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| updated logo Squirrels Class Medium Term Planning for **PE Summer 2 2024** | |
| **Games**  **Key vocabulary:**  **Awareness**  **Communication** | 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**  **Ball Games**  Rotate children around a range of throwing/catching, kicking and bat/ball stations which children will be familiar with from active playtimes. Identify child interests, strengths and areas for development this half term.  Encourage children to take ownership of organization each session by giving them roles with setting up and putting equipment away. | **Lessons 2-6, Learn it, Check it, Show it, Know it**  **Games with rules and/or tactics**  Choose at least one game to develop over the half term which matches children’s needs and interests. Choose a game with simple rules. Some children will begin to develop tactics as their skills and confidence progress.  Examples:  Dodgeball  Tennis  Badminton  Table tennis  Mini golf  Football |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS – Reception**  Combine different movements with ease and fluency.  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.  Further develop and refine a range of ball skills  including: throwing, catching, kicking, passing,  batting, and aiming.  Develop confidence, competence, precision and  accuracy when engaging in activities that involve  a ball.  **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.  Pupils should be taught to participate in team games, developing simple tactics for attacking and defending | |  |  |  | | --- | --- | --- | |  | **Reception** | **Year 1** | | **Health and Fitness** | Describe how the body feels when still and when exercising. | Describe how the body feels before, during and after exercise.  Carry and place equipment safely. | | **Striking and Hitting a Ball** | Hit a ball with a bat or racquet. | Use hitting skills in a game.  Practise basic striking, sending and receiving. | | **Throwing and Catching a Ball** | Roll equipment in different ways.  Throw underarm.  Throw an object at a target.  Catch equipment using two hands. | Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practise accurate throwing and consistent catching. | | **Travelling with a Ball** | Move a ball in different ways, including bouncing and kicking.  Use equipment to control a ball. | Travel with a ball in different ways.  Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. | | Passing a Ball | Kick an object at a target. | Pass the ball to another player in a game.  Use kicking skills in a game. | | Possession |  |  | | Using Space | Move safely around the space and equipment.  Travel in different ways, including sideways and backwards. | Use different ways of travelling in different directions or pathways.  Run at different speeds.  Begin to use space in a game. | | Attacking and Defending | Play a range of chasing games. | Begin to use the terms attacking and defending.  Use simple defensive skills such as marking a player or defending a space.  Use simple attacking skills such as dodging to get past a defender. | | Tactics and Rules | Follow simple rules. | Follow simple rules to play games, including team games.  Use simple attacking skills such as dodging to get past a defender.  Use simple defensive skills such as marking a player or defending a space. | | **Complete/**  **Perform** | Control my body when performing a sequence of movements.  Participate in simple games. | Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.  Engage in competitive activities and team games. | | **Evaluate** | Talk about what they have done.  Talk about what others have done. | 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’ |
| Exploring ball skills to identify interests, skills and areas for development | Developing skills over the half-term with a game of choice. Encourage children to follow rules and begin to develop tactics as the weeks progress. | | | |