



HARRY

Character: Handy Harry

Adventure 1: Up into Space

Lesson Focus/ Learning Objective

To be able to explore rolling and aiming various equipment.

Keywords: rolling, aiming, tracking

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, non-slip spots or cones.

Success Criteria

- To be able to roll various pieces of equipment.
- To aim the direction in which we are rolling the equipment.

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 spotting whilst we are doing our activities. Describe the learning objective and the success criteria. Read the narrative for the adventure setting. As children are 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 will now play the space race game. All children to be given a ball each. Children to travel round the hall with the ball in their hands listening to commands of the teacher... rockets (travelling fast... jogging round the room), moon walk (travelling slow.... moving with large steps), meteor shower (rolling the ball in a controlled way and walking next to it), collision course (rolling the ball a little faster into a space and jogging to get in front of it before picking it up). Going into orbit (sitting down and rolling the ball with their hands around their body). **Praise children who are travelling sensibly around the room, controlling their speed and ball, describe to them the need to go at a pace where they can control their bodies and the movements.**



Main Adventure

Activity 1: Harry needs you to work together in pairs now. You are going to fill the spaceship up with supplies before blasting off into space. Sit apart from your partner and roll a ball between you as if getting the supplies into the spaceship. **Observe the children doing this in pairs and if they are doing it well get them to move further apart to give them more of a challenge or to get closer together to make it easier. Challenge the children by saying they have got to try and get the ball back and forth safely 20 times to have filled up their space rocket. Make sure the children are watching their partner and the ball, pushing the ball firmly in the direction they want it to go and are successfully tracking the ball their partner has rolled to retrieve it.**

Activity 2: We are up in space now with Harry and he wants to show us all the different planets, there's; Mercury, Mars, Earth, Venus, Jupiter, Neptune, Saturn, Uranus and Pluto! (Put out a variety of non-slip spots on the floor (indoors) or cones (outside) pretending they are the planets – (you can put out more than 1 of each of these). If you are doing this outside, you could also use the lines of playground markings for the children to try and roll the ball along (tell the children these are the trails from the rockets) We are going to take out space ships for a journey to these different planets by carefully rolling our ball and aiming them so they roll over (or next to) the planet. **Allow children time to do this activity, praising children and supporting children to roll the ball in a controlled way, to track the ball with their eyes, to get down low to retrieve the ball, to hold the ball in the palm of their hand or fingers, to follow through in the direction they want the ball to go. Who has managed to visit all of the planets? What was hardest about the activity? How could we make it easier for ourselves? e.g. rolling the ball more gently, getting closer to the planet before we roll our ball.**

Making The Tasks Easier

- Get the children to get closer to each other or the target.
- Use larger balls.
- Use a TA to support less able children.
- Give children who are struggling more space to work in

Making The Tasks Harder

- Increase the distances children have to roll the ball.
- Use a TA to challenge abler children through questioning or to take them to another area and set up a more challenging course to aim and roll over.
- Get children to try the activity with different sized balls.

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan