



Target Games - Lesson 4

Year 1

WALT:

- Progress throwing techniques to achieve greater distance while maintaining accuracy.

WILF:

- Students can adjust their throwing technique to achieve different distances.
- Students show improvement in the distance of their throws through practice and refinement.

Equipment

- Tennis balls
- Floor Spots
- Cones
- Netballs
- Basketballs

Any Other Information

- Can be completed inside or outside.

Get Active- Colour Body Parts

- Activity takes place inside a marked area.
- Floor spots of various colours are spread evenly across the space.
- Children move dynamically around the area on teacher's instruction.
- After 1 minute, the teacher calls out: A body part. A colour
- Children must find the correct colour spot and place the named body part on it.
- Example: "One finger on yellow" or "One foot on green"
- Dynamic movement examples: High knees. Heel flicks, Walking lunges, Side steps (2 each way), Single-leg hops (3 each leg), Bunny hops (2 feet together)

S- Reduce the size of the area for children who tire easily or get distracted; increase it for more able pupils who need more challenge.

T- Simplify the movement (e.g., walking instead of hopping) or reduce the number of movements before the colour/body part instruction.

E- Use larger, textured or raised floor spots for children with visual or sensory needs; add symbols (e.g., hand/foot) to support understanding.

P- Pair or buddy children (peer support); use adult support for pupils who need more guidance or modelling of the movement.

SEND Adaptations

- Visual supports: Use picture cards to show the body part and colour as it's being called out.
- Pre-teach movements: Introduce and practise dynamic movements with individual students ahead of the session.
- Use timers or cues: For children with attention difficulties, use a visual or auditory timer to indicate transition times.
- Simplify instructions: Break down into one step at a time or repeat slowly using gestures.
- Alternative movements: Offer seated or simplified versions of movements for children with physical or motor difficulties (e.g., seated arm raises instead of hopping).
- Reduce sensory load: Allow use of noise-cancelling headphones or a quieter space nearby for children sensitive to noise or movement.

Athletic Development- 1, 2, 3, 4

- Setup: children are jogging around a designated area.
- Teacher Role: calls out numbers (1-4); each number is linked to a movement.
- Number Commands:

- 1 – Touch floor with left hand
- 2 – Touch floor with right hand
- 3 – Touch floor with both hands
- 4 – Jump as high as they can

- Objective: children must react quickly, perform the movement, then return to jogging. Teacher randomises the numbers to build focus and reaction time.

S- Use a smaller area for children with limited mobility or fatigue.

T- Allow walking instead of jogging for some pupils.

E- Add visual number cards or gesture cues alongside verbal instructions.

P- Let children take turns being the "caller" for confidence and engagement.

SEND Adaptations

- Use visual cues or symbol cards for each number and action.

- model each movement before starting.
- Use signs or Makaton for each number.

Skill 1- Pass & Move

- Organisation: Children work in pairs, 1 ball per pair, starting on a marked line.
- Equipment: Basketballs (or foam balls for younger children), floor markers/cones for lines.
- Objective: Practice accurate passing while moving down a marked area.
- Sequence: Child A starts with the ball; Child B starts beside them. On teacher command '!' Child B runs forward to create ~2m gap. Child A passes the ball to Child B (chest, bounce, or overhead pass). After passing, Child A runs 2m past Child B. Repeat: Child B passes back '!' moves 2m ahead '!' continue until pair reaches the designated end line.
- Practice each type of pass multiple times (chest, bounce, overhead).
- Coaching points: Step towards target when passing. Hands ready for catching. Eyes on the target and follow through on passes.

S- Increase distance between pairs to challenge passing strength and accuracy.

T- Require alternating pass types (chest '!' bounce '!' overhead) in sequence. Add a timed challenge.

E- Use larger, softer balls (foam or playground balls) for easier handling.

P- Rotate pairs frequently, or introduce mini-competition (first pair to reach end line with accurate passes wins).

SEND Adaptations

- Allow walking instead of running.
- Reduce passing distance if strength or coordination is limited.
- Allow children to catch with one hand if needed.
- Use visual cues or coloured markers for where to stop/run.
- Break down the pass sequence (catch '!' step '!' pass) with teacher modelling.

Skill 1- The Tadpole

- Split the class into smaller even groups (minimum 8 per group).
- Each group of 8 splits into 4 children forming a square (each behind a cone/marker). 4 children behind the same marker (the runners).
- Set up 3–4 squares to reduce waiting times and increase activity levels.
- The runners (4 children) run around the square once.
- At the same time, the passers (the 4 in the square) pass the ball around as many times as possible.
- When the runners complete the lap, the teams swap roles.
- Each team compares their score: how many passes were made while the runners completed the lap.

S- Reduce the size of the square (less distance for runners, easier passing).

T- Allow bounce passes / rolling passes instead of only chest or foot passes.

E- Use larger, softer balls (e.g., foam or netballs).

P- Make it competitive — best of 3 rounds, or add in a passing pattern (clockwise then anti-clockwise).

SEND Adaptations

- Use brightly coloured cones for clear square shape.
- Allow walking instead of running for those with mobility or confidence challenges.
- Use slower/larger balls for easier control.
- Provide a visual demonstration before starting (children see both roles).
- Keep groups consistent for predictability.

Game- Tag Pass

- Set up a marked playing area.
- Choose a few taggers with a ball each.
- Taggers chase others and try to tag them.
- When a child is tagged: Both freeze and step back to make space. The tagger passes the ball to the tagged child. The tagged child becomes the new tagger.
- Game continues, so everyone rotates through tagging, dodging, catching & passing.

S- Add safe zones if some need more confidence.

T- Taggers must pass chest pass, or teacher can call out "bounce pass" or "overhead pass."

E- Coloured bibs for taggers to be easily identified.

P- Rotate quickly so everyone experiences different roles.

SEND Adaptations

- Physical disabilities: Allow children to roll or bounce the ball instead of running; use mobility aids with clear space.
- Coordination needs: Slow down tagging (walking only), allow catching with two hands, or use balloons/beanbags.
- Visual impairments: Use brightly coloured or audible balls, and keep playing area boundaries clear.
- Cognitive/attention needs: Use clear role cards (e.g., "You're the tagger now"), limit the number of rules at one time.
- Confidence/anxiety: Allow them to start as a non-tagging helper (collecting balls, resetting), then gradually join in.