### Physical Education Lesson Plan

#### Fundamental Skill

**ABC’s**
- Balance
- Coordination

#### Sporting Promise Skill

**Thinking Me**
- Social Me
- Healthy Me
- Physical Me

**Key question for the lesson...**

**Thinking me:** What strategies can I employ to evade the tagger

#### Theme - Body shape - KS1 Multiskills

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<th>More Accessible</th>
<th>Main Content</th>
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<tr>
<td><strong>Warm up</strong></td>
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| Individual demonstrations and balances that students can copy | **Warm up:** Students jog around in big square then: (Compare movement at this point with the students movement at the end of the game to gauge progress) Students to copy movements;  
  - Change direction moving into space  
  - Move away from others (demonstrate movements to copy)  
  - How many people can they keep in front of them with their movement  
  - Can they spot space and move into it  
Stop and freeze at regular intervals to demonstrate god examples | **Challenge students to keep as many people in front of them as possible** |

#### Skill Development

**Activity 1:** Can students apply movements from warm up under pressurised game condition:

**Ball tag - group start inside a giant square.** Start with one person with a ball - rules are they must run round and tag people (without letting go of it with the ball) once they have tagged someone they pass the ball to that person and they take over. The only person the new tagger cannot tag is the person that tagged them! Students should focus on moving away from the ball and keeping all the people, space and ball in front of them. Aim of game is to go the entire time without being tagged - this shows they have control of what is going on.

Stop and freeze to ask questions and to show class students who are making good decisions and why they are able to do this.

**Activity 2** Can students create time and space for themselves in which to make good

#### Values

- Respect
- Self-Belief
- Honesty
- Team Work
- Determination
- Passion

#### Differentiation

- **Space** – Must work within the boundaries and use different strategy to evade being tagged
- **Task** – students make own target – aim is to not be tagged at any time or as few times as possible
- **Equipment** – clearly coloured vibrant balls (Soft)
- **People** – start different people with the
### Success criteria

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<tr>
<td>I keep the ball in front of me at all times</td>
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<td>I move away from the ball to give myself time</td>
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<td>I stay facing the ball</td>
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<tr>
<td>I keep space in front of me so that I can use it when dodging</td>
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<tr>
<td>I am able to keep the ball, the space and all the people in the game in front of me so I can make good game decisions</td>
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<td>I use a range of strategy to help success</td>
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### Learning Objective

**Plenary**

- Ask students to **describe** actions
- **Key questions:**
  - When moving in any game that involves a ball what do we need to be able to see? Why is this important? Can students analyse? Why did some students get tagged more than others? Can students evaluate

**Key words:** Can students evaluate some of the tactics for success - why did the taggers run straight past some students? What were they attracted too?

### Cross Curricular Links

- **Maths** – spatial awareness
- **English** – communicating strategy

### Emerging (Copy and Describe)

- I can **Copy** and describe elements of good body shape

### Established (Apply and analyse)

- I can **apply** good body shape when under pressure in small game moments and analyse movement

### Embedded (Create and evaluate)

- I can **create** time and space to make good strategic decisions when placed in game situations. I can evaluate choices