

# Classroom PE KS2

KS2



**Learning objective:**

To develop co-ordination skills.

**Success criteria:**

Watch the ball as it comes towards you. Be ready to move.

**Whole child objectives:**

Social: I can collaborate and communicate to share ideas with others.

Emotional: I show honesty and fair play when working with others.

**Equipment:**

18 x cones

8 x balls

5 x school table

6 x beanbags

1 x hoop

30 x chairs

10

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## Warm Up and Introduction

**You choose we move:**

Pupils begin standing behind their chairs. They work in pairs with the person next to them. The teacher writes the following exercises up on the board. Go through the exercises so that the pupils know what they look like.

- Star jump
- Lunges
- Sit on chair and stand using left leg only
- Sit on chair and stand using right leg only
- Squats
- Arm circles right arm
- Arm circles left arm
- Incline press up using the table to push off

Pupils take it in turns to choose an exercise from the list that they complete with their partner. Complete each exercise 10 times.

Complete the exercises smoothly and with control.

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## Skill development

**Co-ordination stations:**

Set the following stations up around the classroom. Split the class into five groups and assign one group to each station. Pupils will have four minutes at each station.

**A Close target. Equipment: 1 x cone, 1 x beanbag per player.**

All pupils begin 4m away from the cone. They take it in turns to throw their beanbag to land next to the cone. The pupil who throws their beanbag closest to the cone wins that round.

Point your fingertips at the cone after you release the beanbag.

Make this harder by standing further away from the beanbag.

Make this easier by using a hoop at the target.

**B Co-ordination balls. Equipment: 6 x balls, 12 x cones, 2 x tables.**

All pupils begin with one ball each and stand around the outside of two tables pushed together. They each create a goal in front of them on the table using two cones. Number the players 1 – 6. Number 1 rolls their ball first along the table and through someone's goal for that person to catch. Then number two etc.

Rules: you cannot roll your ball through the gate that has just been used. After a minute allow the pupils to create their own rules.

Watch the ball as it comes towards you.

Make this easier by playing with fewer balls.

**C Rock, paper, scissors.**

In pairs, face each other and jump on the spot three times before jumping on the fourth jump either with your feet landing together to represent 'rock', jump with your feet straddled wide to represent 'paper', or jump with your feet one forwards and one back to represent 'scissors'. Rock beats scissors, scissors beat paper and paper beats rock. First to three then change partners in your group.

Keep your knees soft when jumping and landing.

**D Hot hoop. Equipment: 1 x tennis ball, 1 x hoop, 1 x classroom table.**

All pupils stand around the table with the hoop placed in the centre of it. They bounce the ball into the hoop for another team member to catch. One hand catches and throws only.

Stand in the ready position so that you can react quickly.

Make this harder by using a reaction ball or using non dominant hand.

Make this easier by using a bigger ball.

**E Champ. Equipment: 2 x classroom tables pushed together, 1 x ball, 5 x cones.**

Place the cones in a 'X' formation on the table to create four squares. One pupil begins in each square, the remaining pupils form a queue. Number the squares 1-4. The pupil in square number 1 is the champ. Champ always starts with the ball. They can bounce the ball into any other square to begin the game. Players must strike the ball with their hand and send it to another square. If an error is made the player who made the error moves to square number 4 and all other players mover up a square with the goal being to get to square number 1 as champ.

Rules:

The ball cannot bounce higher than the receivers head.

Be honest and play by the agreed rules.

Consider your behaviour when you win and when you lose.

Make this harder by specifying non-dominant hand.

Make this easier by allowing catches.

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## Plenary

Ask the pupils if having played these games they could explain what coordination is.