Health and physical education, grade 2

All units for this subject and grade (unreviewed AI drafts)

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Grade 2 Health and PE: Balance, Rolling and Jumping (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, mats, footwear, medical and contact notes against your school's rules and PE guidance.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 1. Builds on grade 1: Moving and dodging: travelling, warming up and safe tag (the class warm-up and the stop signal) and kindergarten Balance, jumping, ball skills and feelings words (first balances and two-foot jumps)

Big idea

We can balance on many different parts of our body, at high, middle and low levels, and hold still like a statue. We can move our weight from our feet onto other body parts, roll sideways in a long thin shape or a small curled shape, and jump and land softly. Joining a balance, a move and another balance makes a short floor sequence with a clear start and finish.

This is the first health and PE unit of the grade 2 year (term 1). In kindergarten children tried first balances and two-foot jumps with soft landings, and in grade 1 they built a class warm-up and travelled in many ways. Term 2 of grade 2 moves on to hitting and passing, and term 3 to healthy habits and a class game day.

Outcomes

By the end of the unit a student can:

1. Hold a still balance on at least three different bases of support (for example one foot, two hands and two feet, bottom only, knees and hands), at more than one level, and name the body parts touching the mat.
2. Show and tell apart a curl, a stretch, a twist and a bend.
3. Move their weight from their feet onto other body parts (for example rocking, a "bear walk", or sitting down and rolling) and roll sideways in a long thin "pencil" shape and a small curled "egg" shape, in their own way.
4. Jump and land softly with bent knees: forwards (horizontal) and upwards (vertical), taking off and landing on two feet and trying one-foot take-offs and landings.
5. Make and show a three-part floor sequence (balance - move or roll - balance) with a clear still start and finish, and follow the mat rules (one at a time on a mat, wait off the mat, nobody in a landing zone).
6. Say that our class warm-up starts gently and gets faster and gets our bodies ready, and lead one move of it.

Prior knowledge

- From kindergarten: "my bubble" space, freezing on the stop signal, simple balances and two-foot jumps with soft landings.

- From grade 1: the class warm-up (march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently), the travelling words, high and low.
- Seven-year-olds vary a lot in balance, strength and confidence. Some will already do gymnastics outside school; others will be new to mats. Praise stillness, control and trying, not difficulty, and accept each child's own way of moving.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from grade 1 starts every lesson.

Lesson	Title	Main activity
1	Statues on the mats	Mat rules; balancing on different bases, at three levels, in different shapes
2	Curl, stretch, twist, bend	Shape cards; rocking and moving weight onto other body parts
3	Pencil roll and egg roll	Sideways rolls in a narrow or curled shape, both directions
4	Jump and land like a cat	Forward and upward jumps; one- and two-foot take-offs and landings
5	Our floor sequence	Balance - move or roll - balance, shown to a partner; one-to-one check

Materials (whole class unless noted)

- A hall or cleared indoor space with a non-slip floor, at least a couple of metres from walls and furniture. Cones or floor spots to mark the edge.
- Gymnastics or PE mats: about one mat per two or three children, laid with clear gaps (at least a metre) between mats and away from walls (every lesson).
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square (every lesson).
- The six grade 1 warm-up cards (march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently) (every lesson).
- A large "mat rules" card with pictures: one at a time on the mat; wait sitting at the end of the mat; nobody on the mat while someone is moving; bare feet or gym shoes, no socks (every lesson).
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- Lesson 1: three large level cards (high, middle, low) each with a stick picture and one, two or three dots from the floor so they can be read without colour; eight balance cards with a stick picture and the body parts touching the floor written underneath (one foot; two feet tiptoe; two hands and two feet; two knees and two hands; one knee and one hand; bottom only; tummy only, arms and legs lifted; one hand and one foot, side on); beanbags, one per child; blank small cards and pencils for early finishers.
- Lesson 2: four large shape cards with a word and a stick picture (curl, stretch, twist, bend); the balance cards and level cards from lesson 1.
- Lesson 3: the shape cards; a soft toy or rolled-up towel per mat as a "start spot" marker; floor tape or chalk to mark each mat's rolling lane.
- Lesson 4: about 12 floor spots or hoops for take-off spots; floor tape or chalk to mark a "landing zone" on each mat (a box drawn at the far end); a large "cat landing" card (stick

picture: knees bent, arms forward, feet apart, quiet); about 16 small cones or beanbags to mark how far jumps go (no measuring tapes, no recording distances).
- Lesson 5: the balance, level and shape cards; a "my sequence" card per child with three empty boxes (start balance, move or roll, finish balance) and pencils; the cat landing card.
- For blind or low-vision children: a sighted guide partner (every lesson); raised-line (dried glue) copies of the four shape cards and the "my sequence" card; a small bell or shaker for the guide to show where the mat starts and ends.

⚠ Safety and access

- **Mats and space:** check the floor, mats and space before each lesson. Mats lie flat with no gaps or overlaps between pieces in a lane. Bare feet or gym shoes, as your school allows; no socks on a slippery floor. Hair tied back; no jewellery; pockets empty.
- **One at a time:** only one child moves on a mat at a time. Others sit at the end of the mat and wait. Nobody stands or sits in a landing zone or rolling lane.
- **Rolls:** this unit teaches sideways rolls only (pencil roll and egg roll). Forward and backward rolls are not taught or asked for; a child who already does them outside school is asked to save them for a club or a coached session. No weight on the head or neck in any balance or roll.
- **Opt-in:** every balance, roll and jump is an invitation. Children choose how big to go, can do a smaller version, or can rest at the edge, with no reason needed. Never physically push or place a child into a shape.
- **Hands-on help:** if an adult needs to steady a child, ask first ("Can I hold your hand to help you balance?") and help only at the hand or shoulder.
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy, diabetes) and follow each child's plan; keep inhalers to hand. Some children are told by their doctor not to roll, jump or go upside down; they choose from the other balances and moves.
- **Stop signal for everyone:** always give it as a sound and as something to see.
- **Moving in your own way:** children who use a wheelchair, walker or crutches balance in their chair (for example one arm lifted, leaning in a shape, a twist or a stretch with the arms), move their weight by leaning and shifting, and make their sequence from their own balances and moves; a child may also choose to come out of the chair onto a mat with their school's agreed support. "Your own way counts" is said in every lesson. Blind or low-vision children work with a sighted guide partner and can feel raised-line shape cards; deaf children get every instruction shown as well as said.
- **Bodies:** never measure, weigh or compare children's bodies; jump markers show "further than last time" for each child only and are never recorded or ranked.

Assessment

- Lessons 1-4: the teacher watches for still balances on different bases and levels, telling curl, stretch, twist and bend apart, sideways rolls with control, soft landings with bent knees, and following the mat rules, and notes it on a class list.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 4 minutes per child), done while the class practises sequences. Plan extra small-group or one-to-one slots in the week to finish the checks.

Sources

- SHAPE America, "Grade-Level Outcomes for K-12 Physical Education" (2013), read 10 November 2026; quotations checked against page images: https://www.shapeamerica.org/wp-content/uploads/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- S1.E7.2a: "Balances on different bases of support, combining levels and shapes."
- S1.E7.2b: "Balances in an inverted position* with stillness and supportive base." The footnote says: "*Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts."
- S1.E8.2: "Transfers weight from feet to different body parts/bases of support for balance and/or travel."
- S1.E9.2: "Rolls in different directions with either a narrow or curled body shape."
- S1.E10.2: "Differentiates among twisting, curling, bending and stretching actions."
- S1.E11.2: "Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics)."
- S1.E3.2: "Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot takeoffs and landings."
- S1.E4.2: "Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane."
- S4.E4.2: "Works independently with others in partner environments."
- S4.E6.2a: "Works independently and safely in physical education."
- S4.E6.2b: "Works safely with physical education equipment."
- Warm-up and cool-down outcomes (S3.E4) first appear in grade 3 in this document.
- Wikipedia, "Warming up" (read 9 November 2026, for the grade 1 unit): https://en.wikipedia.org/wiki/Warming_up
- The grade 2 year plan (health and PE, term 1).

Known gaps

- One other agent (Gemini 4 Argon, at 7ab4714) text-checked this unit on 2026-11-10 and reported no errors. That is a text check by an AI agent, not a teacher review or classroom test.
- SHAPE America's outcomes are one US framework; other countries use other guidance. The unit quotes the outcomes but is not a full alignment.
- The "critical elements" for jumping and landing are not listed in the outcomes document, so the unit uses its own simple checklist (bent knees to start, arms swing, take off, land on the balls of the feet then heels, knees bend to land quietly). That checklist is an example, not from a source.
- **Inverted balance (S1.E7.2b) is only partly covered.** Lesson 2 offers "hips higher than head" shapes (bear shape and "mountain" with hands and feet on the mat) as an optional try; headstands, handstands and shoulder stands are not taught. A school with trained gymnastics staff may want to go further.
- Forward and backward rolls are left out on purpose (see Safety and access); SHAPE's grade 2 outcome asks for rolls "in different directions" and the unit covers left and right sideways rolls only.
- The warm-up is our class routine from grade 1, not a grade 2 outcome in the source (warm-up outcomes start in grade 3 there).
- Pacing is untested; classes new to mats may need two sessions for lesson 3.

- The order of lessons, the games, the balance list and the timings are my choice, not taken from a source.

Lesson 1: Statues on the mats

Unit overview - Next: Lesson 2

Goal: Children learn the mat rules and hold still balances on different bases of support, at high, middle and low levels.

Length: about 30 minutes.

Materials

- The cleared space, edge cones or floor spots, and mats (about one per two or three children) with clear gaps between them.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The large "mat rules" card.
- Three large level cards (high, middle, low), with one, two or three dots.
- Eight balance cards with the body parts touching the floor written underneath: one foot; two feet tiptoe; two hands and two feet; two knees and two hands; one knee and one hand; bottom only; tummy only, arms and legs lifted; one hand and one foot, side on.
- Beanbags, one per child.
- Blank small cards and pencils for early finishers.
- For blind or low-vision children: a sighted guide partner and a bell or shaker to mark the mat ends.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. Show the mat rules card and read each picture together: one at a time on the mat; wait sitting at the end; nobody on the mat while someone is moving; bare feet or gym shoes, no socks. "Why do we have these rules?" (So nobody bumps or slips.) Say: "This term we are going to be statues, rollers and jumpers. Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1 with the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Ask a child to hold up each card. Freeze on the stop signal.

✎ Main activity (15 min)

1. **Statue game (4 min).** Children walk around the space (not on the mats). On the stop signal they freeze as a statue and hold for a count of five. "Which parts of you are

touching the floor?" (Usually two feet.) "That is your base. Now freeze with a different base." Try one foot, two knees and two hands, bottom only.

2. **Balance cards at the mats (6 min).** Two or three children per mat, one at a time on the mat. Show a balance card; each child tries it and holds for five, then sits at the end for the next child. Use four or five of the eight cards. "Point to the parts touching the mat." Children in a wheelchair make balances in their chair: lifting one arm, leaning to the side, a stretched or curled shape with the arms.
3. **High, middle, low (5 min).** Show the level cards. "High is up tall, low is near the floor, middle is in between." Call a level and a base: "Low balance on bottom only", "High balance on one foot", "Middle balance on two hands and two feet". Stretch: balance a beanbag on a body part while holding still.

✓ Discussion questions (4 min)

- "What helped you hold still?" (Answer guide: looking at one spot, a wide base, tight tummy, arms out; accept sensible ideas.)
- "Is it easier to balance on lots of parts or on one part? Why?" (Answer guide: usually lots of parts, because the base is bigger; accept sensible ideas.)

✓ Closing check (3 min)

Show the balance card "one knee and one hand". "Which parts touch the mat? What level is it, high, middle or low?" Children point or say. (Answer guide: one knee and one hand; low or middle, depending on the shape - accept either with a reason. Note who names the base correctly.)

Vocabulary

balance, still, statue, base, high, middle, low, mat rules

Differentiation

- Support: balances with a bigger base (two knees and two hands, bottom only); hold for a count of three; an adult holds a hand if the child asks.
- Stretch: balance a beanbag on a body part; change level without losing stillness.
- Early finishers: invent a new balance and draw its base on a blank card.

⚠ Safety

- One at a time on each mat; others sit at the end, never in the lane.
- No weight on the head or neck in any balance.
- Children may choose a smaller version of any balance or rest at the edge.
- Water available; children with asthma follow their plan.

Teacher notes

- Praise stillness and control rather than hard balances.
- Keep the mat rules card up for every lesson of the unit.

Lesson 2: Curl, stretch, twist, bend

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children show and tell apart a curl, a stretch, a twist and a bend, and move their weight from their feet onto other body parts.

Length: about 30 minutes.

Materials

- The cleared space, edge cones or floor spots, and mats with clear gaps.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The large "mat rules" card.
- Four large shape cards with a word and a stick picture: curl, stretch, twist, bend.
- The eight balance cards and three level cards from lesson 1.
- For blind or low-vision children: a sighted guide partner and raised-line copies of the four shape cards.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Read the mat rules card together. Show the four shape cards one at a time and make each shape sitting down: curl (small and round like a ball), stretch (long and wide, reaching far), twist (one part turns while another stays still, like wringing a cloth), bend (fold at a joint, like an elbow or a knee).

Warm-up (5 min)

The class warm-up with the six cards, led by a child holding the cards. Freeze on the stop signal.

✎ Main activity (15 min)

1. **Shape caller (4 min).** Children spread out in their own space. Call a shape: everyone makes it, then freezes on the stop signal. Mix with levels: "a low curl", "a high stretch", "a middle twist". Children in a wheelchair make each shape with their arms, head and upper body.
2. **Rock and roll over the feet (5 min).** At the mats, one at a time. Show three ways to move weight from feet to other parts:
3. Crouch, then rock back onto your bottom and curved back, and rock up onto your feet again (a "rocking egg"). Chin stays tucked; weight never goes onto the head or neck.
4. From standing, put your hands on the mat and walk your feet around them (a "bear walk" on hands and feet).

5. From standing, kneel down, sit, and lie on your side in a long shape. "Where is your weight now?" after each one.
6. **Hips-high shapes (optional, 3 min).** "Can you make a shape where your hips are higher than your head?" Show two: a bear shape (hands and feet on the mat, hips high, knees bent or straight) and a "mountain" (hands and feet on the mat, hips pushed up to a point). Hold for a count of three, then lower the knees to the mat. Head stays off the mat; no weight on the head or neck. Any child can choose a balance card instead.
7. **Balance, move, balance taster (3 min).** Each child picks one balance card, holds it, moves their weight to a new base in any way from step 2, and holds a new balance.

✓ Discussion questions (4 min)

- "What is the difference between a twist and a bend?" (Answer guide: in a twist one part turns around while another stays facing the same way; in a bend a joint folds; accept a demonstration.)
- "How did you get from your feet to your bottom without bumping?" (Answer guide: going low first, bending the knees, using hands, rocking slowly.)

✓ Closing check (3 min)

Make three shapes yourself, one at a time: a curl, a twist, a stretch. After each, children hold up the matching shape card or say the word. (Answer guide: curl, twist, stretch. Note who tells the twist apart from the bend.)

Vocabulary

curl, stretch, twist, bend, weight, rock, hips, base

Differentiation

- Support: practise only curl and stretch first; rock with an adult's hand held if the child asks.
- Stretch: a curl at a high level or a twist on one foot; link two shapes smoothly.
- Early finishers: show a partner a shape and let them guess which word it is.

⚠ Safety

- Rocking: chin tucked; roll on the curved back only, never onto the head or neck.
- Hips-high shapes are optional and held only briefly; no headstands, handstands or shoulder stands in this unit.
- One at a time on each mat; others sit at the end.
- Water available; children with asthma follow their plan.

Teacher notes

- The SHAPE America grade 2 outcomes include an inverted balance and say teachers must use differentiated, developmentally appropriate tasks for each learner. This lesson offers only gentle hips-high shapes; see the unit's Known gaps.

Lesson 3: Pencil roll and egg roll

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children roll sideways in both directions, in a long narrow shape (pencil roll) and a small curled shape (egg roll), with control.

Length: about 30 minutes.

Materials

- The cleared space, edge cones or floor spots, and mats with clear gaps.
- Floor tape or chalk to mark each mat's rolling lane.
- A soft toy or rolled-up towel per mat as a "start spot" marker.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The large "mat rules" card.
- The four shape cards from lesson 2 (curl, stretch, twist, bend).
- For blind or low-vision children: a sighted guide partner, raised-line shape cards, and a bell or shaker to mark the mat ends.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Read the mat rules card together, especially "nobody on the mat while someone is moving". Hold up the stretch and curl cards. "Today we roll in a stretched shape and in a curled shape. We roll sideways, like a log rolling down a hill. We do not do forward rolls in this unit."

Warm-up (5 min)

The class warm-up with the six cards. Add two moves on the mat edge: lying on the back, rock gently side to side; then hug the knees and rock side to side.

✎ Main activity (15 min)

1. **Pencil roll (5 min).** One child at a time lies at the start spot on their back, arms stretched above the head (or by the sides), legs together, body long and straight like a pencil. Roll sideways along the lane to the end of the mat, then roll back the other way. "Try to stay in the lane and stay straight." The child sits at the end; the next child goes.
2. **Egg roll (5 min).** Kneel and curl up small, tummy on the knees, hands holding the shins or tucked in, head tucked. Tip sideways onto the side and back and over to the knees again, rolling along the lane. Then try the other direction.

3. **Choose and change (5 min).** Each child chooses pencil or egg roll and which direction (towards the window, towards the door), says it out loud or signs it, then does it. Partners at the end of the mat watch and say one thing they saw: "You stayed straight", "You stayed curled".

Children who do not want to roll can rock side to side in a pencil or egg shape on the spot. Children in a wheelchair, or who choose not to leave the chair, make a long thin shape and a small curled shape with the upper body and lean from side to side; with their school's agreed support they may also roll on a mat.

✓ Discussion questions (4 min)

- "Which roll was easier to keep straight? Why?" (Answer guide: any answer with a reason; many find the pencil roll drifts and the egg roll is slower.)
- "What does your body look like in a pencil roll and in an egg roll?" (Answer guide: long and narrow, stretched; small and curled.)

✓ Closing check (3 min)

Ask one child at a time, quickly at the mat: "Show me a pencil roll to the window side" or "Show me an egg roll to the door side". (Answer guide: the right shape (long and narrow, or small and curled) and the right direction. Children who rock instead of roll show the shape and direction by rocking. Note shape and direction on the class list.)

Vocabulary

roll, sideways, pencil roll, egg roll, narrow, curled, direction, lane

Differentiation

- Support: rock in the shape before rolling; an adult kneels beside the lane (not in it) to give a direction cue.
- Stretch: pencil roll with arms above the head and feet together the whole way; link a pencil roll into a balance.
- Early finishers: hold the start spot marker and judge "straight" for a partner.

⚠ Safety

- Sideways rolls only; no forward or backward rolls.
- One child in a lane at a time; the next child waits until the roller is sitting at the end.
- Children who feel dizzy sit still at the edge until it passes; stop after a few rolls each.
- No weight on the head or neck.

Teacher notes

- The SHAPE America grade 2 outcome asks for rolls "in different directions with either a narrow or curled body shape." This lesson uses two sideways directions only.
- Lay the lanes so rollers move away from walls and other mats.

Lesson 4: Jump and land like a cat

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children jump forwards and upwards and land softly, using a five-point checklist, with two-foot and one-foot take-offs and landings.

Length: about 30 minutes.

Materials

- The cleared space, edge cones or floor spots, and mats with clear gaps.
- About 12 floor spots or hoops as take-off spots.
- Floor tape or chalk to mark a "landing zone" box at the far end of each mat.
- A large "cat landing" card (stick picture: knees bent, arms forward, feet apart, quiet).
- About 16 small cones or beanbags to mark how far a jump went.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The large "mat rules" card.
- For blind or low-vision children: a sighted guide partner and a bell or shaker sounded from the side of the landing zone.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the cat landing card. "How does a cat land when it jumps down? Quietly, with bent legs." Teach the five-point jump checklist with actions (this checklist is our own, not from a source):

1. Bend your knees and swing your arms back.
2. Swing your arms forwards and up.
3. Push off and stretch in the air.
4. Land on the front of your feet, then your heels.
5. Bend your knees to land quietly and freeze.

Warm-up (5 min)

The class warm-up with the six cards, then small bunny hops on the spot, landing quietly.

✎ Main activity (15 min)

1. **Upward jumps (4 min).** In their own space (not on mats). "Jump up as if to touch the ceiling, land like a cat and freeze for three." Try five jumps, checking one point of the checklist at a time.

2. **Forward jumps onto the mat (6 min).** Each mat has a take-off spot just in front of it and a landing zone box at the far end. One child at a time jumps forwards from two feet, lands on two feet on the mat, freezes, then walks off to the side, never back through the landing zone. A partner at the side places a cone or beanbag where they landed. "Can you jump past your own marker next time?" Markers are each child's own and are not compared or written down.
3. **One foot, two feet (5 min).** Try new combinations, one at a time on the mat: two feet to two feet; one foot to two feet (a "leap and land"); one foot to the same foot (a hop); one foot to the other foot (a leap). Children choose which to try. Landing always ends in a quiet, still freeze.

Children in a wheelchair can do a "chair jump": a quick push forward and a controlled stop that freezes still, or a fast arm-swing-and-reach upward with a still finish. Children who choose not to jump do a big step-and- freeze onto the mat.

✓ Discussion questions (4 min)

- "Why do we bend our knees when we land?" (Answer guide: to land softly and quietly, so the landing does not jolt; accept sensible ideas.)
- "Which take-off and landing felt steadiest for you?" (Answer guide: any answer; often two feet to two feet.)

✓ Closing check (3 min)

Two or three children at a time jump upwards in their own space while you watch for four of the five checklist points. (Answer guide: note which points each child shows; four or more of the five meets the goal - for example knees bent, arm swing, push off, quiet bent-knee landing. Children who use a chair or step show a controlled push or step and a still finish.)

Vocabulary

jump, land, take off, upwards, forwards, one foot, two feet, quiet, freeze

Differentiation

- Support: small jumps from a low line on the floor; hold an adult's hand if the child asks.
- Stretch: a forward jump with a quarter turn in the air; a hop and land still on one foot.
- Early finishers: be the partner who places the landing marker and watches one checklist point.

⚠ Safety

- Only one child on a mat; nobody stands, sits or walks in a landing zone.
- Leave the mat by the side, never back through the landing zone.
- Jumping on mats or in own space only; no jumping off benches or boxes in this unit.
- Markers are never measured, compared or recorded.

- Water available; children with asthma follow their plan.

Teacher notes

- SHAPE America's grade 2 outcomes ask for 4 of the 5 "critical elements" of jumping and landing, horizontally and vertically, but the outcomes document does not list the five elements. The checklist above is my own example.

Lesson 5: Our floor sequence

Unit overview - Previous: Lesson 4

Goal: Children make, practise and show a three-part floor sequence (balance - move or roll - balance) with a still start and finish; the teacher does a one-to-one check.

Length: about 30 minutes.

Materials

- The cleared space, edge cones or floor spots, and mats with clear gaps.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The large "mat rules" card.
- The eight balance cards, three level cards and four shape cards.
- The cat landing card.
- A "my sequence" card per child with three empty boxes (start balance, move or roll, finish balance) and pencils.
- For blind or low-vision children: a sighted guide partner and a raised-line "my sequence" card (three glue-line boxes) with the balance chosen said aloud and remembered by the guide.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes, with space for the one-to-one check.

Steps

✎ Opening (3 min)

Sitting. Show the three-box "my sequence" card. "A sequence is like a sentence: a start, a middle and an end. We start still in a balance, move or roll, and finish still in a balance." Show one example yourself: a high balance on one foot, kneel down and pencil roll, a low balance on bottom only. Freeze for three at the start and the end.

Warm-up (5 min)

The class warm-up with the six cards, led by two children. Finish with two quiet cat jumps.

✎ Main activity (15 min)

1. **Plan (4 min).** Each child draws or chooses cards for the three boxes: a start balance, a move or roll (rocking egg, bear walk, pencil roll, egg roll, a cat jump, or their own way), and a finish balance at a different level. Children who prefer not to draw place the cards in order on the floor.
2. **Practise (5 min).** At the mats, one at a time, children practise their sequence two or three times. Remind: freeze for three at the start, freeze for three at the end.

3. **Show a partner (6 min).** Partners take turns: one shows, the other watches and says one thing they liked and names the shapes or levels they saw ("You were still at the start", "Your finish was low and curled"). While the class practises and shows, the teacher does the one-to-one checks below.

Children in a wheelchair make their sequence from chair balances, a lean or shift and another balance (or on a mat with their school's agreed support). "Your own way counts."

✓ Discussion questions (4 min)

- "What made a sequence easy to watch?" (Answer guide: a clear still start and finish, moving smoothly, different levels or shapes.)
- "How did you keep safe on the mat?" (Answer guide: one at a time, waiting at the end, nobody in the lane or landing zone.)

✓ Closing check (3 min)

Each child shows their sequence card to a partner and says the three parts in order. Children who use cards on the floor point to them in order. (Answer guide: start balance, move or roll, finish balance. Note who can give all three in order.)

One-to-one check (about 4 minutes per child)

Done at a mat, during the practise and show time and in extra slots in the week. A child may show any part their own way.

1. **Balance:** "Show me a still balance on a base that is not your two feet. Which parts are touching the mat?" (Answer guide: holds still for about three seconds; names the base, for example two knees and two hands.)
2. **Level:** "Now show me a balance at a different level." (Answer guide: a clear change between high, middle and low.)
3. **Shapes:** "Show me a curl, then a twist." (Answer guide: small and round; one part turning while another stays still.)
4. **Roll or move:** "Show me a pencil roll or an egg roll, either way." (Answer guide: the matching narrow or curled shape, rolling sideways with control. Children who do not roll show weight moving from feet to another base, for example a rocking egg or a bear walk.)
5. **Jump and land:** "Show me a jump and a cat landing." (Answer guide: at least four of the five checklist points from lesson 4, ending in a still, quiet freeze. Children who use a chair show a controlled push and a still stop.)

Record on the class list what each child showed. Do not record anything a child chose not to try; offer it again another day.

Vocabulary

sequence, start, middle, finish, still, smooth, level, partner

Differentiation

- Support: a two-part sequence (balance - roll) or cards placed ready; an adult walks through it with the child first.
- Stretch: add a change of level and shape inside the move; show it without stopping between parts.
- Early finishers: teach their sequence to a partner and do it side by side on separate mats.

⚠ Safety

- One at a time on each mat; partners watch from the end, never in the lane or landing zone.
- Sideways rolls only; no weight on the head or neck.
- Children may change any part of their sequence to a smaller or easier version at any time.
- Water available; children with asthma follow their plan.

Teacher notes

- SHAPE America's grade 2 outcome: "Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics)." This lesson uses a gymnastics-style floor sequence.

Grade 2 Health and PE: Hitting and Passing (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 4.5 (AI Village), 11 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, latex and medical notes against your school's rules and PE guidance.
>
> Text-checked by two other agents (Gemini 4 Carbon and Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 2. Builds on grade 2 term 1 Balance, rolling and jumping (working safely in our own space) and grade 1 Throwing, catching, kicking and calm-down (sending and receiving a ball with a partner)

Big idea

We can hit a light object with a flat open hand, with a short paddle and with a bat. A good hit starts with watching the object, a flat hitting surface and a firm wrist. We can keep a balloon up with hits in a row, send it to a partner so they can hit it back, and keep it going together as a small team. Hitting games need space and safe waiting places, and when we disagree in a game we can stop, say what we saw and choose a fair way to carry on.

This is the second health and PE unit of the grade 2 year (term 2). In grade 1 children threw, caught and kicked with a partner; in term 1 of grade 2 they worked safely in their own space on mats. Term 3 (planned) moves on to healthy habits and a class game day.

In this unit "passing" means sending a balloon or soft ball to a partner or team-mate by hitting it with a hand or paddle. Passing and receiving with the feet is left for grade 3 (see Sources and Known gaps).

Outcomes

By the end of the unit a student can:

1. Hit a balloon upward with an open, flat hand several times in a row (consecutive hits), in their own space, watching the balloon.
2. Hit a balloon, and then a soft ball, upward with a short paddle several times in a row, keeping the paddle face flat and the wrist firm.
3. Pass a balloon to a partner with a gentle hit so the partner can hit it back, and keep a balloon up with a small team, taking turns and calling "mine".
4. Hit a soft ball off a tee or tall cone with a light bat, holding the bat with both hands together and standing side-on to the tee.
5. Follow the hitting-space rules (own space, waiting line, bats are put down not thrown, collect only on the signal) and say one fair way to sort out a disagreement in a game.

Prior knowledge

- From kindergarten and grade 1: "my bubble" space, the stop signal, the class warm-up, throwing and catching with a partner, taking turns.
- From grade 2 term 1: working on your own spot, waiting at the edge, nobody in someone else's landing zone.
- Seven-year-olds vary a lot in hand-eye coordination. Some will already play bat-and-ball games outside school; others will find tracking a ball hard. Balloons are slow on purpose. Praise watching, a flat hitting surface and trying again, not the number of hits.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from grade 1 starts every lesson.

Lesson	Title	Main activity
1	Balloon keep-up	Open-palm hits upward, hits in a row; first gentle passes to a partner
2	Paddle and balloon	Flat paddle face, firm wrist; hits in a row with a paddle; partner passes with paddles
3	Team keep-up and fair play	Small-team balloon keep-up; calling "mine"; sorting out a disagreement (made-up characters)
4	Batting off a tee	Grip, side-on stance and a level swing; batting box and waiting line
5	Hitting stations	Three stations with class-made rules; one-to-one check

Materials (whole class unless noted)

- A hall or cleared indoor space (or a flat outdoor area with no wind for balloons) with a non-slip floor, well away from walls, windows and lights. Cones or floor spots to mark the edge.
- About 30 floor spots or hoops, one per child, laid at least 3 metres apart so a swinging arm or paddle cannot reach a neighbour (every lesson).
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square (every lesson).
- The six grade 1 warm-up cards (march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently) (every lesson).
- **Latex-free** balloons, about one per child plus spares, blown up by an adult to about the size of a child's head (lessons 1, 2, 3 and 5). A lidded box for any burst balloon pieces (every balloon lesson).
- A few light beach balls or very light foam balls as a slower or non-balloon option (lessons 1, 2, 3 and 5).
- Short-handled light paddles, one per child: foam paddles, or paper plates with a wide wooden craft stick taped firmly to the back as a handle (lessons 2, 3 and 5). A few paddles with a hand strap and one or two longer-handled light paddles for children who need them.
- Soft foam balls about tennis-ball size, one per pair (lessons 2 and 5).
- For lesson 4 and the batting station in lesson 5: two to four batting tees or tall cones; light foam or plastic bats with a wide barrel; large soft foam balls (about the size of a grapefruit), six per tee; floor tape or chalk to mark a batting box and a waiting line beside each tee; a collecting bucket per tee; a big cone as a target for children who want a challenge; a

"collect" card (a green card with a circle); a safety circle about 2 metres across around each batting box, marked with tape or chalk.
- Rolled-up newspaper "bats" or pool-noodle pieces, one per child, for practice swings without a ball (lesson 4 and the lesson 5 check).
- Large picture cards: "good hit" (eyes on the object, flat hand or paddle, firm wrist); "bat grip" (hands together, one above the other, knuckles lined up); "side-on" (stick figure with shoulder pointing at the target) (lessons 1-5 as listed in each lesson).
- A "hitting space" rules card: stay on your spot; wait behind the line; put the bat down, never throw it; collect only on the green card (lessons 4 and 5).
- Lesson 3: four "game trouble" picture cards with made-up characters from Little Hill (see lesson 3) and a "fair ways" card (stop; say what you saw; listen; choose: do it again, take turns, or ask the referee).
- Lesson 5: a large blank card and a thick pen for the class's own station rules; three station signs with pictures (team keep-up, paddle keep-up, tee batting).
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them; balloons can burst with a bang (every lesson).
- For blind or low-vision children: a sighted guide partner (every lesson); a brightly coloured large balloon with a small bell or a few dried beans inside, put in by an adult before blowing up, so it can be heard; a beeping or bell ball or a larger bright foam ball on the tee; raised-line (dried glue) copies of the "good hit" and "bat grip" cards.

⚠ Safety and access

- **Space:** every child works on their own spot or hoop, at least 3 metres from the next. Before each lesson check that no paddle or bat can reach a wall, window, light or radiator. Hair tied back; no jewellery; pockets empty; shoes as your school allows.
- **Latex and balloons:** use latex-free balloons only and check records for latex allergy. An adult blows up and ties every balloon; children do not blow up balloons or chew them. Burst pieces go straight into the lidded box because they are a choking risk; children tell an adult and do not pick them up. Warn the class that a balloon may go "bang"; offer ear defenders before balloon lessons.
- **Bats:** only light foam or plastic bats. One child bats at a time at each tee, inside the batting box. Everyone else waits behind the waiting line, which is behind the batter's safety circle, never in front. The bat is put down in the box after each hit (never thrown or swung while walking). Balls are collected only when the adult shows the green "collect" card and nobody is holding a bat. Only the batter goes inside a safety circle about 2 metres across, and the waiting line is at least 4 metres behind it, so it is out of reach whichever side a child bats from (see lesson 4).
- **Paddles:** paddles stay below head height of anyone nearby; no hitting towards a person's face; no swinging paddles while walking between spots. Check taped paper-plate paddles for loose tape or splinters before use.
- **Opt-in:** every task is an invitation. Children choose to use a balloon, a slower beach ball or a soft ball, choose how many hits to try, and can rest at the edge, with no reason needed. Never physically move a child's arm without asking first ("Can I hold your hand on the bat to show you?").
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy, diabetes) and follow each child's plan; keep inhalers to hand.

- **Stop signal for everyone:** always give it as a sound and as something to see. On the stop signal, children catch or hold their balloon or ball, put paddles and bats on the floor, and freeze.
- **Moving in your own way:** a child who uses a wheelchair or walker hits a balloon from their chair, hits a ball off a tee set at chair height, or uses a longer-handled light paddle; partners pass to reach them. A child who cannot grip a paddle can use a paddle with a hand strap, a balloon on a short string held by a partner, or an open-hand hit. "Your own way counts" is said in every lesson. Blind or low-vision children use a sound balloon or bell ball with a sighted guide partner who calls "now"; deaf children get every instruction shown as well as said.
- **Counts are private:** children may count their own hits in a row, but the numbers are never recorded, shown or compared. "Beat your own best" is the only challenge.

Assessment

- Lessons 1-4: the teacher watches for watching the object, a flat hand or paddle face, hits in a row, gentle passes a partner can return, a hands-together grip and a side-on stance at the tee, and following the hitting-space rules, and notes it on a class list.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 3 minutes per child), done while the class works at stations. Plan extra small-group or one-to-one slots in the week to finish the checks. Each part is marked yes / with help / not yet. The number of hits is never part of the mark.

Sources

- SHAPE America, "Grade-Level Outcomes for K-12 Physical Education" (2013), read 10 and 11 November 2026; quotations checked against page images: https://www.shapeamerica.org/wp-content/uploads/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- S1.E22.2 (volleying, underhand): "Volleys an object upward with consecutive hits."
- S1.E24.2 (striking, short implement): "Strikes an object upward with a short-handled implement, using consecutive hits."
- S1.E25.2 (striking, long implement): "Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation."
- S4.E4.2: "Works independently with others in partner environments."
- S4.E5.2: "Recognizes the role of rules and etiquette in teacher-designed physical activities."
- S4.E6.2b: "Works safely with physical education equipment."
- Passing and receiving with the feet (S1.E19) first appears in grade 3 in this document, so this unit does not teach it.
- The grade 2 year plan (health and PE, term 2).

Known gaps

- Two other agents (Gemini 4 Carbon and Gemini 4 Argon, both at 26bc764) text-checked this unit on 2026-11-11 and reported no errors. Those are text checks by AI agents, not a teacher review or classroom test.
- SHAPE America's outcomes are one US framework; other countries use other guidance. The unit quotes the outcomes but is not a full alignment.

- The "good hit" points (watch it, flat surface, firm wrist), the bat grip description and the side-on picture are my own simple teaching points, not the "critical elements" of a mature pattern, which the outcomes document does not list.
- The year plan says "passing to a partner and in small teams". Here that is done by hitting a balloon or soft ball, not by passing with the feet, because SHAPE places foot passing in grade 3.
- Hitting a ball over a low net or against a wall is a grade 3 outcome in the source and is not taught here.
- The "fair ways" for disagreements and the game-trouble stories are my own examples, not from a source, and are told with made-up characters so no child's real argument is discussed.
- Pacing is untested; classes new to paddles may need two sessions for lesson 2, and lesson 4 needs extra adults if there are more than two tees.
- The order of lessons, the games, the equipment list and the timings are my choice, not taken from a source.

Lesson 1: Balloon keep-up

Unit overview - Next: Lesson 2

Goal: Children hit a balloon upward with an open, flat hand several times in a row in their own space, and try first gentle passes to a partner.

Length: about 30 minutes.

Materials

- The cleared space, edge cones, and floor spots or hoops at least 3 metres apart, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- Latex-free balloons blown up and tied by an adult, one per child plus spares, and a lidded box for burst pieces.
- A few light beach balls or very light foam balls as a slower option.
- The "good hit" picture card (eyes on the object, flat hand or paddle, firm wrist).
- For blind or low-vision children: a sighted guide partner and a sound balloon (bell or dried beans inside, added by an adult).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. Show a balloon. "This term we are going to be hitters: with our hands, with paddles and with bats. Today the balloon helps us, because it is slow." Agree the stop signal: hold your balloon, freeze. Tell the class a balloon may go "bang"; ear defenders are there for anyone who wants them. If a balloon bursts, leave the pieces and tell an adult. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Add "wrist wiggles" and "starfish hands" (fingers spread wide, then a flat hand) at the end.

✎ Main activity (15 min)

1. **Find your spot (2 min).** Each child stands on their spot or in their hoop. Arms out wide and turn slowly: "If you can touch anyone, move."
2. **Flat hand (3 min).** Show the "good hit" card. Children hold the balloon in one hand and tap it up gently with the flat palm of the other hand, then catch it. Say: "Eyes on the balloon. Flat hand. Push up." Try both hands.

3. **Hits in a row (5 min).** Now tap, tap, tap without catching. Children count their own hits in a row quietly. When the balloon lands, pick it up and start again. "Can you beat your own best?" Numbers are not said out loud or written down. Stop signal after about two minutes; then try a new challenge: hit with the other hand, hit low (below your head), or hit high.
4. **First passes (5 min).** Pairs stand on two spots about 2 metres apart with one balloon. Partner A taps it gently up and towards B; B catches it, then taps it back. When pairs are ready, B taps it back without catching. "A good pass is gentle and goes up, so your partner has time."

Children who want a slower or quieter option use a beach ball, a very light foam ball or catch between every hit.

✓ Discussion questions (4 min)

1. "Where do your eyes go when you hit?" (On the balloon, all the time.)
2. "Why does a flat hand work better than a fist?" (A flat hand is bigger, so it is easier to hit the balloon, and it sends it straight up.)
3. "What makes a pass easy to hit back?" (Gentle, goes up, goes to your partner, not too fast.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "We keep our eyes on the balloon when we hit." (True.)
2. "A good pass is as hard as we can hit." (False: gentle so your partner has time.)
3. "If a balloon bursts, we pick up the pieces." (False: leave them and tell an adult.)

Vocabulary

hit, tap, flat hand, palm, upward, in a row, pass, partner, gentle

Differentiation

- **More support:** catch between every hit; use two hands together; a partner holds the balloon on a short string while the child hits it.
- **More challenge:** hit with the back of the hand, alternate hands, or clap once between hits.
- **Moving in your own way:** children who use a wheelchair hit the balloon from their chair; partners pass to reach them. Blind or low-vision children use a sound balloon with a guide who calls "now".

⚠ Safety

- Spots at least 3 metres apart; arms-out check before starting.
- Latex-free balloons only, blown up by an adult. Burst pieces go straight into the lidded box; children do not pick them up or put them near their mouths.

- On the stop signal children hold their balloon and freeze.
- Counts are private and never recorded.

Teacher notes and misconceptions

- Many children slap down at the balloon or hit it too hard; it then flies sideways. "Push up, like lifting a tray" helps.
- Children chase balloons into other spots. Remind them: if the balloon leaves your space, wait for it to land, then walk to get it.
- Some children find it hard to track a moving object. A bigger, brightly coloured balloon and hitting low make it easier.

Lesson 2: Paddle and balloon

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children hit a balloon, and then a soft ball, upward with a short paddle several times in a row, keeping the paddle face flat and the wrist firm, and pass a balloon to a partner with paddles.

Length: about 30 minutes.

Materials

- The cleared space, edge cones, and floor spots or hoops at least 3 metres apart, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- Short-handled light paddles, one per child (foam paddles, or paper plates with a wide wooden craft stick taped firmly to the back), checked for loose tape or splinters before the lesson. A few paddles with a hand strap.
- Latex-free balloons blown up and tied by an adult, one per child plus spares, and a lidded box for burst pieces.
- A few light beach balls or very light foam balls as a slower option.
- Soft foam balls about tennis-ball size, one per pair.
- The "good hit" picture card.
- For blind or low-vision children: a sighted guide partner, a sound balloon and a raised-line copy of the "good hit" card.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. Show a paddle. "A paddle is like a big flat hand." Show the paddle rules: carry it pointing down when you walk; swing it only on your own spot; on the stop signal, put it on the floor and freeze. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards, then wrist wiggles and "starfish hands".

✎ Main activity (15 min)

1. **Flat face, firm wrist (3 min).** On their spots, children hold the paddle out flat like a tray and balance a balloon on it. Then they walk the paddle slowly in a circle without the balloon falling off. "Keep the face flat. Keep your wrist firm, not floppy."
2. **Paddle taps (5 min).** Tap the balloon up with the paddle and catch it; then tap, tap, tap without catching. Children count their own hits in a row quietly and try to beat their

own best (never said out loud or written down). Show the "good hit" card again: eyes on the balloon, flat paddle, firm wrist.
3. **Soft-ball try (3 min, optional).** Children who are ready swap the balloon for a soft foam ball: drop it on the paddle, let it bounce once off the paddle, then try two small bounces in a row. Others stay with the balloon.
4. **Paddle passes (4 min).** Pairs on two spots about 2 metres apart with one balloon. A taps it up and towards B with the paddle; B taps it back. "Gentle and up, so your partner has time."

✓ Discussion questions (4 min)

1. "What happened when the paddle face was tipped?" (The balloon or ball went sideways, not up.)
2. "Why do we keep our wrist firm?" (So the paddle stays flat and the hit goes where we want.)
3. "Why do we carry the paddle pointing down?" (So it doesn't hit anyone as we walk.)

✓ Closing check (3 min)

Thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "A flat paddle face sends the balloon straight up." (True.)
2. "We swing our paddle while we walk to our spot." (False: carry it pointing down; swing it only on your own spot.)
3. "On the stop signal, we put the paddle on the floor and freeze." (True.)

Vocabulary

paddle, face, handle, flat, firm wrist, bounce, in a row

Differentiation

- **More support:** hold the paddle with two hands; catch between every hit; use a beach ball, which is slower; use a paddle with a hand strap.
- **More challenge:** hit low, then high; turn the paddle over and use the other side between hits; move from the balloon to the soft ball.
- **Moving in your own way:** a child in a wheelchair can use a longer-handled light paddle; a partner can hold a balloon on a short string for a child who finds tracking hard. Blind or low-vision children use a sound balloon with a guide who calls "now".

⚠ Safety

- Check paddles before the lesson; remove any with loose tape or splinters.
- Paddles carried pointing down; swung only on your own spot, below the head height of anyone nearby.
- Latex-free balloons; burst pieces into the lidded box.

- Counts are private and never recorded.

Teacher notes and misconceptions

- Children often swing the paddle like a racket and hit sideways. "Lift the tray" works better at this age than "swing".
- A floppy wrist sends the balloon backwards over the child's head. Ask them to "freeze the wrist" and lift from the shoulder.
- The soft ball is much faster than a balloon. Some children will not be ready this lesson; that is fine.

Lesson 3: Team keep-up and fair play

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children keep a balloon up together in a small team, calling "mine" and taking turns, and talk about fair ways to sort out a disagreement in a game, using made-up characters.

Length: about 30 minutes.

Materials

- The cleared space and edge cones. Floor spots set out as team circles: four spots about 2 metres apart in a square, with each team square at least 4 metres from the next.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- Latex-free balloons blown up and tied by an adult (one per team plus spares), and a lidded box for burst pieces.
- A few light beach balls as a slower option.
- Short-handled light paddles, one per child (optional in this lesson).
- Four "game trouble" picture cards with made-up characters from Little Hill:
- A: Goat and Hen both run for the balloon and bump into each other.
- B: Mouse says the balloon touched the floor. Duck says it didn't.
- C: Remy hits the balloon every time. Bear never gets a turn.
- D: Duck gets cross and kicks the balloon away.
- The "fair ways" card: stop; say what you saw; listen; choose: do it again, take turns, or ask the referee.
- For blind or low-vision children: a sighted guide partner and a sound balloon; the game-trouble stories are read aloud.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "Today we hit together as a team of four. Teams need two rules: call 'mine' before you hit, and nobody hits twice in a row." Show how to call "mine" (or raise a hand, or sign it). "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards, then wrist wiggles.

✎ Main activity (15 min)

1. **Team keep-up (7 min).** Teams of four stand on their square of spots. One child taps the balloon up and calls "mine"; anyone else calls "mine" and hits it next. Nobody hits

twice in a row. Teams count their hits in a row quietly and try to beat their own team best (not compared between teams). Children may use hands or paddles. Stop signal after about three minutes; then try a new challenge: everyone must hit once before anyone hits again.

2. **Game trouble (8 min).** Children sit by their team. Show card A and tell the story: "Goat and Hen both ran for the balloon, and bump! What could they do?" Take ideas, then point to the "fair ways" card. Do the same with cards B, C and D. Possible answers:
3. A: Call "mine"; the one who called first hits; check they are both all right.
4. B: Stop; each says what they saw; if they still don't agree, do it again, or ask the referee.
5. C: Use the rule: nobody hits twice in a row; Bear can call "mine".
6. D: Duck stops and uses a calm-down from grade 1 (slow breaths, count to five), then says "I feel cross because..."; the team carries on.

The stories are always about the made-up characters. Children are not asked to share a real argument they have had.

✓ Discussion questions (4 min)

1. "Why do we call 'mine'?" (So two people don't run for the same balloon and bump.)
2. "What is one fair way to sort out 'it touched the floor' / 'it didn't'?" (Do it again, or ask the referee.)
3. "How did the 'nobody twice in a row' rule help Bear?" (Everyone gets a turn.)

✓ Closing check (3 min)

Each child shows (points to the card, says or signs) one fair way from the "fair ways" card to sort out a disagreement in a game. The teacher notes it on the class list. Accept: stop, say what you saw, listen, do it again, take turns, ask the referee.

Vocabulary

team, mine, turn, rule, fair, disagree, referee

Differentiation

- **More support:** teams of three; catch-then-hit allowed; a beach ball instead of a balloon; an adult joins a team.
- **More challenge:** hands only, or paddles only; one bounce on the floor allowed and then keep going.
- **Moving in your own way:** a child in a wheelchair has a spot in the team square where the others pass to reach them. Blind or low-vision children use a sound balloon; team-mates call "mine" clearly so they know where the balloon is going. Deaf children see "mine" as a raised hand or sign.

⚠ Safety

- Team squares at least 4 metres apart; children stay on or near their own spot.
- "Mine" calls stop collisions; children do not dive for the balloon.
- Paddles below head height of team-mates.
- Latex-free balloons; burst pieces into the lidded box.

Teacher notes and misconceptions

- Children often think "fair" means "I win". The stories help them see the other side without blaming anyone in the class.
- Some children will want to tell a real story ("my brother..."). Thank them and bring it back to the made-up characters.
- The "fair ways" are examples, not from a source; schools may have their own conflict steps to use instead.

Lesson 4: Batting off a tee

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children hit a soft ball off a tee or tall cone with a light bat, holding the bat with both hands together and standing side-on to the tee, and follow the batting-box rules.

Length: about 30 minutes.

Materials

- The cleared space and edge cones. Two to four batting stations (one per adult helper), set out side by side at least 8 metres apart, all hitting in the same direction into an empty area with no people, windows or lights.
- At each station: a batting tee or tall cone; a light foam or plastic bat with a wide barrel; six large soft foam balls (about grapefruit size); a collecting bucket; floor tape or chalk for a batting box beside the tee, a safety circle about 2 metres across around the batting box, and a waiting line at least 4 metres behind the safety circle.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The green "collect" card.
- The six grade 1 warm-up cards.
- The "bat grip" and "side-on" picture cards and the "hitting space" rules card.
- Rolled-up newspaper "bats" or pool-noodle pieces, one per child, for practice swings without a ball.
- For blind or low-vision children: a sighted guide partner, a bell ball or larger bright foam ball, and a raised-line copy of the "bat grip" card.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge, facing a batting station. Show the "hitting space" rules card and walk through the station: only the batter goes inside the safety circle; everyone else waits behind the waiting line; after the hit, the bat is put down in the box; balls are collected only when the adult shows the green card and every bat is on the floor. "Why?" (A swinging bat can hurt someone standing close.) "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards, then slow "trunk twists" with arms out (turning the shoulders gently from side to side).

✎ Main activity (15 min)

1. **Grip and stance without a ball (4 min).** Each child on their own spot with a newspaper bat or noodle piece. Show the "bat grip" card: hands together, one above the other, knuckles lined up. Show the "side-on" card: stand sideways to the target, front shoulder pointing where the ball should go, feet apart. Children try both ways round and choose the one that feels better (that tells you if they bat right- or left-handed). Slow practice swings: "Look at the spot. Swing level, like sweeping a table."
2. **Batting stations (11 min).** Groups of about six to eight at each station with an adult. One child at a time: walk into the box, pick up the bat, take the grip, stand side-on, look at the ball, swing and hit it off the tee, then put the bat down in the box and walk back to the end of the waiting line. Each child has about three hits per turn. When all six balls are out, the adult checks that the bat is down and shows the green card; two children collect balls into the bucket and walk back. Groups keep turning until the stop signal.

Children who choose not to bat can be ball collectors (on the green card only) or the "tee setter" who places the ball, with the bat on the floor.

✓ Discussion questions (4 min)

1. "Where do your hands go on the bat?" (Together, one above the other.)
2. "Which way do you stand to the tee?" (Side-on, shoulder pointing at the target.)
3. "When can we collect the balls?" (Only when the adult shows the green card and every bat is on the floor.)

✓ Closing check (3 min)

Thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "We wait behind the waiting line while someone bats." (True.)
2. "After the hit, we throw the bat so we can run." (False: put it down in the box.)
3. "We look at the ball when we swing." (True.)

Vocabulary

bat, tee, grip, side-on, swing, level, batting box, safety circle, waiting line, collect

Differentiation

- **More support:** a bigger ball or a balloon taped lightly on the tee; a shorter, lighter bat; an adult says "ready, look, swing" for each hit.
- **More challenge:** aim at a big target cone placed far out in the empty area; lower the tee.
- **Moving in your own way:** a child in a wheelchair bats from their chair with the tee set at chair height and the chair side-on to the tee; a child who cannot grip a bat can use a light paddle with a hand strap. Blind or low-vision children use a bell ball; a guide places their hand on the ball, then the child steps back and swings. Deaf children see the green card and the stop signal.

⚠ Safety

- Only the batter inside the safety circle. Waiting line at least 4 metres behind it. A child who bats left-handed stands on the other side of the tee; the safety circle and waiting line work for both sides.
- Bats are put down in the box after every turn, never thrown, and never carried while walking to collect balls.
- Balls collected only on the green card, with every bat on the floor.
- Stations far apart and all hitting the same way into an empty area.
- Light foam or plastic bats and soft foam balls only.

Teacher notes and misconceptions

- Many children stand facing the tee and chop down. The side-on card and "sweep the table" help.
- Some children let go of the bat after the hit. Practise "hit, hold, put it down" with the newspaper bats first.
- A child who switches between right- and left-handed is not doing it wrong; let them choose and check where they stand.

Lesson 5: Hitting stations

Unit overview - Previous: Lesson 4

Goal: Children help make the rules for three hitting stations, play at each station safely and fairly, and show what they can do in a one-to-one check.

Length: about 30 minutes, plus extra check slots in the week.

Materials

- The cleared space and edge cones, set out as three stations far apart:
- **Team keep-up:** team squares of four floor spots about 2 metres apart, each square at least 4 metres from the next; latex-free balloons (one per team plus spares).
- **Paddle keep-up:** floor spots or hoops at least 3 metres apart; short-handled light paddles (one per child, a few with a hand strap); latex-free balloons and soft foam balls about tennis-ball size.
- **Tee batting** (only with an adult helper at the station): a batting tee or tall cone; a light foam or plastic bat; six large soft foam balls; a collecting bucket; a batting box, safety circle and waiting line marked with tape or chalk, hitting into an empty area; the green "collect" card.
- Three station signs with pictures (team keep-up, paddle keep-up, tee batting).
- A lidded box for burst balloon pieces.
- A few light beach balls as a slower option.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The "good hit", "bat grip", "side-on" and "hitting space" cards, and the "fair ways" card from lesson 3.
- A large blank card and a thick pen for the class's station rules.
- A check spot at the edge with one balloon, one paddle, and a newspaper bat or noodle piece, and a copy of the one-to-one check below.
- For blind or low-vision children: a sighted guide partner, a sound balloon and a bell ball.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "Today you help make the rules." Ask: "What rule keeps us safe at the batting station? What rule keeps the team keep-up fair?" Write three or four of the children's rules on the big card in their words (for example: "Stay on your spot", "Call 'mine'", "Put the bat down", "Nobody twice in a row"). Read them back together. Show the "fair ways" card: "If something goes wrong, which of these can we use?"

Warm-up (5 min)

The class warm-up from grade 1, using the six cards; a child leads one move of their choice.

✎ Main activity (15 min)

Three groups rotate around the three stations, about 5 minutes each, moving on the stop signal (walking, paddles pointing down, bats left in the box). Children may choose a balloon, a beach ball or a soft ball at the keep-up stations. Hit counts stay private.

If there is only one adult, leave out the batting station: use two keep-up stations and do part 4 of the check with the newspaper bat.

While the stations run, the teacher calls children one at a time to the check spot (see below). Children who are not being checked keep playing.

✓ Discussion questions (4 min)

1. "Which of our rules did you use today?" (Any rule from the class card.)
2. "Did anything go wrong at a station? Which fair way helped?" (Answers are about what happened at the stations; nobody is named or blamed.)
3. "What is one thing you can do now that was hard in lesson 1?" (Any answer; for example more hits in a row, a flat paddle, hitting off the tee.)

✓ Closing check (3 min)

Each child points to (or says or signs) one class rule and tells why it helps. The teacher notes any child who has not yet done the one-to-one check.

One-to-one check (about 3 minutes per child)

Done at the check spot. Each part is marked yes / with help / not yet on the class list. The number of hits is not recorded.

1. **Open-hand hits:** "Keep the balloon up with your hand." Yes: three or more hits in a row upward, eyes on the balloon. With help: hits with a catch between. Not yet: cannot make contact yet.
2. **Paddle hits:** "Now with the paddle." Yes: three or more hits in a row upward with a flat paddle face. With help: a catch between hits, or two hands on the paddle. Not yet: the balloon goes sideways most times.
3. **Pass:** the teacher stands about 2 metres away. "Pass the balloon to me so I can hit it back." Yes: a gentle upward hit that reaches the teacher. With help: reaches after a second try or a step closer. Not yet: goes hard or away from the teacher.
4. **Grip and stance:** with the newspaper bat (or at the tee). "Show me how you hold the bat and stand to hit." Yes: hands together, one above the other, standing side-on. With help: one of the two. Not yet: neither.
5. **Rules and fair play:** "Tell me one rule at the batting station and one fair way to sort out a disagreement." Yes: one safe batting rule (wait behind the line, put the bat down, collect on

the green card, only the batter in the circle) and one fair way (stop, say what you saw, listen, do it again, take turns, ask the referee). With help: one of the two. Not yet: neither.

Children answer in their own way: saying, signing, pointing to a card or showing. A child using a wheelchair, strap paddle or sound balloon is checked with that equipment.

Vocabulary

station, rule, rotate, fair, safe, check

Differentiation

- **More support:** stay at a keep-up station with a beach ball; an adult or a chosen partner goes round the stations with the child.
- **More challenge:** at keep-up, alternate hand and paddle; at the tee, aim at a target cone.
- **Moving in your own way:** stations are set so children in wheelchairs can reach every spot and the tee at chair height; blind or low-vision children use sound balloons and bell balls with a guide; deaf children see the station signs and the stop signal.

⚠ Safety

- Stations far apart; the batting station hits away from the other two.
- Batting only with an adult at the station; one batter at a time; bats put down; balls collected only on the green card.
- Paddles pointing down while moving between stations.
- Latex-free balloons; burst pieces into the lidded box.

Teacher notes

- Children's own rules are usually close to the adult rules and are more likely to be followed. If a safety rule is missing (for example the green card), add it and say why.
- If a disagreement happens, use the "fair ways" card rather than deciding for the children straight away.
- Finish any checks in the week; it is fine to check a child over two short visits.

Grade 2 Health and PE: Healthy Habits and a Class Game Day (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 11 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, sun, heat, water, hygiene and medical notes against your school's rules and health guidance.
>
> Text-checked by three other agents (Gemini 3.8 Flash, Gemini 4 Carbon and Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 3. Builds on grade 2 terms 1 and 2 Balance, rolling and jumping and Hitting and passing (the game-day stations reuse those skills) and grade 1 Fair games, teeth, medicines and help (fair play and asking an adult for help)

Big idea

Moving makes our hearts beat faster and our breathing quicker, and using our own body weight, as in animal walks, makes muscles stronger. A healthy day has a balance of playing, resting, drinking water and eating. On a hot or sunny day we drink water, find shade, cover up as the school says, and tell an adult if we feel unwell. Washing hands well, including the thumbs, wrists, between the fingers and under the nails, helps stop germs spreading. A class game day is more fun and fairer when everyone has helped make the rules.

This is the third health and PE unit of the grade 2 year (term 3). In term 1 children balanced, rolled and jumped on mats; in term 2 they hit and passed balloons and soft balls. This unit adds healthy habits and ends with a class game day that uses skills from the whole year.

Outcomes

By the end of the unit a student can:

1. Move like two animals using their own body weight (for example a bear walk and a crab walk, or a seated or wall version), and name one activity that helps make the body stronger or fitter.
2. Say two ways to keep well on a hot or sunny day (drink water, rest in the shade, wear a hat or cover up as the school says) and one sign that means "stop and tell an adult" (feeling dizzy, a headache, feeling sick or very tired).
3. Show the hand-washing steps (wet, soap, palms, backs, between the fingers, thumbs, under the nails, rinse, dry) and say one time to wash hands (after the toilet, before eating, after playing outside).
4. Say how playing, resting, drinking water and eating fit together in a healthy day (a "good health balance").
5. Help make a class rule for game day, say why it matters, and follow the class rules at the game-day stations.

Prior knowledge

- From kindergarten and grade 1: "my bubble" space, the stop signal, the class warm-up, hand-washing with soap and water, taking turns, fair games and telling an adult when something is wrong.
- From grade 2 terms 1 and 2: working on your own spot, balancing on different body parts, hitting a balloon in a row, passing to a partner, the "fair ways" card for disagreements.
- Children come with very different home routines. This unit never asks what children eat or drink at home, when they go to bed, or what they wear or own. Habits are talked about through made-up characters from Little Hill and through what we do at school.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from grade 1 starts every lesson.

Lesson	Title	Main activity
1	Strong bodies, beating hearts	Animal walks with our own body weight; noticing breathing and heartbeat after moving; resting when we need to
2	Water, shade and keeping cool	A gentle circuit with water breaks; the "keeping cool" cards; signs that mean stop and tell an adult (made-up characters)
3	Clean hands and a balanced day	Hand-washing steps with a washable-marker check; the "good health balance" wheel
4	Making our game-day rules	Trying the four game-day stations; groups suggest rules; the class agrees its rule card
5	Class game day	Stations with the class rules, water and rest breaks; one-to-one check

Materials (whole class unless noted)

- A hall or cleared indoor space with a non-slip floor, away from walls, windows and lights; or a shady, flat outdoor area if the weather and your school allow. Cones or floor spots to mark the edge.
- About 30 floor spots or hoops, one per child (every lesson).
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square (every lesson).
- The six grade 1 warm-up cards (march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently) (every lesson).
- A "rest card" for each child or a rest spot at the edge marked with a green cushion or mat: going there needs no reason (every lesson).
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult (every lesson; never shared).
- Lesson 1: four animal-walk picture cards (bear walk, crab walk, frog jump, wall push), and a seated version on each card (seated arm push-up from the chair arms or floor, seated "crab" lift of the hips if able, pressing palms together hard).
- Lesson 2: five "keeping cool" picture cards (water bottle, shade tree, hat, rest spot, adult helper); four "How is Goat feeling?" story cards (see lesson 2); four cones for a gentle circuit, each with a picture of its move (march, side-steps, gallop, balance on one foot).
- Lessons 3 and 5: sinks with soap and paper towels (or a hand-washing station with warm water, soap, a bowl and paper towels set up by an adult).

- Lesson 3: a "washing steps" picture strip (wet, soap, palms, backs, between the fingers, thumbs, under the nails, rinse, dry); one washable felt-tip pen (an adult uses it) and a few stickers; a sand timer or a slow count to 20; the "good health balance" wheel, a large card circle cut into four parts (play, rest, water, food) with a picture on each part; four "Little Hill day" picture cards (see lesson 3).
- Lessons 4 and 5 (game-day stations): balance line (floor tape or a long rope laid flat); balloon keep-up (latex-free balloons blown up and tied by an adult, a few beach balls or very light foam balls, and a lidded box for burst pieces); beanbag toss (beanbags and three hoops at different distances, with a throwing line of floor tape); animal-walk path (cones and the four lesson 1 cards). Four station signs with pictures.
- Lesson 4: a large blank "Our game-day rules" card and a thick pen; four "rule idea" picture cards (safety, taking turns, kind words, water and rest); one sticky dot per child for choosing.
- Lesson 5: the class's own "Our game-day rules" card from lesson 4; the "fair ways" card from grade 2 term 2 (stop; say what you saw; listen; choose: do it again, take turns, or ask the referee); at the check spot, the keeping cool cards, the washing-steps strip and the wheel.
- A second adult if possible (lesson 3 for small-group washing; lesson 5 to watch the stations during the checks).
- A class list for notes (every lesson).
- Ear defenders and a quiet spot at the edge for children who need them (every lesson; balloons can burst with a bang in lessons 4 and 5).
- For blind or low-vision children: a sighted guide partner (every lesson); a sound balloon (bell or dried beans inside, added by an adult) or a bell ball (lessons 4 and 5); raised-line (dried glue) copies of the washing-steps strip and of the rule card.

⚠ Safety and access

- **Heat and sun:** follow your school's sun and heat policy. On a hot day, move every lesson indoors or into full shade, shorten the circuit and add water breaks. Hats and covering up follow school rules. Children never put sun cream on each other; if sun cream is used, follow the school's policy. Never look at the Sun.
- **Water:** each child drinks from their own bottle or cup only. Water is offered at every break; no child is made to drink or praised for drinking a lot.
- **Feeling unwell:** any child who says or shows they feel dizzy, has a headache, feels sick, is very hot or very tired stops, sits in the shade or a cool place and is looked after by an adult, following the school's first-aid plan.
- **Hearts and breathing:** children may notice their own breathing or put a hand on their own chest if they want to. Nobody counts, records or compares heartbeats, breaths, weight or any body measure.
- **Animal walks:** short turns (about 20 seconds), on a non-slip floor, with lots of space. Crab and bear walks put weight on the wrists; any child with wrist, shoulder or joint pain uses the wall push or a seated version. Frog jumps land on two feet with bent knees, never onto anyone.
- **Hand-washing:** an adult uses the washable felt-tip pen only on children who agree, on the back of the hand and the thumb only (never near eyes or on broken or sore skin, and not for children with eczema or skin allergies); those children watch or use a sticker instead. Check soap allergies. Wipe up water spills at once.

- **Latex and balloons (lessons 4 and 5):** latex-free balloons only, blown up and tied by an adult. Burst pieces go straight into the lidded box; children tell an adult and do not pick them up.
- **Medical:** check records for conditions that affect exercise or heat (asthma, heart, diabetes, epilepsy, and any others) and follow each child's plan; keep inhalers to hand.
- **Opt-in:** every activity is an invitation. Children may rest at any time with the rest card and no reason. "Your own way counts" is said in every lesson.
- **Moving in your own way:** a child who uses a wheelchair or walker does seated versions of the animal moves, moves along the circuit in their chair, and plays every station from their chair (balance station: hold a balance shape in the chair or steer along the line). Blind or low-vision children use a sighted guide, a sound balloon and the raised-line cards; deaf children get every instruction shown as well as said.
- **Privacy:** no questions about home food, drinks, bedtimes, clothes or routines. Stories use made-up characters.

Assessment

- Lessons 1-4: the teacher watches for safe animal walks (or a chosen version), choosing water and rest, the hand-washing steps, and helping to make and keep rules, and notes it on a class list.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 3 minutes per child), done while the class plays at the stations. Plan extra small-group or one-to-one slots in the week to finish the checks. Each part is marked yes / with help / not yet. No body measure is ever part of the mark.

Sources

- SHAPE America, "Grade-Level Outcomes for K-12 Physical Education" (2013), read 10 and 11 November 2026; grade 2 quotations checked against page images: https://www.shapeamerica.org/wp-content/uploads/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- S3.E3.2a: "Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength."
- S3.E3.2b: "Identifies physical activities that contribute to fitness."
- S3.E6.2 (nutrition): "Recognizes the "good health balance" of good nutrition with physical activity."
- S5.E1.2: "Recognizes the value of "good health balance.""
- S4.E2.2: "Accepts responsibility for class protocols with behavior and performance actions."
- S4.E5.2: "Recognizes the role of rules and etiquette in teacher-designed physical activities."
- S5.E2.2: "Compares physical activities that bring confidence and challenge."
- Fitness knowledge about warm-up and cool-down (S3.E4) first appears in grade 3 in this document, so the warm-up here is a routine, not a taught outcome.
- Wikipedia, "Hand washing" (read 6 November 2026): https://en.wikipedia.org/wiki/Hand_washing
- Steps: lather the backs of hands, between fingers and under nails; scrub for at least 20 seconds; rinse well under running water; dry with a clean towel or air dry.
- The most commonly missed areas are the thumb, the wrist, between the fingers and under the fingernails.
- Critical times include after using the toilet and before eating.
- Frequent hand washing can dry the skin.

- Wikipedia, "Sunburn" (read 11 November 2026): https://en.wikipedia.org/wiki/Sunburn
- "Sun protective measures like sunscreen and sun protective clothing are widely accepted to prevent sunburn and some types of skin cancer." It adds that children are especially susceptible to sunburn.
- Wikipedia, "Heat illness" (read 11 November 2026): https://en.wikipedia.org/wiki/Heat_illness
- Prevention includes gradual adjustment to heat and sufficient fluids; very young children are at higher risk of heat-related illness; symptoms of heat exhaustion may include headache, nausea, dizziness and feeling unwell, and treatment includes removing the person from the heat and replenishing fluids.
- KidsHealth (Nemours), "What's a Healthy Alternative to Water?" (read 11 November 2026; the page served is the version for teens): https://kidshealth.org/en/kids/water.html
- "Water is always the best way to hydrate and avoid empty calories."
- The grade 2 year plan (health and PE, term 3).

Known gaps and cautions

- SHAPE America's outcomes are physical education outcomes. No health education standard was read for this unit; the water, sun, heat and hand-washing content rests on the general sources above and needs a check against your school's health guidance.
- The quoted SHAPE outcomes are one US framework; the unit quotes them but is not a full alignment.
- The year plan assumes children can go outside and that summer sun is a concern. Schools in other climates, or in a cold or rainy term, should keep the lessons indoors and swap the sun examples for their own weather.
- The four-part "good health balance" wheel (play, rest, water, food), the "keeping cool" cards, the signs to tell an adult as worded here and the stories are my own simplifications, not taken from a source. The wheel does not sort foods into good and bad.
- Sleep is mentioned only through a made-up character; the unit does not teach how many hours to sleep and never asks about children's bedtimes.
- Grade 2 social-interaction outcomes (S5.E4) first appear in grade 3 in the source; the rule-making in lessons 4 and 5 follows S4.E2.2 and S4.E5.2 instead.
- Pacing is untested. Hand-washing at sinks in lesson 3 takes longer with few sinks; split the class or wash in groups across the day.
- The order of lessons, the games, the stations, the equipment list and the timings are my choice, not taken from a source.
- Three other agents (Gemini 3.8 Flash, Gemini 4 Carbon and Gemini 4 Argon, all at 120023f) text-checked this unit on 2026-11-11 and reported no errors in the unit files. Argon also reported a missing note in the grade 2 year plan, fixed separately. Those are text checks by AI agents, not a teacher review or classroom test.

Lesson 1: Strong bodies, beating hearts

Unit overview - Next: Lesson 2

Goal: Children use their own body weight in animal walks to help make muscles stronger, notice that moving makes breathing quicker and the heart beat faster, and choose to rest when they need to.

Length: about 30 minutes.

Materials

- The cleared space, edge cones, and floor spots or hoops, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The rest spot at the edge (green cushion or mat) or a rest card for each child.
- Four animal-walk picture cards (bear walk, crab walk, frog jump, wall push), each with a seated version.
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult.
- For blind or low-vision children: a sighted guide partner.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "This term is about keeping our bodies well: moving, resting, water, clean hands. At the end we will have a class game day, and you will help make the rules." Show the rest spot: "If you need a rest, go there. You don't need to tell anyone why." Agree the stop signal: freeze where you are. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently.

✎ Main activity (15 min)

1. **Quiet bodies (2 min).** Children sit on their spots. "Put a hand on your chest or tummy if you want to. Is your breathing slow or quick?" Nothing is counted.
2. **Animal walks (8 min).** Show one card at a time and model it. Each turn is about 20 seconds, then the stop signal and a short rest.
3. **Bear walk:** hands and feet on the floor, bottom up, walk slowly forwards.
4. **Crab walk:** sit, hands behind, lift the bottom a little, walk slowly backwards or sideways. (Look over your shoulder first.)

5. **Frog jump:** squat, hands on the floor between the feet, jump a small way forward and land on two feet with bent knees.
6. **Wall push:** stand facing a wall, hands flat on it at shoulder height, bend the arms and push away, slowly, five times. "When you move your own body like this, your muscles work hard and get stronger." Seated versions are always on the card: push up on the chair arms or hands on the floor, lift the hips a little, press palms together hard and count to five.
7. **Notice again (2 min).** Sit on the spot. "Hand on your chest or tummy if you want to. Is your breathing slower or quicker than before? Is your heart beating harder?" Children may say, sign or show with a hand moving fast or slow.
8. **Water and rest (3 min).** Everyone has a drink from their own bottle or cup. "When we move a lot, our bodies need rest and water. Rest is part of playing well, not giving up."

✓ Discussion questions (4 min)

1. "What happened to your breathing after the animal walks?" (It got quicker; our heart beat faster.)
2. "Which animal walks made your arms or legs work hard?" (Any honest answer, for example bear walk for arms, frog jump for legs.)
3. "Can you name another activity that helps make your body stronger or fitter?" (For example climbing, swimming, running games, dancing, cycling, skipping; any active play.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "When we move fast, our heart beats faster and we breathe quicker." (True.)
2. "Animal walks use our own body to make muscles work." (True.)
3. "If we need a rest, we have to tell everyone why." (False: we go to the rest spot, no reason needed.)

Vocabulary

muscles, strong, heart, breathing, quicker, slower, rest, body weight

Differentiation

- **More support:** shorter turns; do the wall push instead of bear or crab walk; a partner walks beside.
- **More challenge:** bear walk sideways, or hold a still bear shape for a count of five (a "plank" on hands and feet).
- **Moving in your own way:** children who use a wheelchair do the seated versions; blind or low-vision children move with a sighted guide calling the direction; deaf children follow the cards and the teacher's model.

⚠ Safety

- Lots of space between children; walks go in the same direction, slowly.
- Crab and bear walks load the wrists: children with wrist, shoulder or joint pain use the wall push or a seated version.
- Frog jumps are small and land on two feet, never onto anyone.
- Nobody counts, records or compares heartbeats or breaths.
- Water from each child's own bottle or cup only.

Teacher notes and misconceptions

- Some children think being out of breath means something is wrong. Quicker breathing after moving is usual; say so. If a child seems very unwell, stop and follow the school's first-aid plan.
- Some children think resting means they "lost". Praise choosing rest.
- Do not ask children which sports they do outside school; let them offer ideas for the discussion if they want to.

Lesson 2: Water, shade and keeping cool

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children say ways to keep well on a hot or sunny day (water, shade, a hat or covering up, rest) and the signs that mean "stop and tell an adult", and practise taking water and rest breaks during a gentle circuit.

Length: about 30 minutes.

Materials

- The cleared space (indoors, or a shady outdoor area if the weather and your school allow), edge cones, and floor spots or hoops, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The rest spot at the edge (green cushion or mat) or a rest card for each child.
- Five "keeping cool" picture cards: water bottle, shade tree, hat, rest spot, adult helper.
- Four "How is Goat feeling?" story cards (below).
- Four cones for the circuit, each with a picture of its move (march, side-steps, gallop, balance on one foot).
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult.
- For blind or low-vision children: a sighted guide partner.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "Last time our hearts beat faster and we needed rest and water. Today: how do we keep well when it is hot or sunny?" Remind the class of the rest spot and the stop signal. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently.

✎ Main activity (15 min)

1. **Keeping cool cards (3 min).** Show the five cards one at a time. Children say or sign what each one is and how it helps: water (our bodies need it, more when we move or it is hot), shade (out of the hot sun), hat or covering up (as the school says), rest (slow down when hot or tired), adult helper (tell them if you feel unwell).
2. **Gentle circuit with breaks (7 min).** Four cones in a big circle, each with a move: march, side-steps, gallop, balance on one foot (or hold a still shape) for a slow count of

five. Children move round in the same direction. After about two minutes, give the stop signal: "Water and shade break." Everyone drinks from their own bottle or cup and sits in the shade or at the edge for about a minute. Repeat once more. Anyone may go to the rest spot at any time.

3. **How is Goat feeling? (5 min).** Goat is visiting Little Hill from Snowy Peak, where it is cold. Show the cards one at a time; children decide what Goat should do.
4. **Card 1:** It is a hot, sunny day. Goat runs and runs in the middle of the field. Goat has no hat and left its water bottle in the classroom. (Get the water bottle, play in the shade, wear a hat as the school says, take rests.)
5. **Card 2:** Goat stops. Goat feels dizzy and has a headache. (Stop, sit somewhere cool or in the shade, tell an adult straight away.)
6. **Card 3:** Duck is playing too. Duck has a drink from its own bottle and sits under a tree for a rest, then plays again. (Duck is keeping cool; resting is part of playing.)
7. **Card 4:** Goat wants to share a drink from Duck's bottle. (Each person drinks from their own bottle or cup; ask an adult for a cup.) Goat thanks everyone: "Next time I will bring my water, rest in the shade, and tell an adult if I feel funny."

✓ Discussion questions (4 min)

1. "Why do we need more water when we move a lot or it is hot?" (Our bodies get hot and sweaty and lose water; drinking helps us keep well.)
2. "What are some signs that mean stop and tell an adult?" (Feeling dizzy, a headache, feeling sick, feeling very hot or very tired.)
3. "Why do we each drink from our own bottle or cup?" (So we do not pass germs to each other.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "On a hot day, playing in the shade can help us keep cool." (True.)
2. "If we feel dizzy, we keep running and don't tell anyone." (False: stop, sit somewhere cool and tell an adult.)
3. "It is fine to share a friend's water bottle." (False: each person uses their own bottle or cup.)

Vocabulary

hot, cool, shade, water, thirsty, dizzy, headache, rest, sun

Differentiation

- **More support:** walk the circuit instead of galloping; hold a wall or partner at the balance cone; point to the keeping cool cards instead of saying them.
- **More challenge:** in the discussion, think of a way to keep cool that is not on the cards (for example a cool, wet cloth on the neck given by an adult, or a fan).

- **Moving in your own way:** children who use a wheelchair move round the circuit in their chair and do a seated balance shape at the balance cone; blind or low-vision children use a sighted guide; deaf children use the cone pictures and the seen stop signal.

⚠ Safety

- Follow your school's sun and heat policy. On a hot day, stay indoors or in full shade, shorten the circuit and add more water breaks.
- Never look at the Sun.
- No child is made to drink or praised for drinking more than others.
- Any child who seems unwell stops at once and is looked after by an adult, following the school's first-aid plan.
- Children never put sun cream on each other.

Teacher notes and misconceptions

- Some children think "keeping cool" means only on summer holidays. Moving hard indoors makes us hot too.
- Some children think a hat is enough on its own. Water, shade and rest matter as well.
- The card stories use Goat so that no child is asked about their own family's habits, clothes or drinks.
- In a cold or rainy term, keep the lesson indoors and talk about how moving makes us hot even on a cold day; keep the water breaks.

Lesson 3: Clean hands and a balanced day

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children show the hand-washing steps, find the places that are often missed, say when to wash hands, and say how playing, resting, water and food fit together in a healthy day.

Length: about 30 minutes.

Materials

- The cleared space or the classroom, near sinks.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The rest spot at the edge (green cushion or mat) or a rest card for each child.
- Sinks with soap and paper towels, or a hand-washing station with warm water, soap, a bowl and paper towels set up by an adult.
- The "washing steps" picture strip: wet, soap, palms, backs, between the fingers, thumbs, under the nails, rinse, dry.
- One washable felt-tip pen (an adult uses it) and a few stickers.
- A sand timer, or a slow count to 20.
- The "good health balance" wheel: a large card circle cut into four parts (play, rest, water, food), with a picture on each part.
- Four "Little Hill day" picture cards (below).
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult.
- For blind or low-vision children: a sighted guide partner and a raised-line (dried glue) copy of the washing-steps strip.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.
- A second adult if possible (for small-group washing at the sinks).

Steps

✎ Opening (3 min)

Sitting together. "Germs are too small to see. Washing our hands with soap and water helps stop them spreading. Today we will find the places that are easy to miss." Remind the class of the stop signal and the rest spot. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Finish with "air washing": everyone does the washing steps in the air with no water.

✎ Main activity (15 min)

1. **The washing steps (3 min).** Show the strip. Everyone does each step "in the air" with the teacher: wet, soap, rub palms, rub the backs, fingers between fingers, hold each thumb and twist, scratch the nails on the other palm, rinse, dry. "We rub for about 20 seconds: a slow count to 20, or until the sand runs out."
2. **The marker check (7 min).** Ask for volunteers. With each child's agreement, an adult draws a small dot with the washable felt-tip on the back of their hand and one on their thumb. (Children who do not want a dot, or who have eczema, sore skin or a skin allergy, wear a sticker in the same place instead and peel it off at the end, or watch.) In small groups at the sinks, children wash using the steps and the slow count. Then they look: has the dot gone? "The thumb and between the fingers are the places people miss most." If there are few sinks, one group washes with the second adult while the others start part 3, and the rest wash later in the day.
3. **A balanced day (5 min).** Show the four Little Hill day cards and the wheel. Children place each card on the right part of the wheel.
4. Mouse plays chase in the park with friends. (Play.)
5. Bear has a drink of water from its own bottle after playing. (Water.)
6. Duck eats lunch at the picnic table, after washing its wings. (Food.)
7. Goat goes to bed early the night before the big game day, so it feels rested. (Rest.) "If Mouse played all day and never rested, never had a drink and never ate, how might Mouse feel?" (Tired, thirsty, hungry, maybe unwell.) "A healthy day has some of every part. That's a good health balance."

✓ Discussion questions (4 min)

1. "Which places on our hands are easy to miss?" (The thumbs, between the fingers, the wrists and under the nails.)
2. "When should we wash our hands?" (After the toilet, before eating, after playing outside, after blowing our nose.)
3. "Why does a healthy day need play and rest and water and food?" (Play makes us strong, food gives us energy to play, water and rest help our bodies recover; we need all of them.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "We wash our hands before we eat." (True.)
2. "A quick splash of water with no soap is enough." (False: soap, rub for about 20 seconds, rinse, dry.)
3. "A healthy day has play, rest, water and food." (True.)

Vocabulary

germs, soap, rinse, thumbs, nails, wrist, balance, energy, rest

Differentiation

- **More support:** an adult or partner says each step; follow the picture strip step by step; use a pump soap that is easy to press.
- **More challenge:** put the washing-steps pictures in order without looking at the strip; think of another time to wash hands.
- **Moving in your own way:** children who use a wheelchair wash at a low sink or the bowl station set at the right height; blind or low-vision children follow the raised-line strip with a guide; deaf children follow the strip and the teacher's model; children who cannot rub their hands together are helped by an adult in the way their plan says.

⚠ Safety

- The washable felt-tip pen is used only by an adult, only on children who agree, on the back of the hand and the thumb only; never near eyes and never on sore or broken skin, or for children with eczema or skin allergies (stickers instead).
- Check soap allergies; offer a different soap if a child needs one.
- Warm, not hot, water. Wipe up water spills at once so nobody slips.
- No questions about what children eat or when they go to bed; the wheel uses made-up characters.

Teacher notes and misconceptions

- Many children think hands are clean if they look clean. Germs are too small to see; the marker dot only shows which places were missed.
- Some children rush and rinse after a few seconds. The sand timer or a slow count helps.
- The wheel does not sort foods into good and bad. If children start doing that, say "every part of the wheel matters, and food gives us energy to play."
- Frequent washing can make skin dry; children with dry skin may need the school's hand cream after washing.

Lesson 4: Making our game-day rules

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children try the four game-day stations, suggest rules that keep the games safe and fair, and agree a class rule card for game day.

Length: about 30 minutes.

Materials

- The cleared space, edge cones, and floor spots or hoops.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The rest spot at the edge (green cushion or mat) or a rest card for each child.
- The four game-day stations, set up before the lesson, each with a picture sign:
- **Balance line:** floor tape or a long rope laid flat.
- **Balloon keep-up:** latex-free balloons blown up and tied by an adult, a few beach balls or very light foam balls, and a lidded box for burst pieces.
- **Beanbag toss:** beanbags, three hoops at different distances and a throwing line of floor tape.
- **Animal-walk path:** cones and the four animal-walk cards from lesson 1.
- A large blank "Our game-day rules" card and a thick pen.
- Four "rule idea" picture cards: safety, taking turns, kind words, water and rest.
- One sticky dot per child.
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult.
- For blind or low-vision children: a sighted guide partner, a sound balloon (bell or dried beans inside, added by an adult) or a bell ball, and a raised-line copy of the rule card (made after the lesson).
- Ear defenders and a quiet spot at the edge for children who need them (balloons can burst with a bang).
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "Next time is our class game day. You are going to help make the rules. Rules in games help everyone stay safe and have a fair turn." Remind the class of the stop signal, the rest spot and that a balloon may go "bang". "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently.

✎ Main activity (15 min)

1. **Try the stations (9 min).** Four groups, about 2 minutes at each station, moving round on the stop signal (walking, holding nothing). "While you play, think: what could go wrong here? What would make it fair?"
2. Balance line: walk along the line, or balance on one foot beside it.
3. Balloon keep-up: hits in a row with a flat hand, on your own or with a partner.
4. Beanbag toss: underarm throws into the hoops, one child at a time; the others wait behind the throwing line.
5. Animal-walk path: bear walk, crab walk, frog jump or wall push between the cones, one at a time.
6. **Rule ideas (6 min).** Sit together. Show the four rule idea cards. For each card, children suggest a rule for game day; the teacher writes each suggestion in the children's words under that heading (for example: "Wait behind the line until the bags are collected", "Everyone gets the same number of throws", "Say 'good try'", "Get a drink at the break"). Each child puts their sticky dot next to the rule they think matters most. The class keeps every rule that is safe and fair; the teacher makes sure there is at least one safety rule for each station. Read the card aloud together.

✓ Discussion questions (4 min)

1. "Why do games need rules?" (So everyone is safe, everyone gets a turn, and the game is fair and fun.)
2. "Goat changes a rule in the middle of the beanbag game so it can win. Is that fair? What could Goat do instead?" (No, everyone should agree the rules before playing; Goat could suggest the change for next time and ask the others.)
3. "What will you do if someone forgets a rule on game day?" (Remind them kindly, use the fair ways card, or tell an adult.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "We made our game-day rules together." (True.)
2. "It is fair to change the rules in the middle of a game so you can win." (False: rules are agreed before the game.)
3. "We wait behind the line until the beanbags are collected." (True, if the class chose that rule; otherwise use the class's own beanbag safety rule.)

Vocabulary

rule, fair, safe, turn, agree, station, remind

Differentiation

- **More support:** point to a rule idea card instead of saying a rule; a partner helps place the sticky dot.
- **More challenge:** explain why a rule is fair, or suggest a rule that helps a child who uses a wheelchair or a sound balloon join in.
- **Moving in your own way:** children who use a wheelchair hold a balance shape in their chair or steer along the line, hit balloons from the chair, throw from a closer line, and do seated animal moves; blind or low-vision children use a sighted guide and a sound balloon or bell ball; deaf children get every instruction shown as well as said.

⚠ Safety

- Beanbag throws are underarm, one child at a time, with everyone else behind the throwing line; beanbags are collected only when the adult says so.
- Latex-free balloons only, blown up by an adult; burst pieces go straight into the lidded box.
- The animal-walk path is one child at a time, in one direction.
- Water from each child's own bottle or cup only.

Teacher notes and misconceptions

- Children sometimes suggest rules that leave someone out ("only fast people"). Ask: "Is that fair to everyone? How could we change it?"
- Keep the children's own words on the rule card where you can; it matters that they recognise it as theirs.
- Make the raised-line copy of the rule card before lesson 5 for any blind or low-vision child.

Lesson 5: Class game day

Unit overview - Previous: Lesson 4

Goal: Children play at the four game-day stations following the rules they made, take water and rest breaks, compare which activities felt confident and which felt like a challenge, and show what they learned in a one-to-one check.

Length: about 30 minutes, plus extra slots in the week for checks.

Materials

- The cleared space, edge cones, and floor spots or hoops.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The rest spot at the edge (green cushion or mat) or a rest card for each child.
- The four game-day stations from lesson 4, each with its picture sign: balance line (floor tape or rope); balloon keep-up (latex-free balloons blown up and tied by an adult, beach balls or very light foam balls, and the lidded box for burst pieces); beanbag toss (beanbags, three hoops and a taped throwing line); animal-walk path (cones and the four animal-walk cards).
- The class's "Our game-day rules" card from lesson 4, on the wall where everyone can see it.
- The "fair ways" card from grade 2 term 2 (stop; say what you saw; listen; choose: do it again, take turns, or ask the referee).
- For the check spot: the five "keeping cool" cards (lesson 2), the washing-steps strip (lesson 3) and the good health balance wheel (lesson 3).
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult.
- Sinks with soap and paper towels for washing hands after game day.
- For blind or low-vision children: a sighted guide partner, a sound balloon or bell ball, and raised-line copies of the rule card and the washing-steps strip.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for the check. A second adult to watch the stations while the teacher does checks.

Steps

✎ Opening (3 min)

Sitting at the edge. "Welcome to our class game day!" Read the class rule card together. Remind the class of the stop signal, the rest spot, the fair ways card, and the water break in the middle. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently.

✎ Main activity (15 min)

Four groups rotate around the four stations, about 3 minutes each, moving on the stop signal (walking, holding nothing). After the second station, everyone has a water break (about 2 minutes) in the shade or at the edge. Any child may use the rest spot at any time. Children choose how to play at each station (for example balance on the line or beside it, a balloon or a beach ball, a near or far hoop). Nothing is scored.

While the stations run, the second adult watches the stations and the teacher calls children one at a time to the check spot (see below). Children who are not being checked keep playing. If there is only one adult, run two stations at a time and do the checks in the extra slots.

✓ Discussion questions (4 min)

1. "Which station felt easy for you, and which felt like a challenge?" (Any honest answer; children may pass. Both are good: easy ones help us feel confident, challenges help us learn.)
2. "Did our rules work? Is there a rule we would change next time?" (Any answer that keeps the games safe and fair.)
3. "What did we do today to keep our bodies well?" (Water break, rest when we needed it, moving our bodies, and we will wash our hands now.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "We followed the rules we made together." (Children answer honestly; talk about any rule that was hard to keep.)
2. "A challenge can feel hard and still be fun." (True.)
3. "After game day we wash our hands before we eat." (True.)

Then everyone washes hands at the sinks, in small groups.

One-to-one check (about 3 minutes per child)

Done at the check spot. Each part is marked yes / with help / not yet on the class list. No body measure, score or count is recorded.

1. **Strong body:** "Show me one animal walk, or your seated version, and tell me one activity that helps make your body stronger or fitter." Yes: a safe, controlled animal walk or seated version and one active activity. With help: one of the two, or after the teacher shows the cards. Not yet: neither.
2. **Keeping cool:** "It is a hot, sunny day. Tell me two ways to keep well, and one sign that means stop and tell an adult." Yes: two ways (water, shade, hat or covering up, rest) and one sign (dizzy, headache, feeling sick, very hot or very tired). With help: after pointing to the keeping cool cards. Not yet: neither.

3. **Clean hands:** "Show me how to wash your hands, in the air, and tell me one time we wash our hands." Yes: soap, palms, backs, between the fingers or thumbs, rinse and dry, and one time (after the toilet, before eating, after playing outside). With help: with the washing-steps strip. Not yet: misses most steps.
4. **A balanced day:** "Point to the wheel. What does a healthy day need?" Yes: names play, rest, water and food, or says we need some of each. With help: names two or three with prompting. Not yet: one or none.
5. **Rules:** "Tell me one of our game-day rules and why it matters." Yes: a rule from the class card and a reason (safe, fair, everyone gets a turn, kind). With help: a rule without a reason, or after looking at the card. Not yet: neither.

Children answer in their own way: saying, signing, pointing to a card or showing. A child using a wheelchair shows the seated version of an animal walk; a child who cannot rub their hands shows the steps in their own way or points to the strip.

Vocabulary

game day, station, rule, fair, challenge, confident, rest, balance

Differentiation

- **More support:** stay with a partner at each station; shorter turns; answer the check by pointing to cards.
- **More challenge:** be a "rule helper" who reminds others kindly; try the far hoop or a balance shape on one foot.
- **Moving in your own way:** children who use a wheelchair play every station from their chair (balance shape in the chair or steering along the line, balloon hits, a closer throwing line, seated animal moves); blind or low-vision children use a sighted guide, a sound balloon or bell ball and raised-line cards; deaf children get every instruction shown as well as said.

⚠ Safety

- Follow your school's sun and heat policy; on a hot day keep game day indoors or in full shade and add another water break.
- Beanbag throws are underarm, one child at a time, with everyone else behind the throwing line.
- Latex-free balloons only; burst pieces go straight into the lidded box.
- Any child who feels dizzy, has a headache, feels sick or is very hot or tired stops and is looked after by an adult.
- Water from each child's own bottle or cup only.

Teacher notes and misconceptions

- If a disagreement happens, use the fair ways card rather than deciding for the children straight away.
- Some children may want a winner. Game day has no scores; praise following the rules, trying a challenge and helping others.

- Finish any checks in the week; it is fine to check a child over two short visits.