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## Multi-skills

## Lesson 1

## Year 1 • Champions

**Learning objective:** • To explore static balancing and understand the concept of bases.

**Learning outcome:** • Perform balances using a number of different parts of the body.

**Prior learning:** • Basic gait and locomotion from the Early Years Foundation Stage.

**Vocabulary:** • Balance, base, push, agility, co-ordination.

**Equipment:** • Lively music, whiteboard and spots.

**Warm-up:****Beans**

Call out different types of beans. The children run when they hear 'runner beans', jump when they hear 'jumping beans', stretch tall and thin for 'green beans', stand still and wide for 'broad beans', wobble on the spot when they hear 'jelly beans' and lie on the floor when they hear 'bakedbeans'. During this warm-up, reward children for finding space as a bean (don't assume that the children can find a space).

**Skills learning and development:**

Ask the children to lie on their backs on the floor with their hands by their sides. Explain that they have no chance of falling over because they have a lot of their body on the floor.

Ask: *When might we fall over?*

The children place their hands and knees on the floor. Ask them to take one of the points of balance away (lift a hand or knee). How does that feel? Do they feel as stable? Now they try lifting up a different contact point – if they lifted a hand before, they should now try lifting their leg or knee. Allow children time to investigate which body parts are easier to balance on, and which

ones are more difficult (large body part vs small body part).

Spread some spots around the playing area. Make sure there are enough for each child.

Play some lively music. The children move around the spots using a range of movements as instructed (e.g. hop, crawl, skip). When the music stops they find a spot and perform a balance. Different balances could be: standing on one leg, balancing on two legs and one arm, balancing on one arm and two legs or lying on their back.

**Application and practice:**

The children move around the space, walking, hopping and jumping when told to. Call out a number – the children must balance on that number of body contact points. It doesn't have to be just feet and arms – they can use all of their body. Share ideas and model before you start.

Repeat the activity, except when the number is called the children find a partner and balance on that total number of contact points between them. Share ideas and model before you start.

**Reflect and review:**

Ask:

- *What happens when you have a greater number of balancing contact points?*
- *What happens when you have a smaller number of balancing contact points?*

**Support**

Name which part of the body the children are to balance on.

**Extend**

Introduce more people to balance with.



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## Multi-skills

## Lesson 2

## Year 1 • Champions

**Learning objective:** • To combine a number of co-ordination drills, using upper and lower body movements.

**Learning outcomes:** • Run on the balls of the feet, concentrating on co-ordination, not speed.  
• Co-ordinate the upper and lower body together.  
• Move with greater precision and control.

**Prior learning:** • Locomotion from the Early Years Foundation Stage.

**Vocabulary:** • Base, balance, co-ordination, accuracy, agility.

**Equipment:** • Speed ladders, markers, beanbags or cones, lively music.

**Warm-up:**

Recap Lesson 1 learning by calling out numbers from 1-4 and asking them to perform balances using that number of contact points.

Now play some lively music. The children move around using a range of fundamental movements (e.g. walking, jogging, hopping, side-sliding). When the music stops, call out a number from 1-4. Again, using that number of contact points, the children find a space and perform a balance. As an extension, call out the same number and ask them to find different balances.

**Skills learning and development:****Ladders**

Split the children up into even groups, depending on how much equipment is available. Start with basic movements through speed ladders (or use evenly spread markers if speed ladders are not available).

The children walk through the ladders, putting one foot in each square. When the person in front has got halfway, the next child can follow on. Complete a few times.

Repeat the activity a little quicker, building up to a jog. When running, the children should have quiet feet and run on the balls of their feet.

Next, repeat the activity and have the children jump into each square like a rabbit.

Vary the activity so each child has three goes, once walking, once jogging and once jumping. They can perform it as a relay, taking it in turns to run around the ladder or cones and back to the start before the next person can go.

**Application and practice:****Pirate treasure**

Put a pile of beanbags at the end of the ladder or cones – this is the treasure. The children stay in the same teams. One child at a time performs a movement down the ladder (or over the markers). They collect one piece of their coloured treasure (a beanbag). Once they have returned to their group, the next child starts. Make sure they perform the given drills correctly and do not rush. Practise before making it a race.

Change the activity by using the different movements from the previous activity. Bonus treasure can be given to the team with the best technique. The winning team chooses the next movement across the ladder.

Maths cross-curricular opportunity: put a range of different value treasure out (e.g. a cone worth 1 point, a bib worth 2 points). Ask the children to add up their total points.

**Reflect and review:**

Ask:

- *In these games, is it more important to move with speed or accuracy? How do you know this?*
- *Why is accuracy important in sports?*

**Support**

Go slower or walk.

**Extend**

Go quicker, as it is harder to be accurate. The children can also lift knees higher when going through ladders.



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## Multi-skills

## Lesson 3

## Year 1 • Champions

- Learning objectives:**
- To aim a variety of balls and equipment accurately.
  - To time running to stop or intercept the path of a ball.

- Learning outcomes:**
- Use timing to aim, stop and guide an object.
  - Aim a variety of balls and equipment accurately.

- Prior learning:**
- Ball skills and locomotion from the Early Years Foundation Stage.

- Vocabulary:**
- Timing, aim, accuracy, guide, target, rotate, balance, agility, co-ordination.

- Equipment:**
- Balls in a variety of sizes, beanbags, hoops, markers, floor target (optional), skittles/cones, lively music.

**Warm-up:****Run through the jungle**

The children are running through the 'jungle' and need to get away from many types of animal. Give suitable commands and the children carry out the actions (e.g. jump over logs, duck under branches, run from the tiger, tiptoe past the snake, high knees through quicksand).

**Skills learning and development:****Ball rolling**

In small groups, the children line up one behind the other. They gently roll a foam ball or other soft ball, chase it and then stop it in different ways, as commanded (e.g. stop it with your foot, sit on it, run around it three times.). Once this has been repeated a few times, ask the children to suggest other ways of stopping the ball.

Ask the children to decide the most effective way of stopping the ball and share ideas with class. Ask: *Which is the best way and why?*

Show why it is better to stop with the inside of the foot instead of the sole (with the sole it can pass underneath the foot). Link this to striking and fielding.

The children repeat the activity with a variety of balls of different sizes and weights. Discuss which is easiest to stop.

**Application and practice:****Aiming and timing circuit**

Split the children into four different groups. Model, then rotate around the following activities:

- 1. Skittles** – set out five cones with small foam balls on top. The children take it in turns to aim a large ball at the cones to see how many they can knock off. The child must then replace the small balls for the next person.
- 2. Beanbag in the hoop** – the children throw a beanbag into one of three hoops set at varying distances apart.
- 3. Roll the hoop** – children roll a large hoop. A partner tries to stop it before it falls to the floor. Perform this activity one pair at a time.
- 4. Tunnels** – in their teams, the children stand one behind the other with legs spread wider than shoulder width. The child at the back rolls the ball through the legs of the other children; the child at the front of the line then chases it and stops it. The front child joins the back of the line and the activity repeats.

**Reflect and review:**

Ask:

- *In what sports can we use the skills we learned today?*

**Support**

Move targets closer together and use larger balls.

**Extend**

Move targets further away and use smaller balls.



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## Multi-skills

## Lesson 4

## Year 1 • Champions

**Learning objective:** • To travel in different ways, showing clear transitions between movements.

**Learning outcome:** • Use controlled movement to travel in different ways.

**Prior learning:** • Locomotion and ball skills (Lesson 3).

**Vocabulary:** • Movements, technique, travel, transitions, balance, agility, co-ordination.

**Equipment:** • Markers, five whiteboards and pens, five big dice, cones, lively music.

**Warm-up:****DVD player**

The children pretend they are DVD players and respond to the following commands: Play = walk around. Fast forward = run. Rewind = walk backwards. Pause = stand still. Stop = sit down as quickly as you can. Eject = jump up and down. Slow motion = move very slowly with big movements.

**Skills learning and development:****Agility trails**

In five groups, the children perform movements through the cones, e.g. running in and out of a line of cones, running high (stretching their body tall), running low (keeping their body low), tiptoes, bunny hop (jumping forwards with two feet). When they reach the final cone, they run back to high-five the next person in the line, who then sets off.

Ask the children to model good technique. Repeat, this time with teams competing against each other. Explain you are not looking for speed but technique. There should be no touching or knocking of the cones.

**Application and practice:****Agility trails**

In five groups, the children come up with six different ways they can move around the cones. Give them three minutes to discuss ideas before asking them to draw them on their whiteboard, listed 1-6. The children then take it in turns to roll the dice and perform movements through the cones.

The groups share their ways of travelling and try actions that other groups have created.

Now they compete against each other, using the same way of travelling.

**Reflect and review:**

Ask the children to discuss with their partner what they have done well today and what they think they need to work on.

Ask the children to nominate someone in their group who worked effectively in a team, and to explain what they did.

**Support**

Reduce the distance travelled and space the cones out more.

**Extend**

Increase the distance travelled or place the cones closer together.



