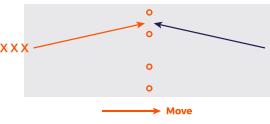


# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

COMPETING  
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|   |  |                   |
|---|--|-------------------|
| <b>Lesson Objective</b>                               | To move and change direction quickly and under control whilst avoiding a variety of obstacles and equipment  | <b>Lesson 1/6</b> |
| <b>Equipment Needed</b>                               | Tennis balls, beanbags, medium sized ball, rugby balls, hoops, buckets, cones, markers.  |                   |
| <b>Success Criteria</b>                               | <b>Children can:</b> <ul style="list-style-type: none"><li>Move their feet quickly whilst running</li><li>Change direction quickly and under control</li><li>Understand what being agile means and can show this safely and under control</li><li>Use more advanced methods of moving (hopping, galloping, moving backwards, jumps from 1 leg to 2, jumps from 2 legs to 1)</li></ul>  |                   |
| <b>Adapted Learning (Differentiation) (Challenge)</b> | Group by ability.  |                   |
| <b>Key Questions</b>                                  | What do you need to change to avoid being tagged?  |                   |
| <b>Warm Up</b>  | <b>Stopscotch:</b><br>Lay out as many hopscotch lines as you can fit in the playing area. For this activity the children enjoy playing hopscotch. When the coach shouts 'Stop' the child on the hopscotch must stop straight away either balancing on one leg or stood on two feet.  |                   |
| <b>Main Activity</b>                                  | <b>North, South, East, West:</b><br>Name the four sides of the area, North, South, East, West. When the Coach shouts that direction all the children must run to it, and back into the middle of the area. Change directions often, to encourage movement and change of speed and direction.<br><br><b>Floor Is Lava:</b><br>Children will move over the area without stepping in the 'lava'. Mark out two lines with cones (representing the start and the end) and place flat/spot markers on the floor for the children to move over at a variety of distances. PROGRESSION: In teams of four, each group has three spot markers to use, children must try and cross the lava as quickly as they can, without any player 'falling in'. If any player does touch the lava, all players must start again. First team across the river wins. |                   |
|   | <br><b>Dodging:</b><br>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. PROGRESSION: ask the children to carry a rugby ball without dropping.   |                   |
| <b>Cooldown</b>                                       | Recap and discuss Success Criteria.  |                   |
| <b>Key Technical Points</b>                           | <b>Agility</b> – Children need to be able to change direction and speed whilst also maintaining control and balance.   |                   |

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

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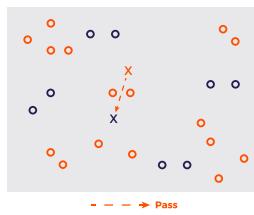
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|---|--|-------------------|
| <b>Lesson Objective</b>                               | To dribble a ball using their hands against an opponent  | <b>Lesson 2/6</b> |
| <b>Equipment Needed</b>                               | Basketball – enough for 1 each (minimum 1 between 2), cones, flat markers, bibs.   |                   |
| <b>Success Criteria</b>                               | <b>Children can:</b> <ul style="list-style-type: none"><li>Dribble a ball with their hands in a stationary position</li><li>Understand how they need to bounce the ball to keep control</li><li>Play against an opponent and understand how to keep the ball under control</li><li>Use their bodies to protect the ball against the defender</li></ul>   |                   |
| <b>Adapted Learning (Differentiation) (Challenge)</b> | Group by ability, children use their preferred hand only.  |                   |
| <b>Key Questions</b>                                  | How do we dribble a ball with our hands?   |                   |
| <b>Warm Up</b>  | <b>Get Behind:</b><br>In pairs children need to get behind their partner, while trying not to let their partner get behind them. Encourage the children to bend their knees, as they will need to in main sessions when dribbling.   |                   |
| <b>Main Activity</b>                                  | <b>Skill Acquisition:</b><br>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.<br><br><b>Traffic Lights:</b><br>Children move around the basketball court by dribbling the ball. 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 stationary and dribble on the spot. On Red – children must stop. PROGRESSION – Don't shout out colours, just hold up cones.<br><br><b>Champion Of The Court:</b><br>On the basketball court, have all children dribbling the ball, children have to move around in an attempt to knock the ball out of the court whilst maintaining control of their own ball. Once ball has left the court, they then become the defender and must try and knock the rest of the class out of the court. Last one in is the Champion. |                   |
| <b>Cooldown</b>                                       | Recap and discuss Success Criteria.  |                   |
| <b>Key Technical Points</b>                           | <b>Dribbling:</b> <ul style="list-style-type: none"><li>Bounce the ball at waist height</li><li>Bend knees slightly</li><li>'Push' the ball with the tips of your fingers</li></ul>  |                   |

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

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|---|---|-------------------|
| <b>Lesson Objective</b>                               | To dribble a ball using their feet against an opponent  | <b>Lesson 3/6</b> |
| <b>Equipment Needed</b>                               | Footballs (size 3 plus small/lighter for differentiation) cones, markers, bibs.   |                   |
| <b>Success Criteria</b>                               | Children can: <ul style="list-style-type: none"><li>Dribble a ball with their hands in a stationary position</li><li>Understand how they need to bounce the ball to keep control</li><li>Play against an opponent and understand how to keep the ball under control</li><li>Use their bodies to protect the ball against the defender</li></ul>   |                   |
| <b>Adapted Learning (Differentiation) (Challenge)</b> | Group by ability.   |                   |
| <b>Key Questions</b>                                  | How do you dribble with the ball with our feet?   |                   |
| <b>Warm Up</b>  | <b>Cross The Area:</b><br>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.  |                   |
| <b>Main Activity</b>                                  | <b>Road Race:</b><br>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 5 times. Change Car – Children put their foot on their ball to stop it and move and dribble with another ball.<br><br><b>Body Parts:</b><br>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.<br><br><b>Dribbling Gates:</b><br>For this activity mark out a large square/rectangle. Within which lay out several dribbling gates with cones. 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 gates can you dribble through in one minute. |                   |
| <b>Cooldown</b>                                       | Recap and discuss Success Criteria.   |                   |
| <b>Key Technical Points</b>                           | <ul style="list-style-type: none"><li>Encourage children to keep the ball in front of them, use the different parts of the foot</li><li>Encourage children to take Lots of light touches</li></ul>  |                   |



# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

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|---|--|-------------------|
| <b>Lesson Objective</b>                               | To dodge an opponent whilst running and change direction quickly   | <b>Lesson 4/6</b> |
| <b>Equipment Needed</b>                               | Cones, bibs (rugby balls, footballs).  |                   |
| <b>Success Criteria</b>                               | <b>Children can:</b> <ul style="list-style-type: none"><li>Dodge a defender using a variety of different techniques</li><li>Move away from crowded areas into space</li><li>Change direction quickly, make sharp turns and off balance the person trying to defend them</li><li>Adapt changes in direction and speed in varied situations</li></ul>  |                   |
| <b>Adapted Learning (Differentiation) (Challenge)</b> | Group by ability.  |                   |
| <b>Key Questions</b>                                  | What do you need to change to avoid being tagged?  |                   |
| <b>Warm Up</b>  | <b>Bulldog:</b><br>Set up three areas in your space and have no more than ten children per area. Start with one catcher (bulldog) whose aim is to catch the runners as they cross the area. If caught they become the catcher. Start by just tagging the player. PROGRESSION: Children wear tag belts and the catch must take a take to stop them.   |                   |
| <b>Main Activity</b>                                  | <b>Tails:</b><br>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.<br><br><b>Dodging:</b><br>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.<br><br><b>Gauntlet:</b><br>Split the hall/field into three columns, with the class split into three. 2 Teams attack, 1 Team defends specific areas. <ul style="list-style-type: none"><li>Children must try to run from start to finish without being tagged</li><li>Defenders must try and tag the runner if they succeed runner goes to back of line</li></ul> PROGRESSION: Children can run with a rugby ball in their hands, or dribble a ball with their feet. |                   |
| <b>Cooldown</b>                                       | Recap and discuss Success Criteria.  |                   |
| <b>Key Technical Points</b>                           | Children need to be able to change direction and speed whilst also maintaining control and balance.  |                   |

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

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|---|--|-------------------|
| <b>Lesson Objective</b>                                       | To understand rolling, bouncing, throwing, and catching using various sized balls  | <b>Lesson 5/6</b> |
| <b>Equipment Needed</b>                                       | Tennis balls, beanbags, medium sized ball, footballs (size 3), hoops, buckets, cones, markers.   |                   |
| <b>Success Criteria</b>                                       | <b>Children can:</b> <ul style="list-style-type: none"><li>Understand the difference between rolling, bouncing and throwing</li><li>Throw various objects over short and long distances</li><li>Watch the flight/path of an object and stop it</li><li>Pass the ball over a variety of distances and know how hard it needs to be passed</li><li>Use basic throwing, rolling and bouncing techniques to hit large targets</li></ul>  |                   |
| <b>Adapted Learning<br/>(Differentiation)<br/>(Challenge)</b> | Group by ability.  |                   |
| <b>Key Questions</b>  | When do we use each technique during games?  |                   |
| <b>Warm Up</b>  | <b>Judging The Flight:</b><br>Children throw/bounce their ball into the air, they are then asked to clap once they think the ball has reached the top of its flight. Encourage children to keep their eyes on the ball as it travels, so they can watch the flight of the ball.  |                   |
| <b>Main Activity</b>  | <p>In 2's one player rolls the ball to their partner who receives the ball and stands up.</p> <ul style="list-style-type: none"><li>Down to one knee</li><li>Cupped hands between the legs to 'scoop' ball</li></ul> <p>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 without stopping, how many can you do without dropping or losing control of the ball?</p> <p><b>Hot Potato:</b><br/>Have children work in groups of six and stand in a circle. They throw and catch the ball around the circle. If a child drops it, they run around the circle and try and beat the ball back to their space.</p> <p><b>Targets:</b><br/>In groups of four children line up in front of a target they take it in turns to roll the ball at the target. Once they have rolled the ball, they collect it and give it to the next person and go to the back of the line. PROGRESSION: Add a variety of targets to encourage overarm, underarm, rolling and bouncing techniques. Each target is at different distances, and worth different points for being successful. Keep score and have a competition.</p> |                   |
| <b>Cooldown</b>   | Recap and discuss Success Criteria.  |                   |
| <b>Key Technical Points</b>                                   | <p><b>Underarm Throwing:</b></p> <ul style="list-style-type: none"><li>Stand with one foot in front of the other</li><li>Keep the swinging arm straight throughout the action toward target</li></ul> <p><b>Catching:</b></p> <ul style="list-style-type: none"><li>Place their hands close together fingers apart and outstretched</li><li>Soft hands</li></ul>   |                   |

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

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|   |   |                   |
|---|---|-------------------|
| <b>Lesson Objective</b>                               | To select various pieces of equipment and come up with and play small multi skilled games   | <b>Lesson 6/6</b> |
| <b>Equipment Needed</b>                               | Tennis balls, beanbags, medium sized ball, footballs (size 3), hoops, buckets, cones, markers.  |                   |
| <b>Success Criteria</b>                               | <b>Children can:</b> <ul style="list-style-type: none"><li>• Know what equipment can be used to create multi skilled games</li><li>• Organize small games and play to set rules they have created</li><li>• Play small games using the skills learnt throughout the term</li><li>• Understand basic rules of games, and can follow them</li></ul>   |                   |
| <b>Adapted Learning (Differentiation) (Challenge)</b> | Group by ability.   |                   |
| <b>Key Questions</b>                                  | When do we use each technique during games?   |                   |
| <b>Warm Up</b>  | <b>Stuck In The Mud:</b><br>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.  |                   |
| <b>Main Activity</b>                                  | <p>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.</p> <p><b>Target Golf:</b><br/>Children start in pairs and place a hoop, cone, Bucket, net, or gate anywhere within the playing area. Players then start at a set point from their 'target' and the aim is to get the beanbag, or ball into the target, hit the target or go through the target. Whoever gets the does so in the least number of throws wins the hole.</p> <p><b>Battleships:</b><br/>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.</p> <p><b>Around The World:</b><br/>All children stand behind the throwing line (this is really important for safety) and throw their bean bag as far as they can forwards. Children look to throw their bean bags across the World. The area is split into different zones (countries), the children throw bean bags around the world.</p> <p><b>Base To Base:</b><br/>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 the bean bag 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.</p> |                   |
| <b>Cooldown</b>                                       | Recap and discuss Unit of Work.   |                   |