

As they apply their skills

Spots in Space

Activity Card



Let's play

- 8 children in each 'garden'
- 10 sets of 'gates' set out around the 'garden'
- Children work in pairs and each pair starts at a gate. On command children send and receive an object through the gate for a set time. Pairs then find a new gate and then send and receive through the new gate again and so on
- Work for a set period of time



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Spots in Space



Key words

Agility, balance, coordination

Stamina, accuracy

Send, receive, pass, roll, underarm throw, over arm throw, two handed pass, kick, hit, volley, head, push, putt, catch, trap, stop, etc.

Run, travel with, dribble with hands, dribble with feet, fast feet, fast hands, push etc.

Resources

Throw-down markers, cones to make gates, variety of ball, including bell-balls, bats, etc.

Safety & Organisation

Ensure:

- surface is safe and free from obstructions
- large run off areas between 'gardens'
- 'gate' markers are safe to land on
- non-contact

Opportunities to:

- develop agility, balance, coordination, spatial awareness
- develop stamina
- cooperate with others and observe the conventions of fair play, equality and appropriate conduct
- identify what makes a skill, idea or action successful and make simple judgements about their own and others' performances, using this information to plan how to improve

Questions

- How did you make sure you did not bump into anyone?
- How well did you and your partner work together?
- How did you and your partner decide on which gate to go to?
 - How well did this strategy work?
 - How could you improve your movement from one gate to another?
- What skills are you going to practise to improve this activity?

Changes to the activity

Change the:

Space

- more space requires stamina and pacing, less space requires more dodging and better spatial awareness

Task

- activity at the 'gate', e.g. use football skills, or hockey skills, etc. Associate different colour gates with different skills e.g. football skills at red cones, basketball skills at green cones, etc. Change 'gates/cones' from domes to dishes or vice versa, etc.
- way to travel between each 'gate' e.g. walk, high five on the way, go out to the edge of garden before going to next gate, etc.
- order the 'gates' are completed in, e.g. each gate number must go in order, or colour sequences

- move the gates to the edge of the zone to act as goals to score through

Equipment

- width of the gate, narrow or wide, play in a larger or smaller 'garden'
- number of gates, e.g. no spare gates or one less gate than number of pairs
- add goals to score in on edge of 'garden'

People

- pairs move between the gates, e.g. one child stays at the gate and partner moves to find a new partner, then first partner catches original partner up or stays at gate until the other partner has visited all gates, or both move to continuously find a new partner, or work as a team of four always working with one from your own team, etc.
- verbal cues for visually impaired

