Springfield School

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| Blackbirds Class Medium Term Planning for PE 1 | |
| Topic: The Great Fire of London  Health and Fitness   * Awareness * Resilience | 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’**   * **Discuss how we can keep our bodies healthy and the importance of exercise, how did we do this when we were in Squirrels class?**   Warm up – Play Blackbird says…..  Activity- Creating obstacle courses  Cool down – Sleeping lions | **Lesson 2 ‘learn it’**  **How are we keeping our bodies healthy?**  Warm up – Play Blackbird says…..  Activity- Circuits -, bunny hops, star jumps etc  Cool down – Sleeping lions | **Lesson 3 ‘learn it’**  **How do we know we are working hard?**  Warm up – Play Blackbird says…..  Activity- Competitive circuits -, bunny hops, star jumps beating you own score  Cool down – Sleeping lions | **Lesson 4 ‘check it’**  Warm up – Play Blackbird says…..  Activity- Competitive circuits -, bunny hops, star jumps racing against each other  Cool down – Sleeping lions |
| **Lesson 5 ‘link it’**   * **What have we been doing previously?** * **Why is it good to keep our bodies healthy?** * **How can we do that?**   Warm up – Play Blackbird says…..  Activity- Playing active problem solving games – NSEW Sun and ice, hot potato  Cool down – Sleeping lions | **Lesson 6 ‘learn it’**  **How can we work together to solve problems?**  **How can we make sure we have space around us?**  Warm up – Play Blackbird says…..  Activity- Playing active problem solving games – NSEW Sun and ice, hot potato  Cool down – Sleeping lions | **Lesson 7 ‘check it’**  Warm up – Play Blackbird says…..  Activity- Playing active problem solving games – NSEW Sun and ice, hot potato  Cool down – Sleeping lions |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **Body awareness** is the ability to understand where our bodies are in space and how our bodies move. **Spatial awareness** is the ability to be aware of oneself in **space**. It is an organised knowledge of objects in relation to oneself in that given **space**. **Spatial awareness** also involves **understanding** the relationship of these objects when there is a change of position.  **Resilience** is the capacity to recover quickly from difficulties. Pupils should learn to persevere when problem solving, when trying to achieve a difficult goal or when faced with adversity.  **Year 2**   * Show a good awareness of others in running, chasing and avoiding games. * Know how to score and keep to rules of simple games. * Sustain energy levels | * Use rolling, hitting, running, jumping, catching and kicking skills in combination. * 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. * **Compete with others and aim to improve personal best performances.** |

Progression of Learning

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Do they know what being healthy means?  How did they keep fit and healthy in previous classes?  Why is it important to be healthy? | Activities provided during lesson  Resources  Hall  Pictures and signs for circuits  Sports vests and balls/beanbags for games  Music  Refining fundamental movement skills: jumping, hopping, running, walking, jogging, skipping | Independent activities linked to lesson  Resources  Pictures and signs for circuits  Link skills together. Focus on fluency and security of skill. | How will the pupils share knowledge during or end of lesson  Explore and discuss photographs of lessons  Share and compare diaries  Apply skills in circuits and games | Retrieve or generalization of learning after lesson   * Answer questions about keeping healthy * Show knowledge of keeping healthy * Challenges selves and others to apply skills. Discuss what they are doing and how? |