

Unit  
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## Brilliant ball skills

## Lesson 1

## Year 2 • Champions

**Learning objective:** • To use hand-eye co-ordination to control a ball.

**Learning outcome:** • Move a ball using hands and feet.

**Prior learning:** • Sending and receiving a variety of balls (Year 1).

**Vocabulary:** • Send, receive, control.

**Equipment:** • A variety of balls, cones and hoops.

**Champions resource:** • Champions movie: *rugby skills*, Champions movie: *football*.

**Warm-up:****Traffic light game**

Ask the children to run around the room. Hold up different coloured cones for them to respond to. Green means jog. Yellow means star jumps. Red means stop.

When the children can do all three, change the movements to side steps, galloping and hopping.

**Skills learning and development:**

The children select a ball from the variety on offer and roll it in front of them, run to catch it and pick it up. Then ask them to repeat the activity, rolling it back in the other direction. All the class should roll in the same direction. Ask: *How do you pick the ball up?* Try again with the opposite hand and foot. Now ask them to swap a ball with another child who has a different type and see which they find easier.

Set out a number of lines of cones and split the children into even groups. Starting behind the line of cones, the children roll the ball along the floor, guiding it with both their hands. They swap the ball with someone else in the team and try again with a different type of ball.

Ask: *Can you do the same using your feet? Do you have more control with your feet or hands?*

Hold races using these rolling skills.

**Application and practice:**

Each team stands in a circle and counts how many successful consecutive passes they can make by pushing the ball.

Ask the children to repeat the activity in the same circle game, now passing the ball with their feet.

**Reflect and review:**

Ask:

- *What was your highest score?*
- *Were you better with your feet or hands?*

**Support**

Use a larger ball or stand closer together.

**Extend**

Use a smaller ball or stand further apart.



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## Brilliant ball skills

## Lesson 2

## Year 2 • Champions

**Learning objective:** • To catch a variety of objects.

**Learning outcomes:** • Know how to catch different objects.  
• Target the receiver's hands when throwing.  
• Watch the ball or object when trying to catch it.

**Prior learning:** • Sending and receiving (Lesson 1).

**Vocabulary:** • React, target.

**Equipment:** • A variety of equipment, e.g. balloons, airflow balls, scarves and koosh balls.

**Champions resource:** • Champions movie: *throwing and catching*.

**Warm-up:**

When they hear '1', the children run forwards. At '2', they do star jumps. At '3', they sit down. At '4', they walk backwards.

**Skills learning and development:**

Standing in their own space, the children throw and catch their chosen piece of equipment to themselves. They change equipment until they have had a go with everything.

When catching, they should ensure that they have target hands (hands together and upright) and track the ball with their eyes, watching all the time. Discuss the equipment and how easy or hard each one is to throw and catch.

**Application and practice:**

The children each have a balloon or one between two. They move around the playing area, pushing the balloon up in the air and bringing it in to their chest when they catch it.

The children pass the balloon back and forth with a partner. How long can they keep the balloon in the air? Can they do it with two balloons at once?

In groups of four or six, the children keep the balloon in the air for as long as possible, without allowing it to touch the floor. What might they need to do to keep the balloon up?

Put a child into the middle of a circle so that they can try to stop the balloon. Children may want to record the amount of times they can pass the ball without it touching the floor.

**Reflect and review:**

Compare team scores. What made teams successful?

*What did you need to do to keep the balloon in the air?*

**Support**

Use a smaller space for application and practice.

**Extend**

Use a larger space for application and practice.



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## Brilliant ball skills

## Lesson 3

## Year 2 • Champions

**Learning objective:** • To vary types of throw.

**Learning outcome:** • Know how to throw overarm, underarm and bounce pass.

**Prior learning:** • Sending and receiving (Lessons 1 and 2).

**Vocabulary:** • Underarm throw, overarm throw, bounce pass.

**Equipment:** • A variety of throwing objects (e.g. koosh balls, beanbags, airflow balls), cones, and bibs.

**Champions resource:** • Champions movie: *throwing and catching*.

**Warm-up:****Tails**

Give each child a bib to tuck into the back of their shorts so that they are visible. Challenge the children to steal as many bibs as possible until all the bibs have been stolen. Repeat this activity several times.

**Skills learning and development:**

Model an underarm throw (opposite foot forward, with the receiver's hands out ready to catch). The children work in pairs. Each pair has a beanbag and a medium-sized ball. Working opposite each other, they throw the beanbag underarm to each other using the correct technique. Observe and help where necessary. For extra challenge, the children move further back or use a ball.

The children move further apart. Does the beanbag travel far enough when throwing underarm? What other technique might we use? Model an overarm throw (arm back, elbow out to the side and extend the arm).

The children stand at a distance far enough apart for them to think they can throw and catch overarm successfully. When they have managed to do so repeatedly, move them further back. The children continue to practise.

The children move closer together and bounce the ball to each other. What technique do they use? Suggest they try using both hands to throw, then their left hand and their right hand. Ensure their hands are out ready to catch the ball. Select a child to model good technique.

**Application and practice:****Mini-competition**

In pairs, the children see how many underarm throws they can do in a minute. Then they see how many overarm throws and how many bounce passes they can do in a minute. Allow them to practise before the actual competition. Set an appropriate distance between the children.

**Reflect and review:**

*Discuss with your partner what you are good at and what you need to improve on.*

**Support**

Use a larger ball or a smaller distance.

**Extend**

Use a smaller ball or a longer distance.



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## Brilliant ball skills

## Lesson 4

## Year 2 • Champions

**Learning objective:** • To kick and move with a ball.

**Learning outcomes:** • Understand techniques for dribbling and passing a football.  
• Pass with accuracy.  
• Dribble with control.

**Prior learning:** • Balance and co-ordination, general hand-eye co-ordination (Year 1).

**Vocabulary:** • Dribble, trap, kick.

**Equipment:** • Small footballs (size 3).

**Champions resource:** • Champions movie: *football*.

**Warm-up:****Truck and trailer**

Working in pairs, one child is the leader (the truck) and the other is the follower (the trailer). The truck leads their partner around the town (the school hall), varying the speed and direction of travel. They must stay close together and avoid other trucks and trailers. On the journey, the truck must stop at the post office, place of worship, supermarket and school, marked out on A4 sheets on the wall around the hall. At the signal to stop, both truck and trailer run on the spot really fast for 30 seconds. The children should take it in turns to be the truck and the trailer.

**Skills learning and development:**

Give each child a ball. They move it with their feet around the playing area. They should aim to keep tight control of the ball so that it does not run away from them. Tell them to keep looking up so they do not collide with other players. Select a child to model good dribbling, using the side of their foot, giving the ball small taps and staying balanced.

Repeat the activity but this time, when the children hear 'Liverpool!', the players must stop and trap the ball, putting their foot on top of it. When they hear 'Chelsea!', they can move again.

Repeat the activity. When the children hear 'Transfer!', the players leave their ball and find another one.

In pairs, the children pass a ball to each other through a 'gate' (two cones about 1m apart). Ask how they are passing the ball. Select another child to model good passing, using the inside of their foot, pushing the ball forward and balancing on the other leg. The children practise again using the correct technique.

The children try passing with both feet. Are they better with one foot than the other?

**Application and practice:****Through the gate**

In pairs, the children dribble the ball to a gate and pass the ball through it, ensuring their partner is ready before they pass it. They continue finding free gates to pass to. They should keep moving, without waiting for a free gate - they are always looking for an empty gate.

**Competition**

The children see how many gates they can get through in two minutes. They practise first and then have the competition. Remind them to count.

**Reflect and review:**

*What could you and your partner do in order to improve and get through more gates? Discuss together.*

**Support**

Keep closer together in partner work.

**Extend**

Use both feet to pass the ball or pass the ball with other parts of the foot.



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## Brilliant ball skills

## Lesson 5

## Year 2 • Champions

**Learning objective:** • To develop catching and dribbling skills.

**Learning outcomes:** • Catch the ball at different heights.  
• Move with the ball, using hands.

**Prior learning:** • Sending and receiving (Lessons 1 to 4).

**Vocabulary:** • Dribble.

**Equipment:** • Small netballs or basketballs and cones.

**Champions resource:** • Champions movie: *football*.

**Warm-up:**

Ask the children to jog around the playing area. As they jog, ask them to move in different ways (e.g. high knees, heel flicks, high skipping). Keep changing the activity.

Remind them that quality (good technique) rather than speed is important in this activity.

**Skills learning and development:**

Each child has a ball, which they bounce and catch in a designated area. They should use both hands to bounce and then one hand, trying both left and right.

Try the same skill but this time walking or jogging, depending on ability. Select a child to model good technique. They should bounce the ball in front of them where they can see it and use target hands to catch.

Instead of catching the ball, ask whether they bounce it with one hand, standing still first then progressing to moving. This is dribbling the ball.

Model good technique - push the ball into the ground, rather than patting it and keep the ball out in front. Any

ball bounce should be between the chest and waist. The children should dribble the ball in and out of other players, always keeping control.

In a restricted area, the children dribble the ball at the same time as looking out for another player who is losing control, and hit their ball out of the area. They must keep control of their ball at the same time. If their ball is hit out, the child should run and collect it and join back in.

Make it competitive by giving each child three lives. If their ball is knocked out, they lose a life. If they lose all three lives, they are out. They can still come back into the game without a ball and try to knock others' balls away.

**Application and practice:**

Set out a line of five cones and divide the children into equal teams. They start by dribbling the ball in and out of the cones. They can bounce catch if they cannot dribble. They come back in the same way. When they reach the last cone, they throw the ball to the next child in line until all the team have been. They practise first then make it a race.

**Reflect and review:**

The teams assess their performance and discuss how they might improve. Do the race again, bearing in mind the assessment outcomes. Talk together as a class about how to dribble correctly. Use individual children or a team to model good technique.

**Support**

Bounce catch instead of dribble.

**Extend**

Players use both hands to dribble.



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## Brilliant ball skills

## Lesson 6

## Year 2 • Champions

**Learning objective:** • To use ball skills in a mini festival.

**Learning outcome:** • Participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour.

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

**Vocabulary:** • Festival, dribble, send and receive.

**Equipment:** • Whiteboards and pens for scoring, a variety of balls, balloons, hoops and a stopwatch.

**Warm-up:**

The children can choose their favourite warm-up game. In pairs, ask the children to pass a balloon back and forth with a partner. How long can they keep the balloon in the air? Can they do it with two balloons at once? In groups of four or six, the children keep the balloon in the air for as long as possible, without allowing it to touch the floor. What might they need to do to keep the balloon up?

**Skills learning and development:**

Set up six stations where the children can score points as a pair.

**Station 1 - Through the gate**

In pairs, the children dribble the ball to a 'gate' (two cones) and pass the ball through it, ensuring their partner is ready before they pass it. They continue finding free gates to pass to. They should keep moving, without waiting for a free gate - they are always looking for an empty gate.

**Station 2 - Basketball dribble and pass**

Dribble a basketball in and out of cones.

**Station 3 - Beanbag throw and catch**

Set the distance with cones.

**Station 4 - Keepy Uppy with a balloon**

Challenge the children keep the balloon in the air for as long as possible using equipment of their choice (e.g. tennis racket, small-handled cricket bat, standard cricket bat). How many hits can they do?

**Station 5 - Bounce catch**

The children throw a ball so that it bounces in a hoop and their partner catches it.

**Station 6 - Figure of eight**

The children control the ball using their hand (by rolling, dribbling or bounce catch) in a figure of eight. They change after five goes.

**Application and practice:**

Ask a child to model each station. Decide on a time limit at each station. The children do the activity at every station and count how many they can complete in the given time.

**Reflect and review:**

*Did you enjoy the festival?*

*Which activities were you best at and which need more practice?*

**Support**

Use larger balls.

**Extend**

Use smaller balls.

