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| updated logoHedgehogs Class Medium Term Planning for P.E Spring Term 2 - 2023  Yoga | |
| Yoga  **Movement & organisation** | 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, riding trikes, using the big swing, accessing the forest school area and sensory garden and their own class outdoor / indoor environment.  Key vocabulary –   * Walk, run, jump, skip, hop, balance, land, turn, roll * Stretch, tall, small   **Rolls –** Curled side roll (egg roll), **Log roll (pencil roll),** Teddy bear roll  **Jumps – Straight jump**, Tuck jump, Jumping jack, Half turn jump, Cat spring  **Travelling –** Tiptoe, **step, jump and hop,** Hopscotch, **Skipping, Galloping**  **Shapes and balances -** **Standing balances**, Kneeling balances  **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. |

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| **Lesson 1 - Link it**  **Exploring a circuit**   * Cosmic Yoga warm up * Explore travelling around a circuit (balancing and climbing) – links to gymnastics | **Lesson 2-3 – Learn it**  **Stretching ‘tall’ and ‘small’**   * Cosmic Yoga warm up * Model and practise stretching ‘tall’ and ‘small’ * Play calming music – practise moving slowly around the hall and travelling in different ways to match the tempo of the music * Breathe in and out – use bubbles – practise blowing the bubbles * Use fabric and practise reaching tall and small while it floats up and down | **Lesson 4 – Check it**  **Movement and stretching**   * Cosmic Yoga warm up * Play calming music and have the bubble machine on – stretch up to pop the bubbles * Use a parachute and practise reaching tall and small while it floats up and down * Have mats around the hall floor – encourage children to stretch out and move to the music (e.g. log rolls, curling up, stretching out, jumping, stepping, etc.) | **Lesson 5 - Show it and know it**  **Applying skills**   * Cosmic Yoga warm up * Have mats placed around the hall and fabric/ the parachute available to access. Turn on the bubble machine and calming music * Do children access the fabric independently? Do children request to use the parachute? Do children reach up to pop the bubbles? Can they stretch tall and small on request? Can they perform actions on request/ do they do them independently? |

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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.   * Create a short sequence of movements. * Roll in different ways with control. * Travel in different ways. * Stretch in different ways. * Jump in a range of ways from one space to another with control. * Begin to balance with control. * Move around, under, over, and through different objects and equipment.   **Key Stage One –**  Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.   * Create and perform a movement sequence. * Copy actions and movement sequences with a beginning, middle and end. * Link two actions to make a sequence. * Recognise and copy contrasting actions (small/tall, narrow/wide). * Travel in different ways, changing direction and speed. * Hold still shapes and simple balances. * Carry out simple stretches. * Carry out a range of simple jumps, landing safely. * Move around, under, over, and through different objects and equipment. * Begin to move with control and care. | EYFS -   * **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.** * **Mounts stairs, steps or climbing equipment using alternate feet.** * **Walks downstairs, two feet to each step while carrying a small object.** * **Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.** * **Can stand momentarily on one foot when shown.** * **Understands that equipment and tools have to be used safely.** * **Experiments with different ways of moving.** * **Jumps off an object and lands appropriately.** * **Travels with confidence and skill around, under, over and through balancing and climbing equipment.**   Key Stage One –   * **Manage space safely showing good awareness of each other.** * **Perform basic gymnastics actions including travelling, rolling, jumping, climbing and balancing.** * **Copy and explore basic body actions and movement patterns.** * **React to a range of stimuli** * **Sustain effort throughout lesson** * **Respectful of each other and equipment** * **Engaged and on task throughout lessons** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Links to gymnastics.  Exploring familiar equipment.  Managing transitioning. | Activities provided during lesson  Children will be taught new actions to apply during yoga throughout a range of sensory activities. | Independent activities linked to lesson  Children will have access to the stimuli to access independently or to request engagement with an adult. Children can practise actions during playtimes. | How will the pupils share knowledge during or end of lesson  Children will be able to copy actions when prompted and respond appropriately to the stimuli. | Retrieve or generalization of learning after lesson  Children will apply the skills that they have learned and perform movements upon request/ independently. |