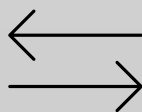


LEARNING THEME

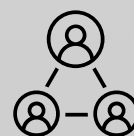
watch



move



connect



PURPOSE

The 'watch move connect' unit aims to develop the children's hand eye coordination and gross motor skills both as an individual and in collaboration with other pupils. This unit focuses on a variety of methods of sending an object and can be adapted accordingly.

The unit aims to develop an understanding of how to play games with different rules and challenges. The unit also allows pupils to design, innovate and manage their own learning and progress throughout the time available.

KEY SUCCESS CRITERIA

Watch

Move

Connect



I can track objects thrown or struck by myself and others	I can move with speed to gain or avoid objects	I can consistently throw/catch and strike with control
I can watch for objects, players and spaces within a game	I know where to and when to move to in a game	I can use and move within the space effectively when working with others
I can link with other classmates effectively and lead my game	I can create positive challenge for others	I can plan strategies and game tactics with others

ActivationBaseConnectionSchool

CURRICULUM LINKS

Games

'improve their skills of handling, hitting and kicking using a variety of equipment and progress from developing individual skills and partner activities and games to suitable small-sided adapted and mini games through both co-operative and then competitive play'

BEYOND THE PHYSICAL

Keep in mind which Beyond the Physical characteristics make you successful in the activities and more importantly why?

Beyond the Physical Characteristics in P.E.

Be Passionate

Be Courageous

Be Thoughtful

Be Collaborative

Be Explorative

Be Cooperative

Be Ambitious

Be Resilient

Be Motivated

Be Connected

Be Curious

Be Inspirational

Be Creative

Be Respectful

Be Adventurous

Which of these Beyond the Physical Characteristics are you using, or have you used in your lesson today?

watch



move



solve



connect

I can track objects thrown or struck by myself and others

I can watch for objects, players and spaces within a game

I can link with other classmates effectively and lead my game

SUGGESTED EQUIPMENT

Cones/Spots

Variety of sized balls / balloons
Variety of implements to strike with – racquets / bats / noodles

Appropriate 'connecting nets' – Bibs, hoops, rope

ACTIVATION

Bib Tennis – Children to work in pairs. Each pair needs one ball or balloon and an object which they will use as a connecting net (Bib / Hoop / Stick) held in one hand each.

Children will play cooperatively, using their hands to catch/throw or strike the ball or balloon over their connecting net, rallying for as many hits as possible.

The activity can be initially done within one small area but can extend to move around the area performing the skill.

MANAGING DIFFERENCE

SPACE

Pairs can set them selves a working area to try and stay within while rallying

TASK

Make sure children try the activity with both hands and with different objects

EQUIPMENT

If at a suitable level, children could try rallying using a racquet / bat

PEOPLE

Allow pairs to swap and collaborate with different peers within the class

CONNECT

How can you make this activity more challenging? Discuss with your learning partner. Can you do this on the move? Can you swap your object with another group whilst on the move?

SCHOOL

With your partner, are you playing competitively or cooperatively? How are you resolving conflicts?

watch



BASE

Bib tennis 4 Player

Can you create a game using four players? Players could hold a net in a cross shape or allow two to play while two move with the net?

What are your rules going to be and how are you going to keep score?

Give children the option to work cooperatively or could challenge themselves to make it into a competitive activity.

Rotate groups so children work with other players.

MANAGING DIFFERENCE

SPACE

Groups could create longer or shorter 'nets' to play over

TASK

Make sure children try the activity with both hands and with different objects

EQUIPMENT

If at a suitable level, children could try rallying using a racquet / bat

PEOPLE

Allow challenges such as only one person can talk or no talking – how does this change the cooperative work

CONNECT

What were some of the challenges working with 4 player compared to working in a pair?

Do your children need a Base Builder to master their learning?

BASE BUILDER

Keepy Ups

Allow each child to have a suitable ball or balloon.

The aim is to use their hands or suitable striking equipment such as racquets/bats/noodles to keep their object in the air.

Children can either let the ball bounce after each strike into the air or try to play it without bouncing. Children can begin doing it on the spot and when confident begin moving around the area.

Personal Best scores can be kept.

MANAGING DIFFERENCE

SPACE

Allow children to explore around the space – can they follow a specific route around any obstacles?

TASK

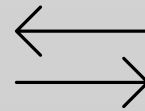
Challenge the children to keep their object up in different ways or can they add challenges into their movements

EQUIPMENT

Allow children time to explore with balls of different sizes, materials

PEOPLE

Children could collaborate and share objects with a partner, keeping objects up together



I can move with speed to gain or avoid objects

I know where to and when to move in a game

I can create positive challenge for others

SUGGESTED EQUIPMENT

Cones/Spots
Variety of balls which bounce well – tennis, basketballs, footballs
Hoops

ACTIVATION

Be Ready Ball Drop

Children can work in pairs or groups of three. One child stands on the start line with a ball. Their partner stands 1 step away facing them.

Child 1 will hold the ball out to the side and drop at any moment. Their partner must try to catch with only 1 or 2 bounces. If they are successful, they take a step back. Children can see if they can make it back 5 steps.

Swap over roles and continue to build in other challenges. E.G. Children could hold two balls and only drop one of them.

MANAGING DIFFERENCE

SPACE

Children can set their own suitable distance from the starting point to their partner

TASK

Children can extend to catching with one hand or starting with back turned to partner

EQUIPMENT

Children could use a racquet to try and catch the ball on

PEOPLE

If working in a three, one player drop 2 balls and they can race to see who catches first

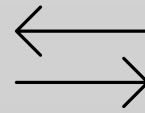
CONNECT

How were you able to challenge your reactions in the activity? Why is having good reactions important?

SCHOOL

**What else do you need to 'Be ready' for in school?
 How do you show people you are ready in a classroom?**

move



BASE

Hoop Spike Ball - In pairs or small groups, children to create a shape or use a hoop to play into. They must alternatively bounce the ball inside the shape/hoop for their partner to receive. Initially, this can be played cooperatively trying to gain the longest rally possible of throwing into the hoop and partner catching. Explore different ways of sending the ball into the shape/hoop and encourage children to move around the space rather than being stationary.

MANAGING DIFFERENCE

SPACE

Children can increase or decrease the size of the centre circle for a different challenge

TASK

Challenge children to throw low, high or with spin on the ball to make their partner move differently

EQUIPMENT

Children could play with a different size ball

PEOPLE

Allow pairs/groups to challenge each other competitively, scores can be kept and groups rotated

CONNECT

How were you able to cooperate but challenge at the same time?

Do your children need a Base Builder to master their learning?

BASE BUILDER

Dance Mat Catching – Children to work in pairs. Children will need 4 different coloured cones or 4 different objects. Set them out in a square around a middle spot. Child B will shout or show a colour or object to Child A, who responds by moving to the matching cone/object. As they are moving Child B will throw a ball towards that area which Child A will attempt to catch. Repeat several times before swapping roles.

MANAGING DIFFERENCE

SPACE

Allow pairs to set a suitable but challenging size for their area

TASK

Children can increase challenge level by catching with one hand or using a racquet to catch the ball or return to partner

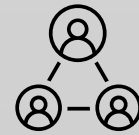
EQUIPMENT

Allow groups to change the size of their ball – is it easier with a small or large ball?

PEOPLE

Allow children to set their own personal challenges within their pairs

connect



I can consistently throw/catch and strike with control

I can use and move within the space effectively when working with others

I can plan strategies and game tactics with others

SUGGESTED EQUIPMENT

Cones/Spots
Variety of balls to throw / catch and strike (which bounce well)
Appropriate 'connecting nets' – Bibs, hoops, rope

ACTIVATION

'Bib tennis' and 'Be ready'
Allow children time to revisit either or both these two games and consider how they can make them more challenging.

Can you add more movement to the game or more players to increase the complexity of the game?

How can you connect with others to make your activity a collaborative challenge or a competitive challenge?
You can allow children to select which game they play or split your area and class in two groups and rotate between the two activities.

MANAGING DIFFERENCE

SPACE

Allow for working spaces to be increased or reduced for level of challenge

TASK

Children use both dominant and non-dominant hands to catch and strike the objects

EQUIPMENT

Allow for different balls to be used and can be swapped by the children at any point during the activity

PEOPLE

Allow children to swap partners / groups so they can collaborate with a variety of peers

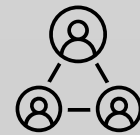
CONNECT

How were you able to develop the activation activities to allow for different levels of challenge?

How were you able to support your partner and challenge them within the activities?

SCHOOL

Children are relying on others to support them to achieve. How can they support each other to achieve in other areas of school?



BASE

Connect 3 - Children play in a group of three, but can compete against another group of three on the same court. Nine cone/spots are laid out on the floor to make a 3x3 grid. The two teams of three children aim to create a line of three by group members standing on a spot. There cannot be two children on the same spot. Once a line has been made, children move to a different spot to create a new line. Teams can have time to practice and then can compete in races to create their line first.

MANAGING DIFFERENCE

SPACE

Allow children to decide on the size of their grid. They could also add more lines to offer other ways to create a connect 3

TASK

Children can add in challenges such as having to pass a ball along the line first to score a point

EQUIPMENT

Allow children to carry, bounce or dribble objects as they move to the spots

PEOPLE

Teams can play in mini round robins so they compete against different groups

CONNECT

What communication skills were important within the activity?

Do your children need a Base Builder to master their learning?

BASE BUILDER

Pattern Ball – This is a collaborative challenge for groups of 4 + Each group needs one suitable ball or object they will throw and catch to each other. They must follow a pattern of everyone catching the ball before it gets back to the start. When they have completed the pattern and are confident with it while stationary, ask the group to move round a specific area so each time they throw to the next person they move into a new space.

MANAGING DIFFERENCE

SPACE

Children can have a set space to work in or allow them to move freely around whole space

TASK

Children could include personal challenges of catching with one hand

EQUIPMENT

If confident, groups could add in a second or third ball to keep rallying within their group

PEOPLE

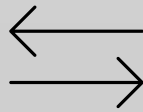
Could ask all children in groups to be numbered and when a number is called they must swap groups

THEME ASSESSMENT

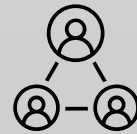
watch



move



connect



- ✓ I can track objects thrown or struck by myself and others
- ✓ I can move with speed to gain or avoid objects
- ✓ I can consistently throw/catch and strike with control

Evolve

Embed

Excel



- ✓ I can watch for objects, players and spaces within a game
- ✓ I know where to and when to move to in a game
- ✓ I can use and move within the space effectively when working with others

Evolve

Embed

Excel



- ✓ I can link with other classmates effectively and lead my game
- ✓ I can create positive challenge for others
- ✓ I can plan strategies and game tactics with others

Evolve

Embed

Excel



- ✓ What is important to you as a school?
- ✓ E.g. Teamwork / Resilience / Attendance at after school / Respect for each other