



Learning Objective	Success criteria	Input	Main activity	Plenary	Resources
<p>LO: To create a group routine.</p> <p>LO: To develop balance and coordination.</p>	<ul style="list-style-type: none"> <li>• I can think of a starting position.</li> <li>• I can include a spin.</li> <li>• I can include different types of balances.</li> <li>• I can show a balance focusing on the number of balance points.</li> <li>• I can include one jump.</li> <li>• I can include one roll.</li> </ul>	<p>How does Belle tell the other bees where the nectar is? Today we are going to create our own group waggle dance routines. It is very important to listen to one another and think about showing as a group where the nectar can be found. Discuss what is required for the routine and ask children to model these if necessary.</p>	<p>Must include:</p> <p>1 spin</p> <p>1 balance in pairs – 2 points of contact (between 2 children) and children must be connected somehow to one another– 3 seconds</p> <p>1 balance on own - 6 points of contact – 3 seconds</p> <p>1 balance as a group – 8 points of contact (between 4 children) and each child in group must be connected to another</p> <p>1 jump</p> <p>1 roll</p> <p>Challenge: Balance using non dominant side</p>	<p>Chn in groups to show their routines to the class.</p>	<p>Mats for the children to create sequence on</p>
<p>LO: To improve teamwork, communication, balance and coordination.</p>	<ul style="list-style-type: none"> <li>• I can discuss tactics with my teammates.</li> <li>• I can reflect on what has worked well and what we might need to change.</li> </ul>	<p>Today we are going to play the game 'Flower to Flower'. Explain to the chn that they are going to be taking it in turns to be Belle trying to get from the garden to the hive before the other bees in the other teams. The other children in your team will be the 'gardeners' and they will be planting flowers (spots – 3 per team including the one the bee starts on) for you to fly onto. If</p>	<p>Before starting the game chn to discuss tactics in groups of 3 or 4 – how will they move from flower to flower? Will the gardeners put the spots closer to the other spots or space them out?</p> <p>Chn to race and all take it in turns to be the bee. After this introduce rule that when on the spot they have to be on one foot balancing and if they fall off then they have to go back to the beginning – in teams discuss if you might have to change the tactics and think about where you might space the spots</p>	<p>Reflect what worked well in your group and what might you do differently next time, how did you work as a team? Did you encourage each other? What is something that you are proud of? What was tricky about the game?</p>	<p>Rubber spots 3 per team of children</p>



	<ul style="list-style-type: none"> <li>• I can listen respectfully to other children's ideas.</li> <li>• I can jump to a given spot with control.</li> <li>• I can balance on one foot.</li> </ul>	<p>you fall off the flower you have to go back to the beginning.</p>			
<p>LO: To move in a range of ways LO: To participate in team games, developing simple tactics.</p>	<ul style="list-style-type: none"> <li>• I can discuss tactics with my teammates.</li> <li>• I can reflect on what has worked well and what we might need to change.</li> <li>• I can listen respectfully to other children's ideas.</li> <li>• I can move in a range of ways (run, hop or crab walk)</li> </ul>	<p>Explain to the children that they are going to play the game 'Nectar Hunt'. Now this nectar is a bit different as it comes in different colours and can be found in the 'flower' in the centre of the hall (this to be marked out with cones or on mats). The children are going to work as a team and when CT says go will be able to go one at a time to collect the nectar. The nectar is worth different points but means that to collect them you have to move in the given way when holding that nectar. Red bean bag – run 1 point Yellow bean bag – hop 2 point Blue bean bag – crab walk 3 points</p>	<p>Chn to discuss as a team which bean bags they want to go for as all chn in the team have to agree and do the same on this go. CT to say go and give the chn one minute to collect as much nectar as they can. After this then tally up scores. Chn to reflect on this and then discuss new tactics for next game.</p> <p>For the third game explain to the chn that they don't have to do the same as the other children in your team now so you may want to discuss which colour each person might want to go for and reflect on this as a group.</p>	<p>In teams reflect on what worked well and how they worked as a team. Stretch and mindful moment thinking about what they might give themselves as a target</p>	<p>Bean bags, quoits as nectar Mats/markers to set out where the stash of nectar is.</p>



<p>LO: To roll or throw a ball using coordination. LO: To participate in team games, developing simple tactics for defending and attacking Clear skies</p>	<ul style="list-style-type: none"> <li>• I can discuss tactics with my team.</li> <li>• I can listen well to others.</li> <li>• I can roll a ball.</li> <li>• I can throw the ball in a range of ways.</li> </ul>	<p>Time to play 'Clear Skies'. Explain to the chn that the big balls (large balance balls or other large sized balls) are pollution blocking up the sky. You need to try and clear the sky in your area (hall to be split in half with markers) and get the pollution into the other teams area. You can only move the bigger balls by using smaller balls.</p>	<p>Game one – only rule is that you have to move the bigger balls with smaller balls.</p> <p>Game two – have to roll or throw the smaller balls to move the bigger balls – recap on the different types of throws that the children could do (chest pass, overhead throw, shoulder pass/throw)</p> <p>Reflect in teams what worked well and what they need to think about for the next game.</p>	<p>Chn reflect what worked well at the end of the lesson and what they might think about for next time.</p>	<p>Large balls Small balls Markers</p>
<p>LO: To improve spatial awareness and coordination.</p>	<ul style="list-style-type: none"> <li>• I can discuss tactics with my team.</li> <li>• I can listen well to others.</li> <li>• I can roll a ball.</li> <li>• I can pass the ball in a range of ways.</li> <li>• I can think carefully about the distance I will travel when passing the ball.</li> </ul>	<p>Time to play 'Return to the Hive'. Chn in 3 teams with 'nectar' (balls – 1 per team). Need to get to own hive (bib to indicate on a particular mat at the end of the hall). Place mats/hoops as 'flowers' dotted around the hall and chn in team to get to hive. Can only move across the hall if holding nectar and have to be on a 'flower' when not holding nectar. You cannot go off the flowers to get a ball/nectar – if children pass the ball and it cannot reach someone that is on a 'flower' then the team has to all go back to the beginning.</p>	<p>Variations: Moving 'hive' so not in linear lines. Increasing number of nectar per team. Allowing other teams to steal nectar. Changing the item that is the nectar (ball size, shape, texture).</p>	<p>Chn reflect what worked well at the end of the lesson and what they might think about for next time.</p>	<p>Balls Coloured bibs</p>