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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 skills  they have already acquired:  • rolling  • crawling  • walking  • jumping  • running  • hopping  • skipping  • climbing  Combine 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**  Running  Run in different ways for a variety of purposes.  Jumping  Jump in a range of ways, landing safely.  Throwing  Roll equipment in different ways.  Throw underarm.  Throw an object at a target.  Compete/Perform  Control their body when performing a sequence of movements.  Participate in simple games.  Evaluate  Talk about what they have done.  Talk about what others have done.  **Year 1**  Running  Vary 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.  Jumping  Perform 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.  Throwing  Throw underarm and overarm.  Throw a ball towards a target with increasing accuracy.  Improve the distance they can throw by using more power.  Compete/Perform  Begin to perform learnt skills with some control.  Engage in competitive activities and team games.  Evaluate  Watch 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. |