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| updated logo Rabbits Class Medium Term Planning for P.E Autumn Term 1 2022  Fundamental Movement Skills including Forest School sessions | |
| Topic: Fundamental Movement Skills  Movement and Co-operation | 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.  Focussed sessions are planned in for this half term on fundamental movement skills. |

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| **Lesson 1 - Link it.**  **Soft play equipment out (prior experience of this)**  Transition using now and next boards to the hall.  Engage in activities with support.  Back in class – (during snack) Plenary – Show children photos of them from the lesson. | **Lesson 2 – Learn it**  **Warm up song – different movements – in class before transition.**  **Soft play equipment out to access**  Focus on balancing.  What support is needed?  Who is confident?  Plenary – Show children photos of them from the lesson. Praise the good balancing. | **Lesson 3 – Check it**  **Warm up song – different movements – in class before transition.**  **Soft play equipment out to access - Put out a different arrangement today.**  Is there a development in increase of engagement because the children know what to expect?  Plenary – Show children photos of them from the lesson. Praise the good balancing. | **Lesson 4 -6 - Show it and know it**  **Forest School session**  **(Ensure all kit is in school by week 4)**  Transition using now and next boards to the forest school area.  Explore the area.  Transfer balancing skills to the outdoor tyres and wooden planks and edges of big planters.  Plenary – Show children photos of them from the lesson. Praise the good balancing. |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| Put a range of different movements together.  Change the speed of their actions.  Change the style of their movements.  Create a short movement phrase which demonstrates their own ideas.  Describe how the body feels when still and when exercising. | * Show increasing control over an object when pushing, patting, throwing, catching or kicking. * Experiment with different ways of moving. * Travel with confidence and skill around, under, over and through balancing equipment.   Negotiate space when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Have an awareness of themselves, and previous visits to the hall. * For some this will be new. | Activities provided during lesson  Resources  Learn to use the equipment  Practice balancing and moving on different equipment. | Independent activities linked to lesson  Resources  Practice movements | How will the pupils share knowledge during or end of lesson  Practice movements in different places, transfer balancing skills to other areas of school. | Retrieve or generalization of learning after lesson  Transition to hall or forest school area well.  Balance on a variety of equipment in different places. |