

# **Physical Education and Sport for Visually Impaired Children and Young People**

**Seeing ability and recognising potential**

**Making PE and sport an inspiring and central part of life**

This course is designed for those who teach, coach or aspire to work with visually impaired children and young people in physical activity.

The aims of this course are to:

1. Develop an awareness and understanding of what visually impaired children can do in PE and sport
2. Develop a knowledge of the range of visual impairment and what this enables children and young people to do
3. Develop a deep practical understanding of inclusion and how it applies specifically to visually impaired children and young people
4. Enable those attending to devise PE curriculum and sports programmes that meet national requirements and guidelines for all children and young people
5. Enable teachers and coaches to select and use appropriate pedagogical approaches
6. Develop the ability to use assessment to help children and young people to make progress

## **Course booklet**

### **Unit 3**

## **Background to this course**

This course has been commissioned by the **Royal London Society for the Blind (RLSB)** and developed by Crichton Casbon Consulting Ltd in conjunction with Fit For Sport Ltd. The course and all its materials fall in line with RLSB policies and build on its provision of sporting activity.

## **Why focus on physical education and sport?**

Physical Education is a fundamental entitlement for all children and young people in the UK. Regular involvement in high-quality and purposeful physical activity is essential to good growth, development and health. Beyond these important reasons is the power of movement, physical education and sport to provide real access to education and powerful learning. The recent Olympics and Paralympics have shown just how influential sport is in building a sense of awe, wonder and community, and the inspiration that comes from participating as a competitor, official or spectator. Their legacy will be to ensure all those who visually impaired are inspired to achieve beyond their and our beliefs.

For too long schools, teachers, coaches and clubs have found it too difficult to get to grips with providing something relevant, challenging and satisfying for children and young people with visual impairment. This course aims to begin to change that by focusing on the abilities of the visually impaired. It will provide the knowledge, understanding and most current ideas about creating learning experiences and curriculum that fully meet their needs and enable them to make good progress towards achieving their ambitions and potential.

## **Equality and diversity statement (RLSB)**

The Royal London Society for Blind People is committed to equality, diversity and inclusion. The Society is committed to providing a learning, working and social environment in which the rights and dignity of all its members are respected, and which is free from discrimination, prejudice, intimidation and all forms of harassment and bullying.

## **Learning without limits (RLSB)**

Our expertise in educating children and young people with visual impairment ranges from our outstanding specialist nursery to our college for residential and day students. RLSB offers a holistic, curriculum, tailored to the individual and delivered by a multi-disciplinary team.

To empower these young people to live without limits, learning goes beyond academia with our programmes on emotional wellbeing, teaching independence in daily life tasks and travel as well as social participation in the community.

## **Our sports programme**

Sports Without Limits is our free programme that gives blind and visually impaired young people aged 11-25 the chance to experience a wide range of sporting activities including:

- cricket,
- football,

- tennis,
- goalball,
- athletics,
- judo
- rock climbing.

## **Get in touch**

If you are interested in joining our Sports without Limits programme, please contact Vince Lydon on

020 7808 6113 or by e-mail at [vince.lydon@rlsb.org.uk](mailto:vince.lydon@rlsb.org.uk)

## Unit 3

### Progression and challenge for children and young people

Unit 3	<b>Progression and challenge for children and young people</b>
3 hours	<p>This unit focuses on how to develop progression over time and a sense of challenge for children and young people that is personal to their point of progress and learning needs. Candidates will be introduced to a progression framework built around core tasks. They will have the opportunity to explore a set of progressively demanding core tasks from 2 areas of activity and develop both development activities and comparative core tasks designed for the visually impaired. The areas of activity will be gymnastic and one aspect of games.</p> <p>By the end of the unit candidates will have:</p> <ul style="list-style-type: none"><li>• an understanding of progression in challenge and learning</li><li>• experienced a range of activities and how to adapt, modify and refine them for the visually impaired</li><li>• a framework for implementing a broad and balanced PE curriculum using a medium term and unit planning framework</li><li>• some ideas about how to record and report progress</li></ul> <p>Candidates will be able to take with them materials that will aid their medium term planning when they go back to school and some ideas to aid record keeping that are user friendly for the visually impaired. They will be provided with a task to complete that will help them to put into place a broad and balanced PE curriculum.</p> <p>Candidates will be required to reflect on what they have learnt and to provide a set of questions or personal challenges for which they need answers or guidance.</p>

## What have you tried and how well has it worked?

At the end of the last session you were preparing to try things out in your school. The first part of this unit is to provide some feedback on:

- what you decided to focus on improving
- what your starting point was
- what you did to try to bring about improvement
- what worked well and what did not work so well and why
- the differences you now see in your pupils.

The aim of this is to be able share successes and challenges and explore different ideas and approaches that may work in the future.

Use your 'Story' form to help in your feedback and work in groups of 3 to 4 to share and compare.

## How do we recognise progression in PE?

Since the introduction of examination courses in PE and, later, the National Curriculum we have had to be aware of what 'good' looks like and to demonstrate what learners are achieving or have achieved. More recently there has been a big emphasis from Ofsted for teachers to be able to show that learners are improving and making progress in their learning. Finally, what we report and how we report it has had to change. The 3 phases are depicted in the diagram below:

The purpose of assessment though has always remained the same. It is through assessment that we are able to do 2 things:

1. recognise strengths and weaknesses
2. make decisions about what to focus on next in order to Improve, Progress and Achieve



### So what do these three words mean?

- **IMPROVEMENT** is about make small gains which lead to refinement, better quality and deeper understanding.
- **PROGRESSION** is about making more significant steps in learning by being able to tackle challenges that have greater challenge, complexity, technical requirements, etc.
- **ACHIEVEMENT** is about recognising where a learner has reached at any one time and, especially, the quality they have produced and the level of challenge they have dealt with well.

How does planning link with assessment?

#### The purpose of:

- Short term planning is to focus on gradual and consistent improvement and refinement at a particular degree of pitch and challenge.
- Medium term planning is to focus on helping learners to make steps in the degree of challenge they can deal with.
- Long term planning is to focus on setting the expectations for achievement and degrees of progression expected over a year or more.

In assessment terms each leads to different questions being asked and different decisions being made. The table below sets these out.

Ladder of planning	Assessment and evaluation questions
<b>C-planning (Curriculum)</b> The long term ladder to success 💡 What do you want learners to learn, experience, develop into, attain, achieve and accomplish during their time in school? 💡 What standard do we expect them to achieve year on year?	💡 To what extent have learners been successful in reaching the expectations we have of them? 💡 What are their overall strengths and what has been less well developed? 💡 How does their learning compare with national standards? 💡 <b>What do we need to do to secure and exceed expectations?</b>
<b>U-planning (Unit/ Medium Term)</b> The medium term ladder sections in the climb to success 💡 What do you want to focus on in each unit? 💡 What is the rate of progress you want to achieve each term / half year in order to reach / exceed the expected standard?	💡 To what extent can we see clear progress being made towards the expectations we have set? 💡 In which aspects is progress good and in which less good? 💡 <b>What are we doing that is working well?</b> 💡 <b>What do we need to change, stop or adapt to increase the rate of progression?</b>

<p><b>Z-planning (Lesson by lesson)</b> The short term gradual gains in refinement, quality, understanding and application needed to reach the next ladder section</p> <ul style="list-style-type: none"> <li>💡 What do we want learners to focus on and improve?</li> <li>💡 What activities and tasks we can use to enable them to improve?</li> </ul>	<ul style="list-style-type: none"> <li>💡 To what extent can we see learners improving what they do?</li> <li>💡 Is the quality improving?</li> <li>💡 What is too easy, about right or too difficult for them?</li> <li>💡 <b>Is our focus the best one at the moment?</b></li> <li>💡 <b>What can we do to help increase the quality and rate of improvement?</b></li> </ul>
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### Discussion

To what extent does your planning, assessment and decision making reflect these principles and processes?

## Practical experience

This session focuses on exploring core tasks where learners need to think about how to reproduce movement, actions and phrases as accurately and precisely as possible. You will be introduced to 3 core tasks and asked to analyse their constituent elements and compare them in terms of their complexity and degree of challenge. You will then experience one of them first hand before being asked to adapt it appropriately using the Ken Black spectrum.

Following this, you will be introduced to a lesson by lesson planning framework and asked to use the information on it to show how you would provide appropriate learning tasks for all groups in your class, especially for those with VI.

Three Core Tasks for comparison

### 10 part performance

Using what you know about composing a sequence, create and perform a sequence on floor and apparatus for an audience. Your sequence should include at least eight to 10 elements, *eg start on the floor, move onto apparatus, finish on the floor*. It must also include twisting and turning, flight, changes of direction and speed, and contrasting shapes and balances.

### Towards and away from

Using floor and apparatus, work with a partner to create and perform a sequence that involves both of you moving together from a starting point, and then moving apart to finish. The sequence should include at least four elements, and each of you should follow an L-shaped pathway.

### Mix of four smoothies

Create and perform a simple sequence, on the floor and using mats, of up to four elements, *eg balance, roll, jump, body shape*. Make sure you have a clear starting position and that you move smoothly between shapes and actions

## Your Task:

## Planning for Progression

1. Look at the 3 Gymnastic core tasks provided and place them in order of increasing challenge, complexity and difficulty.

2. Identify the extent of the progression between each.
  - Are they ones that could be set for progression over a year?
  - Are they ones that could be set for progression over a key stage?
3. Identify approximately which age range each core task would generally be suitable for. Then check against the core task chart provided
4. Then in groups, try out the core task finding different ways to perform it.
5. Identify whether you would have to adapt the task, space or approach to include the visually impaired learner

Now look at the core tasks progression map (Casbon and Spackman 2003) and discuss how you can see progression across a range of activities.

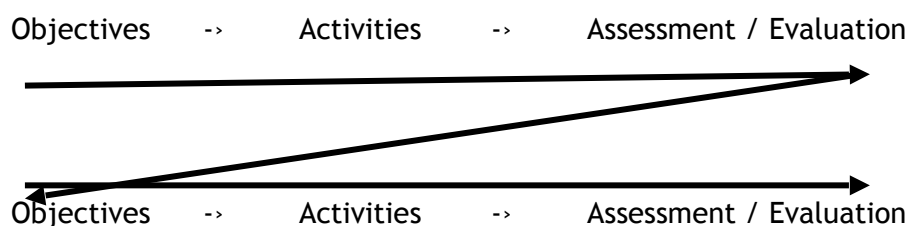
How can this map help you to plan a series of units across a year to provide an extended medium term plan?



## Planning and assessing for improvement - effective lessons

The Z-planner (Lesson by lesson planner) provides the focus and objectives for each individual lesson. These come from the U-plan and are short term and attainable. It also sets out the activities that will be used in the lesson to enable the objectives to be met. Finally it enables the teacher to make an assessment of what has been learnt and a decision about what to focus on next both in terms of the whole class and for specific learners and groups.

Z-planning gets its name from the flow of lesson planning throughout the unit:



### Z-planning analysis task

The result of outstanding Z-planning is that you can see how learning has been developed over the period of a unit. The key principles underpinning how you use Z-planners are:

- Lesson objectives come from the unit aims
- Lesson activities relate to the needs of the unit 'Big' task(s)
- As the unit progresses, lesson objectives change to reflect what learners have learnt and achieved - this shows the improvement and progress they are making
- Lesson objectives come from the assessment that take place during each lesson and is summarised at the end
- Different individuals are focused on in each lesson so that specific needs can be focused on and objectives can be varied to suit individual and group needs
- Activities provided to meet objectives become gradually more demanding to reflect the degree of improvement learners are making

### Task - part 1

Analyse the example Z-Planner provided. (appendix 4)

Look at example U- and Z-Planner and analyse. To what extent do:

- The aims for each lesson connect with the U-plan aims?
- The aims / objectives for each lesson show improvement and some progression?
- The activities for the lessons grow in complexity, difficulty and challenge over the course of the unit?
- The evaluative / assessment comments develop over time and show improvement and some progression?
- The evaluative / assessment comments on individuals inform aims and bring about differentiation in the subsequent lessons?

Overall, can you see any evidence that the assessment comments inform the next lessons'

Use the information you have to fill in the missing lessons. What do you think would have been:

1. The objectives for each lesson
2. The best learning activities to provide
3. The probable improvements seen
4. The short steps to be taken to reach the final lesson

What do you think should be the aims for the next unit?

## **Outwitting an opponent - Invasion Games**

This session focuses on exploring core tasks where learners need to think about how they can outwit their opponent in games where two teams are trying to score in their opponents' goal(s). Essentially, the tactics for each side are to create and exploit space when attacking so that they can move forward to their goal, and to deny space and pressurise opponents with a view to getting the ball back and keeping opponents away from the goal they are defending.

You will be introduced to two core tasks and asked to analyse their constituent elements. Following this, you will choose one of the tasks and plan and deliver a short session that either decreases or increases the pitch and challenge of the task significantly.

You will need to be able to show how your significant adaptation can be a task that suits the VI learners.

INSERT TASK - appendix 6

INSERT TASK - appendix 7

## **Your challenge - Trying it out and preparing for assessment**

The value of this course is that there is the opportunity to try ideas out when you get back to school. When you return for Unit 4 you will be asked to share a task that you have used in your school that is specifically designed for the VI learners. You will do this by teaching others in the group how the task is best taught. You will lead them through a 15 minute session so that they can play it and be clear about its suitability for the VI learner.

***(This will be one of your assessment tasks)***



## Unit (U) and lesson (Z) planner - Physical Education

Unit Title: Net Games 1

Class / Group EX1

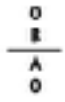
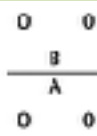
Length of

Unit 10 lessons Start date: 15 October

### The U planner

What did pupils learn and achieve in the last unit?		What core tasks did they tackle and complete?	
What skills?	<b>Description of what you see and hear now</b> Most run at fast, medium and slow speeds, changing speed and direction. Some are a little slower and find it more difficult to coordinate. Most link running and jumping activities with some fluency, control and consistency performing linked sequences well though a few find this difficult. Almost all throw a variety of objects, changing their action for accuracy and distance reasonably well. A small minority recognise when their heart rate, temperature and breathing rate have changed. Almost all love PE lessons and get fully involved	Outline of core tasks:	Proportion of pupils that:
What aspects of body condition?		Using different ways of throwing, eg <i>underarm, overarm, pushing, rolling and sliding</i> , and different types of equipment, see how far, high or accurately you can throw in challenges such as:	Still find it too difficult 3/28
What decision making?		<ul style="list-style-type: none"> <li>• Can you throw further than you can run in three seconds or jump in five jumps?</li> <li>• Can you throw nearer the middle of the hoop?</li> <li>• Can you bounce the ball higher than the mark on the wall?</li> <li>• How high up the wall can you bounce the ball?</li> </ul>	Need more time to develop quality 8/28
What self-confidence, enjoyment and engagement?		Using different ways of travelling, eg <i>running, walking, hopping and skipping</i> , and following different pathways or courses. See how fast or far you can go in challenges such as:	Are ready for the next challenge 17/28
		<ul style="list-style-type: none"> <li>• How fast can you move five beanbags from one hoop to another?</li> <li>• How many red cones can you touch in 30 seconds, 20 seconds, 15 seconds, etc?</li> </ul>	

So what do you want pupils to learn in this unit?	Core Task / Pupils' Challenge
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<p><b>Objectives for the unit - what will you see and hear by the end?</b></p> <p><b>Skills:</b> Basic co-ordination skills for controlling a ball / bean bag consistently. Basic skills of tracking an object and getting in line with its flight Some accuracy in direction when throwing beanbags (and other balls) Good agility in changing direction and strong balance in the activities</p> <p><b>Body condition and health:</b> Basic ability to describe what they see and how their bodies feel especially in relation to their heart beat and breathing</p> <p><b>Decision making and performance skills:</b> Some ability to use and vary simple tactics in tricking the opponent and defending own targets by getting in the way and intercepting</p> <p><b>Self-confidence, enjoyment and engagement:</b> Keen to take part in all parts of lessons and a willingness to do the best they can</p>	<p>What will they perform / present by the end of the unit?</p> <p>The aim of the game is to throw beanbags into your opponent's hoop to score points. The game is played one against one. Set up a 'court', with a line dividing two players. Position 2 hoops on either side of the line, 1m to 2m from the line (see diagram 2).</p> <p>Each player tries to throw the beanbags into the hoops on the opposite side of the line, while their opponent tries to stop them without touching the hoop or crossing the line (net).</p> <div style="text-align: center;">   </div> <p>Diagram 1                      Diagram 2</p>
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## The Z-Planner

Aims / Focus for the lesson	Activities designed to fulfil the aims	How well are aims being met?	Focus pupils and notes
<p>1 Develop accurate throwing of beanbag</p> <p>2 Develop greater balance and agility in v. short distance running</p> <p>3 Develop basic concept of the core task</p>	<p>Revise running agility activities from last unit. Set up small agility star run - start with 'normal running' then move on to side-stepping</p> <p>Set up 1 v 1 net game (diagram 1). Set task for children to see where it is easier and more difficult to throw from for accuracy. Vary the distance of hoop from 'net'</p> <p>Set challenge of how many points can you score as your partner moves the hoop further and further away - 3 hoop positions and 3 throws to each. Extend for some by varying throwing technique</p>	<p>1 basic underarm throwing quite accurate for most - a few struggling. Trajectory and speed inconsistent except for a few</p> <p>2 Almost all showing some control with running and changing direction well. Side stepping less well coordinated and needs further work</p> <p>3 all understand basic rule of throwing from own side of court.. Counting varied in accuracy</p>	<ul style="list-style-type: none"> <li>The taller and more developed children find running easy and the smaller reasonably developed children are best at side stepping.</li> <li>The least developed children mostly find balance difficult so controlled running inconsistent and accuracy of throwing poor.</li> </ul>

<p>1 Refine underarm beanbag throw so more consistent with both hands</p> <p>2 Improve balance and speed in side stepping – for least able focus on controlling movement</p> <p>3 Introduce ideas for defending hoops</p>	<p>Warm up with running forward and backward and then side stepping foot to foot no cross over. Use short figure 8 run round and then side step between cones. Develop into picking up and putting down beanbags</p> <p>Practise underarm beanbag throw for accuracy - smaller targets and 3 distances - similar to last lesson's task</p> <p>Play 1 v 1 with one hoop each side progressing to 1 beanbag. Emphasise making it difficult by exploring where to stand when defending. Encourage speed as game skills develop</p>	<p>1 Throwing improving in accuracy but more work needed on consistent trajectory - most able already good</p> <p>2 Some improvement in control and balance in side stepping. Still need to work on coordination of feet with almost all</p> <p>3 Some good ideas about how to defend appearing. Need to develop good body positioning more so hands can be used</p>	<ul style="list-style-type: none"> <li>• Majid (most able) improving on feet coordination - need to speed up now. Throwing good</li> <li>• Jake (least able) finding foot coordination difficult - may need to make it easier. Throwing not consistently accurate</li> <li>• Alice (middle ability) and most showing good balance but lack of consistent feet coordination. Throwing improving in accuracy</li> </ul>
<p>1 Develop speed and accuracy of throwing in the game</p> <p>2 Improve feet coordination especially side stepping</p> <p>3 Increase range of ideas for defending</p>	<p>Practise star run focusing on getting feet coordination accurate. Work on basic movements in warm up. Get children to shadow each other and observe.</p> <p>Play the game 1 v 1 with one hoop either side. Introduce good body position - legs apart, low to ground with hands ready to intercept. Focus on increasing speed of return of beanbag - for most able use one beanbag only - for least able use 3 to slow game down</p>	<p>1 Throwing in un-opposed situations improving in consistent accuracy. In opposed games much more varied and rushed</p> <p>2 More agility being shown with feet in game and most improving coordination</p> <p>3 Most beginning to use more ways of defending including hands, though catching v. inconsistent - basic body position starting to be used by many</p>	<ul style="list-style-type: none"> <li>• Jaya (most able) playing game well and has moved on to 2 cones each side. Good accuracy and good defending</li> <li>• Maria (middle ability) coping with the game well - still takes time to make decisions and lacks control at speed</li> <li>• Haile Mariam (low ability) just beginning to cope with the game but at slow speeds. Accuracy and coordination slightly improving</li> </ul>

<p>1 Develop tracking, stopping and basic catching skills</p> <p>2 Develop some ideas for attacking</p> <p>3 Secure side stepping and agility</p>	<p>Warm up focusing on agility and coordination of feet</p> <p>Introduce tracking skills - 1 to 1 sliding beanbag to partner who is kneeling, standing upright, crouching on feet. Use hands or feet to stop. Focus on getting in line and watching beanbag all the way</p> <p>Play 1 hoop each side for least able and rest 2 hoops each side. Set challenge to catch the beanbag or stop it with hands. Also show feinting skills when throwing as well as other throwing techniques</p>	<p>1 Most starting to understand tracking and beginning to move in line - some still rely on chance - more work needed especially with hands</p> <p>2 Most able developing good range of attacking ideas including feinting. Most others excited by game slowing down as decision making slow</p> <p>3 Stepping coordination become secure with almost all.</p>	<ul style="list-style-type: none"> <li>• Sam (middle ability) good improvement in tracking and beginning to catch - little idea about attacking</li> <li>• Hayley (high ability) very agile and making quick decisions - showing she can catch often</li> <li>• Sacha (low ability) just beginning to cope with 2 hoops and movement and accurate throwing improving</li> </ul>
<p>1 Improve tracking skills using feet and hands (including catching) to intercept beanbag + small and large size balls</p> <p>2 Develop more ideas in attack and better decision making at speed</p>	<p>Warm up continuing focus on agility and feet coordination</p> <p>Tracking activity using beanbags, small and middle size balls. Pushing and rolling skills to send beanbag / ball and alternate use of hands and feet to intercept and stop.</p> <p>All class on 2 hoops a side - different distances apart for different abilities - focus on intercepting, stopping and catching with hands. In attack focus on throwing from different places and angles</p>	<p>1 General tracking skills more consistent with better control of ball / beanbag by most</p> <p>2 Attacking ideas developing - more options used and speed of decisions getting quicker especially with most able</p>	<ul style="list-style-type: none"> <li>• Middle and high ability improving well with greater fluency and consistency in games - need to continue and provide more challenge for most able</li> <li>• Ahmed and Nina (low ability) struggling with tracking - need to slow task down and provide good feeds</li> </ul>
<p>1 Develop the fluency, control and speed of playing the games</p> <p>2 Develop change from attack to defence and back – especially quick and accurate return of the beanbag</p>	<p>Warm up including feet coordination and some tracking work with beanbags and balls</p> <p>All play 2 hoops each side. Set challenge of how many points can be scored in 2 minutes. For most able move on to 3 hoops a side and 2 v 2 (doubles)</p>	<p>1 Quality of games improving with all abilities - need to keep challenge up for most able -</p> <p>2 Most beginning to move well from attack to defence - respond quickly and well to 'what's going to happen next? Are you ready for it? Most able ready to think about doubles ideas</p>	<p>No specific focus on individuals today. Need to select 3 for next lesson</p>



<p>1 Start to develop more secure catching skills</p> <p>2 Continue to develop ideas in attack and defence and how to be ready to move from one to the other – with scoring</p>	<p>Use medium size bouncing balls in warm up. Children carry them and bounce and catch to themselves at set points - remind them about tracking</p> <p>Continue with games from last lesson. Move more to doubles when ready. Put 'umpire' in to help with counting points and try to record points scored on some 1 minute games</p>	<p>1 Lots of enthusiasm when bouncing balls but little consistency in catching.</p> <p>2 Game play developing well with all playing independently. Most able changing from attack to defence well and beginning to work as teams. Least able still focusing on attacking - only a few can score reasonably well - need work on this</p>	<ul style="list-style-type: none"> <li>• Gemma (high ability) playing well in pairs with good use of positioning and team tactics. Catching more consistent and throwing accurate</li> <li>• Rashid (low ability) coming to terms with game and beginning to play with less hesitation. Still needs to work on tracking and catching</li> <li>• Solomon (middle ability) catching well and moving with real agility but still needs to focus on decisions making</li> </ul>
<p>1 Develop greater consistency with catching skills with balls and beanbags</p> <p>2 Develop games so that they can be out into mini tournaments for last week of unit and lunchtime competition</p> <p>3 Develop ability to score and count</p>	<p>Warm up to include range of foot coordination tasks</p> <p>Practise catching ball from bounce with a partner and beanbag throwing one handed to a partner catching 2 hands. Set distance challenges from 1m to 4m</p> <p>Continue to play the games alternating from doubles to singles focusing on attacking and defending tactics - speed of play, positioning, narrowing space, blocking, feinting, angles, etc.</p> <p>Use counting in all activities from catching to scoring</p>	<p>1 Catching of ball improving in consistency when pass accurate and from closer range. Least able still struggling and need focused attention (TA use)</p> <p>2 More thinking about tactics evident in most. Least able still relying on small range and slow at decision making</p> <p>3 Brightest children now counting with reasonable accuracy up to 12. Need to improve this across all</p>	<ul style="list-style-type: none"> <li>• Majid (most able) playing fluently and almost ready for next core task</li> <li>• Jake (least able) keeps rules and plays at slower speed. Some consistency in catching and some limited ideas in defending - problems with counting</li> <li>• Alice (middle ability) has improved greatly all round. Much more confident and consistent in almost all skills and ideas. Good umpire!</li> </ul>

<p>1 Develop tracking and catching skills over greater distances</p> <p>2 Develop further fluency of games and range of tactics used especially for middle and least able</p>	<p>Warm up to include range of foot coordination tasks</p> <p>Practise catching ball from bounce with a partner. Set distance challenges from 1m to 4m - increase for most able</p> <p>Continue to play the games alternating from doubles to singles focusing on attacking and defending tactics - speed of play, positioning, narrowing space, blocking, feinting, angles, etc. Play 1 and 2 minute games - set focus for each group on tactics</p>	<p>1 Ball catching skills developing in consistency. Almost ready for next unit (invasion game)</p> <p>2 Groups playing more competitively - greater awareness of the score. Generally very good tactics in defence with hands used more often and balance stance - some still too limited in attacking options. Need to vary throwing skills</p>	<ul style="list-style-type: none"> <li>• Jaya (most able) playing doubles v well using partner well and defending with hands v well</li> <li>• Maria (middle ability) improved in doubles play and now takes more measured decisions</li> <li>• Haile Mariam (low ability) catching much better - both ball and beanbag - needs to be quicker in decision making in games</li> </ul>
<p>1 To be able to play against unfamiliar opposition</p> <p>2 To be able to play consistently in a competition using skills and tactics well</p>	<p>General warm up with agility and beanbag throw / catch</p> <p>Tournament against partner class - 6 groups playing singles and doubles against each other - based around 3 pairs from each group in each class</p>	<p>1 Great involvement by all</p> <p>2 Rules generally kept well and scoring mostly accurate. Some children thrown by unfamiliar opposition</p> <p>3 Overall - good range of tactics used well. Accurate throwing using range of speed and height. V. good positioning in defence with mostly consistent interception using hands</p>	<ul style="list-style-type: none"> <li>• Most progress in least able - real improvement in tracking and catching. Defending good</li> <li>• Most able (7 in class) larger dynamic equipment and more challenge in games</li> <li>• Middle ability significant improvement in agility and catching. Need more tactical variety</li> </ul>

## Appendix 5 - Z-plan 2

## Appendix 6 Invasion task 1

## Appendix 7 Invasion task 2