



HARRY

Character: Handy Harry

Adventure 1: Up into Space

Keywords: Tracking, catching, balancing.

Link to ELG: Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. (30-50 months)

Length of Session: 45 minutes

Resources Needed: bubbles, non-slip spots or cones, large ball

Lesson Focus/ Learning Objective

To be able to track objects with their eyes.

Success Criteria

- To be able to track objects with their eyes.
- To use their hands to catch and hit a target.

In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking us on that adventure... Harry. See if the children know what Harry's super powers are and what he will be helping us to learn. Describe the learning objective and the success criteria. Read the narrative for the adventure setting. As children are getting changed, encourage them to think about ways in which they can get their bodies warmed up and ready for physical activity. Do they know what changes will happen to their body when they warm up? **Their bodies will feel warmer; their hearts will be beating faster. Their breathing will be quicker, their muscles will be warm and stretched – question them how they know this? What different ways can they warm their bodies up?**

In The Hall – Warm-Up

Activity: Children we are going off on our space journey now. We will be running in between the planets in space with Harry learning to quickly identify the planets and negotiate them.

Spread out a selection of non-slip spots in the hall. If you use a maximum of four different coloured spots and each coloured spot can be a different planet. Ask the children to travel around the room by walking or jogging the teacher then calls out the different colours of the planets (non-slip spots). Children must make sure they identify, track with their eyes and then run around this coloured spot on the floor before continuing to run around. **Praise children who are travelling sensibly around the room, controlling their speed and tracking the coloured planets with their eyes. Describe to them the need to go at a pace where they can control their bodies and their movements.**



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Main Adventure

Activity 1: Now we have travelled around the planets we are going to stop for a minute at Harry's favourite planet Jupiter. This is the biggest of all the planets and also has something we all love on there – Bubbles. We are going to play a game with Harry at Jupiter – carefully tracking the bubbles with our eyes and then trying to pop them by clapping our hands together. Blow lots of bubbles for the children to track and catch with their hands. If children are doing well at this you could add in some shooting stars to catch as well (scarves) or meteor rocks (bean bags). **Observe the children and offer feedback on tracking with their eyes, opening the palms of their hands and moving their bodies to get themselves in place.**

Activity 2: We are moving to another planet with Harry now – Saturn. This planet has lots of rings around it and we're going to sit on one of the rings to play our next game. Children to sit in a large circle and roll a large ball around the circle getting the children to track the ball with their eyes and control the ball carefully with their hands passing it on to the next person. If children are doing well at this add other balls into the circle, so there are a few balls going around at once. If the children are doing really well you may also want to challenge them to pass a beanbag around the circle and then throwing and catching this from a short distance. **When you're tracking the balls what do you need to do with your hands to stop the ball?**

Activity 3: We are going back home now and we're going to visit all the planets on the way back.

Children to run around and when the teacher shouts 'planet'. The children have to go and stand on a spot on one foot. If you also add in meteors as the children are moving around. When you roll a meteor (a ball) towards a child they have to stop it and then roll it back to you. **To help the children balance instruct them to use their arms and look ahead at a point in front of them? If they stand up straight too and don't lean too far forwards or backwards.**

Making The Tasks Easier

- Use a larger ball.
- Use a TA to support less able children.

Making The Tasks Harder

- Increase the distances children roll the ball in.
- Use a TA to challenge abler children through questioning or to take them to another area and give them opportunity to throw and catch with balls.
- Get children to try the activity with different sized balls.
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Feed Forward Notes for Next Session:

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