

<b>Lesson: 1/6</b>		<b>Time: 50 - 60 mins</b>	
<b>Main Learning Objectives:</b> * Understand the term <b>team work</b> . * Work as a team to solve a simple challenge			
<b>Main Learning Outcomes:</b> * Continue to display simple team work qualities, taking into account the abilities of others * Work as small team to solve a undertake a simple challenge			
<b>Resources:</b> Hoops.			
<b>NC PoS:</b> <b>PE:</b> 1a, 1b, 2a, 2b, 2c, 3b, 4b. <b>PSHE:</b> 4a, 4e	<b>QCA Links:</b> <b>PE:</b> Unit 4: Games	<b>ECM Links:</b> Be Healthy, Enjoy and Achieve, Make a positive contribution	<b>SEAL:</b> Theme 2: Getting on and falling out
<b>Short Task [5-10 mins]</b>			
<b>Healthy Heroe Says:</b> Play like Simon says. Use small mobility movements such as- wiggle fingers/toes, shake head and move to larger movements such as jogging, hopping and skipping. Ask the children: 'Why is it important to get out of breath'			
<b>Longer Task (30-40 mins)</b>			
<b>Hoop Task:</b> Organise the children into one big circle all holding hands. On your signal the children pass a hoop around the circle without breaking hands. Note the time it takes for the hoop to return to its starting position. Repeat, trying to beat the time.			
<b>Pass the Parcel (Hoop!)</b> Play as above but use 3-4 hoops (dependent on size of class). On your signal (or when the music stops) circle run around the circle and return to their place.			
<b>Hoop Races</b> Split the children up into 2-3 groups (dependent on size of class). Play as hoop task but as a race. The wining team is the first to get their hoop around the circle to the start and then sit down with hands on their heads. Repeat to best out of 3/5			
<b>Hoop Balance</b> Each group form a circle around a large hoop. One your signal, the children huddle together and place one foot in the hoop. On your signal they all lift up the foot that is outside of hoop. The winner is the team who can keep their feet up the longest.			
<b>Cool Down (5-10 mins)</b>			
<b>Floor Stretch:</b> Ask the children to lie on their backs, shut their eyes and stretch out. Ask the children to count very slowly to ten in their heads. Then ask them to roll on to their tummies, curl up as small as they can and then slowly stretch as tall as they can lie down. When they have finished, ask them to get up, keeping their eyes on the floor and bringing their heads up last.			

## Key Stage 1

<b>Lesson: 2/6</b>		<b>Time: 50 - 60 mins</b>	
<b>Main Learning Objectives:</b> * Understand the term <b>team work</b> . * Work as a team to solve a simple challenge			
<b>Main Learning Outcomes:</b> * Continue to display simple team work qualities, taking into account the abilities of others within their group * Work as small team to undertake team challenges			
<b>Resources:</b> Hoops.			
<b>NC PoS:</b> <b>PE:</b> 1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 4b. <b>PSHE:</b> 4a, 4e	<b>QCA Links:</b> <b>PE:</b> Unit 4: Games	<b>ECM Links:</b> Be Healthy, Enjoy and Achieve, Make a positive contribution	<b>SEAL:</b> Theme 2: Getting on and falling out
<b>Short Task [5-10 mins]</b>			
<b>Groups-</b> play some lively music. The children move around the area with a given motor skill. When the music stops, call out a number. The children must get into groups of that size. If there is an odd number then the child who is left out can shout out the number for the next group. Ask children: Why is it important to warm up before we exercise.			
<b>Longer Task (30-40 mins)</b>			
<b>Photo Game</b> Split the children up into 4-6 groups. Ask each group to stand on a bench. Say that you would like to take a picture but you are very fussy and you need to be in a special order. Instruct the children that they need to be in the following orders-WITHOUT touching the floor. <ul style="list-style-type: none"> <li>• Line up shortest to tallest</li> <li>• Place a boy/girl at either end</li> <li>• Group all of the boys/girls together</li> <li>• Line up shortest to tallest</li> <li>• Line up shortest name to longest name</li> </ul>			
<b>Team Work Races</b> Keeping the same teams set up relay races. Involving team work skills e.g. One child steps inside a hoop and runs to an end marker and back. The next in line grabs onto the hoop and both of them run to the end marker and back, then the third team member grabs the hoop and so on until the whole group is on.			
Tell the children that it is not a normal race and the winning team will show the best team work skills and not necessarily finish first. Any team who races ahead and does not display team work skills will be back to the beginning.			
Discuss any examples of good teamwork during the tasks- Ask the children how they could improve for their next challenge			
<b>Cool Down (5-10 mins)</b>			
Children stand in a circle and one child is blindfolded. Another child leaves the room, everyone moves round and the blindfolded child has to work out who is missing. This can be done in 2/3 small circles or as a whole group.			

