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| updated logoHedgehogs & Butterflies Class Medium Term Planning for P.E Autumn Term 1 2022Fundamental Movement Skills  |
| Topic: Fundamental Movement Skills**Control and fairness** | PE will be developed in weekly sessions, as well as swimming sessions. Focused sessions are planned in for this half term on fundamental movement skills. 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.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. |

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| **Lesson 1 - Link it****Glow in the dark vests and balls (prior experience of this)**Transition using now and next boards to the hall.Moving balls in different ways with support. Exploring a range of balls with different colours/ textures.Plenary – Show children photos of them from the lesson. | **Lesson 2-3 – Learn it****Glow in the dark vests and balls/ balls, hoops, baskets, etc.**Practise basic striking, sending and receiving. Modelling with 1:1 support.Taking turns to pass the ball (rolling, throwing, kicking, etc.) – **fairness**.Practise travelling with a ball in different ways – **control**.Plenary – Show children photos of them from the lesson – can they identify themselves/ their peers? | **Lesson 4 – Check it****‘Ready, steady, go’ turn taking games.** Do children engage with each other when passing the ball?Do children use a variety of ways to pass the ball?Plenary – Show children photos of them from the lesson – can they identify themselves/ their peers? | **Lesson 5-6 - Show it and know it****MUGA – ball skills**Transition using now and next boards to the MUGA (outdoor area).Do children apply their knowledge of ball skills?Do children travel confidently with the ball without dropping it?Do children pass the ball a variety of ways when prompted?Plenary – Show children photos of them from the lesson.  |

Take the objectives for the LO stickers from this section

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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. **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 activities  | EYFS - * **Can catch a large ball.**
* **Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.**

Key Stage One – * **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.**
* **React to a range of stimuli**
* **Sustain effort throughout lesson**
* **Respectful of each other and equipment**
* **Engaged and on task throughout lessons**
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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 the balls and the Glow in the Dark equipment (for some, this will be new) | Activities provided during lesson Model passing the ball in different ways (e.g. rolling, throwing, kicking).Being aware of and engaging with peers.Practising travelling with the ball. | Independent activities linked to lesson Practise basic striking, sending and receiving.Engaging with peers with support.Practising having control over the ball – travelling with the ball. | How will the pupils share knowledge during or end of lessonPassing and receiving the ball when prompted.Engaging with peers.Having control over the ball – travelling with the ball. | Retrieve or generalization of learning after lesson Apply knowledge within a different setting. |