

BOUNCE / PASS CIRCLE GAME



EQUIPMENT:

Selection of balls, ranging from mini basketball / netball sized softball with good bounce / down to tennis balls, various hoops.

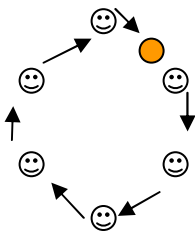
INSTRUCTIONS:

(1) Space out 6-8 children to make a large circle. Pass one ball around the circle using a two handed chest pass. Children face each other when passing / receiving. On command, change direction of pass.

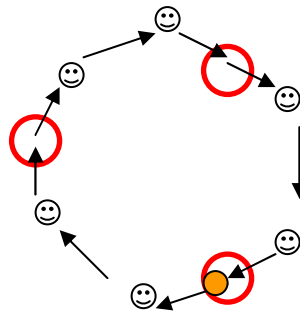
(2) Add in 3 or 4 hoops spaced between the children. Chest pass the ball around the circle, the child next to a hoop bounce passes it to next child. Rotate positions.

DIAGRAM:

(1)



(2)



SCORING OPTION:

Pupils score 1 point for each pass made. When the ball is dropped, scoring starts again.

PROGRESSION:

1. Children take a step back to increase distance.
2. Add another ball to speed up the game.
3. Use a smaller ball.
4. Use different sized balls.

INCLUSION:

Visually Impaired pupils can work with another pupil or teacher who gives feedback on accuracy of throw. Bigger or more colourful balls can be used. Targets can be moved nearer to the thrower. Bigger hoops can be used as the target.

SAFETY POINTS:

Ensure pupils have sufficient space to work in.

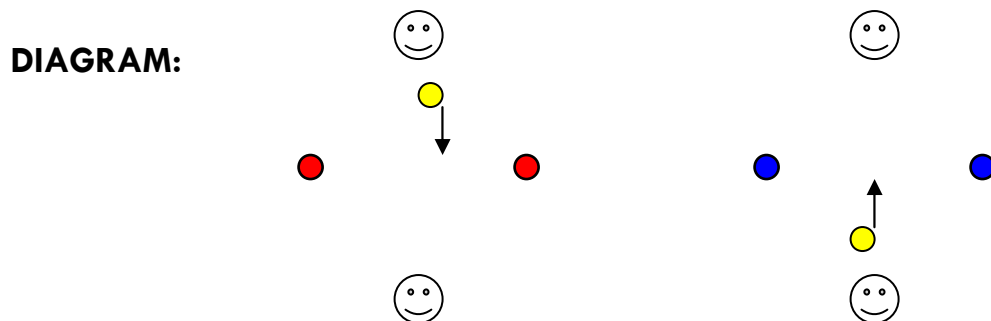


GOAL ROLL



EQUIPMENT: 4 low cones per pair, 1 tennis ball per pair, 1 football per pair.

INSTRUCTIONS: Using four low cones create goals 2 metres wide about 3 metres apart. In pairs, pupils stand behind goals and roll the ball back and forth through them. Remind the children to roll the ball from both sides of the body, lunging with the opposite foot to hand sending the balls. Receiver to collect ball (trap) in both hands then roll it back.



SCORING OPTION: Pairs decide when to start scoring; a point is scored each time the ball passes through the goal (no defending the goal).

- PROGRESSIONS:**
1. gradually make goals smaller / further away from each other to challenge accuracy.
 2. Use a different sized ball.
 3. Introduce another ball per pair.
 4. Repeat activity using feet (Increase distance between goals).

INCLUSION: Visually impaired pupils can work with another pupil or teacher who gives feedback on accuracy of roll. Bigger or more colourful balls could be used. Bell balls could be used.

SAFETY POINTS: Ensure goals are placed far enough apart from each other, increase the distance between stations if using feet.



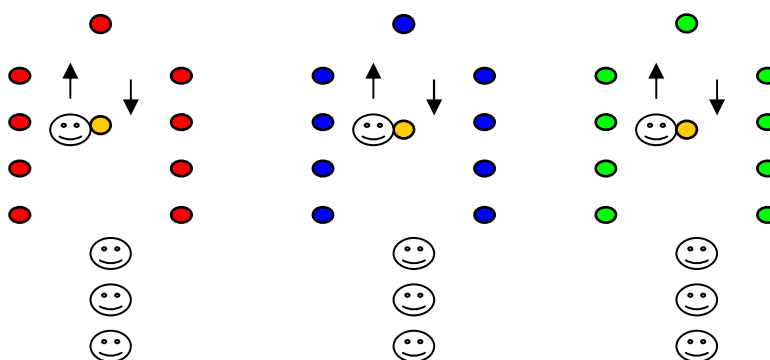
DRIBBLE RELAY



EQUIPMENT: 3 football-sized balls, low cones or floor markers.

