

The logo features the word "express" in a dark blue, lowercase, sans-serif font. A large, stylized green leaf-like shape is positioned behind the letters, with its stem forming the letter 'x'. Below "express" is the text "coaching services" in a smaller, grey, lowercase, sans-serif font.

express

coaching services



MULTI-SKILLS



Years 5 & 6

Lesson Week:	Lesson Topic:
Week 1	Spatial Awareness and Ball Control
Week 2	Keeping Possession and Attacking
Week 3	Keeping Possession and Defending
Week 4	Circuits and Tactics
Week 5	Net and Wall Skills
Week 6	Striking and Fielding Skills

<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Spatial Awareness and Ball Control. • Up to 30 Children. 	<ul style="list-style-type: none"> • Balls – Variety of Sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Understanding the need to warm up and cool down. • Confidently and Co-operatively working with others. • Find and use space well and perform skills quicker. • Choosing when to pass and when to dribble. • Recognise and describe the best points in an individual's and a team's performance, and identify aspects of performances that need improvement, and suggest how. 	<ul style="list-style-type: none"> • Spatial Awareness, Keeping Possession, Slowly, Warming Up, Cooling Down, Footwork, Forwards, Backwards, Balance, Change Direction, Speed, Pace, Weave.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Set up small gates, with the cones, all around the working area. Children work individually moving through the gates - jogging, skipping, galloping, hopping, sidestepping, jumping (forwards, backwards, sideways), hopscotch, backwards, 1,2,3 step (move from one foot to the other then back to the first foot) moving between gates, sharp changes of direction. 2) Same exercise as 1, but this time children touch the gates as go through, left hand left cone, right hand right cone, both hands both cones, right hand to left cone left hand to right cone. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Walk through gates instead of run. 3) Decrease number of gates. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase speed. 2) Increase target score. 3) Decrease time limit.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Outwitted”</p> <ol style="list-style-type: none"> 1) Children work individually, one ball each. Children move around the area juggling their ball from hand to hand. On command, children find another child and exchange balls – rolling, throwing, bounce pass, straight throw. See how many exchanges they can make in 1 minute? 2) Same exercise as 1, but this time children mix up how the ball is passed. They pass according to how the receiver asks for it. <p>“Grids”</p> <ol style="list-style-type: none"> 1) Children work in grids in groups of 4, one ball per group. Children number themselves 1, 2, 3, 4. Children pass the ball in number order. On command, players can take it in turns to go into another designated grid and try and win the ball off of that team in a specified time. When the time runs out they go back to their grid. If they win the ball they get 1 point for their team. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use larger balls. 2) Decrease the speed of movement. 3) Decrease the playing area. 4) Allow the ball to bounce as many times as required. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use smaller balls. 2) Increase the speed of movement. 3) Increase the playing area. 4) Ball cannot touch the ground.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Body Parts”</p> <ol style="list-style-type: none"> 1) Children work individually moving around in their own spaces. When a part of the body is called, the children must touch the ground with that body part and then carry on moving. Use various combinations of body parts e.g. left elbow and right knee. 	<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 and Attacking. • 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"> • When to pass or dribble with the ball, so that they keep possession and make progress towards the goal. • Combining and performing skills with control, adapting them to meet the needs of the situation. • Find and use space well in the games. • Use a variety of tactics to keep the ball and find ways to get the ball towards their opponent’s goal. • Defend effectively, slowing games down and making it hard to find space. 	<ul style="list-style-type: none"> • Pass, Receive, 4v4, Attacker, Defender, Finding Space, Using Space, Channelling.
Warm Up:	Differentiation:
<p>“Stuck-in-the-Mud”</p> <p>1) Children work individually with one ball each. Choose a few children to be taggers. The taggers try to tag as many children as they can by gently touching them with their ball. When children are tagged they must stand with their legs apart and hold their ball above their head. Children can save others that are stuck-in-the-mud by rolling their ball through their legs.</p>	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase speed. 2) Increase the playing area.
Main Content:	Differentiation:
<p>“Cones”</p> <p>1) Children work in pairs with one ball between two. Children have to pass to their partner, who stands next to a cone. Once they have passed, they move to another cone and then their partner passes the ball back to them and does the same. Etc.</p> <p>“Channels”</p> <p>1) Children work in pairs with one ball between two. Set up small channels with a goal at the end. Children work down the channel, experimenting with different passing and receiving techniques, then shoot at the goal when they get to end.</p> <p>2) Same exercise as 1, but this time, add a defender.</p> <p>“End Ball”</p> <p>1) Small 4 v 4 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. 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) Use larger balls. 2) Decrease the speed of movement. 3) Decrease the playing area. 4) Allow the ball to bounce as many times as required. 5) Introduce so many turns to score before changing possession of the ball. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use smaller balls. 2) Increase the speed of movement. 3) Increase the playing area. 4) Ball cannot touch the ground. 5) Allow players to steal the ball.
Cool Down:	Assessment Opportunities:
<p>“Stretches”</p> <p>1) Children work individually in a small area moving around gently, stopping every now and then to stretch different muscle groups. Children start to name muscles and what they do.</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"> • Keeping Possession and Defending. • 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 attacking and defending skills appropriately in games. • Defend effectively, slowing games down and making it hard to find space. • Use different formations to suit the needs of the game. • As a team organise themselves into different roles, using skills and tactics that affect the game positively. • Explain why a performance is good and recognise parts of a performance that could be improved. 	<ul style="list-style-type: none"> • Passing, Timing, Keep Possession, Attacker, Defender, Marking, Tactics, Awareness, 4v4.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Follow the Leader”</p> <ol style="list-style-type: none"> 1) Children work in pairs and take it turns to be the ‘leader’ and the ‘follower’. The leader moves around the area where ever they want the follower must stay within touching distance at all times. On command to ‘stop’, the ‘follower’ must be able to touch their partner. 2) Same exercise as 1, but this time, on command ‘switch’ the ‘followers’ must find another ‘leader’ to follow. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Play on the spot instead of moving around. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“3 Little Pigs”</p> <ol style="list-style-type: none"> 1) Children work in 4’s with one ball per group. Set up playing grids for each group. Children take it in turns to be the ‘3 little pigs’ and the ‘wolf’. Two of the ‘pigs’ work on the outside of grid. The remaining ‘pig’ and the ‘wolf’ work on the inside of the grid. The aim of the game is for the ‘pigs’ to get the ball from one side of the grid to the other by passing it to the ‘pig’ inside the grid who then passes it to the other ‘pig’ outside the grid. The ‘wolf’ tries to steal the ball by marking the ‘pig’ in the grid. <p>“End Ball”</p> <ol style="list-style-type: none"> 1) Small 4 v 4 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. 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. Award extra points for stops, interceptions and any teams that show good defending skills. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Increase/decrease the grid. 2) Use larger balls. 3) Decrease the speed of movement. 4) Decrease the playing area. 5) Increase the scoring zones. 6) Allow the ball to bounce as many times as required. 7) Introduce so many turns to score before changing possession of the ball. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase/decrease the grid. 2) Use smaller balls. 3) Increase the speed of movement. 4) Increase the playing area. 5) Decrease the scoring zones. 6) Ball cannot touch the ground. 7) Allow players to steal the ball.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Stretches”</p> <ol style="list-style-type: none"> 1) Children work individually in a small area moving around gently, stopping every now and then to stretch different muscle groups. Children start to name muscles and what they do. 	<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"> • Circuits and Tactics. • Up to 30 Children. 	<ul style="list-style-type: none"> • Variety of Sports Balls and Equipment. • Ladders – Variety of sizes. • Cones and Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • Respond consistently in the games they play, choosing and using skills which meet the needs of the situation. • Use different formations to suit the needs of the game. • Recognise and describe the best points in an individuals and a team’s performance. • Identify how they and others are more or less effective in different parts of games, and use this information to decide what they need to practise. • Identify the types of fitness and preparation that are most important to the games. • Recognise that speed, strength, and flexibility are important in these games. 	<ul style="list-style-type: none"> • Official, Analyse, Evaluate, Footwork, Ladders, Fast Feet, Pass, Eye-Hand Co-Ordination, Timing, Skilful, 5v5.
Warm Up:	Differentiation:
<p>“Ladders”</p> <ol style="list-style-type: none"> 1) Children work in groups and take it in turns to run through agility ladders. Children choose different footwork patterns to use each time they run through the ladders. One foot in each square. Two feet in each square. One foot in one foot out. Side stepping. Hopping. Jumping. On all fours one hand in each square. On all fours two hands in each square. Etc. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the ladder length. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the ladder length.
Main Content:	Differentiation:
<p>“Sections”</p> <ol style="list-style-type: none"> 1) 5 v 5 Games – Set up playing grids with lines to separate the grids into 4 sections and goals at each end. The games can be played with either small goals with no keepers or larger goals with keepers. Children can choose to play the games as any sport. Children can move anywhere in the playing grid, but are not allowed to pass the ball over more than 2 lines or dribble the ball across a line between sections. <p>“No Tackle Zone”</p> <ol style="list-style-type: none"> 1) 5 v 5 Games – Set up playing grids with a ‘no tackle zone’ in the centre and 3 goals at each end. The games can be played with either small goals with no keepers or larger goals with keepers. Children can choose to play the games as any sport. Children are not allowed to mark or intercept in the ‘no tackle zone’. The middle goal is worth 5 points and the other goals 1 point each. <p>“No Tackle Zone”</p> <ol style="list-style-type: none"> 1) Allow children to devise their own game. Ensuring the rules and regulations are clear and agreed by all and that they have thought about all safety considerations. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Increase the goal size. 2) Use larger balls. 3) Decrease the speed of movement. 4) Decrease the playing area. 5) Introduce so many turns to score before changing possession of the ball. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Decrease the goal size. 2) Use smaller balls. 3) Increase the speed of movement. 4) Increase the playing area. 5) Allow players to steal the ball.
Cool Down:	Assessment Opportunities:
<p>“Sports Statues”</p> <ol style="list-style-type: none"> 1) Children work individually moving around the area in their own spaces. Call out a sport and the children must stop and freeze in a pose of that sport. 	<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"> • Net and Wall Skills. • Up to 30 Children. 	<ul style="list-style-type: none"> • Tennis Balls / Rackets – Various Sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Give good explanations of how warm up activities affect the body and why warming up helps them to play better. • Show good backswing, follow through and feet positioning. • Position themselves well on court and direct the ball reasonably well towards their opponent’s court or area. • Spot the spaces in their opponent’s court and try to hit the ball towards them. • Work well with others, adapting their play to suit their own and others’ strengths. • Know what they are successful at and what they need to practise more. 	<ul style="list-style-type: none"> • Forehand, Backhand, Volley, Drop Feed, Racket, Rally, Eye-Hand Co-Ordination, Timing, Skilful.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Set up small gates, with the cones, all around the working area. Children work individually with a racket and ball each. Children move through the gates either balancing the ball on their racket or bouncing the ball in air or bouncing the ball on the ground or a combination of them all. 2) Same exercise as 1, but this time, half of the group start with a racket and ball and half of the group just have a racket. Children with the tennis balls move and find someone without all and transfer the ball through the gate, from one racket to the other without touching the ball with their hands. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use larger rackets/balls. 2) Decrease the speed of movement. 3) Decrease number of gates. 4) Allow ball to bounce as many times as needed. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use smaller rackets/balls. 2) Increase the speed of movement. 3) Increase number of gates 4) Do not allow the ball to bounce.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Keep Ups”</p> <ol style="list-style-type: none"> 1) Children work in pairs with a racket and a ball between two. Children work together to keep the ball in the air by sharing the racket i.e. one player hits the ball into the air, gives the racket to their partner who then does the same, after the ball has bounced on the floor. <p>“Net Work”</p> <ol style="list-style-type: none"> 1) Children work in pairs with a racket and a ball between two. Children work either side of a net or either side of a line of cones their own area with sides and back line. Children take it in turns to drop the ball and play it to their partner, who stands on the opposite side of the net/cones, and tries to catch it after one bounce. 2) Same exercise as 1, but this time, the child without the racket throws the ball over the net/cones so that their partner with the racket can play it back to them and they catch it as before. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use larger rackets/balls. 2) Decrease the speed of movement. 3) Decrease the playing area. 4) Allow the ball to bounce as many times as required. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use smaller rackets/balls. 2) Increase the speed of movement. 3) Increase the playing area. 4) Ball cannot touch the ground.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Racket-Dominoes”</p> <ol style="list-style-type: none"> 1) Whole class in a circle, holding their rackets stood up on the ground in front of them. On command everyone has to let go of their racket and step one place to the side around the circle, without the rackets falling. 	<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 and Fielding Skills. • Up to 30 Children. 	<ul style="list-style-type: none"> • Bats and Balls – Various sizes. • Stumps and Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Bat effectively using different shots from both sides of the body and direct the ball away from fielders. • Plan to outwit the opposition individually, as a pair or as a team when they are batting, bowling and fielding. • Use tactics which involve bowlers and fielders working together. • Recognise their own and others' strengths and identify what they need to improve in their performance. • Gauge when to run after hitting the ball. 	<ul style="list-style-type: none"> • Fielding, Batting, Bowling, Wicket, Score, Cupped Hands, Overarm Throw, Target, Transfer Weight, Follow Through, Stance, Rounders, Crease, Non Striker, Over, Innings.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Fielding Skills”</p> <ol style="list-style-type: none"> 1) Children work in 8’s standing in a circle with one ball per group. The child with the ball throws to someone else in the circle and follows the ball. As they are moving towards the person they have thrown to, they should be throwing to someone else and moving. 2) Same exercise as 1, but this time add more balls. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement/playing area. 2) Use larger sports balls. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement/playing are. 2) Use smaller sports balls.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Rounders”</p> <ol style="list-style-type: none"> 1) 6 v 6 Games – Both teams to start on 10 ‘Rounders’. Teams take it in turns to be batters and fielders. Batters have 2 bats each. If out, batter stays in but fielding side gain a rounder. If batters get around every base without stopping they get 2 ‘Rounders’. If batters get around every base after stopping on any base first, they get 1 ‘Rounder’. If he ball is caught after being hit by a batter then that batter is out. If a base is ‘stumped’ with the ball before a batter gets to that base, that batter is out. Each team has two innings. <p>“Run and Return”</p> <ol style="list-style-type: none"> 1) 6 v 2 Games – Children work in pairs. Each pair starts with 10 ‘runs’ and take it in turns to be ‘batters’, two lots of ‘fielders’ and a ‘bowler’ and ‘wicket keeper’. Batting pair change ends after every bowl irrespective of whether they have scored or not. The bowlers bowl 6 times and then swap with the wicket keeper who then does the same. Pairs change after 12 bowls. Bowlers to position the fielders as they see fit. They may wish to try to position the bowl to encourage batter to hit ball in a particular place. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use larger bats/balls. 2) Decrease the speed of movement. 3) Decrease the playing area. 4) Increase/decrease number of bases. 5) Increase starting number of runs. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Use smaller bats/balls. 2) Increase the speed of movement. 3) Increase the playing area. 4) Increase/decrease number of bases. 5) Decrease starting number of runs.
<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.

