



SALLY

Character: Skilful Sally

Adventure 6: At the Seaside

Keywords: passing, receiving, stop, balance, control, speed, accuracy, target, contact.

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: balls, bibs, hoops, skittles, non-slip spots and cones.

Lesson Focus/ Learning Objective

To be able to pass and receive a football with a partner.

Success Criteria

- To be able to stop the ball.
- To be able to pass the ball using different parts of the foot.
- To pass with good speed and accuracy.

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 today. Describe the learning objective and the success criteria. Describe the adventure setting. Today we're going to help Skilful Sally by becoming an explorer for a day at the seaside! Now we have arrived at the beach we must help her become a better explorer by listening to the tour guides instructions. As the children are changed play a video that demonstrates today's learning objective.

In The Hall – Warm-Up

Activity: Children the weather is great and people are singing and dancing by the sea front. Join with the people and have some fun. Play a game of 'body parts'. Children are positioned in a space in the hall standing still with one foot on the ball. The weather is great and we must dance in the sunshine! Each child has to dribble the ball using soft kicks negotiating space. When the teacher calls out a body part the child must put that body part on top of the ball (i.e. toes, heel, knee, two knees, sitting, tummy, head, shoulder, back). Children should keep their head up and look for space when they are dribbling and remember the skills we have learnt in previous sessions. **If you focus on helping children to stop the ball with their foot on command, as every time you shout out a body part they must stop the ball still by putting their foot on the ball. This will help the children to stop a ball, which is good preparation for further on in the lesson. Stopping the ball with the sole of the foot is the easiest technique and hold your arms out for balance.**



Main Adventure

Activity 1: The children have found a beach ball and some skittles to play with on the beach. Position the children in a space in the hall with their ball and a few skittles. Ask the children to work in pairs with partner for this activity. They children must try and kick their ball and knock over the skittles. The children will take it in turns to knock over the skittles (if you don't have skittles use cones or hoops as targets). You can create a point scoring system and you get 1 point for every skittle you knock down, see who can get to 10 points first. **The children are practising their speed and accuracy of their pass. Talk to the children about looking where the target is and kicking the ball hard enough to reach the skittles. What should you do with your eyes before you kick the ball? Why should we kick in the centre of the ball? How do you know when you have kicked the ball hard enough?**

Activity 2: Children The seagulls are trying to take peoples belongings off the beach and into the sea. If you are not in control of the ball they will fly around and pick it up and drop it into the sea. Watch out! Position the children in pairs, facing each other and 5 metres apart. Each pair will have one ball between them and the children will practise passing and stopping the ball between themselves. Remember to keep the ball close between you and your partner or the seagulls might pick your ball up and drop it in the sea. When you see some pairs losing control of their ball yourself and the TA can collect their ball and put it in a blue hoop (the sea). The children then have to wait until the seagulls move away from the hoop, then it's safe to go and get their ball back. **Feedback to the children about aiming where their kicking it. Make sure they're not kicking it too hard, which makes it difficult for their partner to stop the ball. When you are looking to stop the ball, get in line with the ball and place your foot on top. Use the TA and yourself to provide individual feedback to pairs where necessary.**

Activity 3: Children the crazy crabs are trying to race across the beach. Try to hit them as they cross using your precise passing skills. Position half of the children at one end of the hall standing still without a ball. Place the other half of children along one side of the hall with a ball each standing with their foot on top behind a row of brightly coloured non-slip spots. On the teachers command the children have to try to run from one end of the hall to the other with being hit by the balls. If hit the children should sit on the other side of the hall (beach) until most of the children have been hit. Then you can swap over roles, with the other children having a go at being the crabs. **What do we have to think about when we're trying to hit the crabs? How can we pass the ball with power to make it harder to dodge the ball?**

Making The Tasks Easier

- Increase the number of skittles as targets or have a bigger target.
- Get the children to stand closer to each other when passing.
- Use the TA to give constant individual support.
- Give the children more space to work in.

Making The Tasks Harder

- Use less skittles or move them further away to make it harder to hit them.
- Get the children to stand further apart.

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan