

Year 1 Attack Defend Shoot Unit 1 Lesson 3

Learning Intentions 1. Experiment with different ways you can send a ball or beanbag 2. Roll/slide a ball or beanbag to a partner and a target Skill Development: Rolling	Starter Activity Traffic Lights – Pupils move around the hall using the space provided trying to avoid other pupils. Pupils need to respond to different cones held up by the teacher. • Red Cone – Freeze • Yellow/Orange Cone – Get ready, run on the spot • Green – Move around the playing area	We are learning... to roll and slide balls and beanbags.
Success Criteria 1. I can roll or slide a beanbag with some accuracy. 2. I can step forward with the correct foot when I roll the ball.	Skill Development Set out a variety of balls and beanbags in the four corners of the room. Pupils can go to a corner and choose the ball/beanbag/object they would like to play with. Task/Challenges: What ways can you move the object? Can you balance it anywhere? Can you throw it up and catch it? Sliding, rolling, bouncing? Encourage children to experiment with a variety of different items. Which ones are the easiest to throw and catch? What other ways can you make your equipment move?	Teaching Points • Think about the techniques learned in lesson 1 on how we might roll or slide our beanbags/balls. • Make sure that the person before you has reset the target and got back to the line before you roll/slide your ball. • Show different ways of trying to hit the target. Do you always need to slide or roll? Can you think of other ways they could hit the target? • Use different size targets depending on ability and how much your pupils will experiment with rolling and throwing.
National Curriculum Links Mastering basic movements and skills	Activity 1 • Sit with a partner approximately 2m apart. Gently roll or slide your ball/beanbag into your partner's legs. The partner should try to stop the ball before it hits their legs. Ask children if they can move further apart and still get the ball/beanbag into their partner's legs? See which pair can move the furthest away but remain accurate. • Now sit with your legs crossed – can you still roll it to your partner? This requires more accuracy and uses a different set of muscles. Extension: Play with a variety of balls	Key Questions 1. Why does it become harder when you move further apart? 2. Which object was easier to roll accurately? 3. Was it easier rolling to a partner or a target?
Literacy and Numeracy Links L Judge whether they need to roll or slide their beanbag/ball harder or lighter. N Judging distances to decide how hard to roll/slide a ball or beanbag.	Activity 2	

Give each pair a target. Set up lanes similar to bowling. In pairs or small groups, get the pupils to practice rolling or sliding the ball down their lane. Use various items to roll/slide, so pupils get a feel for different sizes and weights etc. (e.g., a tall cone or skittle).

Development: Use bigger balls. Use benches to act as bumpers.

Challenge: Use smaller targets or extend the lane, so the target is further away.

Extension: Add more targets, each target has a point. Give each player 3 attempts to score as many points as they can by either knocking down or touching the targets.