

SUPER SCHOOLS



Active Bubbles

Multi-Sports

Active Bubbles

We've prepared some physical activities and PE lesson plans that are designed for:

- Social distancing
- Taking place outdoors
- Minimal equipment (allocated individually to pupils)
- Bubbles/small groups
- Non contact activities

Health and Safety:

The Association for Physical Education have produced guidance and a self review toolkit to support the Physical Education, School Sport and Physical Activity education workforce during this period.

Key considerations and principles include:

- Clean frequently touched surfaces
- Wash hands frequently as part of a clear hygiene regime
- Minimise contact
- Ensure good respiratory hygiene

You will also need to review your risk assessment procedures to ensure both pupils and the workforce are protected and safe. The full guidance can be accessed via:

afpe.org.uk/coronavirus-guidance-support/

Space:

Children remain at least 2 metres apart from each other by playing in their own zone that's marked out using chalk or cones.

Task:

Activities can be made easier or harder and are designed to be adaptable for all year groups.

Equipment:

Activities use minimal equipment. Each child should have their own equipment allocated. These activities use minimal equipment such as chalk, beanbags, cones and tennis balls.

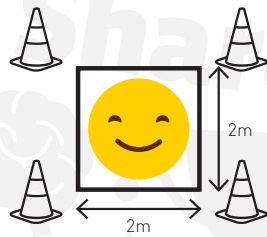
People:

Activities are designed to allow children to be active on their own or to work with a partner, with a minimum of 2 metres distance.

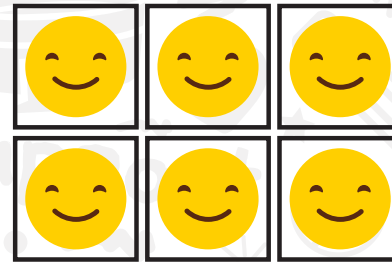


How do I set up the areas for the pupils to safely work in?

Setting up areas that are safe for the pupils to use whilst also following the social distancing guidelines can seem challenging, below are a few examples of how you can set up your activities whilst ensuring all pupils are kept safe.



Pupils can be set up in their own individual boxes by using 4 cones or flat markers, as you join more boxes together you use less cones or flat markers due to the squares overlapping being 2m x 2m in length and width.



Pupils can be set up in boxes that are side by side to another pupils' box in a grid shape, this will limit the amount of cones needed to set out your area as pupils are working individually e.g. dribbling a football in their box.



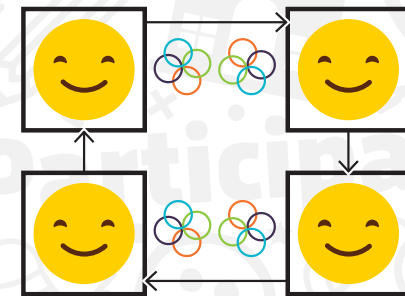
Pupils can work with another pupil in the square next to them whilst sharing equipment that's been cleaned, if this isn't allowed then pupils can still work with others e.g. using a hockey stick to pass a ball to a partner.



Pupils can be set up in a long line of boxes that are side by side facing into an open space, this will make the most of the space available if throwing or striking for distance e.g. an overarm throw.



Pupils can compete against another pupil in the square next to them with or without sharing equipment e.g. trying to knock a ball off a cone/into a hoop with a pass/forehand shot etc.



Pupils can compete races against other pupils in different squares with or without sharing equipment e.g. running between different squares in a race or running into the middle to collect pieces of equipment.

How do I adapt my sessions to meet the need of the pupils?

Setting up games and activities that engage and challenge the different levels of pupils' ability can be seem challenging, below are a few generic examples of how you can use the STEP principle to challenge and engage all pupils.

STEP

Space

- Increase or decrease the area size.
- Change the shape of the area.
- Increase or decrease interference from other pupils in a space.
- Increase or decrease pathways used to travel in a space.

Time/Task

- Increase or decrease the time given to complete a task.
- Use different parts of the dominant or non-dominant hand or foot.
- A point scoring system based on time took to complete a task.

Equipment

- Increase or decrease the size of equipment used.
- Increase or decrease the amount of equipment used.

People

- Increase or decrease the number of attackers or defenders.
- Link numerous combinations when performing a skill.
- Rotate who works with who.
- Increase or decrease distance from a target/goal.

Key Stage: Year 5 and 6

Lesson Topic: Football

Lesson One

Lesson Objectives: Understanding how to control a ball with different parts of your body.

Head: To be able to identify different parts of your feet used to control the ball.

Heart: To be able to show resilience.

Hands: To be able to control yourself and your ball in our own area.

Equipment: Multi coloured cones, flat markers, whistle, tennis balls, footballs.

Starter: Ball Mastery

Pupils set up in their own square or safe space with a football at their feet. The coach/teacher can go through various challenges allowing the children time to practice each challenge whilst keeping the ball inside their own area.

Pupils move and master the ball with:

- Their right foot.
- Their left foot.
- Their inside of either foot.
- Their outside of either foot.
- Their insides/outside of both feet.
- Their laces of either foot.
- Their sole of either foot.
- A mixture of all the challenges.



Main: Dribble Relay!

Pupils set up with a ball at their feet within their own safe square used in previous activity, the pupils will start at one of the cones with the ball at their feet, on command they will dribble to a cone and back – the first pupil back with their ball under control wins.

Ext - Add in extra cones, pupils travel around their square and back to the start visiting 2, 3 or 4 cones.

Key Points:

- Head up looking for space/coloured cone when dribbling.
- Take lots of small touches to help keep control of the ball.
- React quickly to the cone/colour shouted.

Step:

- Increase/decrease number of cones visited.
- Change ball size eg bigger/smaller football or a tennis ball.
- Only use weaker/stronger foot.
- Change the part of the foot used to dribble eg inside/outside/laces or sole.

Pudding: 3 Bounce Trap!

Pupils set up with a ball within their own safe square used in previous activity, pupils will look to throw the ball into the air just above their head, when the ball travels back down the pupils let the ball bounce 3 times before trying to use the sole of their foot to trap the ball to the floor.

Ext – When successful pupils can repeat this with 2 bounces trapping the ball to the floor, if successful pupils can attempt to allow the ball to have 1 or 0 bounces before trapping the ball.



Step:

- Increase/decrease amount of bounces before trapping the ball.
- Throw ball higher/lower.
- Use weaker foot.
- Change the size of the ball.
- Decrease/Increase area size.
- Change the part of foot used to trap/control the ball.

Assessment for Learning:

Link back to lesson objectives, head, heart and hands.

Allow pupils to explore vocabulary by questioning and assessing their peers.

Teacher to stop the lesson and question the class to gauge levels of learning.

Key Questions:

- Can you show me how to keep the ball controlled in your area?
- What is the easiest/hardest way to keep the ball controlled?
- Do we take big or small touches to keep our ball in the area?

Stop and show good work within the class throughout the lesson.



For a tutorial on this lesson please click here.

Key Stage: Year 5 and 6

Lesson Topic: Football

Lesson One

Step:

- Increase/decrease area size.
- Change ball size eg bigger/smaller football or a tennis ball.
- Only use weaker/stronger foot.
- Create combinations to perform inside square.
- Amount of touches taken in a given time.

Key Stage: Year 5 and 6

Lesson Topic: Football

Lesson Two

Lesson Objectives: Understanding how to pass a ball accurately with different parts of your feet.

Head: To be able to identify different parts of your feet used to pass a ball.

Heart: To be able to compete fairly against a partner during a competition.

Hands: To be able to stay balanced when passing accurately to a target.

Equipment: Multi coloured cones, flat markers, whistle, tennis balls, footballs.

Starter: Ball Mastery

Pupils set up in their own square or safe space with a football at their feet. The coach/teacher can go through various challenges one at a time allowing the children time to practice whilst keeping the ball inside their own area. Recap last week's floor-based challenges adding in aerial challenges when applicable:

- Kick and catch.
- Thigh and catch.
- 2 kicks and catch.
- 2 thighs and catch.
- 2 kicks, 1 thigh and catch.
- 2 kicks, 2 thigh and catch.

Key Points:

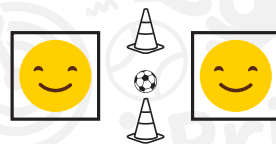
- Keep eye contact with the ball when it's in the air.
- Use light touches to keep the ball under control/in area.
- Relax thigh muscle when ball is about to make contact for better control.

Main: Passing Practice

Pupils can work individually or in pairs, pupils set up in their own area next to a cone with a ball opposite them on a cone or target/gate/goal. Pupils use the inside of their foot pass the ball through the gate/goal without knocking the ball over.

Key Points:

- Use the inside of the foot to help improving passing accuracy.
- Place your non kicking foot to the side of the ball to help with balance/accuracy.
- After passing through the middle of the ball follow through with their kicking foot in the direction of the target.



Step:

- Increase/decrease distance from target.
- Increase/Decrease size of target/goal.
- Use only weaker/stronger foot.
- Change ball size.
- Use different parts of the foot to pass the ball with.

Pudding: Coconut Shy

Pupils can work individually or in pairs and remain in the same set up as the previous activity, pupils compete against themselves or their partner (stood opposite them with the target in the middle) or with other pupils in their group.

Pupils have rounds of 2 minutes to see how many times they can pass their ball to hit the target/goal.

Key Points:

- Control the ball first before striking towards the target.
- Pupils should line themselves up opposite the target before striking.
- Eyes focused on the target.



Step:

- Increase/decrease distance from target.
- Increase/decrease size of target/goal.
- Use only weaker/stronger foot.
- Change ball size.

Assessment for Learning:

Link back to lesson objectives, head, heart and hands.

Allow pupils to explore vocabulary by questioning and assessing their peers.

Teacher to stop the lesson and question the class to gauge levels of learning.

Key Questions:

- Can you show me how to keep the ball controlled in your area?
- How do we pass towards a target?
- What body parts help us pass towards a target successfully?

Stop and show good work within the class throughout the lesson.



For a tutorial on this lesson please click here.

Key Stage: Year 5 and 6
Lesson Topic: Football
Lesson Two

Step:

- Increase/decrease area size.
- Change ball size eg bigger/smaller football or a tennis ball.
- Only use weaker/stronger foot.
- Create combinations to perform inside square.

Key Stage: Year 5 and 6

Lesson Topic: Tennis

Lesson Three

Lesson Objectives: Understanding how to control a ball with a tennis racquet.

Head: To be able to identify the stance used when holding a tennis racquet.

Heart: To be able to motivate yourself to beat your individual challenges.

Hands: To be able to control a ball with a tennis racquet.

Equipment: Multi coloured cones, flat markers, whistle, beanbags, tennis balls, tennis racquets.

Starter: Throwing and Catching

Pupils set up in their own square or safe space with a tennis ball or bean bag each, allow pupils time to practice each individual challenge:

- Throw and catch with the same hand.
- Throw and catch with one hand to the other.
- Throw, clap and catch with both hands.
- Throw, clap and catch using only one hand.
- Throw, spin on the spot and catch.
- Throw, sit down and catch.
- Throw (from a seated position), stand up and catch.

Key Points:

- Throw the ball to head height only.
- Use the mini cup/cup hand method when catching the ball.
- Always maintain eye contact with the ball.
- Be on your toes and have your feet/body ready to move if needed.

