



MULTI-SKILLS

Years 3 & 4



Lesson Week:	Lesson Topic:
Week 1	Spatial Awareness and Footwork
Week 2	Passing a Ball
Week 3	Keeping Possession
Week 4	Judging Distance and Timing
Week 5	Throwing and Catching
Week 6	Striking Skills

<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Spatial Awareness and Footwork. • Up to 30 Children. 	<ul style="list-style-type: none"> • Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Travel changing direction and speed easily. • Show an awareness of space and know how to use it in games. • Describe what happens to their breathing and heart rate during different activity. 	<ul style="list-style-type: none"> • Spatial Awareness, Ready Position, Dodge, Footwork, Pivot, Forwards, Backwards, Balance, Change Direction, Speed, Pace, Weave.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Remote Control”</p> <ol style="list-style-type: none"> 1) Children work individually and move around the area, looking for space, in different ways (first walking, then skipping, then jumping, then jogging, etc.). 2) Same exercise as 1, but this time, on different commands, either verbally, visually or both, children change the way they are moving. Green (Play) = Move around the space, Yellow (Fast Forward) = Move faster around the area, Blue (Skip Back) = Skip backwards, White (Pause) = Stop and balance still for 4 seconds, Red (Stop) = Stop. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Decrease the number of commands. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Increase the number of commands.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Outwitted”</p> <ol style="list-style-type: none"> 1) Children work in pairs, facing each other and with two cones each, on either side of them. One child starts as the ‘mover’ and their partner is the ‘shadower’. The aim of the ‘mover’ is to outwit the ‘shadower’ by dodging and touching either cone before their ‘shadower’, or to try and send them in the wrong direction. Start in the middle of the cones each time. <p>“Lumps”</p> <ol style="list-style-type: none"> 1) Children work in 4’s. Three of the children form a triangle by linking arms. The child remaining has to try and tag a chosen child in the triangle, on the shoulder or back. The children in the triangle have to work together to defend and stop them from being tagged. <p>“All for Tag”</p> <ol style="list-style-type: none"> 1) Children work individually and have to tag as many other children as they can in the specified time. Each child start with 10 points. If they tag a player they gain 2 points, if they get tagged they lose one point. First child to so many points wins. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) ‘Movers’ do actions to copy, instead of ‘Outwit’. 4) Taggers can tag two chosen children (‘Lumps’). 5) Children in triangle can work without linking arms (‘Lumps’). 6) Children don’t lose points for being tagged (‘All for Tag’). <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Introduce forfeits for ‘Outwitting’ ‘shadower’s’. 4) Introduce a time limit for taggers (‘Lumps’). 5) Children in triangle are ‘It’ if tagged (‘Lumps’). 6) If children lose all their points, they’re out (‘All for Tag’).
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Simon Says”</p> <ol style="list-style-type: none"> 1) Children work individually in their own space and have to perform appropriate stretches or identify certain muscles, but only if “Simon Says” (e.g. Simon says make a long shape or touch your bicep, etc.) 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Passing a Ball. • Up to 30 Children. 	<ul style="list-style-type: none"> • Balls – Various Sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Use a range of techniques when passing. • Know how to position their bodies, hands, feet and equipment to pass and receive a ball. • Know when to pass and when to dribble the ball. • Understand skills/tactics are similar in different games. 	<ul style="list-style-type: none"> • Pass, Receive, Timing, Bounce Pass, Chest Pass, Overhead Pass, Two Handed, One Handed, Shoulder Pass, 4v4.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Mingle-Mingle”</p> <p>1) Children work in 4’s with one ball per group. The groups start by standing in a line one behind the other, leaving sufficient space between each other. The children on each end of the line are the ‘outsiders’ and the children in the middle are ‘insiders’. Children pass the ball between themselves and on the command ‘insider change’ the two inside players must swap positions. On the ‘outsider change’, the two outside players change positions. On the command ‘mingle-mingle’ the inside children move to the outside and vice versa.</p>	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Use larger sports balls. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Use smaller sports balls. 4) Introduce ‘insider’, ‘outsider’, or ‘mingle’ team switch, where children switch teams.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Pass Variety”</p> <p>1) Children work in pairs with one ball between two. Children have to find as many different ways to pass the ball as they can, demonstrating good passing skills.</p> <p>“Passing and Timing”</p> <p>1) Children work in pairs with two cones and one ball between two. Set up the cones about five metres apart. Children take it in turns to be the ‘feeder’ and the ‘runner and receiver’. Both players start in the middle of the cones with sufficient space in between them. The ‘runner and receiver’ runs up and back from the marker to receive the ball from the ‘feeder’.</p> <p>“End Ball”</p> <p>1) Small 4 v4 games. Set up small pitches with scoring zones at either end. The aim of the game is to pass and move and get the ball to a nominated player in the scoring zone who then shoots to score a ‘goal’. The goals can be hoops, nets, posts, etc. The nominated player can move anywhere on the pitch as well, but must be in the scoring zone to receive the ball and score. After every goal, the team that did not score takes a free pass from its back line. If the ball goes out, the opposition throws in from where the ball went out.</p>	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the playing area. 2) Use larger sports balls. 3) Decrease the speed of passing. 4) Bounce passing only. 5) Catch and squeeze the ball. 6) Decrease the speed of movement. 7) Nominated players just have to catch the ball in the scoring zone to be awarded points. 8) Allow children to bounce/move with the ball. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the playing area. 2) Use smaller sports balls. 3) Increase the speed of passing. 4) Don’t allow the ball to bounce. 5) Introduce showing a target at different areas of the body. 6) Increase the speed of movement. 7) If the nominated player misses their shot, the ball gets awarded to the other team. 8) If teams drop the ball, the ball gets awarded to the other team.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Mirrors”</p> <p>1) Children work in pairs standing facing each other and take it in turns to be the ‘leader’. The ‘leader’ performs stretches of their choice and their partner has to ‘mirror what they are doing. The leaders must concentrate on slow controlled movements.</p>	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Keeping Possession. • Up to 30 Children. 	<ul style="list-style-type: none"> • Balls – Various Sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To develop a range and consistency of their skills. • Use a range of tactics to keep possession of the ball. • Understand that some skills/tactics are similar in different invasion games. • Use the knowledge they are learning to devise suitable warm up activities. • Describe the help they need to improve their play. 	<ul style="list-style-type: none"> • Dribble, Pass, Timing, Keep Possession, Attacker, Defender, Guard, Awareness, 4v4.
Warm Up:	Differentiation:
<p>“Dribble and Shadow”</p> <ol style="list-style-type: none"> 1) Children work in pairs with one ball between two. Children take it in turns to dribble the ball (either using a football, hockey or basketball dribble) around the area and their partner has to shadow (follow) them. After three touches on the ball, they swap over. 2) Same exercise as 1, but his time, add in commands (e.g. head on ball, ten toe taps, knee on ball etc.) 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Use larger sports balls. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Use smaller sports balls.
Main Content:	Differentiation:
<p>“Invasion Games”</p> <ol style="list-style-type: none"> 1) Small 4 v 1 games using any invasion game (football, netball, basketball, hockey etc.) Set up playing areas/grids. The children take it in turns to be four attackers and one defender. The attackers must stay outside the area/grid. The defender must stay inside the area/grid. Attackers score a point when they make a successful pass across the area. 2) Same exercise as 1, but this time, have four attackers and two defenders. <p>“Three Hoop Ball”</p> <ol style="list-style-type: none"> 1) Small 4 v4 games. Set up small pitches with three scoring hoops at either end. The aim of the game is to pass and move and get the ball to a nominated player who stands in the scoring hoops. The nominated player can move anywhere on the pitch as well, but must be in one of the scoring hoops to receive the ball and score. After every goal, the team that did not score takes a free pass from its back line. If the ball goes out, the opposition throws in from where the ball went out. Each team has three hoops to score in - the middle goal is worth three points; the outer goals are worth one. Start by using throwing and catching skills, and then introduce rules using kicking skills. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Use larger sports balls. 4) Use a scoring zone, instead of hoops. 5) Player holding the ball can't move. 6) Don't allow tackling/stealing of the ball. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Use smaller sports balls. 4) Only award points if the ball is controlled. 5) Introduce so many passes before a score. 6) Everyone must touch the ball before a score.
Cool Down:	Assessment Opportunities:
<p>“Pass the Parcel”</p> <ol style="list-style-type: none"> 1) Children work in groups and sit or stand in circles. Children pass balls around the circle. Use from two to eight balls at a time and spread out evenly around the circle. Children have to avoid being caught with two balls at the same time. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A's, Observations.



<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> Judging Distance and Timing. Up to 30 Children. 	<ul style="list-style-type: none"> Tennis Rackets/Balls – Various Sizes. Cones – Variety of colours. Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> To consolidate and develop a range of skills in net games. Develop basic skills needed with control and accuracy. Vary and use a range of different hitting skills. Keep a rally going using a range of shots. Recognise what skilful play looks like. 	<ul style="list-style-type: none"> Signal, Long Barrier, Short Barrier, Forehand, Backhand, Volley, Drop Feed, Racket, Rally, Eye-Hand Co-Ordination, Timing, Skilful.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“1-2-3-4”</p> <ol style="list-style-type: none"> Children work in 4’s, one ball per group. Number the group from 1 to 4. Number 1 rolls the ball to number 2, who then rolls to number 3, who then rolls to number 4, who then rolls to number 1, etc. Same exercise as 1, but this time, each passer must run around a cone and back to place after passing the ball. 	<p>“Easier”</p> <ol style="list-style-type: none"> Decrease the speed of movement. Decrease the playing area. Use larger sports balls. <p>“Harder”</p> <ol style="list-style-type: none"> Increase the speed of movement. Increase the playing area. Use smaller sports balls.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Top Score”</p> <ol style="list-style-type: none"> Children work in pairs with one racket and one ball between two. Set out scoring sections for each pair. Children try to hit the ball and score in each section, using either forehand or backhand. Work in teams to score as many points as they can. Same exercise as 1, but this time, children call the section they are aiming for before taking their shot. Give extra points if children successful hit the section they call. <p>“Reliable Rallies”</p> <ol style="list-style-type: none"> Still in pairs, children play the longest rally they can, keeping count of their highest score. Use cones or lines to imitate a net, the ball cannot bounce inside. Add a target area at each side to encourage where to hit the ball to. Set a time limit. The winner is the child with the highest score after two or three partners. Same exercise as 1, but this time, the children play several games with several different partners and add the scores from each game together to get a total score. 	<p>“Easier”</p> <ol style="list-style-type: none"> Decrease the speed of movement. Decrease the playing area. Use larger sports balls. Increase the size of the scoring sections. Allow ball to bounce as many times as needed. <p>“Harder”</p> <ol style="list-style-type: none"> Increase the speed of movement. Increase the playing area. Use smaller sports balls. Decrease the size of the scoring sections. Ball can only bounce once in order to score.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Zig-Zag”</p> <ol style="list-style-type: none"> Children work in 4’s, one behind the other, with one racket and one ball per group. First child moves in and out of the group bouncing the ball on the ground with their racket. When they get back to their place, the other child takes over. Repeat until everyone has a go. 	<ul style="list-style-type: none"> Peers, Self, Group Work, Q & A’s, Observations.



<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Throwing and Catching. • Up to 30 Children. 	<ul style="list-style-type: none"> • Tennis Balls / Hoops / Targets – Various Sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Use a range of skills with increased control. • Throw accurately using an overarm action. • Intercept and stop the ball, sometimes catching the ball. • Choose where to stand as a fielder to make it harder for the batting team. • Look for space when hitting to help score more points. 	<ul style="list-style-type: none"> • Fielding, Batting Team, Bowling, Wicket, Score, Cupped Hands, Overarm Throw, Target, Transfer Weight, Flick, Lunge.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Domes and Dishes”</p> <p>1) Scatter cones all over the area. Place half of the cones placed down the right way ‘Domes’, and the other half placed upside-down ‘Dishes’. Split class into two teams. Those that are ‘dishes’ find all of the ‘domes’ and turn them over into ‘dishes’. Those that are ‘domes’ find all the ‘dishes’ and turn to ‘domes’. The team that has turned the most cones after a specified time wins.</p>	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Use larger cones. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Use smaller cones. 4) Introduce awarding different points for different coloured cones.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Target Throw”</p> <p>1) Children work in pairs with a ball between two. Children overarm throw towards a target e.g. target on a wall, hoops on the ground. One person throwing the other watching and counting.</p> <p>“Chase and Return”</p> <p>1) Still in pairs, one child starts with the ball and their partner stands with legs astride. The child with the ball rolls the ball under/through their partners’ legs, watches and the gets ready for the return throw. Once the ball has been rolled under/through their legs, they turn and chase the ball, make a quick pick up and return the ball to their partner with an overarm throw. Swap rolls.</p> <p>“Tunnel Ball”</p> <p>1) Children work in 4’s with one ball per group. One child is the thrower (batting team) and three are fielders. The thrower throws the ball overarm into a space and proceeds to jump in and out of a small grid/hoop as many times as they can. The fielding team must collect the ball, line up behind each other and pass the ball though their legs, then the last child picks the ball up in the air and shouts ‘tunnel’ then the batter stops. Thrower has three throws. Child with the most points wins.</p>	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use smaller/softer balls. 2) Decrease the speed of movement. 3) Decrease the working area. 4) Decrease the target score. 5) Increase size of targets. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use larger/harder balls. 2) Increase the speed of movement. 3) Increase the working area. 4) Increase target score. 5) Decrease the size of targets.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Tunnel Ball Relay”</p> <p>1) Children work in groups with one ball per group. Children stand one behind the other in a line. The front child has the ball and rolls it back to the last player, who collects the ball and runs to the front. They repeat in relay until the first player is back at the start.</p>	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Striking Skills. • Up to 30 Children. 	<ul style="list-style-type: none"> • Athletic Equipment – Various sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Strike a ball and choose batting skills to make it harder for their opponents. • Judge how far they can run to score points. • Use rules set and keep a game going without disputes. • Choose where to stand as a fielder to make it harder for the batting team. 	<ul style="list-style-type: none"> • Fielding, Batting, Bowling, Wicket, Score, Cupped Hands, Overarm Throw, Target, Transfer Weight, Follow Through, Stance.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Rabbit Tails”</p> <ol style="list-style-type: none"> 1) Children work individually with a bib tucked behind them. Children try to take as many bibs (tails) they can in a specified time. Once they have taken a tail they must hand it back before they can attempt to take another one. 2) Same exercise as 1, but this time, the children can collect and keep the tails. Those without tails try to take others. Those with more tails must always have one behind them. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the working area. 2) Decrease the speed of movement. 3) Add/remove number of bibs (tails). <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the working area. 2) Increase the speed of movement. 3) Add/remove number of bibs (tails).
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Strike”</p> <ol style="list-style-type: none"> 1) Children work in 3’s. Children use a cone as a tee and practise hitting a ball off it with the hand. Introduce a bat and a tennis ball and set out targets to aim for (could be hoops or cones) at various distances and in different areas. 2) Same exercise as 1, but this time, instead of a tee, children drop feed the ball before hitting. 3) Same exercise as 1, but this time, introduce a bowler to feed an underarm throw to the batter. <p>“Run and Return”</p> <ol style="list-style-type: none"> 1) Children work in 3’s or 4’s as batters and fielders. The batters hit the ball off a tee and run to the safety zones and back, or run to the safety zone and stay there until running back on the next hit. Six runs are scored if the batter gets to the safety zone and back. If the ball is placed in the home area (hoop) before the batter reaches the safety zone, no runs are scored. Two runs are scored if the batter gets to the safety zone before the ball is placed in the home area. If the ball is caught no runs are scored. Each batter has three hits and then teams change over. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use smaller/softer balls. 2) Use larger tees. 3) Use larger bats. 4) Decrease the distance between targets. 5) Underarm throwing only. 6) Increase home area/safety zone size. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use larger/harder balls. 2) Use smaller tees. 3) Use smaller bats. 4) Increase the distance between targets. 5) Overarm throwing only. 6) Decrease home area/safety zone size.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Touch the Floor With....”</p> <ol style="list-style-type: none"> 1) Children work individually and move around the area, changing the movement when called. On command ‘touch the floor with ..’ children touch the floor with the body part called. E.g. right hand, left elbow, etc. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.

