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| updated logo Squirrels Class Medium Term Planning for **PE Summer 1 2024** |
| **Athletics****Key vocabulary:****Pass****Strike**  | PE will be developed in weekly sessions, as well as swimming sessions. Our playtimes and active learning throughout the school day will also contribute to my 2 hours per week.There 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.  |

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| **Lesson 1 - Link it.****What is athletics?**Explore a range of athletics equipment to identify children’s interests, strengths and development points. Rotate around equipment stations. Watch videos before/during sessions of athletes to inspire and model skills.Focus: running, jumping, throwing.Encourage children to take ownership of organization each session by giving them roles with setting up and putting equipment away. | **Lesson 2 - Learn it****Running**Stations to develop walking, jogging, running skills. For example: cone drills, cones to move around, speed symbols, distance running/stamina | **Lesson 3 – Learn it****Jumping**Stations to develop jumping skills. For example: height, distance, accuracy.Model two-feet jumps and then more dynamic jumps. | **Lesson 4 – Learn it.****Throwing**Stations to develop throwing skills. For example: accuracy, distance, repetition. Use a variety of balls and javelins to inspire interest and range of skills. | **Lesson 5 – Check It****Developing Skills**Choose skills particularly motivating to children or may need to be developed more. Repeat a mixture previous stations tailored to the class’s needs.Add in challenges such as relay, sack, egg and spoon races for Sports Day preparation. | **Lesson 6 – Show it / Know It****Sports Day!**Children to participate in Sports Day to celebrate their achievements this year. Promoting competition and performance. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **EYFS – Reception**Develop overall body-strength, balance, co‑ordination and agility.Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Revise and refine the fundamental movement skillsthey have already acquired:• rolling• crawling• walking• jumping• running• hopping• skipping• climbingCombine different movements with ease and fluency.Progress towards a more fluent style of moving,with developing control and grace.Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. **KS1**Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **EYFS**RunningRun in different ways for a variety of purposes. JumpingJump in a range of ways, landing safely.ThrowingRoll equipment in different ways.Throw underarm.Throw an object at a target.Compete/PerformControl their body when performing a sequence of movements.Participate in simple games.EvaluateTalk about what they have done.Talk about what others have done.**Year 1**RunningVary their pace and speed when running.Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.JumpingPerform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.ThrowingThrow underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.Compete/PerformBegin to perform learnt skills with some control. Engage in competitive activities and team games.EvaluateWatch and describe performances. Begin to say how they could improve. |

**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Exploration of athletic skills, linking the Autumn Athletic sessions.. Identify class needs/strengths/interests, | Learning running, jumping, throwing skills. | Develop these skills and build upon strengths. Address misconceptions or weak spots. | Add difficulty – e.g. different sports day style races | Sports Day! Compete and perform for our families. |