs to free them. Swap the taggers around and play the game a few times to observe how children carry the ball. Add in two dynamic stretches.

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)

3 pass try scoring

Put children into matched ability teams of 6-8 and give each team one ball. (Pro) One child wears a bib and is the defender who must try to intercept the ball. On “go” the children must pass the ball to team mates two times and once they have done this they put the ball down on the floor and shout “try”. If the defender intercepts the ball they swap roles with who passed or dropped the ball. 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 a 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
- (Pro) Once tagged the attackers initial pass must be backwards
- 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: Where can I stand to help me gain an advantage if I receive the ball? Away from opposing players

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

Pro: How this has progressed from previous year group

TP: Teaching Point

Diff: Differentiation

TTP: Tactical Teaching Point

Week 2	Year four	Invasion games Tag Rugby	Passing
Do 	= Expected: Can hold a rugby ball effectively whilst passing accurately	+ Exceeding: Can hold a rugby ball effectively whilst passing accurately over a long distance	- Emerging: Can hold a rugby ball effectively when passing
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: Cones, rugby balls, bibs, tags

WARM - UP

(Getting ready for the activity)

Toilet tag 2

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 effectively. Choose two children to be taggers with a ball each. They must wear a bib and hold the ball in two hands at all times to tag the other children- they cannot throw the ball. Add 4 balls into the game for the other children and once tagged, children squat down and (Pro) must receive a ball to be free again, children holding a ball cannot be tagged. 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: Keep a firm grip on the ball with two 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 in 3's

(Pro) Children work in 3's 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

TTP: How could you trick a defender? Fake the pass

Diff: Exceeding children pass from different distances, emerging children can perform the task walking

COMPETITION

(Working against self or others)

Keep ball try scoring

In teams of 6-8 mark out enough grids so teams can play against each other. The ball can be passed in any direction and the aim is for the ball to be passed 5 times by the attacking team, (Pro) then they must score a try by placing the ball down on the outside of the grid without running with the ball. The defending team can intercept the ball and can tag the player holding the ball which results in a turnover.

The game starts from the middle of the pitch and one point is awarded for a try.

Revert back to Keep ball try scoring game. This time a try is worth 5 points and if the referee sees good technique and accuracy when passing the ball the team gets an extra point.

TP: Get a good amount of speed on the ball, not too fast (hard to receive) not too slow (could be intercepted)

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

TTP: How can you throw the ball to enable the receiving player a greater chance of receiving effectively? Aim towards the chest of the player

Diff: Emerging children have more attackers than defenders, exceeding children must pass backwards at least once

Week 3	Year four	Invasion games Tag Rugby	Receiving
Do 	= Expected: Can receive a rugby ball effectively showing control (able to catch ready for the next move)	+ Exceeding: Can receive the ball effectively showing control over different distances	- Emerging: Can receive a rugby ball effectively (able to catch)
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: Cones, rugby balls, bibs, tags

WARM - UP

(Getting ready for the activity)

Ball skills 2

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, then 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 another child who will catch it and do the same. (Pro) Add in two defenders to try and intercept the passes, if they succeed they swap with the player who passed the ball.

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

(Pro) Ask the children to go into teams of no more than. The team spreads out on the try line 6m long, 1m apart from each other facing forwards. Mark out another try line 20m away facing the team. The children must all run together towards the try line, passing the ball down the line. To score a try each player must have held the ball before the team puts the ball down over the line 20m away. Record the time it takes to score a try and the team with the shortest time wins a point.

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

TP: Catch the ball in front of you

TP: Player with the ball must be at the front to pass backwards

Diff: The winning team starts from further back each time

COMPETITION

(Working against self or others)

Numbers keep ball

In teams of 6-8 mark out enough grids so teams can play against each other. (Pro) The ball can be passed in any direction and the aim is for the ball to be passed by the attacking team however many times the class leader calls out, then they must score a try by placing the ball down past one of the lines in the grid. The defending team can intercept the ball and can tag the player holding the ball which results in a turnover.

One point is awarded for a try.

To progress the game further 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 from different distances then they get a bonus point.

TP: Two hands on the ball when you catch it

TP: Call the child's name with the ball to show that they are ready to receive the ball

TTP: Identify your next move before you receive the ball, based on seeing where the opponents are positioned

Diff: Emerging children cannot tag the ball carrier and have more attackers than defenders, exceeding children must pass the ball backwards

Week 4	Year four	Invasion games Tag Rugby	Evasive running
Do 	= Expected: Can perform a side step to evade a moving defender	+ Exceeding: Can show agility to evade more than one defender	- Emerging: Can perform a sidestep to evade an object
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: Cones, rugby balls, bibs, tags

WARM - UP

(Getting ready for the activity)

Gears

Mark out a grid and children have tag belts on to practise avoiding the tag being taken. 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. (Pro) Change the numbers:

1. jog then sprint to dodge past another player
2. freeze
3. score a try past any of the grid lines without being tagged by your partner.

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

MAIN

(Working towards competition)

Cats and dogs

Mark out three lines 10m apart. In pairs 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. (Pro) A ball starts in the middle of each pair and if cats are called then they have to grab the ball and make it to the line closest to them 10m away without a tag being taken 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

TP: 2-handed carry with the ball

Diff: Take the ball away from emerging children at first and exceeding children have to run further

2v1 try scoring

Put children into matched ability teams of 3 with one defender wearing a bib. Using the lines already set up the attackers start on the first line and the defender on the middle line and the try line is the third line. Attackers try and get past the defender in the middle without the ball carrier being tagged to score a try and can pass the ball in any direction. (Pro) Defenders can only move sideways initially. Keep swapping the defenders over.

TP: 2 handed carry with the ball

TP: Take a quick powerful step in the opposite direction to where you are going to move to

Diff: The third player is a defender on the final line for exceeding children so they have to evade two defenders one after the other, the defender is static for emerging children

COMPETITION

(Working against self or others)

3v3 and direction tag rugby

(Pro) In the teams from the previous game children play 3v3 in a competitive match. The ball can be passed in any direction and if the ball carrier has a tag taken the defender shouts "TAG", the attacker has 3 seconds to pass the ball then get their tag back and carry on. Children that evade more than one defender with the ball get a bonus point and rules can be progressively added as per the rules page.

TP: Quick steps when changing direction

TTP: Try to approach the defender in a straight line so they don't know which direction you will be going when dodging

Diff: After a tag the ball must be passed backwards for exceeding children, play 4v2 for emerging children

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 5	Year four	Invasion games Tag Rugby	Defending Skills
Do 	= Expected: Can steal another players tag effectively	+ Exceeding: Can steal another player's tag effectively in a game situation	- Emerging: Can touch tag another player
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 one another. 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. (Pro) Taggers try and take the other children's tags, when both tags have been taken from a player they stand on one of the grid lines and can reach in to take other children's tag but cannot step into the grid. As more children get both tags taken they form a line along the same grid line to make a wall. The teacher can tell the wall to take 3-5 steps in throughout the rest of the game to make the game progressively harder. The last player left is the winner. Finish with children in pairs facing each other trying to take each other's 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 to the other player when trying to take a tag.

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

MAIN

(Working towards competition)

4v4 eagle swoop

(Pro) Put children into matched ability teams of 3 to play against another group of a similar ability. Mark out a start line and try line approximately 20m apart. The three defenders are the eagles and stand between the start line and the try line and try to swoop in and tag the three attackers before they reach the try line. If a tag is taken then the attacker becomes an eagle, continue until all attackers have had their tag taken then swap the eagle team over.

TP: Get into a low position when tagging and get close to the attacker

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: For emerging children put the try line closer to make it easier for the defenders, for emerging children move it further away to give the attackers more space and time

COMPETITION

(Working against self or others)

4v4 any direction tag rugby

(Pro) In the same teams as the previous game children play in a competitive match. The ball must be passed backwards at least once in every attack. If the ball carrier is tagged the defender shouts "TAG", the attacker has 3 seconds to pass the ball then the defender gives them their tag back.

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 tagged player passed the ball straight away after being tagged then only the defenders in front of them can intercept the ball or tag anyone. If the defending team tag the attackers 5 times then the defenders restart the game with the ball. Emphasize that no contact only tags can be touched.

TP: Get as close to the attacker as possible before tagging

TTP: Try to anticipate where the attacker is going to run or pass the ball to next to make it easier to tag them

Diff: Regress the game for emerging children to touch tag without tags being taken and progress the game to 5v5 for exceeding children

Pro: How this has progressed from previous year group

TP: Teaching Point

Diff: Differentiation

TTP: Tactical Teaching Point

Week 6	Year four	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: Can play a tag rugby match appropriate to children's age
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", put the tag on the outside of the grid 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. (Pro) Once both tags have been taken from a child they join the tagging team. 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 fast

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 passing backwards

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 the try line their team are scoring towards. 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.

(Pro) The ball must be passed backwards and children can run with the ball. Children 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.

TP: 2 handed carry with the ball

TP: Scoop the ice cream and pass across your body

Diff: The ball can be passed in any direction for emerging children and the ball carrier can have their tag taken for exceeding children

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. Once a tag has been taken the defending team should retreat 5 yards and ensure no one is behind the ball. (Pro) The ball must be passed backwards. Keep score and give a team time out halfway through to discuss tactics, to peer and self assess then swap ends.

TP: Defend in a line like eagle swoop from last week

TP: When defending run to get in front of the ball at all times

TTP: When receiving the ball where is it best to stand? Being the ball carrier but stay close so they can pass the ball quickly to you and you can pass it on again

Diff: Emerging children revert to any direction tag rugby

Pro: How this has progressed from previous year group

TP: Teaching Point

Diff: Differentiation

TTP: Tactical Teaching Point