



**SALLY**

**Character:** Skilful Sally

**Adventure 2:** In the Army

**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 and beanbags.

**Lesson Focus/ Learning Objective**

To show control while dribbling a ball with different equipment.

**Success Criteria**

- Can control a ball with different equipment.
- Can turn, stop and move in different directions.
- Can avoid collision and move into space.

### In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking them on their adventure... Skilful Sally. See if the children can remember the learning focus from the last adventure. They will need to remember this today, as we're going to build on some of the skills we learnt last session. Describe the learning objective and the success criteria. Describe the adventure setting. Today we're going to help Skilful Sally by becoming an Army Cadet! Children, we must help Skilful Sally complete her training and become an Army Cadet! As children are getting changed, ask them to pair up and share with a partner and discuss what they learnt last week.

### In The Hall – Warm-Up

**Activity:** Children, we've arrived at the Army's Headquarters to complete our army training. Listen to the sergeant and follow the instructions. Children are moving around the room moving like soldiers (crawling, marching, running). When the teacher (sergeant) shouts '*attention*' the children must listen, and follow the instruction to move in a different way. The teacher also encourages the children to move in straight lines, change direction and create circles. If the children are following the instructions well you could nominate a couple of children to be sergeants and take the other children on a march around the army grounds, like 'follow the leader'. **Ask the children to keep their heads up and make sure they are moving into spaces and avoiding bumping into each other. Talk to the children about what they need to do if somebody is in front of them (stop or change direction)?**



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## Main Adventure

**Activity 1: The children must help Skilful Sally complete her training to become an Army Cadet, use the skills she learnt last week in moving around with different types of equipment to help her pass her training.** The children can choose which piece of equipment they'd like to use: tennis rackets, large balls, small balls, hockey sticks, beanbags. The children just need to pay attention to the sergeant's instructions to stop, move, go in a circle, make small touches or big touches of the ball. The children have to show control over their equipment whilst listening to the sergeant. **Provide feedback to the children on what they are doing well and encourage them to think about how they can keep the equipment under control.**

**Activity 2: Skilful Sally has passed the first part of her training and has now progressed to the second stage, the army field.** The children need to choose a piece of equipment to use and dribble it to collect provisions for the next part of their training. Split the children in half and let them take it in turns to have a go. Children are to line up side-by-side at one side of the hall, then dribble to the other side of the hall and collect provisions (beanbags) and bring them back. They have 1 minute to see how many beanbags they can bring back. Then the other group can have their go. **Feedback to the children that if they take small touches of the ball they will find it easier to keep control of the ball. Is there a piece of equipment they find it easier to dribble with?**

**Activity 3: Skilful Sally is really happy that you have helped her reach stage 3, the final stage of her army cadet training. You need to help Skilful Sally in the battlefield by going against the enemy.** Split the room into half, with half the class on either side and the equipment equally distributed. The children must race against each other to dribble the ball to the other team's side as quickly as they can. As soon as they have dribbled it across they then go back to their side and collect more balls to dribble across. At the end of the race whichever team has the least amount of equipment on their side will be the winner. **Feedback to the children that they need to keep the equipment close and under control even when going against opposition. Ask them why it needs to be under control and close to them. Ask them why they need to be aware of their surroundings.**

### Making The Tasks Easier

- Get the children to walk and not run while dribbling the ball.
- Give the children more space to move in.
- Put fewer obstacles in the way for the children.
- Use larger balls, as it will be easier to keep control.

### Making The Tasks Harder

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

### Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:		
Names/ Group	Reason	Learning Plan
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