



MULTI-SKILLS

Years 1 & 2



Lesson Week:	Lesson Topic:
Week 1	Movement and Spatial Awareness
Week 2	Movement with a Ball
Week 3	Sending and Receiving (Rolling)
Week 4	Sending and Receiving (Throwing)
Week 5	Sending and Receiving (Kicking)
Week 6	Invasion Games

<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Movement and Spatial Awareness. • 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"> • Showing control & balance in basic movement. • Showing spatial awareness and awareness of others in running, chasing & avoiding games. • Choosing & using different tactics & movements to suit different situations. • Making simple decisions about when & where to run. 	<ul style="list-style-type: none"> • Awareness, Control, Balance, Pathways, Space.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Fox and the Rabbit”</p> <ol style="list-style-type: none"> 1) Set up cones all around the area, at least one per child. Children work individually and choose one cone each as their ‘rabbit hole’, and stand next to it. Tell the children to move around the area wherever and however they wish staying on their feet. On the command “fox”, the children have to run back to their ‘rabbit holes’. 2) Same exercise as 1, but this time, the children choose different ways of moving on their feet. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Children find the nearest cone. 2) Decrease the working area. 3) Decrease the speed of movement. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Children find a different cone each time. 2) Increase the working area. 3) Increase the speed of movement. 4) Introduce foxes to catch rabbits.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Fox and the Rabbit” (continued)</p> <ol style="list-style-type: none"> 1) Same exercise as in the warm up section, but this time, children move along different pathways. Children select different ways of moving from one cone to another of the same colour as their ‘rabbit hole’. On command “fox” children return along the same pathway. 2) Same exercise as 1, but this time the children move along pathways exploring different ways of moving on their feet. Discuss which types of movements are easiest to control. 3) Same exercise as 1, but this time the children move along pathways & shadow a partner. In pairs starting at a ‘rabbit hole’ one child is the leader and the other shadows. Play the game as before, but this time the follower must stick close to the leader and on command of “fox” the follower becomes the leader returning along the same pathway. <p>“Rabbit Tails”</p> <ol style="list-style-type: none"> 1) Each child has a bib tucked into the back of their shorts to make a tail. Children start in a space within the area. Children must not move out of the area during the game. The object of the game is to acquire as many tails as possible without losing their own tail, by dodging & side-stepping to avoid being caught. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Children find the nearest cone (“Fox and the Rabbit”). 2) Decrease the working area. 3) Decrease the speed of movement. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Children find a different cone each time (“Fox and the Rabbit”). 2) Increase the working area. 3) Increase the speed of movement. 4) Introduce foxes to catch rabbits (“Fox and the Rabbit”). 5) Children can’t snatch from someone that has just snatched from them (“Rabbit Tails”).
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Steps”</p> <ol style="list-style-type: none"> 1) Children walk around the area first with small steps, then with bigger steps and giant steps. 	<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"> • Movement with 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"> • Showing confidence in ball handling skills. • Showing spatial awareness and awareness of others in running, chasing & avoiding games. • Choose & use different tactics to suit different situations. • Making simple decisions about when & where to run. 	<ul style="list-style-type: none"> • Space, Control, Balance, Scanning, Awareness, Pathway.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Ball Familiarization”</p> <ol style="list-style-type: none"> 1) Children work individually with a ball each in a space. Can they roll the ball towards their knees, ankles and toes? Can they pass the ball around their trunk? Can they stand up and sit down without taking their hands off the ball? From a standing position, can they hold the ball to the chest, roll it towards their knees, ankles, toes, forwards along the ground without moving the feet or letting go? Can they roll the ball back to the chest along the length of the both arms and then on top of the head? 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Allow the ball to touch floor/body parts. 2) Use smaller balls. 3) Decrease the speed of movement. 4) Work in pairs to assist with difficult moves. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase speed. 2) Introduce target scores. 3) Introduce time limits. 4) Introduce competitions.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Stop the Ball”</p> <ol style="list-style-type: none"> 1) Children work individually with a ball each and carry the ball with two hands and on command of “Stop the Ball” they place the ball on the ground and hold it still. 2) Same exercise as 1, but this time increase the level of activity from walking to jogging, skipping and running. 3) Same exercise as 1, but this time children stop the ball without using their hands. <p>“Stop and Swap”</p> <ol style="list-style-type: none"> 1) Children move around the area looking for spaces and on command “Stop & Swap” they place their ball down on the ground, move and find another ball. Once they have found another ball they pick it up and continue to move in the same way. 2) Same exercise as 1, but this time, divide the area into two halves. Half the class move with their ball in one half and the other group in the other half. On command children stop and place their ball down and move to the other half and collect a different ball. They then continue to move with the ball in their new area. 3) Same exercise as 2, but this time divide the area into quarters. Equal number of children in each quarter. 4) Same exercise as 3, but this time children have to protect their ball from others. Children aim to touch someone else’s ball without losing possession of theirs. 	<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) Work in pairs to assist with difficult moves. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use larger/harder balls. 2) Increase the working area. 3) Introduce target scores. 4) Introduce time limits. 5) Introduce competitions.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Dodge-Ems”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the children have to walk and take long deep breaths. 2) Same exercise as in 1, but this time the children have to slowly lunge around the area. 	<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"> • Sending and Receiving (Rolling). • Up to 30 Children. 	<ul style="list-style-type: none"> • Soft Balls – Various Sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Performing rolling and gathering skills with confidence. • Reacting to situations in ways that help their partners. • Choosing tactics to suit different situations. • Making simple decisions about when & where to run. • Understand how their bodies will feel after exercise. 	<ul style="list-style-type: none"> • Sending, Receiving, Space, Tracking (getting in line with the ball).
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Cone to Cone”</p> <p>1) Set up cones all around the area. Roughly about 10 of each colour. Children work individually and start with a ball each and stand beside a cone of their choice. This cone is their ‘home base’. Children roll their ball from cone to cone (keeping to the same colour as their ‘home base’). On command children return to their base. Let children come up with their own choice of mobility.</p>	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Children find the nearest cone. 2) Decrease the working area. 3) Decrease the speed of movement. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Children find a different cone each time. 2) Increase the working area. 3) Increase the speed of movement.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Work in Pairs”</p> <ol style="list-style-type: none"> 1) Children work in pairs with one ball between two. First child stands by a cone and rolls the ball to their partner, who stands by an adjacent cone. On releasing the ball the first child moves to another cone adjacent to their partner and receives the ball back from them. Then their partner moves to a different adjacent cone, etc. The pairs aim to move across the area. 2) Same exercise as 1 but this time give the children targets. How many passes can they make in 1 minute? Can they get from one side of the area to the other in 1 minute? <p>“Two by Two”</p> <ol style="list-style-type: none"> 1) Children work in 8’s and split into pairs. Pair’s line up facing each other behind two rows of cones set out in a zig-zag. First pair start with the ball and pass the ball up the zigzag. When they reach the end the person holding the ball sends it down the middle to the second pair who start moving up the zigzag passing the ball from cone to cone. First pair join the back of the line. <p>“Rollerball Relay”</p> <ol style="list-style-type: none"> 1) Children work in 4’s. Set up simple shuttle relays. Number children 1 to 4 with 1 and 3 stood at one end and 2 and 4 at the other. Child number 1 starts with the ball and rolls it to child number 2 and follows the ball to the other side and joins the back of the line. Then child number 2 sends the ball back to child number 3, etc. 	<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. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use larger/harder balls. 2) Increase the working area. 3) Introduce target scores. 4) Introduce time limits. 5) Introduce competitions.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Stretches”</p> <ol style="list-style-type: none"> 1) Children find spaces and as a group go through or simple stretches. 	<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"> • Sending and Receiving (Throwing). • Up to 30 Children. 	<ul style="list-style-type: none"> • Soft Balls – Various Sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Perform a range of throwing & catching skills with control. • Knowing how to score & keep the rules of the game. • Choosing and using tactics to suit different situations. • Making simple decisions about when & where to run. • Anticipating what they will feel like after playing games. 	<ul style="list-style-type: none"> • Throwing, Catching, Sending, Receiving.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“You to Me, Me to You”</p> <ol style="list-style-type: none"> 1) Children work pairs, one ball between two and stand facing each other. First child carries the ball in their hands and skips around their partner and back to their starting position from where they roll the ball along the ground to their partner. Their partner then does the same, etc. 2) Same exercise as 1, but this time the children move from rolling the ball to an underarm throw and catch and gradually increase the speed, encouraging children to run and get back to their position as quickly as possible. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use smaller/softer balls. 2) Decrease the distance between partners. 3) Allow the ball to bounce when thrown. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use larger/harder balls. 2) Increase the distance between partners. 3) Introduce target scores. 4) Introduce time limits. 5) Introduce competitions.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Throw and Catch”</p> <ol style="list-style-type: none"> 1) Children work in pairs with a ball between two. Children try a low throw, a medium throw and a high throw. How many passes can they make in 1 minute? Can they improve their score? 2) Same exercise as 1, but this time children work in 4’s and stand in a square passing the ball around. 3) Same exercise as 2, but this time children work with two balls per group. As soon as the children pass the ball they must be ready to turn and receive the other ball. 4) Same exercise as 3 but this time allow children to move around within their square, except for the person with the ball who must look to continue to pass the ball. <p>“3 versus 1”</p> <ol style="list-style-type: none"> 1) Children work in 4’s with one ball per group. Add two or three hoops or spot markers along two or three sides of the area. One child is the defender and must try to intercept the ball from the other three children. The other three must pass the ball at least once each when they may try to aim a ball into a hoop and score a point. Change the defender every few minutes. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use smaller/softer balls. 2) Decrease the distance between partners. 3) Underarm throwing only. 4) Allow the ball to bounce when thrown. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use larger/harder balls. 2) Increase the distance between partners. 3) Introduce target scores. 4) Introduce time limits. 5) Introduce competitions.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Stretches”</p> <ol style="list-style-type: none"> 1) Take the children through 4 or 5 simple stretches. 	<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"> • Sending and Receiving (Kicking). • Up to 30 Children. 	<ul style="list-style-type: none"> • Soft Balls – Various Sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • Perform kicking skills with control. • Knowing how to score & keep the rules of the game. • Choosing and using tactics to suit different situations. • Making simple decisions about when & where to run. 	<ul style="list-style-type: none"> • Control, Kicking.
Warm Up:	Differentiation:
<p>“Bombs”</p> <ol style="list-style-type: none"> 1) Children work individually with a ball each. Children put their ball on the floor and move around the area, taking great care not to disturb any of the balls (bombs). On command “red alert” children return to their ball placing a foot on top. Children to move in a variety of ways starting with walking and gradually increasing the speed to include jogging, running, sidestepping, skipping. 2) Same exercise as 1, but this time children dribble their ball around the area and on command stop their ball with their foot. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use smaller/softer balls. 2) Decrease the working area. 3) Children roll the ball with their foot only. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use larger/harder balls. 2) Increase the working area. 3) Introduce target scores. 4) Introduce time limits. 5) Introduce competitions.
Main Content:	Differentiation:
<p>“Sending and Receiving (Kicking)”</p> <ol style="list-style-type: none"> 1) Children work in pairs with a ball between two and stand facing each other. Children strike the ball with their foot sending it to their partner who gets in line with the ball and stops it by putting their foot on top. Then they pass it back and their partner does the same, etc. See how many passes they can make in 1 minute. <p>“Sending and Receiving (On the Move)”</p> <ol style="list-style-type: none"> 1) Set up small gates, with the cones, all around the working area. Children work in pairs to try to kick and control through as many gates as they can in a specified time. 2) Same exercise as 1, but this time, give the children a target score to get to in the specified time. 3) Same exercise as 1, but this time, the children score different amounts of points depending on the different coloured gates. 	<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 gates. 6) Decrease number of gates. 7) Increase the time limit. <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 gates. 6) Increase the number of gates. 7) Decrease time limit.
Cool Down:	Assessment Opportunities:
<p>“Stretches”</p> <ol style="list-style-type: none"> 1) Take the children through 4 or 5 simple stretches. 	<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"> • Invasion Games. • 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"> • Performing a range of rolling, throwing, kicking & gathering skills with control. • Knowing how to score & keep the rules of the game. • Choosing and using tactics to suit different situations. • Making simple decisions about when & where to run. 	<ul style="list-style-type: none"> • Awareness, Control, Balance, Pathways, Space, Scanning, Pathway, Sending, Receiving, Tracking (getting in line with the ball), Throwing, Catching, Sending, Receiving, Kicking.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Follow my Leader”</p> <ol style="list-style-type: none"> 1) Set up small gates, with the cones, all around the working area. Children work in pairs. At a walking pace (one behind the other) children follow their partner through as many gates as possible. Each pair chooses their own path. On command “Change” the follower now becomes the leader. 2) Same exercise as 1, but this time children gradually increase the pace of the activity to include jogging, skipping, sidestepping, etc. 3) Same exercise as 1, but this time children come up with different ways of moving around the room. Allow pairs to join together to make groups of 4 and do the same. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the working area. 2) Decrease the speed of movement. 3) Children ensure they don't lose or leave their partners behind. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the working area. 2) Increase the speed of movement. 3) Children try to lose their partners.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Rollerball”</p> <ol style="list-style-type: none"> 1) Children work in 3's. Mark two goals at each end of the area. Each team of 3 stays in their own half. Players pass to each other in their own half and shoot by rolling the ball from their half to the opposite goal. <p>“Handball”</p> <ol style="list-style-type: none"> 1) Children work in 3's. Mark two goals at each end of the area. Each team of 3 stays in their own half. Players pass to each other in their own half and shoot by throwing the ball from their half to the opposite goal. <p>“Kickball”</p> <ol style="list-style-type: none"> 1) Children work in 3's. Mark two goals at each end of the area. Each team of 3 stays in their own half. Players pass to each other in their own half and shoot by kicking the ball from their half to the opposite goal. 	<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) Increase/Decrease the size of the goals. 5) Allow/Don't allow goal keepers. <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/Decrease the size of the goals. 5) Allow/Don't allow goal keepers.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Letter Stretches”</p> <ol style="list-style-type: none"> 1) Children make shapes of letters. e.g. L, K, C, T. Children could form simple words in groups of 3 or 4. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A's, Observations.

