



**SALLY**

**Character:** Skilful Sally

**Adventure 1:** Up into Space

**Keywords:** Dribbling, travelling, control, space, stopping, turning.

**Link to ELG:** Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Draws lines and circles using gross motor movements. (30-50 months)

**Length of Session:** 45 minutes

**Resources Needed:** Hockey sticks, tennis rackets, balls, cones, hoops, beanbags and tambourine.

**Lesson Focus/ Learning Objective**

To explore the use of different equipment and travel different ways with the equipment.

**Success Criteria**

- To be able to demonstrate control with different pieces of equipment.
- To be able to travel with control over their body and equipment.
- To be able to adjust and control the equipment to make shapes.

## In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking them on today's adventure... Skilful Sally. See if the children know what Sally's super powers are. Describe the learning objective and the success criteria. Describe the adventure setting. Today we're going to help Skilful Sally by becoming an astronaut and helping her during her trip to space! Now we are in our space rockets, we must help her become a better astronaut by listening to the instructions of the pilot. As children are getting changed, talk to them about the equipment that they are going to be using on today's adventure.

## In The Hall – Warm-Up

**Activity:** Children, we must fly around in our space shuttles in different directions across the galaxy with our super control and coordination. From our space shuttles we can see the meteors and craters. Position cones with beanbags on top (meteors) and hoops (craters) around the hall. Children are to drive their space ships around the hall, avoiding the craters and meteors (cones and hoops). When the teacher shouts '*blast off*', the children go and collect a meteor (beanbag) and drop it in the craters (hoop). The children are given a time limit. On the next shout of '*blast off*' from the teacher, the children have to collect a meteor from the crater and go and place the meteor on top of a cone. This game should continue for a few minutes. **This game is really good for hand to eye coordination - one of the skills we are developing today. Stand in a position where you can see every child to ensure everyone understands the activity. Whilst moving around, give feedback to the children travelling with their head up looking for spaces, meteors and craters. You can challenge the children to not only move forwards but also backwards and sideways.**



SALLY

## Main Adventure

**Activity 1:** Children, you now have to use your super powers to fly in our space shuttle from planet to planet and avoid the aliens. Place a range of equipment in the hall, i.e. tennis rackets, large balls, small balls, hockey sticks, beanbags. Place this equipment in hoops with enough for one per child. Spread cones around the hall (aliens) and add the equipment into 4 hoops (planets), one in each corner of the hall. They have to choose a piece of equipment from a hoop and dribble it around the hall, whilst avoiding bumping into the aliens. After every 1-2 minutes, ask the children to return to the planets (hoops) and change their equipment for something different. Repeat a few times so all children get to use all the equipment. **Feedback to the children moving with the equipment in a controlled manner. Give them some ideas of how to travel with the different equipment. Encourage the children to keep the equipment close to them for better control.**

**Activity 2:** Children, we are now back on our space shuttles and are going to see the different planets in space and travel around them. The planets are all different sizes, some big and some small, so you need to listen very carefully to the instructions. Place planets around the hall using cones as small planets and hoops as big planets. The children need to use various pieces of equipment (which were used in the game above) to travel to the different planets, which are located on the floor. The idea is now the children have to try and orbit the planet, keeping control of their equipment and count each one that they successfully go around. After a few minutes, ask the children to return to their space shuttles and collect a different piece of equipment. **The feedback needs to be the same as above and focus on how well the children are keeping control of the ball, stopping it with their stick/racket or body, negotiating the space and obstacles without bumping into equipment and people.**

**Activity 3:** Children, the Grumpy Grizzly bear is trying to spoil your day, so keep an eye out for him! Make sure you get back to the space shuttle before he comes to get you. Ask the children to practise moving in straight lines or orbiting the planets (hoops and cones) and when they hear you shake the tambourine it means they now have 10 seconds to take their equipment with control back to the space shuttle as the Grumpy Grizzly is nearby and is checking to see whether there is any equipment he can take for himself. **Ask the children which equipment they enjoyed using? What did they do to keep the equipment close to their body? And how did this help?**

### Making The Tasks Easier

- Get the children to walk and not run while pushing the ball.
- Use the larger equipment, which is easier to keep control of.
- Put fewer obstacles in the way for the children.

### Making The Tasks Harder

- Reduce the space children have to move in.
- Increase the number of obstacles for them to dribble around.
- Get them to use smaller balls or equipment that is harder to keep control of.

### Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:		
Names/ Group	Reason	Learning Plan
www.sportxplorers.co.uk		