Main: Racquet Familiarisation

Pupils set up in their own square or safe space with a tennis racquet and bean bag or tennis ball each, allow pupils time to practice each individual challenge:

- Balance the ball whilst standing still.
- Balance ball whilst moving around your own area.
- Move the ball around the racquet without it falling off.
- Bounce the ball into the air off your racquet.
- Bounce the ball down to the floor off your racquet.
- Fish and Chips - Bounce the ball on one side of the racquet then the other.
- Around the world - Spin the ball around the racquet.

Pudding: Forehand Challenge

Pupils set up with a target, hoop or cone opposite them in their own square or safe space, pupils use their racquet and ball to complete a forehand shot towards their target. Allow pupils time to practise their forehand shot trying to strike their ball into or at their target.

Key Points:

- Hold the Racquet with the 'Shaking Hands' technique.
- Stand sideways like a surfer with the ball in one hand and racquet in the other, the ball should be to the front of the body and closest to the target.
- Throw the ball slightly into the air in front of your racquet, as the ball bounces bring your racquet back making a 'C' shape before looking to strike your ball with the middle of the racquet face.
- Ensure the racquet face is facing the target and follow through after the ball hits the racquet.

Step:

- Increase/decrease distance from target.
- Increase/decrease size of target.
- Look to hit the ball without a bounce.

Assessment for Learning:

Link back to lesson objectives, head, heart and hands.

Allow pupils to explore vocabulary by questioning and assessing their peers.

Teacher to stop the lesson and question the class to gauge levels of learning.

Key Questions:

- How do we throw and catch a ball?
Can you show me?
- How do we hold a racquet?
- What is the letter we use to help us when hitting a forehand shot?
- How do we stand when hitting a forehand shot?

Stop and show good work within the class throughout the lesson.



For a tutorial on this lesson please click here.

Key Stage: Year 5 and 6

Lesson Topic: Tennis

Lesson Three

Step:

- Increase/decrease area size.
- Change ball size/item.
- Use only stronger hand to complete challenges.
- Pupils count how many times they can perform a challenge in a given time.

Key Points:

- Hold the racquet using the 'Shaking Hand' or 'Cut the Carrots' technique; place your hand firmly around the handle of the racquet with your thumb pointing forwards the same as racquet frame.
- Keep the racquet flat to maintain balance and keep the ball on the racquet.
- Flick the wrist gently to push the ball up and down.

Step:

- Increase/decrease area size.
- Change ball size/item.
- Use only stronger hand to complete challenges.
- Timed competition/rounds with a point scoring system for each challenge.

Key Stage: Year 5 and 6

Lesson Topic: Tennis

Lesson Four

Lesson Objectives: Understanding how to strike a ball with a forehand and backhand shot.

Head: To be able to identify the differences in our body stance when performing a forehand or backhand shot.

Heart: To be able to work well with a partner.

Hands: To be able to strike a ball accurately with a forehand and backhand shot.

Equipment: Multi coloured cones, flat markers, whistle, beanbags, tennis balls, tennis racquets.

Starter: Racquet Challenges

Pupils set up in their own square or safe space with a tennis racquet and bean bag or tennis ball each, allow pupils time to practice each individual challenge:

- Balance the ball whilst standing still.
- Balance the ball whilst moving around your own area.
- Move the ball around the racquet without it falling off.
- Bounce the ball into the air off your racquet.
- Bounce the ball down to the floor off your racquet.
- Fish and Chips - Bounce the ball on one side of the racquet then the other.
- Around the world - Spin the ball around the racquet.

Key Points:

- Hold the racquet using the 'Shaking Hand' or 'Cut the Carrots' technique.
- Keep the racquet flat to maintain balance and keep the ball on the racquet.
- Flick the wrist gently to push the ball up and down.

Main: Backhand Familiarisation

Pupils set up with a target, hoop or cone opposite them in their own square or safe space, pupils use their racquet and ball to complete a Backhand shot towards their target. Allow pupils time to practise their backhand shot trying to strike their ball into or at their target.

