

Classroom PE KS1

KS1



Learning objective:

To explore multi skill stations

Success criteria:

Bend your knees to jump and land.

Whole child objectives:

Social: I work well with others, taking turns and playing to the rules.

Emotional: I try my best in the challenges I am set.

Thinking: I can adjust my technique to meet the needs of the task.

Equipment:

4 x cones

12 x beanbags

2 x tennis balls

10

Mins

Warm Up and Introduction

Snake:

Pupils line up one behind the other. The pupil at the front is the snake's head. They lead the rest of the line pupils as they walk around the classroom. When the teacher says 'change' the snake's head moves to the back of the queue so that there is a new leader.

Try to move around the classroom so that you never make contact with the rest of the queue. Make this harder by splitting the class in half and have two snakes that try to navigate around the classroom without touching one another.

30

Mins

Skill Development

Multi skills stations:

Set the following stations up around the classroom. Split the class into five groups and assign one group to each station. Pupils will have four minutes at each station.

A **Boule:** Place one cone on the table. Pupils take it in turns to throw their beanbag to land as close to the cone as possible. The winner places the cone in a new space on the table for the next round.

Consider how far away the cone is and how much power you need to use.

Make this harder by beginning further from the table.

B **Team catch:** Pupils stand around their table. They pass a beanbag between them in any order. How many consecutive passes can they make. If the beanbag touches the table or the floor they must begin again.

Catch with two hands and throw with one.

Before you throw, check that the person you are throwing to is ready to receive it. Are they looking at you, with their hands out?

Make this harder by catching with one hand.

C **Flamingo balance:** Pupils work in pairs at their table. One pupil moves whilst the other counts. The mover begins standing on one foot with the beanbag held above their head. They must slowly move to touch the beanbag on the floor and then raise it above their head again. Pupils count how many times their partner can do this without putting their non standing foot on the floor.

Change over. Try from both feet.

Move slowly and with control.

Make this harder by closing your eyes.

D **Beanbag balance:** Pupils stand around their table. Two pupils work at the same time. They each walk around their table whilst balancing a beanbag on their head. One when they return to their space they pass the beanbag onto the next pupil.

Move slowly and with control.

Make this harder by throwing and catching a tennis ball at the same time.

E **Speed bounce:** Pupils work in pairs. They take it in turns to complete 20 speed bounces (jumps side to side) over a cone.

Jump and land with your feet together and knees bent.

Make this harder challenging the pupils to count how many they can collectively do in the set time.



5

Mins

Plenary

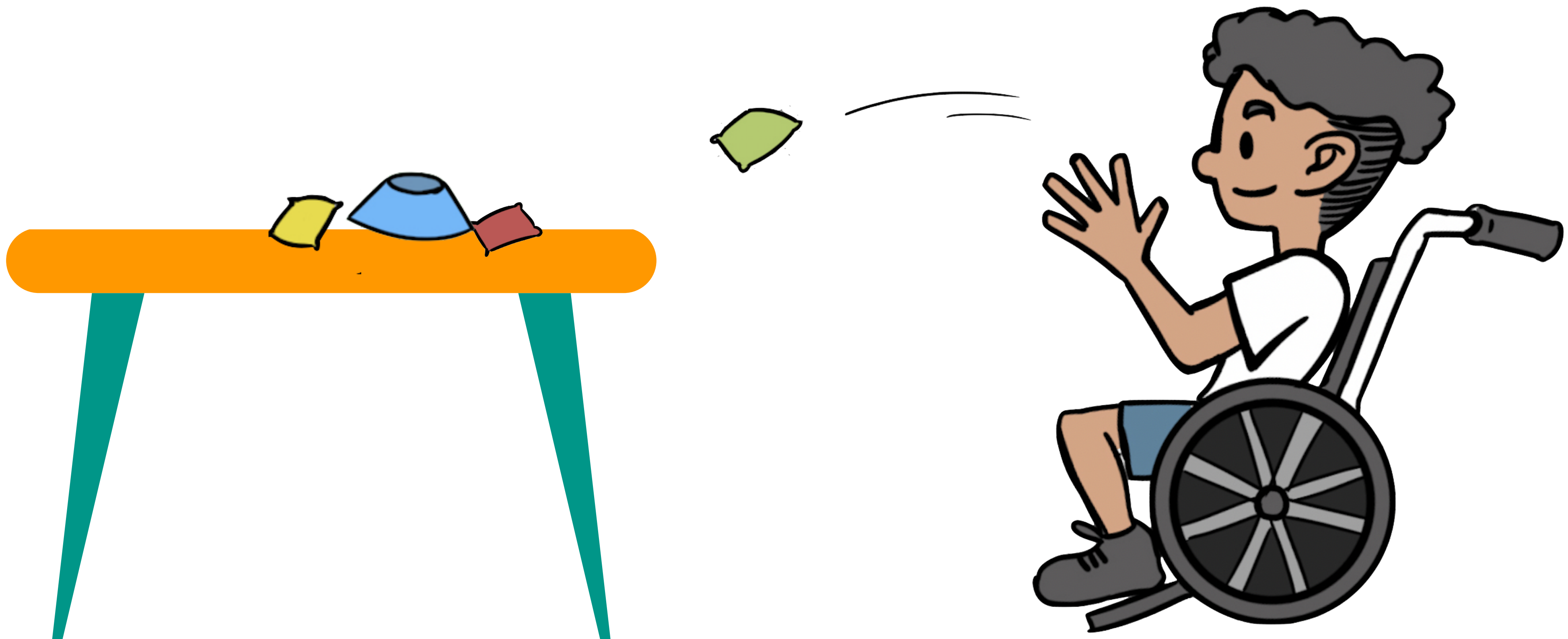
Ask the pupils if they think they worked well with others today? Can they share any examples? Discuss why it is important to work well with others.

Ask the pupils which activity did they find most challenging? Highlight that the challenges worked on different skills and each of them will find some activities more challenging than others.

Boule

Take it in turns to throw your beanbag as close to the cone as possible.

The winner places the cone in a new space for the next round.





Team Catch

Pass the beanbag around your table.

How many can you do without dropping it?



Flamingo Balance

Stand on one foot.

How many times can you raise the beanbag to the sky and then touch it to the floor?

Your partner will count for you.

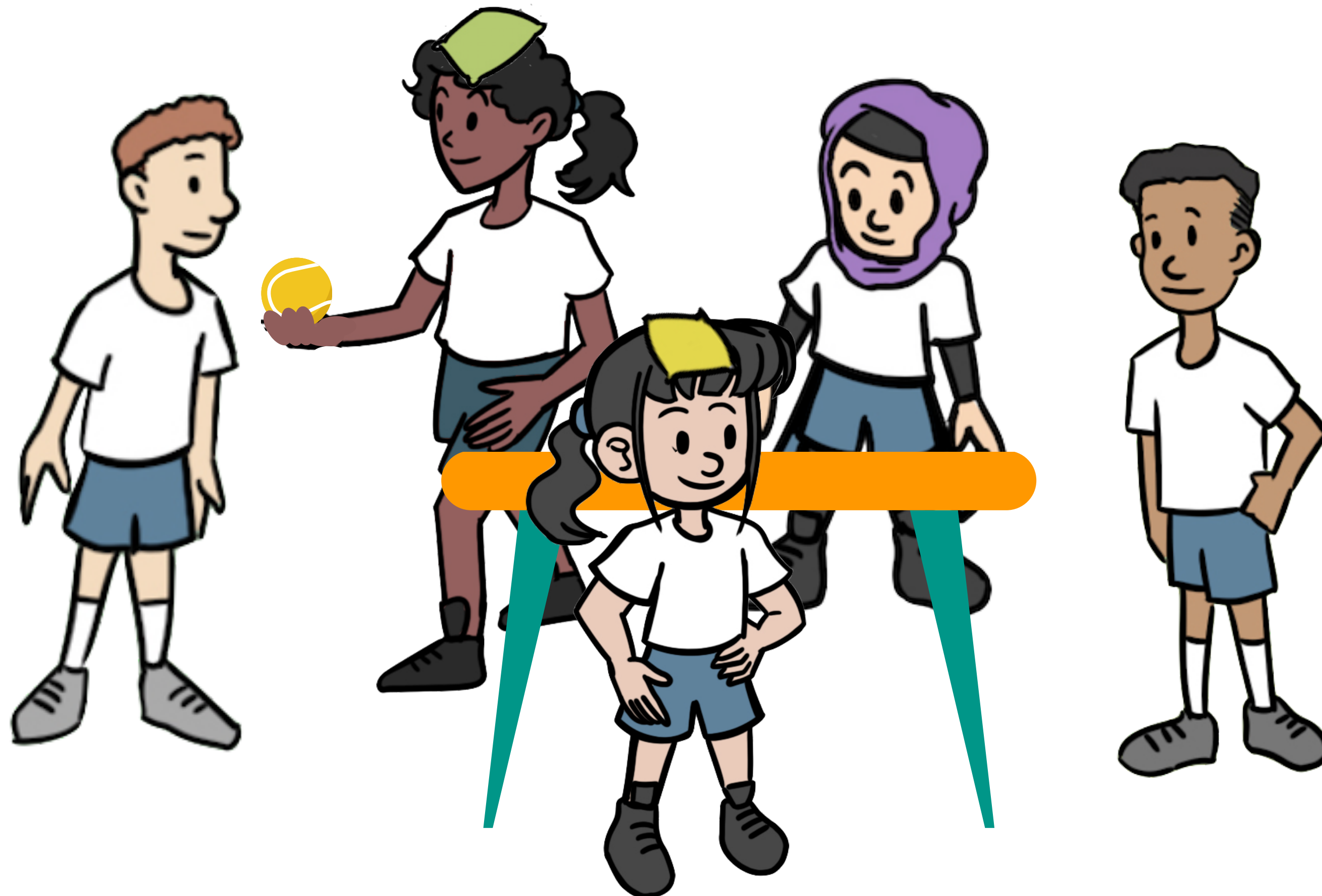




Beanbag Balance

Walk around your table whilst balancing a beanbag on your head.

Make this harder by throwing and catching a tennis ball.





Speed Bounce

Complete 20 jumps side to side over your cone then change with your partner.

