



Subject Overview :PE  
 Intent (Skills/ knowledge)  
 Implementation (How/ When)

	FS	Year 1	Year 2
INTENT	<p>Early Learning Goal: Physical Development</p> <p><b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p>	<ul style="list-style-type: none"> <li>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</li> <li>PE1/1.1c perform dances using simple movement patterns.</li> </ul> <ol style="list-style-type: none"> <li>Throw and catch showing a degree of competency, in isolation and in varied environments</li> <li>Demonstrate changes of direction, speed &amp; level</li> <li>Show an awareness of how the body changes/functions during exercise</li> <li>Perform and repeat sequences of movements</li> <li>Displays development FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance &amp; Coordination)</li> <li>Use FUNdamentals of movement to achieve success, individually and as a team</li> <li>With guidance participate displaying respect, fair play and working well with others</li> </ol>	<ul style="list-style-type: none"> <li>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</li> <li>PE1/1.1c perform dances using simple movement patterns.</li> </ul> <ol style="list-style-type: none"> <li>Link two or more actions to perform a sequence showing control and co-ordination</li> <li>Demonstrate changes of direction, speed &amp; level during performances or in competitive environments</li> <li>Show an awareness of how the body changes/functions during exercise</li> <li>Perform and repeat sequences of movements</li> <li>Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance &amp; Coordination)</li> <li>Use FUNdamentals of movement to employ simple tactics in varied environments</li> <li>With guidance participate displaying respect, fair play and working well with others</li> </ol>
Vocabulary		<p><b>Gymnastics:</b> balance; sequence; tuck; pike; straddle; star; front support; back support</p> <p><b>Health Related Exercise:</b> heart rate increase, fitness, testing, squats, jumps bench press, muscle test, running</p> <p><b>Dance:</b> Stretch, elastic, rebound, formation, rhythm, sticky stretchy man. prop, stimuli, motif, dynamic, mechanical, startle, reaction, expression, duet, march, single file, formation, about-turn, synchronised, unison.</p> <p><b>Multi skills:</b> control, jump, run, balance, weave, throw, catch.</p> <p><b>Striking/Fielding:</b> catch, hit, throw, zone, area, balance, score.</p>	<p><b>Gymnastics:</b> balance; sequence; tuck; pike; straddle; star; front support; back support</p> <p><b>Health Related Exercise:</b> heart rate increase, fitness, testing, squats, jumps bench press, muscle test, running</p> <p><b>Dance:</b> Corners, side, middle, travel, touch, obstacles, exercise, active, bend, twist, shake, nod, resting, moving</p> <p><b>Multi skills:</b> – control, jump, run, balance, weave, throw, catch</p> <p><b>Striking/Fielding:</b> catch, hit, throw, zone, area, balance, score.</p>

	Topic 1	Topic 2	Topic 3
Year 1	<p><b>Gymnastics</b></p> <p><b>Learning Objectives:</b></p> <p>L.O: – Develop pupils ability to mount/dismount apparatus safely</p> <p>L.O: – Develop pupils ability to hold their own body weight</p> <p><b>Week 1:</b> Balancing on an apparatus: Pupils progress to performing a 1 point balance whilst standing on the apparatus. <i>L/A hold balance for 1-2 seconds. Next step – 3-4 seconds. More able pupils 5-7 seconds then full turn and dismount.</i></p> <p><b>Week 2:</b> Balancing on an apparatus: Pupils progress to performing a 1 point</p>	<p><b>Health Related Exercise</b></p> <p>L.O: – To develop understanding of the different types of fitness</p> <p>L.O: – To develop pupil's physical fitness.</p> <p><b>Week 1:</b> Perform Tests!: Each test lasts 1 minute each, pupils to put 100% effort in to ensure it is a maximal test. Number 1's perform first, 2's count/record. Then swap. Rotate each group around stations until all have performed tests.</p> <p><b>Week 2:</b> Have you improved your fitness since Week 1. Ask pupils how you can get faster, stronger, more supple? Tease out that more exercise leads to</p>	<p><b>Balance</b></p> <p>L.O 1 – To develop pupils ability to hold themselves perfectly still</p> <p>L.O 2 – To develop pupils ability stay balanced whilst moving</p> <p><b>Week 1:</b> Teacher stands in front of class and sets the class a series of challenges. Ask the question each time.... "Can you hold yourself on two hands and two feet?" ... "Can you stand on one foot?"... "Can you lie on your back and</p>

balance whilst standing on the apparatus. *L/A hold balance for 1-2 seconds. Next step – 3-4 seconds. More able pupils 5-7 seconds then full turn and dismount.*

**Week 3:** Teach pupils basic shapes for Gymnastics. Tuck, Pike, Straddle, Stand tall & Star. Emphasise the desire for straight limbs and pointed fingers/toes. Position yourself in front of class and ask them to copy your movements, hold any of the basic shapes for 5 seconds then change.

**Week 4:** Teach pupils basic shapes for Gymnastics. Tuck, Pike, Straddle, Stand tall & Star. Emphasise the desire for straight limbs and pointed fingers/toes. Position yourself in front of class and ask them to copy your movements, hold any of the basic shapes for 5 seconds then change. PROGRESSION – Add Front support/Back support & Bunny Jumps from crouch.

**Week 5:** As a class agree a routine consisting of 4-5 moves. Practice this routine as a group until pupils begin to show signs of retaining the sequence of movements. Finish lesson with each row of mats performing for the other rows.

**Week 6:** As a class agree a routine consisting of 4-5 moves. Practice this routine as a group until pupils begin to show signs of retaining the sequence of movements. Finish lesson with each row of mats performing for the other rows.

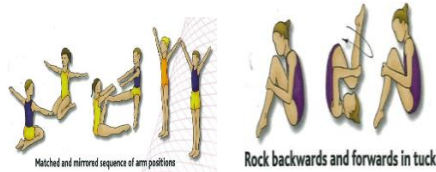
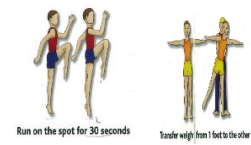
**Challenge 1** – Pupils will be able to hold themselves on one leg whilst on the floor (3-4 seconds)

**Challenge 2** – Pupils will be able to hold themselves on one leg whilst on the floor (5-6 seconds), can perform a full turn on apparatus

**Challenge 3** – Pupils will be able to hold themselves on either leg on the apparatus (5-6 seconds) and turn showing fluency.

**Key Teaching Points:**

- Straight limbs
- Pointed toes



our bodies improving. Set a challenge to all pupils to see if they can beat their score from week. Re-Introduce Fitness test (Speed test, Running test, Muscle test, Catching test): Describe each test & demonstrate how to test this aspect of fitness. Class should be split into 4 groups, all pupils perform tests at the same time. Pupils must count their own score.

**Week 3:** Ask pupils to write down their score for each test on the KS1 H.R.E test recording sheet.

Each week pupils must now try and get a higher number than their original score.

**Week 4:** The BIG question. Have you improved your fitness since Week 1. Ask pupils how you can get faster, stronger, more supple? Tease out that more exercise leads to our bodies improving.

**Week 5:** Perform Tests!: Each test lasts 1 minute each, pupils to put 100% effort in to ensure it is a maximal test. Number 1's perform first, 2's count/record. Then swap. Rotate each group around stations until all have performed tests.

**Week 6:** Analyse results. Have the children improved their individual scores from Week 1.

**Challenge 1** – Pupils will be able to partake in tests independently

**Challenge 2** – Pupils will be able to partake in all 4 tests independently and organise other pupils within their group

**Challenge 3** – Pupils can list the names of the different fitness tests and identify their strengths/weaknesses

**Key Teaching Points:**

**Running Test:** Tell pupils that our muscles need. Oxygen for power! It is the job of the heart & lungs to supply our muscles with oxygen. Tested by continuous running. count shuttle runs for 1 minute.

**Speed Test:** The ability to move any muscle group fast test with a 'Speed Bounce' Pupils bound sideways over a cone for 1 minute. Count on each return

**Muscular Test:** The muscle test measures how well our muscles can do the same Movement over and over again. Test this by measuring how Many squats a pupil can do within 1 minute.

**Catching Test:** It is a type of fitness to watch things and put your arms & legs in the tight Place. (Co-ordination) Test this by measuring a pupils throwing and catching with a partner.

hold feet in the air? *L/A – May need physical support in some positions.* (Balance tasks can be made more difficult if the base of support is decreased or arms & legs are held further away from the trunk of the body.

**Week 2:** Skill progression - Musical Statues with balances:

Pupils move around space using differing ways of travelling (jog, walk, crawl) when the music stops all pupils in class must hold a type of balance (Back, tummy or side or a 'point' balance 1 point = stand on one leg remaining still, 2 point = 2 limbs etc). *L/A pupils can use balance resource sheet for ideas. M/A Create their own balances.*

**Week 3:** Skill progression – Worms & Ponds: Lay out 10-12 skipping ropes & 6-7 plastic hoops on the floor in the hall. Refer to the ropes as 'worms' and hoops as 'ponds'. Pupils must walk along the ropes without stepping on the floor and hold a balance inside the hoops. *L/A – Hold balances for 3 seconds. M/A – Hold balances for 7 seconds.*

**Week 4:** Skill progression – 'Exploring the garden' - Worms, Ponds, Tad-poles & Rocks:

Plastic Hoops = Ponds. Skipping rope on floor = Worm. Skipping rope with a hoop at the end = Tadpole. Beanbag placed on the floor = Rock. Pupils have 2 minutes to explore the garden. Moving over as many worms, ponds, tad-poles & rocks as possible holding balances for the correct amount of time. *L/A – Hold balances for 3 seconds. 'Expected' – 5 seconds. M/A – Hold balances for 7 seconds.*

**Week 5:** Skill progression – 'Exploring the garden – TRAFFIC LIGHTS' - Worms, Ponds, Tad-poles & Rocks: Plastic Hoops = Ponds. Skipping rope on floor = Worm. Skipping rope with a hoop at the end = Tadpole. Beanbag placed on the floor = Rock. Pupils have 2 minutes to explore the garden. Moving over as many worms, ponds, tad-poles & rocks as possible holding balances for the correct amount of time. *L/A – Hold balances for 3 seconds. 'Expected' – 5 seconds. M/A – Hold balances for 7 seconds. Use green, yellow*

## **Dance**

LO: To perform dances using simple movement patterns in the context of 'changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life'.

LO: I can move in response to stimuli.  
LO: To perform dances using simple movement patterns in the context of 'changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life'.

LO: I can dance a duet.  
LO: To perform dances using simple movement patterns in the context of 'changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life'.

LO: I can move to a rhythm.  
LO: To perform dances using simple movement patterns in the context of 'changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life'.

### **Week 1: Playdough**

Shape and Roll: The children choose three shapes to make and different ways and speeds to roll. They practise rolling from one shape into another. Pick out good examples to demonstrate and have another go. How can they transition more smoothly from one movement to another? You could shake a tambourine or play some music Two Movements for Marimba: Movement 1 by Toshimitsu Tanaka for example. The children pick one shape and one roll and practise moving between them. The children link the shape and roll with a movement to assist smooth transition.

Roll a Friend: The children pair up. One of them is the playdough, the other is the person moulding them. They work out ways of communicating with their bodies. They might make a shoving motion with their hands to suggest they are rolling them in a long thin shape or spin their hand on top to show they are rolling them into a ball or pretend to push down to make them into a flat shape. Pick out good examples of children working well together to demonstrate. Swap over. How can children tell their partner to move faster or slower?

### **Week 2: Sticky Stretchy Man**

Super Stretchy Dance: The children stand in a space. They stretch out an arm and rebound back to centre with energy. They stretch out the other arm and going back. Then they stretch up tall, stretching their necks and going to a ball on the floor 3 times. From the lower position they stretch out the left leg and bring it back, then repeat with the right leg. Then 3 times up tall again. Finally, they lie flat on the floor stretch all their limbs out and suddenly draw them back to their centre. Pick out good examples to demonstrate then let them have another go. What expressions do they

## **Multi Skills**

L.O 1 – To develop pupils' ability to run, stop and change direction effectively.  
L.O 2 – To develop pupils understanding of 'agility'

Week 1: Skill progression – 'Obstacles' (Hopping) – Red cones still mean jump. Add blue cones, equally spaced in the playing area – Blue cones require pupils to hop over them. Use mini-plenary & M/A pupils to model **skill** being performed well. Skill related competition – 'Traffic Lights' – Using the existing red, blue and green cones play Traffic lights. Pupils continue to navigate the obstacles but run when the teacher holds up a green cone, stop when they see red. You can also add a yellow (amber) cone that means get ready (jog on the spot).

Week 2: Skill progression – 'Obstacles' (Slalom) – Add two lines of green cones to the existing set up. Refer to these as slaloms. Pupils must run in and out of these as fast as they can. Skill related competition – 'Traffic Lights' – Using the existing red, blue and green cones play Traffic lights. Pupils continue to navigate the obstacles but run when the teacher holds up a green cone, stop when they see red. You can also add a yellow (amber) cone that means get ready (jog on the spot).

Week 3: Skill intro – 'Obstacles' (Jumping, Hopping, Slalom) Spread red & blue cones equally across the playing space. Two green slalom lines each side of the hall. Demonstrate then ask pupils to run in space without touching each other or making noise. When they meet a red cone they must stop, then jump over the cone continuing to run until they see another red cone. \*Use mini-plenary & M/A pupil to model skill being performed well\*. Blue = Hops, Green = Running in and out of the cones.

Week 4: Skill related competition – 'Traffic Lights' – Using the existing red, blue and green cones play Traffic lights. Pupils continue to navigate the obstacles but run when the teacher holds up a green cone, stop when they see red. You can also add a yellow (amber) cone that means get ready (jog on the spot). The Clean – up: Split the class into 4 groups. Pupils sit single file until they are at the front of the line. The pupils must sprint out and fetch a cone, returning onto the pile in front of their team. The team with the most amount of cones. Wins. M/A – *Must hop out as supposed to run.*

Week 5: Skill intro – C.A.T.C.H – Split the class into the same amount as Staff in the lesson. Each member of staff stands in the middle of a circle. Throw the ball softly to a pupil, once caught they throw the ball back. Once pupils

and red cones as traffic lights. The last pupil to stop when a red light is called/shown has to sit in the stadium. Keep playing until 1 winner!!

Week 6: Skill progression – 'Exploring the garden – TRAFFIC LIGHTS' - Worms, Ponds, Tad-poles & Rocks: Plastic Hoops = Ponds. Skipping rope on floor = Worm. Skipping rope with a hoop at the end = Tadpole. Beanbag placed on the floor = Rock. Pupils have 2 minutes to explore the garden. Moving over as many worms, ponds, tad-poles & rocks as possible holding balances for the correct amount of time. L/A – *Hold balances for 3 seconds. 'Expected' – 5 seconds. M/A – Hold balances for 7 seconds.* Use green, yellow and red cones as traffic lights. The last pupil to stop when a red light is called/shown has to sit in the stadium. Keep playing until 1 winner!!

Challenge 1 – Pupils will be able to hold themselves in a position moving slightly (5-6 seconds)

Challenge 2 – Pupils will be able hold themselves completely still during balances (7-8 seconds)  
Challenge 3 – Pupils will be able to demonstrate balance whilst remaining still and moving on small objects

### **Teaching Points: Maintaining balance**

Encourage pupils to focus on a set point, keeping the ears level makes it easier to stay in a set position.

### **Teaching Points: Progressing/Regressing balance activities**

To regress allow more points of contact with the floor.  
To progress limit the contact with the floor & hold limbs away from torso.

pull as they stretch and rebound? Accompany them on a scratcher. Moving Together: With a partner, stand side-by-side and lean to the right. Children try to lean the same amount as their partner and hold it. Can they do the same to the left? My Stretchy Friend: With a partner the children take turns to stretch parts of their partner. Remind them not to pull. This is a dance so they are making it look like they are pulling them. What happens to them when they let go after stretching their partner? Can they fall into a rolling movement on the floor? LA-Use a scratcher to accompany them. HA-The children work on their own. The children move smoothly into a rolling.

**Week 3: The Ball**

**Bouncing Balls:** The children play with their imaginary balls. What can they do with them? (Kick, roll, throw, catch, juggle, balance, dribble, bounce). Use the Ball Cards for ideas. Pick out good examples to demonstrate and let them have another go. You could beat a tambourine or play some suitable music like Gymnopédie No.1 by Erik Satie With a Partner: The children play with their ball with a partner. What do they do to work well together? Children to consider the shape their bodies are making when they pass and receive the imaginary ball.

**Having a Ball:** The children make up a dance motif with their partner and their imaginary ball. Use the Having a Ball Cards for ideas. Pick out good examples to demonstrate and let them have another go. How can they make their movement patterns flow? The children follow the Having a Ball Cards for inspiration, as well as using the Differentiation Cards. LA/HA The children link movements with turns, moving across different levels, using the Differentiation Cards as required.

**Week 4: Jack in the Box**

**Freeze:** Each time you bang the tambourine the children jump and hold a different position. They think about the expression and shapes a Jack-in-the-Box might make. How would it hold its hands?

**What Is It?:** In pairs, one of the children is a Jack-in-the-Box. The other has just found you. The first child makes themselves into a still, tight, square shape. The second dances around them as if they have just found them. What is it? How can they show curiosity in their movements? Wind It Up: They see the handle and wind to the rhythm of 'Pop Goes The Weasel'. How is the winder feeling? How can they show it? Pick out good examples to demonstrate and have another go. Swap over. Show the children the Jack-in-the-Box at different speeds (slower and faster). Children to change their movements to match the speed. Do their expressions change as they speed up or slow down? Pop:

are familiar with exercise decide on a small word (Use something relevant from classroom – Numeracy, Literacy, Topic) Each time the ball is dropped they began to spell out the word (If the word is 'Dog' then one drop means they get 'D'). Continue until 3 pupils from the group have spelt the whole word. Use mini-plenary to model good technique. Skill progression - Ten Drops – Pupils remain in the same groups. Pupils must throw the ball now between themselves. Every time the ball is dropped keep track. When the whole class has dropped the ball 10 times stop the class. The group who dropped the ball least wins. M/A Set time limits for how long they can hold the ball for, Use smaller balls, Only one hand.

**Week 6:** Skill intro – C.A.T.C.H Split the class into the same amount as Staff in the lesson. Each member of staff stands in the middle of a circle. Throw the ball softly to a pupil, once caught they throw the ball back. Once pupils are familiar with exercise decide on a small word (Use something relevant from classroom – Numeracy, Literacy, Topic) Each time the ball is dropped they began to spell out the word (If the word is 'Dog' then one drop means they get 'D'). Continue until 3 pupils from the group have spelt the whole word. Use mini-plenary to model good technique. (C.A.T.C.H as an activity can take as long as you wish and can be tailored to teach literacy. Maybe take white boards into the lesson?)