Key Points:

- Pupils stand in a surfer position facing the opposite direction that they do for a forehand shot.
- The ball is placed in the hand furthest away from the target with the racquet held in the other hand that is closest to the target.
- Throw the ball slightly into the air in front of your racquet, as the ball bounces bring your racquet behind you making a 'C' shape before striking the ball with the middle of the racquet face.
- Ensure the racquet face is facing the target and follow through after the ball hits the racquet.



Pudding: Backhand Challenge

Pupils set up with a target, hoop or cone opposite them in their own square or safe space, pupils use their racquet and ball to complete a backhand shot towards a target.

Pupils work individually or in pairs and remain in the same set up as the previous activity, pupils compete against themselves or their partner (stood opposite them with the target in the middle) or with other pupils in their group. Pupils will be awarded points by the teacher during this competition if they strike their ball into or at the chosen target.

Key Points:

- Refer to key points from previous activity.
- Pupils hold the racquet with 2 hands when striking the ball to improve their power and accuracy.



Assessment for Learning:

Link back to lesson objectives, head, heart and hands.

Allow pupils to explore vocabulary by questioning and assessing their peers.

Teacher to stop the lesson and question the class to gauge levels of learning.

Key Questions:

- How do we hold a racquet?
- What is the letter we use to help us when hitting a backhand shot?
- How do we stand when hitting a backhand shot?
- Can you describe the difference in our body stance when performing a forehand and backhand shot?

Stop and show good work within the class throughout the lesson.



For a tutorial on this lesson please click here.

Key Stage: Year 5 and 6

Lesson Topic: Tennis

Lesson Four

Step:

- Increase/decrease area size.
- Use only stronger hand to complete challenges.

Step:

- Pupils use a forehand shot to hit their target.
- Pupils hold the racquet with two hands when striking the ball.
- Increase/decrease target size.
- Increase/decrease distance from target.

Step:

- Pupils use a forehand shot to hit their target.
- Pupils hold the racquet with 2 hands when striking the ball.
- Increase/decrease target size.
- Increase/decrease distance from target.

Key Stage: Year 5 and 6

Lesson Topic: Hockey

Lesson Five

Lesson Objectives: Understanding how to control a ball using a hockey stick.

Head: To be able to understand how to hold a hockey stick in the correct way.

Heart: To be able to show good teamwork skills.

Hands: To be able to keep close control of a ball with a hockey stick whilst moving.

Equipment: Multi coloured cones, flat markers, whistle, tennis/soft balls, hockey sticks.

Starter: Dribbling Challenges

Pupils set up in their own square or safe space with a hockey stick and ball at their feet, pupils spend time on each individual challenge to practice how to hold the stick and keep their ball inside the area, pupils can rotate equipment and dribble with their feet if needed.

Pupils move and master the ball with:

- The inside of the stick.
- The outside of the stick.
- The ball at their feet performing a turn.
- Walk/Jog/Run whilst moving the ball around their area.

Key Points:

- Hold the hockey stick with the strongest hand in the middle of the stick (fingertips facing up) and the other hand at the top (fingertips facing down).
- Use light touches with the stick to keep the ball close.
- Rotate the wrist to move the stick around the sides of the ball.

Main: Dribbling Slalom

Pupils set up with a hockey stick and ball at their feet within their own safe square or area used in the previous activity, pupils start at one of the cones with their ball, on the teacher's command the pupils dribble to a cone and back – the first pupil back with their ball under control wins, pupils can rotate equipment and dribble with their feet if needed.

Ext - Add in extra cones, pupils travel around their square and back to the start visiting 2, 3 or 4 cones.

Key Points:

- Head up looking for space or a coloured cone when dribbling.
- Take lots of small and light touches to help keep close control of the ball.
- React quickly to the cone or colour shouted.
- Previous key points on how to comfortably hold the hockey stick.

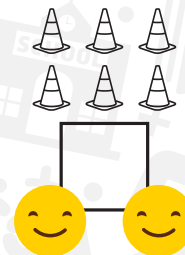


Pudding: Robin Hood

Pupils will set up with a hockey stick and ball at a marker by themselves or with a partner, one at a time they will dribble towards a box where there is some equipment or 'Treasure' for them to collect and take back to their base. Pupils continue to do this until the time runs out or all the treasure has gone.