INSTRUCTIONS: (1) Set out lanes of cones, with one central cone at the end (suggest 3 lanes for a group of 12 children). Divide the children into equal groups, each group to line up behind one lane of cones. First pupil in each lane practices dribbling the ball through the lane of cones, touches the ball on the end cone and then dribbles back to the start. Repeat for pupil 2 and so on. Pupils dribble walking at first and then gently build up to jogging speed. On command stop (trap) by placing foot on top of it, then move on.

DIAGRAM:



SCORING OPTIONS: complete runs wins.

- Team relay event – fastest team wins or team with most complete runs wins.
- 1 point for the team of the quickest pupil to stop the ball on command.

PROGRESSION:

- Pupils dribble in and out of the cones up and then straight back.
- Pupils dribble in and out of the cones up and pass the ball back to the next player from the end cone.

INCLUSION:

Visually impaired pupils could use bigger, more colourful balls or bell balls.

SAFETY POINTS:

Ensure there is sufficient space between each lane, especially if pupils are dribbling in and out of the cones. Ensure pupils stay well back from the lane when waiting.



RETURN BALL



EQUIPMENT: Tennis balls, foam balls, rackets

INSTRUCTIONS: Pupils stand opposite each other in pairs about 2 metres apart. One child feeds foam ball, partner uses palm of hand as a racket to return ball. Feeder catches ball and repeats. Change roles frequently.



SCORING OPTIONS: Score points for each successful return and catch.

PROGRESSION:

1. Increase distance between pupils.
2. Introduce rackets.

INCLUSION: Use beanbags to make the activity easier.

SAFETY POINTS: Ensure there is sufficient space in between pairs, especially when rackets are being used.



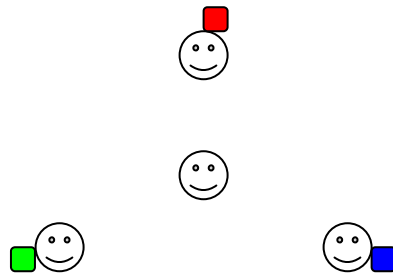
RAINBOW CIRCLES



EQUIPMENT: 12 beanbags of three different colours. Various coloured balls.

INSTRUCTIONS: Groups of four. Make a circle 1-2 metres from one child in the centre. Three outside children have different colour beanbags held behind their back. Child in the centre calls one of the colours. Relevant beanbag is thrown to them (underarm throw with high flight to give greater reaction time). Child calls other colours and catches beanbags, placing caught beanbags by feet. Change child in the centre and swap beanbags.

DIAGRAM:



SCORING OPTIONS: Give team points for every catch or complete set of beanbags caught without dropping.

PROGRESSION:

1. Adjust the circle to give greater / less reaction time.
2. Use balls instead of beanbags.

INCLUSION: Use balloons or larger balls to give greater reaction time and make it easier to see.



TARGET THROW

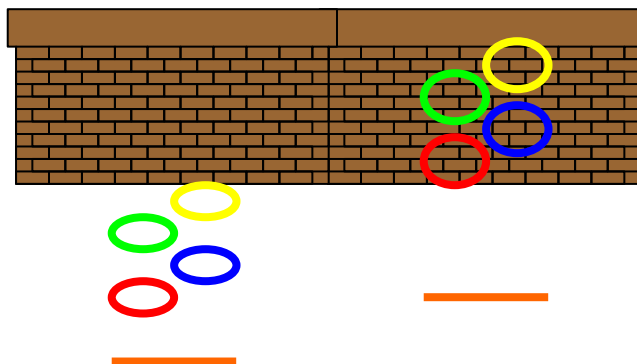


EQUIPMENT: Selection of different coloured hoops, chalk to mark targets on the wall, selection of beanbags, throw-down line markers.

INSTRUCTIONS:

1. Set out two throwing stations, using throw-down lines to mark where the children stand. On one side, place four hoops on the floor, getting further away from the start line. On the other side, either use chalk to mark targets vertically on the wall, or fix hoops as shown below.
2. Divide children into two groups, stand half behind horizontal throws and half behind vertical. One by one, children have 4 bean bags and should aim to throw them into the target hoops.