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## Multi-skills

## Lesson 5

## Year 1 • Champions

**Learning objective:** • To travel in different directions (side to side, up and down) with control and fluency.

**Learning outcomes:** • Quickly change direction whilst running, with control and fluency.

**Prior learning:** • Locomotion (Lesson 4).

**Vocabulary:** • Travel, control, fluency, balance, agility, co-ordination.

**Equipment:** • Beanbags (one each of green, blue, yellow and red), hoops (one each of green, blue, yellow and red), enough markers for the whole class, five stopwatches and bands or tags, cones, lively music.

**Warm-up:****Circle run**

Recap the learning from Lesson 4. Gather the children in a circle. On a signal, one child runs around the outside of the circle. When they return to their place, the next person goes. They keep going until every child has run around the circle and returned to their place. They all sit down together when everyone has finished.

Vary this by using the different ways of travelling used in the agility trails. Challenge the children by asking them to transition during their movement around the circle (change to another way of travelling while they are moving).

Two circles could be used to make it a race.

**Skills learning and development:****Collect the cones**

Make sure you have an equal number of coloured markers (e.g. six each of green, blue, red and yellow). Tell each team to collect markers of a particular colour. One player at a time collects a marker and brings it back to base.

Repeat but now the children put the cones out in the playing area.

Make it a race. Repeat a couple of times.

Now the children stand at a cone. Call out a number and colour, and the children have to run and touch that number and colour of cones (e.g. 'Three blue' means they must touch three blue cones). When they have finished, they sit down.

**Application and practice:****Beanbag match**

Place at least six beanbags on the floor in a horizontal line. Place the hoops in a horizontal line about 5 m ahead of the beanbags. The children line up behind each other in five equal groups about 5 m from the beanbag line.

On 'Go!', the children collect the beanbags one at a time and place them into the hoop that matches the beanbag's colour, then run back and high-five the next child, who then goes. They all sit in a line once they have finished. After practising, each group could be timed and they must beat their score on their next go.

**Reflect and review:**

Ask:

– *How well did you work as a team?*

**Support**

Reduce the distance to the hoops.

**Extend**

Travel in different ways (e.g. sidestep) to collect beanbags.



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## Multi-skills

## Lesson 6

## Year 1 • Champions

**Learning objective:** • To practise ABC (agility, balance and co-ordination) at circuit stations.

**Learning outcome:** • Use agility, balance and co-ordination when performing activities.

**Prior learning:** • All ABC skills (Lessons 1 to 5).

**Vocabulary:** • Movements, technique, co-ordination, travel, transitions, balance, agility, control, fluency.

**Equipment:** • Stopwatch, beanbags (one each of – green, blue, yellow and red), hoops (one each of green, blue, yellow and red), ladder or markers, ball, whiteboards and pens, letter or number card, dice, cones, lively music.

**Warm-up:**

The children can choose their favourite warm-up.

**Skills learning and development:****ABC circuit**

Explain to the children that they are going to test all the skills that they have learned in each lesson. Take them around each station, demonstrate the activity and ask which area of fitness it tests – agility, balance or co-ordination.

- 1. Balance** – the children take it in turns to choose a letter or number card, and then turn it upside down so nobody else can see. They move into the shape of their number or letter for the others to guess.
- 2. Co-ordination** – put a pile of beanbags at the end of the ladder or cones – this is the treasure. In pairs, one child at a time performs a movement down the ladder (or over the markers). They collect one piece of their coloured treasure (a beanbag). Once they have returned to their group, the next child starts. Make sure they perform the given drills correctly and do not rush.
- 3. Co-ordination** – the children stand one behind the other with legs spread wider than shoulder width. The child at the back rolls the ball through the legs

of the other children; the child at the front of the line then chases it and stops it. The front child joins the back of the line and the activity repeats.

- 4. Agility** – the children come up with six different ways they can move around the cones. Give them three minutes to discuss ideas before asking them to draw them on their whiteboard, listed 1-6. The children then take it in turns to roll the dice and perform movements through the cones.
- 5. Agility** – place at least six beanbags on the floor in a horizontal line. Place the hoops in a horizontal line about 5m ahead of the beanbags. The children line up behind each other in five equal groups about 5m from the beanbag line. On 'Go!', the children collect the beanbags one at a time and place them in the hoop that matches the beanbag's colour, then run back and high-five the next child, who then goes.

If possible, place an additional adult between activities 2 and 4, to give the children different travelling movements (see Lesson 2) and watch for correct technique.

**Application and practice:**

The children perform the circuit in groups, demonstrating all the skills they have learned.

**Reflect and review:**

Ask:

- *What are agility, balance and co-ordination?*

**Support**

The children work at their comfortable rate and speed in order to succeed.

**Extend**

Ask the children to work at a faster rate.

