



Year 5

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 five	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 long soft javelins, 8 relay batons, 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 jogging 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 3-4minutes depending fitness ability TP: Keep at a pace that you can control when running around the track don't burn out early on 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) small foam javelin. 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, stand sideways on, allow the javelin to pass along the front of your body, rotate hips at release and when running time the release to match a step forwards 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. Have an option of the size of the javelin	
		COMPETITION (Working against self or others) Relay race: 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 relay baton. 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 baton from behind. TTP: When passing a baton how can you make it easier for it to be received? TP: When passing the baton try to not take the time to turn around, face the same way and receive the baton from behind your body, holding out your hand behind. Diff: Exceeding groups are encouraged to walk forward just before they receive the baton to gain a moving start	
Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point			

Week 2	Year five	Athletics	Running		
Do 	= Expected: Can run a race demonstrating an understanding of pacing the run	+ Exceeding: Start and finish a race with technique	- Emerging: Can run with a full stride to achieve maximum speed		
Think 	Check for understanding:	Feel  Check for understanding:			
Equipment: spot markers, enough bibs for 1 per child					
WARM - UP (Getting ready for the activity) Cars and caravans 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 (Pro) three seconds to get away from the caravan, the caravan counts to five 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. 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) Grasshoppers and Crickets (Pro) Talk to the children about grasshoppers and crickets and how they are very quick and can move in a flash. Children work with a partner of a similar speed and stand side to side but so they are an arms length away, this can be marked out with spot markers. The partners will make a line down the middle of an area and mark out a finish line at both ends of the area with line mats. The ends should be marked 15ft from the centre line. Call out ‘grasshoppers’ or ‘crickets’ and whichever one you call out has to run to the finish line on their side without being caught by their partner who will chase them. To catch their partner they must pull a bib tucked in the back of the shorts of the other runner. If the bib is caught before the runner has made it to the line at the end, that person gets a point. Keep changing the insect being called out. As a bit of fun call out other insects such as ‘spider’ to try and catch the children out. If time allows ask children to set off from their bottoms, backs or bellies rather than stood. TP: Use your legs and arms in co-ordination to drive the body forwards TP: Start low and burst into speed by push against the floor like you are going through a brick wall 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 with 4ft between them. If the room allows have two tracks if not have one track with two groups one behind the other on the inside of the track. Children stand on a coloured spot around the circle and are ready to run. Call 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 have run short 1 lap races change the races to three laps. 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: Allow emerging children to run a 2 lap and 4 lap for the long distance. Ensure similar abilities are placed on the colours to ensure a fair race	
Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point					

Week 3	Year five	Athletics	Jumping
Do 	= Expected: Can run before hurdling over an object effectively	+ Exceeding: Can link hopping, skipping and jumping	- Emerging: Can step before hurdling over an object effectively
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 spot mats and 15 line 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). (**Pro**) Children are then tasked to jog towards a spot then jump from the spot over a line mat onto a spot. Occasionally ask 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 object 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 2 line mats, and (**Pro**) 2 hurdles.

The children will set up in a space away from other children. Children will place a line mat as a start line and a hurdle 5ft in front and a finish line 5ft after. 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. Then another hurdle is placed 5ft in front of the first hurdle with a finish line moved 5ft after the second hurdle. Children again take it in turns with the two children at the sides offering feedback and support.

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

TP: Keep your upper body and head facing forwards **Diff:** Emerging children can use a just one hurdle or a lower hurdle, whilst exceeding children could use 3 depending on space or a higher hurdle

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.

5ft in front of each group place a hurdle. On command from the teacher the first child must run out to the middle going over the hurdle to collect one object at a time and return them to their teams area. When returning they do not have to go back over the hurdle. Once they have gone past the starter marker the next person can go. Once all the objects have gone the team with most wins.

(**Pro**) Repeat again except this time when children are returning they must go back over the hurdle. 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: Time your take off over the hurdle so that you are not having to go so high which will slow you down

Diff: Emerging children Can have a lowered hurdle, exceeding children can have a higher hurdle

Pro: How this has progressed from previous year group

TP: Teaching Point **Diff:** Differentiation

TTP: Tactical Teaching Point

Week 4	Year five	Athletics	Throwing
Do 	= Expected: Throw using whole body technique	+ Exceeding: Throw demonstrating an approach and release	- Emerging: Throw different objects for distance and accuracy
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: 6 benches or hoops, 6 x 5 different colour bibs, 3 medium sized light balls, 30 spot markers, 15 line mats, 14 foam javelins, 14 light shot putts, 14 medium balls

WARM - UP

(Getting ready for the activity)

Bench Ball

Begin by asking children to move around the area starting with jogging then increasing to three quarter paced running. Ask them to perform high 5's with each other without stopping. Try to play motivational music in the back ground. Perform dynamic stretches which include shoulder circles, leg raises, lunges, open gates etc. (Pro) Then ask children to go into groups of no more than 10. Give each of the groups 2 benches or a hoop, depending on equipment available. In the group of 10 ask the children to choose 2 equal teams indicated with bibs. The group will set out the benches at either end of a marked court area. The teams will go into opposite ends of the court with 1 child from each of the teams placed on the opposite bench. Once the teams are ready the aim of the game is explained. The teams must throw and receive the ball in order to eventually try and throw the ball into the hands of the child stood on the bench. Children can not move when they have the ball in their hands and children can only steal the ball by intercepting a throw whilst the ball is in the air or when the ball is dropped . When a team scores they must swap the player on the bench.

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

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

Pro: How this has progressed from previous year group

MAIN

(Working towards competition)

Ball throw Relay

(Pro) Ask children to go into groups of 4. They must take a 2 x medium sized ball, 2x small heavy ball (light shot putt) and 2x foam Javelin. It is important that you have a large area as groups will need lots of space, if area does allow groups, then children will be placed at one of the area and have a throwing direction in which they must throw at the same time. Ideally children will be throwing towards a wall so that objects do not go too far (however this is not essential) In their groups 2 children will have the chance to throw each of the objects, once the objects have been thrown, the other two children will race against each other to collect the objects one at a time, the one who collects their 3 objects first wins. The exercise will then be repeated with the collecting children taking their throws.

TP:

Ball throw – Push into the throw

Small heavy ball – Shot putt style

Javelin – Side ways on through the body twist into the throw

Refer to information

Diff: Exceeding children can race and throw from further back

TP: Teaching Point Diff: Differentiation

COMPETITION

(Working against self or others)

Competition Throw

(Pro) In the same groups of four children will now compete to throw the 3 objects the furthest. The groups will need. The two collecting children before picking objects up to bring back(not racing) will need to leave a marker to show where the furthest of each of the objects were thrown to. 3 distinct markers will be left out to indicate the furthest distance achieved for each object.

TTP: Why follow through on the throw?

TP: Release the object at the right time

TP: Try to bend your legs as you throw as this will give you more distance

TP: Allow the javelin to pass through the front of your body

Diff: Exceeding children can be asked to throw from further back

TTP: Tactical Teaching Point

Week 5	Year five	Athletics	Team races
Do 	= Expected: Can take turns in a relay race by receiving an object from behind whilst moving forwards	+ Exceeding: Can take turns in a relay race by receiving an object from behind whilst running forwards	- Emerging: 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, 6 relay batons

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. Introduce some dynamic stretches (stretches whilst moving) including leg kicks, lunges and making circles their arms.

Give out around 12 bean bags ask the children to to pass bean bags onto one another through the gateways. The children receiving must receive from behind.

Once understood give out relay batons, this time if they have a baton they must pass it on to someone else at the gateways. The person receiving must be stood facing away from their partner heading towards another gate before receiving, encourage the children to go to a different gate each time

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

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

Diff: Encourage exceeding children to be moving when receiving the bean bag from behind, allow emerging children to be stood still

MAIN

(Working towards competition)

Its behind you!

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 in the middle of the 2 markers. Children must stand in line behind the starter marker in the middle. The front child from each of the groups will be holding a relay baton 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 baton so the next child can repeat the same action.

(Pro) Have the groups set off at the same time as to race, to see which group can swap the baton with each child first.

TP: Hold the baton at the end not in the middle as this will make it hard for you to pass on

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

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 and line up behind one another at a point on the inside of a circular track marked around the edge of the hall. Give the front person of each line a relay baton. 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 baton from the front runner, this continues until all the team have been and then sit down. The winning team is the first to sit down.

TP: Place the baton down into the open palm of the receiver

TP: Start to take steps forward as 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 five	Athletics	Competition
Do  = Expected: Can compete and succeed in an athletics event (degree of success, noted by positioning in events against those of similar physical development)			
Think  Check for understanding:	Feel  Check for understanding:		

Equipment: spot markers, line mats, 8 long foam javelins, 8 relay batons, 8 measuring devices or cones to mark distance

WARM - UP

(Getting ready for the activity)

Rock around the clock

Mark out a large circular track with a distance of 3ft clear from the outer edge if inside a room. Play some motivational music in the back ground relating to a clock or time.

Begin by allowing the children a few minutes to jog around the track then perform some dynamic stretches such as open gates, leg kicks, shoulder rolls.

Then once children have been given time to fully prepare their bodies set a distance running challenge. The challenge is for children to run around the track over taking when it is safe to do so for a period of time (such as 3mins: teachers ultimate decision)

Diff: Encourage exceeding children to over take and race one another. Encourage emerging to go at a pace that they can continue for the duration of the challenge

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 whilst moving forwards before the baton is passed. 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) jumps must be taken as hop then a skip (one foot to same foot then to other foot). 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 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 jump linking two jumps of their choice, exceeding are encouraged to follow the pattern

Throwing Staying in the same group of four, children will find a space taking a line mat, measuring device or cones to be set out to mark measured distances and (Pro) a long 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 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 five	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)

Warm-up and 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.

Followed by dynamic stretches such as open gates, leg kicks, shoulder rolls. – 2 minutes

Endurance/speed – 8 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. Then, once children have rested for 1 minute, they must complete single laps as quickly as possible each 3 laps with 30 seconds rest in between.

Diff: Emerging do not have to run the additional laps

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. Introduce 2 simple movements when all children are together, Switzerland could be to high five as many people as possible inside the center of the hall. Use 'flight travel' to indicate that everyone must set off from a sprint position.

Strength – 2 MINUTES

Children must get all get onto their backs lying down they are then asked to raise their legs 15cm from the floor and hold them out straight for a total of 10 seconds. They must keep their backs to the floor. 10 seconds rest then repeat.

Diff: Emerging children can go for 5 seconds then raise again

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 five	Health Related Fitness Dodgeball	Introduction
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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.

KS2 Dodgeball

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 five	Health Related Fitness Dodgeball	Speed
Do 	= Expected: Can demonstrate speed endurance	+ Exceeding: Can show speed endurance in a game of dodgeball	- Emerging: Can show different speeds in a game of dodgeball
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: Spot markers, cones, 6 dodgeballs

WARM - UP

(Getting ready for the activity)

Dodgeball shuttles

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).

(Pro) Ask the children to complete up to 8 runs in total.

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

TP: Important to use the rest time to open lungs (stand tall) and take in oxygen.

Diff: Exceeding more shuttles, Emerging less shuttles.

MAIN

(Working towards competition)

Dead ball zone run across – Bullet dodger

(Pro) Set up two courts of equal space (refer to court diagram for KS2) and create 2 teams of equal numbers of children to go onto each court. Once on court split the children into three equal team amounts of between 4-6.

The game follows the same rules as the official game of dodgeball for Year 5 with one major difference: if a player is hit directly below the neck by the ball the player is not out at the side but must run the length of the dead ball zone without being hit by the opposing team before coming back into the game.

TP: Encourage children to be as fast as possible through the dead ball zone in order to get back into the game.

TP: Inform the children that speed endurance is the ability to repeat bouts of speed. Ask them why it is important to develop speed endurance for the game of dodgeball

Diff: Allow emerging to run the start line rather than the dead ball zone.

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 5 full game rules.

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

TTP: When we have a ball in our hands it is harder to generate speed, what alternative do you have to running to avoid being hit? Use the ball as a shield.

Diff: If exceeding allow the games to run longer as to develop speed endurance.

Pro: How this has progressed from previous year group

TP: Teaching Point

Diff: Differentiation

TTP: Tactical Teaching Point

Week 3	Year five	Health Related Fitness Dodgeball	Strength
Do  = Expected: Can show strength to throw a fast straight ball over a short distance	+ Exceeding: Can show strength to throw a fast straight ball over a long distance		
Think  Check for understanding:	Feel  Check for understanding:		

Equipment: Spot markers, 2 fitness balls, 8 dodgeballs

WARM - UP

(Getting ready for the activity)

Dodgeball strength challenges

Begin warm up with a low intensity jog around the hall followed by some simple dynamic stretching lasting no more than 5 minutes. Ask children to find a space inside the hall to perform the challenges.

(Pro) Each challenge is to last approximately 2 minutes.

Challenge 1: Leg raises

Ask the children to lie flat on their back inside a space in the hall. On command from the class leader, children raise their legs 10cm off the floor and hold for 10 seconds.

Diff: Emerging hold 20cm off the ground.

Challenge 2: Plank

Ask the children to lie on their stomach then raise their body so that the weight of the body is held with the forearms and tip toes, faces should be facing forwards and hold for 10 seconds.

Diff: Emerging can use knees to hold the position

Challenge 3: bicycle crunches

Ask the children to lie flat on their back with their feet up in the air with straight legs. Children perform a motion similar to riding a bike so that legs are continually moving a circular motion, they continue this for a full 60 seconds. The circular motion should be fast.

Diff: Emerging perform for 30 seconds then rest.

TP: Try to use your stomach muscles, this is core strength training!

MAIN

(Working towards competition)

Rapid Fire –

(Pro) The hall is split into two, with a court either side. The class is divided into two groups- a group to each court.

In the deadball zone of the courts place a large inflatable fitness ball.

Give each team 2 balls to start.

On command from the class leader the children from each team try to hit the fitness ball to the starting line of their opponents half. No player is allowed to touch the fitness ball or block shots thrown by members of the other team. Children must stay to their side of the court at all times.

TP: Throw with power, the harder you hit the further the fitness ball will go. Relate to a match the harder you hit, the harder it is for your opponents to catch your shot.

TP: Don't waste time, fire the ball in quickly. Relate to a match: the more shots thrown the more chances of getting the opposing team out.

Diff: If emerging allow the fitness ball to be placed closer to the opposing team from the start.

COMPETITION

(Working against self or others)

Dodgeball – Full game with rulings 6v6

(Pro) On the two courts already set up. Separate the groups of children to 3 teams per court, this may require some children to play more often to ensure teams are kept 6v6.

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

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

TP: A ball thrown straight is going to be harder for an opponent to catch. To get a straight ball throw with power.

TTP: If I throw to get a player out should my straight shot be at the player's chest or legs? Legs make it harder for your opponent.

Pro: How this has progressed from previous year group

TP: Teaching Point

Diff: Differentiation

TTP: Tactical Teaching Point

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

Equipment: cones, spot markers, 8 dodgeballs

WARM - UP

(Getting ready for the activity)

Track Run:

(**Pro**) Set up a running track using two cones in the middle of the hall with a big enough distance between them to allow children to run around as much of the hall as safely as possible. Children begin with a jog around the track eventually picking up the pace to a run. Once the pace is fast, use music to motivate the children. Select a song which lasts no more than 3 minutes. The children keep running, overtaking when safe to do so for the duration of the song but also completing actions to the following commands.

No1. Touch the floor to the left, No2. touch the floor to the right No.3 jump high No.4 change direction. It is important that the class leader calls out the commands clearly and in a order that does not cause the children to become confused.

TP: When we are running for endurance we aim to keep going, try not to stop, if you are getting tired slow down the pace a little.

Diff: Those exceeding can have a no.5 which is run a lap at your very fastest.

MAIN

(Working towards competition)

Marathon ball:

Set up games of dodgeball and follow the official rules (refer to week 1 game format for year 5). Set up two parallel courts if the space allows. Add the following rules: if a player is out they must run a (**Pro**) full lap of the 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.

COMPETITION

(Working against self or others)

Scoring for points:

(**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 change is that players are not out if they are hit with the ball. Two points are awarded if a player hits an opponent on the legs and 1 point for the arms or upper body. If a catch is made then the player that caught the ball gets 2 points for their team. This game requires the children to work aerobically as they are going to be playing for a prolonged period of time. Have children on the sideline score for the games.

TP: What is the difference between anaerobic and aerobic exercise? Anaerobic is exercise without oxygen, aerobic is exercise with oxygen.

Diff: Set up matched ability teams, exceeding children cannot use the ball as a shield.

Pro: How this has progressed from previous year group

TP: Teaching Point

Diff: Differentiation

TTP: Tactical Teaching Point

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

Equipment: cones, spot markers, 8 dodgeballs

WARM - UP

(Getting ready for the activity)

Colour Runs :

(Pro) Ask children to go into pairs and find a space in the hall, taking four spot mats or markers with them. Make sure the markers are four distinct colours red, blue, yellow, red. One of the partners goes first laying the markers out: one in front, one behind and the other two to the sides. All the markers should be 2ft away from the child who is stood in the middle. The partner calls out the colours and the child in the middle has to quickly run to that colour mat. If the child calls 'blue' the child in the middle must quickly go to the blue marker reach down touch it and then return to the middle of the four markers. The child who is the caller can call any combination of colours up to four at a time which the other partner must touch and return to the middle.

TP: Take short quick steps when changing direction and keep your body in a low position.

Diff: Exceeding children have more colours to run to and emerging children have less to run to.

MAIN

(Working towards competition)

Dodgy run across:

(Pro) Ask children to split up into groups of 6-8. Children stand in a line behind a cone and aim to run to another cone 7ft away and back without being hit. One child acts as the thrower and stands behind a third cone which is placed 3m in front of the line. The thrower aims to hit the children as they are running between the cones.

To progress the game further allow two people to run at the same time, increasing as necessary.

TP: Change speed and direction when running to make it harder for the thrower.

Diff: Exceeding children have to run a further distance and the emerging children have to run a shorter distance.

TTP: Use jab steps to pretend to run and try and trick the thrower to release the ball.

COMPETITION

(Working against self or others)

Throw line 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 5 game format).

The only rule change is that players can only throw the ball from a line marked half way down the court. This is to encourage players to be more agile when dodging.

TP: Eyes on the ball when dodging, create a good balanced base to dodge or catch the ball.

Diff: Place the line further away for emerging children and closer to the other team for exceeding children.

TTP: When might you show agility when you are holding a ball as a strategy against the other team? One option could be to dodge just before throwing the ball so the other team aren't expecting the ball to be thrown.

Week 6	Year five	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. Complete a short dynamic stretch warm up 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. Call “STOP” (after 10 seconds) and children must stop and put their marker down where they have reached. Swap over and their partner must try and beat their marker. Keep changing over so children have a few turns each.

Agility: Give each side of the hall a name/number and children must run to that side when it is called out using their agility to dodge and avoid others.

Strength challenges: Children work with a partner and stand facing each other 1-2 metres apart, one child is the leader the other has to shadow all of the below movements:

Squat- the leader squats up and down whilst the partner copies as quickly as possible, the leader can hold the squat at the bottom position too! Ensure feet are flat, their chest is up and their back is straight.

Crawls- the leader moves from side to side in a bear crawl position with the partner copying- knees cannot touch the floor and back must be flat.

Lunges- the leader can lunge in any direction and the partner must copy-look for good balance and control and for children to stay tall throughout the movement.

Wheelbarrow- children perform the wheelbarrow with control and can move around the room if they are confident. Perform each challenge for 30 seconds as a circuit 3 times through.

Endurance: Children run around a circular track for 6 minutes without stopping.

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

TP: See if anyone is confident enough to assist with the first part of the warm -the dynamic stretches.

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 official dodgeball rules same as Week 1. The team with the most amount of players remaining 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.

TP: When specifically do we use each component of fitness throughout the game? How can we improve one of the components of fitness?

TTP: Team tactics: strengths and weaknesses of your team and your opponents-when you have 2/3 of the balls throw them at the other teams’ strongest player at the same time to try and get them out.

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 five	Invasion Games - Basketball	Introduction
Do 	= Expected: 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:

Set out gateways using two spot mats with a 1.5ft gap in between them. Also set up a slalom using 4-6 spot mats. Give out 8-10 balls and ask children to dribble through the gateways and slaloms set up. **(Pro)** Ask children to where possible pass the ball to another child using different types of invasion games passes.

Introduce 2 taggers with bibs who have to try and tag children without a ball. Once tagged children stand in a invasion game freeze position. Children with a ball can free those who have been tagged, by dribbling around them and then passing the ball on to them.

TP: See if children can identify the movement skills, technical and tactical skills required for invasion games

Diff: Change the number of taggers in the game

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. **(Pro)** As the game progresses allow the game to change into a small sided invasion game (either basketball/hockey/football).

Each game should last no longer than 2 minutes to ensure everyone is involved as much as possible.

TP: Ask children officiate the games TP: Who are good role models for winning and 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) 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 officiate the games TP: Who are good role models for winning and losing

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

Pro: How this has progressed from previous year group

TP: Teaching Point **Diff: Differentiation**

TTP: Tactical Teaching Point

Week 2	Year five	Invasion Games - Basketball	Dribbling
Do  = Expected: Dribble in different ways linking with passing and moving		+ Exceeding: Dribble in different ways with control under pressure	- Emerging: Dribble in different ways changing speed and direction with control
Think  Check for understanding:		Feel  Check for understanding:	
Equipment: enough balls for 1 each (different sizes ideal) spot mats, bibs, 12x hoops			
WARM – UP (Getting ready for the activity) Tiggy bridge: (Pro) Select two taggers who will wear a bib. Other children have a ball and dribble around trying to avoid being tagged. If they get tagged they must stand still with their legs apart, a team mate needs to roll their ball between their legs to free the tagged child. It is only when they are free that they can then collect their ball. Basketball double dribble and traveling rules apply. TP: Low bounces for control TP: Show Paralympics and Olympic values video and ask for pupils to show these values when they take part in the lesson Diff: Change the number of taggers MAIN (Working towards competition) Gateway challenge: (Pro) In pairs children dribble through the different gateways (marked on the floor using spot mats 1.5ft apart) following each other. Each time they go through a gateway they must stop and pass to their team mate. Do this as many times as possible in given time limit to create a score. Encourage self-assessing and peer-assessing with the children. Basketball double dribble and traveling rules apply. TP: Dribble in front and to the side of the body when moving at speed, head up Diff: Challenge the exceeding children to beat other children's score COMPETITION (Working against self or others) Small sided matches: (Pro) In small teams (3v3) set up games of hoop ball. Set up two courts with 3 hoops at both ends of each court, for teams to try to bounce the ball in to score a point. Defending players must stay 1m away from the child dribbling the ball, they can not steal the ball from the dribbler but can intercept a pass. Play two minute games so everyone gets lots of goes. Teams watching to peer-assess to provide feedback and have mini team talks. Basketball double dribble and traveling rules apply. TP: head up to pass to a team mate. TP: Are any children showing Olympic and Paralympic values within the game? Diff: Matched ability teams, exceeding teams are allowed to steal the ball from the dribbler			
Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point			

Week 3	Year five	Invasion Games – Basketball	Passing
Do 	= Expected: Pass in the best way linking with dribbling and moving	+ Exceeding: Pass in the best way with speed and accuracy under pressure	- Emerging: Pass in different ways whilst moving
Think 	Check for understanding:	Feel 	Check for understanding:
Equipment: 15 size 5 basketballs, bibs, spot mats, dome cones, large spot mats , 4 x basketball posts or hoops			
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. (Pro) Introduce 4 children as sun shades these children can tag players who are holding a ball. Once tagged, the player must immediately pass the ball to another player. TP: Ask children if they can recognise different types of basketball passes? Overhead, chest, bounce.		MAIN (Working towards competition) Keep Ball: (Pro) Divide children into groups of 4, in these groups children set up an area (size depending on hall space) to play a 3v1 possession game. The three children have to try and keep the ball away from the one defender who tries to intercept the ball, the defender swaps with whoever passed the ball that was intercepted. The defender can only move sideways not forwards or backwards. Basketball double dribble and traveling rules apply. TP: Follow through for more power, one foot must be glued to the floor, other steps into it when passing TTP: When in a game situation would we use the different types of passes? 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) Small Sided Games (Pro) Play games of 3v3 mini basketball, depending on space create 2 courts. Ideally there would be a basket at either end for players to shoot into, if not available use hoops with an area of 1m around that no players can step into. Players not playing must officiate , keep score and observe a player taking part to give a post match analysis (call “player cam”) Basketball double dribble and traveling rules apply. TP: If we move quickly with the pass the player doesn’t get marked, if you see it pass it. TP: Creative passing, try passing when others are not expecting – look the other way, dummy your pass. Diff: Exceeding can play 4v4	
Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point			

Week 4	Year five	Invasion Games – Basketball	Receiving
Do 	= Expected: Receive a ball linking with passing and moving	+ Exceeding: Receive a ball under pressure linking with other skills	- Emerging: Receive a ball whilst moving
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: 15 size 5 basketballs, bibs, spot mats, dome cones, large spot mats , 4 x basketball posts or hoops

WARM – UP

(Getting ready for the activity)

Basketball Bash:

(Pro) In pairs, children move around the hall with a ball, passing to each other. Try to steal a ball from another pair (by intercepting a pass). Once the ball has been stolen the pair then pass and move with two balls until one is stolen back. Finish with a dynamic stretch routine (refer to info).

TP: How can we show and tell that we are ready? Show (body facing the ball), eyes looking, hands ready showing where you want it. Tell- call for ball.

MAIN

(Working towards competition)

Keep Ball:

(Pro) Divide children into groups of 4. In these groups, children set up an area (size depending on hall space) and play a 3v1 possession game. The three 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)

Small Sided Games

(Pro) Play games of 3v3 mini basketball. Depending on space create 2 courts. Ideally there would be a basket at either end for players to shoot into, if unavailable use hoops with an area of 1m around that players cannot step into. Players not playing must officiate, keep score and observe a player taking part to give a post match analysis (call “player cam”)

Basketball double dribble and traveling rules apply.

TP: Once received react quickly for the next decision, release the ball quickly

TTP: Know your next move before you receive the ball, maybe even your next two moves

Diff: Exceeding can play 4v4

Week 5	Year five	Invasion Games – Basketball	Shooting
Do 	= Expected: Can shoot linking with moving, passing and dribbling	+ Exceeding: Can shoot in different ways at different speeds	- Emerging: Can shoot in different ways with accuracy
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:

Split the class in half, one half of the class has enough basketballs for 1 each. 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. Encourage children to shoot quickly (Pro) ask 4 children to wear bibs, these children try to block the shots.

TP: Balance, try to keep your balance when shooting

Diff: If emerging, allow ball to be thrown from behind the head but ensure a loop on the direction of the shot

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 a shot, the child retrieving the ball then collects their ball and hands it back to them. The shooting player now moves to another hoop with that ball and takes another shot. The shooters should be constantly on the move. Swap the hoop holders, ball retrievers and shooters every 1-2 minutes. Encourage children to try lay –up shots as well.

(Pro) Once children show an understanding move the game along by the shooter moving to the next hoop without their ball. When they arrive, the child who has retrieved the ball from the previous shot passes the ball to the shooting player who shoots again. If they miss the basket they get one more chance to try and score it. Add in defenders to make it harder for children to score a basket.

Basketball double dribble and traveling rules apply.

TP: TP: Loop the ball into the hoop not a chest shot but a shot coming from above your body (Elbow below the ball)

TP: Eyes – Look to where you are shooting

TP: Sending to shoot info

TTP: If we miss the basket we should be ready to react

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)

Small sided game:

(Pro) In small teams (4v4) set up two courts with a target on each side of the court, either a basketball or two hoops placed at either end. Players in possession of the ball try to shoot into their target but cannot move with the ball.

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.

BB* Mini basketball rules apply

TP: Shoot away from danger making it harder for a blocking player (e.g. if blocking player is in middle of target shoot at the side)

Diff: Children to challenge themselves by shooting with speed so it is harder to intercept

TTP: How can we get into positions to help us score and how can we let our team mates know that we are getting into those positions (show and tell)?

Pro: How this has progressed from previous year group

TP: Teaching Point

Diff: Differentiation

TTP: Tactical Teaching Point

Week 6	Year five	Invasion Games – Basketball	Match Up!
Do 	= Expected: Compete and succeed individually in an invasion game	+ Exceeding: Compete and succeed individually and aid others in an invasion game	- Emerging: Compete and sometimes succeed individually in an invasion game
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: Spots for markers, 15 balls, 10 mats, bibs for teams, 20 hoops a variety of colours

WARM – UP

(Getting ready for the activity)

Keep ball:

Split children into groups of 4 and give each group a ball. In these groups children find space in the hall and form two teams of 2 players who play against each other. The aim of the game is for the two players with possession of the ball to keep it away from the two without the ball. All children in the class are playing at the same time. Once children have gained an understanding, place different coloured hoops in a circle, around the outside of the hall. Blue, red, green, yellow, blue, red, green yellow for example. Each team of 2, chooses a colour which they aim to bounce their ball into. There may be more than one hoop of the same colour.

Basketball double dribble and traveling rules apply

TP: Children must be looking to where the ball is in possession to attempt to steal.

TP: As they approach the player with the ball it is important that they have strong body position – player low with a wide stance (link to balance)

Diff: For emerging children the defenders can only get the ball if it is dropped or the attackers lose control, they cannot intercept it

TTP: What tactics can be used to steal the ball as a group of two

MAIN

(Working towards competition)

Hoop pass 3v2

Split the children into groups of 6. Give each group 1 ball and 1 hoop. The group will find a space in the hall and play a 3 v 2 game of hoop ball. The game has three attackers trying to bounce the ball in the hoop with two defenders trying to prevent them from doing so. If the defender wins the ball, and can make a pass to the other defender they score 1 point. The attacker scores 1 point if they can bounce the ball in the hoop. The spare player verbally instructs the defending team advises tactics to steal the ball from the attacking team.

BB* Playing to full mini basketball rules

TP: Once you have stolen the ball be ready to make the pass, keep balance and know where your player is.

TTP: If a player goes to the player with the ball and you are spare what is a good position – covering the spare players on the attacking team but also the open space if your player is beaten.

COMPETITION

(Working against self or others)

Small sided game:

(Pro) In small teams (4v4) Set up two courts with a target on each side of the court. Players in possession of the ball can move with the ball to shoot into their target.

Defending players can hit the ball away from a player when they have the ball but cannot 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.

BB*Playing to full mini basketball rules

TP: Important that we approach quickly but only fully commit to the steal when the time is right

Diff: Play 5v5 for exceeding children and 3v3 for emerging children

TTP: Challenge children to come up with a team tactic for defending in their team talks

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 five	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)

Cricket netball

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). Give each teams bibs and rather than a goal to defend, place a set of wickets or similar target at each end with a marked circle 2yds around that cannot be entered. Using a small ball children can throw or roll the ball to team mates but cannot travel with the ball. To score the team with the ball must roll or throw the ball hitting the wickets. For the team without the ball, to gain possession they must intercept the ball when it is mid air or loose on the ground.

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: Play that the ball must be rolled with emerging groups and use 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 and two markers. Set the markers up 12 yards apart with two batters standing at each of the markers. The other children are the fielders and spread themselves out not getting too close to the hitting batsman. (Pro) A feeder from the fielding team stands by the side of the batter and drops the ball for the batter to hit. Once it has bounced the batters score as many runs as possible by swapping ends. The fielders have to retrieve the ball and perform ten catches between themselves above head height to stop the batters running. If the fielding team drop the ball they go back to zero. Batters have a maximum of 5 turns each then swap over so everyone has a go. Ensure that all batters are hitting the ball in the same direction for safety.

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

TP: Two hands on the bat, favourite hand at the bottom when holding it and watch the ball onto the bat when striking it

Diff: Emerging children can hit the ball from a tee and perform normal catches, exceeding children to perform 5 high and 5 low catches

COMPETITION

(Working against self or others)

Continuous cricket

(Pro) Split the children up into groups of 12-15.

Number all the children 1-12 No. 1 is the batter No.2 Bowler No. 3 – 12 fielders. Children must take turns in number order. The batter faces an underarm bowl and hits out from a wicket set out 10yds away from the bowler, if they hit or miss the ball they still have to run sideways to a marker to the left or right placed 5yds away. Once they start running the fielders try to get the ball to the bowler who can bowl as soon as they receive it. If the batter's wickets get hit they are out. If a fielder makes a catch the batter is out and that fielder can start on 5 runs.

TP: Bowlers aim for the ball to bounce once and aim for the wickets when bowling

TP: Always be ready when fielding

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

Pro: How this has progressed from previous year group

TP: Teaching Point Diff: Differentiation

TTP: Tactical Teaching Point

Week 2	Year five	Cricket	Fielding Part 1 – Intercepting
Do  = Expected: Can intercept a bouncing ball 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, 12 single stumps

WARM - UP

(Getting ready for the activity)

Catch Tennis

(Pro) Split the class into teams of 4 or 5 and get them to find a team to play against. Mark out a court for each game with a centre zone through the middle 4ft wide and have a team on each side of the courts. The teams must try and throw the ball over to the other sides area ensuring the ball does not land in the centre zone or outside the court. If the ball stops dead on the floor (not bouncing) in the opposition's half the team score a point. Swap teams around so that they play each other. At various points in the warm up ask children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.

TP: Hands up ready

TP: Hands together

Diff: Challenge exceeding children to catch the ball without a bounce. Allow emerging children the chance can catch the ball from an unlimited number of bounces.

MAIN

(Working towards competition)

Tri stumping

(Pro) Mark out a Triangle with 3 cones; 2 long sides, 1 short.



Place a stump at the top of the triangle. Split the children into 3 groups, 1 group at each cone. Ball starts at bottom right of triangle with child rolling it along the small edge to next child who picks up ball and throws at the stump at top of the triangle, child behind the stump stops the ball once it has passed the stump and then throws it back to the start. Every time a child throws the ball, they follow the throw. Done in smaller groups, makes the children work harder and run faster. Ideal numbers per group is 6

TP: Intercepting a ball below the waist fingers down and above the waist fingers up.

TP: Make soft hands to receive the ball

TP: React to how the ball is moving, be on your toes

Diff: for emerging groups make the longer edges 5yds rather than 10

COMPETITION

(Working against self or others)

Kwik cricket introduction

(Pro) Split children into teams of 6 with one team batting and the other team fielding. Set up the wickets 10 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. The batting team start with 200 runs and the team with the highest score at the end of the game wins. Batters can be out by being caught/bowled/run out/stumped/hit wicket.

TP: If possible place your body behind the ball as back up if you miss the catch

TTP: It is important when fielding that you know what the batters are doing, this will help you make the right decision when you have the ball

Diff: Emerging groups can use the year 4 game format

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.

Week 3	Year five	Cricket	Fielding Part 2 – Returning the ball
Do 	= Expected: Can perform a moving pick up into an overarm throw	+ Exceeding: Can select the appropriate method of returning the ball (overarm/underarm/rolling)	- Emerging: Can perform a stationary overarm throw with accuracy
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: spot markers, 10 tennis balls, 8 tennis rackets, 8 cricket bats, 4 batting tees, 6 sets of stumps, 3 kwick cricket balls

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 (Pro) and in one motion 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 throws it under arm to the opposite box then runs behind that box. This continues to create a non stop loop. Players score a point every time they land a ball. 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)

Smash it

(Pro) Children are asked to go into groups of 5, one player who is the batter stands with a tennis racket in front of a set of stumps. Another player stands 5yds away and underarm bowls a ball into the batter. The 3 other players act as fielders who try to gather the ball and return it to the batting stumps with the help of the bowler. For the batting player to score he must go out to one of the marked lines and back before the stumps are hit. The batter can go 10, 15 or 20yds and back, depending on which distance the batter runs he will score 1, 2 or 3 points. Ensure players swap after each bat so that they all get the chance to be the batter.

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

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

Diff: Allow emerging groups to increase the batters running distance and exceeding to decrease. Exceeding players can use a bat

COMPETITION

(Working against self or others)

Kwik cricket introduction

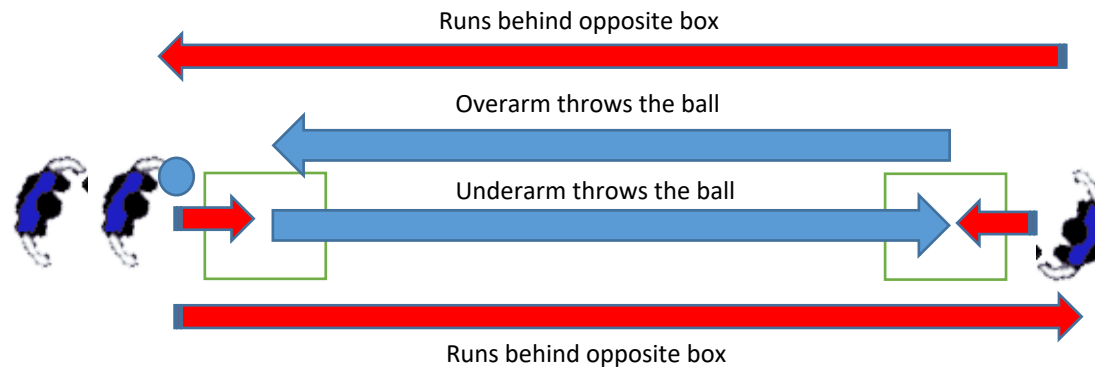
(Pro) Split children into teams of 6 with one team batting and the other team fielding. Set up the wickets 10 yards apart. The fielding team have a wicket keeper stood 5 yards behind the batter, a bowler and the other children spread out and field. The batting team bat in pairs for two overs (12 balls) 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 a bowl is a no ball or is wide, the better gets to hit a ball from off a batting tee placed just away from the batter. The batting team start with 200 runs and team with the highest score at the end of the game wins. Batters can be caught/bowled/run out/stumped/hit wicket.

TP: Follow through extending into a straight arm

TTP: It is important when fielding that you know what the batters are doing, this will help you make the right decision when you have the ball

Diff: Emerging groups can use the year 4 game format

A.



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

Equipment: 10 tennis balls, 8 batting tees, 16 bats, cones, 16 sets of stumps (or similar objects) , spot mats

WARM - UP

(Getting ready for the activity)

Battle ships

(Pro) In small teams (4-6) children play against another team, each team is in a 6x6 grid opposite the team they are playing with a ball per game. Along the back of each teams grid is a line of 8 markers spread out. The teams roll/throw the ball into the other team's grid trying to hit the markers at the back of the grid then the other team return the ball trying to hit the opposing team's markers at the back of the grid. If a marker is hit it gets moved out of the game, the team with the most markers left is the winning team. If the ball is thrown it must land in the other team's grid. Play some battle related music in the background and at times throughout the warm-up perform some dynamic stretches such as shoulder rolls, arm circles, open gates, lunges.

TP: Hands ready, knees bent

TP: Hands behind the ball

Diff: Add in two balls for emerging groups, make the grids closer together so the ball doesn't have to travel as far for emerging groups

MAIN

(Working towards competition)

Strike zone

(Pro) In small teams (4-6) children have a batting tee, bat, two spots, three balls and six cones per group. One child from each team is the batter and stands on a line/marker ready to hit the ball. The 6 cones make a target zone, the first 2 cones are 10 yards away from the batter and 10 yards apart, the next two cones are further back and closer together and the final cones are further back and even closer together. The first and third balls are bowled to the batter to hit and the second ball is hit from the tee. Place a spot where the batter's back foot is and another spot 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 then hit the ball off the tee. If the ball goes between the closest zone the batter gets one point, five points for the next zone and ten points for the furthest and narrowest zone. Swap the batter and bowler and fielding positions every three balls. Fielders choose where they think it is best to stand.

TP: Transfer your weight onto the front foot when you hit the ball

TP: Head still, eyes level

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 close together

COMPETITION

(Working against self or others)

Diamond cricket

(Pro) In teams of 8 set up a diamond shape with 4 sets of stumps as per the diagram with a batter stood ready to hit the ball in front of each set of stumps and a bowler in the middle of the diamond. The other batters wait by the side, score and analyse the game. Four of the fielders act as wicket keepers and stand 5 steps behind a set of stumps each and the remaining 3 fielders 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 like rounders. Batters can run if they hit or miss the ball and can be bowled/caught/hit wickets or run out. 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. Swap over when everyone has batter or have a rotation so everyone gets a go.

TP: Communicate when you want to run

TP: Head level eyes on the ball when batting

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

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

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

WARM - UP

(Getting ready for the activity)

Battle ships

(Pro) In small teams (4-6) children play against another team, each team is in a 6x6 grid opposite the team they are playing with a ball per game. Along the back of each teams grid is a line of 8 markers spread out. The teams roll/throw the ball into the other team's grid trying to hit the markers at the back of the grid then the other team return the ball trying to hit the opposing team's markers at the back of the grid. If a marker is hit it gets moved out of the game, the team with the most markers left is the winning team. If the ball is thrown it must land in the other team's grid. Play some battle theme music in the background and occasionally ask children to perform some dynamic stretches including shoulder rolls, circle arms, lunges, open gates.

TP: Stand sideways on

TP: Opposite foot forward to the bowling arm

TP: Hold ball spider down (fingers pointing downwards in strongest hand)

Diff: Add in two balls for emerging groups, make the grids closer together so the ball doesn't have to travel as far for emerging groups

MAIN

(Working towards competition)

Strike zone

(Pro) In small teams (4-6) children have a bat, two spots, four balls, one set of wickets and six cones per group. One child from each team is the batter and stands on a line/marker ready to hit the ball.

The 6 cones make a target zone, the first 2 cones are 10 yards away from the batter and 10 yards apart, the next two cones are further back and closer together and the final cones are further back and even closer together.

The wickets are placed behind the batter and all three balls are bowled by the bowler who is stood 7ft away. If the bowler hits the stumps the batter loses five points. If the throw is a *no bowl* (impossible for the batter to hit) the batter can get 5 points and gets to hit the spare ball off a batting tee positioned close by. If this happens again the batter just gets the 5 points. When the ball is hit, if it goes between the closest zone the batter gains one point, five points for the next zone and ten points for the furthest and narrowest zone. Swap the batter and bowler and fielding positions every three balls. Fielders choose where they think it is best to stand.