DIAGRAM:



SCORING OPTIONS: 1. Score 1 team point for red hoop, 2 for blue, 3 for green and 4 for yellow (on above diagram)

PROGRESSION:

1. Move the throw line further back.
2. When children are confident and successful with beanbags, soft balls could be used.
3. Try with non-dominant hand

INCLUSION: Visually impaired pupils could work with another pupil or teacher who could give feedback on accuracy of throw.

SAFETY POINTS: Ensure both stations are throwing the same way and that there is sufficient space in between them.



FOOTBALL FAN

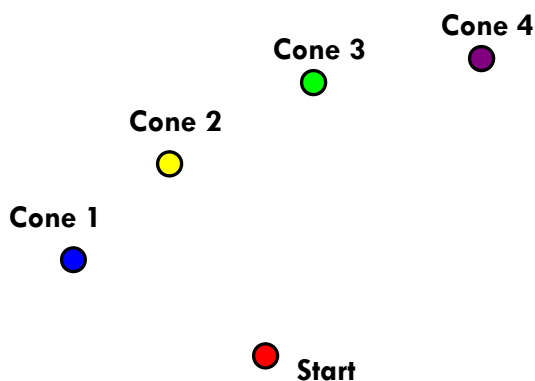


EQUIPMENT: 20 Low marker cones, 6 size 3 balls or medium KS1 balls

INSTRUCTIONS:

1. Set up 6 stations, each with four cones in a line 3-5 metres away from the starting point. Put children into pairs
2. In each group, Child A runs away to the first cone, on turning to face partner, Child B passes the ball. Child A receives the ball and dribbles it back to their partner. Change over; Child B runs to first cone and so on. Change over; Child A then goes to second cone and so on.

DIAGRAM:



SCORING OPTIONS: Score team points for every complete circuit, or for every cone reached.

PROGRESSION: When comfortable with walking speed, try jogging.

INCLUSION: Visually impaired pupils could work with another pupil or teacher who gives feedback on accuracy of pass.

SAFETY POINTS: Ensure there is sufficient space in between stations, and that the balls or children do not stray into other areas.



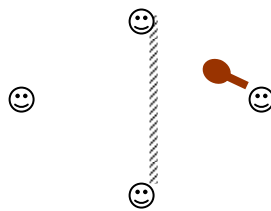
UNDER, OVER, HIGH



EQUIPMENT: 3 Skipping ropes, 3 foam tennis ball-sized balls, 3 short-handled, large-headed rackets.

INSTRUCTIONS: In groups of four, two hold the rope at waist height. One child feeds the foam ball over the rope to the child with the racket. Young leader shouts whether to return the ball under the rope, over the rope, or high over the rope. Group rotates so all have a go at each role.

DIAGRAM:



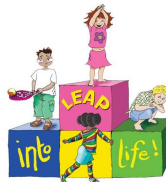
SCORING OPTIONS: Score team points for each successful return.

PROGRESSION:

1. Allow feeder to call whether return is under, over or high.
2. Encourage use of non-dominant hand to throw / return ball

INCLUSION: Use bell ball or larger, more colourful balls for impaired pupils and / or larger racket.

SAFETY POINTS: Allow sufficient space between groups. Ensure that when changing over, balls, rackets and ropes are stored safely.



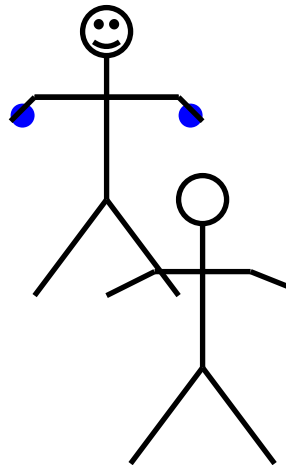
REACTION DROP



EQUIPMENT: 2 Small sized (i.e. tennis ball sized) balls per pair.

INSTRUCTIONS: In pairs, one child holds arms out horizontally to sides of the body, holding a small ball in each hand. Allocate each hand a number (right 1, left 2). Partner faces them 1-2 metres away. Leader calls either 1 or 2. Child drops ball from relevant hand; partner reacts and moves in to catch ball as it bounces. Repeat several times for each child.

DIAGRAM:



SCORING OPTIONS: Score one point for each successful catch.

PROGRESSION:

1. Increase the distance between the pair
2. Do not call which hand to use, child just drops the ball when ready.

INCLUSION: Larger, more colourful balls or balloons could be used.

SAFETY POINTS: Ensure there is sufficient space in between pairs.