## Key Stage 1

**Lesson: 3/6**

**Time: 50 - 60 mins**

**Main Learning Objectives:**

- \* Continue to practice **team work** skills
- \* Work as a team to solve small group simple challenge

**Main Learning Outcomes:**

- \* Continue to display simple team work qualities, taking into account the abilities of others within their group
- \* Work as small team to undertake a team challenges

**Resources:** Poly spots. Play parachute, large soft balls

**NC PoS:**

**PE:** 1a, 1b, 2a, 2b, 2c, 3a  
3b, 3c, 4b.

**PSHE:** 4a, 4e

**QCA Links:**

**PE:** Unit 4: Games

**ECM Links:**

Be Healthy, Enjoy  
and Achieve,  
Make a positive  
contribution

**SEAL:**

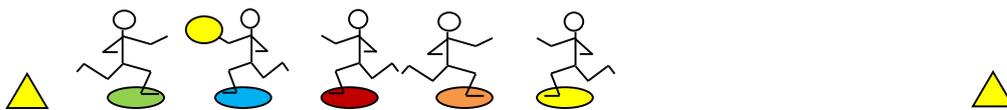
Theme 2: Getting  
on and falling out

**Short Task [5-10 mins]**

**Up and Under** Split the children up into four lines. On your signal the children pass the ball over their heads then under their legs. When the ball reaches the back player he/she runs to the front. When all of the team have ran to the front they sit down quietly. This activity can be extended by allowing the back child to crawl through the legs of their team to reach the front. Ask: how feels different now that they have exercised? How has their body changed?

**Longer Task (30-40 mins)**

**Over the Swamp** Split the children back into their teams. Make sure each team is behind a marker in a signal file line. Place another marker cone opposite each group about 10-12m away. Give each child a poly spot. Make sure you give the child on the end two spots. On your signal the children have to move across the swamp without putting a foot in the water. The winner is the first team who successfully get to the other side without falling in and without leaving their spots in the swamp.



**Parachute Games**

**Team work:** Raise and lower the chute as a team – Up and down slowly then more quickly.

**Jog Around:** Walk or Jog round holding the chute. Teacher can give simple instructions for the class to follow: Walk, jog, run, change direction etc.

**Pass the parcel:** Pass the chute round in circles but the children stand still.

**Sleeping lions:** One or two people lie down underneath the chute whilst it goes up and down. This works well with children who have mobility difficulties with their arms.

**Cool Down (5-10 mins)**

**Handwriting** In pairs each child takes it in turns to write a short word on a partner's hand using a finger. Child must have eyes closed and guess what the word is. Can also be done writing words on each other's backs. Gather children into a circle draw a simple shape on a Childs back children then pass this on to the next person like Chinese whispers.

## Key Stage 1

<b>Lesson: 4/6</b>		<b>Time: 50 - 60 mins</b>	
<b>Main Learning Objectives:</b> * Continue to explore good team <b>work skills</b> working as a whole class. * Work as a class to play parachute games.			
<b>Main Learning Outcomes:</b> * Continue to display good team work qualities * Work as a class to take turns at playing simple parachute games.			
<b>Resources:</b> Play Parachute, bean bags			
<b>NC PoS:</b> <b>PE:</b> 1a, 1b, 2a, 2c, 3a, 3b, 3c, 4b, 8a  <b>PSHE:</b> 4a, 4e	<b>QCA Links:</b> <b>PE:</b> Unit 3: Games	<b>ECM Links:</b> Be Healthy, Enjoy and Achieve, Make a positive contribution	<b>SEAL:</b> Theme 2: Getting on and falling out
<b>Short Task [5-10 mins]</b>			
<b>Ball Circle:</b> Gather the children into a circle. Play some lively music if possible and ask the children to march on the spot. Pass the ball around the circle like pass the parcel. When the music stops the child with the ball pass it the next child and runs twice around the outside of the circle. Meanwhile the rest of the group continue to pass the ball around the circle trying to beat the runner back to their place.			
<b>Long Task (30-40 mins)</b>			
<b>Cross-Over:</b> Everyone works together to raise and lower the chute. Whilst it is up two children cross over. Can also be done according to which colour on the chute is being held: shout a colour and those children swap. This can be done with 3 and 4 children at a time. It's a good way to mix up the group so they are not standing with friends.			
<b>Treasure hunt:</b> Put small items under the chute. Everyone sits down and shakes the chute vigorously. A child has to crawl under to find the treasure.			
<b>Sharks:</b> Everyone sits on the ground with their legs stretched out under the chute and the chute held at chest height. One or two children crawl around under the chute and are 'sharks'. They quietly grab the legs of anyone around the perimeter (with many blood-curdling screams) pull them under the canopy. The shark now swaps places.			
<b>Kite:</b> Everyone raises and lowers the chute together until the teacher shouts let go at its highest point. The chute should fly up into the air and off to one side.			
It can now be easily packed away by 2 children – a good way to finish each session.			
<b>Cool Down (5-10 mins)</b>			
<b>Night Night:</b> Ask the children to lie under the parachute with their heads showing. Ask the children to close their eyes and take deep breaths. Say that you will come around and tap them on the shoulder if they are being really still. Once you have tapped them on the shoulder tell them to sneak to door and line up			



<b>Lesson: 5 and 6 of 6</b>		<b>Time: 50 - 60 mins</b>	
<b>Main Learning Objectives:</b>			
<ul style="list-style-type: none"> <li>* Continue to explore good team <b>work skills</b> in pairs and small groups.</li> <li>* Work as small teams to solve simple challenges</li> </ul>			
<b>Main Learning Outcomes:</b>			
<ul style="list-style-type: none"> <li>* Continue to display good team work qualities</li> <li>* Work as small team to undertake a simple challenge taking into account the abilities of others</li> </ul>			
<b>Resources:</b> Photos of the area, control cards, marker cards, boxes to put photos in, blindfold.			
<b>NC PoS:</b>	<b>QCA Links:</b>	<b>ECM Links:</b>	<b>SEAL:</b>
<b>PE:</b> 1a, 1b, 2a, 2c, 3a, 3b, 3c, 8a	<b>PE:</b> Unit 3: Games	Be Healthy, Enjoy and Achieve, Make a positive contribution	Theme 2: Getting on and falling out
<b>PSHE:</b> 4a, 4e			
<b>Short Task [5-10 mins]</b>			
<b>Picture Run:</b> Split the children up into into 5-6 groups. Give each group a picture of part of the area. Ask the children to stick together and go and stand in the part of the area where they think it is. After everyone has found their area come back to you for another picture.			
<b>Long Task (30-40 mins)</b>			
<b>Photo Trail</b>			
Split the children up into groups of 2-4. Give each group a control card and a start number. On your signal the children take a photo from the box with this number on it. The photo is of somewhere on the school site. The children must run to this place where they will find a control marker. Note down the letter of this control marker on their control cards. The children then return to the start and replace to photo into the correct box. Now they take a photo from another box and visit this control. This continues until they have visited them all or the you call an end t the activity			
Make this easier than the key by:			
<ul style="list-style-type: none"> <li>• Making the area smaller</li> <li>• Making the photos more obvious</li> <li>• Reducing the amount of markers the children have to find.</li> </ul>			
NB: Try multiple pictures of the same area some harder than others this will mean you will be able to set another harder trail next lesson			
Discuss how they worked together as a group to find each marker and stuck together to when moving around the area. Discuss why teams were successful and why other were not. Discuss how teams can improve.			
<b>Cool Down (5-10 mins)</b>			
<b>Dinosaur Hunter.</b> Gather the children into a circle and ask them to hold hands. Pick a dinosaur hunter and a dinosaur to stand in the middle. The dinosaur hunter puts on a blindfold and tries to find the dinosaur. Ask the dinosaur to 'roar' every now and again to give the hunter a clue. If the hunter is finding it difficult ask the children to make the circle smaller			