

Lacock School C of E Primary School

Medium Term Planning for PE - Beech Class Spring Term 1 2022-2023

<p>Topic / key question</p>	<p>Real PE (teacher led) Agility – Ball chasing Static balance - Stance</p>			
<p>Lesson 1</p>	<p>Learning Intent:</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can select and link movements together to fit a theme. • I can begin to compare my movements and skills with those of others. • I can recognise similarities and differences in movements and expression. • I can make up my own rules and versions of activities. • I can change tactics, rules or tasks to make activities more fun or more challenging. • I can link actions and develop sequences of 	<p>Starter Warm up – like clockwork Level 1 – seated sequence – get into groups of 4 to work within one square of a grid. Sit down and pass the ball in sequence (1,2,3,4,1...) Level 2 – standing sequence – as stage 1 but this time stand up and pass the ball in sequence (1,2,3,4,1...) Level 3 – moving sequence – as stage 2 but this time pass the ball in sequence (1,2,3,4,1) while moving, for examples walking, side stepping, jogging, dodging. Level 4 – explore and send – as stage 3 but this time explore different ways to send and receive the ball. Agree on the best 2 ways to pass the ball with players moving and close together. Gradually increase speed as you improve. Level 5 – orbit ball – continue to pass your own ball in sequence, introduce a ball that has to be passed from group to group as quickly as possible. This can be done clockwise or anti-clockwise depending on the call. Q – what do you know about good (or different) throwing and catching techniques? Main teaching activity PB challenge – juggle challenge – challenge the children to see how many times they can send a ball against a wall and successfully catch the rebound in a set time. If working in a pair, they choose 2 or 3 balls and standing approximately 2 metres apart, continuously throw them to each other in a juggling cycle, counting how many successful pass they achieve in a set time. If working as a group, they stand in a circle, holding a ball and throw it to their right. They count how many successful passes the group completes in a set time. Skill – ball chasing – yellow challenge. With both right and left hand and standing between 3 and 5 metres away. I can roll a large ball against a wall or to a partner and collect the rebound effectively. I can roll a small ball against a wall or to a partner and</p>	<p>Notes:</p> <p>Cones Large balls Sticks Tennis balls</p>

		<p>movements that express my own ideas.</p>	<p>collect the rebound effectively. I can throw a large ball against a wall or to a partner and catch the rebound with 2 hands.</p> <p>Skill – ball chasing – green challenge. With both right and left hand and standing between 3 and 5 metres away. I can throw a tennis ball against a wall or to a partner and catch it with the same hand after one bounce. I can throw a tennis ball against a wall or to a partner and catch it with the same hand without a bounce. I can throw a tennis ball against a wall or to a partner and catch it with the other hand after one bounce. I can throw a tennis ball against a wall or to a partner and catch it with the other hand without a bounce. I can strike a large, soft ball along the ground with my hand against a wall or to a partner 5 times in a rally.</p> <p>Q – what have you done well today and how to you know?</p> <p>Plenary</p> <p>Give everyone a sticker badge. When asked who has been trying hard, answer by placing a sticker on someone in your group you think deserves it. At the end of the lesson explain why you gave the person that sticker, or even why you think you were given it.</p> <p>Q – what are you going to focus on improving between now and when we do the competition again?</p>	
<h2>Lesson 2</h2>	<p>Learning Intent:</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can select and link movements together to fit a theme. • I can begin to compare my movements and skills with those of others. • I can recognise similarities and differences in movements and expression. • I can make up my own rules and versions of activities. • I can change tactics, rules or tasks to make activities more fun or more challenging. 	<p>Starter</p> <p>Warm up – like clockwork</p> <p>Level 6 – double trouble – introduce a second ball into your group, with both balls still having to go in sequence. Decided whether to go back to standing still or to pass and move.</p> <p>Level 7 – which one’s which? – as stage 6 but send and receive 2 balls differently from each other for example bounce pass and ‘pop pass’</p> <p>Level 8 – rotate clockwise – start with 1 ball passing in sequence and when your number is called switch grids clockwise. Your challenge is to integrate into the new group as quickly as possible and to keep the sequence going.</p> <p>Level 9 – anti-clockwise – start with 1 ball passing in sequence and when your number is called, switch grids anti-clockwise. Can you integrate into the new group quickly and keep the sequence going?</p> <p>Level 10 – move in any direction – as stage 8 but this time move in any different when your number is called. Your challenge is to react to where other people have moved and to find a group without your number and to keep the sequence going.</p> <p>Q – what did you learn in the last lesson about sending and receiving and what is your target for improvement?</p> <p>Main teaching activity</p> <p>Skill – ball chasing – red challenge. With both right and left hand/feet and at least 5 times in a row. I can stroke a ball with alternate hands against a wall, or to a partner, in a rally. I can kick a ball against a wall, or to a partner, with the same foot. I can kick a ball against a wall, or to a partner, with alternate feet. I can alternately roll 2 balls against a wall, or to a partner, using both hands, sending 1 as the other is returning.</p>	<p>Notes:</p> <p>Cones</p> <p>Large balls</p> <p>Balls of different weight and size</p>

		<ul style="list-style-type: none"> I can link actions and develop sequences of movements that express my own ideas. 	<p>Skill – ball chasing – blue challenge. With right and left hand: I can alternately throw and catch 2 tennis balls against a wall. I can throw 2 tennis balls against a wall and catch them with the opposite hand. I can throw 2 tennis balls against a wall in a circuit, in both directions.</p> <p>Q – Why do we use backswing and follow through when sending an object?</p> <p>Independent work (HA / MA /LA)</p> <p>Skill application – circuits</p> <p>In 4s, mark out an area next to a wall and play cooperatively by sending and receiving 2 balls round in circuit. Each time you receive a ball try and receive and send it in a different way to the player before you.</p> <p>Level 1 – start with one ball, use a large ball, roll the ball, throw the ball, catch with both hands, use dominate hands, play in an agreed order.</p> <p>Level 2 – play with 2 balls, strike the ball, kick the ball, use non dominate hand/foot, use smaller balls.</p> <p>Level 3 – strike with stick/racket, use different sized/weight balls, play in a random order (person sending calls out name of receiver who reacts and catches) play with three of more balls.</p> <p>Q – what similarities and difference in performance have you noticed today?</p> <p>Plenary</p> <p>Give everyone a sticker badge. When asked who has been trying hard, answer by placing a sticker on someone in your group you think deserves it. At the end of the lesson explain why you gave the person that sticker, or even why you think you were given it.</p> <p>Q – what have you done well today that you need to keep doing?</p>	
Lesson 3	Learning Intent:	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can recognise similarities and differences in movements and expression. 	<p>Starter</p> <p>Warm up – like clockwork</p> <p>Level 11 – different skills – in your group pass the ball in sequence in a different way, for example, roll / bounce pass, pass with feet. When your number is called, switch grids, integrate into the new group and cope with a different skill.</p> <p>Level 12 – defence to attack – continue to pass in sequence and when your number is called, switch to defending and try to intercept the ball from other group members,</p> <p>Level 13 – rotate and defend – as stage 12 but when your number is called rotate clockwise into new square and try to intercept the ball, when another number is called, become an attacked in your new group.</p> <p>Level 14 – outwit your opponents – as stage 13 but try to come up with ways to outwit your opponents, for example defenders could communicate with each other before switching grids and attackers communicate to use players from other grids.</p> <p>Level 15 – 2 ball challenge – repeat stages 8 to 14 using 2 balls.</p> <p>Q – what is your personal target for today?</p> <p>Main teaching activity</p> <p>Skill – ball chasing – pink challenge. With right and left hand/foot: with a partner, I can simultaneously pass a large ball along the floor with my feet and throw a tennis ball for</p>	Notes: Cones Large balls Balls of different weight and size

		<ul style="list-style-type: none"> I can make up my own rules and versions of activities. I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas. 	<p>10 continuous passes. With a partner, I can keep 3 tennis balls going in a throwing circuit for 30 seconds.</p> <p>Skill – ball chasing – black challenge. With right and left hand/foot: working with a partner, I can simultaneously pass a ball along the floor with my feet and throw 2 tennis balls continuously. Working with a partner, I can simultaneously volley a tennis ball with a racket and pass a ball along the ground continuously.</p> <p>Q – why is it important to practise using both sides of our body?</p> <p>Independent work (HA / MA /LA)</p> <p>PB challenge – juggle challenge – challenge the children to see how many times they can send a ball against a wall and successfully catch the rebound in a set time. If working in a pair, they choose 2 or 3 balls and standing approximately 2 metres apart, continuously throw them to each other in a juggling cycle, counting how many successful pass they achieve in a set time.</p> <p>If working as a group, they stand in a circle, holding a ball and throw it to their right. They count how many successful passes the group completes in a set time.</p> <p>Q – how can you adapt or change the activity to make it different?</p> <p>Plenary</p> <p>Give everyone a sticker badge. When asked who has been trying hard, answer by placing a sticker on someone in your group you think deserves it. At the end of the lesson explain why you gave the person that sticker, or even why you think you were given it.</p> <p>Q – what sports require good sending and receiving skills and how can you work on this at home?</p>	
Lesson 4	Learning Intent:	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can recognise similarities and differences in movements and expression. 	<p>Starter</p> <p>Warm up – team juggling</p> <p>Level 1 – get organised – put markers down to create a clear playing area while 8 of you choose a ball each which can be of different sizes.</p> <p>Level 2 – walk and pass – get warm by moving in and out of each other in 1st gear while passing the balls to each other as you move.</p> <p>Level 3 – hot potatoes – imagine the balls are hot and you have to pass them quickly. Make sure the receiver is looking at you and showing their hands before you send it.</p> <p>Level 4 – jog and pass – move up a gear and start jogging slowly in and out of each other while you continue to pass the ball. Call for the ball if you are close to someone with a ball.</p> <p>Level 5 – small group game – get into groups of 5 or 6 and repeat stages 1-4 but in your own space. Start with 1 ball and introduce more when you are ready.</p> <p>Q – where and when did you practise your sending and receiving skills?</p> <p>Main teaching activity</p> <p>PB challenge – roller ball</p> <p>Challenge the children to work in pairs, hold hands or forearms at arm’s length and see how many times they can successfully roll the ball up and down to each other. As one player stands up, the other sits down. They count the number of successful rolls in a set time.</p>	<p>Notes:</p> <p>Bean bags Spots Hoops Rackets Balls Ropes Low beams Tennis balls</p>

		<ul style="list-style-type: none"> I can make up my own rules and versions of activities. I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas. 	<p>Q – what movements have you linked together in a creative way?</p> <p>Independent work (HA / MA /LA)</p> <p>Skill – stance – yellow challenge. With a partner maintaining balance throughout: I can sit holding hands with toes touching, lean in together then apart. I can sit holding 1 hand with toes touching, lean in together than apart. I can sit holding hands with toes touching and rock forwards, backwards and side to side.</p> <p>Skill – seated – green challenge. With a partner maintaining balance throughout: I can hold on and with a long base, lean back, hold our balance and move back together again. I can hold on with 1 hand and with a long base lean back, hold our balance and move back together again.</p> <p>Plenary</p> <p>Give everyone a sticker badge. When asked who has been trying hard, answer by placing a sticker on someone in your group you think deserves it. At the end of the lesson explain why you gave the person that sticker, or even why you think you were given it.</p> <p>Q – what have you learned from observing another that will help you improve?</p>	
Lesson 5	Learning Intent:	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can change tactics, rules or tasks to make activities more fun or more challenging. 	<p>Starter</p> <p>Warm up – team juggling</p> <p>Level 6 – establish your sequence – in a static star position, pass the ball round the whole group in the same sequence but without passing to the player next to you. Repeat the sequence until everyone is secure whole to pass to and receive from.</p> <p>Level 7 – create team philosophy - appoint a manager who has the last say in decision making and agree on a team philosophy on how you will support team members if they make a mistake.</p> <p>Level 8 – add more balls – feed in as many balls as you can so you really challenge yourself. Keep the sequence of passing exactly the same.</p> <p>Level 9 – change size/shape of balls – consider changing the size/shape of some of the balls if you need to adjust the challenge.</p> <p>Level 10 – time to review – where are you looking? Is another group using any tactics you want to copy? What have you done well so far?</p> <p>Q – what target can you give yourself for today’s lesson?</p> <p>Main teaching activity</p> <p>Skill – stance – red challenge. With a partner, maintaining balance throughout: I can hold and with a short base, lean back, hold our balance and then move back together. I can hold on with 1 hand and with a short base lean back, hold our balance and then move back together. I can perform both short base challenges with eyes closed.</p> <p>Skill – stance – blue challenge. With a partner, maintaining balance throughout: I can stand on 1 leg holding with 1 hand lean back hold balance and then move back together. I can stand on 1 leg while holding on to my partners opposite leg.</p> <p>Q – why is it important to perform challenges with consistency before moving on to a harder challenge?</p> <p>Independent work (HA / MA /LA)</p> <p>Skill application – supporting weight</p>	Notes: Lines ropes Benches Low beams Different sized balls cones

		<ul style="list-style-type: none"> I can link actions and develop sequences of movements that express my own ideas. 	<p>With a partner, decide which of the supporting balances shown you would like to learn and perform together. Once you've had a go at the challenges shown, you might try adjusting them to alter the size of the base.</p> <p>Level 1 – large base, more points of contact, perform one balance at a time.</p> <p>Level 2 – smaller base, fewer points of contact</p> <p>Level 3 – raised or unstable surface, move from one balance into another.</p> <p>Q – In what ways can we respond different to tasks?</p> <p>Plenary</p> <p>Give everyone a sticker badge. When asked who has been trying hard, answer by placing a sticker on someone in your group you think deserves it. At the end of the lesson explain why you gave the person that sticker, or even why you think you were given it.</p> <p>Q – what challenges are you going to try and achieve by next lesson?</p>	
Lesson 6	Learning Intent:	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas. 	<p>Starter</p> <p>Warm up – team juggling</p> <p>Level 11 – add additional challenges – try adding an additional challenge, for example include a 'trick ball' where you each perform your own trick before sending it on, or try with at least 1 ball passed on the floor using feet.</p> <p>Level 12 – on the move – now see if you can perform the activity on the move as a group</p> <p>Level 13 – make your bid – make your bid – how many balls can you keep going for 30 seconds?</p> <p>Level 14 – lowest bid first – that team that keep most balls going for 30 seconds is the winner. The team with the lowest bid starts first, take your position on the winners' bench if you keep going for 30 seconds.</p> <p>Level 15 – winners bench – all teams must attempt to keep their chosen number of balls going for 30 seconds and if successful replace the winners on the bench.</p> <p>Q – what is your goal today for the competition?</p> <p>Main teaching activity</p> <p>Skill – stance – pink challenge. With a partner, maintaining balance throughout: I can complete all blue counter balance challenges with eyes closed. I can step onto a bench facing my partner, hold with both hands with feet side by side, lean back, hold and then move back together. I can step onto a bench facing my partner, hold with both hands and swap places whilst leaning back with straight arms.</p> <p>Skill – stance – black challenge. With a partner, maintaining balance throughout: I can stand on a line facing my partner, hold with both hands then lean back and then swap places whilst maintaining the counter balance position. I can stand on a low beam, facing my partner, hold with both hands then swap places whilst maintaining the counter balance position.</p> <p>Q – what are the main things you have learned about ball handling?</p> <p>PB challenge – roller ball</p> <p>Challenge the children to work in pairs, hold hands or forearms at arm's length and see how many times they can successfully roll the ball up and down to each other. As one</p>	Notes: Lines Low beams Large balls Tennis balls rackets

			<p>player stands up, the other sits down. They count the number of successful rolls in a set time.</p> <p>Q – what do you think you can do better now than at the start of term?</p> <p>Plenary</p> <p>Give everyone a sticker badge. When asked who has been trying hard, answer by placing a sticker on someone in your group you think deserves it. At the end of the lesson explain why you gave the person that sticker, or even why you think you were given it.</p> <p>Q – what did you do well during the competition and what could you have done better?</p>	
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