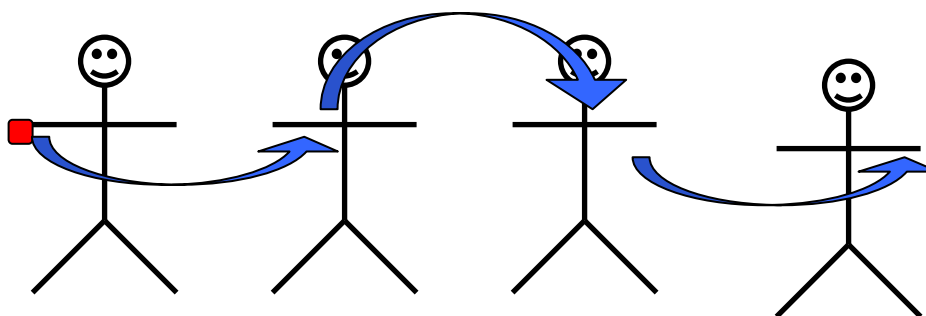
BEANBAG SWING



EQUIPMENT: Beanbags

INSTRUCTIONS: Group children in lines of 6 with 2 metre gaps between them. Children stand sideways on to each other and feed the beanbag down the line, using a 2 handed action to throw and catch. Encourage children to transfer weight from one foot to the other and create a swinging action. Pass/throw the beanbag at waist height and then looping high. When the beanbag reaches the end of the line, the last child runs to the front and starts again.

DIAGRAM:



SCORING OPTIONS: Score one point for every time a player comes to the front of the line.

PROGRESSION: Use small balls instead of beanbags.

INCLUSION: Larger, brighter coloured balls or balloons could be used.

SAFETY POINTS: Ensure there is sufficient room for the children to run to the front.



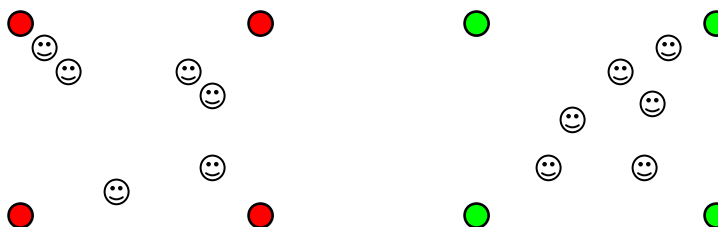
TEAM CHALLENGE



EQUIPMENT: Low cones, range of balls, bibs

INSTRUCTIONS: Mark out 2 small grids with the low cones. Players play 4v2, with the larger side aiming to keep possession of the ball by bounce / chest passing it between them. Players must not move their feet when they have the ball. The other team tries to intercept the ball and take possession.

DIAGRAM:



SCORING OPTION: Score a point every time the ball is intercepted. After 3 points, players change teams.

PROGRESSION:

1. Stipulate only chest or bounce pass, or alternate passes.
2. Make the grids larger or smaller to allow more / less space.

INCLUSION: Larger, more colourful balls could be used, bell balls could be used.

SAFETY POINTS: Ensure there is sufficient space in between each grid and that children remain inside the grid areas.



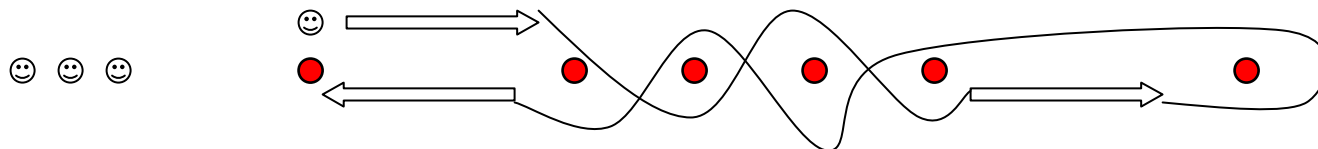
BOUNCE DRIBBLE RELAY



EQUIPMENT: Low cones, medium sized balls (soft basketballs)

INSTRUCTIONS: Set out two rows of six cones. There should be a greater distance between cones 1 and 2 and cones 5 and 6. The rest are equal. Group the children into two groups, each group standing behind a row of cones. 1st person bounce dribbles the ball in a straight line to cone 2; dribble in and out of cones 3, 4 and 5; continue in straight line to cone 6, round the back, back down, in and out to cone 2. Stop and chest pass to 2nd person, who is waiting at cone 1. Repeat until all children have been.

DIAGRAM:



SCORING OPTION: Score one point for each player who completes the course.

PROGRESSION: Move cones 2, 3, 4 & 5 closer together to allow less space

INCLUSION: Larger sponge balls could be used. Visually impaired children could work with another pupil or teacher who could guide them around the course.

SAFETY POINTS: Ensure there is sufficient space between the rows. Ensure that when children are waiting, they are far enough back and out of the way.

