

Lesson no.	Subject:	Lesson description:	Year:	Group:	Ability:	Day:	Period:	Duration:	Total No.: M: F:
<b>2</b>	<b>Rock it Ball</b>	<b>Passing and Receiving</b>	<b>7</b>						<b>SEN:</b>
<b>Objectives:</b>	To be able to perform different passes. To clearly understand and know how to perform these passes. To understand the rule of traveling in Rock-it-ball when passing and moving.								
Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity, Resilience and Tactics	Maths / English / Science / Cross Curricular	Link to Theoretical PE Aspects	
<b>Student Warm Up</b>	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	- listen to and follow instructions of those leading the warm-up	Observe Students performances	Ask students how they could make warm up easy / harder / intense ☐ Use warm up cards with key phrases	<b>R+</b> Create a checklist to show a structure in their lives when performing a warm up / cool down.	<b>Science:</b> Inheritance, chromosomes, DNA and genes <b>Objectives:</b> Identify simple differences between species <b>Student expectations:</b> I can explain how a key can be used to find the differences between animals. <b>Skills:</b> Comparison of speed within Humans	<b>Cardio-respiratory system</b>  Mechanics of breathing; Students performing or observing skills throughout session note...  • ... Inhaling and exhaling at rest (with reference to the roles of the; intercostal muscles, rib cage and diaphragm)  • ....how the Lungs can expand more during exercise (inspiration) due to the use of pectorals and sternocleidomastoid. During exercise (expiration), the rib cage is pulled down quicker to force air out quicker due to use of the abdominal muscles.	
<b>Student Stretches</b>	Students arranged in a circle. Students lead through series of stretches	To be able to demonstrate stretches relevant to Rock-it-ball.	- Hold stretches for 8 seconds. - No bouncing.	↑ Get pupils to incorporate stretching with Objects used within Rock-it-ball.	<b>Q &amp; A</b> on benefits of stretching and their warm ups				
<b>Passing and Receiving</b>	1. In pairs – 5m practice catching in the rock-it from previous lesson.	To be able to perform the two different passes To clearly understand and know how to perform these passes, and where they are used in the game of Rock-it-ball.	Catching: - Balanced position - Move quickly underneath the ball keeping head steady - Hands are spaced shoulder width on the rock-it. <b>Throwing</b> – Position feet in comfortable stance, shoulder width apart. - Sideways stance if possible - Two hands on the rock-it with the hand nearest the ball to be as close to the cage as possible (increase control). - Place the rock-it to the side of your head with both elbows bent. - Twist body for extra power. - Control the throw with more dominant arm, extending the arm at the elbow while pulling with the non-dominant arm. - Shoulders and hips transfer weight forward.	↑ Vary throws	👁 Assess the mistakes made when passing	<b>R+</b> How do you bounce back from a poor attempt.			
	2. In pairs, 1 rolls ball to partner who scoops up and then throws back.			↑ Aim for partners hands at speed.	👁 Assess the actions when trying to watch and judge the flight of the ball				
	3. Both partners to have a rock-it. Catch and throw to each other. No hands to be used.			↑ Increase distance ↑ Increase number of defenders	👁 Assess the weak attempts				
	4. 2 v 1 – Piggy-in-middle – Passes can only be intercepted by the piggy.			↑ Alternate types of passes from above head, side of head, hooks, sweeps.	👁 Passing and receiving skills assessed in the small side games				
<b>Game</b>	<b>Short Target Rock-it-Ball:</b>  3-a-side on a badminton court area. 3 targets are placed evenly along each base line of the badminton court. The target might be a cone, bucket or plastic cricket stumps. There are 3 balls in play. Players can travel with the ball but cannot cross the service line. They are aiming to hit the opposition's targets.	To perform throwing action in a competitive environment.	Catching: - Balanced position - Move quickly underneath the ball keeping head steady - Hands are spaced shoulder width on the rock-it. <b>Throwing</b> – Position feet in comfortable stance, shoulder width apart. - sideways stance if possible - Two hands on the rock-it with the hand nearest the ball to be as close to the cage as possible (increase control). - Place the rock-it to the side of your head with both elbows bent. - Twist body for extra power. - Control the throw with more dominant arm, extending the arm at the elbow while pulling with the non-dominant arm. - Shoulders and hips transfer weight forward.	↑ Increase speed ↑ Try shots from different positions ↑ Allow 1 point for each strike or 2 for knocking the target over. ↑ Allow players to go as far as the centre line even if playing on a badminton court ↑ Allow 2 points for a catch ↑ If the targets are buckets, allow 2 points for getting the ball into the target ↑ Try underarm, overarm shots	👁 Assess why they were not successful when attacking the with the ball at the goal  ⊖ Define what an accurate pass should be?  <b>Q &amp; A</b> : Is speed, depth and power being shown	🗨 Discuss the different types of passing skills and techniques used to gain ascendancy in games  ✍ Are they outsmarting the opponents with their speed and power on the passes?	To be able to calculate the area of a shape (Basketball, Badminton and Rock-it-Ball Court) <b>Objectives:</b> I can calculate area by counting squares and by estimating; understand units used for area (mm <sup>2</sup> , cm <sup>2</sup> , m <sup>2</sup> , km <sup>2</sup> )  <b>English:</b> To allow pupils to become more confident and self-sufficient with key reading, writing and study skills by creating warm and stretch exercises. <b>Objectives:</b> Setting personal targets on how to deliver the warm up, monitoring how others complete the warm up to make sure the warm up is completed correctly. Learning and practising specific reading and writing strategies to communicate the warm up to an audience. <b>Student expectations:</b> How to use a library effectively; Dewey system etc, to find different and appropriate warm ups and stretches. How to read for meaning: skimming and scanning.		
<b>Leadership &amp; Coaching</b>	Discuss the basic skills, tactics, and teaching points used to beat and outwit opponent in small sided games	To understand how to coach and lead a team correctly To be able to communicate correctly and accurately for all students.	Observe players skills, tactics and performances. Offer positive advice, do not be negative. Use the correct terminology and instructions.	↑ Play and introduce new tactics every 4 to 5 minutes ↑ Reward for positive skills, techniques, tactics, understanding and knowledge shown	👁 Assess the mistakes made within the games when team mates are passing / receiving  ⊖ Define what a good coach is	<b>R+</b> To ask for help when coaching / leading	Writing accurately in structured paragraphs. Spelling and grammar. Building vocabulary. <b>Skills:</b> Private reading for pleasure: regular changing of library books. Reading diary. Reading aloud to a friend/trusted and supportive adult. Checking and learning corrections. Peer and teacher assessment of technical accuracy of written work.		
<b>Officiating</b>	Officiate the Small sided Game	To be able to officiate the Football Game correctly using the correct signals, comments, scoring and techniques	Use the correct signals Use the whistle, arms and body movements to stop the action effectively and efficiently Get in the right positions to make accurate decisions Be fair and	Focus on the rules regarding scoring, shooting, dribbling and tackling	👁 Assess what skills need to improve when scoring  ⊖ Define what a good official is	<b>R+</b> Create strategies to remove worrying when officiating.			
<b>Cool Down</b>	The 2 students chosen to lead the cool down do so	To understand why you Cool Down and do rhythmical movement after exercise	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	↑ Ask pupils questions why a Cool down is essential after exercise	Ask students for feedback regarding their performances	Pupils create a new cool down for passing and receiving			
<b>Active lifestyle &amp; Social Guidance</b>	Why is sleep important for your performance?								
<b>Equipment</b>	Rock-its, balls, protective glasses, buckets, Cones / Markers, Bibs, Whistle, Stopwatch, Chalk,								
<b>Healthy Lifestyles and well being</b>	What does RDA stand for?								

