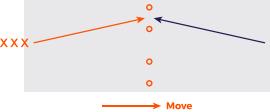


Year 1 - Fundamental Movement Skills

Object Control - Lesson Plan

COMPETING
EDSTART

Lesson Objective	To dodge an opponent whilst running and change direction quickly	Lesson 1/6
Equipment Needed	Cones, bibs (rugby balls).	
Success Criteria	Children can: <ul style="list-style-type: none">Dodge a defender using a variety of different techniquesMove away from crowded areas into spaceChange direction quickly, make sharp turns and off balance the person trying to defend them	
Adapted Learning (Differentiation) (Challenge)	Group by ability.	
Key Questions	What do you need to change to avoid being tagged?	
Warm Up	Tails: Make an area 20x20m. The aim of the game is to collect as many tags as possible in 30 seconds. Explain that in this game you can keep the tags and you are not out if you lost both your tags. After 30 seconds count how many tags you have. The winner is the person with the most tags.	
Main Activity	Dribbling Races: Children get into groups of three and stand at one end of the area. Children run out to the cones set out in a slalom, they must dodge each cone, and continue to the next. Once they reach the last cone, they place the ball down behind the end line (score a try). They run back and high five their partner, who runs to the ball, and slaloms back to their group. Repeat. PROGRESSION: When each member has had a turn, that group must raise their hands and the winners are the first to finish.  Dodging: Attacking player starts by trying to run through one of the two gates in the middle of the field. The defender's role is to try and tag the attacker before they reach the gate. Attacker tries to create space by changing speed and direction to get away from the defender. Run, Dodge, Score: Set up three areas in your space and have no more than ten children per area. Start with one catcher whose aim is to catch the runners as they cross the area. If caught they become the catcher. Players with the ball, must run through the area and avoid being tagged. Each time they cross the area, they score a try. Player with the most tries at the end wins.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Children need to be able to change direction and speed whilst also maintaining control and balance.	

Year 1 - Fundamental Movement Skills

Object Control - Lesson Plan

COMPETING
EDSTART

Lesson Objective	To dribble a ball using their hands when stationary and whilst moving	Lesson 2/6
Equipment Needed	Basketballs (size 3 plus small/lighter for differentiation) cones, markers, bibs, hoops.	
Success Criteria	Children can: <ul style="list-style-type: none">Dribble a ball with their hands in a stationary positionUnderstand how they need to bounce the ball to keep controlChange speed and direction safely and under control	
Adapted Learning (Differentiation) (Challenge)	Group by ability.	
Key Questions	How do you dribble with the ball with our hands?	
Warm Up	Stuck In The Mud: All children have a ball and move around the area. 2/3 'catchers' look to catch the ball carriers. If caught players stand still with their feet apart, they can re-enter the game if another player rolls the ball between their legs and collects the ball using the scoop technique. Swap 'catchers' after two minutes.	
Main Activity	Skill Acquisition: Begin in 2's by one player dribbling the ball on the spot. Children will use their preferred hand, then their non-preferred and, then switch between both. Cross The Area: All children start with a ball, at one side of the area, they need to dribble to the opposite side of the area. Choose two children to become defenders. Their job is to stop the children dribbling across by tracking them and making them lose possession/control of their ball. If a player has been stopped by the defender, they collect their ball, placing it safely at the side and join the defending team. Shark Attack: Split your class in half and have two areas set up, one group per area. Children dribble around the area with their basketball. Two children (start as sharks) stand with the coach. Spread a variety of hoops around the area to act as islands. When the Coach shouts 'Shark Attack' children must dribble and find an island to stand on away from danger. If a player is 'caught' they become a shark as well. PROGRESSION: limit how many players are allowed on the islands at a time, then start reducing the number of islands. Don't Get Caught: In the same areas as above children start by dribbling around with the ball, children have to move around with their ball at the same time attempt to knock the ball out of an opponent. Once a child's ball has left the court, they then move to the other area to continue playing. Children continuously play from area to area.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Encourage children to: <ul style="list-style-type: none">Keep the ball in front of them, use the different parts of the footTake lots of light touches	

Year 1 - Fundamental Movement Skills

Object Control - Lesson Plan

COMPETING
EDSTART

Lesson Objective	To dribble a ball using their feet	Lesson 3/6
Equipment Needed	Footballs (size 3 plus small/lighter for differentiation) cones, markers, bibs.	
Success Criteria	Children can: <ul style="list-style-type: none">Dribble the ball with their feet, keeping it under controlMove in a variety of directions whilst keeping the ball under controlChange speed and direction safely and under control	
Adapted Learning (Differentiation) (Challenge)	Group by ability.	
Key Questions	How do you dribble with the ball with our feet?	
Warm Up	Cross The Area: All children with a ball, starting at one side of the area, all children with a ball need to dribble to the opposite side of the area. Choose several children to become defenders. Their job is to stop the children dribbling across by tracking them and placing their foot on top of their ball. If a player has been stopped by the defender, they join the defending team.	
Main Activity	Road Race: Children to have a ball each and dribble around the area keeping the ball close to their feet. When the coach shouts: Red – children stop with their foot on top of the ball, Yellow – Children move slowly, Green – Children dribble quickly, beep your horn – five toe taps, Windscreen wipers – tap the ball with the inside of your foot side to side five times. Change Car – Children put their foot on their ball to stop it and move and dribble with another ball. Body Parts: Dribble around the area keeping the ball close to them. Shout out different body parts, head, foot, belly... children must put they body part on the ball without using their hands. The first person to put the correct body part on the ball will win a point. Don't Wake Up The Coach: Children stand at one side of the area as the coach stands/lies at the other end. When the coach is asleep, the children quickly and quietly try and dribble up to the coach and take their treasure (cones). Once they pick up an object they dribble back to the start. If the coach wakes up, children must freeze and stand still with their foot on the ball. If they move, coach sends them back to the start.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Encourage children to: <ul style="list-style-type: none">Keep the ball in front of them, use the different parts of the footTake lots of light touches	

Year 1 - Fundamental Movement Skills

Object Control - Lesson Plan

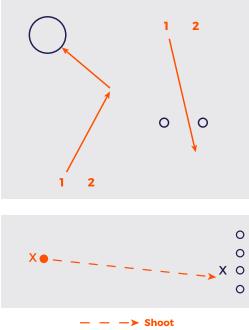
COMPETING
EDSTART

Lesson Objective	To move with a ball using a variety of techniques against an opponent	Lesson 4/6
Equipment Needed	Tennis balls, beanbags, medium sized ball, footballs (size 3), hoops, buckets, cones, markers.	
Success Criteria	Children can: <ul style="list-style-type: none">Play against an opponent and understand how to keep the ball under controlKnow what technique is needed depending on the game and/or ballKnow what equipment can be used for to create multi skilled games	
Adapted Learning (Differentiation) (Challenge)	Group by ability.	
Key Questions	What techniques do I need to use?	
Warm Up	Stuck In The Mud: All children have a ball and move around the area. 2/3 'catchers' look to catch the ball carriers. If caught players stand still with their feet apart, they can re-enter the game if another player rolls the ball between their legs and collects the ball using the scoop technique. Swap 'catchers' after two minutes.	
Main Activity	Traffic Lights: Children move around the court by dribbling the ball with their feet. Coach starts by shouting out the commands and holding up cones simultaneously. On Green – children dribble around the space avoiding each other. On Amber – children stay stationery and dribble on the spot. On Red – children must stop. PROGRESSION – Don't shout out colours, just hold up cones. Dribbling Gates: For this activity mark out a large square/rectangle. Within which lay out several dribbling gates with cones. Children will dribble around with their hands. Place these dribbling gates at three set distances apart. I.e., large gate = Red, Medium gate = Blue, Small gate = Orange. Children must dribble through the various gates. PROGRESSION – Set a time limit, how many can you dribble through in one minute. Don't Wake Up The Coach: Children stand at one side of the area as the coach stands/lies at the other end. When the coach is asleep, the children quickly and quietly try and dribble up to the coach and take their treasure (cones). Once they pick up an object they dribble back to the start. If the coach wakes up, children must freeze and stand still with their foot on the ball. If they move, coach sends them back to the start.	
Cooldown	Recap and discuss Unit of Work.	
Key Technical Points	Children can use the appropriate technique depending on the game.	

Year 1 - Fundamental Movement Skills

Object Control - Lesson Plan

COMPETING
EDSTART

Lesson Objective	To show control and accuracy with the basic actions of throwing, rolling and kicking a ball	Lesson 5/6
Equipment Needed	Tennis balls, beanbags, medium sized ball, rugby balls, hoops, buckets, cones, markers.	
Success Criteria	Children can: <ul style="list-style-type: none">• Track balls and other equipment, moving in line to collect them and understanding when ball is at the top of its bounce• Throw and kick a ball in a variety of ways, depending on the game	
Adapted Learning (Differentiation) (Challenge)	Group by ability.	
Key Questions	What technique do you need for different tasks?	
Warm Up	Stuck In The Mud: All children have a ball and move around the area. 2/3 'catchers' look to catch the ball carriers. If caught players stand still with their feet apart, they can re-enter the game if another player rolls the ball between their legs and collects the ball using the scoop technique. Swap 'catchers' after two minutes.	
Main Activity	Roll, Receive, Throw, Catch: In 2's one player rolls the ball to their partner who receives the ball and stands up. <ul style="list-style-type: none">• Down to one knee• Cupped hands between the legs to 'scoop' ball Player 2 then underarm throws the ball back to play one, who then catches the ball. They repeat the action ten times then switch roles. PROGRESSION: Switch roles with out stopping, how many can you do without dropping or losing control of the ball? 	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Underarm throw for short distance, overarm for longer distance.	

Year 1 - Fundamental Movement Skills

Object Control - Lesson Plan

COMPETING
EDSTART

Lesson Objective	To play small games using the techniques learnt	Lesson 6/6
Equipment Needed	Tennis balls, beanbags, medium sized ball, footballs (size 3), hoops, buckets, cones, markers.	
Success Criteria	Children can: <ul style="list-style-type: none">Play small games using the skills learnt throughout the termDodge and avoid players on the opposite teamsUnderstand basic rules of games, and can follow them	
Adapted Learning (Differentiation) (Challenge)	Group by ability.	
Key Questions	What techniques do I need to use?	
Warm Up	Stuck In The Mud: All children have a ball and move around the area. 2/3 'catchers' look to catch the ball carriers. If caught players stand still with their feet apart, they can re-enter the game if another player rolls the ball between their legs and collects the ball using the scoop technique. Swap 'catchers' after two minutes.	
Main Activity	Set up a range of different games in a carousel format. Put the children in groups of 4-6 and they spend ten minutes playing each activity. Battleships: Set up four cones at both ends of a small area, children play 1v1 where the attacker aims to throw the ball at the defenders 'ships'. Once regained possession the roles reverse and the attacker shoots against their opponents 'ships' The first child to sink all four ships wins. Mini Boccia: Children stand behind a throwing line that they cannot cross. Each player has a coloured set of bean bags (3) and a 'yellow' (different to the two sets) bean bag. Player 1 throws out the yellow bean bag, this is the target. The players now take it in turns to throw a bean bag as close to possible to the target. The player with the closest bean bag to the target wins the round. Base To Base: In groups of five have one runner and four fielders and ask them to stand in a box each. The aim of the fielding team is to throw or kick the ball from box 1 to box 2, box 2 to 3, box 3 to 4 and then from box 4 back to box 1 before the runner can run through all of these bases.	
Cooldown	Don't Get Caught: In two halves, one side is dribbling with hands one with feet. Children start by dribbling around with the ball, children have to move around with their ball at the same time attempt to knock the ball out of an opponent. Once a child's ball has left the court, they then move to the other area to continue playing. Children continuously play from area to area.	
Key Technical Points	Children can use the appropriate technique depending on the game.	