Key Points:

- Eyes up when dribbling to make sure you are travelling in the right direction.
- React quickly to the command to start.
- Try to travel quickly whilst maintaining a close control of the ball.



Assessment for Learning:

Link back to lesson objectives, head, heart and hands.

Allow pupils to explore vocabulary by questioning and assessing their peers.

Teacher to stop the lesson and question the class to gauge levels of learning.

Key Questions:

- How do we hold a hockey stick?
- Can you show me the best way to dribble?
- Do we take big touches when we are dribbling and what should we do with our eyes?

Stop and show good work within the class throughout the lesson.



For a tutorial on this lesson please click here.

Key Stage: Year 5 and 6
Lesson Topic: Hockey
Lesson Five

Step:

- Increase/decrease area size.
- Change ball size eg bigger/smaller hockey ball/tennis ball or soft ball.
- Create combinations to perform inside square.
- Amount of touches taken in a given time.

Step:

- Increase/decrease number of cones visited.
- Change ball size e.g. bigger/smaller hockey ball/tennis ball or soft ball.
- Increase/decrease area size.
- Number of rounds completed in a given time.

Step:

- Increase/decrease volume of equipment needed for treasure.
- Increase/decrease area size.
- Change ball size e.g. bigger/smaller hockey ball/tennis ball/soft ball.

Key Stage: Year 5 and 6

Lesson Topic: Hockey

Lesson Six

Lesson Objectives: Understanding how to control a ball using a hockey stick.

Head: To be able to understand how to hold a hockey stick in the correct way.

Heart: To be able to show good teamwork skills.

Hands: To be able to keep close control of a ball with a hockey stick whilst moving.

Equipment: Multi coloured cones, flat markers, whistle, tennis/soft balls, hockey sticks.

Starter: Dribbling Challenges

Pupils set up in their own square or safe space with a hockey stick and ball at their feet, pupils spend time on each individual challenge to practice how to dribble inside their area, pupils can rotate equipment and dribble with their feet if needed.

Pupils move and master the ball:

- With the inside/outside of the stick .
- Performing outside/inside hook turns.
- Whilst walking, jogging or running whilst moving the ball around their area.

Key Points:

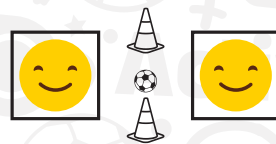
- Hold the hockey stick with the strongest hand in the middle of the stick (fingertips facing up) and the other hand at the top (fingertips facing down).
- Use light touches with the stick to keep the ball close.
- Rotate the wrist to move the stick around the sides of the ball.

Main: Passing practice

Individually or in pairs, pupils set up in their own area next to a cone with a ball opposite them on a cone or target/goal. Pupils use the inside of their hockey stick to push the ball through the gate/goal without knocking the ball off the cone, pupils can rotate equipment & pass with their feet if needed.

Key Points:

- Use the inside of the stick to help improving passing accuracy.
- Place your feet in a 'surfer' type position with your hockey stick behind your back leg furthest away from the target.
- As you approach the ball step forward and push through the ball towards the target – do not swing the stick in the air.
- After pushing through the middle of the ball follow through slightly with your hockey stick in the direction of the target.



Pudding: Coconut Shy

Individually or in pairs, pupils remain in the same set up as the previous activity, pupils compete against themselves or their partner (stood opposite them with the target in the middle) or with other pupils in the class.

Pupils have rounds of 2 minutes to see how many times they can pass their ball to hit the target/goal.

Key Points:

- Control the ball first before striking towards the target.
- Pupils should line themselves up opposite the target before striking.
- Eyes focused on the target.
- Push the stick in the direction of the target.



Step:

- Increase/decrease distance from target.
- Increase/decrease size of target/goal.
- Change ball size e.g. bigger/smaller hockey ball.

Assessment for Learning:

Link back to lesson objectives, head, heart and hands.

Allow pupils to explore vocabulary by questioning and assessing their peers.

Teacher to stop the lesson and question the class to gauge levels of learning.

Key Questions:

- How do we hold a hockey stick?
- How do we pass a ball using a hockey stick?
- Who can show me how to pass?
- What should I do after I push the ball in a pass?

Stop and show good work within the class throughout the lesson.



For a tutorial on this lesson please click here.

Key Stage: Year 5 and 6

Lesson Topic: Hockey

Lesson Six

Step:

- Increase/decrease area size.
- Change ball size eg bigger/smaller hockey ball/tennis ball or soft ball.
- Create combinations to perform inside square.
- Amount of touches taken in a given time.

Step:

- Pupils knock the ball off the cone.
- Increase/decrease distance from target.
- Increase/decrease size of target/goal.
- Change ball size e.g. bigger/smaller hockey ball.

Key Stage: Year 5 and 6

Lesson Topic: Basketball

Lesson Seven

Lesson Objectives: Understanding how to dribble a basketball.

Head: To be able to identify improvements needed with other pupils to evaluate their performance.

Heart: To be able to receive feedback from others in a positive manner.

Hands: To be able to manipulate a ball with control in an area.

Equipment: Multi coloured cones, flat markers, whistle, tennis/soft balls, basketballs.

Starter: Ball Familiarisation

Pupils set up in their own square or safe space with a ball at their feet. The coach/teacher can go through various challenges allowing the pupils time to practice with their ball:

- Throw into the air and catch.
- Roll forwards and stop.
- Move the ball around your waist/body.
- Move the ball around your legs in figure of 8.
- Sit down and bounce the ball.

Key Points:

- Use light touches to keep control of the ball.
- Use your fingertips to keep control of the ball.
- Always keep your eyes focused on the ball.



Step:

- Increase/decrease area size .
- Use weaker/stronger hand to dribble with.
- Change the size of the ball that is used.

Main: Dribble Master!

Pupils remain in their own square with a basketball, allow time for the pupils to practice each of the challenges for a given amount of time:

- Dribble the ball whilst standing still.
- Dribble the ball whilst travelling around the area.
- Perform a turn whilst dribbling around the area keeping the ball under control.
- Balance the ball whilst balancing on one leg.
- Dribble the ball in a figure of 8 around and through the legs.

Key Points:

- Use light touches with the fingertips to keep control of the ball.
- Keep your eyes focused on the ball.
- Keep the ball below waist height.



Step:

- Increase/decrease area size .
- Use weaker/stronger hand to dribble with.
- Increase/decrease amount of time each challenge is completed for.

Pudding: What's The Time Mr Wolf?

Pupils line up safely spaced apart with their own basketball facing the coach/teacher who is now the 'Wolf'. Pupils start the game by asking 'What's the time Mr. Wolf?', the wolf will then reply with a time (1-12 o'clock). The time given by the wolf is how many seconds the pupils must dribble forwards for eg 6 O'clock is 6 seconds. When the wolf finishes counting down to 0 and turns around to the pupils they must have stopped still with their ball in their hands, if they are moving or their ball is bouncing then they go back to the start. The first pupil who makes it to the same line as the wolf is the winner.

Key Points:

- Light touches on the ball to keep it under control.
- React well to the commands.

Step:

- Increase/decrease area size.
- Use weaker/stronger hand to dribble with.

Assessment for Learning:

Link back to lesson objectives, head, heart and hands.

Allow pupils to explore vocabulary by questioning and assessing their peers.

Teacher to stop the lesson and question the class to gauge levels of learning.

Key Questions:

- What part of our hands do we use when dribbling?
- What should the ball not go above?
- Can you show me how to dribble whilst moving?

Stop and show good work within the class throughout the lesson.



For a tutorial on this lesson please click here.