TP: Lean slightly back just before bowl

TP: with a straight arm rotate around the shoulder keeping arm close to the side of your body

Diff: Emerging children can underarm bowl closer in

COMPETITION

(Working against self or others)

Diamond cricket

(Pro) In teams of 8 set up a diamond shape with 4 sets of stumps as per the diagram with a batter stood ready to hit the ball in front of each set of stumps and a bowler in the middle of the diamond. The other batters wait by the side, score and analyse the game. Four of the fielders act as wicket keepers and stand 5 steps behind a set of stumps each and the remaining 3 fielders 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 rounders. Batters can run if they hit or miss the ball and can be bowled/caught/hit wickets or run out. 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. Swap over when everyone has batted or have a rotation so everyone gets a go.

TP: Lean forward when releasing

TP: Release at the right time

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

Week 6	Year five	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) Bowler circle (Pro) Ask half the children to stand making a large circle around the room, 3m in front of each child place a marker . The other half of the children are asked to stand in the middle of the circle with a ball, mark out a small square in the middle where the children must start. On command from the teacher the children in the middle go out to one of the markers placed in front of the other children. Just before they they get to the marker they can underarm bowl their ball to the child on the outside, whilst still moving. Once the child on the outside receives the ball, they can roll the ball back to the middle player who must go back through the middle and then find another cone and repeat the action. Play some motivational music in the background and occasionally ask children to perform some dynamic stretches including shoulder rolls, circle arms, lunges, open gates. Diff: Emerging children can roll the ball . Exceeding children are encouraged to bowl on the move, and keep score of how many they bowl		COMPETITION (Working against self or others) Kwik 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	

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 five	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 mats, 30rackets, 30 tennis balls, 30 tall cones, line mats, nets (rope, benches hurdles for net)

WARM - UP

(Getting ready for the activity)

Tennis response:

(Pro) Before beginning the warm –up explain the ready position to the children (refer to TP below).

Mark out an area and ask children to move around the area similar to how they would move in a tennis match (refer to teaching point below). Play some tennis related music in the background. Once children are showing an increased activity level ask them to perform dynamic stretches whilst moving in the area such as lunges, shoulder rolls, circles with arms. Then they move around court on command from the teacher. The various commands require different movements. The position of the teacher should be at one side of the area, children will be encouraged to face this side as much as possible.

Forehand – using their hand they make a shot in a forwards direction with the palm facing forwards

Backhand - this time it is a shot in a forwards direction with the knuckles of the hand facing forward and the arm going across the body

Rally – on the spot children perform 3 pretend shots

Serve – children pretend to throw the ball in the air and then hit downwards with palm facing down

Smash – children jump in the air and hit downwards with with palm facing down

TP: Ready position-feet shoulder width apart, knees bent and on the balls of your feet ready to move

TP: When moving on court stay on the balls of your feet with bent knees for balance, performing quick changes of direction

MAIN

(Working towards competition)

Tennis Rally

(Pro) Ask children to go into pairs taking 2 line mats, a net or similar object (bench, hurdle, string line), 2 tennis rackets and and 1 tennis ball with them. Demonstrate to the group how to set up.

Finding a space the partners will stand facing each other about 10ft apart, each with a line mat at their feet. The net will be placed in the middle of the two partners. The aim of the game is for the partners to work together to try and score as many points as possible by hitting the ball with their racket over the net to their partner. 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.

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 partner to return and hard enough to get over the net

Diff: Allow emerging to use a goal marked out that they have to hit through rather than over a net. Encourage exceeding to hit the ball immediately when returning

COMPETITION

(Working against self or others)

Floor tennis match

(Pro) Keeping with the same partner and layout from the last activity. Children will now replace the net for a goal by placing 2cones in the middle of the area 3ft apart. Starting from their line mat 5ft from the goal the child starting with the ball will serve the ball with their racket from the floor for the other child to return. Once returned the partners are then playing for points against each other. To score, after the return the child receiving must hit the ball through the goal causing the other player to make a foul. A foul is made when a player is unable to return the ball in one shot, unable to return the ball through the goal or return causing the ball to go off the ground. Ensure players are aware that they must start from the line mats but can move forwards once the game is served. Keep score changing the server for every point.

TP: Make the hit at the right time

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

Diff: Allow exceeding to 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 five	Tennis	Hit
Do 	= Expected: Can hit a ball accurately with a racket over a net to another child	+ Exceeding: Can hit a ball accurately with a racket over a net to score in a match	- Emerging: Can hit a ball with a racket accurately with a bounce to another child
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: spot mats, 30rackets, 30 tennis balls, 30 tall cones, line mats, nets (rope, benches hurdles for net)

WARM - UP

(Getting ready for the activity)

Tennis shuttles:

(Pro) Set the children into groups of 2 or 3 ask them to line up at one end of the hall or an area marked out similar to hall size. Children stand behind a marked area stood in the ready position. Lines are then marked out in front of the waiting children. The first line is 5yds then 4 more lines marked out at every 5yds from the previous which should result in the last line being marked out at 25yds away from the children's starting line. Each line signifies a shot that the children simulate without a racquet line 1- forehand 2- backhand 3- low shot 4- smash 5- trick shot (ask them to be creative). On command from the teacher children run out from their line one at a time to the corresponding line and perform the shot then return to the starting marker for the next person to go. Add in dynamic stretches such as shoulder rolls, big circles with arms, lunges, open gates. Play motivational music in the background.

TP: Ready position-feet shoulder width apart, knees bent and on the balls of your feet ready to move

TP: Use the shot simulation to asses their current knowledge

Diff: If the intensity is hard for some children allow them to miss a turn.

MAIN

(Working towards competition)

Aim for the racket

(Pro) Set out the children so that they are stood facing a partner who is 6ft away. Place a marker in the position where the children are stood and then place two cones in the middle of the two children like a mini goal. Each of the children have a racquet and one has a ball.

The partner without the ball places their racquet on the floor, whilst the player with the ball takes a forehand shot from a drop feed trying to hit the other's racquet. The other player rolls the ball to the shot taker each time. This continues for 3 goes then they swap.

TP: Strings face your partner, hit from low to high

TP: Stand almost sideways on

TP: Lock your wrist

Diff: Emerging children stand closer to the target, exceeding children can try and return the ball over the net

COMPETITION

(Working against self or others)

Net rally

(Pro) Keeping with the same partner from the last activity. Children will now find a space taking a net 4ft – 5ft wide. They can use, bench, rope, hurdles to make the net. Starting from their line mat 5ft from the net 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 over the net. 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 or play a match like game. Allow emerging to take the shots on the floor through a goal to their partner rather than over a net

Pro: How this has progressed from previous year group

TP: Teaching Point Diff: Differentiation

TTP: Tactical Teaching Point

Week 3	Year five	Tennis	Return
Do  = Expected: Can return a ball with a racket accurately over a net to another child	+ Exceeding: Can return a ball accurately over a net to score in a match		
Think  Check for understanding:	Feel  Check for understanding:		

Equipment: spot mats, 30rackets, 30 tennis balls, 30 tall cones, line mats, nets (rope, benches hurdles for net)

WARM - UP

(Getting ready for the activity)

Line return

(Pro) Ask children to get into groups of 6. From the 6 children 3 will line up standing one behind the other placing a spot mat in front of the line with the other 3 standing facing 5ft away with a spot mat in front of their line. To begin one of the children at the front of a line will have a medium sized ball and throw the ball to the front child in the other line and then run behind the opposite line. As the front child from the other line receives the ball they will repeat the same actions.

Once children have developed an understanding of the game give each child a racket and this time they must hit a small ball along the floor to each other using the racket . If time allows and the ability is showing across the group ask the children to perform the game in the air.

Once the warm-up game has finished, ask the children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.

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

TP: Hold the racket with a v-shape at the side of the handle

Diff: Allow emerging children to start with a medium sized ball being hit along the floor

MAIN

(Working towards competition)

Box rally

(Pro) Children go into pairs with a racquet each and ball between then and mark out a box using 4 cones approximately 2ft by 2 ft. Children have to always start on the outside of the box and must tap the ball up so it lands in the box then their partner has a go. Challenge children to alternate between forehand and backhand shots and count how many they get as a team. If the ball does not bounce in the box then children must start the game again.

TP: Shots are played with a open face directing upwards to get use to the eventual swing that drives up and across

TP: Lock your wrist on contact

Diff: Emerging children can allow more bounces, exceeding children try it as a volley rally with no bounces

COMPETITION

(Working against self or others)

Tennis Rally: Net

(Pro) Keeping with the same partner from the last activity. Children will now find a space taking a net 4ft – 5ft wide. They can use, bench, rope, hurdles to make the net. Starting from their line mat 5ft from the net 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 over the net. The partners only get one hit to return the ball. The pair with the highest rally score wins. If time allows have the pairs join with another pair and perform the net rally as a group of four with a larger 6ft net in the middle.

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 in a motion of up and across

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 floor with a racket through a small goal. Exceeding children can hit the ball from a bounce provided the bounce happens before the service line

Week 4	Year five	Tennis	Serve
Do 	= Expected: Can serve a ball underarm accurately with a racket over a net to another child	+ Exceeding: Can serve a ball underarm accurately with a racket over a net to score in a match	- Emerging: Can serve a ball underarm with a racket accurately with a bounce to another child
Think 	Check for understanding:	Feel 	Check for understanding:

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

WARM - UP

(Getting ready for the activity)

Roll and recover

Children go into 2/3's and make a box using four markers approximately 4foot by 4foot with a ball between them and a spot in the middle of the box. The first child stands on the spot facing their team mate who will roll the ball towards a different corner of the box and the player in the middle must get to the ball, roll it back and get back to the spot in the middle ready to go again. Perform for 30 seconds and keep swapping over.

TP: Short quick steps, knee's bent

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

MAIN

(Working towards competition)

Step back serving

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/brush the back of your hair serve. If children hit the target they take a step back and serve again and see how many steps back they can achieve. Have three goes each before swapping over.

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

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

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

TP: Brush the back of your hair serve-same as the contact point serve but this time the racquet moves behind your head before hitting the ball

Diff: Children work to their own ability and progress through the serves, emerging children make the target bigger and exceeding children make it smaller

COMPETITION

(Working against self or others)

Cross court serve and return

Same set up as the previous game but children now serve diagonally to their partner cross court and the other child can return the ball to start a rally. The serve must go over the net using the appropriate serve for the child's ability. 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 racquet

TP: Always recover to the middle of the court after you have played a shot

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

Pro: How this has progressed from previous year group

TP: Teaching Point **Diff:** Differentiation

TTP: Tactical Teaching Point

Week 5	Year five	Tennis	Match up!
Do  = Expected: Play an age appropriate tennis match	+ Exceeding: Play an age appropriate tennis match		
Think  Check for understanding:	Feel  Check for understanding:		

Equipment: Cones, spots, variety tennis balls, racquets, objects to use as nets

WARM - UP

(Getting ready for the activity)

Hand tennis

Children work with a partner play hand tennis, using markers or a line. The ball can only bounce once, must go over the net and cannot be volleyed to encourage foot movement. The ball must stay below knee height. Children win a point if their partner fails to return the ball according to the rules. Children swap partners every 30 seconds to keep the tempo of the warm up high. See if there are any children confident enough to assist with explaining or demonstrating the warm up game.

TP: Use either hand, ready position with knees bent

Diff: Use a larger ball for emerging children or they can roll the ball

CO-OPERATION

(Working with others)

Weakest link

Children work in groups of three with two children playing the game and the third player being the banker. The children playing have to build a rally of as many points as possible, if the ball hits the net, bounces twice or goes out of the court then the score goes back to zero. If the banker shouts “bank” before a shot is played then the team bank that score and start again from zero. The banker has to keep adding the banked score up to give a total after two minutes. See who gets the highest score then swap over. If the banker calls bank just before the ball lands out or hits the net it doesn’t count-the banker must shout “bank” before not after the shot has been played.

TP: Hit the ball in a rainbow shape

TP: Move your feet to the ball

Diff: Allow two bounces for emerging children, exceeding children can play cross court

COMPETITION

(Working against self or others)

Competition

Children stay in their groups from the previous game and play a game of tennis with the third child being responsible for umpiring and keeping score. Children use a net that is appropriate for the ability of the children. 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. Also if a player hits the ball out of the court they lose the point. Introduce tennis scoring-15/30/40 then game. Play two minute games then children swap over.

TP: Racquet cheek to the floor, strings face the target

TTP: How can you use a tactic when attacking? Move to the net after your shot to volley the next shot and put pressure on the other player

Diff: Emerging children can use a lower net, exceeding children can play cross court

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 five	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. Two balls are used in the game. (Pro) Once tagged, children join the tagging team and the ball can be passed between the taggers to tag the others. Swap the taggers around and play the game a few times to observe how children carry the ball. Add in a full body dynamic stretch.

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

TP: Try to not hold the ball by the ears.

Diff: Add in more balls for the taggers to make it easier for them or take balls away to make it harder for the taggers.

MAIN

(Working towards competition)

4 pass try scoring

Put children into matched ability teams of 6-8 and give each team one ball. One child wears a bib and is the defender who must try to intercept the ball. On “go” the children must pass the ball (Pro) to team mates three times and once they have done this they put the ball down on the floor and shout “try”. If the defender intercepts the ball or tags the child holding the ball they swap roles with that child. 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 cannot be tagged when holding the ball.

COMPETITION

(Working against self or others)

Tag rugby match

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

Rules:

-The ball can only be passed backwards

-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 defenders must move back 5 yards to give the attacking team space to pass the ball and move

-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 should I stand when we have possession of the ball? Being the person with the ball.

Diff: Emerging children can pass the ball in any direction.

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

Equipment: Cones, rugby balls, bibs, tags

WARM - UP
 (Getting ready for the activity)

Team tag 1

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. (Pro) Split the group into 4 equal teams. Select one of the teams to be ‘on’ they have to try and intercept the balls from the other teams to score a point. The teams with the balls must try to make as many passes as possible without the ball being taken. Keep swapping the team that is on.

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 Two hands on the ball

Diff: Give the tagging team more balls to make it easier for them

MAIN
 (Working towards competition)

Numbers passing tag in 3’s

Children all work in 3’s with a ball between them in a marked out grid and practice the swing pass to each other whilst moving around. Call out different numbers and children must get the correct amount of passes then score a try (Pro) by placing the ball on the floor beyond one of the try lines (one of the four grid lines). Add two defenders into the game who can intercept the ball when it is being passed or tag the child carrying the ball.

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

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

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

COMPETITION
 (Working against self or others)

End ball

(Pro) Ask children to go into teams of 4. Mark out two pitches and teams play against each other whilst teams that are watching help referee the game. The ball can be passed in any direction but children cannot run with the ball. The aim is for the ball to be caught by a team member beyond the other team’s try line to score a point. The defending team can intercept the ball. 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.

To progress the game this time the ball must be passed backwards every time the game restarts and a try is worth 5 points. If the referee sees an accurate pass over different distances or a backwards pass then 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)

TTP: Encourage children to understand the correct decision-making for making a pass. It is always down to what is going to give you the best chance of scoring in the game

Diff: Emerging children can try and get 5 passes to score instead of working towards the try line and can pass in any direction throughout, exceeding children have to perform one passes backwards

Week 3	Year five	Invasion games Tag Rugby	Receiving
Do  = Expected: Can receive the ball effectively showing control over different distances			
Think  Check for understanding:	Feel  Check for understanding:		

Equipment: Cones, rugby balls, bibs, tags

WARM - UP

(Getting ready for the activity)

Numbers game

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.

(Pro) Then ask the children to pair up with a ball between them. Call out different numbers and children must complete the following pass the ball to their partner who must complete the same:

1-Score 6 tries – the player touches the ground with the ball.

2-Move the ball through your legs then pass the ball to your partner.

3-Hold the ball at 3 o'clock, bounce it on the floor then pass it to your partner.

4-Swap ball with another team passing it at the same time.

TP: W hands out in front ready to receive

TP: Firm grip on the ball

Diff: Emerging children walk the game through at first, exceeding children speed the game up

MAIN

(Working towards competition)

Passing backwards relays

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.

(Pro) Play the game a few times and introduce passing the ball backwards.

TP: Catch the ball in front of you and release the ball quickly

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

TTP: Once you have received do you know where your team mates are if you need them?

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

COMPETITION

(Working against self or others)

3 step End ball

(Pro) Put children into teams of 6 and mark out two pitches. Teams play against each other whilst teams that are watching help referee the game. The ball can be passed in any direction and children with the ball can take 3 steps to pass or score a try. The aim is for the ball to be caught by a team member beyond the other team's try line to score a point. The defending team can intercept the ball and one point is awarded for a try.

As children develop an understanding tell them the ball must be passed backwards every time the game restarts and a try is worth 5 points. If the referee sees an accurate pass over different distances or a backwards pass then the team gets an extra point.

