

## Prior Learning

Participated in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.

## We are learning...

1. to handle a balloon.
2. to handle a ball.
3. to kick a ball.
4. to hop, jump and step.
5. to send a ball or beanbag.
6. to send and stop in a game.

## Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

## Vocabulary

Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes.

## Activity Example

### Whack a mole

Pupils sit on their knees in the centre of the mat, and the teacher calls out a colour. The pupil must locate that colour quickly and tap the cone with their hand, calling 2 or 3 colours before swapping with player 2. Try 'tricking the pupils' by calling the colours quickly once they have got used to the game.

## Unit Focus

Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.

## Key Questions

1. Which objects could you send with the most accuracy?
2. What did you find challenging about hopscotch?
3. What do we need to do to roll accurately?

## Concepts

Bilateral coordination refers to the ability to coordinate both sides of the body at the same time or with alternating movements in a controlled and organised manner; for example, passing a ball from one hand to another or balancing a bean bag on one hand while rolling a ball along the floor with the other.

