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## Multi-skills

## Lesson 1

## Year 2 • Champions

- Learning objectives:**
- To explore static balancing.
  - To understand concepts of bases.

- Learning outcome:**
- Learn about a stable base and losing balance.

- Prior learning:**
- ABC (agility, balance and co-ordination) from Year 1.

- Vocabulary:**
- Agility, balance, co-ordination.

- Equipment:**
- Spots, lively music and balls.

**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 'baked beans'.

**Skills learning and development:**

The children move around the room as a variety of animals, showing balance and control. Can they move like a bear, caterpillar, ostrich and rabbit? They share their movements with the class. Then link all four movements together.

In pairs, with a ball, the children stand opposite each other with the ball between them at waist height,

supported by their bodies. Both children hop and at the same time use the ball to try to push their partner onto two feet. How easy is it to make their partners lose balance?

Repeat the activity but now they try to move their partner with two feet on the floor. Which is easier?

**Application and practice:**

With a partner, the children make some letters of the alphabet with their bodies. They show the shapes to another pair and they have to guess the letter.

Now, as a four, can they make more letters while keeping balance?

Now, in eights, can they create a word that the rest of the class can read? They must remain balanced when making all the letters.

**Reflect and review:**

Ask:

- *What did it feel like to lose your balance?*
- *What did you do to remain stable?*

**Support**

Balance on larger body contact points.

**Extend**

Balance on smaller body contact points or use more people to make the words.



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## Multi-skills

## Lesson 2

## Year 2 • Champions

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

**Learning outcome:** • Move the body in a variety of ways.

**Prior learning:** • ABC (agility, balance and co-ordination) from Year 1 and Lesson 1.

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

**Equipment:** • Cones, ladders and beanbags.

**Warm-up:**

Call out numbers from 1-4 and ask the children 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. 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:****Numbers game**

Ask the children to move around the whole room, changing how they travel when the following numbers are called:

1. Walk
2. Jog
3. Side step.

In groups of four, they create their own three types of travelling and the rest of the class try it out.

**Ladders**

Split the children up into even groups, depending on how much equipment is available. Start with basic movements through speed ladders.

The children walk through the ladders, putting one foot

in each square. When the person in front has reached halfway, the next child can follow on. Complete a few times.

Now they jump into each square, two feet to two feet. Next they hop into each square, one foot to one foot. Now they hopscotch, one to two feet and back to one foot.

**Races**

The children take it in turns to run around the ladder or cones and back to the start, high-fiving the next person before they 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.

**Reflect and review:**

*Walking around the room, think of something you have learned today, something you can improve on, and how you feel about the lesson.*

Ask:

- *What was the easiest way to travel?*
- *Where do you use these travels to in sport?*

**Support**

Keep the actions simple.

**Extend**

Have more treasure and further to run.



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## Multi-skills

## Lesson 3

## Year 2 • Champions

**Learning objective:** • To aim a variety of balls and equipment accurately.

**Learning outcome:** • Know how to throw a ball at the right speed and strength.

**Prior learning:** • Co-ordination skills (Lessons 1 and 2)

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

**Equipment:** • Small footballs, hoops and beanbags.

**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:**

Each pair has a hoop and a beanbag. One of the pair stands in front of the hoop and aims to throw the beanbag into the hoop. The other child tries to stop the beanbag getting into the hoop. Both of the children can only take one step in any direction. Model this coaching point first: grip the beanbag firmly in your strongest hand. Stand sideways with your weight on the back foot, and hand with the beanbag held back behind you over your shoulder. This arm then comes through elbow first, and passes close to your head, with the release of the bag high and in front. The arm then follows through to finish pointing straight at the target. When one child has had a go, ask them to change roles. Ask: *What tactics do you use to defend your hoop?*

Repeat, this time throwing from further back. Ask: *Is it harder to get the beanbag on target from further away?*

The pairs join with another pair to make a new team. One of the four is to be the defender and the other three attackers aim to get the beanbag in the hoop. The attackers can pass the beanbag to each other. Change roles so all the children have a turn at being the defender.

**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 gather in teams of three or four about 5 m 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 tag the next child, who then goes. They all sit in a line once they have finished.

As an extension, line up behind each other or behind a hoop. When the beanbag is collected, throw it to the next person in the line, who puts it in the hoop and then runs out to collect the next beanbag. When all the beanbags are collected they can steal from the others' hoops in a timed game.

**Reflect and review:**

Ask:

- *What did you like about the games?*
- *What did you do to try to beat the other team?*

Select children who are throwing too far or too short. Ask:

- *What do they need to do?*

**Support**

Take out the tag or make the distance smaller.

**Extend**

Children can discuss their tactics to decide the quickest way of completing the activity.



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## Multi-skills

## Lesson 4

## Year 2 • Champions

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

**Learning outcome:** • Be able to copy a partner and change speed and direction.

**Prior learning:** • ABC (agility, balance and co-ordination) from Year 1 and Lessons 1 to 3.

**Vocabulary:** • Movement pattern.

**Equipment:** • Cones.

**Warm-up:****Movie player**

The children pretend they are a movie player 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:****Cars and caravans**

In pairs, one partner is the 'car' and the other person is the 'caravan'. The aim is for the caravan to stay behind their car, however the aim for the car is to try and lose their caravan! They can do this by moving in various directions. When the teacher shouts change, the roles are reversed. The cars could decide their own travels, e.g.

Rocky road - jumping  
Turbo cars - sprinting  
Reverse - moving backwards.

**Application and practice:****Circle run**

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 Pathways activity. 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.

**Reflect and review:**

With your partner, discuss which is your favourite way of travelling and why.

**Support**

Keep the method of travel simple.

**Extend**

Change the way to the circle or make the circle bigger.



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## Multi-skills

## Lesson 5

## Year 2 • Champions

**Learning objective:** • To maintain balance when changing direction.

**Learning outcomes:** • Explore different ways of twisting and turning.

**Prior learning:** • ABC (agility, balance and co-ordination) from Year 1 and Lessons 1 to 3.

**Vocabulary:** • Twist and turn, rock and roll, tuck.

**Equipment:** • Cones or spots, mats, hoops and two large foam or beach balls.

**Warm-up:****Cars and caravans**

The children work in pairs, one as the car and one as the caravan. The car tries to lose its caravan by running from it and changing direction. On 'Stop!', the caravan must be at least arm's distance from the car. The children then swap roles.

**Skills learning and development:**

The children travel any way they like. Encourage them to be on different levels and use different methods of getting around. When they come to a mat, they do a roll and then show a celebration finish (e.g. pumping fists in the air and jumping). Share these ideas and then try some new ones.

On their own, can they spin halfway round (180 degrees) and all the way round (360 degrees)? Share attempts and try again. Encourage them to use different parts of their body to turn or spin on. Suggest

that, when they spin, they try moving their arms in and out. What happens?

Can they put together two spins with two rolls and two travels, ending (of course) with the big celebration?

Share attempts - half the class show what they can do and the other half watch. The audience gives constructive feedback on techniques.

**Application and practice:****Pinball game**

Divide the area into two pitches with a goal at either end, and make four teams. Spread hoops evenly all over the playing area and each player sits in one. Throw a large, light ball into the playing area (a foam or beach ball). Players spin on their bottoms in the hoop to contact the ball with their feet or legs and move it towards the goal.

**Reflect and review:**

Ask:

- *What skills did you need to use in the game?*

**Support**

When performing different actions, reduce the number of actions to put together.

**Extend**

When performing different actions, increase the number of actions to put together.



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## Multi-skills

## Lesson 6

## Year 2 • Champions

**Learning objective:** • To use skills learned in a game.

**Learning outcome:** • Play fairly and understand the rules of a game.

**Prior learning:** • All ABC (agility, balance and co-ordination) skills (Lessons 1 to 5).

**Vocabulary:** • Crab, skittles.

**Equipment:** • Buckets, balls, hoops, bench, cones, mats, whiteboards and pens.

**Warm-up:**

The children can choose their favourite warm-up from this unit.

**Skills learning and development:**

Split the children into teams of four. Show them the four stations, which they will rotate around, and demonstrate the activities.

**Station 1 - Crab and bucket**

The children are in two teams. Set out four mats in a square; behind two of the mats are buckets. The children lie in the crab position (back support position). The ball can be carried anywhere on the body. The aim is to move the ball into the bucket or onto a mat. If it goes into the bucket, they score two points. If it goes on the mat, they score one point. When a point is scored, the other team get possession.

**Station 2 - Skittles**

Players stand on one leg as if they are skittles, with one

person trying to hit the skittles by rolling a ball. The skittles can hop to avoid the ball. Have three goes each then swap roles.

**Station 3 - Bench blast**

The children stand parallel to a bench about 2m back behind a coned line. The aim is to throw the beanbag onto the bench. If it lands on the bench, they score a point.

**Station 4 - Zigzags**

The children run in and out of zigzag cones in turn. They score one point for every time they go out and back in a given time.

**Application and practice:**

The children perform the games and record their scores on a whiteboard.

Ensure they understand the rules and play fairly.

Time the activities at each station.

**Reflect and review:**

Before you add up the scores, think about how successful you were as a team.

Add up your scores - are the results what you expected?

**Support**

Have fewer stations for the children to rotate around.

**Extend**

Have more stations for the children to rotate around.

