**Year Group 2**

**Multi Skills Unit**

**Learning outcomes**

Children will learn to use space safely, becoming aware of others within the working area. Children will develop the idea of team work and group cooperation. Children will learn to strike balls using their hands.

**Resources needed**

A band for every child, A ball for every child, A hoop for each group of three children.

**Lesson summary**

**Warm up**

Ask children to find a space and sit down. How do their bodies feel - are they cold, warm, hot? Is their heart beating slowly or quickly? Why do children think it is important to warm up their bodies? Tell children that we are going to warm up our bodies by playing Beans (see additional resources).

Explain and demonstrate some of the actions that children should do when different beans are called out. If this is the first time children have played the game limit it to about six different beans and choose those easy to remember. Start off slowly, giving plenty of time for children to practice each action. Gradually increase the speed of changing the actions and also give more time for the energetic actions so that the body warms up correctly.

**Introductory Activity and Experimentation**

Remind children of games played in past lessons where they have had to avoid, dodge and run away from their partners. Why did they need to do this?

Play the game Rabbits (see additional resources). Next introduce the game Foxes and Rabbits (see additional resources) explaining to children that in team games children have to work together. They also have to use space safely, being aware of others within the working area. What things do children have to remember to keep themselves safe?

Emphasise that children must remain still until they are collected by either, the rabbit, or the fox. What strategies did the parents use to collect their families?

**Skill Building**

Ask children to take a ball each and spend a few minutes throwing, catching and bouncing it. Ask one half to show the other their activities and then repeat for the other half of the class. Recap on the important points for making these skills more efficient.

Tell children that in today's lesson the children will be finding different ways to strike a ball. Discuss what we mean by striking and ask the children if they know of any sports that use this skill (tennis, cricket, rounders etc.) Explain that children are going to use their hands to strike a ball. Let them experiment for two minutes and pick out any interesting examples for them to show to the class.

Challenge children to use their hands to strike the ball in different ways - patting a large ball along the ground with an open hand, on the spot then moving forwards. Pat the ball from hand to hand, on the spot, then moving forwards. Can they pat it upwards as well as downwards? Give them time to experiment with each way then move on to the next. Teach them to use a firm, not floppy hand to strike the ball. Demonstrate how the hand should face forwards and the fingers down. Encourage them to keep the ball close to their body and to watch it at all times, crouching down when necessary.

Ask children to choose a partner and then hit a large ball with an open hand to their partner who should return it. Next tell children to hit the ball along the ground, using their hand, to their partner who this time must stop it and roll it back. Repeat a few times and then change over. Teach the children of the importance of their hand facing their partner when striking the ball and watching the ball at all times. Explain what we mean by tracking.

**Concluding Activity**

Ask children to get into groups of three. Tell children that today they are going to invent their own game using a ball, a hoop and their hands. They can make up any game they want but it must involve striking the ball with their hand.

Give children five minutes to invent and practice their game.

**Cool Down**

Ask each group to demonstrate their game to the rest of the class. At the end of the activity ask the children how their bodies have changed during the session. Can they say at what part of the lesson their heart was beating fastest or slowest? Were they cooler or warmer when they were watching other children demonstrate their game?

**Extension activities**

Children could use different sized balls to increase/decrease the level of difficulty.