Foundation Subject Medium Term Planning

Subject: PE	Concept/Theme: Scatterball	Year Group: REC	Term: Summer 1

Vocabulary & Glossary:		End of Unit Milestones:
hit	When you use a part of your body or equipment to make something move.	- I can perform an underarm pass to my group. - I can catch a ball thrown to me by a partner. - I can aim an underarm ball towards a target. - I can strike a moving ball with my hand. - I can strike a moving ball with a bat. - I can chase after and retrieve a ball quickly. - I can strike a ball with an object. - I can return a ball to the bowler using an accurate underarm throw. - I can strike a moving ball. - I can retrieve a moving ball. - I can adapt my performance to beat my own score. - I can take part in a mini game of scatterball.
control	Knowing how to run around safely and use equipment safely.	
base	A space you can stand where you will not get 'out' of a game.	
aware	Knowing where people and things are around you.	
space	Not touching anything or anyone around you.	

Prior Learning: Physical development three to four years.	Future Learning: Year 1 Scatter ball – not planned yet.
- Go up steps and stairs, or climb up apparatus, using alternate feet. - Develop movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly able to use and remember sequences and patterns of	

movements which are related to music and rhythm. ● Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. ● Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ● Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	

Week One

Objective I can accurately throw a ball to a target.	Success Criteria ● I can perform an underarm pass to my group. ● I can catch a ball thrown to me by a partner. ● I can aim an underarm ball towards a target.

Learning And Teaching	Outcomes *(what is in books, any computing/photo/video evidence etc and where it is to be saved)*
Warm up Simple game of tag – make sure all children are involved. Split into two games if there are too many children. **Main** Chn in mixed ability groups of 3 or 4 passing the ball between them, once they have managed 5 passes without dropping it, move back 1 pace. Chn throw the ball at a tall cone. First one to knock it down wins a point. Every time a child knocks it down, they must move back a step but they gain 1 point.. GD – small ball and change cone to a spot (roll/bounce the ball towards the target). WT – Larger ball and close to cone, add in second cone (under arm throwing). ARE – normal sized ball (bounce or underarm or roll the ball toads the cone). **Show and go** 2 ticks and an arrow to children throughout the lesson.	**Pupils needing extra support:** Roll the ball to the cone before underarm throw. **Pupils working at greater depth:** Smaller ball and spot

Week Two	
Objective .I can attempt to strike a moving ball.	**Success Criteria** ● I can strike a moving ball with my hand. ● I can strike a moving ball with a bat. ● I can chase after and retrieve a ball quickly.

Learning And Teaching	Outcomes *(what is in books, any computing/photo/video evidence etc and where it is to be saved)*
Warm up Doctors and monsters 1 or 2 children are the monsters. They run after the other children and throw a tied up bib at them. If a child is hit by a monster, they must stand still until a doctor throws a ball to them and they catch it. Once they receive the ball they send it back and re-join the game. **Main** Chn in mix ability groups throwing ball/beanbag (WT) to a partner. Partner attempts to hit it away with 2 hands. Progress to 1 hand. Progress to bat (plastic racket with a bean bag). Progress to bat with a big ball. Progress to bat with a smaller ball. Chn to chase balls after partner strikes it and run back to their partner as fast as they can. **Show and go** Ask children to tell you something their partner was doing well and what made them successful.	**Pupils needing extra support:** Use plastic racket (bigger surface area). **Pupils working at greater depth:** Use bat and smaller cork ball.

Week Three	
Objective I can show coordination when striking a ball.	**Success Criteria** ● I can strike a ball with an object. ● I can return a ball to the bowler using an accurate underarm throw.

Learning And Teaching	Outcomes *(what is in books, any computing/photo/video evidence etc and where it is to be saved)*
Warm up Hit and chase game – same as main activity from last lesson. **Main** Chn to be in sim ability threes. WT – bowl (roll ball, under arm throw a bean bag) and strike progressing to hitting with a racket (bean bag – bigger ball) ARE – bowl, strike and chase. Hitting as far as they can and bowler attempting to predict where the ball may land. The third person is to chase the ball and get back, the striker and the bowler must high five as many times as they can before the chaser returns with the ball. GD – bowl, strike, chase and send (bat). Children try to throw the ball towards the bowler instead of running back to the bowling spot. **Show and go** Ask children to remember their highest score of high fives then try to beat it.	**Pupils needing extra support:** Use bigger foam balls **Pupils working at greater depth:** Focus on sending ball back to bowler when fielding.

Week Four	

Objective I can show an understanding of scatterball rules.	**Success Criteria** ● I can strike a moving ball. ● I can retrieve a moving ball. ● I can adapt my performance to beat my own score.

Learning And Teaching	Outcomes *(what is in books, any computing/photo/video evidence etc and where it is to be saved)*
Warm up Stop, drop and RUN. Children have their own ball. When the teacher shouts stop, the children freeze, drop their ball and then run to a new ball (take one ball away as a challenge.)	**Pupils needing extra support:** Have smaller balls ready to throw – should give more

Main Chn to be in mixed ability groups of 5. Each group has 4 balls and 4 hoops set out in a diamond shape. One child throws out all the balls, towards the other children (the children that are not throwing will stand around the diamond shape but must stay still). When the last ball is thrown, fielders must run and collect all the balls between them and place them in the hoops. One ball per hoop. Runner attempts to run around the hoops and back to the starter cone before all the balls have a home. GD – strike a ball with a racket into an empty area. ARE – strike a static ball with foot. **Show and go** Can you beat the amount of times you can run around your diamond before all the balls have been retrieved?	time to return to spot **Pupils working at greater depth:** Use a racket to strike the ball, increase diamond area.

Week Five	

Objective I can show understanding of scatter ball rules using equipment.	**Success Criteria** ● I can take part in a mini game of scatterball.

Learning And Teaching	**Outcomes** *(what is in books, any computing/photo/video evidence etc and where it is to be saved)*
Warm up Send, chase and return. All children stand in a line with a ball or bean bag or coit. Children all throw their object out as far as they can. When the teacher shouts go, all children will chase their ball, retrieve their ball and get it back to the start line as fast as they can by running or throwing. **Main** Chn to be in mixed ability groups of 5. Same set up as last week. GD - Ball rolled to striker 4 times and they strike a moving ball with a racket. When the last ball has been hit, fielders run and collect all the balls and place them in each of the hoops..	**Pupils needing extra support:** Have ball static or throw ball to self. **Pupils working at greater depth:** Smaller ball and racket, increase diamond area.

Runner to attempt to get around the 4 cones before each cones has a ball.
ARE - Strike own ball with a racket
WT - Strike a static ball with foot or racket.

Show and go
Attempt to beat own score/how many laps around the diamond.

Week Six

Objective	**Success Criteria**
I can take part in a competitive game of scatterball.	●

Learning And Teaching	**Outcomes** *(what is in books, any computing/photo/video evidence etc and where it is to be saved)*
Warm up **Main** Children play the same game as last week but against a different group of 5. Children have 1 go each then swap (or time 5 - 6 minutes then swap). Add up points of how many people got round the area. **Show and go**	Evidence of ARE and GD in a video and uploaded to Google drive under PE, 2021-2022, Year, Summer 1, evidence. **Pupils needing extra support:** **Pupils working at greater depth:**