



HARRY

Character: Handy Harry

Adventure 9: It's time for School

Keywords: strike, send, safety zone

Link to ELG: 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 and a bat for each child, non-slip spots, hoop, cones

Lesson Focus/ Learning Objective

- To strike a ball & send with equipment.

Success Criteria

- To stand sideways on.
- To hold the bat firmly.
- To aim in the direction, you want the ball to go and follow through.
- To stand in a safe space with no-one behind.

In The Classroom

Explain today's adventure; we're going to be having fun at school today with Handy Harry. Describe the learning objective and the success criteria and read the narrative for the adventure setting. As children are changed get them to play-act striking a ball with their hand thinking about the success criteria. **To stand sideways on, aim in the direction you want the ball to go and follow through, standing in a safe space with no-one behind.**

In The Hall – Warm-Up

Activity: Teacher says; Listen to teacher's commands for teacher says. 'Move' – children run round whilst pushing a ball with a bat. 'Trap' – stop the ball by placing the bat on top of the ball. 'Hit' children do a small hit of the ball then run and catch up to continue pushing it round. 'Circle' – children have to control the ball round in a circle. 'Wiggle' - children have to push the ball whilst moving in wiggly lines. 'Aim' - children have to find a spot on the floor (non-slip spots out) to aim the ball towards. If you don't say teacher says in front of the sentence, then children have to continue with the previous command. Make the game fun and if the children get caught out they maybe have to do some kind of challenge. **Praise children who are trying hard and concentrating. Pick out elements of the success criteria; well done you are standing sideways on whilst you strike the ball, you are aiming in the direction of the spot and following through really well with your arm, you are listening really carefully to follow my instructions, (which means you're never getting tricked out!).** Look how much better you are managing to control the ball, compared when you first started.



Main Adventure

Activity 1: Oh no! - The Grumpy Grizzly has broken into the school and is causing all sorts of trouble disrupting our classes at work. Get the children to work hard to remember the pointers from the success criteria so they can successfully strike a ball towards a picture (or representation object e.g. a cone/non-slip spot of the Grumpy Grizzly. Give the children a challenge of being able to hit this picture/object 5 times to get rid of him. **Question the children about how they make sure it is safe to strike e.g. making sure they are in a space and no-one is behind them. Praise the children – well done you managed to accurately hit the picture/object 5 times by using our knowledge of how to strike a ball successfully – we’ve now scared the Grumpy Grizzly away! Give children feedback against success criteria and ask them what they feel they are doing well based on this and also what they think they could improve on.**

Activity 2: Teachers, helpers – you need to help Harry who has promised the school secretary to deliver the registers to each classroom in the school. Set up hoops around the hall or playground and children have to push the ball with the bat and then strike the ball into each hoop. **Start children at different places and number the hoops so they have to move around in order. This will also work on their numeracy skills. Children who have struggled based on your observations of them in the warm up – you may want them to do this task using their hand rather than a bat or cone off an area where they can work on their stationary striking skills towards a target. Remind children again of pointers from the success criteria which will help and work with individuals offering 1-1 feedback pointers to support or challenge through questioning.**

Making The Tasks Easier

- Use a TA to support less able children.
- Hit over a shorter distance.
- Hit using your hand to begin with or from a tee.
- Use a light ball.

Making The Tasks Harder

- Use TA to challenge pupils thinking/exploration through questioning.
- Hit from a drop feed or an underarm feed.
- Use a variety of different hitting equipment.
- Try and stroke with both sides of the equipment.

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan