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## LEARNING OBJECTIVES

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### Children should learn:-

- to use a bat and ball in a safe, co-ordinated and controlled manner in simple, limited activities.
- to send and receive a ball with a partner.
- to show an awareness of personal space (*swinging the bat*) and general space.
- to use space and equipment safely.

## 4-5 YEARS (RECEPTION) – UNIT 4

---

### FOCUS ON USING ROPES, BATS AND BALLS

*(Balancing, Carrying, Jumping, Aiming and Throwing and Catching)*

#### UNIT FRAMEWORK

- (a) Using skipping ropes to make different shapes on the ground.
  - (i) Travelling around them in different ways
  - (ii) Travelling over them in different ways.
- (b) Pushing the ball along the ground with hand or bat
  - (i) forwards
  - (ii) in different directions
- (c) Passing the ball around the body.
- (d) Balancing the ball on the bat
  - (i) when standing still
  - (ii) when walking.
- (e) Bouncing the ball downwards and upwards with the bat.
- (f) Hitting the ball along the ground with the bat.
- (g) Hitting the ball along the ground to a partner.
- (h) Moving to get in line with the ball when receiving it.
- (i) Throwing and catching a small ball and bouncing it downwards.
- (j) Aiming games in two's using bats and a ball.

Reference for linking up “ACTION KIDS” (*for 3 and 4 year olds*) are identified at the bottom of each page.

Teaching points for basic skills may be found in the yellow section at the back of the manual (*contents page 183*).

Suggestions for integration of “TOP PLAY” cards can be found on pages 209 onwards



## **EXPECTED LEARNING OUTCOMES**

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### **4-5 YEARS (RECEPTION) – UNIT 4**

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#### **By the end of this unit most children will be able to:-**

---

- (a) understand that using a bat requires more space and care and be able to explain why this is so.
- (b) steer a ball along the ground showing different speeds and directions carefully avoiding other children.
- (c) hit the ball along the ground to a partner.
- (d) listen carefully to instructions.
- (e) start and stop activities on a given signal.
- (f) co-operate with others and take turns with equipment.

#### **Children should also be guided continuously to:-**

---

- dress and undress independently
- start and stop on a given signal
- use space and equipment safely
- talk about what they are doing and use the correct vocabulary
- develop positive attitudes towards a healthy lifestyle.





## FOCUS ON USING HOOPS AND QUILTS

### WARM-UP



- (i) Move about the playground, sometimes with big, springy steps and sometimes with tiny steps on "toes" (*balls of the feet*)  
When the teacher gives the signal, children show a star or tall shape.  
(Children **choose** when they change step)

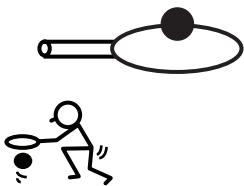
- (ii) Take a rope from your colour corner and make it into a "C" or "S" (whichever you feel is appropriate at this stage)  
**Walk** with tiny steps on your toes all the way round your rope without stepping on it.  
**Hop** all the way round your rope without hopping on it.



- (iii) Can you jump with two feet together over your rope?  
Can you jump over your rope with two feet together and do it from one end to the other?  
Can you hop across it from one end to the other?
- (iv) **Run** in and out of all the ropes without touching them.  
**Jump** in and out of all the ropes without touching them.  
**Hop** in and out of all the ropes without touching them.
- (v) Run in and out of all the ropes without touching them and when you come to an empty rope, jump over it with two feet together. Put away your rope.

### SKILL DEVELOPMENT

- (i) Choose a piece of equipment and show how you can use it.
- (ii) Put away your equipment and take out a small sponge ball.  
Throw and catch the ball. Bounce the ball downwards.  
Pat the ball upwards.
- (iii) Choose a bat and show how you can use the bat and ball in a controlled way
- (iv) Can you hold the ball on your bat with your hand?  
Can you take your hand away and make the ball stay there?



- Teach:** Level bat, strong wrist, look at the ball.  
If you can make the ball stay on your bat, can you walk with it?  
(When you walk hold it on with your hand to begin with if necessary or, if necessary, place a quilt on the bat and put the ball inside the quilt!)
- (v) Pat the ball downwards with your bat – how many times can you do it?  
**Teach:** Strong wrist and hand and push the ball downwards.

### GAME ACTIVITY



- (i) TRAFFIC LIGHTS  
GREEN = Steering the ball along the floor quickly.  
AMBER = Steering the ball along the floor slowly.  
RED = Stop the ball quickly.
- (ii) Progress to traffic lights balancing the ball on the bat.
- (iii) Same as (ii) but bounce the ball **upwards** on GREEN.  
Put the equipment away.

### CONCLUDING ACTIVITY

Can you skip to draw a big "C" or "S" with your feet on the playground?  
(**"ACTION KIDS"** reference: G16, G39, GA28, GA31, GA33, S19)



## **LEARNING OBJECTIVES**

---

Children should learn:-

- to know and show different ways of using a ball.
- to understand how to use apparatus for its intended purpose.
- to observe, copy and play games as an individual and in two's.
- to move safely and actively about the space.

## **5-6 YEARS (YEAR 1) – UNIT 1**

---

### **FOCUS ON BALL SKILLS AND GAMES**

#### **UNIT FRAMEWORK**

- (a) Familiarisation with a ball – balancing, rolling and passing the ball around different body parts.
- (b) Patting and bouncing the ball and using the skills in games.
- (c) Throwing, catching, rolling and receiving and developing games.
- (d) Kicking the ball and dribbling.
- (e) Throwing and catching using bean-bags, small balls and quoits.
- (f) Using the skills to develop individual and partner target games.

Games concepts and detailed teaching points for any specific skill in this unit may be found in the yellow section at the rear of this manual (*contents page 183*).

Suggestions for integration of Top Play cards are in pages 209 onwards.



## **EXPECTED LEARNING OUTCOMES**

---

### **5-6 YEARS (YEAR 1) – UNIT 1**

---

#### **By the end of this unit most children will be able to:-**

---

- (a) demonstrate co-ordination when passing a ball around different parts of the body.
- (b) bounce and pat-bounce a ball with a degree of control.
- (c) understand how to send, receive, kick and dribble a ball and practise to improve the skills.
- (d) show a degree of control when sending and receiving a range of equipment.
- (e) understand that they must “get in line with a ball to receive it”.
- (f) send a ball in various ways to play individual target games or target games with a partner.

#### **Children should also be guided continuously to:-**

---

- use appropriate vocabulary to describe what they and others are doing and be able to watch and copy the actions of others.
- recognise how their bodies feel when they are active and understand that exercise improves health, makes them feel good and helps the body to work well.
- understand and play to the rules of the game.





## 5 - 6 YEARS (YEAR 1) UNIT 1

## FOCUS ON USING BEANBAGS

## WARM-UP



- (i) Children copy the teacher making stretched shapes.  
Move gently in and out of each other using all the space.  
(As children get confident, move in different ways at different speeds.)
- (ii) Remember how we ran forwards, **carefully** backwards looking over our shoulders, and galloped sideways last lesson? Practise all those different ways on your own, carefully looking where you are going.
- (iii) BEANS Warm-up ...
- |               |   |                             |
|---------------|---|-----------------------------|
| RUNNER BEANS  | = | running                     |
| BROAD BEANS   | = | stand in a wide stretch     |
| JUMPING BEANS | = | jumping two-footed          |
| BAKED BEANS   | = | Curl up small on the floor. |

(Teacher calls out the different beans and the children respond.)

This should be a lively and energetic activity.)

## SKILL DEVELOPMENT

- (i) Collect a beanbag, quoit or small ball each. Practise throwing and catching, then with a ball bouncing downwards - standing still and on the move  
(walking or moving in **different ways**).
- (ii) Choose a medium or large **ball** to throw and catch and then throw and catch "on the move".
- (iii) Put the ball on the floor and dribble or steer it about the playground with your hand. STOP and change direction.  
(Encourage them to steer with the **other** hand also)



- (iv) Place the ball on the floor and walk along keeping the ball close to your feet. Can you stop the ball by putting a foot on top of it?  
Dribble and STOP and change direction.  
(Repeat several times, responding to a signal from the teacher)

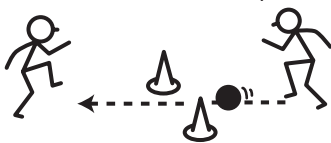
- (v) Dribble with feet and play TRAFFIC LIGHTS ...
- |       |   |                         |
|-------|---|-------------------------|
| RED   | = | stop                    |
| AMBER | = | walk and dribble        |
| GREEN | = | gently run and dribble. |



- (vi) Kick the ball a little way, run after it, overtake it and stop it with your foot on top.  
(Emphasise that the ball **must** be under control - a **short** distance kick!)

## GAME ACTIVITY

- (i) TARGET KICK  
Stand with a partner (ask them to number themselves No.1 and No.2)  
No.2 sits down and No.1 puts away his / her ball and takes out two markers  
(these could be cones, domes, beanbags etc.)  
Start with the markers two "big steps" apart - smaller space = harder target.  
Can they gently kick the ball between the markers to their partner who stops it before kicking it back.
- (ii) If you can do this six times without missing, you can move a bit further away and repeat it. (**N.B. Organisation:** If you are working in a limited space make sure children are all kicking in the same direction i.e. in alignment - see p13.)



## CONCLUDING ACTIVITY

- (i) Line up in your colour corner. Leader take your line for a slow walk without bumping into anyone.



## **LEARNING OBJECTIVES**

---

Children should learn:-

- to develop and extend their sending and receiving skills.
- to know rules for a game.
- to develop simple group tactics.
- to move actively and safely about the space and in teams.

## **6-7 YEARS (YEAR 2) – UNIT 4**

---

### **GROUP GAMES AND INVENTING RULES**

#### **UNIT FRAMEWORK**

- (a) Vigorous and active warm-ups to encourage spatial awareness and safety.
- (b) Working co-operatively in small groups to play a range of games.
- (c) Development and extension of bouncing, kicking, throwing, catching and striking skills.
- (d) Sending and aiming skills developing footwork and whole body co-ordination.
- (e) A range of games where children work in groups of varying sizes, in 3 v 1 situation, or 2 v 2 or 4 v 4 across a net.
- (f) Children invent scoring systems and simple rules to make their games acceptable and fair and improve the quality of their game.
- (g) Develop simple group tactics (*e.g. work as a team to defend a “goal” or stand between the goal and the person with the ball.*)

Games concepts and detailed teaching points for any specific skill in this unit may be found in the yellow section at the rear of this manual (*contents page 183*).

Suggestions for integration of Top Play cards are in pages 209 onwards onwards.



## **EXPECTED LEARNING OUTCOMES**

---

### **6-7 YEARS (YEAR 2) – UNIT 4**

---

#### **By the end of this unit most children will be able to:-**

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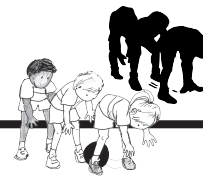
- (a) demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills.
- (b) select appropriate equipment when playing the games and demonstrate quicker passing and receiving skills.
- (c) play with confidence in varying group formations e.g. 2 v 2, 4 v 4, 3 v 1 etc.
- (d) invent rules and explain how they can improve the game.
- (e) understand and use simple tactics to work as a team e.g. when defending there must always be one person between the “goal” and the person with the ball.

#### **Children should also be guided continuously to:-**

---

- (a) use appropriate vocabulary to describe what they and others are doing and recognise good quality in performances.
- (b) recognise and describe what their bodies feel like when doing different types of activity (*e.g. changes in heart rate*).
- (c) understand and play to the rules of the game and choose, use and vary simple tactics.





## GROUP GAMES AND INVENTING RULES

### WARM-UP

- (i) Write your name in the air as large as possible – first with one hand, then with the other.



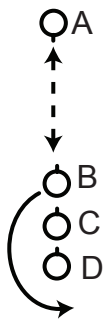
- (ii) “PASS THE BRAID”  
Several children wear coloured braids and chase the rest of the class.  
When the catcher touches another person s/he becomes the catcher and takes the braid to make this a very active game.  
(Ensure that approximately one third of the class are catchers.)

(N.B. As with all tag games insist on skilful dodging and play within a well defined area.)

### SKILL DEVELOPMENT



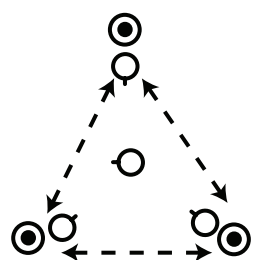
- (i) One medium or large ball between two – rolling and receiving.
- (ii) Roll the ball slightly to one side of your partner so s/he has to move across its path to receive it.



- (iii) Repeat practices (i) and (ii) but kick the ball and control it as you receive it.
- (iv) Chest pass throw to your partner (*revise the teaching points*).
- (v) Two pairs join together to make four and put one ball away.  
One thrower “A” facing a line of three receivers “B”, “C” and “D”.  
(one behind the other.)

“A” throws to “B” who returns the ball and runs to the back of the line.  
When “A” has thrown twice to each person in the team, change the thrower.  
(*emphasise chest pass.*)

### GAME ACTIVITY



- (i) “KEEP BALL”  
Mark out a triangle with each side being five large paces long.  
“A”, “B” and “C” are positioned at the points of the triangle and “D” is in the centre of the triangle.  
“A”, “B” and “C” try to keep the ball away from “D” by rolling the ball to each other in any order and at different speeds. If “D” touches the ball s/he swaps places with one of the three (*in strict rotation*).  
If, after six passes “D” has not touched the ball s/he swaps places anyway.  
(*This game calls for decision-making (a) who to pass to and (b) guessing which way the ball is going in order to intercept.*)  
(*If interception is too easy, place the points of the triangle further apart.*)
- (ii) This game can also be played by **throwing, bouncing or kicking** the ball to each other to evade interception.
- (iii) Explore using a mixture of ways of sending.  
(*Children discuss the benefits / disadvantages.*)  
Put away the ball and cones.

### CONCLUDING ACTIVITY

Take out a small ball each. Walk about the playground bouncing the ball continuously.



# TEACHING POINTS FOR BASIC SKILLS KEY STAGE 1

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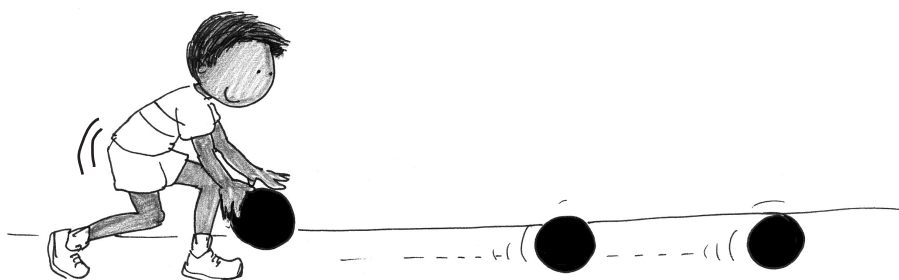
## 1

### ROLLING AND RECEIVING A BALL

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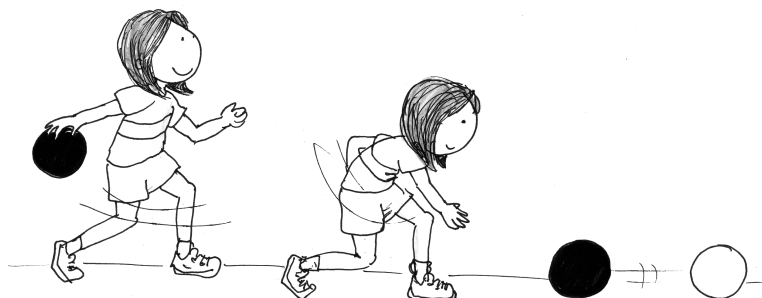
#### (A) ROLLING A LARGE BALL ALONG THE GROUND

- (i) Begin close together, gradually work further apart.
- (ii) Begin by sitting legs astride, then kneeling on one knee, gradually work to standing.
- (iii) One hand underneath the ball, guiding hand on top or at side.
- (iv) Start the ball at backswing (*one foot in front of the other in opposition e.g. right handed throw with left foot forward*).
- (v) Bend knees as ball is delivered and “follow through” with hand as the ball is released.
- (vi) The ball should not bounce as it rolls.



#### (B) ROLLING OR SLIDING A BALL / BEANBAG ALONG THE GROUND

- (i) Bend knees, one foot in front of the other.
- (ii) Leading foot should be opposite to the throwing arm (*e.g. right hand throw, left foot leads*).
- (iii) Arm kept close to the body.
- (iv) Hand near the ground.
- (vi) Straight arm swing with ball or beanbag in one hand.
- (vii) Arm “follows through” in the direction of the throw.

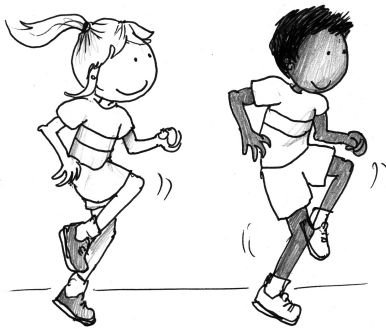




**(A) SKIPPING WITHOUT A ROPE**

Possible progressions:-

- (i) Hop on one foot.
- (ii) Hop on other foot.
- (iii) Hop a few times on one foot and then a few times on the other.
- (iv) Two hops on right, two hops on left etc.
- (v) Step-hop right foot - step hop left foot etc.
- (vi) Into skipping.

**(B) SKIPPING WITH A ROPE**

Possible progressions:-

- (i) Lots of bouncing “on the spot” practices and bouncing “over a line and back” practices.
- (ii) Hold the skipping rope in both hands - rope in front of feet. Jump or walk over the rope then swing the rope over your head to the ground in front of your feet again – repeat.
- (iii) Most children will gradually manage to achieve some sort of rhythm but those who find it very difficult should hold both ends of the rope in **one hand**. As they turn the rope at the side of them they jump “over” the imaginary rope as it arrives on the floor! This often gives children confidence and helps develop rhythm.

