



SALLY

Character: Skilful Sally

Adventure 1: Up into Space

Keywords: dribbling, travelling, control, spatial awareness, stopping, co-ordination, turning.

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: hockey sticks, tennis rackets, balls, bibs, cones and small/medium sized traffic cones, non-slip spots.

Lesson Focus/ Learning Objective

To be able to dribble with control while pushing a ball with a racket or stick.

Success Criteria

- To be able to hold the stick/racket correctly
- To be able to control the stick/racket keeping it close to the floor
- To be able to push objects whilst travelling

In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking us on that adventure... Skilful Sally. See if the children know what Sally's super-powers are and what she will be looking for in our movements. Describe the learning objective and the success criteria. Describe the adventure setting. Today we're going to help Skilful Sally by becoming an astronaut and to help her along on her trip to space! Now we are in our space rockets, we must help her become a better astronaut by listening to the instructions of the pilot. As children are changed put a video on the interactive whiteboard of children dribbling a ball in hockey, which demonstrates what the children are going to be practising today.

In The Hall – Warm-Up

Activity: Children we must fly in our space shuttle across the land we can travel in different directions with our super control and co-ordination. From the sky we can see lots of volcanoes and valleys. Position the children into two groups facing each other standing on at the sides of the hall. Turn 20 brightly coloured cones upside down and 20 cones in the upright position in the centre of the hall. One group are volcanoes (cones upright) the others are valley (cones upside down). The children must then compete against each other to flip the cones over dependant on what team they are on, i.e. valleys or volcanoes. Play the game for about 2 minutes and then shout 'stop back to your spaceships'. The children then move to the side of the hall and you can count with the children, which team turned the most cones. **This game is really good for hand to eye coordination and is one of the skills that we need to develop. Stand in a position where you can see every child to ensure everyone understands the activity. Whilst moving around feedback to the children that are travelling with their head up looking for space and cones. You can challenge children to not only travel forwards but also sideways and backwards.**



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Main Adventure

Activity 1: Children you now have to use your super-powers to fly in our space shuttle from planet to planet keeping the stick/racket and ball close. Don't let your ball fly off into space. Keep your eyes out for any obstacles along the way too. Teach the children the correct way to hold the stick/racket for the technique of pushing a ball (e.g. Two hands slightly spaced out, keeping the stick/racket close to the floor) and explain they aren't trying to swing the stick like in golf, they're trying to push the balls along with control. Position children in a space in the hall with a stick or racket and ball. Sporadically spread out small/medium sized traffic cones in the hall, as these will be used as obstacles for the children to travel around during the start of the game. The children must use the hockey stick to dribble in between the cones into space. They should avoid hitting any of the cones (planets) and keep their ball close and under control. If you teach the children to take small touches of the ball to keep it close to the racket or stick. If the children see the ball going too far away from the stick teach them how to stop the ball by placing the racket on top or stick in front of the ball. **Feedback to the children that are negotiating the obstacles successfully. Look for children that are keeping the ball close under control and stopping it when they need to. How do the children know when they have control of the ball? If the ball is rolling away from the children what should they look to do?**

Activity 2: We've now got back into our space shuttle and moved into another part of space and there are now lots more obstacles to negotiate so you need to listen very carefully to the instructions. If you play the same game as above, but this time if you add in some extra obstacles. If you place some non-slip spots on the floor and tell the children that when they see a non-slip spot, they have to stop their ball on the non-slip spot and count to 5, as they are refuelling their space shuttle. If you also place some small cones in the hall about 1 metre apart and the children have to try and push their ball in between the cones. If they do so successfully, then Skilful Sally will be super proud of them. **If you feedback the same things as above and focus on how well the children are keeping control of the ball. Stopping it with their stick or racket. Negotiating the space and obstacles without bumping into things.**

Activity 3: Children the Grumpy Grizzly bear is trying to spoil the day, keep your eyes out for him and don't let him knock away your balls. Position children in a space with a hockey stick and hockey ball. They must use their stick to travel around the hall avoiding others and looking out for the 'Grumpy Grizzly Bear' that is trying to steal their balls. The teacher should move around the hall with a stick of their own slowly trying to push their balls away. If the children's ball is pushed away they must go and retrieve it and continue. **Ask the children why it is important to look up from time to time, rather than always looking at the ball? What can the children do to move away from the Grumpy Grizzly?**

Making The Tasks Easier

- Get the children to walk and not run while pushing the ball.
- If they use a tennis-racket, as it has a bigger surface area and the children will find it easier to control the ball.
- Put less obstacles in the way for the children.
- If you give children heavier balls, so they don't roll as fast.

Making The Tasks Harder

- Reduce the space children have to move in.
- Increase the number of obstacles for them to dribble around.
- Get them to use a hockey stick, as it is a smaller surface area it is more challenging to keep control of the ball.
- Use tennis balls as they roll faster.

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan