

KRISHNA AVANTI COVID-19 SAFE LESSON PLANS AND TARGETS

CREATED BY AM SPORTS ACADEMY – AUTUMN 2020



RECEPTION – YEAR 4 TARGETS

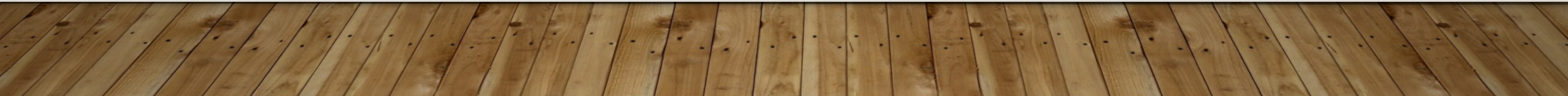
-Reception - The Covid-19 lessons are very beneficial to reception as they are experiencing new sports all the time. They are learning new skills, techniques and moments every lesson. The objective for them is to build the basics to act as building blocks for future lessons. Being introduced to this will massively help them build a well rounded sporting profile. This is essential at an early age because this is where they begin to take in the most important information for motor skills. The aims for each lesson depend of the activity but I am looking for them to familiarise themselves with all the different sports.

-Year 1 - Similarly to reception, with Year 1, we are still putting together the building blocks for sport but with a few more complexities. Some sports will present themselves as new but a lot will have experienced them more than once. So here, we are trying to go further with development, beginning to focus on achieving points targets or more complex motions.

-Year 2 - This is where we can challenge the children with competition and point scoring as they will have completed the basics already covered . We are now working on putting all the basics together to form motions to create actions. This is where the children can take more ownership on where the lesson goes by how well they perform.

-Year 3 - I am aiming for the children to achieve each activity to a high level with all achieving at least 1 progression. They will be able to produce good technique and hit targets consistently. At this age group, we are focusing on ironing out any mistakes in the techniques and beginning to develop their own style when completing an activity.

-Year 4 - The oldest year at Krishna Avanti will be setting the standard for the rest of the school. I am aiming for the children to complete the lessons to a high level. They should be always moving through the progressions and competition is high here. They will have their own style with techniques shown to them and they will begin to thrive in a competitive environment. Point scoring is the main target and competing to beat the class mates and achieve the highest score will provide motivation in each lesson.



ATHLETICS

DESCRIPTION

- There are 4 different activities; Long Jump, Triple Jump, Speed Bounce and Shuttle Runs. Demonstrate each activity with children sitting in a position they can all see the demonstrations, whilst maintaining social distancing.
- Place the bubble group into 4 mini teams of 4, with one group of 3.
- It is a continuous activity, with stations rotated after a set period of time.
- Groups can be competitive individually or collectively if they wish to do so.

COVID-19 - SAFETY STEPS

- The waiting cones are positioned 2m away from each other for SD purposes.
- There is no equipment for this activity so no need to touch anything.
- Reiterate, the MORE SPACE you have, the SAFER it is FOR EVERYONE.

REGRESSIONS AND PROGRESSIONS

REGRESSION for Reception and Year 1

-This activity should be suitable for the children without any significant changes.

-Focus on participation and 'having a go'. This is the most important target for children in reception and KS1, because they need to try new things so they experience movements that differ from the ones they are used to. So we are focusing here on familiarising the children with new activities so we begin build the blocks for learning more when we come back to this.

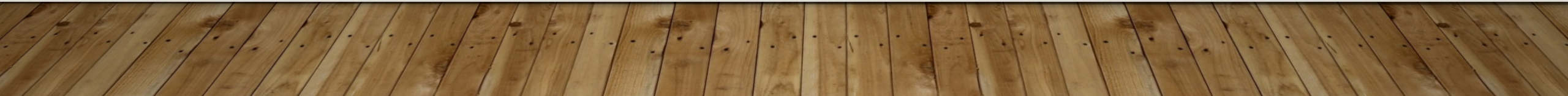
PROGRESSION for Year 2,3 and 4

-The Long jump and triple jump to be a 5 – 7 run up and jump. Jumps measured and scores competed with against peers.

-If coach or Sports leader can, use a watch so a peer can count how many jump a child can do in 60 seconds. Rotate, compare scores and REPEAT.

-If a coach or Sports Leader can, use a watch the time how long it takes to complete the shuttle run. Rotate, compare and REPEAT.

-Competition is the best progression for KS2 as they will be familiar with all the actions required, so we are focusing on reinforcing these actions but challenging them to compete under pressure against members of the class.



CANNON BALL

DESCRIPTION

- The children are stood next to a cone on the 'homie' line. As the square's line will not be big enough for 15 children, have half starting at one end and half at the other end so they are facing each other.
- Some children are selected as CANNON-BALLERS who stand on the outside of the playing square. The rest of the children are PIRATES who attempt to run across the zone without being hit by a cannon-baller.
- Pirates start from one side of the square run across to try and reach the safe zone on the other side. Pirates are only allowed to run across after the coach calls out "Cannonball".
- Cannon-ballers can only kick the ball towards a Pirates leg (below the waist).
- If a Pirate gets hit below the waist they lose a life. They have 2 or 3 lives in total depending on time.
- Once all lives are taken, they transform into a CANNON-BALLER on the outside of the square. Cannon-ballers are not allowed inside the square. The last PIRATE(S) standing are the CHAMPIONS!!

COVID-19 - SAFETY STEPS

- Children are placed 2m apart on the cone
- The ball is only touched by the feet.
- Footballs are wiped down after use.
- Reiterate, the MORE SPACE you have, the SAFER it is FOR EVERYONE.

REGRESSIONS AND PROGRESSIONS

REGRESSION for Reception and KS1

- Add in hoops between the safety zones. ONLY ONE PIRATE can 'hide' for 3 seconds!
- Use soft spongy balls depending on the overall age and ability of the reception and KS1.
- We are focusing here on the motor skills and general movement of the children. It also requires quick thinking under pressure which is going to help them greatly in sport moving forward.

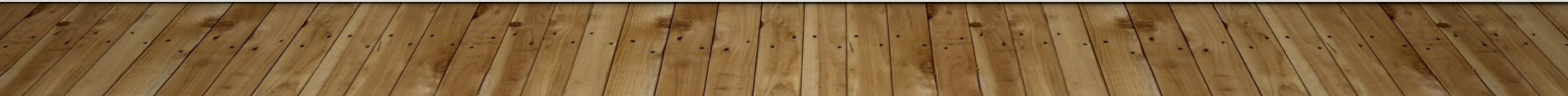
PROGRESSION for Year 2, 3 and 4

- Introduce different coloured cannons (balls) some take away 1 life, some take away 2 lives!
- With KS2, we are focusing on the technique of passing the ball, using the inside of the foot to achieve an accurate, low pass that will help them in football.

HOCKEY HOTSHOT

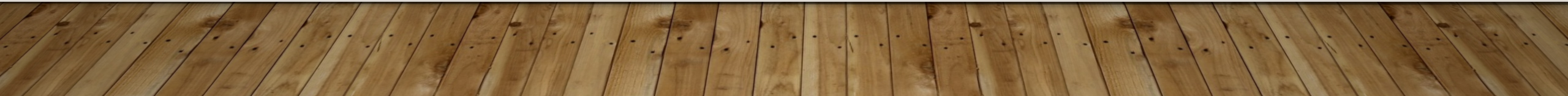
DESCRIPTION

- Children are placed into pairs and are stood opposite one another, each standing in a goal marked with big cones.
- There is a clear red shooting line, WHICH CANNOT BE CROSSED BY THE STRIKER.
- One player starts with the ball and dribbles out of their goal towards the red shooting line. Once they approach, the 'SWEEP & SLIDE' their ball towards the goal. The GK attempts to stop the ball using their hockey stick or feet only. **NO HANDS ALLOWED.**
- Whatever the outcome (goal, save or miss) the striker instantly turns and runs back to defend their goal inside the red shooting zone. The GK transitions into the striker, collects the ball and dribbles out of their goal towards the opposing red shooting line to 'SWEEP & SLIDE' to try and score a goal and so on.
- They receive a point for each goal.
- Rotate the teams so they play against lots of different children.



COVID-19 - SAFETY STEPS

- Each child is assigned 1 Hockey stick , which is 'theirs' only along with 1 ball for each 2 children = NO HANDS.
- Touching equipment is NOT permitted. If another ball is close to a child, either kick it back to the owner or leave it.
- GK's can only use sticks or feet – NO HANDS.
- There is a red shooting line for the shooter, which CANNOT be crossed.
- There are NO TACKLING 1v1 situations.
- Reiterate, the MORE SPACE you have, the SAFER it is FOR EVERYONE.



REGRESSIONS AND PROGRESSIONS

REGRESSION for Reception and KS1

-Support required from both the coach on where to go after each shot and to reinforce the red shooting line. The key to the game is understanding what to next. Once understood, the game flows really well.

-Objective is all about understanding the game and being able to have lots of shots and make GK saves.

-Reception and Year 1 are always going to be learning from being introduced to new sports and hockey is a very important lesson. They will learn how to hold the stick, how to grip and how to pass and shoot. This is a lot of information that requires them to focus and I am mainly looking to see them get the basics right here.

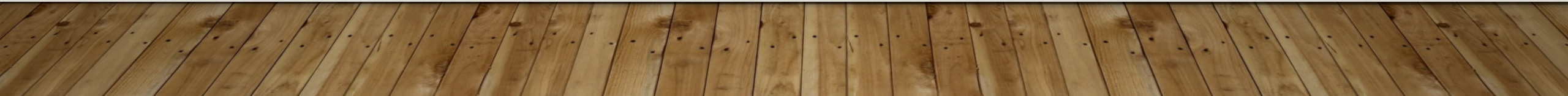
PROGRESSION for Year 2, 3 and Year 4

-Add in rebounds if the ball bounces back over the red shooting line.

-Add in individual points; How many for scoring a goal, a rebound or making a save?

-Play games for 4 minutes; at the end the winners of each game play against each other. The rest of the groups are mixed up with different children and re-play. Follow the same format after the next 4 mins. REPEAT.

-I am looking to see here how well the children are using techniques shown to achieve points and score. At KS2 level, they know how to hold the stick and perform key actions and so I want see how they perform in a competitive environment which will challenge them to the level required.



RAPID FIRE

DESCRIPTION

- Begin by sitting the children down in a 2m distance from each other so a demo and explanation of the game can take place so everyone can clearly see.
- In groups of 4, have lots of opportunities to shoot at the goal and save lots of shots. ANY PART OF THE BODY CAN BE USED TO SAVE THE BALL BUT UNFORTUNATELY, NO HANDS - THEY MUST REMAIN BEHIND THE BACK.
- One child starts in goal, one child on shooting gate and the next 2 children on 2m social distancing waiting cones.
- The shooter takes one shot, and becomes to GK. The GK dribbles WITH FEET ONLY the ball to the shooting gate and then goes to the back waiting cone and the 2 waiting players both move forward one station to either the shooting gate or the next waiting cone.
- Progress into adding points for scoring goals and saving shots.
- To maintain engagement and enthusiasm levels, rotate the teams so children are playing with different faces.
- For a group of 15 children, 4 games will need to be running at the same time (3 groups of 4 and 1 group of 3).

COVID-19 - SAFETY STEPS

- Goalkeepers place their hand behind the back and save using any body part.
- Use a soft spongy or plastic ball for GK safety.
- No hands should touch the ball at any time – dribble the ball using feet back to the shooting gate.
- Shots are taken behind the minimum 2m red shooting line, to maintain social distancing.
- Place waiting cones at a safe social distance to the side of each shooting gate.
- Reiterate, the MORE SPACE you have, the SAFER it is FOR EVERYONE.

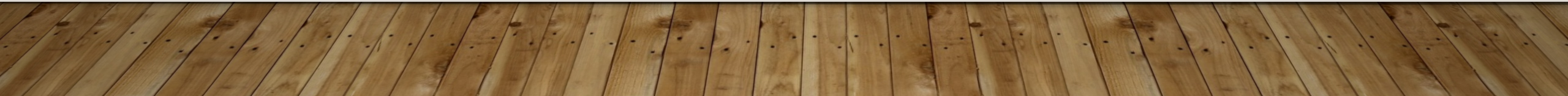
REGRESSIONS AND PROGRESSIONS

REGRESSION for Reception and KS1

- Only add in the points for scoring goals and saving shots if a progression is needed and acknowledge, points may not be for every group within the bubble.
- Using the front of the foot (laces), the children are working on learning the basics of shooting and put it into action with this lesson which is really helpful for their development.

PROGRESSION for Year 2, 3 and 4

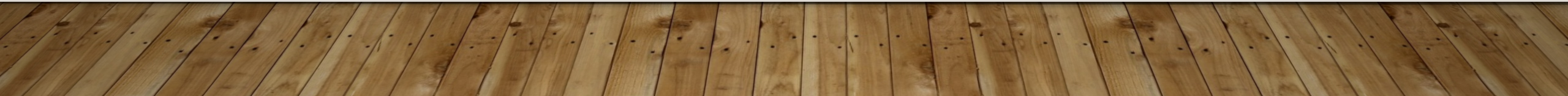
- Introduce a 'LAST MAN STANDING' game. Each child in a group have 3 lives. If they miss a shot and fail to save the next shot, they lose a life.
- Once all 3 lives are lost, they are eliminated from the game and become a supporter.
- The game is played until one player is crowned the CHAMPION! REPEAT and ROTATE teams ability based.



CRICKET BATTING

DESCRIPTION

- Begin by sitting the children down in a 2m distance with 'their' cricket Airball and Cricket Bat on top of/next to their safety cone. See image on the visual slide, which is set up for a demo and explanation so everyone can clearly see.
- Children are split into groups of three. One is placed in the batting gate, one on the first waiting cone (2m behind) and the other on the next waiting cone (2m behind again)
- When on the batting cone players take it in turn to attempt to hit the ball through the target gates. Teach SET, STEP, STRIKE. Once they've hit their ball they go and collect it and move to the waiting cone and then the children rotate to the next cone. Based on group success, add in points for different gates they hit the ball through.



COVID-19 - SAFETY STEPS

- The waiting cones are positioned 2m away from the bowling rectangle for SD purposes.
- Children are assigned 1 Cricket Airball and 1 Cricket Bat which is 'theirs' only.
- Touching equipment is NOT permitted. Use feet to pick up fallen wickets and if another balls rolls towards a child, wither kick back with feet or just leave it.
- Reiterate, the MORE SPACE you have, the SAFER it is FOR EVERYONE.

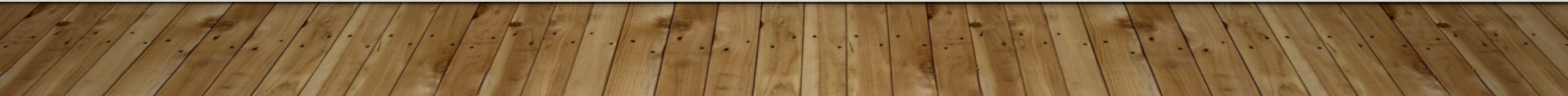
REGRESSIONS AND PROGRESSIONS

REGRESSION for RECEPTION AND KSI

- Focus on the repetition of consistently hitting the ball of the 'T' with the flat side of the cricket bat.
- Make the target gates bigger to increased success (space dependent).
- As seen with hockey, when the children in reception and KSI receive equipment associated with a sport it is about the basics. Learning to hold the cricket bat and perform a basic strike is the goal. The outcome is always build on what they have learnt previously so the outcome is to make them familiar with the motion of batting rather than where the ball ends up.

PROGRESSION for Year 2, 3 and 4

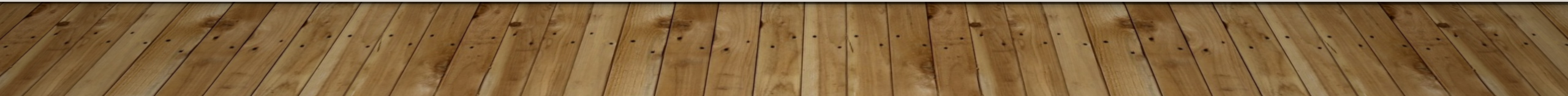
- One child stands behind the gates and acts a fielder who uses FEET ONLY. The batter lines up their shot and once hit, the fielder reacts and attempts to stop the ball going through the gate. Rotate after each shot.
- Add in another points system for this game.
- I am looking to see clear strikes and point scoring by hitting the ball through a chosen gate, this will improve their accuracy and hand-eye co-ordination.



CRICKET BOWLING

DESCRIPTION

- Begin by sitting the children down in a 2m distance with 'their' cricket Airball on top of their safety cone.
- Begin the activity by warming up the arms and fingers. Children find a space and the coach demonstrates different hand eye catching activities such as bounce with right hand, catch with left then add a clap, hold the ball up and over the head and smash it down towards the ground like a bowling action. Maintain 2m SD throughout. Ask the children if they can create any skills with their ball – you will be surprised with what they come up with!
- Demonstrate the practice; see visual overleaf. Cut the target with the non-throwing hand, keep bowling arm straight, brush the ear and release towards the target; CUT, BRUSH, RELEASE.
- In groups of 3, practice the game.



COVID-19 - SAFETY STEPS

- The waiting cones are positioned 2m away from the bowling rectangle for SD purposes.
- Children are assigned 1 Cricket Airball which is 'theirs' only.
- Touching equipment is NOT permitted. Use feet to pick up fallen wickets and if another balls rolls towards a child, wither kick back with feet or just leave it.
- Reiterate, the MORE SPACE you have, the SAFER it is FOR EVERYONE.

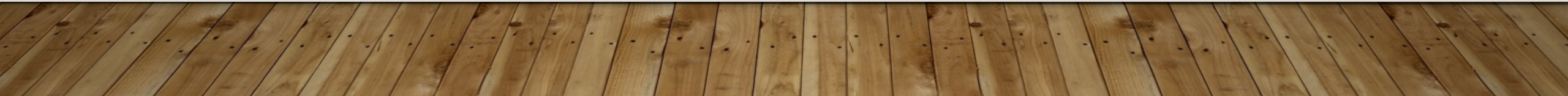
REGRESSIONS AND PROGRESSIONS

REGRESSION for Reception and KS1

- Use an straight underarm bowl, teaching the pocket to pocket release arm action
- Use 2 wickets together to increase the target width and hitting success.
- Reception and Year 1 are going find this action completely different to what they have learnt before, it has similarities with overarm throwing. It is important for them to begin to learn the very basics of the movement and not worry about hitting the target straight away. It all about building blocks and increasing the expectations each time we do this.

PROGRESSION for Year 2, 3 and 4

- Add a hoop or a shape of cones in from of the wickets. Aim to bowl the ball into the shape and bounce up onto the wickets. Add points for the shape on the floor, the wickets and if you nail both in one bowl!
- A further progression would be to add a kicker who stands at a cone at a safe distance to the side or behind the wickets. Once the bowler bowls the ball, can the kicker reacts and stop the ball hitting the wickets with THEIR FEET ONLY.
- Using the point system for KS2 is great way to keep them engaged as they are going against their class mates which adds motivation.



TUNNEL BALL

DESCRIPTION

- A group of 15 are split into 8 teams of 2 children. The Sports Leader will need to join this game.
- This is a **relay race game**, where the aim is to **roll the ball against a cone** in the line. **If successful, the cone is moved by the players foot. Only one cone can be moved after any one roll.**
- The collect the ball, return to the rolling cone and roll again.
- The game **continues until the first player reaches the summit! (ie, hits all the cones and wins the game).**
- Once the game ends, set up the cones and replay.
- There is a **red waiting cone.**
- There is a **rolling cone.**

COVID-19 - SAFETY STEPS

- Set up the rolling cones 2m apart from other rolling cones for social distancing purposes.
- Each child is assigned 1 Cricket Airball, which is 'theirs' only - disinfect these after use ready for the next bubble.
- The cones in the line are to hit with the ball BUT NO TOUCHED WITH HANDS as these will be used by everyone throughout the day.
- Reiterate, the MORE SPACE you have, the SAFER it is FOR EVERYONE.

REGRESSIONS AND PROGRESSIONS

REGRESSION for Reception and Year 1

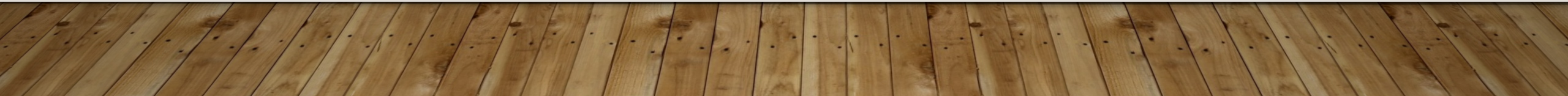
-Play for fun working individually. The coach can time how long it takes for each child to get to the end of the line. Can they re-set and try and better their score.

-Buddy up with a partner and play a game – who can get top the end first?!

PROGRESSION for Year 2, 3 and 4

-Play a Tunnel Ball League – if you win the game you move up a league and if you lose you move down. This will enhance competition and will be great competition for the Eagles.

-Increase the distance from the rolling cone to the first cone in the line as they progress up the leagues to increase the challenge the better they are at the game.



BUCKET BALL

DESCRIPTION

- Split the bubble into 3 groups of 5 children and spread across 3 different games, which vary in challenges.
- Each child stands behind one cone, spread around in a circle facing towards the intended target.
- The children will perform an UNDERARM throw for two points with their assigned object. Progress the throw to OVERARM, CHEST, SHOULDER etc.
- If they hit the rim of the bucket and it does not go in they receive one point, one at a time in a clockwise order to aim for the target in the middle.
- Once the first ball has landed in the bucket the child collects. Once they return to the cone the next child can throw.
- Have 2 or 3 separate target hoop circles so smaller groups can rotate from one challenge to the next.

COVID-19 - SAFETY STEPS

- The throwing cones are station 2m apart for social distancing purposes.
- Children are assigned 1 ball for their use only.
- Touching other equipment is NOT permitted.
- Reiterate, the MORE SPACE you have, the SAFER it is FOR EVERYONE.

REGRESSIONS AND PROGRESSIONS

REGRESSION for Reception and Year 1

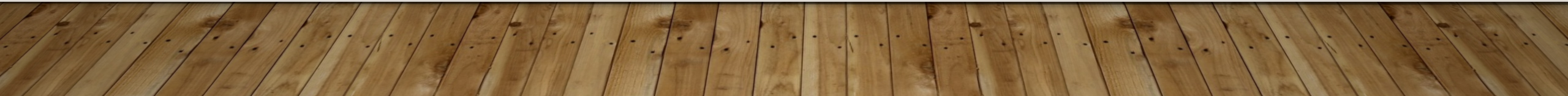
-Progress to an OVERARM throw for three points.

-Progress to a CHEST PASS throw for four points.

PROGRESSION for Year 2, 3 and 4

-Progress to MOVING THE CONES ONE STEP BACK for five points.

-Progress to SITTING DOWN THROWS for six points.



BOCCIA

DESCRIPTION

- In small teams of maximum 4, take it in turns to roll a Boccia Ball towards a 'jack', which will be at varied distances and angles every round. Every child receives 2 attempts. Once completed, collect YOUR BOCCIA BALLS ONLY, return to your cone and REPEAT.
- Rotate the teams to maintain enthusiasm. However, only children with the same coloured Boccia balls can change groups so balls are not swapped.

COVID-19 - SAFETY STEPS

- The rolling cones are station 1m/2m apart for social distancing purposes.
- Children are assigned 2 Boccia balls for their use only.
- Touching other equipment is NOT permitted.
- Select one child in each game to be in charge of rolling the 'jack' for EVERY round to avoid sharing. This may be viewed as unfair so explain SHARING IS NOT ALLOWED.
- Reiterate, the MORE SPACE you have, the SAFER it is FOR EVERYONE.

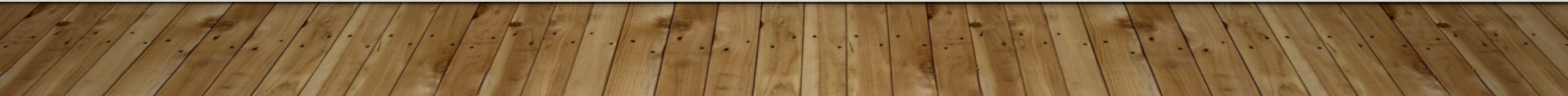
REGRESSIONS AND PROGRESSIONS

Regression for Reception and Year 1

-This is a straight forward game so reception should be able to play this version without the points system. Focus on repetition, understanding the game and having fun. For reception and year 1, it is very important to make sure they are learning the basic of under arm rolling which develops their hand-eye co-ordination. This is an essential building blocks lesson, they will begin to increase their confidence and underarm rolling motion.

Progression for Year 2,3 and 4

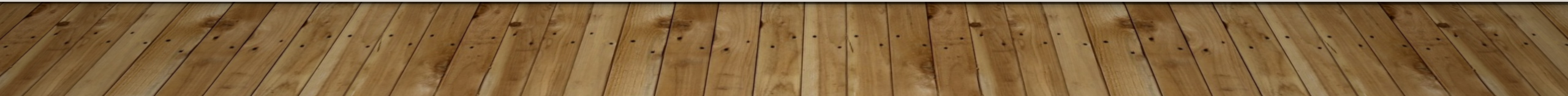
-Add in a points system based on number of wins and rotate around different areas to have new obstacles. For the older year, this lesson is focusing massively on developing their accuracy. Also by adding a competition, they are learning how to work under pressure and achieve positive outcomes.



CRICKET FIELDING

DESCRIPTION

- Begin by sitting the children down in a 2m distance with 'their' cricket ball on top of their safety cone. See image on the visual slide. Demo and explain the game so everyone can clearly see.
- In small groups of 3, children practice a static ONE HANDED PICK UP and UNDERARM THROW towards the intended target. Bend the knees, get low to the ball, scoop up with the fingers and quickly transfer into an underarm throw towards the wickets. ALTER THROWING HAND.
- Progress to a static TWO HANDED PICK UP and OVERARM THROW towards the intended target. Bend knees, get low to the ball, link pinky's together to create a gate with 8 fingers and 2 thumbs, scoop up with fingers and quickly transfer the ball over the shoulder and throw towards the target. ALTER THROWING HAND.



COVID-19 - SAFETY STEPS

- The waiting cones are positioned 2m away from each other and from the pick up cone for SD purposes. See visual overleaf.
- Each child is assigned 1 cricket Airball, which is 'theirs' only.
- Touching equipment is NOT permitted. Use feet to pick up fallen wickets and if another balls rolls towards you, either kick back with feet or just leave it for the owner to collect.
- Reiterate, the MORE SPACE you have, the SAFER it is FOR EVERYONE.

REGRESSIONS AND PROGRESSIONS

REGRESSION for Reception and Year 1

-Focus on the one handed pick up and underarm throw. Teach to place the foot forward opposite to the hand the ball is in. The non dominant hand points towards the target for accuracy support.

-For reception and year 1, we are again introducing new movements and techniques that require a lot of teaching. So here we focus on a similar movements to the ones learnt in Boccia. This allows them to progress from the important information they learnt in Boccia and take that into a new lesson.

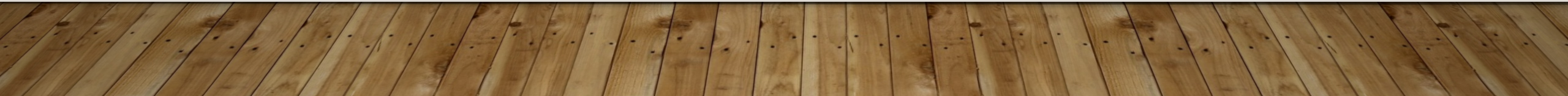
PROGRESSION for Year 2, 3 and 4

-If space allows, progress into a short run up to the ball.

-Move the wickets further away from the throwing cone.

-Progress further by adding in a points system or if set up allows, throw the ball against a wall behind the wickets and respond to the return with either a one handed pick up with an underarm throw (close to WK's) or two handed pick up with an overarm throw (far away from WK's).

-The children are working on developing their throwing technique and it is important for them to repeat actions. We building the underarm throw even further while also developing overarm throwing. For the biggest progression, the children will to link different actions together to create cricket fielding. Building these actions individually and linking them is what separates KS2 from KS1 and reception as they are unable to do this yet.



FIFA STREET

DESCRIPTION

- This is a CONTINUOUS 1v1 FOOTBALL GAME which caters for a **MAXIMUM 4** children for each game; 1 GK, 1 striker and 2 children at the waiting cones placed in the corner of the field, at opposite ends, facing each other. It can also be played successfully in groups of 2 or 3.
- One child inside a goal is designated as the first striker so dribbles the ball towards the opposite end to shoot against the opposing goalkeeper. The striker cannot dribble past the red shooting line (minimum 2m away from the goal)
- The striker then moves to the waiting cone in the corner of the pitch in line with the goal, the child already waiting on the waiting cone moves directly into the goal and the GK becomes the striker and dribbles towards the other end to shoot against the opposite GK, who was originally standing on the corner waiting cone before the first striker began the game.
- Once the 2nd shot has been taken, the striker goes to the waiting cone in the corner of the pitch in line with the goal, and the GK dribbles towards the opposite end. The game continues to repeat to achieve lots of shots, saves and rotations.
- Add in a points system; for scoring, if the ball bounces back over the red line possible rebounds and points, saves.
- To maintain engagement and enthusiasm levels, rotate the teams so children are playing with different faces.
- For a group of 15 children, 4 games will need to be running at the same time (3 groups of 4 and 1 group of 3)

COVID-19 - SAFETY STEPS

- Goalkeepers place their hand behind the back and save using any body part.
- Use a soft spongy or plastic ball for GK safety. Eagles can use Footballs.
- No hands should touch the ball at any time.
- Shots are taken behind the minimum 2m red shooting line, to maintain social distancing.
- Place waiting cones at a safe social distance to the side of each goal.
- Reiterate, the MORE SPACE you have, the SAFER it is FOR EVERYONE.

REGRESSIONS AND PROGRESSIONS

REGRESSION for Reception and Year 1 -Support required on where to go after each action so a Sports Leader will need to manage 2 games and the AMSA lead will need to manage 2 games. The key to the game is understanding the rotations.

-Objective is all about understanding the game, being able to have lots of shots and make GK saves.

PROGRESSION for Year 2,3 and 4

-Add in rebounds if the ball bounces back over the red shooting line.

-Add in individual points; How many for scoring a goal, a rebound or making a save?

-Play games for 4 minutes; at the end the winners of each game play against each other. The rest of the groups are mixed up with different children and re-play. Follow the same format after the next 4 mins. REPEAT.