TP: Hands out in front when receiving ready to pass the ball on quickly

Diff: Emerging children can try and get 5 passes to score instead of working towards the try line, exceeding children have to perform one pass backwards

TTP: What is the best use of your 3 steps? Moving forwards towards the try line so your team keeps getting close to scoring

Week 4	Year five	Invasion games Tag Rugby	Evasive running
Do  = Expected: Can show agility to evade more than one defender	+ Exceeding: Can show agility to evade more than one defender whilst changing speed and direction		
Think  Check for understanding:	Feel  Check for understanding:		

Equipment: Cones, rugby balls, bibs, tags

WARM - UP

(Getting ready for the activity)

Circle tag

(**Pro**) Mark out an area and ask the children to begin by moving in and out of each other inside a marked out grid in different directions. Add in 6-8 rugby balls and ask children pass them to each other in different ways. 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.

Then children get into teams of 6 with a ball per team. One child has the ball and is the tagger and the other children link arms and make a circle all facing each other with the tagger on the outside of the circle. The tagger calls out the name of one of the children in the circle to tag and tries to tag that child with the ball within 20 seconds. The circle can move clockwise or anti-clockwise as a team to try and stop the attacker tagging the chosen child but cannot lose their link. Swap over if the tagger wins or swap every couple of goes if not so other children get a go.

TP: 2 handed carry with the ball

TP: Short quick steps when changing direction when trying to tag

Diff: Create a larger circle with more children for emerging children or a smaller circle with less children for exceeding children

MAIN

(Working towards competition)

4v2 try scoring

(**Pro**) Put children into matched ability teams of 6 with 2 defenders wearing bibs (the other 4 are attackers). Mark out three lines 10m apart. The attackers start on the first line, defenders on the middle line and the try line is the third line. Attackers try and get past the defenders in the middle without the ball carrier being tagged to score a try and can pass the ball in any direction. Defenders can only move sideways initially. Keep swapping the defenders over after each turn.

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: Play 3v3 for exceeding children and the defenders can be static defenders for emerging children

COMPETITION

(Working against self or others)

4v4 and direction tag rugby

Set up matched ability teams of 4 to play in a competitive match. The ball can be passed in any direction and if the ball carrier has a tag taken and the defender shouts "TAG", the attacker has 3 seconds to pass the ball then get their tag back and carry on. (**Pro**) Every time a child is tagged, the first pass must be backwards. Children that evade more than one defender with the ball and demonstrates a change of speed as well as direction gain a bonus point. Rules can be progressively added as per the rules page.

TP: Change your speed as well as your direction when evading

TTP: Try to use a tactic when running: fake a pass/perform a double side step

Diff: Backwards passes only for exceeding children and play 5v3 for emerging children

Pro: How this has progressed from previous year group

TP: Teaching Point Diff: Differentiation

TTP: Tactical Teaching Point

Tag Rugby Rules

Tags

Tag belt to be worn by every player who will be playing Tag Rugby

The belt should be worn around the waist, over any other clothing, Any baggy clothing should be inside the Tag Belt

2 tags must be worn and attached by Velcro to each hip on the Tag Belt

Tags must hang from the tag belt. (Not rolled over, Tucked in or wrapped round the Tag Belt)

Rules

The team in possession will have the ball for 6 Tags, unless a mistake is made (See infringements section for mistakes)

A try is scored in the normal way (by placing the ball down on the ground over the try line)

Players diving over the try line to score a try will be penalised and the try will not be given.

Only the player in possession can be tagged

A 'Tag' is where the player in possession has their tag removed by a player from the opposing side

The person in possession is not allowed to fend/guard or shield their tags from a member of the opposition.

The referee will implement a 5 – 7 metre rule (which will be the space between the 'play the ball' and the defensive line.

There will be no kicks in Tag Rugby, this will include any conversion attempts

The games will be started and restarted with a 'play the ball'

Tagging

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

The attacker should then return to where they were 'tagged' and restart the game by passing the ball backwards

Immediately after the 'play the ball' the attacker must retrieve their tag

The defender must then retreat to the referee before being able to become active again within the game.

Infringements / mistakes

All infringements will result in a 'play the ball' for the opposition, the infringements may include,

'Forward Pass' – where the ball is passed and travels in a forward motion.

'In Touch' – where a player may run over the touch line, the ball may be passed or dropped over the touch line.

'Defending a Tag' – Where the attacker fends/blocks or covers a tag to prevent a tag being made.

'Diving to score' – If a player dives over the try line in the act of scoring, the try will not count and a turnover to the other team will occur.

'Knock on' – Where the ball is dropped by a player and it travels in a forward motion.

Week 5	Year five	Invasion games Tag Rugby	Defending Skills
Do 	= Expected: Can steal another player's tag effectively in a game situation	+ Exceeding: Can effectively defend as part of a team	- Emerging: Can steal another player's tag effectively
Think 	Check for understanding:	Feel 	Check for understanding:

Equipment: Cones, rugby balls, bibs, tags

WARM - UP

(Getting ready for the activity)

Tag team

(Pro) Split children into teams of 6 wearing bibs with tags and tag belts on. Each team has a different colour and mark out a grid with a small box in the middle. Give out 8 rugby balls for children to move and pass with in a grid. 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.

Choose a team to be the taggers who start in the middle box inside the grid, call out "go" and they move out of the grid and try and pull the tags off as many of the other children as possible in one minute. The defenders put the tags they take outside of the grid and after a minute count how many they took then swap the tagging team over.

TP: Get low when taking a tag and keep your head up

TTP: What can we do as a team to tag more children? Close down space as a group and try to get players into corners so they have less directions and space to run into to avoid being tagged

Diff: Have more defenders to make it easier for them or have less defenders to make it more challenging for them

MAIN

(Working towards competition)

Eagle swoop

(Pro) Split the class in half with half of the children on one line of the grid from the warm up and the other half on the opposite line. Choose two defenders to be the eagles who try to swoop in and pull the tags from the other children as they run across to the other side. Call out one half of the class to run at once and take it in turns. If a player is tagged then they wait until the next go and join the eagles team. Continue until there is a winner.

TP: Get close when tagging as no physical contact is allowed

TTP: How is it best to defend? Stay at around the halfway point facing the attackers and move sideways to tag them. Chasing them leaves big gaps for other children to run into

Diff: Exceeding children must take both tags off the attackers and emerging children have to take just one tag

COMPETITION

(Working against self or others)

6v6 tag rugby

(Pro) Set up matched ability teams of 6 to play in a competitive match. 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. Each time a child is tagged make sure that the defending team are all 5 yards away from the ball carrier. The ball carrier that has been tagged must pass it backwards. If the tagged child passed the ball straight away after being tagged then only the defenders in front of them can intercept the ball or tag anyone or they are offside and the attacking team start with the ball again. 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 low when taking a tag

TTP: What happens if all of the defenders try to tag the ball carrier at the same time? It leaves gaps for the attackers to run into so try and have only one or two defenders trying to tag the ball carrier

Diff: Backwards passes only for exceeding children and play any direction tag rugby for emerging children

Pro: How this has progressed from previous year group

TP: Teaching Point

Diff: Differentiation

TTP: Tactical Teaching Point

Week 6	Year five	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)

Leapfrog tag

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 and performing different skills with the ball. 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.

(Pro) Put the balls away and choose three children to wear bibs and be taggers who must try and take a tag off the other children. If they do they shout "tag", give the tag back and try and tag another child. The child that has been tagged goes onto the ground with their knees and elbows touching the floor and cover their head with their hands. Another child has to carefully leapfrog over them to free them. They must leapfrog from the front or back of the child that is on the floor not across their body and put both hands on their back as they leapfrog over.

TP: Strong body position when on the ground and ensure your body is in a straight line from your head to your heels-core strength

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

MAIN

(Working towards competition)

End ball tag 6v6

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.

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. (Pro) Defenders can tag the ball carrier and intercept the ball. If the ball is dropped then the team that was defending restart the game with the ball and become the attackers. Keep swapping the scorer for each team and follow the normal rules for when the ball carrier is tagged but if the defending team get 6 tags then they get to restart the game with the ball.

TP: Try to receive the ball closer to the try line each pass

Diff: Defenders can only intercept the ball for emerging children and there is no pass limit before scoring for exceeding children

COMPETITION

(Working against self or others)

Match up! 8v8

(Pro) Put children into teams of 8. Play a match of tag rugby 8v8 and follow the full tag rugby rules. 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 then retrieves 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. 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 and attack as a team-everyone run back to defend and everyone run forwards behind the ball carrier when attacking

TP: Receive the ball in front of your body to pass the ball quickly

TTP: Where could we stand when receiving the ball? Make a triangle with the ball carrier at the front so they have two options of who to pass it to so it's harder for the defenders

Diff: For emerging children reduce the numbers to 6v6 which gives them more space