

Foundation Subject Medium Term Planning

Subject: PE	Concept/Theme: Ball tag.	Year Group: Year 1	Term: Summer 1
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Vocabulary & Glossary:		End of Unit Milestones: <ul style="list-style-type: none"> • I can roll a ball accurately towards a target. • I can throw an underarm ball towards a target. • I can chase after a partner whilst being aware of my surroundings. • I can throw a ball at a partner, aiming for their chest down. • I can throw a ball with accuracy. • I can throw a ball with power. • I can combine power and accuracy to knock over a target. • I can participate in a game of ball tag. • I can throw an underarm ball accurately towards my partner. • I understand the rules of ball tag. • I can keep track of the score during a game.
travel	Moving from one area to another.	
send	Throwing a ball towards someone or something else.	
attack	Throwing the ball at someone to try and score a point.	
shot	A type of throw.	
dodge	Moving fast out of the way of a ball.	
space	Where you can't touch anything or anyone.	
travel	Moving from one area to another.	
aware	Knowing what is around you.	
rules	How to take part in the race or competition.	
link	Joining to skills together.	

Prior Learning: REC Ball skills and games. <ul style="list-style-type: none"> • I know how to send a ball or bean bag to a partner. • I can perform catching using cup hands. • I can find someone in space and send a ball towards them. • I can send and receive whilst moving into a space. • I can block a moving ball to stop it landing in my space. • I can follow the rules of the game. 	Future Learning: Year 2 Danish Long ball. <ul style="list-style-type: none"> •
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Foundation Subject Medium Term Planning

Week One		
<p>Objective I can roll and throw a ball aiming towards a target.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> I can roll a ball accurately towards a target. I can throw an underarm ball towards a target. 	
<p>Learning And Teaching</p>		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Warm up 1,2,3,4,5 – different movements for different numbers.</p> <p>Main Chn to roll the ball to and from each other attempting to hit a target, cone GD, in between cones WT. If they hit the target they receive a point. Introduce hoops. To roll the ball to the hoop. ARE – throw the ball under arm through the hoop. GD – smaller hoop and smaller ball.</p> <p>Show and evaluate Choose people to show their skills to the rest of class. Ask children, "What are they doing well?" Two ticks and an arrow each child.</p>		<p>Pupils needing extra support: Increase size of balls</p> <p>Pupils working at greater depth: Decrease size of balls</p>
Week Two		
<p>Objective I can link chasing and throwing</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> I can chase after a partner whilst being aware of my surroundings. I can throw a ball at a partner, aiming for their chest down. 	
<p>Learning And Teaching</p>		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>

Foundation Subject Medium Term Planning

<p>Warm up Cat and mouse – stand back to back in middle of hall. Label one side of the room “Cats” and the other side “Mice”. If teacher shouts cats, the cats must run away and mice must try and catch them. Opposite for when teacher shouts mice.</p> <p>Main Chn to be in same ability partners. 1 child to be the spider and the other to run away from the spider and the web. If hit by the web (ball), chn to change over. Ask chn questions during task about movement, speed and aiming. Change the task to sending and receiving a bib accurately to a partner. ARE and GD to use balls and WT change to bean bags. GD – to use smaller balls and hit smaller target (1 hand)</p> <p>Show and evaluate Choose people to show their skills to the rest of class. Ask children, “What are they doing well?” Two ticks and an arrow each child.</p>	<p>Pupils needing extra support: Use beanbags or bigger balls as easier to throw</p> <p>Pupils working at greater depth: Decrease target area</p>	
<p>Week Three</p>		
<p>Objective I can send a ball to a target thinking about the power I need to use.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can throw a ball with accuracy. • I can throw a ball with power. • I can combine power and accuracy to knock over a target. 	
<p>Learning And Teaching</p>		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Warm up Cat and mouse – stand back to back in middle of hall. Label one side of the room “Cats” and the other side “Mice”. If teacher shouts cats, the cats must run away and mice must try and catch them. Opposite for when teacher shouts mice.</p> <p>Main Chn to go into mixed ability partners. Practice using the correct amount of power to throw an underarm pass to allow the ball to accurately reach their partner. Use a bigger ball than previous week. Introduce a range of cones to knock over in partners. Race against another set of partners to knock all your cones over first. Increase and decrease distance for ability. Increase the size of the ball to match ability.</p>	<p>Pupils needing extra support: Bigger ball, cones closer.</p> <p>Pupils working at greater depth: Small ball, cones further away.</p>	

Foundation Subject Medium Term Planning

<p>Show and evaluate Ask children what they need to do to be successful in knocking the cones over – accuracy and power.</p>		
<p>Week Four</p>		
<p>Objective I can understand the rules of ball tag whilst thinking about dodging</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can participate in a game of ball tag. • I can throw an underarm ball accurately towards my partner. 	
<p>Learning And Teaching</p>		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Warm up 1,2,3,4,5 – different movements for different numbers – include sidestepping and dodging.</p> <p>Main Chn to be in mixed ability partners. 1 child to be the tagger and the other to run away from them the ball. Other partner to throw the ball underarm, aiming to hit their partner below the chest. If hit by the ball, chn to change over.</p> <p>Move children into a groups task WT - play a game in their area of ball tag. Introduce boundary lines and taggers to allow them back into the game. ARE - Introduce super hero rule. GD - one on one with a ball moving around their area using awareness to not fall over or be hit by the ball.</p> <p>Show and evaluate Ask children to evaluate their game – what made you a successful tagger? What made you a successful dodger?</p>		<p>Pupils needing extra support: Have two people tagging together</p> <p>Pupils working at greater depth: Decrease area.</p>

Foundation Subject Medium Term Planning

Week Five		
<p>Objective I can play fairly with a partner and as part of a team.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • I understand the rules of ball tag. • I can keep track of the score during a game. 	
<p>Learning And Teaching</p>		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Warm up Pizza tag with balls</p> <p>Main Chn in similar ability partners. Children to play one on one ball tag around the area. First to take their partner's 3 lives, wins. If you hit your partner you get their life. Split class into 2 equal ability teams. Explain rules as the game is going on. Stop and start games and demo each rule. Do not play the catching rule.</p> <p>Show and evaluate Give feedback throughout lesson to those who are doing well and support others in how to be an active member of the team.</p>		<p>Pupils needing extra support: Encourage children to participate and remind children how to dodge.</p> <p>Pupils working at greater depth: Start off with less lives.</p>
Week Six		
<p>Objective I can play in a ball tag tournament.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can use all the skills I have learnt throughout this topic to actively participate in games of ball tag. 	
<p>Learning And Teaching</p>		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>

Foundation Subject Medium Term Planning

Warm up

Main

Ball tag game across the classes. Classes split into 2 teams and to play each class using a third of the ball court. Mixed ability teams.

Warm up with class in each netball 3rd playing ball tag.

Show and evaluate

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: