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| updated logoHedgehogs Class Medium Term Planning for P.E Summer Term - 2023Athletics - outdoor  |
| Health and Fitness**Teamwork** | PE will be developed in weekly sessions, as well as swimming sessions. 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.Fundamental movement skills will be developed on a daily basis throughout all our active sessions within structured lessons and play times. Children will have the opportunity throughout the day and week to develop their fundamental movement skills using the climbing frame, outdoor balancing equipment, sensory diet equipment, riding trikes, using the big swing, accessing the forest school area and sensory garden and their own class outdoor / indoor environment.Key vocabulary – * Health and fitness, running, jumping, throwing
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| **Lesson 1 - Link it****Exploring the MUGA**Exploring travelling in different ways around the MUGA and exploring the sensory balls to throw and catch. | **Lesson 2-8 – Learn it and check it****Practise running, jumping and throwing (MUGA)**Running - * Use the boombox for music to travel in different ways to the tempo of the music
* Use the parachute to run underneath it as it bounces up and down while singing familiar nursery rhymes
* Use multi-coloured spots to run and stop on the stops – musical statues
* Use cones to run in and out of (weaving between them)
* Use coloured vests for two teams and play tag, chasing other children to tag them (teamwork)

Jumping - * Use multi-coloured spots, hop-scotch and skipping ropes to practise jumping on and over obstacles in a circuit
* Use hoops to jump in and out of – increasing the distance between each hoop

Throwing - * Use bean-bags and hoops to throw the beanbags – building up the distance each time – practise over arm and under arm throwing
* Using the sensory balls to throw in the basket (basketball) – teamwork – can children throw the ball to each other?
 | **Lessons 9-12 - Show it and know it****Applying skills (MUGA)**Use the equipment that has been used in previous lessons.Do children access the equipment independently?Do children apply the skills that they have learned for running, jumping and throwing?Do children play together – e.g. pass the ball to one another/ tag each other/ run together, etc.? |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **ELG –** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. * Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
* Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
* Can stand momentarily on one foot when shown.
* Can catch a large ball.

**Key Stage One –** 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 activitiesParticipate in team games, developing simple tactics for attacking and defending.* Manage space safely showing good awareness of each other.
* Show some control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.
* Sustain effort throughout lesson
* Respectful of each other and equipment
* Engaged and on task throughout lessons
* Show a good awareness of others in running, chasing and avoiding games
 | EYFS - * **Begin to perform learnt skills with some control.**
* **Engage in competitive activities and team games.**
* **Run in different ways for a variety of purposes.**
* **Jump in a range of ways, landing safely.**
* **Roll equipment in different ways.**
* **Throw underarm.**
* **Throw an object at a target.**
* **Control their body when performing a**
* **sequence of movements.**
* **Participate in simple games.**

Key Stage One – * **Describe how the body feels before, during and after exercise.**
* **Carry and place equipment safely.**
* **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.**
* **Work with a partner to develop the control of their jumps.**
* **Perform and compare 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.**
* **Combine different jumps together with some fluency and control.**
* **Jump for distance from a standing position with accuracy and control.**
* **Investigate the best jumps to cover different distances.**
* **Choose the most appropriate jumps to cover different distances.**
* **Know that the leg muscles are used when performing a jumping action.**
* **Throw underarm and overarm.**
* **Throw a ball towards a target with increasing accuracy.**
* **Improve the distance they can throw by using more power.**
* **Begin to perform learnt skills with some control.**
* **Engage in competitive activities and team games.**
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Exploring familiar equipment for throwing/ catching and travelling in different ways.Practising managing transitioning. | Activities provided during lesson Opportunities to practise running, jumping and throwing skills during PE lessons. | Independent activities linked to lesson Ongoing opportunities during break times –practicing travelling in different ways and practicing jumping. | How will the pupils share knowledge during or end of lessonChildren will be able to run, jump and throw with increased accuracy. | Retrieve or generalization of learning after lesson Children will be able to complete the actions when prompted with increasing control. |