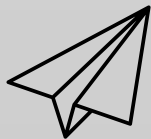


LEARNING THEME

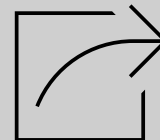
send



receive



return



PURPOSE

The 'send receive return' unit builds early fundamentals of striking with hands and equipment. It also supports the development of catching, tracking, chasing, and aiming

The pupils will have the opportunity to develop their knowledge of early net/wall/rebound-based activities and explore a variety of modified games.

KEY SUCCESS CRITERIA

Send

Receive

Return



I can send a ball with my hand/racquet/bat.	I can react to an object coming to me.	I can return a ball to begin to rally with a partner.
I can show control over where I am sending a ball.	I can prepare my body ready to receive an object.	I can vary the direction of a return to my partner.
I can take ownership of my level of challenge.	I can support a partner with their level of challenge.	I can collaborate and compete with others.

Activation **Base** **Connection** **School**

NATIONAL CURRICULUM

'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.'

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

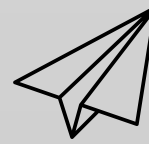
Be Creative

Be Respectful

Be Adventurous

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

send



move



solve



connect

I can send a ball with my hand/racquet/bat.

I can show control over where I am sending a ball.

I can take ownership of my level of challenge.

SUGGESTED EQUIPMENT

Cones / Spots

Variety of balls suitable to strike with hands, racquets or bats.

Treasure targets such as beanbags, bibs and quoits.

ACTIVATION

Cross the Planet

Children to set out a planet with four cones or spots inside the working area. They select a ball and then, using their hand or a racquet, send it across the planet and stop it at the other side.

Children can move around the space trying to visit as many different planets as possible.

As a whole group or for selected children or planets, there can be an increase in the number of times they must strike the ball before moving to a new planet.

MANAGING DIFFERENCE

SPACE

The sizes of the planet can be changed, larger planets may need children to strike powerfully.

TASK

Other objects could be added to the planets which the children must try to avoid.

EQUIPMENT

Allow children to experiment with using different-sized balls as well as using racquets or bats.

PEOPLE

Children could work in pairs to send the ball across the planet to a partner.

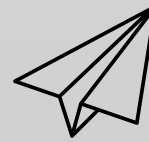
CONNECT

Can you provide some top tips for another person which would help them send their ball across the planet more confidently?

SCHOOL

The different planets could represent different places in our solar system. Which planets could they visit?

send



BASE

Treasure Collect

Children can play independently or with a partner.

Set out a new planet with four cones and place a starting marker a suitable distance away. Inside the planet, place a selection of 5 – 10 objects such as beanbags, bibs or quoits.

Children must use their hand or a racquet / bat to send their chosen ball into the planet to hit a piece of treasure. If they are successful, they retrieve the treasure and bring it back to the starting marker.

MANAGING DIFFERENCE

SPACE

Children can move further away from the planet or spread the treasure out to increase the level of challenge.

TASK

Children could try hitting in the air rather than along the floor.

EQUIPMENT

Those more confident may wish to use smaller targets, and those less confident larger targets.

PEOPLE

Some children may turn the game into a competitive activity to see who gets the most treasure.

CONNECT

How can you change the way you are sending the ball to further increase the level of challenge?

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

BASE BUILDER

Sending Champions

This activity can be played as a 2 v 2 or 3 v 3 game.

Teams set out at each end of a coned rectangle. Somewhere within the rectangle should be a gate (two cones) which both teams will alternatively try to send balls through.

One team will send first, striking a ball each with their hand or racquet / bat. Children should count how many balls made it through the gate. This could be recorded on a whiteboard.

MANAGING DIFFERENCE

SPACE

The size of gate can be adapted within the game or multiple gates could be added.

TASK

Children can be challenged so the ball must pass through the gate and stay within the playing area.

EQUIPMENT

Allow children ownership over the type of ball and striking implement used.

PEOPLE

Teams could play until they reach a set number or count down from a starting number.

receive



move



solve



connect

I can react to an object coming to me.

I can prepare my body ready to receive an object.

I can support a partner with their level of challenge.

SUGGESTED EQUIPMENT

Cones / Spots
Hoops
Variety of balls
Racquets / Bats

ACTIVATION

Asteroid Attack

Around the working area set out cones, spots or hoops with a selection of different balls at each.

Children to work in pairs.

Child A will select an asteroid (ball) and roll it towards their partner, who must trap it with their hand or a racquet and move it back to an empty cone, spot or hoop. As they are moving it back, Child A can select a new asteroid and be ready to roll it towards their partner. How many asteroids can they trap?

MANAGING DIFFERENCE

SPACE

Rolling from further away can give the children more time to get into a good position to trap the ball.

TASK

Children can extend to bouncing the ball which their partner must catch with their hand and racquet.

EQUIPMENT

Aim to use a variety of balls which the children can explore using.

PEOPLE

Rotate around the two roles every couple of minutes. Pairs can discuss how much challenge they would like each time.

CONNECT

Were you able to explore trapping different balls with your hand and a racquet? Which did you prefer to use and why?

SCHOOL

Links can be made within the game to winning or losing graciously and how we might continue to show this within school.

receive



BASE

Protect the Planet

Children to work in pairs, with one child using their hand or racquet to protect their planet (coned zone) by trapping space rocks sent to them by their partner. Pairs can use 3 – 5 balls of their choice which will be rolled simultaneously by one player towards their partner's planet. If children are more confident, the speed which the space rocks are sent can be increased.

Children can add in their own scoring or lives system if they wish to make the game more competitive.

MANAGING DIFFERENCE

SPACE

The size of the planet they must protect can be increased or decreased depending on the level of challenge needed.

TASK

Once the ball has been trapped, they could strike it back to their partner or at a target.

EQUIPMENT

Children can adjust the number or size of ball used as the asteroids.

PEOPLE

Pairs can add further challenge by bouncing the balls or having multiple planets to defend.

CONNECT

Did you find a good position to get into to be able to protect your planet from the space rocks?

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

BASE BUILDER

Team Protect the Planet

Children to work in teams of 3 v 3 or 4 v 4.

One team sets out a planet (coned zone) and bases themselves around the outside of it.

The second team select a ball each and base themselves at an outer area. They will send their space rock ball at any time to try and hit the planet. The protecting team must try to trap the space rack before it touches the planet and then send it back to the outer area.

MANAGING DIFFERENCE

SPACE

Children can have ownership over the size of the planet and the distance away from which the space rocks are sent.

TASK

To increase challenge balls could be bounced at the planet for the defenders to trap and catch.

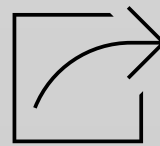
EQUIPMENT

Children can add in more balls or allow for different sizes of ball to be used.

PEOPLE

Allow groups to set up how they can manage the scoring of the game through points or lives.

return



move



solve



connect

I can return a ball to begin to rally with a partner.

I can vary the direction of a return to my partner.

I can collaborate and compete with others.

SUGGESTED EQUIPMENT

Cones / Spots
Hoops
Variety of balls
Racquets / Bats

ACTIVATION

Space Rock Rally

Around the working area set out cones, spots or hoops with a selection of different balls at each.

Children to work in pairs.

Child A will select a ball and roll it towards their partner, who must trap it with their hand or a racquet and send it back. Can they repeat this to create a short rally?

Pairs can select how many shots they have in their rally before moving on to a new ball.

MANAGING DIFFERENCE

SPACE

Children can explore the distance they stand away from each other to increase or decrease the challenge.

TASK

Those more confident may try to throw or bounce the ball and return in the air rather than on the floor.

EQUIPMENT

Extend to both children using their hand or a racquet to rally with their partner.

PEOPLE

Rather than staying opposite each other, pairs can change their position after each strike of the ball.

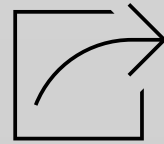
CONNECT

How well did you and your partner collaborate while you were rallying? Is there anything you think you could do better?

SCHOOL

Children can keep their score by counting in specific values. Can they count in a times table they have been working on?

return



BASE

Protect the Planet +
Children work in pairs, with each player setting up a planet which they can stand in front of or inside of.

Children will use their hand or a racquet / bat to strike a ball from their planet to try and hit their partner's planet. Their partner must trap the ball and then send it straight back.

If a player fails to trap the ball and it then hits or travels through their planet then a point can be scored.

MANAGING DIFFERENCE SPACE

Children can take ownership of the size of their planet and the distance they are apart.

TASK

Those more confident could remove the 'trapping' element and return the ball straight back to their partner.

EQUIPMENT

Children can explore using different balls within the game or play with multiple balls.

PEOPLE

Children can create their own way to score the game through gaining points or losing lives.

CONNECT

How did you create challenge for your partner within the game?

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

BASE BUILDER

Protect the Planet 4 Square
Pairs can join with another pair to create a game which can be played across four areas, either in a 2 v 2 or individually.

The game is played the same as the BASE version, however, there can now be multiple planets which can be aimed at, with each player setting their planet at the corner of a larger square.

Groups can have ownership of how the game is scored.

MANAGING DIFFERENCE

SPACE

Children can take ownership of the size of their planet and the distance they are apart.

TASK

Those more confident could remove the 'trapping' element and return the ball straight back to their partner.

EQUIPMENT

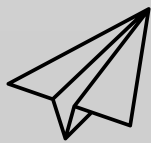
Children can explore using different balls within the game or play with multiple balls.

PEOPLE

Additional challenges can be added for those children who are more confident or successful in the game.

THEME ASSESSMENT

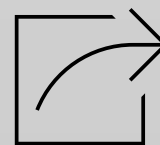
send



receive



return



- ✓ I can send a ball with my hand/racquet/bat.
- ✓ I can react to an object coming to me.
- ✓ I can return a ball to begin to rally with a partner.

Evolve

Embed

Excel



- ✓ I can show control over where I am sending a ball.
- ✓ I can prepare my body ready to receive an object.
- ✓ I can vary the direction of a return to my partner.

Evolve

Embed

Excel



- ✓ I can take ownership of my level of challenge.
- ✓ I can support a partner with their level of challenge.
- ✓ I can collaborate and compete 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