Challenge 1 – Pupils remained balanced when jogging, hopping and jumping

Challenge 2 – Pupils remained balanced when running, hopping and jumping, can list teaching points of how to perform these skills.

Challenge 3 - Pupils remained balanced when running, hopping and jumping, can list teaching points of how to perform these skills.

**Teaching Points: Catching**  
Hands in front of chest, fingers stretched  
Soft hands  
Keep eye on ball

**Teaching Points: Throwing**  
For accuracy, under-arm  
Aim for chest  
Soft throw  
Say name of team-mate before releasing

**Teaching Points: Running & Stopping**  
Pupils should run upright, moving their head to help them avoid obstacles. Encourage pupils to stop by bending their knees.

**Teaching Points: Changing direction**  
Stay low to the floor

**Striking/Fielding**

L.O 1 – To develop pupils ability to stop a moving ball (field)

L.O 2 – To develop pupils ability strike a ball (hitting)

**Week 1:** Skill intro - Stopping the ball: Split class into pairs of similar ability. Pairs face one another behind a cone. Pupils take it in turns to roll the ball along the floor – pupils to stop it using the correct technique. Use short, sharp mini-plenaries to address incorrect technique. M/A *pupils stand further away and attempt to stop a tennis ball.* L/A *pupils stand closer together and roll a larger ball (handball, football)* PROGRESSION – Set a time limit for each pair. Pupils aim to complete as many successful passes as possible within the time period!

**Week 2:** Skill progression – Storming the castle: Split class into 4 groups and place them into four boxes in the corners of the playing space. Each group gets 15 tennis balls, when the game starts each team has to roll their tennis balls into the other 3 boxes. Pupils must use acquired skill to stop the balls and roll them back into the opposing teams. After 1 minute stop the game. Team with the least amount tennis balls in their zone wins!

**Week 3:** Skill intro – Striking: In pairs one acts as a server and one hits a ball. Give pupils a bat/racquet that suits their ability. L/A *Uses a tennis racquet.* M/A *Uses a rounders bat.* Each batsmen faces 4 balls then swaps roles.

**Week 4:** Skill related competition: Beat the Ball! Pupils get to pick a bat/racquet when it is their turn to strike (Tennis racquet, cricket bat, rounder's bat). 4 teams (2 More able, 2 less able). Set up three zones. There must be a fielder in each of these. Batters must run through these zones and return to base before the fielding team can throw the ball through each of these three zones. M/A *Use bats with a smaller surface area, tennis ball.* L/A *Use bats with a larger surface area and larger balls.*

**Week 5:** Skill related competition: Beat the Ball!

When the music stops the Jack-in-the-Box bursts up in a dynamic way. Pick out good examples to demonstrate and have another go. What is the best starting position to enable them to burst upwards with force? What different shapes can they hold as after they have burst? Swap over. Actions and Reactions: In pairs, one child jumps up like the Jack-in-the-Box while the other practises reacting with a movement of their own. (jumping, rolling, falling back) Is their reaction fast or slow? What expression do they show? Pick out good examples to demonstrate and have another go. Swap over. A Duet: The children dance a duet. One child is the Jack-in-the-Box while the other finds, winds and then reacts when the Jack-in-the-Box explodes. They perform their dance to the rest of the class. What did they like about their partners movements? How were they contrasting?

LA- To work in threes, with children to take it in turns to wind/jump/or observe and offer suggestions for improvement. Use Differentiation Cards as required. HA-Can children lengthen the dance so that it includes finding/buying the Jack-in-the-Box? Use Differentiation Cards as required.

**Week 5: Clockwork Toys**

Moving like Clockwork: The children move like a clockwork toy. They stand on the spot, pretending they have cymbals. They bang them to a rhythm. Can they nod their head at the same time? Accompany them with your voice 'clap, clap, clap'. Pick out good examples to demonstrate and let them have another go. Banging a Drum: The children use their knees as drums. They start beating both hands together on two knees and then to an alternate rhythm. Accompany them with a drum. Pick out good examples to demonstrate and let them have another go. Mixing It Up: The children bang their cymbals for 8 beats. Then they use their knees as drums with both hands together for 8 beats and with alternate hands for 8 beats. Practise a few times. Accompany them with vocal instructions/drum. Heel-Toe: The children practise a heel-toe movement on one foot then the other. They do 2 heel-toes on one foot then the other. Accompany them with your voice 'heel-toe, heel-toe'. One-Man Band: The children put the whole dance together. They bang their cymbal for 8 beats. Bang the drum with both hands for 8 beats. Then alternate hands for 8 beats and finally do 2 heel-toes on each foot. Speed up and slow down the beat. Can they speed up and slow down? LA-The children bang their cymbals throughout. HA-The children heel-toe throughout.

Do not cross your feet  
Shuffle feet quickly  
Slight bend in the knee throughout

Teaching Points: Hopping  
Start on one foot  
Swing arms, look forwards  
Land on the same foot  
Bend knee on landing

Pupils get to pick a bat/racquet when it is their turn to strike (Tennis racquet, cricket bat, rounder's bat). 4 teams (2 More able, 2 less able). Set up three zones. There must be a fielder in each of these. Batters must run through these zones and return to base before the fielding team can throw the ball through each of these three zones. *M/A Use bats with a smaller surface area, tennis ball. L/A Use bats with a larger surface area and larger balls.*

Challenge 1 – Pupils will be able to stop a moving ball in the correct position and strike a moving ball with a degree of consistency (3 times out of 5 – tennis racquet)  
Challenge 2 – Pupils will be able to stop a moving ball in the correct position and hit a moving ball with consistency (4/5 times out of 5 – tennis racquet)  
Challenge 3 – Pupils can stop the ball consistently, pupils throw effectively and can strike the ball with a smaller bat (3 out of 5 – rounders bat)

Teaching Points: Stopping a ball  
*Place body low to the floor. Lie leg across the floor to prevent the ball rolling underneath the body. Place hands in front of the leg start standing and move to the line of the ball then crouch*



Teaching Points: Striking  
Stand side-on  
Swing bat/racquet in a Motion that is parallel to the floor  
Keep eyes on the ball!

### **Week 6: Toy Soldiers**

Marching Single File: Use a drum to beat a steady rhythm. The children make a line behind the teacher in single file and march around the room. Everyone holds up their left hand. Say left, right, left right as you start. Can they march to the same beat? Can they move their arms and legs at the same time? The line splits in two. The two lines march side-by-side in unison. Marching in a Line: Use a drum to beat a steady rhythm. The children form a line across the room. They march from one side of the room to the other. Can they move in unison to the beat? They about-turn to the left and go back. How could they improve? They split into two lines, one behind the other and march in the same direction. Can they keep the lines straight and a constant distance between them? Marching Two by Two: Use a drum to beat a steady rhythm. In pairs the children practise marching in the same way to the beat. How can they move the same leg or arm at the same time? What formation do they prefer? Pick out children marching side by side and one behind the other to demonstrate and let them have another go. How will they about turn together when they come to another pair? March on By: Use a drum to beat a steady rhythm. The children stand a few paces away from their partner and march towards them in time. When they reach each other they salute and march slightly to one side of each other to carry on past in the same direction. They practise a few times. Pick out good examples to demonstrate and let them have another go. Can they both march exactly the same number of steps?

### **Key Questions**

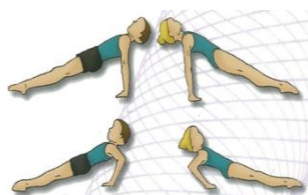
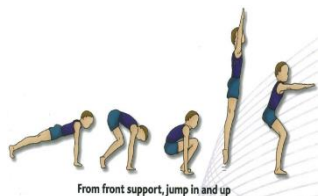
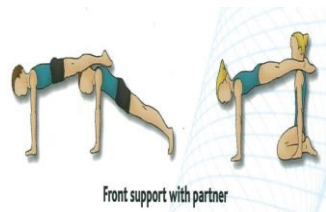
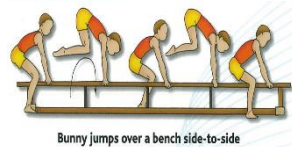
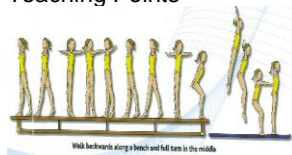
- How can you change your body to 'change' the emotion?
- How does your partner know what to do and how you are feeling?
- How can their bodies show how they are feeling?
- How will they move their arms and legs to show this?
- Ask children if they think any part of their body has not been exercised. How does it feel? (stiff/supple)
- How many body parts are you using when dancing?
- Which is the easiest – why do you think so?



<p>Year 2</p>	<p><b><u>Gymnastics</u></b>  L.O 1 – Develop pupils ability to mount/dismount apparatus safely  L.O 2 – Develop pupils ability to hold their own body weight</p> <p><b><u>Week 1:</u></b> Skill intro – Floor: All pupils move freely in hall and respond to teacher commands. All commands are activities required to complete the British Gymnastics Level 8 &amp; 7 Proficiency Award. 1. Run on the spot for 30 seconds. 2. Transfer weight from 1 from foot to the other (Superman). 3. Mirror me!! (<i>Pupils copy teachers arm positions</i>). 4. Run freely for 45 seconds. <i>L/A – Use staff to support pupils when holding themselves in a position. M/A – Add extra time on each challenge.</i></p> <p><b><u>Week 2:</u></b> Skill intro – Apparatus: Split class into as many groups as you have benches. i.e 4 benches = 4 groups. Place mats around all sides of any apparatus used. Teach pupils how to safely mount/dismount. Pupils take turns to walk across bench and dismount. <i>Place L/A on the same bench at the side of the hall (allows for support for this group whilst observing rest of class). M/A progress towards performing a full turn whilst on the middle of the bench.</i></p> <p><b><u>Week 3:</u></b> Skill progression – Balancing on an apparatus: Pupils progress to performing a 1 point balance whilst standing on the apparatus. <i>L/A hold balance for 1-2 seconds. Next step – 3-4 seconds. More able pupils 5-7 seconds then full turn and dismount.</i></p> <p><b><u>Week 4:</u></b> Skill intro – Floor (Use mats due to progression to weight on hands): Teach pupils basic shapes for Gymnastics. Tuck, Pike, Straddle, Stand tall &amp; Star. Emphasise the desire for straight limbs and pointed fingers/toes. Position yourself in front of class and ask them to copy your movements, hold any of the basic shapes for 5 seconds then change.  Week 5: Skill progression – Floor. The Chameleon game!: Pick out 5 different coloured cones. Each basic shape relates to a different colour. I.e – Tuck = blue, Pike = Green etc. When the teacher holds up a coloured cone the class have to assume the correct position as fast as possible. The slowest 2 pupils each time have to sit in the stadium until the next game. The 4 pupils still left playing at the end of the game are the winners!</p> <p><b><u>Week 6:</u></b> Skill intro – Front support/Back support developments: Keep class in groups based by ability. As a starter for the activity ask pupils to see if they can hold themselves in a front and/or back support for 10 seconds. Progress the level of challenge to see if pupils can lower their body using only their arms in both positions. <i>M/A pupils should work towards jumping in and up from a front</i></p>	<p><b><u>Health Related</u></b>  L.O 1 – To develops understanding of the different types of fitness  L.O 2 – To develop pupils’ physical fitness!</p> <p><b><u>Week 1:</u></b> Topic Introduction – The BIG question. <b>Who is the fittest person in the world??</b> Allow pupils time to discuss between themselves. Lead discussion about how pupils think is the fittest. Lead class to the realisation that it is very difficult to answer because they are different types of fitness. (Some people are very strong, some people are very supple/bendy. Some people can keep exercising for a long time). In this lesson pupils will find out which their strengths are and which can be improved</p> <p><b><u>Week 2:</u></b> Introduce Fitness test (Speed test, Running test, Muscle test, Catching test): Describe each test &amp; demonstrate how to test this aspect of fitness. Class should be split into 4 groups, all pupils perform tests at the same time. Pupils must count their own score!</p> <p><b><u>Week 3:</u></b> Perform Tests!: Each test lasts 1 minute each, pupils to put 100% effort in to ensure it is a maximal test. Number 1’s perform first, 2’s count/record. Then swap. Rotate each group around stations until all have performed tests.</p> <p><b><u>Week 4:</u></b> Re-Introduce Fitness test (Speed test, Running test, Muscle test, Catching test): Describe each test &amp; demonstrate how to test this aspect of fitness. Class should be split into 4 groups, all pupils perform tests at the same time. Pupils must count their own score! Perform Tests!: Each test lasts 1 minute each, pupils to put 100% effort in to ensure it is a maximal test. Number 1’s perform first, 2’s count/record. Then swap. Rotate each group around stations until all have performed tests.</p> <p><b><u>Week 5:</u></b> Re-Introduce Fitness test (Speed test, Running test, Muscle test, Catching test): Describe each test &amp; demonstrate how to test this aspect of fitness. Class should be split into 4 groups, all pupils perform tests at the same time. Pupils must count their own score! Perform Tests!: Each test lasts 1 minute each, pupils to put 100% effort in to ensure it is a maximal test. Number 1’s perform first, 2’s count/record. Then swap. Rotate each group around stations until all have performed tests.</p> <p><b><u>Week 6:</u></b> Analyse their own individual data. Have there been any improvements? What are they?</p> <p>Challenge 1– Pupils will be able to partake in 4 fitness tests with constant support and guidance</p>	<p><b><u>Multi Skills</u></b>  L.O 1 – To develop pupil’s ability to run, stop and change direction effectively.  L.O 2 – To develop pupils understanding of ‘agility’</p> <p><b><u>Week 1:</u></b> Skill intro – ‘Obstacles’ (Jumping) – Spread red cones equally across the playing space. Demonstrate then ask pupils to run in space without touching each other or making noise. When they meet a red cone they must stop, then jump over the cone continuing to run until they see another red cone. *Use mini-plenary &amp; M/A pupil to model skill being performed well* Skill progression – ‘Obstacles’ (Hopping)– Red cones still mean jump. Add blue cones, equally spaced in the playing area – Blue cones require pupils to hop over them. *Use mini-plenary &amp; M/A pupils to model skill being performed well*</p> <p><b><u>Week 2:</u></b> Skill intro – C.A.T.C.H – Split the class into the same amount as Staff in the lesson. Each member of staff stands in the middle of a circle. Throw the ball softly to a pupil, once caught they throw the ball back. Once pupils are familiar with exercise decide on a small word (Use something relevant from classroom – Numeracy, Literacy, Topic) Each time the ball is dropped they began to spell out the word (If the word is ‘Dog’ then one drop means they get ‘D’). Continue until 3 pupils from the group have spelt the whole word. Use mini-plenary to model good technique.</p> <p><b><u>Week 3:</u></b> Skill progression - Ten Drops – Pupils remain in the same groups. Pupils must throw the ball now between themselves. Every time the ball is dropped keep track. When the whole class has dropped the ball 10 times stop the class. The group who dropped the ball least wins. <i>M/A Set time limits for how long they can hold the ball for, Use smaller balls, Only one hand.</i></p> <p><b><u>Week 4:</u></b> Skill progression – The River: Split class into 4 groups based on ability. Pupils throw the ball over the river to member of their group, then</p>
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support. The skill becomes harder due to an increase in the weight placed on hands. Skill progression – Creating and following a routine as a group: As a class agree a routine consisting of 4-5 moves. Practice this routine as a group until pupils begin to show signs of retaining the sequence of movements. Finish lesson with each row of mats performing for the other rows!!!

