

LESSON PLAN: **MULTI SKILLS:** YEAR 6: WEEK 4

LESSON OBJECTIVE: Students are to understand what is meant by the term co-ordination.

WARM UP (10 MINS)

The teacher splits the class into two teams and tells them to stand either side of the gym/hall space. The teacher tells one team that they are cups (Cones the correct way around) and the other team that they are saucers (cones upside down). When the teacher says go, both teams run to the middle and turn the cones over to the correct side.

MAIN LESSON (20 MINS)

Students pair up and see who can complete the following co-ordination challenges:

- Pat your head with one hand and rub your stomach with the other – change over.
- Draw a 6 with your hand and a 9 with your foot at the same time – change over.
- Make a sawing action with your left arm whilst your right hand chops - change over.
- Pass a ball under one leg and then the other - making a figure of 8.
- Sit opposite each other - number yourselves 1 and 2. No.1 starts and says 1, no.2 then says 2, no.1 then says 3, no.2 then goes back to beginning and says 1 and so it goes on. Then introduce movements so that 1 = clap, 2 = wave and 3 = nod head, then repeat the above activity.
- Stand opposite each other both with a ball, on command of 'GO' throw the balls to each other (one person throws the ball high and the other person throws the ball low). Keep the activity going until the ball is dropped.

GAME/COMPETITION (15 MINS)

The class is split into groups of 5 who stand 2m away from the wall, one behind another. The pupil at the front of the queue throws the ball against the wall and jumps over the ball as it rebounds from the wall. The students behind then need to jump over the ball without the ball touching any part of their body. If the ball goes through the entire team without touching any part of their body, the pupil at the back collects the ball and goes to the front of the queue and completes the same exercise. Keep going until the original person returns to the front.

EQUIPMENT

- Cones
- Balls

KEYWORDS

- Navigate
- Body parts
- Movements

DIFFERENTIATION

LESS ABLE

- Work with more able students and use them as coaches.

MORE ABLE

- Coach the less able students.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform the skills and show their ability to perform the co-ordination drills to high ability?
	7	Can they perform their ability to perform the co-ordination drills with a certain degree of control?
	6	Can they perform some of the co-ordination drills, but to a low ability?
Tactics, Rules & Teamwork	8	Works with their partner & demonstrates knowledge & understanding of the task.
	7	Can work with a partner & understands the directions.
	6	Starts communicating with a partner.
Show & Link	8	Can they link: the movements required to perform the co-ordinations drills?
	7	Can they show and link: some of the movement to perform the co-ordination drills?
	6	Can they show knowledge of the movements required to perform the co-ordination drills?
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness & Health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.