

# LESSON PLAN: MULTI SKILLS: YEAR 6: WEEK 6

**LESSON OBJECTIVE:** Can students perform all the skills they have learnt over the course of the term.

## WARM UP (10 MINS)

Split the students into small groups and nominate one person to be the 'Warm up Instructor'. Their job is to lead a warm up to their group including a pulse raiser, static and dynamic stretches.

## MAIN LESSON (20 MINS)

The teacher sets up the following Multi Skills competition and splits the students up into groups who rotate around the different stations (5 minutes at each station):

Station 1: How many times can the group run the T Test?

Station 2: How many times can the group throw a tennis ball against the wall and catch it with the opposite hand? One ball each and add all the scores together.

Station 3: How many times can the group complete the balance obstacle course?

Station 4: How many times can the group collect and return a number of objects?

Station 5: How many times can the group catch a tennis ball? One player is in the middle with a racket in their hand. The individuals on the outside must stand ready and react to catch the ball. One catch is recorded when the tennis ball comes off the racket and a pupil catches the ball.

**Develop:** In groups of 6. Five students make a circle around the one person who stands in the middle with a ball in their hands. The person in the middle throws the ball to the individuals on the outside who simply need to catch the ball. The person in the middle needs to shout one of the following balances: stalk stand, one leg, one hand and one leg, plank. The person who catches the ball has to return it and perform the balance until the ball comes back to them.

## GAME/COMPETITION (15 MINS)

If you have time, set up a dodgeball competition as this will also highlight the skills students have learnt over the course of the term. This will show; throwing, catching, agility, co- ordination and reaction. This will also help to assess the pupils.

The teacher splits the class into teams depending upon how many students are in the class. With a normal class of thirty, ten in a team would be suitable. Two teams would stand either end of the space with four soft dodgeballs in the middle of those teams on cones. On the teachers command students run to the middle to collect the soft dodgeballs. Students then try to eliminate the opposition by hitting them with the ball. Players must stay in their side of the court unless they are out which would mean that they need to sit to the side. Pupils can use dodgeballs to block balls being thrown at them. Additionally, players can be eliminated if one of their throws is caught by a player on the opposite team. Once they are out they have to complete the plank for as long as possible.

## EQUIPMENT

- Cones
- Tennis balls
- Stop watches
- Benches
- Bean bags
- Tennis racket

## KEYWORDS

- Balance
- Agility
- Co-ordination
- Balance

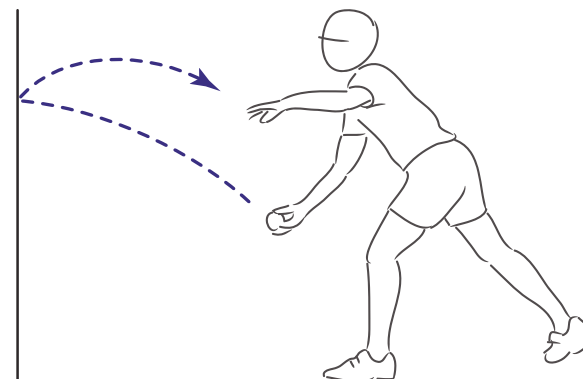
## DIFFERENTIATION

### LESS ABLE

- Reduce the distances students have to run.
- Use bigger balls.
- Larger objects to balance on.
- Do not use a tennis racket.

### MORE ABLE

- Additional stations.
- Smaller objects to balance on.
- Smaller balls.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform all the skills they have learnt over the course of the term to a high ability?
	7	Can they perform some of the skills they have learnt over the course of the term?
	6	Can they perform very little skills they have learnt over the course of the term, but to a very 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: all the skills they have learnt?
	7	Can they show and link: some of the skills they have learnt?
	6	Can they show knowledge of some of the skills they have learnt?
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.