#### Teaching Points



Challenge 1 – Pupils will be able to hold themselves on one leg whilst on the floor (7-8 seconds), can perform a full turn on apparatus

Challenge 2 – Pupils will be able to hold themselves on either leg on the apparatus (7-8 seconds) and walk backwards/ turn showing fluency on apparatus.

Challenge 3 – Pupils can hold themselves in a variety of balances on apparatus, pupils can travel across bench on foot and by placing weight on hands (bunny hop)

Challenge 2 – Pupils will be able to partake in tests independently  
Challenge 3 – Pupils will be able to partake in all 4 tests independently and organise other pupils within their group

#### Key Teaching Points:

**Running Test:** Tell pupils that our muscles need. Oxygen for power! It is the job of the heart & lungs to supply our muscles with oxygen. Tested by continuous running. count shuttle runs for 1 minute.

**Speed Test:** The ability to move any muscle group fast test with a 'Speed Bounce' Pupils bound sideways over a cone for 1 minute. Count on each return

**Muscular Test:** The muscle test measures how well our muscles can do the same Movement over and over again. Test this by measuring how Many squats a pupil can do within 1 minute.

#### Catching Test:

It is a type of fitness to watch things and put your arms & legs in the tight Place. (Co-ordination) Test this by measuring a pupils throwing and catching with a partner.

#### Handball

L.O 1 – Develop pupils ability to throw effectively

L.O 2 – Develop pupils ability to catch effectively

**Week 1:** Skill intro – C.A.T.C.H – Split the class into the same amount as Staff in the lesson. Each member of staff stands in the middle of a circle. Throw the ball softly to a pupil, once caught they throw the ball back. Once pupils are familiar with exercise decide on a small word (Use something relevant from classroom – Numeracy, Literacy, Topic) Each time the ball is dropped they began to spell out the word (If the word is 'Dog' then one drop means they get 'D'). Continue until 3 pupils from the group have spelt the whole word. Use mini-plenary to model good technique.

**Week 2:** Skill progression - Ten Drops – Pupils remain in the same groups. Pupils must throw the ball now between themselves. Every time the ball is dropped keep track. When the whole class has dropped the ball 10 times stop the class. The group who dropped the ball least wins.

*M/A Set time limits for how long they can hold the ball for, Use smaller balls, Only one hand.*

**Week 3:** Skill intro – 'The River' Passing drill. Show pupils correct Handball passing technique. Split class into 4 groups based on ability. Pupils throw the ball over the river to member of their group, then run to the back of

run to the back of their. Use voice to ensure pace of activity is high. *M/A Further apart, smaller ball, weaker hand for excellent pupils. L/A Larger ball, Allow bounces, close together, technique coaching cards.*

**Week 5:** Skill related competition – Zoneball: Use the 4 groups already created for 'The River'. The two More able groups play against each other, whilst the two less able groups play against each other. This ensures the level of challenge is appropriate for all pupils, but also that all pupils have access to being successful in some form. The object of the game is to the throw the ball to your team-mate into the end-zone. If this throw is caught, the person who threw the ball joins their team-mate in the end-zone. A team wins by ensuring all of their players are in the end-zone via successful throws and catches! Pupils cannot run with the ball, or make contact with any members of the opposition. Only the catchers are allowed in the end-zone.

*M/A – Smaller end-zone, smaller ball, time limit on how long a player can hold a ball. L/A – Larger ball, more time to make decisions, larger end-zones, allow for bounces in extreme cases.*

**Week 6:** Skill related competition – Zoneball: Use the 4 groups already created for 'The River'. The two More able groups play against each other, whilst the two less able groups play against each other. This ensures the level of challenge is appropriate for all pupils, but also that all pupils have access to being successful in some form. The object of the game is to the throw the ball to your team-mate into the end-zone. If this throw is caught, the person who threw the ball joins their team-mate in the end-zone. A team wins by ensuring all of their players are in the end-zone via successful throws and catches! Pupils cannot run with the ball, or make contact with any members of the opposition. Only the catchers are allowed in the end-zone. *M/A – Smaller end-zone, smaller ball, time limit on how long a player can hold a ball. L/A – Larger ball, more*



<p><b>Dance</b></p> <p>LO: To perform basic travelling skills.  LO: To explore movement imaginatively to express emotion. LO: To recognise how our bodies communicate feelings to each other.  LO: To understand how different parts of the body are able to move. LO: To understand how we use our body to travel LO: To perform basic skills in travelling using different parts of the body. LO: To develop an awareness of different body parts and how they can be used differently.</p> <p><b>Week 1</b> –Skill intro- Using the space. Find a space not touching anyone, (pretend to be in a bubble)Move a round: Stop: sit down. Anyone too close pops bubble sits out. Change direction. Walk. Try other ways of moving using out feet. Hopping, skipping, running, side steps .Everyone sit down. 5 children to choose and demonstrate favourite way of moving around children sat down .Everyone choose ONE favourite way. Change speed. Fast. Slow. Change direction. Consider 2<sup>nd</sup> way of moving. Extend: On the signal change from 1<sup>st</sup> to 2<sup>nd</sup> way of travelling.</p> <p><b>Week 2-</b> Skill Progression- Review different ways of moving from last week. Switch from moving forwards to backwards using hopping, skipping, and running. Be careful to avoid each other! Ask children to collect a hoop and put it quietly on the floor in a space. Ask them to stand in it and bring it up over their heads, and the lowering it down as gently as possible without making a noise. Practice until perfect. Play music. Ask children to jog around hall without touching hoops. STOP! Must jump into a hoop. Begin to take hoops away (6 hoops) – children must share hoops. Replace the hoops. Tell children to travel differently around the hall What ways could they move? Hopping, skipping, running, side steps.</p> <p><b>Week 3:</b> Skill Progression: Demonstrate moving tiredly and surprised to the children. Make sure they are clear about what an emotion is. Children to move around hall using different emotions. Encourage children to think about their bod positioning ad movement for different feelings (eg tired...slow...happy...quickly...worried... cross...surprised) How would they move their arms and legs? Hold up emotion cards for different feelings and ask children to move accordingly. How ca their bodies demonstrate how they are feeling? Split children into groups and distribute cards. Each group to perform</p>	<p>their. Use voice to ensure pace of activity is high. <i>M/A Further apart, smaller ball, weaker hand for excellent pupils. L/A Larger ball, Allow bounces, close together, technique coaching cards.</i> Skill progression – Possession grids: 2 M/A groups moved into one rectangle, 2 L/A groups in the other. L/A allowed to take 5 steps holding ball, M/A 1 step. Pupils must attempt to complete 6 passes to score a goal. Reinforce teaching points of skill. Encourage pupils to spread out .</p> <p><b>Week 4:</b> Skill related competition – Conditioned Handball match (M/A must complete 5 passes before shooting, L/A = 3): Only GK allowed in ‘D’, must throw with one hand. M/A play with smaller ball than L/A. Goal sored by throwing ball into the goal. M/A only allowed 1 step. L/A allowed to take 3. Use mini-plenaries to emphasise good technique.</p> <p><b>Week 5:</b> Skill progression – Shooting: Each group works in a different goal shooting from the edge of the ‘D’ aiming for the corners of the goal. Place targets for pupils to hit. <i>M/A Smaller targets, further away, Introduce GK earlier.</i> Add GK. All pupils shoot at the same GK. If pupil scores they move to the next round continues until 1 winner (In a Penalty Shootout style)</p> <p><b>Week 6:</b> Skill progression – Defending: Pupils remain in same groups (based on ability). Pupils now attempt to score against a GK and a defender. When defending pupils hold their arms high and ensure they are in the way of the ball and the centre of the goal. Skill related competition – Conditioned Handball match (M/A must complete 5 passes before shooting, L/A = 3): Only GK allowed in ‘D’, must throw with one hand. M/A play with smaller ball than L/A. Goal sored by throwing ball into the goal. M/A only allowed 1 step. L/A allowed to take 3. Use mini-plenaries to emphasise good technique.</p> <p>Challenge 1 – Pupils will be able to catch and throw to a target consistently in isolation. (Medium ball – completes 5 out of 5 at 4m)  Challenge 2 – Pupils will be able to catch and throw to a target consistently in isolation. (Small ball – completes 5 out of 5 at 6m)  Challenge 3 – Pupils will be able to adapt throwing technique (soft when passing, fast and flat when shooting)</p> <p><b>Teaching Points: Catching</b>  Hands in front of chest, fingers Stretched. Soft hands. Keep eye on ball.</p> <p><b>Teaching Points: Throwing</b>  For accuracy, under-arm. Aim by pointing prior to release. Soft throw.</p>	<p><i>time to make decisions, larger end-zones, allow for bounces in extreme cases.</i></p> <p>Challenge 1 - Pupils remained balanced when running, hopping and jumping, can list teaching points of how to perform these skills.  Challenge 2 – Pupils will be able to catch and throw to a target consistently in isolation. (Small ball – completes 5 out of 5 at 6m)  Challenge 3 – Pupils will be able to catch and throw with a degree of consistency in a conditioned game environment</p> <p><b>Teaching Points: Running &amp; Stopping</b>  Pupils should run upright, moving there head to help them avoid obstacles. Encourage pupils to stop by bending their knees</p> <p><b>Teaching Points: Hopping</b>  Start on one foot  Swing arms, look forwards  Land on the same foot  Bend knee on landing</p> <p><b>Teaching Points: Jumping</b>  Look forwards  Bend knees &amp; swing arms  Land on two feet  Bend knees when landing</p> <p><b>Teaching Points: Changing direction</b>  Stay low to the floor  Do not cross your feet  Shuffle feet quickly  Slight bend in the knee throughout</p> <p><b>Teaching Points: Catching</b>  Hands in front of chest, fingers stretched.  Soft hands.  Keep eye on ball</p> <p><b>Teaching Points: Throwing</b>  For accuracy, under-arm  Aim for chest  Soft throw  Say name of team-mate before releasing</p> <p><b>Striking and Fielding</b></p> <p>L.O 1 – To develop pupils ability to stop a moving ball (field)  L.O 2 – To develop pupils ability strike a ball (hitting)</p> <p><b>Week 1:</b> Skill intro - Stopping the ball: Split class into pairs of similar ability. Pairs face</p>
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<p>to the rest of the class what s on the card. Others to guess.</p> <p><b>Week 4: Skill related activity:</b> Discuss how children would travel if they were astonished, disappointed, excited? Children to move around hall. Find a partner! Partner to think of an emotion and to demonstrate it using body – partner to mirror and guess what the emotion is. Regroup as a class. Show children expression cards happy – sad. How could their body movement differ to show the change? Move individually around the hall. Combine two different movements. Teacher to call out e.g worried to excited, sad to scared, scared to excited etc Partner work: Choose favourite combination and practice mirroring. Choose 4 different pairs to perform to the class.</p> <p><b>Week 5:</b> Skill Intro: Name parts of the body to be exercised instead of specifying movements. (Enable the children’s movement responses to be more open ended. e.g. tongue move s side to side) Encourage children to think from head to toe. What is that body part called? How does it move? What are the limitations...can it twist? Bend? Nod? Shake? Discuss bones/joint movement. Split class into 2 teams. One team to be resting their bodies (obstacles) The other children to move around the space around them. Play combination of SLOW and FAST music. When music stops body part is called out. Whole class have to think of a way of moving a particular part of their body on the spot each time (including resting team) When music starts, resting children back to being obstacles. Swap teams. Compare differences in body between resting and moving</p> <p><b>Week 6:</b> Stand in a space. Use hands to touch whichever body part stated. Go for a walk. On signal (tambourine) stop and wave at teacher. One hand, then both hands. Run into a space. Then on signal (sitting down slowly)...wave one foot, wave other, progress to.....2 feet..... feet and hands. Walk on one foot (hopping) then two feet, Can you walk on hands and feet together (lift bottom high)? FIND AND USE SPACE Go for walk on hands and feet. Stop on signal, sat down with hands and feet in the air. (Repeat few times) Go for walk on hands and feet. On signal, stop with different body part on floor. 1 part, 2 parts, 3 parts. Travel on different parts of body, 1 part, 2 parts, and 3 parts? In partners decide favourite way of</p>	<p>Say name of team-mate before releasing.</p> <p><b>Teaching Points - Shooting:</b> Throw with one arm. Stand side-on. Quickly step forwards when throwing the ball. Jump to add more power.</p> <p><b>Teaching Points - Passing:</b> Throw with one arm. Stand side-on. Point to target with non-throwing. Arm throw above the head.</p> <p><b>Teaching Points - Defending:</b> Make yourself as big as possible – Arms up aim to stand on a line between the ball and the centre of a goal.</p> <p><b>Main rules of Handball</b> Score by throwing the ball into the net. Non-contact. Max 3 steps holding ball. Only GK allowed in the ‘D’</p>	<p>one another behind a cone. Pupils take it in turns to roll the ball along the floor – pupils to stop it using the correct technique. Use short, sharp mini-plenaries to address incorrect technique. M/A pupils stand further away and attempt to stop a tennis ball. L/A pupils stand closer together and roll a larger ball (handball, football) <b>PROGRESSION</b> – Set a time limit for each pair. Pupils aim to complete as many successful passes as possible within the time period!</p> <p><b>Week 2: Skill progression</b> – Storming the castle: Split class into 4 groups and place them into four boxes in the corners of the playing space. Each group gets 15 tennis balls, when the game starts each team has to roll their tennis balls into the other 3 boxes. Pupils must use acquired skill to stop the balls and roll them back into the opposing teams. After 1 minute stop the game. Team with the least amount tennis balls in their zone wins! Skill intro – Striking: In pairs one acts as a server and one hits a ball. Give pupils a bat/racquet that suits their ability. L/A Uses a tennis racquet. M/A Uses a rounders bat. Each batsmen faces 4 balls then swaps roles. <b>Week 3:</b> Skill related competition: Beat the Ball! Pupils get to pick a bat/racquet when it is their turn to strike (Tennis racquet, cricket bat, rounder’s bat). 4 teams (2 More able, 2 less able). Set up three zones. There must be a fielder in each of these. Batters must run through these zones and return to base before the fielding team can throw the ball through each of these three zones. M/A Use bats with a smaller surface area, tennis ball. L/A Use bats with a larger surface area and larger balls.</p> <p><b>Week 4:</b> Skill related competition: Beat the Ball! Pupils get to pick a bat/racquet when it is their turn to strike (Tennis racquet, cricket bat, rounder’s bat). 4 teams (2 More able, 2 less able). Set up three zones. There must be a fielder in each of these. Batters must run through these zones and</p>
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travelling. Demonstrate to rest of class.  
How many body parts are they using?

**Key Questions**

- How can you change your body to 'change' the emotion?
- How does your partner know what your emotion is?
- How can their bodies show how they are feeling?
- How will they move their arms and legs to show this?
- Ask children if they think any part of their body has not been exercised. How does it feel? (stiff/supple)
- Introduce muscles. What would happen if they didn't exercise?
- What is this body part called?
- How many body parts are you using when travelling?
- Which is the easiest – why do you think so?
- How does your body feel after using all your body parts?

return to base before the fielding team can throw the ball through each of these three zones.  
*M/A Use bats with a smaller surface area, tennis ball. L/A Use bats with a larger surface area and larger balls.*

*Challenge 1 – Pupils will be able stop a moving ball in the correct position and hit a moving ball with consistency (4/5 times out of 5 – tennis racquet)*

*Challenge 2 – Pupils can stop the ball consistently, pupils throw effectively and can strike the ball with a smaller bat (3 out of 5 – rounders bat)*

*Challenge 3 – Pupils can stop the ball consistently. Pupils throw effectively and can strike the ball with a smaller bat (4/5 out of 5 – rounders bat)*

**Teaching Points: Stopping a ball**

*Place body low to the floor.  
Lie leg across the floor to prevent the ball rolling underneath the body.  
Place hands in front of the leg start standing and move to the line of the ball then crouch.*

**Teaching Points: Striking**

*Stand side-on  
Swing bat/racquet in a Motion that is parallel to the floor*



Keep eyes on the ball!

