

PPA Cover Ltd
Example
PE Lesson Plans

PPA Cover Ltd

Physical Education – Whole School Overview

Based on 2 hours week PPA cover per week

Year Group	AUTUMN		SPRING		SUMMER	
1	Games Rolling, Throwing and Catching 1 Gymnastics Lessons 1 -3	Gymnastics Lessons 4 -6 Games Kicking and Handling	Games Dribbling and Dodging Gymnastics Lessons 7 - 8	Dance (TOPS DANCE or Dudley Scheme) Dance (TOPS DANCE or Dudley Scheme)	Games Hitting and Target Games Games Balls, Hoops and Beanbags (g)	Games Scoring Points Gymnastics Supporting Weight (g)
2	Games Rolling, Throwing and Catching 2 Gymnastics Lessons 1 -3	Gymnastics Lessons 4 -6 Games Where's the goal?	Games Running, Kicking and Dribbling Gymnastics Lessons 7 - 8	Dance (TOPS DANCE or Dudley Scheme) Dance (TOPS DANCE or Dudley Scheme)	Games Uni-hockey Gymnastics Transfer of Weight (g)	Games Short Tennis 1 Gymnastics Flight 1 (g)
3	Games Football 1 Gymnastics Lessons 1 -3	Games Outdoor and Adventure 1 Games Basketball 1	Gymnastics Symmetry and Asymmetry (g) Dance (TOPS DANCE or Dudley Scheme)	Dance (TOPS DANCE or Dudley Scheme) Games Indoor Athletics	Games Athletics Gymnastics 6 Action Sequences (g)	Games Kwik-Cricket 1 Gymnastics Controlling Speed (g)

PPA Cover Ltd

Physical Education - Whole School Overview

Based on 2 hours week PPA cover per week

Year Group	AUTUMN		SPRING		SUMMER	
4	Games Mini- Tag Rugby Gymnastics Lessons 1 -3	Gymnastics Flight 2 (g) Games Hockey 1	Gymnastics 7 Action Sequences (g) Dance (TOPS DANCE or Dudley Scheme)	Dance (TOPS DANCE or Dudley Scheme) Games Outdoor and Adventure	Games Athletics Games Kwik Cricket	Games Athletics Games Short Tennis 2
5	Games Invasion Games Gymnastics Lessons 1 -3	Gymnastics 8 Action Sequences (g) Games Basketball 2	Games Netball Dance (TOPS DANCE or Dudley Scheme)	Dance (TOPS DANCE or Dudley Scheme) Games Net/Wall Games	Games Athletics Games Striking & Fielding	Games Athletics Games Striking & Fielding
6	Games Hockey 2 Gymnastics Lessons 1 -3	Gymnastics 9 Action Sequences (g) Games Netball 2	Games Volleyball Dance (TOPS DANCE or Dudley Scheme)	Dance (TOPS DANCE or Dudley Scheme) Games Outdoor and Adventure 2	Games Athletics Games Net/Wall Games	Games Athletics Games Striking & Fielding

ABOUT THE UNIT

In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket). They have an opportunity to play one against one, one against two, and one against three.

In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to be confident and safe in the spaces used to play games - to explore and use skills, actions and ideas individually and in combination to suit the game they are playing	- how to choose and use skills effectively for particular games	- to watch, copy and describe what others are doing - to describe what they are doing	- that being active is good for them and fun

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

- Avoiding, tracking a ball, rolling, striking, over arm throwing, bouncing, catching, free space, own space, opposite team

HEALTH AND SAFETY FOR THIS UNIT

- Children should be dressed appropriately to enhance their learning
- Is there enough space to play the games, so that the chance of collisions is reduced?
- Is the equipment the right size and weight for the children?
- Children need to be warmed up correctly
- Do they know the rules and what they are supposed to do?

Autumn Term 1

School: All Saints	Class: Year 1	No. of pupils:	Activity: Rolling, throwing and catching	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): To explore and use new skills with increasing control and accuracy				
Course Outcomes: Travel with, send and receive a ball and other equipment in different ways				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5-10 mins	<ul style="list-style-type: none"> Children move around the space like tall Giraffes looking for spaces to be tall. Then become leaping frogs, looking for spaces. Next become sprinting cheetahs, running round and round, faster and faster Stretches 	<ul style="list-style-type: none"> Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity Hold stretches for 8-10 seconds 	<ul style="list-style-type: none"> Children will interpret the named animal in a way to suit their own abilities Give alternative stretches (at least two)
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> Discuss which things can roll. Today we are going to see which things roll well and are easiest to control. Show children examples of the different equipment 	<ul style="list-style-type: none"> Do the children know any of the correct names for the equipment e.g. hoops, quoits? 	<ul style="list-style-type: none"> Vary how you question children – ask them to discuss in pairs and share their thoughts
MAIN CONTENT	25 - 30 mins	<ul style="list-style-type: none"> Practice rolling all of the different types of equipment with the group Which rolls the easiest? Why? Practice rolling the equipment children found rolled easiest (probably a ball) In pairs - <i>Who can roll a ball without it bouncing? Fast/ slow?</i> <i>Introduce competition – who can roll the furthest?</i> 	<ul style="list-style-type: none"> Ask children to demonstrate good technique of rolling i.e. looking at the object and looking ahead, lead with weak knee, swing arm from behind and follow through. Look for a space to roll the object into. The ball should be balance on the palm and children should be encouraged to avoid bouncing. Tell children you are looking particularly at their technique 	<ul style="list-style-type: none"> Different types of equipment Sizes of equipment, particularly balls Pairings of children – try to encourage similar ability levels Give targets for children to aim towards
PLENARY	5-10 mins	<ul style="list-style-type: none"> Review lesson and what has been learnt Light stretching 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED	CROSS CIRICULAR / RELATED WET LESSON PLANS	
Variety of rolling objects i.e. balls Coloured cones		
ASSESEMENT AND END OF LESSON EVALUATION	ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON		
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED		

School: All Saints	Class: Year 1	No. of pupils:	Activity: Rolling, throwing and catching	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): To continue to explore and use new skills with increasing control and accuracy; improve rolling skills from last lesson				
Course Outcomes: Travel with, send and receive a ball and other equipment in different ways				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5-10 mins	<ul style="list-style-type: none"> Children practise moving around the space, walking then sprinting into space. STOP. Continue, noting if use of space gets better. Give each child a small/ medium ball. Roll it, run after it and stop it using any body part. 	<ul style="list-style-type: none"> Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> Revise all the objects that were rolled before. Set out the different equipment in space and pick children to go and stand next to each one when given the equipment names by the coach 	<ul style="list-style-type: none"> Do the children remember any of the correct names for the equipment? 	<ul style="list-style-type: none"> Provide alternative names or descriptions where possible
MAIN CONTENT	25 - 30 mins	<ul style="list-style-type: none"> Children work in pairs with a medium sized ball. Practice rolling the ball from different positions and with different hands. Challenge the children to see how many rolls they can make in 30 seconds from different body positions. 	<ul style="list-style-type: none"> Can you roll it carefully to your partner each time? Can you roll it from different body positions? Where does your partner like you to roll the ball to? Who can roll the ball accurately and so that it stays on the ground? Demonstrate good technique, explaining how the child is making it successful. 	<ul style="list-style-type: none"> Make it harder or easier using smaller or larger balls Adjust distances where appropriate (increase or decrease depending on ability levels)
PLENARY	5-10 mins	<ul style="list-style-type: none"> Review lesson and what has been learnt Cool down - catch 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.

<p>EQUIPMENT / RESOURCES REQUIRED</p> <p>Variety of rolling objects i.e. balls Coloured cones</p>	<p>CROSS CIRICULAR / RELATED WET LESSON PLANS</p>
<p>ASSESEMENT AND END OF LESSON EVALUATION</p>	<p>ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED</p>
<p>STRATEGIES FOR NEXT LESSON</p>	
<p>ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED</p>	

ABOUT THE UNIT

In this unit children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.

In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to improve the way they coordinate and control their bodies and a range of equipment - to remember, repeat and link combinations of skills	- to choose, use and vary simple tactics	- to recognise good quality in performance - to use information to improve their work	- to recognise and describe what their bodies feel like during different types of activity

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

- rebound, tracking or following the movement of a ball, aiming, speed, direction, passing, controlling, shooting, scoring

HEALTH AND SAFETY FOR THIS UNIT

- Children should be dressed appropriately to enhance their learning
- Is there enough space to play the games, so that the chance of collisions is reduced?
- Is the equipment the right size and weight for the children?
- Children need to be warmed up correctly
- Do they know the rules and what they are supposed to do?

Autumn Term 1

School: All Saints	Class: Year 2	No. of pupils:	Activity: Rolling, throwing and catching	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): Perform a range of skills showing some control				
Course Outcomes: To improve the way children control their bodies and use a range of equipment				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Basket full - Scatters beanbags. Children try to fill the basket by collecting the beanbags, and the teacher empties the basket. Nobody must carry more than one beanbag at a time 	<ul style="list-style-type: none"> Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for warm up activities
INTRODUCTORY ACTIVITY	10 - 15 mins	<ul style="list-style-type: none"> Set up a number of courses to focus on improving hand and eye coordination weaving around cones collecting beanbags dribbling around cones with balls/ hockey sticks/ tennis racquets etc 	<ul style="list-style-type: none"> Look ahead whenever you can Keep objects close to you and under control 	<ul style="list-style-type: none"> Different types of equipment Sizes of equipment, particularly balls Give targets for children to aim towards Individual activity for children to work to own ability levels
MAIN CONTENT	20 – 25 mins	<ul style="list-style-type: none"> Prepare a variety of small PE equipment e.g. various balls, quoits and beanbags. Set a number of challenges for each piece of equipment Children work with partners and a small ball. Revise underarm throwing and catching technique and practise. Examine the technique of children who can throw far 	<ul style="list-style-type: none"> How high can you make the ball bounce? Can you bounce, throw and catch? Can you move around while bouncing the ball? How far can you throw a beanbag? Can you hit a target? What do children do that makes it go so far? 	<ul style="list-style-type: none"> Different types of equipment Sizes of equipment, particularly balls Give targets for children to aim towards
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> Review lesson and what has been learnt Cool down - Tag – if caught hand against wall – run through to free 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED

Variety of rolling objects i.e. balls
Coloured cones
Beanbags
Hoops

CROSS CIRICULAR / RELATED WET LESSON PLANS

ASSESEMENT AND END OF LESSON EVALUATION

ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED

STRATEGIES FOR NEXT LESSON

**ADDITIONAL INFORMATION/
BEHAVIOUR
MANAGEMENT
TECHNIQUES
USED**

School: All Saints	Class: Year 2	No. of pupils:	Activity: Rolling, throwing and catching	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): Perform a range of skills showing some control				
Course Outcomes: To improve the way children control their bodies and use a range of equipment				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> What's the time Mr. Wolf? 	<ul style="list-style-type: none"> Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for warm up activities
INTRODUCTORY ACTIVITY	10 - 15 mins	<ul style="list-style-type: none"> Place a hoop in the centre containing 30 beanbags. Set up 6 hoops an equal distance room the centre hoop. Make 6 equal groups and sit next to an empty hoop. (Children may argue over stolen beanbags but remember stealing is the name of the game). 	<ul style="list-style-type: none"> When I say 'GO', one child from each group must take a beanbag from the centre and take it back to their hoop. Then the next person goes. When all the beanbags are gone, you may steal from any other hoop. No guarding, one child at a time and watch where you are going. 	<ul style="list-style-type: none"> Mixed ability groupings so children can work together to develop the best plan of action for the game Give teams a couple of minutes to discuss this
MAIN CONTENT	20 – 25 mins	<ul style="list-style-type: none"> Children work in groups of 6. Each group is given 3 matching coloured hoops and a beanbag each. Set up a 'golf' course around the playground using obstacles such as walls, benches or other barriers to make it harder to throw their beanbag into a hoop. There will be three holes/ targets (hoops). The idea is to go around the course, trying to get your beanbag into the hole in the least number of throws. Repeat with the other two targets and keep a score. Lowest score wins. 	<ul style="list-style-type: none"> Children should work together to develop a course that all members of their group can be involved in Think about the layout of your course 	<ul style="list-style-type: none"> Increase/decrease distances Appropriate obstacles/barriers Give 'chances' or 'lives' Different size hoops
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> Review lesson and what has been learnt 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED

Coloured cones
Beanbags
Hoops
Obstacles/barriers

CROSS CURICULAR / RELATED WET LESSON PLANS

ASSESEMENT AND END OF LESSON EVALUATION

**ASSESSMENT OF CHILDREN – REWARDS /
SANCTIONS USED**

STRATEGIES FOR NEXT LESSON

**ADDITIONAL
INFORMATION/
BEHAVIOUR
MANAGEMENT
TECHNIQUES
USED**

ABOUT THE UNIT

In this unit children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.

In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to consolidate and improve the quality of their techniques and their ability to link movements	- to improve their ability to choose and use simple tactics and strategies	- to describe and evaluate the effectiveness and quality of performance - to use what they have learned to improve their work	- to know and describe the short-term effects of different exercise activities on the body - how to improve stamina

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

- keeping possession, keeping the ball, scoring goals, keeping the score, making space, pass, send and receive, dribble, travel with the ball, back up, support partners and others in their team

HEALTH AND SAFETY FOR THIS UNIT

- Children should be dressed appropriately to enhance their learning
- Is there enough space to play the games, so that the chance of collisions is reduced?
- Is the equipment the right size and weight for the children?
- Children need to be warmed up correctly
- Do they know the rules and what they are supposed to do?

Autumn Term 1

School: All Saints	Class: Year 3	No. of pupils:	Activity: Football	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): To pass a ball to a stationary target using the inside of one or both feet over short distances				
Course Outcomes: Develop skills and tactics, apply basic principles suitable for attacking and defending				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> This game is a cross between freeze tag and football. Children are picked to be "it" and when they tag someone, the tagged person is automatically frozen. In the game there is one football and the child with the football is responsible to hand it off to someone who is frozen. The football acts as the melting ball, when a frozen person is handed the ball he or she is defrosted and once again free. 	<ul style="list-style-type: none"> The taggers main goal is to freeze everyone, including the person with the football (melting ball). If he or she accomplishes this, the game is over. Rules: Children are not allowed to throw the football (melting ball). They must hand off the ball at all times. Warm up should be an activity that raises the pulse rate and gets children ready for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up game Size of football
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> Ask children which skills they think are needed to play football i.e. running with/ without the ball, passing, shooting, heading, throwing, turning, dribbling etc. Find out if children know what each means 	<ul style="list-style-type: none"> Several of these skills can be practiced at the start of each session. 	<ul style="list-style-type: none"> Questioning of children – leading/open/closed etc Hands up approach Pair and share

MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> • Where possible children need one ball each. • Move around a space using both feet to control the ball with gradually increasing speed and gradual changes of direction. • Next, ask the children how they can stop the ball when they are moving. Carry on moving around space, ask children to demonstrate stopping the ball under foot, looking up then moving quickly into a space with the ball • Pair children, call them A and B. One ball between two. A moves with the ball to the line, stops, performs a drag-back turn, side-footed pass to B who repeats. Try right foot only, left foot only then vary types of turn. • Arrange an area approximately 15mx15m. As stands inside area with ball, Bs spread out jogging around area. A moves around area with ball, on command B stops, A looks up and passes ball to B. B comes into area with ball, A moves outside. Repeat. 	<ul style="list-style-type: none"> • Encourage change of speed and direction • Look up • Stop the ball and control before moving on • Use the space available • Use inside of foot to pass – this will give more control 	<ul style="list-style-type: none"> • Use of different size footballs • Pairings of children • Space used – increase/decrease • Number of touches before passing – increase/decrease depending on ability
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> • Review lesson and what has been learnt 	<ul style="list-style-type: none"> • Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> • Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED Footballs Cones Coloured bibs	CROSS CIRICULAR / RELATED WET LESSON PLANS
ASSESEMENT AND END OF LESSON EVALUATION	ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED
STRATEGIES FOR NEXT LESSON	
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED	

School: All Saints	Class: Year 3	No. of pupils:	Activity: Football	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): To pass a ball to a stationary target using the inside of one or both feet over longer distances				
Course Outcomes: Develop skills and tactics, apply basic principles suitable for attacking and defending				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Traffic lights – Children are dribbling around in an area while coach holds up either red, yellow or green cones. Red = stop, Yellow = change direction, Green = increase speed 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity Encourages looking up 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up game
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> Revise the main points learnt last week Dribble and short pass shuttles in 2's, 3's, 4's 	<ul style="list-style-type: none"> Children should remember using space, looking up, keeping control and changing pace 	<ul style="list-style-type: none"> Different size balls Groupings of children Distance apart when passing
MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> Groups of 4 - Children face each other in two 2s, with one ball, about 5 paces apart. Children to pass the ball to the person opposite and follow to the back of their line. Next person controls the ball, getting it 'out of their feet' and passes to person opposite, again following. Repeat Pair Children, call them A and B. One ball between two and two cones each. Children face each other approximately 10 paces apart. Cones should be placed between pairs to act as a passing goal starting about 2 paces wide. Children attempt to pass the ball through the 'goal'. Competition – how many consecutive passes in a certain time limit can you make? 	<ul style="list-style-type: none"> Encourage appropriate power and accuracy of passing with both feet and control with one or two touches. Encourage use of both feet and jogging on the spot whilst waiting to receive the ball. 	<ul style="list-style-type: none"> Vary amount of paces apart Different ball sizes Groupings Number of touches allowed before passing Increase/decrease distance between cones Increase/decrease distance between partners

PLENARY	5 - 10 mins	<ul style="list-style-type: none">• Review lesson related to learning objectives	<ul style="list-style-type: none">• Encourage use of sports specific terms i.e. when describing technique	<ul style="list-style-type: none">• Vary how you question the children i.e. open/closed etc.
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EQUIPMENT / RESOURCES REQUIRED Footballs Cones Coloured bibs	CROSS CIRICULAR / RELATED WET LESSON PLANS
ASSESEMENT AND END OF LESSON EVALUATION	ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED
STRATEGIES FOR NEXT LESSON	
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED	

School: All Saints	Class: Year 3	No. of pupils:	Activity: Football	Period:
Location:	Lesson No: Three	Duration:	Date:	Delivered by:
Lesson Objective(s): To pass a ball to a stationary target using the inside of one or both feet over longer distances				
Course Outcomes: Develop skills and tactics, apply basic principles suitable for attacking and defending				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Arrange into groups of 4s or 5s, labelled A, B, C and D. Children line up facing a row of cones approximately 3 metres apart. A runs with the ball to the blips, dribbles round them, passes the ball long to B (and follows, taking their place). B then dribbles around the blips and passes long to C, following the pass and so on. 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity Encourages looking up 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up game
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> In 3's, 2 attackers and 1 defender – set cones out approx. 10 metres apart. Attackers have to get from their cone to the opposite one without ball being intercepted If defender intercepts, they score 1 point, if attackers get to other side, they score 1 point Rotate around so that all players get a chance to be defender 	<ul style="list-style-type: none"> Children should remember using space, looking up, keeping control and changing pace Encourage use of the right pass at the right time 	<ul style="list-style-type: none"> Different size balls Groupings of children Adjust distances where appropriate

MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> Group in 4s - Children work in 5mx5m squares, 3 'passers' against 1 'defender', one ball. Passers stand; one in each corner to form a triangle, defender stands in middle of square. The ball starts with passer at the top of the triangle. Passer (with the ball) has to 'draw the defender' before passing the ball to another passer. The ball cannot be passed diagonally across the square; other passers must move to ensure two options are always on. Children should be grouped in 4s or 5s depending on ability. If in 4s, children need 1 ball and 3 coloured bibs. The child without the bib is the defender and the other children are the attackers. The attackers have to make 5 (or more) consecutive passes to score a point. If the ball is intercepted by the defender, he/ she receive a point. After a couple of minutes, swap positions so that each child has a chance at being the defender. (In the case of a group of 5, 2 defenders are employed and work together). 	<ul style="list-style-type: none"> Looking at creating space for ball to be passed into Good communication between attackers To pass to active team-mates with increasing accuracy. To move into a set space to receive pass. To prevent defenders from obtaining possession by passing effectively. Encourage children to move into different spaces to make it easier for them to be passed to. 	<ul style="list-style-type: none"> Different ball sizes Groupings Increase/decrease distance between cones Increase/decrease distance between partners More able children could be kept together Adjust number of passes The activity can be differentiated by number of controlling touches or number of passes needed to
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> Review lesson related to learning objectives 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED Footballs Cones Coloured bibs	CROSS CURRICULAR / RELATED WET LESSON PLANS
ASSESSMENT AND END OF LESSON EVALUATION	ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED
STRATEGIES FOR NEXT LESSON	
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED	

ABOUT THE UNIT

In this unit children learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals. They start by playing small, uneven-sided games, and move on to even-sided games.

In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to develop the range and consistency of their skills	- to devise and use rules - to use and adapt tactics in different situations	- to explain their ideas and plans - to recognise aspects of their work that need improving	- to recognise which activities help their speed, strength and stamina - to recognise when speed, strength and stamina are important in games

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

- keep possession, keep control, make and use space, support, pass, points, goals, rules, tactics

HEALTH AND SAFETY FOR THIS UNIT

- Are the children wearing footwear and clothing that are safe and help their learning?
- Is there enough space to play the games, so that the chance of collisions is reduced?
- Are the children grouped by size and ability in a way that is safe and will help their learning?
- Have all the children warmed up and cooled down properly?

Autumn Term 1

School: All Saints	Class: Year 4	No. of pupils:	Activity: Mini Tag-Rugby	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): To develop running with the ball				
Course Outcomes: Use skills and apply basic tactics for attacking in games situations				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Scarecrow tag 3 key points to learn – no contact, no forward passing and try is scored by putting ball on the ground 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up game
INTRODUCTORY ACTIVITY	5 - 10 mins	(See diagram a) below) a) in pairs 1xAttack 1xDefend (A/D) <ul style="list-style-type: none"> Straight run – A runs and when reaches first cone B chases and tries to tag before goal is scored Run in/out of cones Introduce competition 1=for scoring 1=for tagging Swap over so A's become D's 	<ul style="list-style-type: none"> Hold the ball firmly in hands when sprinting Drop shoulder when changing direction Keep focused on the goal ahead 	<ul style="list-style-type: none"> Use of different size rugby balls Adjust distance between cones where necessary to suit ability levels Use of demonstrations to assist understanding and learning
MAIN CONTENT	20 - 25 mins	(See diagram b) below) b) In 4's 3x Attack 1x Defence <ul style="list-style-type: none"> A1 has ball and runs straight and either passes to A2 or A3 who then runs on to try and score – D must try to tag either of the attackers before they score (D starts chasing after A1 reaches first cone) Rotate positions around on a regular basis To finish, children to complete a series of relay races to emphasise the objective of the lesson 	<ul style="list-style-type: none"> Hold the ball firmly in hands when sprinting Be decisive in the direction you want to pass the ball Make eye contact with the player you are passing to Ensure the pass is accurate but slightly ahead of the player receiving so they are able to run onto the pass and carry on the sprint 	<ul style="list-style-type: none"> Use of different size rugby balls Adjust distance between cones where necessary to suit ability levels Use of demonstrations to assist understanding and learning
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> Review what children have learnt today and question children accordingly on the 3 key points stated earlier in the lesson 	<ul style="list-style-type: none"> Try to draw the answers out you are looking for from the children – use different questioning techniques to do this 	<ul style="list-style-type: none"> Use different questioning techniques to suit child abilities

EQUIPMENT / RESOURCES REQUIRED	CROSS CURRICULAR / RELATED WET LESSON PLANS	
Rugby balls (different sizes) Cones		
ASSESSMENT AND END OF LESSON EVALUATION	ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON		
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED		

School: All Saints	Class: Year 4	No. of pupils:	Activity: Mini Tag-Rugby	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): To develop passing the ball using some technique				
Course Outcomes: Use skills and apply basic tactics for attacking in games situations				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Beans - children to act like a variety of beans i.e. jumping bean = jump around 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up game
INTRODUCTORY ACTIVITY	5 - 10 mins	With coach demo <ul style="list-style-type: none"> Children pass and follow activities Complete a range of these i.e. straight passes, zig-zag passing, squares, triangles etc. (change group sizes accordingly) 	<ul style="list-style-type: none"> Hands widespread at both ends of the ball (at points) Hand at bottom does the most work Step into the pass, bring ball back (left or right hand side dependent on hands on ball) and follow through spinning ball from bottom 	<ul style="list-style-type: none"> If struggling with spin, children to just get the correct hand positioning and look to pass the ball to another player accurately
MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> In pairs, standing back to back, twist left or right giving ball to one another Line two sets of partners shoulder to shoulder – jogging and passing the ball back and forth along the line Groups of 5 – line up one behind other and jog slowly passing over, under, left and right. After each pass, child who has passed initially jogs to back of queue Introduce races/competitions 	<ul style="list-style-type: none"> Children must stay back to back – no turning around Children must keep up with one another in the jogging line Ensure each child has a go at either end – gradually increase the distance Ask children to be decisive in which way they are going to pass, encourage them to communicate well with their team-mates 	<ul style="list-style-type: none"> Use of different size rugby balls Adjust distances accordingly Coach can group children together accordingly if appropriate
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> Review lesson related to learning objectives 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.

<p>EQUIPMENT / RESOURCES REQUIRED</p> <p>Rugby balls (different sizes) Cones</p>	<p>CROSS CURICULAR / RELATED WET LESSON PLANS</p>
<p>ASSESSMENT AND END OF LESSON EVALUATION</p>	<p>ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED</p>
<p>STRATEGIES FOR NEXT LESSON</p>	
<p>ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED</p>	

ABOUT THE UNIT

In this unit children develop skilful attacking and team play. They learn how to work well as a team when attacking, and explore a range of ways to defend.

In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to develop a broader range of techniques and skills for attacking and defending	- to know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations - to choose and apply skills more consistently in activities	- to choose and use information to evaluate their own and others' work	- to know and understand the basic principles of warming up, and understand why it is important for a good-quality performance - to demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

- keeping possession, passing, dribbling, shooting, shielding the ball, width, depth support, marking, covering

HEALTH AND SAFETY FOR THIS UNIT

- Are the children wearing footwear and clothing that are safe and help their learning?
- Is there enough space to play the games, so the chance of collisions is reduced?
- Are the children in teams that are suited in terms of size and ability?
- Have all the children warmed up and cooled down properly?
- Is the equipment the right size for all of the children?

Autumn Term 1

School: All Saints	Class: Year 5	No. of pupils:	Activity: Invasion Games	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): Develop techniques for attacking and defending; start to think about positioning within invasion games				
Course Outcomes: Know the difference between attacking and defensive skills				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Cat and mouse – children place coloured bands on them to make tails for the mice. 2-3 children as cats who need to catch the tails of the mice Rotate cats around 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up activities
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> In 4's – complete Pepper Pot TOPS challenge (see additional information below) 	<ul style="list-style-type: none"> Emphasise the importance of being fully aware of what is happening within the game – children should be focused Accurate passing, stepping into the passes 	<ul style="list-style-type: none"> Use 1 ball if children are finding it too difficult or 2 for the more able Adjust distances children are standing away from each other depending on ability
MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> Groups work – 3 hoop ball (from TOPS Netball, see additional information below) 	<ul style="list-style-type: none"> Emphasise importance of fair play and playing to the rules Children need to think about team work and communication Accurate passing Signalling where you want the ball Balance 	<ul style="list-style-type: none"> Make area smaller and move hoops closer to end-lines Make area larger and move hoops further away from end-lines As players progress use only 2 hoops as goals, one in each corner Good defenders must defend from further away (e.g. 2 arms lengths away) Introduce 3-second rule, i.e. if players are good. Less experienced players can have longer period before passing e.g. 5 seconds
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> Review lesson related to learning objectives 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.

TOPS ADDITIONAL INFORMATION

NETBALL Pepper Pot

How to play

- Number of players: 4, 3 standing in semi circle (player at one end has ball), around 1 in middle (also has ball). Use one ball if too difficult.
- Players in semi circle must ensure player in middle always has a ball. Player in middle releases ball in turn to player 2, 3, 4 then back to 2.
- The whole group scores 1 point if nobody drops ball.
- How many points can group score in 2 minutes?
- Someone else takes middle spot and play again for another 2 minutes – see if you can bet your previous score!

Did you try to make the games fun and challenging by passing sensibly each time?

Did you suggest that others move further away to make the game challenging?

NETBALL 3 Hoop Ball

How to play

- Number of players: 8 divided into two teams of 4. Start with pass-in from your own end-line (and after a goal is scored).
- Bounce a ball in any of the 3 hoops in opponent's half of area to score (1point).
- Do not run with ball.
- Players must defend without making contact with any attackers (i.e. defend from 1arm's length away).
- Play 2 x 10 minute halves.
- Tip: This game is best played on 1/3 of a netball court).

Did you obey the no-contact rule when defending? Did attackers without ball try to move away from defenders? Did you help organise players into teams so that they were evenly matched?

EQUIPMENT / RESOURCES REQUIRED	CROSS CURRICULAR / RELATED WET LESSON PLANS
Netballs (different sizes) Coloured cones Hoops Coloured bibs	

ASSESSMENT AND END OF LESSON EVALUATION

ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED

STRATEGIES FOR NEXT LESSON

ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED	
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School: All Saints	Class: Year 5	No. of pupils:	Activity: Invasion Games	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): How to mark an opponent; understand how to support team mates in game situation				
Course Outcomes: Find and use space to help your team				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Jogging around call out 1 stop, 2 run with high knees, 3 flickups (kick feel back up towards bottom), 4 touch the ground with both hands (discuss effects on body) 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up activities
INTRODUCTORY ACTIVITY	5 mins	<ul style="list-style-type: none"> Individually, keep the ball moving round your body in as many ways as possible. On 1 hold the ball above the head, on 2 to the chest on 3 on the floor. 	<ul style="list-style-type: none"> Good balance Steady hands Focus 	<ul style="list-style-type: none"> Use of different size balls Vary challenges to suit needs of children
MAIN CONTENT	25 - 30 mins	<ul style="list-style-type: none"> In 3's 2v1 (one attacker, one defender, 1 feeder), teach marking techniques Discuss and try different ways of dodging Feeder to pass ball into attacker – rotate positions Group work - Dead end (from Netball TOPS card – see additional information below) evaluate success of a game 	<ul style="list-style-type: none"> Sprint dodging, feint dodging, double feint dodging – teacher demo Be decisive Signal for the ball 	<ul style="list-style-type: none"> Make area smaller, have only 1 dodger Make area larger, add another dodger Players must make 6 tags before 2 others take over as dodgers More confident children – dodgers have 3 lives and lose 1 for each tag. New dodgers take over only after both lose all lives More skilful players use 2 balls instead of 1 Less experienced children have 5 (or more) lives – see how many they can keep each time (they end up not losing all their lives)
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> Review lesson related to learning objectives 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.

TOPS ADDITIONAL INFORMATION

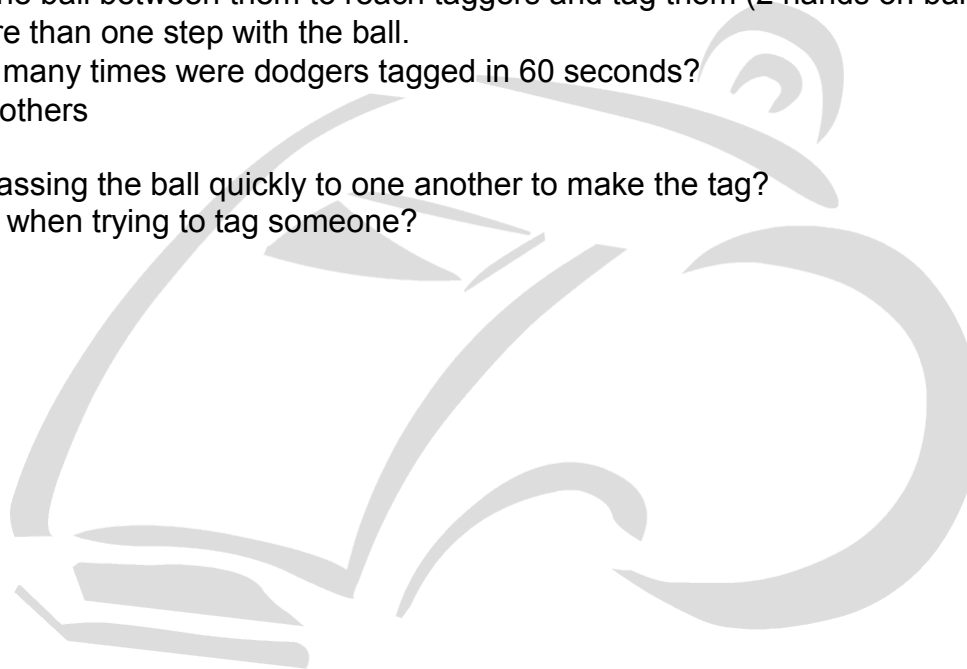
NETBALL Dead End

How to play

- Number of players: 5 to 8. It is recommended that there are: Up to 5 passers to 1 dodger (D). Up to 8 passers to 2 dodgers (D)
- 2 players are dodgers, who dodge players trying to tag them with ball
- Other players must pass the ball between them to reach taggers and tag them (2 hands on ball)
- Players must not take more than one step with the ball.
- Play for 60 seconds. How many times were dodgers tagged in 60 seconds?
- Dodgers change with two others

Did your team co-operate well, passing the ball quickly to one another to make the tag?

Did you take more than one step when trying to tag someone?



EQUIPMENT / RESOURCES REQUIRED

Netballs (different sizes)
Coloured cones
Stopwatch
Coloured bibs

CROSS CURRICULAR / RELATED WET LESSON PLANS

ASSESSMENT AND END OF LESSON EVALUATION

**ASSESSMENT OF CHILDREN – REWARDS /
SANCTIONS USED**

STRATEGIES FOR NEXT LESSON

**ADDITIONAL
INFORMATION/
BEHAVIOUR
MANAGEMENT
TECHNIQUES
USED**

ABOUT THE UNIT

In this unit children improve their defending and attacking play. They start to play even-sided mini-versions of invasion games, focusing on just two games throughout the unit.

In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to choose, combine and perform skills more fluently and effectively in invasion games	- to understand, choose and apply a range of tactics and strategies for defence and attack - to use these tactics and strategies more consistently in similar games	- to develop their ability to evaluate their own and others' work, and to suggest ways to improve it	- to understand why exercise is good for their fitness, health and wellbeing - to understand the need to prepare properly for games

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

- possession, repossession, attackers, defenders, marking, covering, supporting, team play, team positions

HEALTH AND SAFETY FOR THIS UNIT

- Are the children wearing footwear and clothing that are safe and help their learning?
- Is there enough space to play the games, so the chance of collisions is reduced?
- Are the children in teams that are suited in terms of size and ability?
- Have all the children warmed up and cooled down properly?
- Is the equipment the right size for all the children?

Autumn Term 1

School: All Saints	Class: Year 6	No. of pupils:	Activity: Hockey	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): Determine which different skills are needed to attack and defend; improve on these skills throughout the session				
Course Outcomes: To understand when to shield the ball, call for the ball and how to mark players; To force attacking players away from the goal				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Traffic lights 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up activities
MAIN CONTENT	20 – 25 mins	<ul style="list-style-type: none"> Children work in 3s with one ball. A1 has the ball, D behind and A2 behind D. A1 jogs around waiting for A2 to sprint from behind, into space and shout for the ball. D must anticipate or react to his and either mark A2, intercept the pass or close down A2 so he can not pass the ball back. Rotate positions around Children work in pairs. The attacker with the ball starts on the line facing the defender. It is the defenders job to stop the attacker running with the ball directly to a cone opposite by forcing them wide. Equally, the attacker must try to beat the defender and reach the cone by changing pace and directions. If the attacker reaches the cone they get a point, if they are forced out of play the defender gets a point. Rotate positions 	<ul style="list-style-type: none"> Review key points for push or hit pass Emphasise importance of accurate passing, ahead of the receiver so as to run onto it Defender must also be decisive The defender is not allowed to touch the ball Encourage good change of speed, direction and pace 	<ul style="list-style-type: none"> Groupings of children Size of equipment being used Distance between cones can be adjusted
MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> Set up an area(s) 15-20mx20-30m. Play the game 3vs5 then 4vs5. Set up one large goal at one end and two smaller goals in each corner at the other end. There are no goalkeepers. The smaller team attacks the two goals and the team of 5 attacks the larger goal Timed games and rotate teams to play different teams 	<ul style="list-style-type: none"> Inactive teams should be encouraged to watch and suggest which children/ teams are successful and why. (Children may be trusted to set up on their own depending on behaviour) 	<ul style="list-style-type: none"> Group children according to ability if necessary Adjust goal sizes where appropriate

PLENARY	5 - 10 mins	<ul style="list-style-type: none">• Review lesson related to learning objectives	<ul style="list-style-type: none">• Encourage use of sports specific terms i.e. when describing technique	<ul style="list-style-type: none">• Vary how you question the children i.e. open/closed etc.
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<p>EQUIPMENT / RESOURCES REQUIRED</p> <p>Hockey sticks Coloured cones Balls Coloured bibs</p>	<p>CROSS CURRICULAR / RELATED WET LESSON PLANS</p>	
<p>ASSESSMENT AND END OF LESSON EVALUATION</p>	<p>ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED</p>	
<p>STRATEGIES FOR NEXT LESSON</p>		
<p>ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED</p>		

School: All Saints	Class: Year 6	No. of pupils:	Activity: Hockey	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): Focus on closing down space and creating space in game situations				
Course Outcomes: To pass the ball into a space behind defenders or in front of team mates to run onto as well as directly to them; To close down attacking players quickly				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Numbers – children jogging around and on command 1, touch floor with right hand, 2 = left hand 3 = both 4 = change direction 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up activities
INTRODUCTORY ACTIVITY	10 - 15 mins	<ul style="list-style-type: none"> Arrange children into two equal lines. Label lines A1 and A2 (A2 have 1 ball each). A2 passes the ball square to A1 and then joins the end of the A1 line. A1 shoots (introduce goalkeepers eventually). A1 then collects the ball and joins the end of the A2 line. (1 defender may eventually be introduced) 	<ul style="list-style-type: none"> Ask children to think about the type of action they would use to shoot i.e. hit, push etc. Which is more effective? Children should think about placing their shots in the goal - accuracy 	<ul style="list-style-type: none"> Size of equipment being used Reduce number of touches before taking a shot for more able children

MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> Set up a small area for children to play 3vs3. Label them A1, 2, 3 and D1, 2, 3. The aim is for A1 to pass the ball to A2 then A3 without D1, 2 or 3 touching it. For every set of 3 successful passes the Attackers get 1 point. The game starts with D1 passing the ball long to A1 before closing A1 down. Change over after about 2 minutes Set up an area(s) 15-20mx20-30m. Play the game 4vs4 or 5vs5. Set up a shooting area 10mx10m around each goal. Children should decide in their teams whether they man mark (as in the practice) or use zone marking. Inactive teams should be encouraged to watch and suggest which children/teams are successful and why. 	<ul style="list-style-type: none"> D2 and 3 should be encouraged to mark A2 and 3. Attackers need to think about how best to draw in the defenders before making a pass Players can only shoot when inside the shooting area. Zone marking - this is where a defender marks the nearest attacker Only one player should be encouraged to close the ball down If there is enough space, set up a number of games to be played alongside each other for maximum participation 	<ul style="list-style-type: none"> Group children according to ability if necessary Set conditions for more able teams i.e. must complete 5 passes before attempting to shoot Adjust goal sizes where appropriate When questioning pupils, allowing thinking time and discussion
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> Review lesson related to learning objectives 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED	CROSS CURRICULAR / RELATED WET LESSON PLANS
Hockey sticks Coloured cones Balls Coloured bibs	

ASSESSMENT AND END OF LESSON EVALUATION

ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED

STRATEGIES FOR NEXT LESSON

ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED	
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