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| updated logo  Rabbits - Medium Term Planning Summer 1 – Athletics | |
| Topic: Athletics  Key Vocabulary:  Exercise  Healthy  Symbols and Makaton signs needed for key words | PE will be developed in weekly sessions, as well as swimming sessions. will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.  Fundamental movement skills will be developed on a daily basis throughout all our active sessions within structured lessons and play times. Children will have the opportunity throughout the day and week to develop their fundamental movement skills using the climbing frame, outdoor balancing equipment, riding trikes, using the big swing, accessing the forest school area and sensory garden and their own class outdoor / indoor environment. |

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| **Lesson 1/2/3**  **Exploring throwing underarm**   * Warm up – ‘I can run’ action song * Exploring throwing underarm into a target * Children to have access to different coloured hoops on the floor – children to throw different resources into the hoops. Objects to be of different sizes to see which is easier for the children for example, beanbags, footballs, tennis balls etc. * Staff to model how to throw underarm with the children and then allow the children to have practice this skill themselves   **Challenge**  As the children become more confident with throwing underarm, change the size of the target that they are aiming for e.g. a box, a beaker, a tray etc.  Record how many items the children can get into the hoops as a form of assessment; does it improve each week? | **Lesson 4/5/6**  **Catching equipment with two hands**   * Warm up – ‘I can run’ action song * Exploring catching with two hands * Children to have access to different sizes balls/objects i.e. footballs, rugby balls, tennis balls, ping pong balls, bean bags, floaty bags etc. * Staff to model how to catching with the children and then allow the children to have practice this skill themselves   **Challenge**  As the children become more confident with catching, change the size of the object they are throwing. Also change who they are throwing/catching between i.e. can they catch a ball from another child? Can they throw a ball to another child?  Record how many successful catches the children have as a form of assessment; does it improve each wee? |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **Key Stage One –**   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives | EYFS –  Development Matters   * Describe how the body feels when still and when exercising. * Create a short sequence of movements. * Roll in different ways with control. * Travel in different ways. * Stretch in different ways. * Jump in a range of ways from one space to another with control. * Begin to balance with control. * Move around, under, over, and through different objects and equipment. * Control my body when performing a sequence of movements. * Participate in simple games. * Talk about what they have done. * Talk about what others have done.   KS1 –   * Describe how the body feels before, during and after exercise. * Carry and place equipment safely. * Create and perform a movement sequence. * Copy actions and movement sequences with a beginning, middle and end. * Link two actions to make a sequence. * Recognise and copy contrasting actions (small/tall, narrow/wide). * Travel in different ways, changing direction and speed. * Hold still shapes and simple balances. * Carry out simple stretches. * Carry out a range of simple jumps, landing safely. * Move around, under, over, and through different objects and equipment. * Begin to move with control and care. * Perform using a range of actions and body parts with some coordination. * Begin to perform learnt skills with some control. * Watch and describe performances. * Begin to say how they could improve. |