Springfield School

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| Blackbirds Class Medium Term Planning for PE 1 |
| Topic: Pioneers Dance * Movement
* Fairness
 | 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 sports have we seem on the TV for Athletics?** **Athletics: running** Warm up – jogging and stretching Activity – running races, practice start. Cool down – stretching.  | **Lesson 2 ‘learn it’** **Athletics: hurdles** Warm up – jogging and stretching Activity – hurdles, practice start. Cool down – stretching.  | **Lesson 3 ‘learn it’****Athletics: relay** Warm up – jogging and stretching Activity – relay, practice start. Cool down – stretching.  | **Lesson 4 ‘learn it’** **Athletics: shot put** Warm up – jogging and stretching Activity – shot put, practice start. Cool down – stretching.  |
| **Lesson 5 ‘learn it’****Athletics: javelin** Warm up – jogging and stretching Activity – javelin, practice start. Cool down – stretching.  | **Lesson 6 ‘check it’****Athletics: long jump** Warm up – jogging and stretching Activity – long jump, practice start. Cool down – stretching.  |  |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| * **Fundamental movement** skills are the various gross **motor** skills such as running, jumping, balancing, throwing, catching, kicking etc. These skills are the basis for all physical activity that we do in sports, dance, gymnastics and other physical activities. It is important that these skills are learnt so that children feel confident in accessing all forms of sport and exercise.
* **Fairness** is the ability to be impartial and just in the treatment or behaviour towards others without favouritism or discrimination. Pupils should learn to involve everyone in activities, to encourage each other and to keep to any rules of games.
 | Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. |

Progression of Learning

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Can they recall different athletic events?  | Activities provided during lesson Resources Outdoor sports arena Beanbags Foam javelin Hurdles  | Independent activities linked to lesson Resources Outdoor sports arena Beanbags Foam javelin Hurdles | How will the pupils share knowledge during or end of lessonExplore and discuss photographs of lessonsShare and compare diaries Apply skills Explore competitive fairness  | Retrieve or generalization of learning after lesson * Demonstrate athletic skills
* Learn how to start a race fairly
* Demonstrate sportsmanship
* Remember sequences of movements
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