



# HARRY

**Character:** Handy Harry      **Adventure 6:** See you at the Seaside

**Keywords:** Bounce, control.

**Link to ELG:** Negotiates space successfully. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60+ months)

**Length of Session:** 45 minutes

**Resources Needed:** 1 ball for each child, hoops or non-slip spots

**Lesson Focus/ Learning Objective**

To be able to bounce a ball.

**Success Criteria**

- To push down with the ball.
- To track ball with their eyes.
- To use the palm of their hand.

## In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking them on an adventure... Handy Harry. Re-cap on Handy Harry's super powers and skills. We are going to try and master a super tricky Harry skill today... bouncing a ball. Describe the learning objective and the success criteria. Read the narrative for the adventure setting. As children are getting changed encourage ask them to think about ways in which they think they could get their bodies warmed up and ready for physical activity. 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?** What skills that they have already learnt will they have to use today whilst trying to master bouncing a ball?

## In The Hall – Warm-Up

**Activity:** Before we plan our trip to the seaside the children will have a play with their favourite ball and practise their skills.

After listening to the children's ideas in the classroom, let them explore ways in which they think they can get their bodies warmed up. This could be their own ideas, or they may wish to play a game that they have previously learnt. **Question them about why the activity is beneficial to them and what effect it is having on their bodies.** Give all the children a ball each and get them to demonstrate previous skills they have learnt with a ball. What can they do and what are the pointers to remember to help them to be successful? **See if the children can describe what they are really good at and any criteria they feel they need to work on to practise and improve. Praise children who are doing well – giving them a reason why this is good. Remind children who are struggling of pointers that may help them.**



## Main Adventure

**Activity 1: We are off on our Seaside adventure now. Are you excited? Handy Harry really loves a trip to the seaside! Look at how lovely and golden the sand is and he loves playing with his beach ball at the seaside.**

Give every child a large ball. Teach them how to bounce the ball pushing the ball down with the palm of their hand and then trying to catch the ball as it comes back up. Let children practice as they play by themselves on the beach bouncing their balls down and then catching them. **Support children as you walk round the room by giving children who are struggling pointers and if children are achieving the task well challenge them to see if they can bounce the ball a few times by pushing down with the palm of their hands. How many times can they do this? 2? 3? 5? Can they catch it after they have bounced it a few times?**

**Activity 2: It's now time to go and have a look at some of the rock pools, as there are lots of rock pools to discover at the seaside.**

If you set up lots of rock pools (hoops or spots you have put out around the room – with a number written on a piece of paper in the middle). Challenge the children to walk round the beach discovering the rock pools (carrying their ball in their hands or rolling it as they have learnt to do in previous weeks) and then attempt to bounce the ball the same number of times, as the number written in the middle of the hoop/spot. **Praise children for good technique against the success criteria. If children happen to be waiting their turn to bounce in the rock pool encourage them to observe each other's technique and give each feedback/reflect on what they are doing related to the success criteria. Help them by modelling these observations. "Look how \_\_\_\_\_ is pushing the ball down with their palm and catching it back up carefully."**

### Making The Tasks Easier

- Use a TA to support less able children.
- Get children to sit down and do a mini bounce and catch up.
- Show the children a video of someone doing a successful bounce so they can try and model this.

### Making The Tasks Harder

- Challenge the children to bounce a greater number of times before catching the ball.
- Give the children a smaller ball to bounce and catch.
- Challenge the children to move whilst bouncing the ball.

## Feed Forward Notes for Next Session:

### Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan