

# Foundation Subject Medium Term Planning

<b>Subject:</b> PE	<b>Concept/Theme:</b> Multiskills	<b>Year Group:</b> Year 1	<b>Term:</b> Spring 1
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<b>Vocabulary &amp; Glossary:</b>		<b>End of Unit Milestones:</b> <ul style="list-style-type: none"> <li>• I can move with control.</li> <li>• I can work as a member of a team to use a parachute.</li> <li>• I can show balance and coordination in a range of movements.</li> <li>• I can roll a ball to a partner using control.</li> <li>• I can trap/block a moving ball.</li> <li>• I can demonstrate agility while moving around an area,</li> <li>• I can send a ball accurately by locating space.</li> <li>• I can balance on one leg and send an object.</li> <li>• I can balance on one leg and receive an object.</li> <li>• I can take part in competitive games and show good sportsmanship.</li> </ul>
<b>return</b>	An object coming back to where it began.	
<b>power</b>	The force you use.	
<b>awareness</b>	Knowing who is around you and what is going on.	
<b>focus</b>	Paying attention to a particular skill.	
<b>target</b>	The location you aim to send an object.	
<b>locate</b>	To find a specific object in an area.	
<b>follow</b>	Imitate a partner/leader.	
<b>strike</b>	Hit or push an object.	
<b>send</b>	To push or hit an object towards a goal or partner.	
<b>chase</b>	To follow either a partner or object with the intention of catching up to them.	

<b>Prior Learning: Reception Autumn 2 Ball Skills</b> <ul style="list-style-type: none"> <li>• I can send a ball or bean bag to a partner.</li> <li>• I can catch using cup hands.</li> <li>• I can find someone in space and send a ball towards them.</li> <li>• I can send and receive whilst moving into a space.</li> <li>• I can block a moving ball to stop it landing in my space.</li> <li>• I can follow the rules of the game.</li> </ul>	<b>Future Learning: Year 2 Spring 1</b> <ul style="list-style-type: none"> <li>• I know how to move and hold my hockey stick.</li> <li>• I can send a ball using a push technique.</li> <li>• I can send a ball and move into space.</li> <li>• I can send a ball over a long distance.</li> <li>• I can move towards a goal and shoot.</li> <li>• I can receive a ball.</li> <li>• I can dribble with a ball.</li> </ul>
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Week One		
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>I know how to move with control and confidence whilst working within a group</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I can follow instructions</li> <li>I can communicate an action and/or direction to a team mate</li> <li>I can choose an appropriate movement to switch places.</li> </ul>	
<p><b>Learning And Teaching</b></p>		<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p><b><u>KMRM</u></b></p> <p>Show a game on laptop/IWB – TTYP what rules do you think the participants need to follow?</p> <p><b><u>Warm up</u></b></p> <p>Head shoulders knees and toes with parachute.</p> <p>Children perform actions with the parachute.</p> <p><b><u>Main</u></b></p> <p>Cat and Mouse – The cat (above the parachute) needs to catch the mouse (under the parachute). Children around the edges must move the parachute so that the mouse can't be seen easily. They can also use their communication skills to help the cat to catch the mouse.</p> <p>Sharks - All children to be sat around the outside of the parachute. 1 child to go under as the shark and 1 to walk around as the lifeguard.</p> <p>Shark - must try to hold people's feet and pull them under the parachute.</p> <p>Lifeguard - Must walk around the outside and if they hear someone shouting for help they must walk to them and save them by giving them high 5's.</p> <p>Swimmers - if the shark tries to eat them they must shout for the lifeguard to help them. If the lifeguard does not get there in time they must tuck under the chute and stay there until the end of the game. If the lifeguard gets there in time and gives them high 5's then they are safe so must remove their feet from under the chute.</p> <p>Fruit Salad – Split the class into three equal groups – pears, apples and oranges. Children hold the parachute and when a fruit is called the children in that group run under the parachute and swap places. If 'fruit salad' is called, all children need to swap places.</p> <p><b><u>Show and evaluate</u></b></p>		<p><b>Pupils needing extra support:</b> will be able to listen and respond to set tasks, place by a strong partner</p> <p><b>Pupils working at greater depth:</b> will be able to use team work to attempt to lead the class in movement – can they come up with an extra rule for the game?</p>

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Discuss vocabulary. Ask children to demonstrate some tasks and children comment on them using vocabulary.

## Week Two

<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>I know how to practise a range of movements with control demonstrating balance &amp; coordination</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I can send a ball in the direction of a target.</li> <li>I can show awareness of where a ball is moving to stop it.</li> <li>I can strike a ball in different ways.</li> </ul>
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<p><b>Learning And Teaching</b></p>	<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
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<p><b>Warm up</b> Shark tag - One child is the shark and stands in the middle of the yard. The other kids are the minnows and line up at one end of the yard. The object is for the minnows to get from one end of the yard to the other without being caught, aka tagged, by the shark. <b>If tagged, then the minnow also becomes a shark.</b></p> <p><b>KMRM</b> How did we show awareness in the parachute games last week? – Talk in a group</p> <p><b>Main</b> LA- roll a ball to partner along the floor. Big football, tennis ball. Under control. Is the ball reaching their partner? Pace of ball? Ext - Trap ball using different parts of the body.</p> <p>MA - Roll and trap balls with different parts of the body. Ext - trapping with a cone. - Are they watching the ball? Are they moving the cone up and down at the right time? What is their body stance like? How can you make it harder for your partner to catch? What happens if you move further back?</p> <p>HA- Roll ball to partner and trap using a cone. Ext- one partner to turn around and the other to roll the ball through the legs of the other person and try to trap with body - use body as cone. How can you and your partner make it even harder?</p> <p><b>Show and evaluate</b> Question children on what they have learnt in the lesson. Recap any new vocab used. Ask children to use vocab in a sentence.</p>	<p><b>Pupils needing extra support:</b> WT - will be able to use their coordination to roll a ball to their partner under control</p> <p>ARE - will be able to roll a ball to their partner whilst thinking about the balance they need to move to it</p> <p><b>Pupils working at greater depth:</b> GD will be able to trap a ball that is moving along the floor</p>
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Finish with 2 ticks and an arrow. 2 things that have gone well and one thing they think they need to improve and why.

## Week Three

<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>I know how to think about how we can move in different ways around the area safely whilst handling the equipment in the correct way.</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I can strike a target using different objects.</li> <li>I can send an object in different ways towards a target</li> </ul>
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<p><b>Learning And Teaching</b></p>	<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
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<p><b>Warm up</b> Spider man tag. Choose a child to be the 'spider'. When a human is tagged by a spider, they go to the centre of the play area (the "web"). The players in the web must lay on their backs and connect (touch) by using their hands, arms, legs and heads to form a web-like structure. Once all humans are in the web, the spiders choose two captured players to "eat". These players are the spiders in the next round.</p> <p>Looking for how they use space and remember to stay inside the red area. understanding safety and volume control.</p> <p><b>KMRM</b> In partners, show me how to send the ball to your partner (target) and trap the ball with a body part.</p> <p><b>Main</b> Chn to be put into ability groups</p> <p>WT - send and receive bean bags between each other using accuracy to hit the target. After sending the beanbag, move into a different space. ext use a large ball.</p> <p>ARE - send and receive using different passes chest, fling, under arm. ext use the ball and introduce a bounce pass.</p>	<p><b>Pupils needing extra support:</b> move at speed using agility around the red area.</p> <p><b>Pupils working at greater depth:</b> send and receive the ball whilst looking for space.</p>
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<p>Higher to move around the area whilst sending a bean bag. To find a space. Not bumping into others. Ensure still using correct technique to send and receive. ext use ball.</p> <p><b>Show and evaluate</b> Choose children who have displayed good practice and ask the children to pick 2 ticks and one arrow for them. Encourage children to explain their answer.</p>	
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<b>Week Four</b>	
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<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>I know how to think about how we are using our balance and coordination whilst improving our skills and the way we work with others.</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I can catch an object</li> <li>I can move into a space</li> <li>I can balance when catching an object</li> </ul>
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<b>Learning And Teaching</b>	<b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
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<p><b>Warm up</b> Toilet tag – The taggers try to tag the runners, if they tag someone that person turns into a toilet. To become a toilet kneel on one knee and put arm outwards until a runner comes and "flushes" them by pushing their hand to the ground, the person who was tagged must also spin around 3 times before getting back in the game.</p> <p><b>KMRM</b> Tell me the different ways to send a ball to a partner or target. How can they show focus?</p> <p><b>Main</b> Split class into to 3 ability groups</p> <p>LA - pass bean bag to and from balancing on one leg. Move around the area, stop, pause in a balance and pass a bean bag. ext use a <b>coit</b>.</p> <p>MA - attempt to catch a bean bag with one hand. Challenge by balancing and catching. ext use a coit or ball.</p> <p>HA- Send and receive bean bags to and from balancing on one leg. First one to put leg down losses a life. Use only one hand. ext use a ball.</p>	<p><b>Pupils needing extra support:</b> Use a bean bag and build up to coit or ball.</p> <p><b>Pupils working at greater depth:</b> use balance and coordination by catching stood on one leg.</p> <p>Catch an object using one hand.</p>
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<p><b>Show and evaluate</b> Question children on what they have learnt in the lesson. Recap any new vocab used. Ask children to use vocab in a sentence. Finish with 2 ticks and an arrow. 2 things that have gone well and one thing they think they need to improve and why.</p>		
<p><b>Week Five</b></p>		
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>I know how to play games with others fairly.</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I can follow rules of a game</li> <li>I understand that rules need to be followed</li> <li>I can communicate with my team to ensure that the task is completed.</li> </ul>	
<p><b>Learning And Teaching</b></p>		<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p><b>Warm up</b> Shark tag – (Check Lesson two if unsure on how to play)</p> <p><b>KMRM</b> When catching a ball or bean bag what do I need to remember? – Rec Ball skills Show some HA partners demonstrating this</p> <p><b>Main</b> Hoop hoppers - Lots of hoops scattered across the floor. Children run around the hoops until teacher shouts a number. When teacher shouts a number Children must get that many into a hoop. If children don't get into the hoop they lose a life. challenge children by calling out hands and feet numbers.</p> <p>Put children into mixed ability circles. (3 circles of 10) Children pass the coit around in a circle against the other circle. Can you get the coit to everyone the quickest and sit down. First team to get back wins. Introduce a hoop after children confidently complete this task. Try the task with a ball and a bean bag. Discuss with the class what equipment was harder and why.</p> <p><b>Show and evaluate</b> Talk about tactics. Next week, we will be playing against the other teams. How will we ensure we are going to do our best? What tactics can we think of?</p>		<p><b>Pupils needing extra support:</b> understand and follow rules of games understanding it's okay not to win.</p> <p><b>Use different equipment to pass around the group without letting the equipment fall.</b></p> <p><b>Pupils working at greater depth:</b> Will be able to use teamwork to gain advantage.</p>

<b>Week Six</b>	
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>I know how to play a competitive game using all of the skills I have learnt.</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I can show awareness of the space and the team around me.</li> <li>I can follow a game plan as part of a team.</li> <li>I can chase a moving target.</li> </ul>
<b>Learning And Teaching</b>	
<b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>	
<p><b>Warm up</b> Simon says – ‘run around’, ‘star jumps’, ‘spotty dog’, ‘skip’</p> <p>Children in all classes will be put into a coloured team. Explain they will be competing with the children in the other classes as a team overall not as a class.</p> <p><b>KMRM</b></p> <p>What tactics did we use last week to get the equipment around the fastest? Talking trios – Feedback what they remember</p> <p><b>Main</b> Mixed ability movement relay races – running forwards, running backwards, skipping, jumping, hopping etc Monkey tails mixed ability. 4 children of the same colour are tailless monkeys. They must wear their bib to show their colour. Tailless monkey's must try and take the tails of the other teams. If they take the bib the children must stand still. The last colour left wins. EXT. If the tail is taken then monkey's must stand still and try to take other monkey's tails of the same colour to get back into the game. Are they taking the correct colour bib? What different ways can you work better as a team? How will this help your team? What different tactics/plans could you make as a team?</p> <p><b>Show and evaluate</b> Teachers select a ‘star’ from each team. Ask them to demonstrate what you think they have done well. Ask children to give that child 2 ticks and one arrow.</p>	<p>Evidence of ARE and GD in a video and uploaded to Google drive.</p> <p><b>Pupils needing extra support:</b> as before <b>Put with a strong group – make sure they have understood that groups tactic to keep their tails</b></p> <p><b>Pupils working at greater depth:</b> Ensure that they give the tails back for members of their team that have lost them – make a plan to get them back.</p>

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