

## Key Stage 1 - Physical Education – Multi-skills

**Objectives:** To perform the basic fundamental movement skills. Pupils will learn to develop a range of basic skills, actions and ideas. Pupils will begin to remember and repeat simple skills and actions with increasing control, showing Agility, Balance and Coordination. Pupils will choose and identify skills and actions and apply these in isolation and combination. Pupils will observe, copy and describe what they have learnt, suggesting how to improve.

### Lesson 1 – Developing Agility

**Equipment:** Floor Pads, Cones, Beanbags, Hoops, Ladders, Hurdles and Agility Posts.

#### **Success Criteria:**

- I can move with agility.
- I can demonstrate spacial awareness.
- I can demonstrate a dodge.
- I can demonstrate agility when going over, through or round equipment.

**Warm-up:** Use of individual floor pads to create an individual space for personal ‘traffic lights’. Heart rate to be raised for the main activities.

#### **Main Activities:**

1. Rainbow Run – to encourage an organised agile activity. Main focus to be running technique (legs, arms and head), showing coordination and control. Specifics of track running such as anticlockwise, number of laps, how to overtake correctly and leaning naturally into the bend can be introduced and developed.
2. Encourage spacial awareness as students select their working space.
3. Develop spacial awareness whilst moving; introduce the dodge in order to develop a change of speed and direction – Agility.
4. 4 activities to develop Agility:
  - Hurdles: Encourage safe use of the hurdle (correct direction) and lead and follow leg action.
  - Ladders: Encourage quick agile foot movement patterns and a high knee lift.
  - Hoops: Encourage through movement either upwards or downwards, which is quicker and more fluent?
  - Agility poles: Encourage movement with your head up and quick sideways stepping actions.

#### **Plenary/Next Steps:**

- What do we understand by agility?
- Which specific techniques need to be reinforced?
- Can we develop our ability to use equipment whilst demonstrating agility?

## **Lesson 2 – Developing Balance**

**Equipment:** Floor Pads, Balance Boards.

### **Success Criteria:**

- I can describe what it means to have good balance.
- I can demonstrate balance.

**Warm-up:** Demonstrate correct running technique, from previous lesson to show agility and spacial awareness. Use floor pads as areas on the floor, students to move in and out of these, when asked to do so they must find and stop as an individual on a floor pad. Teacher to ask students to show a body shape that can be performed on the floor pad and held to demonstrate an understanding of balance.

### **Main Activities:**

1. Each student to have a floor pad (a lily pad) to demonstrate their ability to jump (like a frog from their lily pad).
2. Jumping means that the body will be pushed upwards into the air prior to it landing again. Remind students that knees and ankles need to be bent during the takeoff and landing – importance of safety.
3. Purpose of activity is to see if students can demonstrate a balanced landing during the 5 ways of jumping.
4. 2 feet to 2 feet.
5. 1 foot to 1 foot (hop).
6. 1 foot to the other foot (leap).
7. 1 foot to 2 feet.
8. 2 feet to 1 foot.
9. Students to use their arms to gain more height and distance, can they still remain balanced? Which jump/landing is most unstable, why?
10. Use of balance boards, how long can we balance for on 2 feet, 1 foot, 2 knees, 1 knee, bottom, tummy, if we are blindfolded?

### **Plenary/Next steps:**

- What do we understand by balance?
- Can we name skills in sports that require balance?

### **Lesson 3 – Developing Coordination**

**Equipment:** Beanbags, Floor Pads, Cones, Variety of Balls, Ball Launchers, Target Throw, Ladders and Rebounds.

#### **Success Criteria:**

- I can demonstrate hand eye coordination.
- I can demonstrate coordinated foot patterns.
- I can demonstrate underarm throwing.
- I can demonstrate over arm throwing.
- I can demonstrate how to catch a ball/beanbag.
- I can demonstrate how to roll a ball.

**Warm up:** Each student to have a beanbag, discuss why we would hold the beanbag in 1 hand whilst moving – so that the arm action in our running technique remains. Students to move freely until the following commands are called:

- Hot, hot, hot – students pass the beanbag from hand to hand as if it's hot!
- Round – students pass the beanbag from hand to hand around their tummy 3 times.
- Throw – students throw to themselves 3 times. Encourage low throws, try 2 hands to 2 hands, and try 1 hand to 2 hands.
- Swap – students find someone to swap their beanbag with.

#### **Main Activities:**

1. Switch – pick up ball with nearest hand transfer it to the other hand and place down, complete with each ball.
2. Ball Launchers – Select a ball and decide how hard to press the ball launcher, watch the flight of the ball and move body into position to make the catch with 2 hands.
3. Target Throw – Decide whether to throw underarm or over arm to get the object to hit the matching colour on the target.
4. Hopscotch Ladder – coordinate feet to travel through the ladder in a hopscotch pattern.
5. Pairs Throwing – underarm throwing and catching with a partner.
6. Rolling – rolling a ball accurately to and from a partner.
7. Rebounds – throwing over arm onto the rebound to receive a catch with 2 hands.

#### **Plenary/Next Steps:**

- What do we understand by coordination?
- Which activities were the most difficult; why/how can we improve these?

## **Lesson 4 – Combining Agility, Balance and Coordination in a Racket Skills Lesson**

**Equipment:** Tennis Rackets, Foam Balls, Floor Pads and Benches.

### **Success Criteria:**

- I can demonstrate agility during a racket skills lesson.
- I can demonstrate balance whilst using a tennis racket.
- I can demonstrate coordination whilst playing floor tennis.

### **Main Activities:**

1. Organise students in relay groups behind a floor pad. Place a racket and ball balanced in the neck of the racket 6 metres in front, a further metre from the racket place a bench on its side so that it can be used as a rebounding surface.
2. Complete the following challenges:
  - Running up and around the racket and ball, demonstrating controlled quick feet – Agility and Balance.
  - As above, but carrying the ball in 1 hand – Agility, Balance and Coordination.
  - Rolling the ball out in front, chase it, pick up with 1 hand, and move around the racket and back – Agility, Balance and Coordination.
  - Drop ball with 1 hand onto the racket strings and catch with 2 hands – Coordination.
  - Egg and spoon with racket and ball – Balance and Coordination.
  - Floor tennis against the bench – Agility, Balance and Coordination.

### **Plenary/Next Steps:**

- Discuss this as an example of how we need to have Agility, Balance and Coordination in every sport.
- Discuss how we need to be able to demonstrate Agility, Balance and Coordination in isolation and combination.