



Dodgeball - Lesson 3

Year 4

- Dodge balls effectively during gameplay.
- Quick reflexes to avoid balls thrown by opponents.
- Using side steps, jumps, and ducks to dodge.
- Ability to read the game and anticipate throws.

Equipment

- Bibs
- Cones
- Dodgeballs
- Hoops
- Benches or Mats

Any Other Information: Can be completed inside or out.

Get Active- Active Tag

- Children play a tag game inside a marked area.
- At least two taggers are needed, each using a different piece of equipment (e.g., one netball, one rugby ball).
- When a child is tagged by a netball, they go to a designated corner and complete 5 repetitions of a specific exercise.
- When a child is tagged by the other piece of equipment, they go to a different corner and complete a different 5 repetitions of an exercise.
- Example exercises include star jumps, lunges, squat jumps, press-ups, sit-ups, burpees, or other exercises chosen by the teacher.
- The activity continues with taggers chasing, pupils completing exercises, and rejoining the game.
- **S-** Clearly mark corners for exercise stations; create multiple smaller areas for more groups.
- **T-** Reduce number of exercise repetitions for beginners; progress to more complex exercises for advanced pupils.
- **E-** Use cones or floor markers for exercise stations; provide multiple pieces of equipment for simultaneous play.
- **P-** Rotate taggers so everyone experiences tagging and running; allow confident pupils to model tagging and exercise technique.

SEND Adaptations

- Reduce exercise repetitions; allow alternative or seated exercises if required. (Physical).
- Provide clear start and stop signals; allow choice of exercise if possible. (SEMH).
- Provide demonstrations of tagging and exercises; give short, simple instructions. (ASD).

Athletic Development- Rats & Rabbits

- Children work in pairs if space and equipment allow.
- Pairs stand opposite each other on a marked line with a small gap between them.
- A second marked line is placed behind each child.
- The teacher assigns which side of the middle line represents "rats" and which represents "rabbits."
- The teacher gives different warm-up or movement instructions (e.g., touch head, touch shoulders, star jumps, squat jumps).
- When the teacher shouts "rats," the child on the rats side sprints to their back line while the rabbit chases and tries to tag them.
- When the teacher shouts "rabbit," children run in the opposite direction.
- After each sprint, all children return to the middle line and repeat the activity.
- **S-** Adjust sprint distance to increase/decrease challenge; stagger pairs to avoid congestion.
- **T-** Vary instructions for pre-sprint activity (touch points, jumps, squats); change sprint direction patterns.
- **E-** Use cones or floor markers for lines; provide coloured bibs for rats and rabbits.
- **P-** Reduce pair numbers for safety; allow small groups to take turns.

SEND Adaptations

- Allow assisted running; provide extra recovery time between sprints. (Physical).
- Allow predictable partner pairings; praise effort and safe behaviour. (SEMH).
- Provide visual cues for rats/rabbits; maintain consistent partner pairings. (ASD).

Skill 1- Hoop Throw

- Children work in teams, with the number of teams depending on space and equipment.
- Each team has 1 beanbag and 3 hoops placed in front of them.
- The hoops are arranged as targets with increasing distance/value.
- The first child throws the beanbag towards the hoops.
- The child retrieves the beanbag after each attempt.

- The child passes the beanbag to the next person in the line.
- Scoring is based on accuracy: first hoop = 1 point, second hoop = 2 points, third hoop = 3 points.
 - S-** Vary distance between hoops; widen lanes to reduce collisions.
 - T-** Change type of throw (underarm, overarm); use weaker hand for throwing.
 - E-** Use beanbags for throwing; colour code and use different sized hoops.
 - P-** Ensure consistent turn-taking; add competition between teams.

SEND Adaptations

Reduce throwing distance; allowing walking instead of running when collecting beanbag. (Physical).
 Keep scoring simple and achievable; ensure supportive team environment. (SEMH).
 Use clear visual targets; reduce distractions around throwing area. (ASD).

Skill 2- Fast Hands

- Children will work in groups of 4 where possible, positioned in a triangle shape with one player in the middle.
- The ball starts at the top of the triangle and is passed into the middle player.
- The middle player receives the ball, turns their body, and passes to a player on either the left or right cone.
- The side player catches the ball and passes it back to the top of the triangle.
- The sequence continues until the middle player has completed 5 successful passes.
- After 5 passes, players rotate positions to ensure all children experience each role.
 - S-** Vary distance between cones; ensure sufficient distance between groups.
 - T-** Introduce time challenges; use weaker hand passing for progression.
 - E-** Use coloured cones for clear positioning; introduce multiple balls to increase challenge.
 - P-** Use mixed ability groups; rotate roles regularly to ensure equal participation.

SEND Adaptations

Reduce movement demands by allowing seated or static positions; use lighter/larger balls. (Physical).
 Keep repetition consistent to build confidence; allow flexible participation if needed. (SEMH).
 Pre-teach passing sequence; minimise distractions and noise where possible. (ASD).

Game- Bench Dodgeball

- The class is split into two teams, separated by a line of cones and dodgeballs.
- Benches are placed behind each team.
- Children play a game following standard dodgeball rules.
- If a player is hit by the ball, they are out.
- When out, they leave the playing area and stand on the bench opposite their team.
- Teammates can save them by throwing the ball to them.
- If the out player catches the ball, they can rejoin the game.
 - S-** Adjust distance to bench; vary size of playing court.
 - T-** Allow multiple lives; introduce scoring system.
 - E-** Vary number of balls; use cones to clearly mark halfway line.
 - P-** Adjust team sizes; assign helpers or leaders.

SEND Adaptations

Allow seated or static role (e.g. catcher); ensure safe access to benches. (Physical).
 Reduce competitive pressure; support positive teamwork. (SEMH).
 Provide clear and simple demonstrations; allow extra processing time. (ASD).