

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To be able to roll a ball back and forth with a partner using the correct technique. **Lesson 1/6**

**Equipment Needed** Tennis balls, beanbags, cones, markers, beach ball.

**Success Criteria** Children can:

- throw the correct way to roll a ball.
- understand how to get low to the ground when rolling the ball.
- get into line with the ball and are able to receive it.

### EDSTART KNOW

- I can explain how to roll a ball along the floor.
- I can describe why bending low helps accuracy.
- I can understand how to get in line with the ball to receive it.

### EDSTART GO

- I can roll a ball towards a target or partner.
- I can collect a ball using the scoop technique.
- I can apply rolling in small games.

### EDSTART SHOW

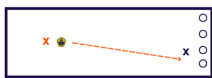
- I can respect my partner when rolling.
- I can encourage classmates in target games.
- I can celebrate effort and fair play.

**Key Question** How can you make your roll accurate and controlled every time? By bending your knees, keeping your eyes on the target, and using a smooth underarm roll.

**Warm Up** **ROLL & RESCUE:** All pupils have a ball and move around the area while 2 or 3 catchers try to tag them. If tagged, players freeze with legs apart and hold their ball still. They can be rescued if another pupil rolls their ball carefully through their legs and scoops it back up. After two minutes, swap the catchers and repeat. This game builds teamwork, awareness, and rolling accuracy. **PROGRESSION:** Add more catchers, use smaller balls, or challenge pupils to rescue using only one hand to increase control and precision.

### Main Activity

**ROLL & GOAL:** Pupils work in pairs and set up two cones to create a small "goal." They take turns rolling the ball through the gate to their partner, aiming for smooth control and accuracy. Each time they complete a successful pass, they can make the gate smaller or move further apart. Encourage gentle, accurate rolls and soft stops to build control and teamwork. **PROGRESSION:** Add a time limit to see how many consecutive passes they can complete, or introduce moving gates where both partners shuffle sideways while continuing to roll accurately.



**SINK THE SHIPS:** Pupils play 1v1 using four cones as "ships." Each player takes turns rolling their ball to try and knock over their opponent's ships while defending their own. When the ball is retrieved, they immediately switch roles to keep the game fast and engaging. The first to sink all four ships wins! This activity builds aim, power control, and reaction time. **PROGRESSION:** Increase the distance between ships, add extra cones as "bonus points," or include a timed challenge to test quick thinking and precision.

**BEACH BALL BLAST:** Divide the class into two teams and place a large beach ball on a cone in the centre. Teams take turns rolling their balls from behind their line, aiming to knock the beach ball off and push it over the opposite team's line to score a point. Encourage teamwork, communication, and accuracy in every roll. **PROGRESSION:** Move the rolling line further back, use smaller balls for more control, or add a rule that only clean rolls (no bounces) count to encourage precision and patience.

**ROLLING RUMBLE:** Set up a fun class-wide game where all pupils line up on opposite sides of the hall, each with one ball. On "Go," both sides roll their balls toward each other, aiming to cross to the opposite side without being stopped by another ball. If balls collide, players collect them and reset for the next round. This game develops awareness, timing, and strategy while ending the session on a lively, competitive note. **PROGRESSION:** Add scoring for successful rolls that reach the other side or create team-based rounds with defenders and attackers.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust gate width and rolling distance based on ability and accuracy.

#### TASK

Start with stationary rolls; progress to moving targets and timed challenges.

#### EQUIPMENT

Use a mix of balls (foam, tennis, or plastic) and cones for varied difficulty.

#### PEOPLE

Work in pairs or small teams to promote cooperation and fair play.

**Key Technical Point** Step forward with your opposite foot, release low, and follow through towards your target.

### Cooldown

**CALM ROLL RELAY:** Pupils pair up and gently roll the ball back and forth while walking slowly around the area. Focus on calm breathing, smooth rolling, and soft control to relax muscles and refocus after play. End with a reflection question: "What helped you roll accurately today?" **PROGRESSION:** Pairs can increase their distance slightly or use their weaker hand for a final light challenge.

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To be able to throw and catch underarm and overarm using a variety of equipment using the correct techniques. **Lesson 2/6**

**Equipment Needed** Tennis balls, bean bags, cones, markers, beach ball.

**Success Criteria** Children can:

- throw a ball / bean bag overarm with some accuracy.
- perform a range of rolling, throwing, catching, and gathering skills, with control.

### EDSTART KNOW

- I can explain how to throw underarm and overarm.
- I can describe how to catch with soft hands.
- I can understand when to use different throws.

### EDSTART GO

- I can throw underarm and overarm with control.
- I can catch a ball from my partner.
- I can apply throwing in small games.

### EDSTART SHOW

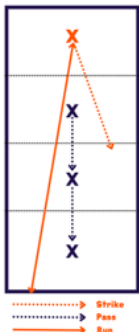
- I can respect others in throwing activities.
- I can encourage teammates when catching.
- I can celebrate accuracy fairly.

**Key Question** How can you make your throw more accurate and consistent over distance? By stepping forward, aiming carefully, and following through with your throwing hand.

**Warm Up** **CIRCLE CHALLENGE:** Pupils work in groups of six, standing in a hexagon shape marked with cones. Using an underarm throw, they pass the ball around the group, counting how many successful catches they can make without dropping it. Encourage teamwork, focus, and quick reactions. The coach can shout out the highest scores to motivate the children to beat them. **PROGRESSION:** Add a second ball to increase the challenge or reverse the direction after every five passes to improve coordination and communication.

### Main Activity

**STEP BACK CHALLENGE:** Pupils work in pairs, standing one metre apart. They throw and catch the ball carefully using underarm technique, focusing on smooth, accurate passes. Each time both catch successfully, they take one step back to increase distance. As they move further apart, they switch to overarm throws. If the ball drops, they return to their starting point. This activity develops hand-eye coordination, control, and teamwork. **PROGRESSION:** Add a rule where pairs must complete three perfect catches before stepping back, or throw using their weaker hand to build balance and fine motor control.



**HOT SHOT CIRCLE:** In groups of six, pupils form a circle and throw the ball quickly around using underarm passes. If a pupil drops the ball, they must run around the outside of the circle and try to beat the ball back to their place before it returns. This fast-paced game builds reaction speed, teamwork, and focus. **PROGRESSION:** Add a second ball to test concentration, or call "reverse!" to instantly change the direction of passing and challenge listening and adaptability.

**RACE THE BALL:** Pupils work in teams of six. The first player throws the ball underarm or overarm into a marked area, then sprints to the far cone and back. Meanwhile, the fielding team must collect the ball and pass it quickly through three zones before the runner returns. If the runner beats the ball, their team scores a point! This activity combines throwing accuracy, teamwork, and communication. **PROGRESSION:** Add timed rounds, introduce overarm throws only, or challenge each team to beat their previous score to encourage improvement and fast decision-making.

**TARGET THROWDOWN:** Divide the class into small teams. Place three targets (cones or hoops) at increasing distances. Each team takes turns throwing balls at the targets to score points—1 for near, 3 for middle, 5 for far. Keep a running total and celebrate accuracy and teamwork at the end. **PROGRESSION:** Move the targets further back, make them smaller, or use different throwing styles for added challenge and control.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Increase or reduce distance between pairs to suit ability.

#### TASK

Begin with underarm throws, progress to overarm and timed rounds.

#### EQUIPMENT

Use beanbags or lighter balls for beginners, larger balls for challenge.

#### PEOPLE

Work in pairs or teams to develop communication and support.

**Key Technical Point** Keep eyes on the target, bend your knees slightly, and use smooth, controlled arm movement.

### Cooldown

**ROLL & RELAX:** Pupils sit in pairs and gently roll the ball back and forth while taking deep breaths in through the nose and out through the mouth. Encourage calm, steady movements and reflection on progress. **PROGRESSION:** Ask pairs to use only one hand for rolling or close their eyes to test control, focus, and trust in their partner.

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To be able to kick a ball to a moving target over various distances.

**Lesson 3/6**

**Equipment Needed** Footballs (size 3 plus small / lighter for differentiation) cones, marker, bibs

**Success Criteria** Children can:

- understand their leg action whilst kicking the ball.
- kick a ball along the floor using their left and right feet to a variety of targets.
- recognize whether they need to kick the ball to the target.

### EDSTART KNOW

- I can explain how to strike a ball with my foot.
- I can describe how to use small touches for control.
- I can understand how to keep the ball on the floor.

### EDSTART GO

- I can kick a ball towards a target.
- I can strike with both feet.
- I can apply kicking in small games.

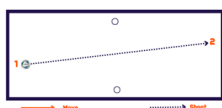
### EDSTART SHOW

- I can respect others when sharing balls.
- I can encourage my partner to keep trying.
- I can celebrate fairness and effort.

**Key Question** How can you make sure your shot is both powerful and accurate? By planting your non-kicking foot beside the ball, striking with your laces, and following through.

**Warm Up** **MASTER THE BALL:** Each child has their own ball and moves freely around the area. Encourage small, gentle touches with both feet, keeping the ball close and under control. Add simple turns such as drag back, inside cut, and outside cut, reminding children to stay light on their feet and move into space. **PROGRESSION:** Add commands like "Turn!", "Stop!", "Swap balls!", or "Change direction!" to develop quick reactions and awareness. Introduce fun challenges like toe taps, sole rolls, or circle dribbles to improve coordination.

### Main Activity



**SHOOTING ACCURACY:** Children work in pairs with a target between them, such as cones, gates, or small goals. Each player takes turns striking a stationary ball towards the target, focusing on the ABCs of shooting: **A** – Accuracy, **B** – Balance, and **C** – Contact (laces). Emphasise controlled, focused strikes over power and remind players to keep their eyes on the ball throughout. This develops core shooting technique and precision. **PROGRESSION:** Move the target further away, shoot rolling balls, or add defenders (cones or peers) to increase challenge and realism.

**BATTLESHIPS SHOOTOUT:** Children play in pairs using five cones, one marking the shooting line and four as "ships." Player 1 calls out a cone colour and shoots to try and hit it. If successful, that ship sinks! Players swap turns after each attempt, with four lives each. This encourages accuracy, decision-making, and composure under pressure. **PROGRESSION:** Shrink the targets, move the shooting line further back, or alternate between left and right feet to improve all-round striking ability.

**TARGET BLAST:** Create 3–4 goals using cones or hoops at different distances. Each child takes turns shooting at the targets, earning points for accuracy, 1 point for close, 3 for far. Encourage proper shooting technique: plant foot beside the ball, use the laces, and follow through towards the target. Celebrate success and effort equally. **PROGRESSION:** Add moving targets, time limits, or defenders to mimic real match scenarios and build composure under pressure.

**POWER PLAY FINALS:** Split into two large teams. Each team lines up behind their goal. One player from each team dribbles forward and shoots; the other acts as goalkeeper. After shooting, players return to the back of the line. Keep a running score and celebrate every goal loudly to end on a high-energy note. **PROGRESSION:** Add a "Golden Goal" finale where only volleys or first-time shots count, building excitement and focus.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust pitch or goal size for age and ability.

#### TASK

Begin with static shooting, progress to moving targets and game play.

#### EQUIPMENT

Use larger balls or wider goals for beginners, smaller targets for advanced players.

#### PEOPLE

Pairs for accuracy drills, small teams for competitive matches

**Key Technical Point** Keep eyes on the ball, body balanced, and aim with your kicking foot towards the target.

### Cooldown

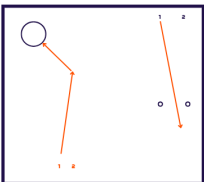
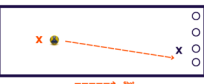
**SHOOTOUT CELEBRATION:** Line everyone up for a short "team shootout." Each player takes one quick shot at goal, every successful goal earns a class cheer. After all players have taken their turn, pupils dribble slowly while walking, cooling down with calm breathing. Finish with a chant: "1, 2, 3... We're Shooting Stars!" **PROGRESSION:** Add a fun "Trick Shot Round" where children show off their most creative or silly shot to finish the session joyfully.

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# PLAYING

## EDSTART

Lesson Objective	To show control and accuracy with the basic actions of throwing, rolling and kicking a ball.			Lesson 4/6
Equipment Needed	tennis balls, beanbags, medium sized ball, rugby balls, hoops, buckets, cones, markers.			
Success Criteria	Children can: <ul style="list-style-type: none"><li>• aware that the further away the target the harder they need to throw or kick the ball.</li><li>• track balls and other equipment, moving in line to collect them and understand when ball is at the top of its bounce / flight.</li><li>• throw and kick a ball in a variety of ways, depending on the game.</li></ul>			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none"><li>• I can explain when to roll, throw, or kick.</li><li>• I can describe how different techniques match different tasks.</li><li>• I can understand how to aim for targets.</li></ul>	<ul style="list-style-type: none"><li>• I can roll, throw, and kick with accuracy.</li><li>• I can apply skills in small games.</li><li>• I can collect and return balls safely.</li></ul>	<ul style="list-style-type: none"><li>• I can respect my partner in group challenges.</li><li>• I can encourage others in target games.</li><li>• I can celebrate success as a team.</li></ul>		
Key Question	How can you use control and teamwork to make your throws and rolls more accurate? By keeping your eyes focused on the target, using steady movements, and communicating clearly with your partner or team to time throws and catches effectively.			
Warm Up	ROLLING RESCUERS All children have a ball and move freely around the area. Two or three players are the “Catchers.” When tagged, players freeze with their feet apart and hold their ball still. They can be rescued when a teammate rolls their ball between the frozen player’s legs and collects it using the scoop technique. Swap catchers every 2 minutes. PROGRESSION: Add challenges such as dribbling or bouncing the ball while moving, or using their weaker hand to improve coordination.			
Main Activity	<p>SUPER SCOOPERS: Children work in pairs facing each other. Player 1 rolls the ball to their partner, who goes down to one knee, scoops it up with cupped hands, stands, and throws it gently back underarm. They repeat 10 times before switching roles. This develops accuracy, coordination, and teamwork through controlled rolling and catching. PROGRESSION: Try continuous rolling and throwing without stopping, counting how many clean catches the pair can make in one minute to increase challenge and rhythm. Coaching Tip: Keep eyes on the ball, hands ready, and use a gentle, smooth throw.</p> <p>CRAZY GOLF CHALLENGE: Pairs create their own “holes” using hoops, cones, buckets, or gates as targets. Starting from a line, they roll or throw their ball to hit or land inside the target in the fewest throws possible. This builds precision, patience and creative thinking while practising underarm control. PROGRESSION: Move the target further away, change target sizes, or use smaller balls for extra challenge.</p> <p>SHIP STRIKE: Set up two sides of a small playing area with four cones as ships. Children play 1v1. The attacker rolls or throws to knock down their opponent’s ships. Once their turn ends, roles switch. The first to sink all four ships wins the game. This develops decision-making, targeting skills, and precision under pressure. PROGRESSION: Increase throwing distance, shrink the targets, or require players to alternate between rolling and throwing for variety.</p> <p>ROLL RACE RELAY: Split the class into small teams lined up behind cones. Place a target such as a hoop, cone, or bucket 10 metres away. The first player rolls the ball toward the target, runs to collect it, and returns to tag the next teammate. Teams score points for every hit or close attempt. This activity builds accuracy, teamwork, and communication. PROGRESSION: Move the target further away, make the course longer, or add obstacles to roll around before hitting the target to test control and focus.</p>			
				
				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Use larger spaces for beginners to promote safety and movement freedom; reduce space for added challenge and control.	Start with basic rolling and catching, then progress to target-based and competitive games to build variety and application.	Use a range of balls (foam, tennis, or beanbags) and different-sized targets to suit ability levels and keep engagement high.	Work in pairs to practise skills, small groups for games, and teams for cooperative and competitive challenges.
Key Technical Point	Step forward with the opposite foot, keep eyes on the ball, use soft hands to catch, and follow through smoothly when rolling or throwing.			
Cooldown	ROLL AND REVEAL: Children sit in a big circle with one ball. The teacher rolls it to a player, who shares something they enjoyed or learned today, then rolls it to someone new. This promotes calm reflection and communication. To finish, the group works together to roll the ball all the way around the circle without it stopping or changing direction. PROGRESSION: Add a second ball to increase the challenge — can the group keep both rolling smoothly around the circle without crashing?			

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To understand the difference in a variety of games using throwing and kicking tactics / rules. **Lesson 5/6**

**Equipment Needed** tennis balls, beanbags, medium sized ball, footballs (size 3), hoops, buckets, cones, markers.

**Success Criteria** Children can:

- understand that games can be different.
- understand basic rules of the games and the boundaries set in place.

### EDSTART KNOW

- I can explain the difference between throwing and kicking.
- I can describe how rules make games fair.
- I can understand why I choose one technique over another.

### EDSTART GO

- I can throw and kick in small games.
- I can follow game rules in small groups.
- I can use teamwork to play fairly.

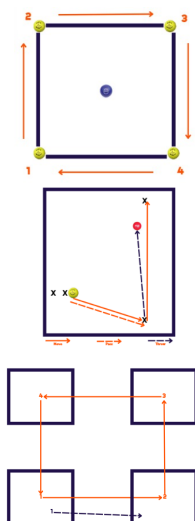
### EDSTART SHOW

- I can respect rules and opponents.
- I can encourage my teammates.
- I can celebrate fairness in games.

**Key Question** How can you improve your accuracy and control while still throwing with power? By focusing your eyes on the target, stepping toward it, and following through with a smooth, controlled throw rather than just relying on strength.

**Warm Up** **CLAP AND CATCH:** Children throw or bounce their ball into the air and try to clap once when they think it's at the very top of its flight before catching it. Encourage them to keep their eyes on the ball at all times to judge how it travels. Once they've mastered it, challenge them to clap twice or spin around before catching! **PROGRESSION:** Try using different-sized balls, bounce throws, or gentle partner tosses to test timing and coordination

### Main Activity



**TARGET DASH:** Set up a 10x10 metre square with a target ball on a cone in the middle and smaller cones with balls around the edges. Each player starts at one of the outer cones. On "Go," they must run around all the outer balls before racing back to their own and trying to throw or roll to hit the target ball in the centre. The first player to hit the middle ball shouts "DODGEBALL!", and everyone runs a full lap before restarting. This game builds coordination, accuracy, and reaction speed under pressure. **PROGRESSION:** Add more distance, use different types of throws (underarm, overarm, bounce), or make players use their weaker hand for a fun challenge.

**AIM AND STRIKE:** Children work in groups of four. Player 1 throws to Player 2, who catches, then aims at a target (cone, hoop, or bucket) placed at the far end of the court. After throwing, the player retrieves the ball and moves to the back of the line. Everyone rotates so each player practises every role. This encourages communication, precision, and team coordination. **PROGRESSION:** Add point scoring for accurate hits, change the target distance, or have players use one hand or bounce passes to develop control. Fun twist – turn it into a mini tournament where each group earns points for every successful hit in one minute!

**RUN THE BASES:** Split into groups of five — four fielders and one runner. Each fielder stands in a cone "box" (1 to 4). The aim for the fielders is to throw or kick the ball from box to box in order (1 → 2 → 3 → 4 → 1) before the runner completes a full lap around the bases. If the runner gets back before the ball, they score a point! This game promotes teamwork, throwing accuracy, and decision-making. **PROGRESSION:** Swap roles so everyone gets a turn as the runner. Add a challenge by increasing the distance between bases or requiring the ball to bounce once before being caught.

**POWER THROW CHALLENGE:** Mark three throwing zones (short, medium, and far). Children take turns standing on a line and seeing how far they can throw the ball with control — not just power! Measure or mark where each throw lands. Emphasise proper technique: side-on stance, step forward, swing arm through, and follow through. **PROGRESSION:** Add a target landing zone for extra accuracy points or introduce a moving target challenge using a rolling hoop or beanbag.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Use wider spaces for power-based throws and smaller areas for target challenges.

**TASK**  
Begin with simple throws, progress to accuracy-based and timed games for variety and engagement.

**EQUIPMENT**  
Use soft balls, beanbags, or foam balls depending on age and ability.

**PEOPLE**  
Mix pair work, group challenges, and full-team competitions to encourage inclusion and teamwork.

**Key Technical Point** Side-on stance, step forward with the opposite foot, eyes fixed on the target, and smooth follow-through for accuracy.

**Cooldown** **CATCH AND SHOUT:** Children form a large circle. The coach gently tosses the ball to a player who must shout out one skill or tip they learned today before throwing it to someone else. Then finish with a fun team game — everyone rolls their ball to the centre at the same time and shouts, "We nailed the target!" This reinforces key learning points and ends the session with laughter and teamwork. **PROGRESSION:** Add a challenge — can the group roll all their balls so they meet in the middle at the same time?

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To be able to select various pieces of equipment and come up with and play small multi skilled games. **Lesson 6/6**

**Equipment Needed** tennis balls, beanbags, medium sized ball, footballs (size 3), hoops, buckets, cones, markers.

**Success Criteria** Children can:

- know what equipment can be used to create multi skilled games.
- organize small games and play to set rules they have created. Children can play small games using the skills learnt throughout the term.
- understand basic rules of games and can follow them.

### EDSTART KNOW

- I can explain how to choose equipment for games.
- I can describe rules for small group activities.
- I can understand how to use skills I have learned.

### EDSTART GO

- I can create small games using throwing, rolling, and kicking.
- I can follow rules to play fairly.
- I can apply skills in small games.

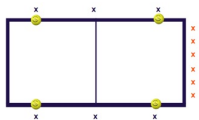
### EDSTART SHOW

- I can respect my group when creating games.
- I can encourage others to play.
- I can celebrate creativity and effort.

**Key Question** How can you stay accurate when under pressure or working as a team? By staying calm, focusing on your target, and communicating clearly with teammates to time your throws effectively.

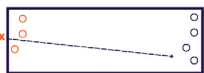
**Warm Up** **FREEZE ROLLERS:** All children have a ball and move around the area while 2–3 children act as “Catchers.” When tagged, players freeze with their feet apart and can only be freed if a teammate rolls their ball between their legs and scoops it back up safely. Swap catchers every 2 minutes. **PROGRESSION:** Add rules such as using only one hand, dribbling with the ball, or making a trick roll before freeing a player to make it more challenging.

### Main Activity



**DODGE DASH:** Split the class into teams of six. On one dodgeball court, one team lines up on the sides as throwers, and the other team stands at one end of the court ready to dash across. On the coach’s “Go!”, the runners must sprint to the opposite side without being hit by a ball. Each successful crossing earns a point for the runners. Then, swap roles. This game builds speed, agility, and reaction awareness under pressure. **PROGRESSION:** Add more balls, shrink the running space, or create safe zones where players can pause for 3 seconds before running again.

**SHIP STRIKE:** Set up four cones at both ends of a small area. Players face off 1v1, one attacks, the other defends. The attacker rolls or throws the ball to hit the defender’s “ships.” Once possession changes, the roles reverse. The first player to sink all four ships wins! This develops aim, strategy, and precision while improving throwing control. **PROGRESSION:** Increase distance, make targets smaller, or add bonus targets worth double points for advanced players. Fun twist – play “Fleet Mode,” where teams of 2v2 or 3v3 share ships that must all be sunk to win.



**POINT BLAST:** Children work in groups of four, lining up behind a cone facing their target area. Each player rolls or throws at the target, aiming for different distances worth various points (e.g., 1 point for near, 3 points for far). After their turn, they collect their ball and pass it back to the next player in line. This builds accuracy, focus, and consistency under light competition. **PROGRESSION:** Add obstacles or challenge throws — underarm, overarm, bounce, or trick shots. Fun twist – create a “target trail” around the hall, with each station offering a unique scoring challenge.

**CRAZY GOLF THROW:** In pairs, children build their own mini golf-style “holes” using hoops, cones, or nets as targets. They take turns rolling or throwing their ball or beanbag towards the target, trying to score in the fewest throws possible. This develops decision-making and precision as pupils choose the best throwing technique for each setup. **PROGRESSION:** Add more holes to create a full “Crazy Golf Course” or make smaller, trickier targets for bonus points.

**BULLSEYE BONANZA:** Set up three different-sized targets (small, medium, large) on one end of the area, each worth between 1–5 points. Children take turns throwing or rolling the ball to earn points for their team. This encourages tactical thinking, aim control, and teamwork. **PROGRESSION:** Add movement by having players run to a marker and back before each throw, or try hitting moving targets rolled by the coach for advanced timing skills.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use smaller courts for accuracy and larger ones for group games like Dodge Dash.

#### TASK

Start with individual aim games before progressing to team challenges and timed scoring activities.

#### EQUIPMENT

Use soft balls, beanbags, or foam dodgeballs suitable for all age groups and ability levels.

#### PEOPLE

Mix pairs, small groups, and whole-class games to encourage inclusion, teamwork, and variety.

**Key Technical Point** Eyes on the target, step forward with the opposite foot, keep a smooth arm swing, and follow through for accuracy and control.

### Cooldown

**CATCH & CHEER:** Form a big circle with one ball. The coach gently throws or rolls the ball to a player, who shares one skill they learned or enjoyed today before passing it on. After everyone has had a turn, finish with the “Final Hit Challenge” — all players roll or throw their balls at a central target together, shouting “We hit it together!” This promotes teamwork, communication, and a fun shared finish. **PROGRESSION:** Try to get all the balls to hit the target at the same time for a perfect team finale.